

Cyngor Cyllido Addysg
Uwch Cymru

hefcw

Higher Education Funding
Council for Wales

STEERING GROUP FOR WELSH MEDIUM PROVISION IN HIGHER EDUCATION

STRATEGY

JULY 2004

Noddir gan
Lywodraeth Cynulliad Cymru
Sponsored by
Welsh Assembly Government



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WELSH MEDIUM PROVISION IN HIGHER EDUCATION

DRAFT STRATEGY

FOREWORD

What is proposed in this strategy rests on the following simple argument:

- that opportunities to learn through the medium of the Welsh language should be available to students in higher education in Wales who want to take advantage of them;
- that despite the dedication of many institutions and individuals throughout Wales both the provision and the take-up of Welsh medium courses are too low;
- that it is possible to bring about a substantial and sustained improvement, given increased and effectively directed funding, a coordinated national strategy, commitment from higher education institutions and support from partner organisations.

The Welsh Assembly Government has set an ambitious target for this improvement: that the proportion of higher and further education students undertaking some element of their HE course through the medium of Welsh should rise to 7% by the year 2010/11. This target is the goal that lies at the heart of this strategy.

The Minister for Education and Lifelong Learning, Jane Davidson AM, has taken a close interest in the work of the Steering Group responsible for the strategy. I know that she is looking forward to receiving it this autumn, and to hearing the reactions of the higher education community to it.

The Steering Group has benefited from having a wide base of membership. As well as experts from higher education it includes representatives from other parts of the education system and the world of employment. I am deeply grateful to all of them for devoting time and effort from busy lives to this work, and for the high degree of consensus they have achieved.

The strategy has gained from previous thinking, as represented in two previous reports to the Welsh Assembly Government by the Higher Education Funding Council. But it takes this thinking further, with a much stronger emphasis on national coordination, cooperative action between higher education institutions, and the wider setting of Wales as a bilingual country.

We now invite all Welsh higher education institutions, and all others interested in this field, to offer their observations on what the strategy proposes.

We realise that the period of consultation is brief, and the timing inconvenient. But it is important that a coherent plan for the future of learning and teaching through the medium of Welsh in higher education, owned by the entire sector, is submitted for consideration by the Minister as soon as possible.

Andrew M.W. Green
Chair
Steering Group for Welsh Medium Provision in Higher Education
July 2004

BACKGROUND TO THE STRATEGY

REACHING HIGHER

The Welsh Assembly Government's strategy for the higher education sector in Wales, *Reaching Higher, Higher Education and the Learning Country*,¹ set out its aspirations for Welsh medium teaching:

We are committed to working to make bilingualism a reality in Wales . . . We want an HE sector which is responsive to individuals including those who wish to pursue elements of their degrees through the medium of Welsh. Over time it should be viewed as part of mainstream provision covering a selection of courses and modules. We want institutions to work flexibly and collaboratively to look at how they can meet Welsh medium demand.

Reaching Higher includes a specific target on Welsh medium provision for the Higher Education Funding Council for Wales (HEFCW) and the sector:

the proportion of full-time and part-time students in Welsh higher and further education institutions in Wales undertaking some element of their higher education course through the medium of Welsh to increase from 3.4% (2000/01) to 7% (2010/11).

Following the publication of *Reaching Higher*, HEFCW submitted two reports to the Minister for Education and Lifelong Learning, one in July 2002 on current levels of demand and supply in Welsh medium higher education, and one in February 2003 setting out proposals for steps to increase the demand for, and supply of, Welsh medium provision.

The February 2003 report was prepared in consultation with the Chair and representatives of the University Board for Welsh Medium Teaching and outlined a strategic framework for development on a sector-wide basis. It included specific schemes for increasing Welsh medium staffing capacity and for collaborative activities and central co-ordination and support through the establishment of a national centre for Welsh medium provision.

STEERING GROUP FOR WELSH MEDIUM PROVISION IN HIGHER EDUCATION

The report also identified the need for a steering group to develop a national strategy for Welsh medium education. Although the Minister was unable to provide funding at least in the short-term for the proposals made in the report, HEFCW decided to proceed with the establishment of the steering group to begin work on the development of a comprehensive and longer-term strategy for consideration by the Welsh Assembly Government.

The Steering Group has wide representation from the HE sector and other organisations with an interest in, or contribution to make, to the development of Welsh medium HE, including from the post-16 and schools sector, the National Union of Students in Wales, and employers. Its work is informed by the close working partnership between HEFCW officers and the Welsh Medium Teaching Development Unit, and other partners. Its chair is Andrew Green, Librarian, National Library of Wales.² While the initiative to establish the Steering Group was taken by HEFCW, and Council officers provide secretariat to the Group, the Council sees the Group very much as a partnership with the sector, rather than a Council-driven committee. The strategy which emerges must have ownership by the sector.

The Steering Group was established in November 2003 and has met three times. It has also established three sub-groups which meet between Steering Group meetings to take forward the more detailed development of particular aspects of the strategy.

¹ March 2002

² Membership and terms of reference are at Annex A.

The Strategy builds on work which has already been undertaken by the University Board for Welsh Medium Teaching, the Welsh Medium Teaching Development Unit, and developed in the two reports on Welsh Medium provision presented by HEFCW to the Minister.

Following consultation with the sector, the strategy document will be presented to HEFCW in the autumn for formal consideration and subsequent submission to the Welsh Assembly Government. When HEFCW considers its endorsement of the strategy, it will make clear what actions it is able to take from within its existing level of resources and what will only be possible with additional investment from the Welsh Assembly Government. This is discussed within the strategy, particularly in the context of Reconfiguration and Collaboration funding.

The Minister has welcomed the establishment of the Steering Group. She met with the Chair of the Steering Group in April 2004 and has indicated to him and to HEFCW that she looks forward to receiving the strategy in the autumn.

THE STRATEGY

1 AIMS

- a) to set out measures and activities to support the higher education sector in Wales and the Higher Education Funding Council for Wales in achieving the Welsh Assembly Government's target in *Reaching Higher* that:
- the proportion of full-time and part-time students in Welsh higher and further education institutions in Wales undertaking some element of their higher education course through the medium of Welsh to increase from 3.4% (2000/01) to 7% (2010/11);
- and
- b) to set out actions to create a sustainable system for Welsh medium higher education in the future.

2 KEY ASSUMPTIONS

Planning timescales

- 2.1 To achieve the aims of the strategy, actions and programmes over a number of inter-related timescales are required:
- i) Short-term: Programmes and changes which need to be introduced as soon as possible to stimulate increases in the demand for, and supply of, Welsh medium provision, and to create momentum and a positive sense of progress;
 - ii) Medium-term: Programmes to enable short-term gains to be consolidated and further progress made;
 - iii) Long-term: The systems and structures which need to be in place to sustain an increased volume of high quality Welsh medium provision in the future.

Meeting student demand

- 2.2 The nature of student demand for Welsh medium provision will always be varied and is likely to include the following elements and groups:
- i) a core of students who wish to study all or a substantial part of their courses through the medium of Welsh, taking advantage of all the available opportunities provided within their subject areas;
 - ii) students who wish, or who could be encouraged, to take specific elements or modules of their course through the medium of Welsh. This may be particularly true for vocational subjects where bilingual capacity may improve employment and career opportunities. This penumbra around the core is important for increasing the number of students studying through the medium of Welsh;
 - iii) within the categories above, the needs of full-time students may differ from those of part-time students, including those on continuing education or lifelong learning courses, those studying higher education at further education colleges, or those who wish to follow a work-based learning route. It will important, therefore, that providers do not focus only on traditional delivery of Welsh medium education;
 - iv) in some instances, it may be necessary to take account of whether students are first or second language Welsh speakers and whether additional language support is needed to enable students to achieve in higher education through the medium of Welsh;
 - v) the balance between the various categories of students will be fluid and will also vary from institution to institution;
 - vi) provision will develop incrementally and will not be comprehensive in all subject areas across institutions in Wales. There will be concentrations and specialisms in

particular institutions. However, there should be an emphasis on trying to create a system which makes Welsh medium opportunities as accessible as possible to students.

Stimulating demand for Welsh medium provision

- 2.3 Achieving a balance between supply and demand, including latent demand, can be difficult. Students, and prospective students, may become disillusioned at an early stage because of a lack of Welsh medium higher education provision in their chosen subject area. On the other hand, new provision can fail because of insufficient take-up. To break this vicious circle requires concerted action on both fronts. In terms of stimulating demand, this includes promoting opportunities and the benefits of Welsh medium provision to existing students and to prospective students who are making their decisions about higher education. It also means influencing students at an earlier stage, particularly in schools, so that, in a context of investment in increasing the supply of provision, they can be motivated to continue with Welsh medium education through to higher education. Many factors influence student choice of where to study, either in Wales or elsewhere in the UK (or beyond). Welsh medium provision should be seen as a positive and not a negative factor in these choices. The needs of employers for bilingual staff also need to be publicised, including the impact of Welsh Language Schemes on public sector employers.

Staffing

- 2.4 Fundamental to the strategy is the recognition that investment in developing new provision or stimulating demand will be in vain unless there is a strengthened staff capacity which can be maintained over the long term. While the scope for delivering more Welsh medium provision through existing staff resources will be explored, it is considered that significant improvements can only be made by bringing new staff with the ability to teach through the medium of Welsh into the sector.

Institutional commitment

- 2.5 If Welsh medium provision is to become embedded and capable of continuing expansion and development, then institutions must commit to it as an essential and mainstream part of their activity.

Funding implications

- 2.6 Through encouraging institutions to take an increasingly strategic attitude to Welsh medium provision, the strategy will be concerned with making effective use of funding which is already in the system. However, implementation of the strategy will have significant funding implications beyond the resources which HEFCW currently has available for Welsh medium provision, and will therefore require additional investment by the Welsh Assembly Government, including through the HEFCW Reconfiguration and Collaboration Fund or other monies which it may allocate for *Reaching Higher* priorities.
- 2.7 In this context, the potential for proposals by the sector to the Reconfiguration and Collaboration Fund which are consistent with the strategy to contribute to its implementation in the immediate term is recognised (see also below Section 3).
- 2.8 If the *Reaching Higher* target is to be achieved, then substantial pump-priming funding is essential. However, when such time-limited funding is withdrawn, there needs to be a sustainable funding system in place which will allow gains to be consolidated and continued.

Collaboration

- 2.9 The adoption of a collaborative approach to the development of Welsh medium provision is central to the strategy. The decision to set up the Steering Group itself stemmed from the recognition of the need for the sector and HEFCW to work together to establish a national strategy for Welsh medium provision. Collaboration should not just be seen purely in the

context of making effective use of funding but in bringing together expertise and skills from across the sector, and in creating strong networks for staff and students.

- 2.10 The strategy also recognises that reconfiguration and collaboration is at the heart of the Welsh Assembly Government's strategy for higher education in Wales. The sector's willingness to embrace this for Welsh medium provision as in other areas, and demonstrate positive outcomes as a result, will impact significantly on the level of the Assembly Government's future investment in higher education in Wales.

Status of the strategy

- 2.11 The strategy is an evolving document. It does not provide immediate answers to all the issues which need to be addressed. It proposes a number of programmes and actions which the knowledge and expertise of the members of the Steering Group tell them will start to make an impact on achieving the aims of the strategy. These will be modified and built upon in the light of experience and progress. However, the strategy is also about the research and preparatory work which is needed - studies and evidence gathering, planning, creating collaborative frameworks and supportive networks. The outcomes of these will feed into the further development of the strategy.

3 HEFCW RECONFIGURATION AND COLLABORATION FUND

- 3.1 The University of Wales Vice-Chancellors' Board at its meeting in December 2003 agreed to support a proposal to the HEFCW Reconfiguration and Collaboration Fund by the University Board for Welsh Medium Teaching, which represents all institutions of higher education in Wales. The proposal is consistent with the Steering Group's strategy principles and the Group has indicated its support as, if successful, it will provide a means of taking forward the strategy, particularly in the immediate term, while the Welsh Assembly Government has the opportunity to consider longer-term funding implications. The proposal is being discussed with HEFCW. The Steering Group will be closely involved with the progress of the activities for which funding is being sought.
- 3.2 The proposal to the Reconfiguration and Collaboration Fund includes a Postgraduate Scholarship and Teaching Fellowship Scheme (see below section 5).
- 3.3 As the aims of the strategy demonstrate, the Welsh Assembly Government's aspirations for Welsh medium provision, and the specific target attached to these, cannot be realised without a system which can effectively deliver and maintain the expansion required. Discussions on the proposal to the Fund also include undertaking an options appraisal of possible models for the delivery of Welsh medium provision. While the Steering Group would not wish to prejudge the conclusions of such an appraisal, given its firm view that the expansion of Welsh medium provision cannot be achieved without a collaborative and co-ordinated approach, it would expect to see an emphasis on a strengthening of collaboration to a greater or lesser degree, which may or not involve some reconfiguration as far as Welsh medium provision is concerned. Even without the impetus provided by the Reconfiguration and Collaboration Fund, the strategy was likely to have recommended a study of models of collaboration. (As the proposal to the Fund is still under discussion, a costing for this activity has not been included within the strategy.)
- 3.4 Whatever the outcome of an options appraisal, the need for investment in staff development and recruitment, marketing and the stimulation of demand, and increasing the supply of provision will remain. Institutions and the sector as a whole will still need to take steps to create an environment in which Welsh medium provision can develop.

4 MAINSTREAM FUNDING FOR WELSH MEDIUM PROVISION

- 4.1 In terms of creating a sustainable system for the future, mainstream funding for Welsh medium provision is seen as crucial. HEFCW supports the additional costs of delivering provision through the medium of Welsh by the payment of a premium of 0.26 on the standard unit of resource for enrolments on Welsh medium modules or courses, paid as part of the recurrent funding for teaching. The Steering Group would recommend that the Council, in consultation with the Group as to the terms of reference, undertakes a study to establish more precisely the additional costs associated with Welsh medium provision and that the premium is reviewed in the light of this.
- 4.2 The issue is a complex one and the same considerations will not necessarily apply in all contexts. There will be a need to determine what are the extra costs over and above those which are seen to be provided for by core funding for teaching, and the order of these costs in different circumstances. For example, the conditions may be different where a certain critical mass of provision/staffing exists and where provision and enrolments are on a much smaller scale, or provision is newly-established.
- 4.3 As well as determining the level of extra costs, the study would consider whether a premium system is the most effective way of providing mainstream support, or whether the way it is allocated might be varied. For example, the current method does not provide an incentive to collaborate.
- 4.4 While HE sector representatives on the Steering Group, in particular, are of the view that the level of the premium does not adequately reflect the additional costs of Welsh medium provision, it has to be recognised that from HEFCW's point of view the Council is unlikely to be able to make any significant increase in the level of the premium without it impacting on other areas of activity supported through funding for teaching, unless additional funding is made available by the Assembly Government. The level of the premium has also to be set in the context that all HEIs would make the point that they do not consider that the unit of resource in general reflects the costs of teaching.
- 4.5 Estimates already made by the Council indicate that should the sector achieve the *Reaching Higher* target, this in itself could involve annually increasing premium allocations which could reach an additional £2m by 2010/11, without any change in the level of premium, other than GDP increases which may be applied to recurrent grant.
- 4.6 Following the conclusion of the study, if the Council judges that an increase in the premium to a particular level or a change in its method of allocation is justified, estimates of the financial impact would be made (including allowing for increases in enrolments in line with the *Reaching Higher* target). The Council would then determine whether it was able to meet these within its existing resources or whether a case should be presented to the Welsh Assembly Government for additional support.

5 STAFF DEVELOPMENT AND RECRUITMENT

Existing capacity

- 5.1 In order to determine what potential may exist for an increase in Welsh medium teaching through existing Welsh-speaking staff in the sector a reliable picture of the Welsh medium staffing capacity which lies behind the data submitted by HE institutions to the Higher Education Statistics is needed. It is proposed a study is undertaken under the auspices of the Welsh Medium Teaching Development Unit. (This will build on an earlier study by Dr Cen Williams, *Welsh Medium Provision in Higher Education, Trends and Aspirations, 2003*).
- 5.2 The study will consider such factors as: the number of staff teaching through the medium of Welsh and the amount of teaching involved; whether Welsh medium teaching was a formal part of their duties on appointment; and the age profile and employment status of Welsh medium staff. It will also look at the number of staff who might be able to teach through the

medium of Welsh if circumstances allowed: this aspect of the study would not just look at potential staff development issues but at the practical factors which prevent staff from engaging in Welsh medium teaching. As well as providing information on which to plan future staff capacity, the study may suggest ways of bringing some existing staff into Welsh medium teaching, as well as identifying staff development needs.

Increasing capacity

- 5.3 Nonetheless, the Steering Group remains convinced that the scope for expanding Welsh medium provision through existing staff is limited. There is already concern (as set out in the HEFCW report to the Minister in February 2003) about the fragility, in many instances, of the current provision in the light of the number of key staff who are approaching retirement age. For posts within which Welsh medium teaching occurs at present, there may not always be suitably qualified or experienced candidates available when it comes to appointing replacements. Long-term capacity to maintain, and certainly to expand, Welsh medium provision will depend on bringing new staff into higher education with the ability to teach through the medium of Welsh.
- 5.4 As noted above, a Postgraduate Scholarship and Teaching Fellowship Scheme is the subject of a proposal to the Reconfiguration and Collaboration Fund. The introduction of a postgraduate scholarship scheme first proposed to the Minister in February 2003 is seen as integral to the strategy. The Welsh Medium Teaching Fellowship Scheme initiated by HEFCW in 2003/04, initially as an interim measure, should also be continued over the medium-term, as it has the advantage of providing opportunities for existing or completing research students, while the postgraduate scheme will bring through new students. The two schemes will provide a basis for a subsequent career in higher education, not just in institutions where research is a major aspect of the mission but across the sector as a whole where a higher degree is required for many appointments. However, consideration also needs to be given to those vocational disciplines where the acquisition of knowledge and expertise to embark on a higher education career may be through occupational competency rather than a research degree.
- 5.5 In essence the Teaching Fellowship Scheme offers a one-year appointment (to which institutions as well as HEFCW make a financial contribution), during which time the postholder is expected to undertake five hours of Welsh medium teaching a week and to develop new provision equivalent to at least one 20-credit module. The Postgraduate Scholarship Scheme provides for a three or four-year research studentship and an additional year similar to the Teaching Fellowship. The students will offer five hours of Welsh medium teaching a week from the second year of their studentship onwards. Thus, as well as increasing potential Welsh medium staffing capacity over the medium to long-term, the schemes will lead to an immediate increase in Welsh medium teaching.
- 5.6 It is proposed that the Postgraduate Scholarship Scheme provides for up to ten postgraduate scholarships a year for an initial five-year period (from 2005/06) when its continued operation would be reviewed. The Teaching Fellowship Scheme would offer six fellowships a year until 2007/08. The Postgraduate Scholarship Scheme in particular requires investment over a sustained period. Operating the Scheme on the basis of new scholarships each year for five years would involve continued funding until 2014/15, when the last scholarships would be completed.

	Timescale	Funding estimate (£)					
		2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Postgraduate Scholarship Scheme 10 new studentships a year (from 2005/06)	2004/05 to 2009/10 (and to conclusion of scholarships awarded)	Preparation period	156,850	325,740	506,730	699,880	905,250
Teaching Fellowship Scheme 6 fellowships a year	2004/05 to 2007/08	50,000 to 75,000 (existing HEFCW scheme)	80,955	83,160	85,365		
Possible initiative for vocational/occupational competency-based disciplines	2005/06 to 2007/08		40,000	80,000	80,000		
Administration			17,000	7,100	7,325	7,550	7,800
Total			294,805	496,000	679,420	707,430	913,050

Note: The figures for the Postgraduate Scholarship and Teaching Fellowship Schemes are consistent with the proposal being considered under the Reconfiguration and Collaboration Fund. The possible initiative for vocational/occupational competency-based disciplines has been estimated at a level comparable to the Teaching Fellowship Scheme.

Staff development

5.7 The Steering Group has identified staff development as an obvious area for collaboration between institutions. It will be important to work with staff development officers in institutions (including the Welsh Higher Education Staff Development Network - WHESDN) and the UK Higher Education Academy to ensure that Welsh medium programmes are of an equal standard to English medium programmes.

5.8 There are a number of areas of Welsh medium staff development to be considered:

- i) an initial training programme for research students on the scholarship scheme in the first year that they undertake undergraduate teaching or for other research students who may have the opportunity to teach through the medium of Welsh.
- ii) training for Welsh Medium Teaching Fellows. This would also form a more comprehensive training programme in the final year of the scholarship scheme to prepare students as lecturers through the medium of Welsh.
- iii) induction training for new staff and bilingual or Welsh medium routes for the formally accredited programmes of training in teaching which new staff in higher education are now expected to complete.
- iv) training and development programmes to assist existing staff to engage in Welsh medium provision. This might include language enhancement and confidence building, assisting with subject-specific terminology, and resource development. This will be informed by the study of staffing capacity referred to in 5.1, 5.2 above.)

- v) staff development on specific aspects of the enhancement of learning and teaching in a Welsh medium context. This could include conferences and seminars to disseminate good practice as well as training sessions.

5.9 It is proposed that appropriate staff development programmes are developed, drawing on and complementing any existing good practice which may already exist in institutions. Frameworks for delivery should also be established.

	Timescale	Funding estimate (£)		
		2005/06	2006/07	2007/08
Training programme for research students/teaching fellows	2005/06 and ongoing	30,000	10,000	10,000
Induction training/accredited programme for new staff	2005/06 and ongoing	70,000	50,000	50,000
Training for existing staff to teach through the medium of Welsh	2005/06 and ongoing (to be informed by outcome of study in 2004/05 referred to in 5.1,5.2)	30,000	20,000	20,000
Learning and teaching enhancement activities	2005/06 to 2007/08	20,000	20,000	20,000
Total		150,000	100,000	100,000

Note: These are indicative sums at present. The figures are not dissimilar to the budget suggested for staff development activity in the HEFCW February 2003 report to the Minister, although a higher level of funding has been estimated for the first year for initial development work.

6 MARKETING AND PROGRESSION

- 6.1 Increasing the number of students who take at least part of their course through the medium of Welsh to achieve the Assembly Government's target of 7% requires a long-term marketing and progression strategy which will be a key element in the wider strategy of the Steering Group. The marketing strategy, like the main strategy itself, should be an evolving programme which responds to the aspirations of students and the new provision developed from year to year.
- 6.2 There is concrete evidence that employers in the public sector and, increasingly, in the private sector, are seeking people who can work effectively and accurately in Welsh and English and bilingually. One example of this is the Future Skills Wales report (November 2003), a survey of the needs of 6,000 employers across Wales. In a comprehensive report identifying the needs of employers and the problems they encounter in recruiting and appointing staff, there was a clear perception that demand for individuals able to work through the medium of Welsh would increase over the next three years. The marketing strategy will need to recognise this factor and secure input from employers in the development of the strategy.
- 6.3 The current resources are insufficient to implement the recommendations in the marketing strategy (apart from some of the short-term initiatives). A priority will be the appointment of a full-time Marketing Officer located within the central structure discussed in Section 8.
- 6.4 One priority will be to relate the marketing strategy and higher education progression to what is happening in other sectors, particularly the post-16 sector. Links between HEFCW and ELWa will be an important element here. When planning on a subject or discipline basis a link should be established between relevant groups within the higher education sector, for

example, subject panels administered by the Welsh Medium Teaching Development Unit and networks within the post-16 sector. This can be a means of promoting inter-institutional co-operation in respect of marketing, as well as of developing and maintaining provision. Careful consideration will need to be given to recent and proposed changes in the post-16 sector.

- 6.5 It is essential that the strategy be formulated and developed on the basis of reliable evidence and data. Research is required into the best way of presenting information, as accurately as possible, on the numbers studying for A Level, Advanced Subsidiary and vocational qualifications through the medium of Welsh. During 2004-05 the possibility of creating an official annual procedure for the collection of the necessary information will be investigated. The importance of working with other relevant organisations to avoid duplication is noted.
- 6.6 In addition to collecting data and figures, qualitative research is considered necessary in order to establish the aspirations and attitudes of students and prospective students. Some research has been carried out into the aspirations of students in respect of learning through the medium of Welsh, including research by Dr Cen Williams during his period as development officer with the Welsh Medium Teaching Development Unit. Further research is required to build on and expand this work. There will be a limited research exercise early in 2004-05 focussing on up to fifteen centres. It is also felt that there is potential for higher education institutions to consider attitudes to Welsh medium education as an area for research.
- 6.7 A number of substantial initiatives and recommendations will be proposed for the long term (see below) but for the short term it is recommended that the following two elements be given priority for the initial phase of the marketing strategy:
- Marketing the advantages of Welsh as a skill for career development and job opportunities;
 - Focussing on those areas where provision is comparatively strong at present. As the provision expands and as new provision evolves it will be possible to build on these foundations.
- It is essential to create an annual cycle of collaboration with schools and colleges of further education in order to promote Welsh medium provision in higher education. The aim is to establish a pattern of holding a series of fairs/workshops at various locations, with students from the region being invited to attend. It is planned to commence this work in 2004/05.
- 6.8 As already noted, a Marketing and Progression Officer will need to be appointed to work within the Welsh Medium Teaching Development Unit or any central structure that is established (as indicated in the Funding Council's report to the Minister, February 2003). The duties of the Officer, in addition to contributing to some of the schemes already identified, will include:
- close collaboration with the institutions' marketing officers and departments (see below);
 - updating a database/website outlining all Welsh medium provision available in the institutions;
 - contributing to marketing the value of Welsh medium education and bilingualism in co-operation with external bodies such as the Welsh Language Board;
 - in relation to the above point, considering ways of publicising Welsh medium developments and successes in this area;
 - contributing to the development of strategic priorities;
 - development of literature, leaflets, etc, to promote opportunities to study through the medium of Welsh.
- 6.9 Individual institutions should ensure they have a clear and unambiguous procedure for marketing Welsh medium provision, as prominent as that for any other provision. This should include setting out all Welsh medium provision clearly in the annual prospectus, on their website and elsewhere.
- 6.10 During the first part of 2004/05, initiatives for 2004/05 to 2006/07 will be developed in detail. At the same time, consideration of detailed long-term schemes will commence.

- 6.11 It will be possible to implement some short-term initiatives by combining current resources with short-term support from other sources. The costs set out here are for the period 2005/06 to 2007/08.

	Timescale	Funding estimate (£)		
		2005/06	2006/07	2007/08
Appointment of Marketing and Progression Officer	From 1 September 2005	30,000	30,000	30,000
Research/Collation of Data	2005/06 and ongoing	25,000	25,000	25,000
Marketing Campaign	2005/06 and ongoing	50,000	50,000	50,000
Literature	2005/06 and ongoing	10,000	10,000	10,000
Total		115,000	115,000	115,000

Note: These are indicative sums at present. Including the salary for the Marketing and Progression Officer, they are a little higher than the figure originally proposed for market research/marketing activity in the HEFCW February 2003 report to the Minister.

7 THE DEVELOPMENT OF PROVISION

- 7.1 If substantial development of Welsh medium provision is to take place, the Group is of the view that significant additional funding investment will be required. Nonetheless, it would emphasise the importance of institutions making the most effective use of existing funding including the HEFCW Welsh Medium Provision Fund and the funding available through the Welsh Medium Teaching Development Unit. This will involve embedding a strategic approach in planning Welsh medium provision and ensuring that development proposals are soundly-based and well-managed. Unless these planning and implementation structures are in place, it will also be difficult to ensure that any additional funding which becomes available is put to the best possible use.
- 7.2 The Group has concluded that for provision to be expanded, particularly on a collaborative basis, frameworks need to be put in place that will facilitate and provide incentives to collaboration. These will need to relate not just to funding systems but also to practical arrangements, such as timetabling, compatible course structure and semesters, assessment methods and validation. They are essential if there is to be progress not just on the development of modules and resources but also on the transition to collaborative delivery. The issues are relevant not just to inter-institutional collaboration, but also within institutions, where competition for students and funding and a sense of ownership of courses can be as intense as between institutions.
- 7.3 Once an options appraisal has been completed, this section will be developed further within the framework of any agreed model for the future. The Reconfiguration and Collaboration Fund will be a potential source of funding for implementation. Some of the factors which can be expected to influence how provision is developed are noted below.
- 7.4 There should be a focus on harnessing information and communications technology, with its potential for delivering collaborative programmes and accessible Welsh medium resources for staff and students. Developments need to be placed firmly in the context of extending student choice and providing a high quality student experience. Advantage needs to be taken of the good practice and innovation already taking place in the sector in virtual and managed learning environments as part of institutional learning and teaching strategies.
- 7.5 Development work is needed on a subject by subject basis, as well as considering scope for interdisciplinary or generic programmes. Particularly for subject areas where there is little or no Welsh medium teaching at the moment, plans for growth in provision are likely to concentrate, initially at least, on providing modules, particularly core modules, through the medium of Welsh, rather than whole courses. As well as extending the subject range in which provision is available, this will meet the needs of many students who wish to combine study in

both Welsh and English in their courses. Consideration also needs to be given to securing and, expanding as appropriate, subject areas of relevant strength in Welsh medium provision.

- 7.6 Other important aspects are part-time programmes which encourage lifelong learning and widened access to higher education, and whether there is potential for Welsh medium provision within higher education delivered in further education colleges.
- 7.7 Empowering students to embark on Welsh medium study through providing appropriate support and building confidence will be vital. The role of communication skills which will enable to students to deal with their subjects in a professional capacity may also be considered.
- 7.8 Recommendations for development might include several institutions contributing to the preparation and delivery of modules, one institution acting as a lead provider, or developing certain concentrations of provision in one or more institutions according to expertise and specialisms.
- 7.9 The Steering Group sees potential in creating a comprehensive network of subject panels along the lines of the panels already established by the Welsh Medium Teaching Development Unit. These would take a strategic view of provision in their particular disciplines. As well as subject-specific panels, some generic groups would also be considered, for example, on the use information and communications technology, or providing additional language support to students. The existing panels already include one on lifelong learning. It is expected that the network would establish links with the Higher Education Academy to draw on its expertise and resources in learning and teaching enhancement, both for particular subjects as well as on generic issues.
- 7.10 The Steering Group is aware of the attraction of the capital city, Cardiff, to many Welsh-speaking students. Development programmes will need to take account of how the needs of these students can be addressed over the longer term without destabilising the position of the three institutions, UW Aberystwyth, UW Bangor and Trinity College Carmarthen, with relatively strong concentrations of Welsh medium provision. The Group sees it as essential that all institutions demonstrate a willingness to work collaboratively.
- 7.11 A case for funding support for extending Welsh medium provision would be expected to provide for proposals for new provision involving networks or consortia of institutions and individual institutions, probably in the light of the recommendations from the subject panels to the Steering Group. As well as curriculum content, work would include the development of resources, translation and conversion into course/module packages, including electronic media. Depending on the nature of the provision, and the information and communications technology content, modules might be expected to cost between £5,000 to £20,000 to develop.
- 7.12 It also has to be recognised that the issues noted above about the staffing capacity to deliver Welsh medium provision also impact on the ability to undertake major development work. The use of funding may therefore also need to include displacement costs, so that existing teaching is not endangered, and the “buying in” through secondments and contracts of academic and professional expertise to develop content, establish terminology, etc. There will also need to be support for the subject panels if their members are to be able to make a serious commitment to their work.

8 CENTRAL SUPPORT

- 8.1 The implementation of the activities included within this strategy, as well as guidance to institutions on developing provision within the context of the strategy, will require a level of central co-ordination and support along the lines of the development of the Welsh Medium Teaching Development Unit into a National Centre as proposed in HEFCW's February 2003 report to the Minister. The precise way in which this might be organised will await the

outcome of Reconfiguration and Collaboration Fund proposal. However, the Group considers that the basic level of resource required remains more or less as stated in the 2003 report.

- 8.2 A reasonable degree of certainty on funding over a minimum period (for example, three years in the first instance) will be required to ensure that suitable staff can be recruited and retained, particularly as the pool of potential Welsh-speaking applicants with the required expertise and skills may be limited.
- 8.3 It is likely that a case would be made for building up a central support team in stages to ensure that increased capacity is achieved in a managed and manageable way but also to enable demonstrable outcomes at an early stage. The level of staffing will depend on the model determined following the options appraisal.

9 SECTORAL AND INSTITUTIONAL COMMITMENT

- 9.1 This strategy acknowledges that additional financial investment is required to enable its implementation. Nonetheless, the Steering Group firmly believes that if Welsh medium provision is to become sustainable and capable of continuing expansion and development, then institutions must commit to it as an essential and mainstream part of their activity. This commitment must include the use of core funding, as well as specific Welsh medium funding streams. Moreover, the commitment extends beyond the use of funding to making Welsh medium provision an integral part of planning and taking account of the Welsh language in all aspects of institutional activity, including student recruitment, staff appointments and development, learning and teaching enhancement, widening access, third mission and research.
- 9.2 Similarly, institutions must commit at head of institution level to working collaboratively to enable the best use to be made of resources – financial, human, physical, technological - to enable growth in the range and volume of Welsh medium provision and in enrolments, and to offer the widest possible choice to students in HEIs across Wales.
- 9.3 This level of commitment should be seen as essential to meet the specific target set by the Minister for Welsh medium provision in *Reaching Higher*. It also should also be set in the context of institutions' responsibilities under the Welsh Language Act, and of their contribution to their communities and in meeting the Welsh Assembly Government's overall aspirations for a bilingual Wales.

10 TARGETS

- 10.1 The Steering Group is aware that the strategy does not yet contain targets. Specific targets and outputs are being set out for the Postgraduate Scholarship and Teaching Fellowship Schemes as part of the proposal to the Reconfiguration and Collaboration Fund. Detailed work on targets and action plans for other areas of the strategy will take place during 2004/05; to some extent these will be governed by the outcome of the options appraisal and the response of the Welsh Assembly Government to the strategy. Targets and outcomes will be specified both in terms of the programmes proposed but also of their contribution to the overall Reaching Higher target for increased participation in Welsh medium higher education. These will need to be combined with the Welsh medium targets which individual institutions are setting towards the achievement of the goals in *Reaching Higher*. Institutions will therefore be expected to be willing to share their plans and targets for Welsh medium provision, so that there is a comprehensive and integrated strategy for the sector as a whole.

ANNEX A: STEERING GROUP FOR WELSH MEDIUM PROVISION IN HIGHER EDUCATION

MEMBERSHIP

Chair

Andrew Green Librarian, National Library of Wales

Members

Gareth Jones	Chair, University of Wales Board for Welsh Medium Teaching
Professor Ioan Williams (UW Aberystwyth)	} Nominated by the } University of Wales Board } for Welsh Medium Teaching
Professor M Wynn Thomas (UW Swansea)	
Gwilym Dyfri Jones (Trinity College, Carmarthen)	
Professor Derec Llwyd Morgan	Nominated by HEW (until June 2004)
Professor Gareth Roberts, University of Wales, Bangor	} Chosen from nominations } put forward by } HEIs
Ifor Gruffydd, Cardiff University	
Professor Stuart Cole, University of Glamorgan	
Professor Gwyn Thomas	HEFCW member
Meri Huws	Nominated by UALL Cymru
James Knight	Nominated by NUS Wales
Dr Lowri Lloyd	Nominated by the Welsh Language Board
Huw Thomas	Nominated by CYDAG
Liz Saville, Sgiliaith	Nominated by Fforwm
Hywel Evans	Nominated by the WDA as an employer representative
Professor Deian Hopkin, South Bank University	Appointee bringing expertise from outside Wales (until June 2004)
Dr Ioan Matthews	University of Wales Welsh Medium Teaching Development Officer
Celia Hunt	} } HEFCW officers }
Dr Alison Allan (Secretary)	
Emma Raczka	
Ann Jenkins	National Council for Education and Training for Wales
Dr Lynn Williams	Secretary General, University of Wales (Observer)

TERMS OF REFERENCE

To provide advice to, and consult with, the sector, the Higher Education Funding Council for Wales and the University of Wales Board for Welsh Medium Teaching, including

- ◆ Preparing and overseeing the implementation of a national strategy for the development of Welsh medium provision in higher education, including identifying priority areas for development.
- ◆ Monitoring and evaluating progress against the strategy, and revising the strategy in the light of the outcomes.
- ◆ Working strategically with the University of Wales Welsh Medium Teaching Development Unit to enable it to contribute to the development and achievement of the national strategy
- ◆ Considering the Welsh medium strategies of institutions, including their coherence with the national strategy.
- ◆ Considering issues surrounding the interface between the post-16 and higher education sector, including demand and progression issues, and the potential for collaborative approaches where appropriate.
- ◆ Reporting on progress to the sector, the Council and the University of Wales Board for Welsh Medium Teaching.
- ◆ Monitoring and assessing the implications of other policies related to bilingualism, including Welsh Assembly Government policies, which could affect the strategy for Welsh medium provision in higher education.

ANNEX B: FINANCIAL SUMMARY

As explained in the strategy, the figures for the Postgraduate Scholarship and Teaching Fellowship Schemes have already been costed as part of the bid to the Reconfiguration and Collaboration Fund. Other figures are indicative, although they have been informed by the HEFCW February 2003 report to the Minister, and further work is required to refine the activities proposed and detail the case for funding. Figures have not been included under the Development of Provision and Central Support as the precise form these will take will depend on the outcome of the proposed options appraisal.

With the exception of the Postgraduate Scholarship and Teaching Fellowship Scheme, the figures included have not taken into account any year-on-year GDP increases.

It is recognised that implementation of the strategy will require additional investment by the Welsh Assembly Government, including through the HEFCW Reconfiguration and Collaboration Fund or other monies which it may allocate for *Reaching Higher* priorities. Activity within present funding streams will continue in 2004/05 (Welsh Medium Premium, Welsh Medium Provision Development Fund and the resources of the Welsh Medium Teaching Development Unit, HEFCW Welsh Medium Teaching Fellowship Scheme, and Reaching Wider).

The majority of the estimates cover the period from 2005/06 to 2007/08. The Postgraduate Scholarship Scheme, however, is proposed for an initial five-year period from 2005/06 with some preparatory work in 2004/05. It should be noted that, if the Scheme is not continued beyond that date, there will still be continuing costs until all the scholarships awarded have been completed.

Existing funding for the Welsh Medium Provision Fund and the Development funding provided by the Welsh Medium Teaching Development Unit has not been included in the table as the funding case for the development of provision will be prepared following the outcome of the proposed options appraisal. Similarly the resources supporting the Welsh Medium Teaching Development Unit have not been included, though these would be taken into account in setting an overall budget for any future central co-ordination activity.

	Funding estimate (£)						Notes
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	
Options appraisal of models of delivery							Application to Reconfiguration & Collaboration Fund (under discussion)
Study of costs of Welsh medium provision/review of premium payments							For consideration by HEFCW (no budget set)
Staff development & recruitment							
Postgraduate Scholarship Scheme		156,850	325,740	506,730	699,880	905,250	Application to Reconfiguration & Collaboration Fund
Teaching Fellowship Scheme	75,000*	80,955	83,160	85,365			Application to Reconfiguration & Collaboration Fund
Administration		17,000	7,100	7,325	7,550	7,800	Application to Reconfiguration & Collaboration Fund
Possible initiative for non-research based institutions		40,000	80,000	80,000			Indicative figures
Training programme for research students/teaching fellows		30,000	10,000	10,000			Indicative figures
Induction training/accredited programme for new staff		70,000	50,000	50,000			Indicative figures
Training for existing staff to teach through the medium of Welsh		30,000	20,000	20,000			Indicative figures
Learning & teaching enhancement activities		20,000	20,000	20,000			Indicative figures
Marketing & progression							
Marketing & Progression Officer		30,000	30,000	30,000			
Research/Data Collection		25,000	25,000	25,000			Indicative figures
Marketing Campaign		50,000	50,000	50,000			Indicative figures
Leaflets and Literature		10,000	10,000	10,000			Indicative figures
Development of provision							To be considered following options appraisal
Central co-ordination							To be considered following options appraisal
TOTAL	75,000	559,805	711,000	894,420	707,430	913,050	

* HEFCW funding for 2004/05.