



Comisiynydd y  
Gymraeg  
Welsh Language  
Commissioner

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## Cymraeg on Campus

# Students' experiences of using Welsh in Further and Higher Education





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## Commissioner's Foreword

The experiences of children and young people in using the Welsh language are a key theme in my Strategic Plan for 2025–2030, reflecting the fact that these formative years are crucial in sustaining and developing continued use of the language. In this context, further education colleges and higher education institutions play a vital role in ensuring that students are able to use Welsh confidently and practically as part of their academic and social lives.

This report presents the findings of a thematic study into students' experiences of using Welsh in further and higher education. Through a national survey and focus groups, we have sought to understand students' direct experiences of Welsh language provision, focusing on areas where specific duties are set through the Welsh Language Standards, but also on the wider culture that influences day to day use of the language.

Recent changes to the tertiary education landscape in Wales offer an important opportunity to strengthen strategic collaboration across the sector. In particular, there is scope for the Commissioner's work to align closely with partners such as Medr and the Coleg Cymraeg Cenedlaethol, as well as with the education institutions themselves, in order to address the challenges identified and to take advantage of opportunities to improve students' experiences.

I look forward to discussing the findings and recommendations of this report with the education sector, and to working collaboratively to ensure that practical and timely improvement actions are implemented, for the benefit of students and young people in Wales.

**Efa Gruffudd Jones**  
**Welsh Language Commissioner**

# Executive Summary

Children and young people's experiences of using Welsh during their tertiary education are key to sustaining and developing continued use of the language. In this context, further education colleges and higher education institutions in Wales play a central role in ensuring that students are able to use Welsh confidently, fairly and practically as part of their academic and social lives.

As highlighted in our [5-year report](#) on the position of the Welsh language, one of the main strategic priorities in this area is the need to expand Welsh-medium and bilingual tertiary education provision. [Previous research](#) that we published in 2023 outlines a number of the challenges that need to be addressed in this context, and our 5-year report emphasises that the establishment of Medr presents a genuine opportunity to invest and plan more strategically in order to expand opportunities for students to study and train through the medium of Welsh.

While the work of expanding Welsh-medium and bilingual tertiary provision is crucial, attention must also be given to the wider environment and culture within institutions. It is important to ensure that students have appropriate opportunities to use, see and hear Welsh in every aspect of their study experience. In this context, the role of the Commissioner and the Welsh Language Standards is key, and there are clear opportunities for collaboration with Medr, providers, and other partners to promote and encourage the use of Welsh across the tertiary education sector.

This report presents the findings of a thematic study by the Welsh Language Commissioner into students' experiences of using Welsh in further and higher education, with a focus on areas where specific duties have been placed through the Welsh Language Standards. The study is based on a national survey (1,544 responses) and 19 focus group sessions with students across Wales.

The research focused on four priority areas:

- students' ability to submit written work in Welsh
- the choice of accommodation with Welsh speakers
- the provision and allocation of a Welsh-speaking personal tutor
- access to wellbeing services through the medium of Welsh.

In addition, wider use of Welsh by institutions was examined, including the visual and digital environment, and the linguistic culture of the campus.

## Key findings

### 1. Submitting written work in Welsh

Although most students are aware, in principle, of their ability to submit work in Welsh, the practical experience varies significantly. Some students report clear and

supportive arrangements, with Welsh-speaking staff and appropriate resources available. However, others identify ongoing barriers, including a lack of Welsh-language resources, difficulties in arranging marking, delays in receiving feedback, and a lack of clarity regarding examination arrangements. Inconsistency in how translation can be used to facilitate submission in Welsh also presents a clear barrier. These challenges are particularly evident in technical or specialist subjects, and in the further education sector, where fewer students take up the option to write in Welsh.

## **2. Choice of accommodation with Welsh speakers**

The findings indicate inconsistency in how Welsh-language accommodation options are implemented in practice. While some students—particularly in higher education—report positive experiences of living with other Welsh speakers, a significant number note that they were either not offered Welsh-language accommodation at all, or were offered provision that was not realised. This highlights the need to move beyond simply allowing a preference to be expressed, and to ensure that those preferences lead to practical opportunities to use Welsh.

## **3. Welsh-speaking personal tutor**

There is a clear difference between the sectors. In higher education, most students who expressed a wish to have a Welsh-speaking personal tutor reported that they were offered and received that provision, often through proactive or automatic arrangements. In further education, however, provision is less consistent, and many students were either not offered the service or were unaware of their right to receive support through Welsh. Provision often depends on individual staff members rather than robust institutional systems.

## **4. Student wellbeing services**

There is a relatively high level of awareness among students of their ability to access wellbeing support through Welsh. Where students have accessed those services, most express satisfaction with the experience. Nevertheless, there remains a lack of clarity about where, when and by whom Welsh-medium support is available, and access often depends on the language ability of the personal tutor or the availability of specific staff.

## **5. Wider use of Welsh and institutional culture**

Overall, the data show that much visual and digital materials is available in Welsh, but the practical impact on Welsh-language use depends heavily on awareness and promotion. Students describe positive experiences where Welsh is present and naturally encouraged, but also highlight inconsistency, a lack of Welsh-speaking

staff, and situations where the responsibility of securing Welsh-language provision falls on the students themselves.

## Conclusions

The report presents a mixed picture. There are clear examples of good practice across the sector, but also ongoing inconsistency between institutions, departments and campuses in terms of students' experiences of Welsh. This highlights the need for more systematic arrangements, clear and proactive communication, and a continued focus on the lived experience of students.

Promoting Welsh-language services is a key element of implementing the Standards, and institutions are expected to take concrete steps to raise students' awareness of their ability to use Welsh in different contexts.

In response to these findings, the Commissioner has identified a series of improvement actions for the sector (see below), designed to strengthen consistency of provision, improve clarity of arrangements, and increase the practical use of Welsh in students' academic and social lives.

We will expect each institution to demonstrate how it intends to respond to these improvement actions, providing appropriate evidence to show how those actions lead to measurable improvements in the student experience.

**Improvement Action 1: Standardising the assessment arrangements in Welsh**  
Institutions should review and strengthen their arrangements for facilitating and promoting the submission of written work in Welsh, ensuring a clear, consistent and fair experience for students.

This should include, where relevant:

- ensuring sufficient Welsh-language resources and guidance are available
- strengthening consistency of arrangements across departments, subjects and campuses
- ensuring translation and marking arrangements are robust, clear and timely, and
- providing clear guidance to students on when and how work can be submitted in Welsh.

**Improvement Action 2: Offering Welsh proactively, not only as an option**

Institutions should take steps to improve how Welsh language services are promoted, ensuring that Welsh is an obvious and natural choice across all systems, services and points of contact.

**Improvement Action 3: Addressing Welsh language skills gaps in the workforce**

Institutions should take deliberate steps to identify and address gaps in Welsh-language capacity among academic, administrative and wellbeing staff, in order to increase sustainable provision of Welsh-language services.

**Improvement Action 4: Strengthening a Welsh-language experience that**

## **fosters a sense of belonging**

Institutions should take steps to improve access to accommodation, personal tutors or alternative support, and wellbeing services through Welsh, so that Welsh becomes a natural part of students' academic and personal experience.

This should include:

- systems for registration or expressing language preference that are easy and accessible for students
- proactive, institutional and sustainable arrangements rather than reliance on individuals
- clear communication to students about when, where and by whom Welsh-language provision can be accessed, and
- identifying and addressing gaps in Welsh-speaking staff capacity

### **Improvement Action 5: Ensuring consistency through self-assessment and robust monitoring**

Institutions should use internal self-assessment and monitoring arrangements to identify inconsistencies in students' experiences of Welsh language provision, and to implement clear improvement actions across the whole institution.

# 1 Background and methodology

## Background

- 1.1 Between October and December 2025, the Welsh Language Commissioner undertook research to assess the performance of further education and higher education institutions (which are subject to [Welsh Language Standards Regulations No. 6](#)) in relation to specific standards in their compliance notices. These standards relate to students' experiences and their ability to use Welsh as part of their educational lives.
- 1.2 This work builds on the Commissioner's approach of co-regulation and driving improvement. During 2024–25 two sessions of the *Education Sector Network* were held, during which the sector was clearly informed of our intention to focus on challenges and solutions specific to further and higher education. In this context, the importance of considering students' direct experience as service users was highlighted.
- 1.3 In these early discussions, Standard 90, which relates to the ability to submit written work in Welsh, was identified as a particular area where a number of practical challenges existed. It became clear that stronger evidence of students' experiences was needed before developing guidance and setting clear expectations for improvement.
- 1.4 The aim of this thematic study, therefore, was to develop a deeper understanding of students' experiences when engaging with further and higher education institutions in Wales. In particular, we sought to understand how Welsh-language provision is experienced by students, and which factors facilitate or hinder their use of Welsh in their academic and social lives.
- 1.5 The research focused on four specific areas where statutory requirements are set through the relevant standards:
  - the ability to submit written work in Welsh
  - access to a Welsh-speaking personal tutor
  - the choice of accommodation with Welsh-speaking peers
  - receiving wellbeing support in Welsh.
- 1.6 In addition, the study considered how education institutions promote and encourage the use of Welsh more broadly, including the extent to which opportunities are offered proactively to create an environment that supports natural use of the language.

## Methodology

- 1.7 Data were collected through a combination of an online survey and focus groups, ensuring a blend of quantitative and qualitative evidence. This mixed-method

approach enabled us to gather broad evidence from a significant number of students, while also providing deeper insight into their experiences and perspectives.

- 1.8 The survey was sent to all further and higher education institutions in Wales—a total of 21 institutions (see Appendix 1). In October 2025, institutions were contacted to explain the purpose of the work, outline the methodology, and request their support in facilitating engagement with their students. We would like to thank the institutions for their willingness to collaborate.
- 1.9 The survey was available for voluntary completion by any student, with the option to respond in Welsh or English. It was designed to be concise, combining structured questions for quantitative analysis with a limited number of open questions to enable students to explain or expand on their experiences.
- 1.10 The survey was promoted by the Commissioner and, primarily, through the institutions' own channels, including newsletters and students' union platforms.
- 1.11 Given the different nature of some education providers, adjustments were made to the methodology where appropriate. In particular, the Open University's distance learning model meant that several standard questions (such as those relating to signage, accommodation or self-service machines) were not applicable. As a result, a separate survey was used for Open University students.
- 1.12 As the structure of the survey and the context of students' experiences differed, the Open University results have not been included in the overall analysis, but specific feedback will be shared with that institution separately.
- 1.13 More responses were received from the further education sector than from higher education. However, it was evident that a higher proportion of higher education students provided more detailed qualitative comments, which contributed to a deeper analysis of certain issues.
- 1.14 Completion of the survey was entirely voluntary, and the Commissioner was largely dependent on institutions to promote it. Although guidance was provided regarding the target audience, the Commissioner had no control over who chose to respond.
- 1.15 The survey did not collect specific data on students' language ability. As a result, it is clear that some responses were submitted by students who do not speak Welsh and who did not have direct experience of Welsh-language services.
- 1.16 In order to present a comprehensive picture, all responses were included in the statistical analysis. It is acknowledged that this is likely to have influenced some results, particularly where responses such as "Not applicable" were recorded.
- 1.17 No names or personal information were collected, in order to protect participants' privacy.
- 1.18 In addition to the survey, 19 focus group sessions were held with groups of 6–12 students across various institutions. Participants were either Welsh speakers or learners with sufficient ability to contribute in Welsh. Institutions were responsible

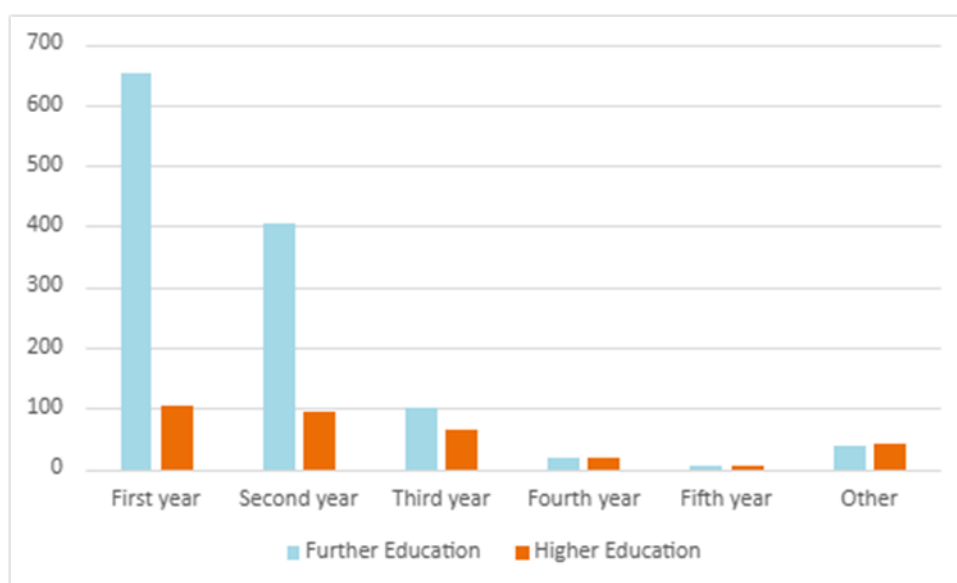
for recruiting participants, and in some cases, vouchers were provided as a token of appreciation.

- 1.19 The same thematic areas as the survey were used to guide the focus group discussions. However, no quantitative data were collected, as the primary purpose of these sessions was to deepen and contextualise the survey findings. As some groups included participants with limited Welsh-language ability, this inevitably influenced the data collected to some extent.
- 1.20 Wider issues were also raised that did not necessarily fall directly within the scope of the relevant standards. Although beyond the core focus of the study, these experiences are considered valuable, as they contribute to a broader understanding of students' experiences of Welsh.
- 1.21 Therefore, while the main focus of the report is on the four priority areas, a broader picture of the issues raised is also presented, for the benefit of institutions as they reflect on their Welsh-language provision in its entirety.

## 2 Research Findings

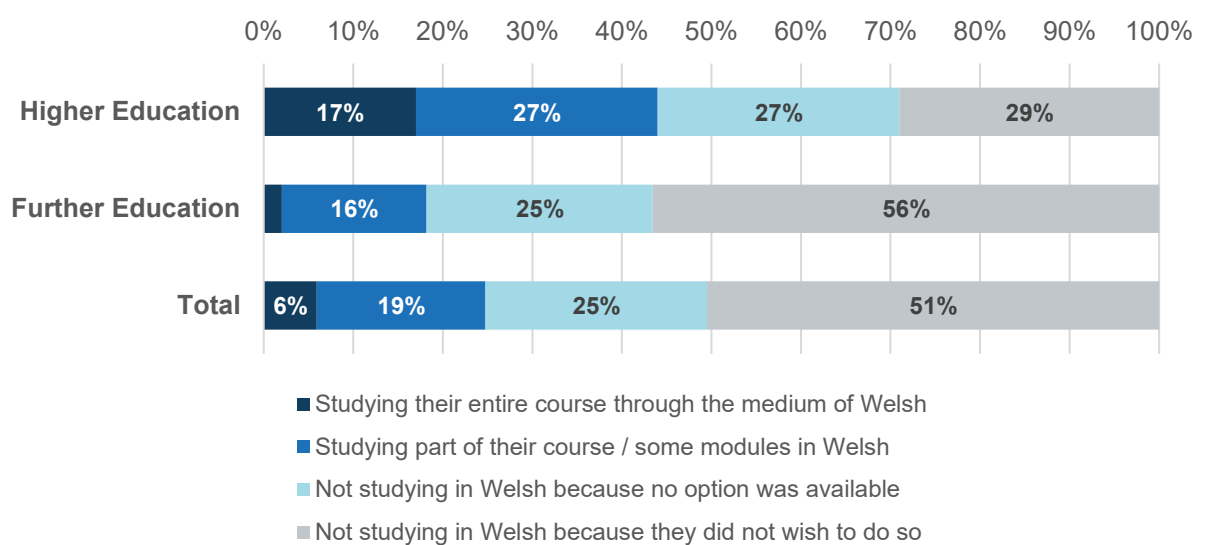
- 2.1 A total of 1,544 responses were received to the online survey. The vast majority of responses, 1,218 (79%), came from students in the further education sector, with the remaining 326 respondents (21%) being higher education students.
- 2.2 In the further education sector, a higher number of responses were received from students at certain colleges, including Coleg Sir Gâr/Coleg Ceredigion and Bridgend College. This is likely to reflect the level of effort made by those institutions to promote the survey among their students. No responses were received from Coleg Cambria, and only a very small number of responses were received from St David’s Catholic College and the College Merthyr Tudful.
- 2.3 In the higher education sector, the highest number of responses were received from students at Bangor University and Cardiff Metropolitan University. Responses from the other higher education institutions were distributed relatively evenly.
- 2.4 The survey was not limited to any specific age group, with the only requirement being that respondents were registered students at a college or university at the time of the survey. However, a higher proportion of responses came from students in their first or second year of study.
- 2.5 As shown in the chart below, most responses came from students in the early years of their studies—particularly first and second year students—across both the further and higher education sectors. There were comparatively fewer responses from students in later years, with a small proportion selecting the “Other” option.

**Chart: Number of respondents according to year of study**



- 2.6 In terms of the language of study in the further education sector, only 28 of the 1,218 respondents (2%) indicated that they were studying their entire course in Welsh. A further 198 (16%) were studying part of their course in Welsh, while 305 (25%) stated that they were not studying in Welsh because no option was available to them. The majority, 687 respondents (56%), stated that they were not studying through Welsh because they did not wish to do so.
- 2.7 In the higher education sector, 57 of the 326 respondents (17%) indicated that they were studying their entire course through the medium of Welsh, and 87 (27%) were studying part of their course in Welsh. A further 87 (27%) stated that they were not able to study in Welsh because no option was available to them, while 95 (29%) indicated that they did not wish to study through Welsh.

**Chart: Percentages of responses by language of study**

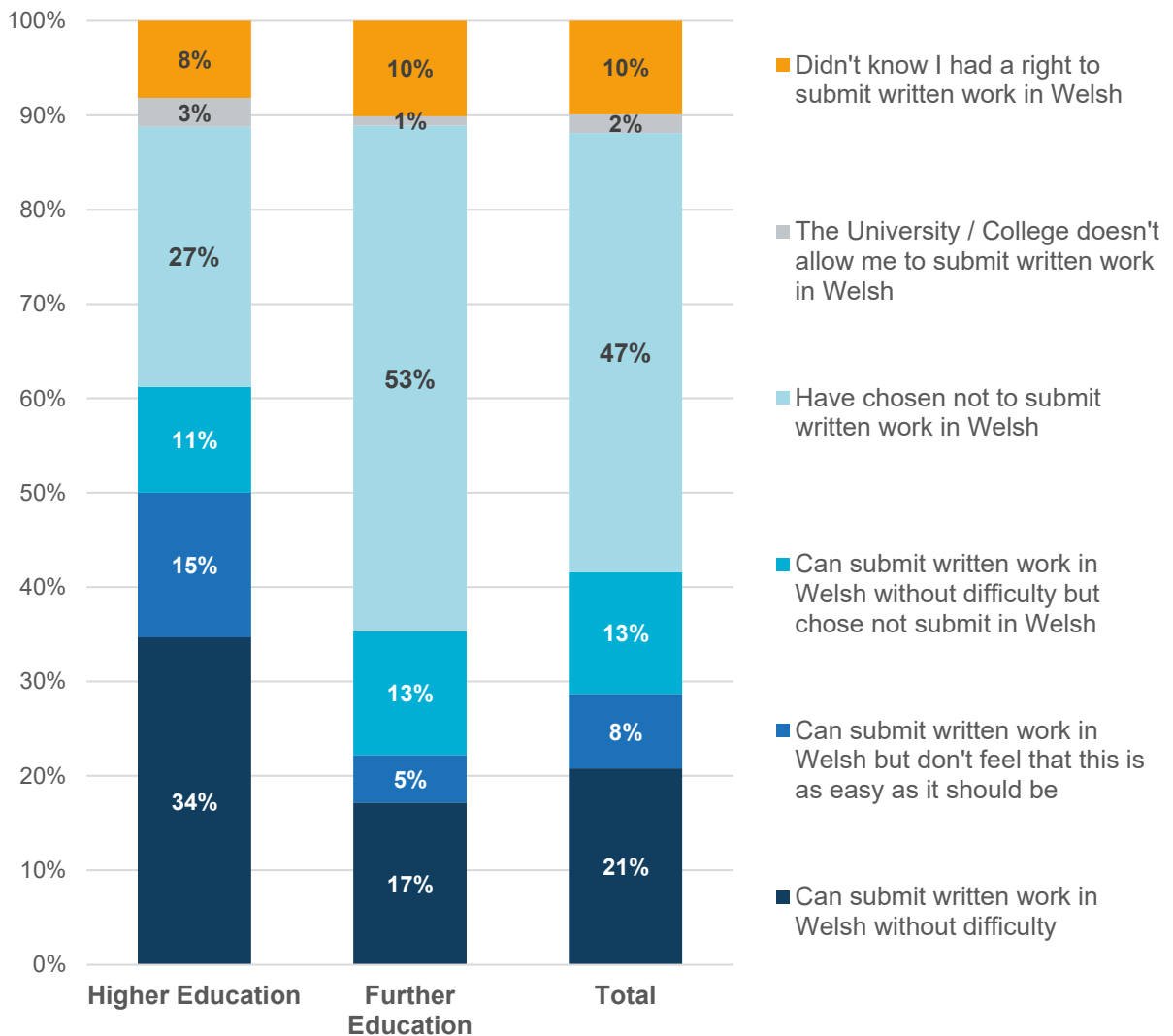


- 2.8 Some students reported that they felt more comfortable writing in English and therefore preferred to use that language in contexts such as questionnaires or surveys.
- 2.9 However, it also became apparent that technical factors influenced responses in terms of language. Microsoft Forms was used to deliver the survey, and the default language depended on the student's device settings. During the focus groups, it was noted that many students were not aware of how to change the language of their device or Microsoft software. This was particularly evident in the further education sector, where many students were reported to be more familiar with using platforms such as Google for their academic work.
- 2.10 Although a bilingual note at the top of the survey highlighted the option to change the language, it is likely that many respondents proceeded to complete the questions without noticing this message. As a result, 75 higher education students completed the survey in Welsh (23% of responses in that sector), compared with only 29 students in the further education sector (2%), with the vast majority of responses in that sector being submitted in English (98%).

### 3 Priority Area 1: Students' ability to submit written work in Welsh

3.1 Standards 90 and 90A place a clear requirement on institutions to allow students to submit written work in Welsh and to ensure that work submitted in Welsh is not treated less favourably. The chart below shows responses from further and higher education students regarding their ability, practical experience, and awareness of this right.

**Chart: Percentages of students who indicated that they were able to submit written work in Welsh in accordance with the requirements of Standards 90 and 90A**



## Student Perspectives - Higher Education

- 3.2 Responses from higher education students show clear examples of positive practice, with many reporting that they have been encouraged and enabled to use Welsh when submitting assignments or essays, and that their linguistic rights are recognised. Some comments included:

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*“There are campaigns to make students aware that they have the right to submit their written work in Welsh in every subject.”*

*“We have always been encouraged to use Welsh as much as possible.”*

*“I can submit any work in Welsh and I receive a lot of support in doing so.”*

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- 3.3 However, a number of practical barriers were also identified as continuing to affect the student experience, including:
- Insufficient information available in Welsh for certain modules or resources
  - Difficulties in arranging marking through the medium of Welsh where students wish to do so
  - Courses where all resources are provided in English, meaning that submitting work in Welsh is not a realistic option
  - Cases where tutors are willing to mark in Welsh, but this is not communicated clearly or early enough to students.

- 3.4 These issues were reflected in direct student comments, such as:

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*“I feel uncertain about whether I should submit my assignments in Welsh or English.”*

*“The course is delivered through the medium of English... tutors/markers are not Welsh-speaking.”*

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- 3.5 This picture was supported by the discussion sessions, which highlighted a range of experiences and, in some cases, inconsistencies. While a large number of students were aware that, in principle, they were able to submit work in Welsh, a number of practical barriers were identified, including:

- a lack of lecturers or markers able to work through the medium of Welsh in some departments

- concerns among students about losing meaning, accuracy or syntax when relying on translation, with many viewing translation as a risk and fearing loss of content or detail
  - a lack of confidence in sitting exams or completing practical assessments in Welsh, particularly due to specialist terminology
  - issues relating to Welsh-language resources and terminology, especially in technical or specialised subjects such as the sciences and medical fields, affecting the practicality of submitting work in Welsh.
- 3.6 Some students drew particular attention to difficulties in the context of examinations. In some cases, it was noted that a Welsh-language paper was not available on the day, despite it being expected to be available. In other cases, students were asked to notify their language choice in advance, creating an additional administrative burden rather than making the choice straightforward or the default. This highlights a gap between students' expectations and the arrangements in place in practice in some settings.
- 3.7 Differences were also noted in the structure of examinations, even when they were available bilingually. In some cases, the Welsh-language exam required essay answers whereas the English version included multiple-choice questions, raising concerns about fairness and the possibility of less favourable treatment when exercising language choice.
- 3.8 In postgraduate and advanced studies, additional challenges were identified, mainly due to difficulties in securing assessment panels able to work through the medium of Welsh.
- 3.9 However, not all experiences were negative. Students who studied most, or all, of their course through the medium of Welsh reported that submitting work in Welsh was straightforward where clear arrangements, Welsh-speaking staff and appropriate support were in place.
- 3.10 Although the standards do not refer directly to oral submission of work, attention was also drawn to good practice where simultaneous translation was used effectively to facilitate oral presentations through the medium of Welsh.

### **Student Perspectives – Further Education**

- 3.11 Responses from further education students show a similar picture in terms of varied experiences. Although the option to submit work in Welsh was available in many settings, there was a suggestion that students were less likely to take advantage of it. Lack of fluency, a perceived lack of need, and a lack of awareness of the option were identified as the main reasons.
- 3.12 The same message was echoed in the discussion groups, with students across different courses and campuses noting varying levels of awareness and support. Although the right exists, communication and arrangements are not always consistent.
- 3.13 Although English is the main language of instruction for most courses, it was

noted that bilingual resources or presentations were available in a number of cases. However, in other settings, a lack of Welsh-speaking staff, delays in marking, or reliance on translation were identified as further barriers. It was also highlighted that the transition from Welsh-medium secondary schools to English-medium colleges is a significant challenge for some students.

3.14 A lack of Welsh-language resources was also a concern, particularly in relation to technical terminology. While digital tools such as *CySill* and *CysGeir* are available to support students, not all students are aware of them or confident in using them. Among the main barriers identified were:

- **Support and encouragement:** Many students are not aware that they are able to submit work in Welsh.
- **Language of instruction:** Lessons are usually delivered in English, although presentations are often bilingual. As a result, submitting work in Welsh is more challenging, as students tend to learn terminology in English.
- **Staff availability and marking:** In some courses, there are no staff able to work through the medium of Welsh, and therefore work is translated before being marked. Cases were reported where staff use automated translation tools such as Google Translate, raising concerns about accuracy. Delays in receiving feedback were also noted as a result of the need to translate work before marking.
- **Timing and fairness:** Some students feel disadvantaged due to the additional time required to receive marks and feedback.
- **Linguistic quality:** Concerns were expressed that translation processes can lead to a loss of meaning, nuance and Welsh idiom.

## Conclusions

3.15 The evidence shows that students' experiences of submitting work in Welsh can vary significantly – from the point at which their rights are communicated, through to the practical experience of trying to exercise them.

3.16 While many of the findings are unlikely to be unexpected, it is important for institutions to reflect on students' actual experiences of the arrangements they have in place to comply with standard 90 and 90A.

3.17 Although the majority of further and higher education students are aware of the right to submit work in Welsh, their practical experiences vary significantly between institutions, departments and courses. Many students express a lack of confidence in the support available to them, along with uncertainty regarding translation and marking arrangements when work is submitted in Welsh.

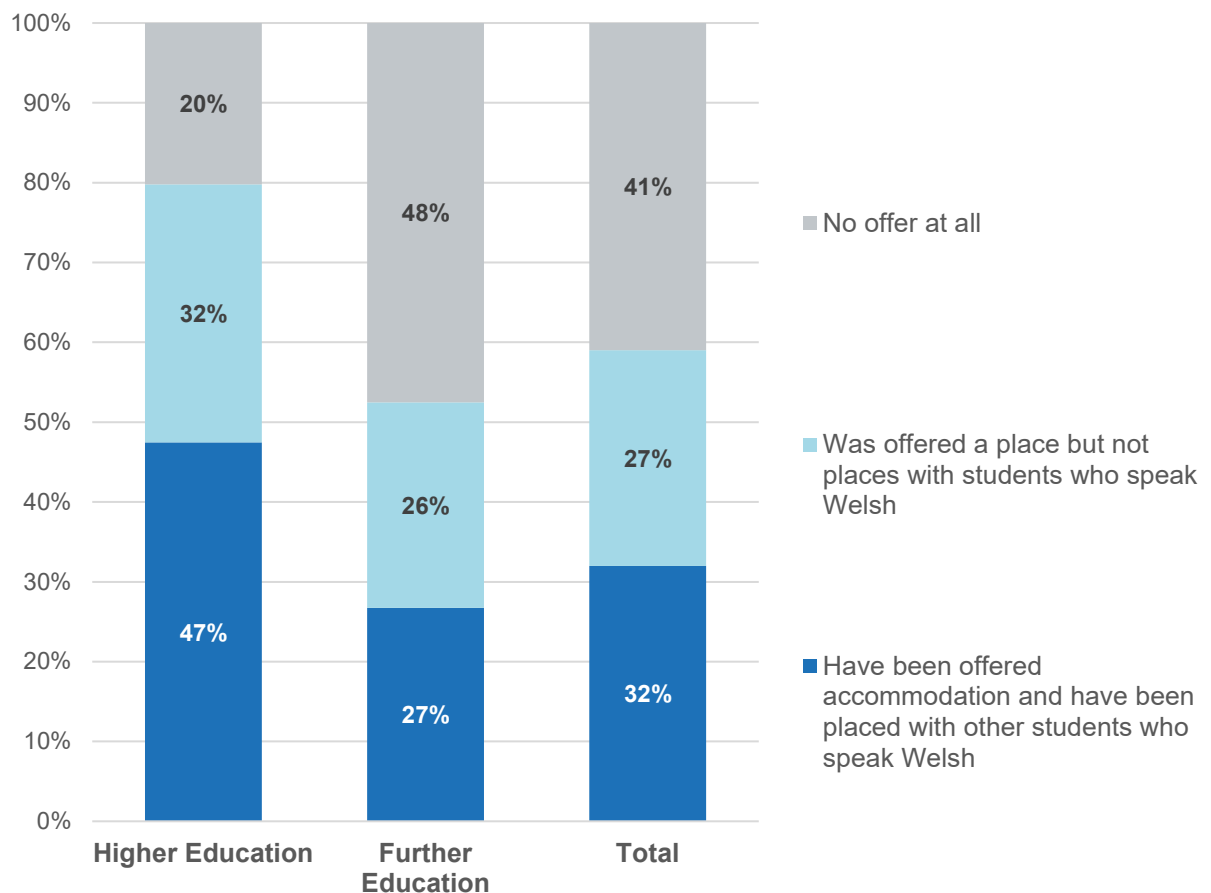
3.18 There are positive examples across both sectors, often where clear arrangements, staff with appropriate Welsh-language skills and appropriate support are in place. However, the evidence also shows that many students – particularly in the further education sector – are less likely to use Welsh, often due to a lack of awareness of available arrangements or uncertainty about how they are implemented in practice.

- 3.19 This highlights the importance of clear, consistent and proactive communication by institutions regarding the submission of work in Welsh, including explaining when and how this can be done, what support is available, and what arrangements apply in different contexts, such as examinations. Only through such clarity can students be enabled to use Welsh confidently, fairly and practically across all areas of study.
- 3.20 Difficulties relating to the structure of examinations – particularly where multiple-choice questions are used – are an issue that has already been raised by institutions themselves in discussions with the Commissioner. The evidence presented here confirms that this is an area that requires further detailed exploration collaboratively.
- 3.21 In this context, institutions are expected to review their current arrangements for facilitating and promoting the ability to submit written work in Welsh, in order to ensure that those arrangements are implemented in a consistent, clear and fair manner for all students. In doing so, institutions should consider, among other things:
- whether sufficient Welsh-language resources are available to support students in submitting work in Welsh
  - the extent to which arrangements are consistent across different schools, campuses and subject areas
  - whether translation arrangements are robust and inspire confidence among students
  - whether marking processes are clear, consistent and ensure that submitting work in Welsh does not result in delays, and
  - whether clear guidance is in place setting out the contexts in which written work may be submitted in Welsh within individual courses.

## 4 Priority Area 2: The Choice of accommodation

4.1 Standards 92 and 92A require institutions to allow students to express a preference for accommodation (or part of accommodation) designated for Welsh speakers, and to promote the ability to do so. The chart below summarises students' responses regarding whether they were offered Welsh-language accommodation, and whether that preference was realised in practice.

**Chart: Percentages of students who had been offered accommodation with other Welsh speaking students (Standard 92 and 92A)**



4.2 The questionnaires did not provide much additional information about this area that would enable us to better understand students' direct experiences or how, in practice, accommodation is offered by institutions. In this context, the response "not applicable" may be somewhat misleading, given that many higher education students live outside halls of residence or official accommodation after their first year, and that further education students are more likely to commute from home.

## Student Perspectives - Higher Education

- 4.3 When analysing responses by year of study and sector, it can be seen that a significant proportion of responses within higher education come from first- and second-year students (see table below). While many students in these years noted that they had been offered Welsh-medium accommodation and had been placed with other Welsh speakers, others stated that they had been offered this option but that it had not been realised. This suggests inconsistency in how Welsh-medium accommodation preferences are implemented in practice.
- 4.4 Excluding responses marked as “not applicable” in the higher education sector, 47% stated that they had been offered accommodation and had been placed with other Welsh-speaking students, 32% stated that they had been offered accommodation but had not been placed with Welsh speakers, and 20% stated that they had not been offered Welsh-medium accommodation at all.
- 4.5 Students shared further information through the discussion sessions. Some noted that expressing a preference to live in Welsh-medium accommodation did not necessarily lead to a guaranteed place, and that accommodation was often linguistically mixed rather than providing specific spaces where students can live and socialise through the medium of Welsh. Attention was also drawn to specific courses, such as medicine, where students are automatically allocated to particular accommodation, limiting the choice of Welsh-medium accommodation.
- 4.6 Some higher education students shared positive experiences of being placed in accommodation with other Welsh speakers. However, it was also noted that some of these settings included a significant proportion of non-Welsh speakers. As a result, the day-to-day social language often shifted towards English. It was also noted that the spoken language of staff in these settings influenced how easy it was for students to use Welsh informally.

**Table: Number of students offered accommodation by year of study (Higher Education)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Other	Total
Have been offered accommodation and have been placed with other students who speak Welsh	19	20	17	5	0	4	65
Was offered but not placed with other students who speak Welsh	11	14	8	4	3	4	44
No offer at all	13	7	3	0	0	5	28
Total of those students where the question was applicable	43	41	28	9	3	13	137
Number of students who noted that the question was not applicable	60	54	36	9	1	29	189

### Student Perspectives - Further Education

- 4.7 A similar pattern is seen in the further education sector, with most responses coming from first- and second-year students (see table below). However, the percentages of students who stated that they had been offered Welsh-medium accommodation and placed with Welsh speakers are relatively low.
- 4.8 Once again, a large number of further education students indicated that the question was not applicable to them. Excluding these responses, 27% stated that they had been offered accommodation and placed with other Welsh-speaking students, 26% stated that they had been offered accommodation but had not been placed with Welsh speakers, and the largest proportion, 48%, stated that they had not been offered Welsh-medium accommodation at all.

**Table: Number of students offered accommodation by year of study (Further Education)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Other	Total
Have been offered accommodation and have been placed with other students who speak Welsh	61	42	18	1	1	1	124
Was offered but not placed with other students who speak Welsh	68	38	9	1	0	2	118
No offer at all	141	55	15	2	0	6	219
Total of those students where the question was applicable	270	135	42	4	1	9	461
Number of students who noted that the question was not applicable	383	269	59	13	4	29	757

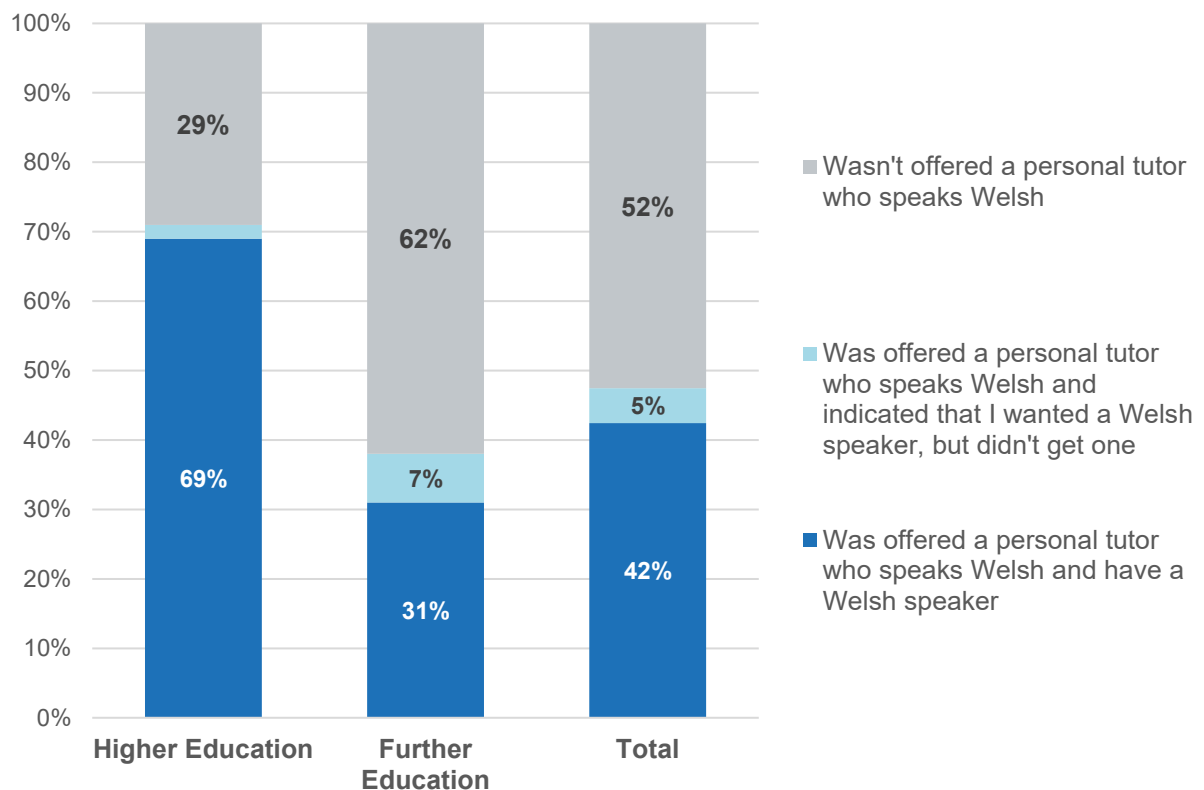
## Conclusions

- 4.9 The evidence suggests that there is room for improvement in ensuring that demand for Welsh-medium accommodation is met where possible, and that the options available are communicated clearly and consistently to students.
- 4.10 Although the standards specifically require institutions to allow students to express a preference for Welsh-speaking accommodation, the findings highlight the importance of looking beyond that expression of preference and considering how institutions can ensure that these choices lead to practical opportunities to use Welsh.
- 4.11 Providing opportunities for students to use Welsh as a natural part of their educational and social lives is key to strengthening the Welsh-language experience. In this context, it would be beneficial for institutions to consider what practical steps they could take to protect, develop and strengthen the Welsh-language spaces that already exist.

## 5 Priority Area 3: The offer and allocation of Personal Tutor

5.1 Standard 93 requires institutions to offer a Welsh-speaking personal tutor to students who have expressed a wish to receive such support, whether the support is academic or relates to wellbeing or personal matters. The chart below shows students' responses regarding whether they were offered a Welsh-speaking personal tutor, and the extent to which that offer was realised in practice.

**Chart: Percentages of students who noted that they had been offered a Welsh-speaking personal tutor (non-academic) (Standard 93)**



### Student Perspectives - Higher Education

5.2 Responses from higher education students to the questionnaire show that the allocation of a personal tutor generally takes place as a standard part of institutional arrangements. This was particularly evident on Welsh-medium courses, or in schools and departments where there was a high proportion of Welsh-speaking staff. This was reflected in comments such as:

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*“Everyone was automatically allocated a Welsh-speaking tutor.”*

*“I was given one without having to ask.”*

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- 5.3 A number of positive experiences were seen in the questionnaire responses, highlighting the value of the provision when a Welsh-speaking tutor is available. Student shared examples of practical, academic and well-being support:

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*“My personal tutor (who speaks Welsh) ensured that I was placed in a bilingual placement.”*

*“Excellent Welsh-language academic support.”*

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- 5.4 Students were asked how institutions provided them with the opportunity to express a preference for a Welsh-speaking personal tutor. Many noted that this formed part of the registration process, often via a tick-box to indicate their language choice, or by identifying themselves as Welsh speakers.
- 5.5 This was confirmed in the discussion sessions, with students noting that the offer of a Welsh-speaking personal tutor was made automatically and proactively in many cases, suggesting that systems are in place to gather and use information about language preference.
- 5.6 Examples of good practice were shared where universities allocated a Welsh-speaking personal tutor by default to students who had come from Welsh-medium schools, with the option to opt out if this arrangement was not suitable for them. Students noted that this was an effective and flexible process.
- 5.7 The value of the provision was further highlighted through additional positive experiences, with students noting:
- that support from Welsh-speaking tutors was particularly useful
  - the value of receiving support in smaller groups through the medium of Welsh
  - the positive contribution of a Welsh-speaking personal tutor to wellbeing and supportive relationships
  - being provided with a Welsh-speaking supervisor for dissertations upon request
  - being moved into Welsh-speaking groups when staff became aware that they spoke Welsh.
- 5.8 Nevertheless, as with accommodation choice, it was noted that expressing a preference for a Welsh-speaking personal tutor did not always result in receiving that service. In some cases, a lack of follow-up to requests was identified.
- 5.9 Barriers identified included a lack of Welsh-speaking staff in specific departments, or the need for students to make a specific request rather than receiving a proactive offer.

5.10 In some cases, this stemmed from variation between departments or schools rather than from system-wide institutional arrangements. In a small number of cases, a lack of alignment between role designation and language ability was also noted, meaning that support was provided in English rather than through the medium of Welsh.

### Student Perspectives - Further Education

5.11 It is clear from questionnaire responses and feedback from discussion groups that the picture in the further education sector is very different, and that the provision of a Welsh-speaking tutor service does not operate in the same way. This is partly because, as several respondents noted, personal tutors are not always provided at all in this sector, with support instead being offered in different ways.

5.12 It appears that students are not always aware of their right to a Welsh-speaking personal tutor, raising questions about how institutions promote this offer. Mixed models of support arrangements were evident, with some settings operating a clear opt-out system for Welsh-speaking tutors for Welsh speakers, while in other settings academic tutors or Success Coaches undertook the role without having the appropriate language skills. Comments included:

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*“There is no one available who speaks Welsh.”*

*“The college is still ‘trying to find someone’.”*

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5.13 However, where Welsh-speaking tutors or staff were available, students reported very positive experiences.

5.14 During the discussion sessions, it became apparent that the experiences of further education students vary significantly between courses, campuses and colleges. It was noted that provision often depends on specific individuals rather than a clear system, raising concerns about the sustainability of Welsh language skills and the ability to discuss personal matters in their first language.

### Conclusions

5.15 Questionnaire data shows that 69% of higher education students were offered a Welsh-speaking personal tutor and accepted this offer. The corresponding figure among further education students was 31%

5.16 29% of higher education students stated that they had not been offered a Welsh-speaking personal tutor, compared with 62% of further education students.

5.17 The evidence shows significant variation in experience, not only between

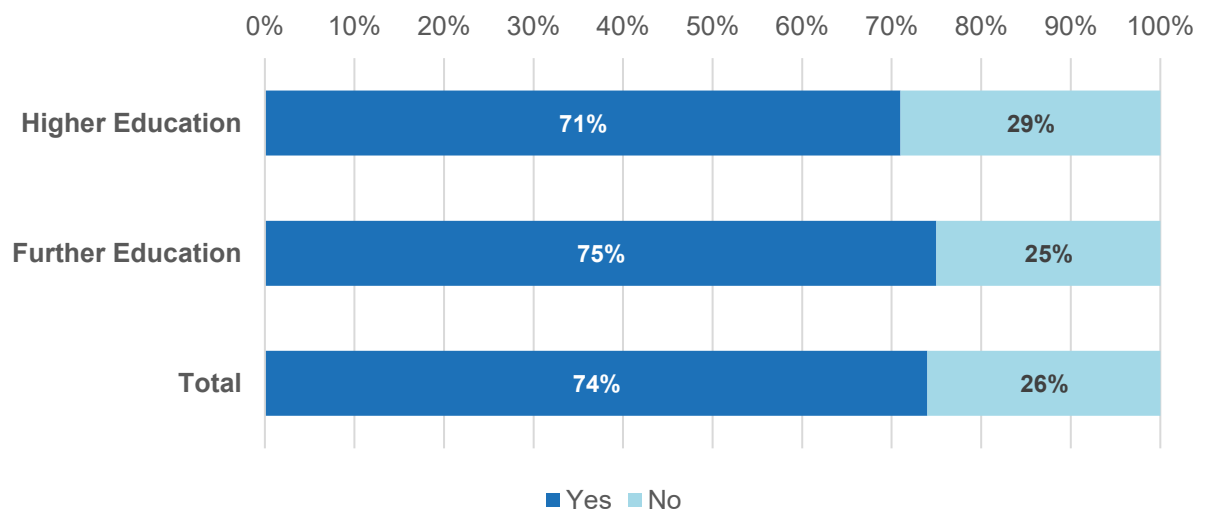
institutions but also within the same institution across campuses and courses. A lack of consistency and visibility in arrangements and in the availability of Welsh-speaking staff continues to affect students' experiences.

- 5.18 Although there are examples of good practice – particularly in the higher education sector – it is clear that there is room for improvement, focusing on identifying specific gaps in provision rather than making major structural changes.
- 5.19 Recognising that tutors are not allocated in the same way in further education, the findings suggest that greater emphasis is needed on raising the status of Welsh within student support arrangements, and ensuring that proactive opportunities to receive support through the medium of Welsh – whether through a personal tutor or alternative support models – are available and visible.

## 6 Priority Area 4: Student Wellbeing Services

6.1 Standards 28, 29, 29A and 29B place duties on institutions to ensure that students are able to access wellbeing services through the medium of Welsh. This section explores the extent to which students are aware of this option, and their experiences of using Welsh language wellbeing services where the need arises.

**Chart: Percentages of students who noted that they are aware that they could receive wellbeing support through the medium of Welsh (Standards 28, 29, 29A, 29B)**

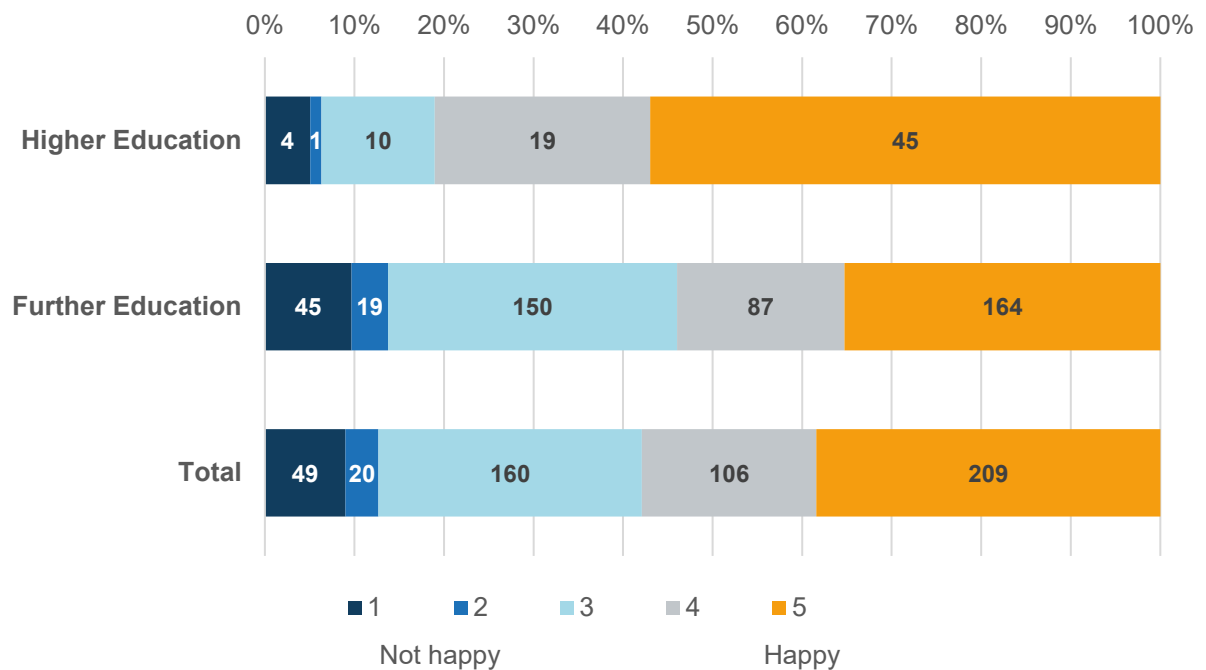


6.2 The data shows a relatively high level of awareness among students of the ability to receive wellbeing support through the medium of Welsh, with 74% of respondents across both sectors stating that they were aware of this option. This can be considered encouraging, as students are often dealing with personal and sensitive matters in this context.

6.3 However, of the 397 students (26%) who stated that they were not aware of the option of receiving wellbeing support in Welsh, 63 were studying their course, or part of it, through the medium of Welsh. A further 151 of the same group of 397 stated that they were not studying through the medium of Welsh because this option was not available to them. This suggests that the presence of Welsh-medium academic provision does not necessarily lead to awareness that Welsh-language wellbeing services are available.

6.4 A follow-up question was asked of the students who indicated that they were aware of the ability to receive wellbeing support in Welsh, namely whether they were satisfied with the service when they had chosen to use it. A star rating scale was used (1 = not satisfied, 5 = very satisfied).

**Chart: Satisfaction level of students who received wellbeing services through the medium of Welsh**



6.5 The results show that the majority of students who responded to this question were fairly satisfied with the service they received, with most awarding three stars or more. This suggests that the quality of support, where it is available, is generally valued.

### Student Perspectives - Higher Education

6.6 When students were able to discuss wellbeing matters through the medium of Welsh, many emphasised that they felt much more comfortable discussing personal matters. It was also suggested that the use of Welsh, or the lack of its use, can influence feelings of belonging or isolation, as illustrated by the experiences shared below:

6.7 Comments received through the questionnaire suggest that student wellbeing support in higher education is often initially provided through the personal tutor system. As a result, access to support through the medium of Welsh depends, to a large extent, on the language ability of the allocated tutor.

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*“The only thing that makes me feel at home is the technician who speaks Welsh.”*

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*“There are no staff who speak Welsh, so I feel isolated.”*

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- 6.8 Some students noted that certain wellbeing arrangements, such as drop-in sessions, were only available in English, or that it was unclear whether equivalent Welsh-language provision existed. This either suggested a lack of Welsh language provision or a lack of clarity in how such services are communicated.
- 6.9 In the discussion sessions, it emerged that students usually turn first to their personal tutor with wellbeing matters, and are then referred to specialist services. As a result, where the personal tutor spoke Welsh, wellbeing support was also available in Welsh.
- 6.10 Most students did not have direct experience of using their university's dedicated wellbeing services. As a result, there was some uncertainty as to whether those specific services were available through the medium of Welsh. Some stated that they recalled receiving email messages indicating that support was available, while others referred to options such as helplines in times of stress. However, it was not clear to students whether Welsh could be used when contacting these services, and it was suggested that this may depend on the availability of Welsh-speaking staff or volunteers.

### **Student Perspectives - Further Education**

- 6.11 There was no clear evidence of specific barriers to accessing Welsh language wellbeing support in the questionnaire responses from further education students. However, the neutral nature of many responses suggests that the availability of Welsh-language services is not a central consideration for a number of students.
- 6.12 It was noted that some pastoral and wellbeing services were available in Welsh in certain colleges, particularly in Welsh-medium departments or where specific members of staff are able to work through the medium of Welsh, for example in student health services.
- 6.13 Although some of the comments received praised wellbeing services in general, it was noted that the majority of students do not access these services through the medium of Welsh. It is reasonable to assume that this is, at least in part, due to a lack of awareness that wellbeing support can be received in Welsh.
- 6.14 In the discussion sessions, students described a range of experiences across colleges, campuses and teams. A lack of consistency in the availability of Welsh-speaking staff was noted, as well as a lack of clarity regarding which elements of wellbeing provision were available in Welsh. Although initiatives such as Cwtsh Cymraeg and Welsh-language support officers were viewed positively, it was noted that they are not always visible or consistently available.

### **Conclusions**

- 6.15 The evidence suggests that students' experiences of Welsh language wellbeing services, where access exists, can be positive, particularly in the higher education sector. However, inconsistencies remain, and a lack of awareness

about where and from whom Welsh language support can be accessed continues to be a key issue.

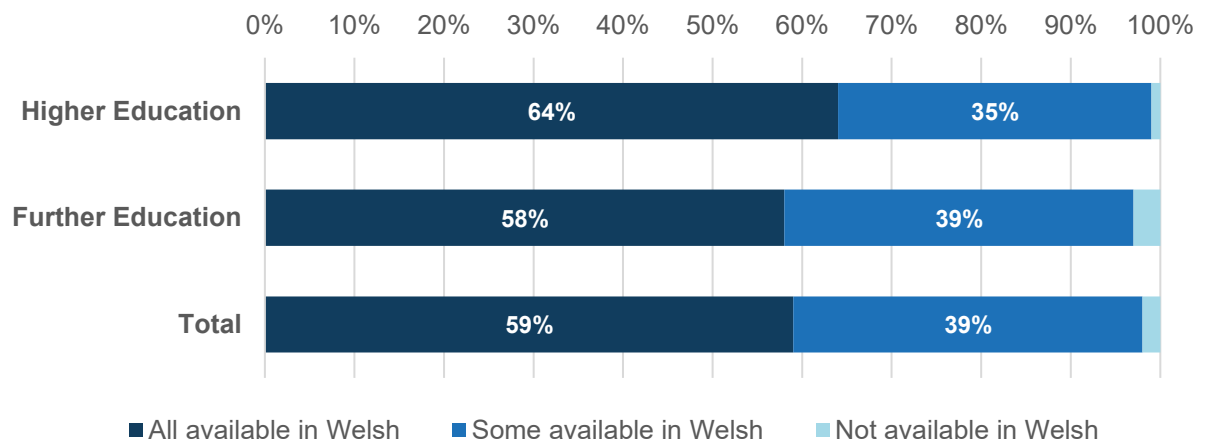
- 6.16 Although the qualitative data in this area is limited, it is clear that there is scope to improve the visibility and accessibility of Welsh language wellbeing services. Bilingual materials alone are not always sufficient to ensure that students understand how to access support through the medium of Welsh.
- 6.17 In this context, it is important to ensure that students are provided with clear and practical information about:
- which officers or services offer support through the medium of Welsh
  - whether Welsh can be used when contacting helplines or formal wellbeing services, and
  - how these arrangements connect to the role of the personal tutor.

# 7 Wider Matters

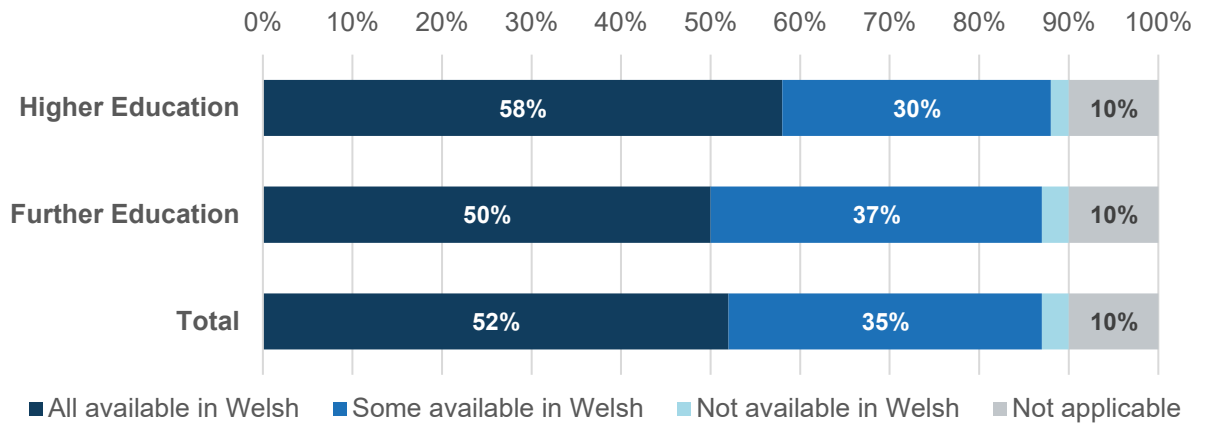
## Visual and digital materials

- 7.1 In addition to asking students about their direct experiences of services, specific questions were also included in the questionnaire about institutions' use of Welsh in visual and digital contexts. Seeing and hearing Welsh being used naturally around the campus is a key factor influencing students' confidence and their willingness to use the language.
- 7.2 The aim of these questions was therefore to gain an overall picture of how institutions give status to the Welsh language, and the extent to which they are organised to create a bilingual environment that encourages awareness and practical use of the language.
- 7.3 The questions focused on visual signage, information screens, digital applications and self-service machines across further and higher education campuses and buildings. These are all areas where specific standards apply. As these materials are not usually visible to the wider public, this work has also provided an important opportunity to gather evidence regarding practical compliance.
- 7.4 An analysis of the questionnaire responses to these questions is set out below:

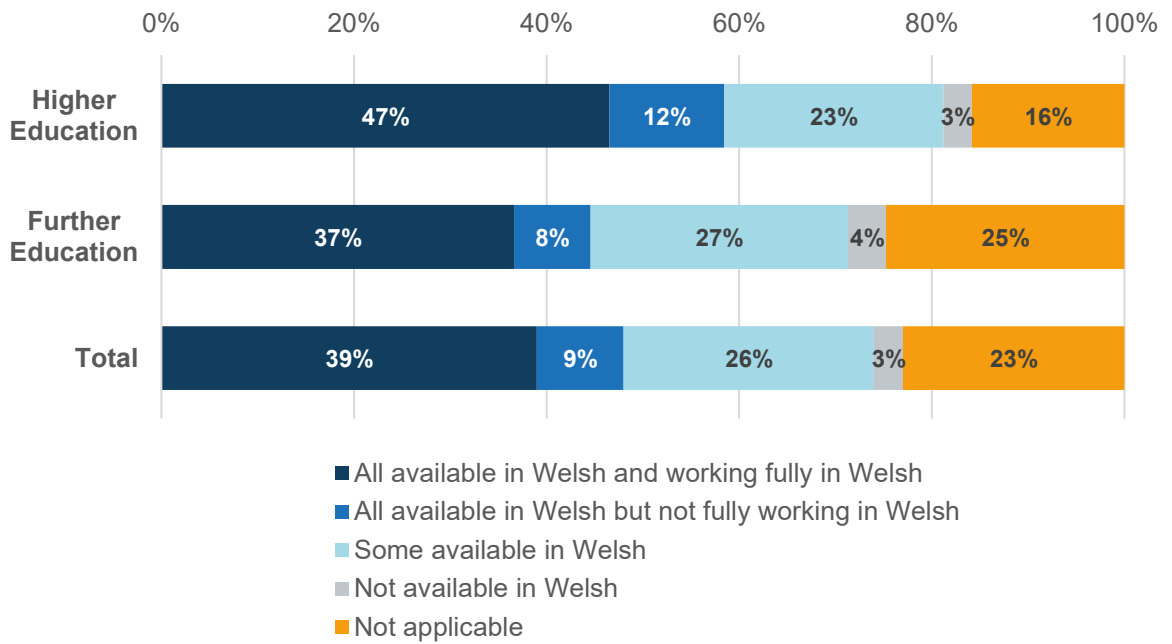
**Chart: Welsh-language signage around the campus**



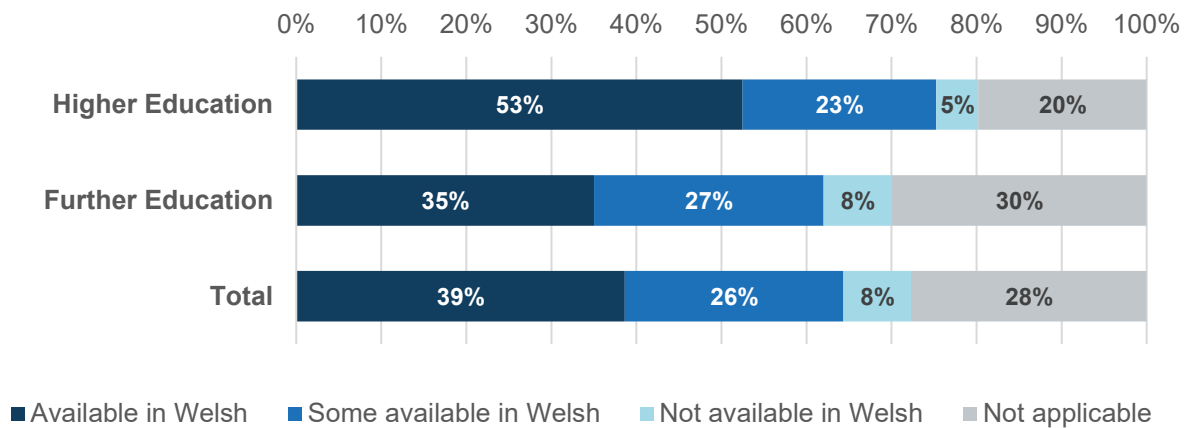
**Chart: Screens in the corridor / canteen showing in Welsh**



**Chart: University / College apps in Welsh (ordering food, ordering a book from the library)**



**Chart: Self-service machines available in Welsh (borrowing a book or materials from the library / pay for parking).**



### Student Perspectives – Higher Education

- 7.5 The majority of higher education students noted that campus signage was available in Welsh, with 64% stating that all signage was in Welsh and 35% stating that some signage was available in Welsh. A similar pattern was observed in relation to information screens, with a high proportion of students noting that provision was fully or partly in Welsh.
- 7.6 This was reinforced in discussion groups, with students noting that most signage on university campuses was bilingual, and in some cases the Welsh language was given greater prominence through the use of font or visual layout. However, concerns were raised about the quality of temporary signage, such as notices or warning signs, with some examples of incorrect or confusing Welsh.
- 7.7 Overall, this suggests that there is a strong foundation in place in relation to permanent signage, but that there is room for improvement in ensuring that all signage—permanent and temporary—is accurate and consistently available in Welsh.
- 7.8 In terms of digital apps, 47% of higher education students stated that all their institution’s apps were available and fully functional in Welsh, with a further 23% stating that some apps were available in Welsh. A range of apps were discussed, including student portal, fitness and parking apps. Good practices were noted, such as apps that remember the user’s language preference.
- 7.9 However, some students noted that they were not aware that apps were available in Welsh, often because systems defaulted to English. This was particularly the case when apps were used quickly to access information, meaning that students did not tend to explore language settings.
- 7.10 The overall impression was that apps and digital systems are not always clearly promoted as Welsh language options, with students discovering Welsh provision

by chance rather than deliberately.

- 7.11 In relation to self-service machines, the majority of students stated that they were fully or partly available in Welsh, particularly in libraries. Nevertheless, some students were uncertain whether it was possible to change the language on these machines, possibly because they had not tried to do so previously.
- 7.12 It was also noted that some machines provided by third parties, such as parking payment machines, were often English-only. However, there remains an expectation that institutions should ensure such provision is available in Welsh where the service forms part of institutional arrangements.

### **Student Perspectives –Further Education**

- 7.13 Just over half of further education students stated that all signage was available in Welsh, with findings varying between campuses. The use of information screens was less common in some colleges, making the question less relevant for some students.
- 7.14 Many further education institutions use apps to share timetables and administrative information with students. In the questionnaire, 37% stated that all apps were available in Welsh and fully functional in Welsh, with a further 8% stating that all apps were available in Welsh but did not function fully in Welsh. 27% stated that some apps were available in Welsh. This suggests a mixed picture, where Welsh language provision exists in many cases, but is not always consistent or fully operational across all apps or functions.
- 7.15 Similar findings were noted in relation to self-service machines, with many students believing that it was possible to switch the language to Welsh, but defaulting to English in practice. Once again, a lack of promotion or clear signage was influencing user behaviour.
- 7.16 Students' responses also suggested that colleges tend to operate in a broadly bilingual manner, but without the same level of visual promotion of Welsh as seen in universities. In their view, this led to a lack of clarity or awareness about where and how Welsh can be used.

### **Conclusions**

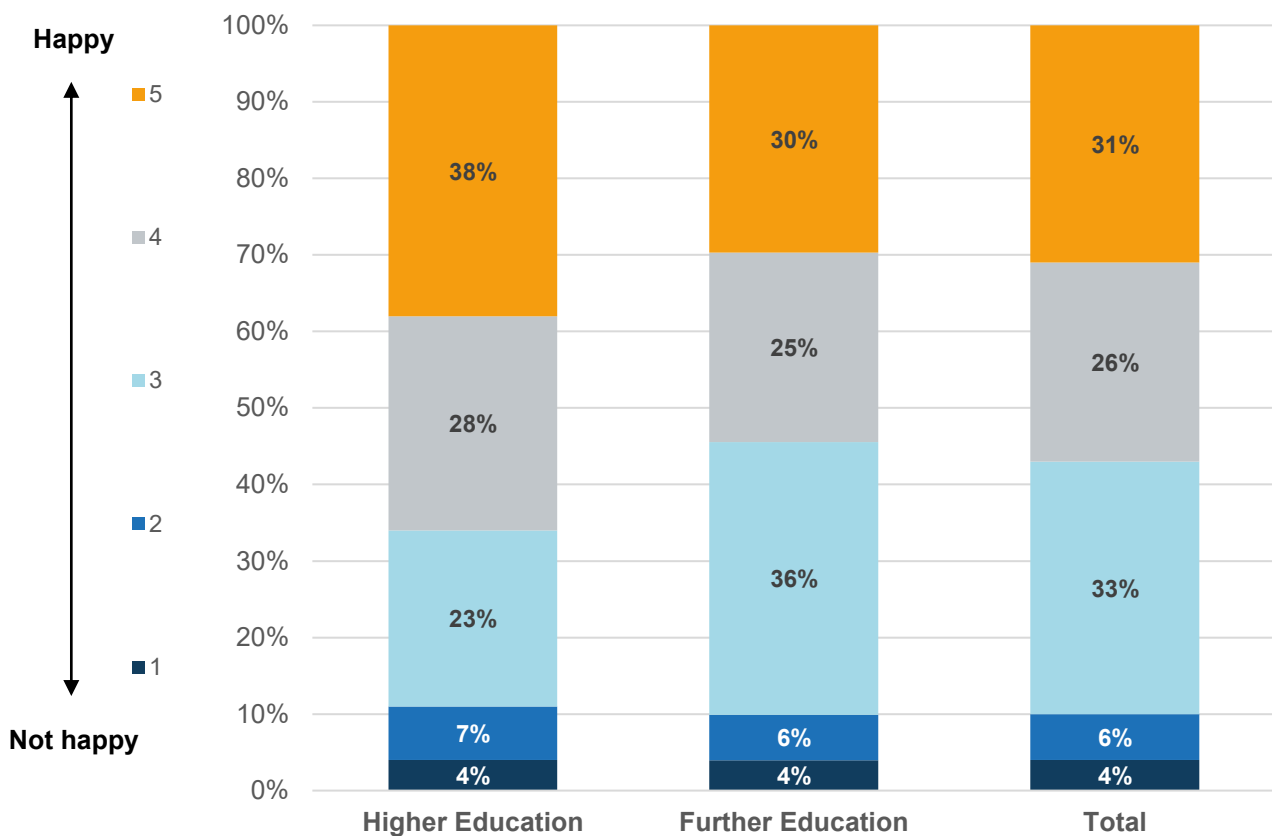
- 7.17 It is encouraging to note that the data shows that visual and digital materials are, on the whole, available in Welsh, suggesting that appropriate arrangements are in place to comply with the relevant standards.
- 7.18 However, the practical impact on Welsh language use depends to a large extent on students' awareness and choices. The findings suggest that there is scope to improve the promotion of Welsh language provision, particularly in digital and self-service contexts.
- 7.19 Institutions have a key role to play in influencing student behaviour. In this

context, “nudging” techniques—such as setting Welsh as the default language on self-service machines or apps—can contribute to more intuitive use of Welsh, without requiring students to make a deliberate decision to change the language each time.

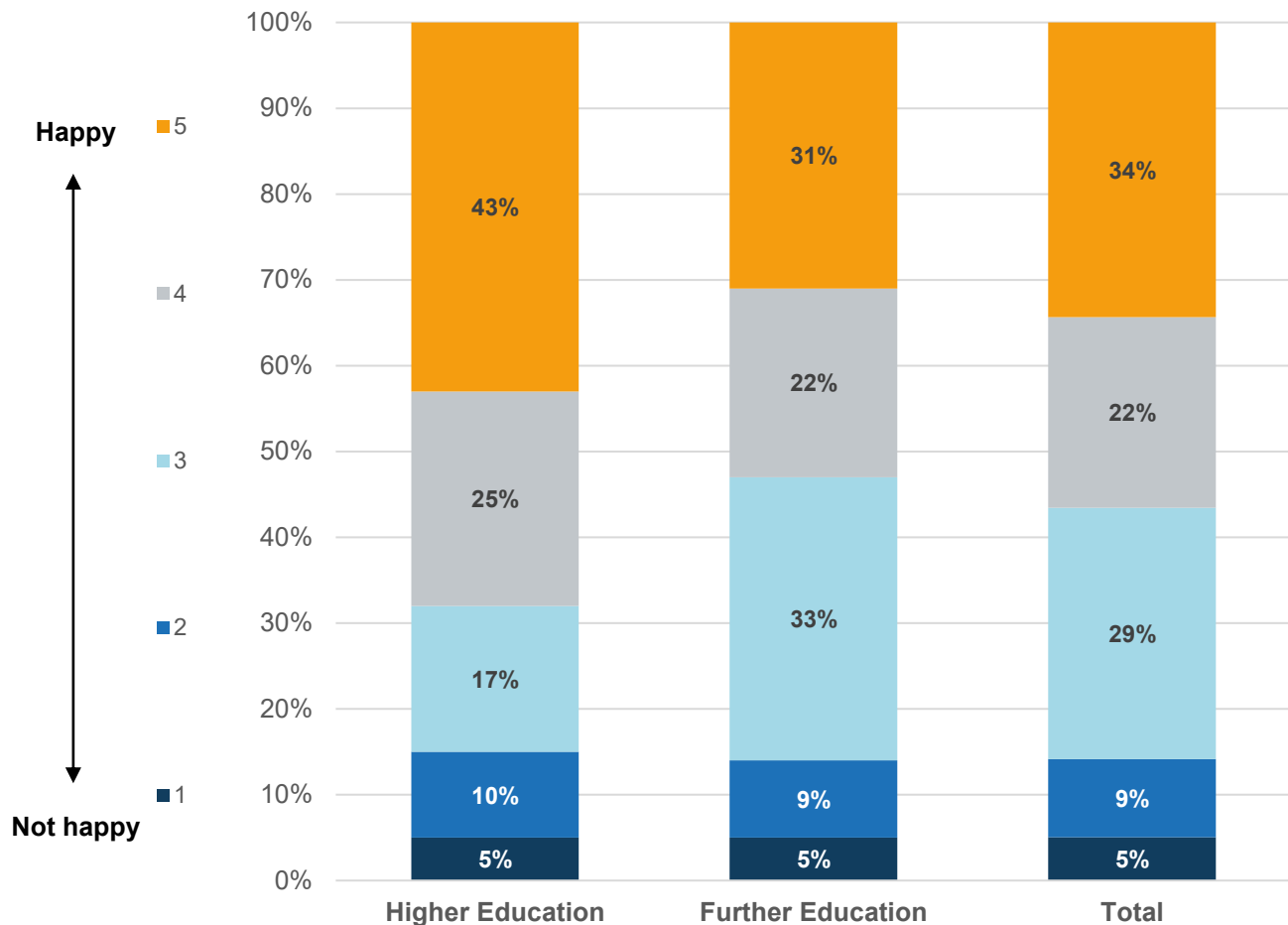
### Student satisfaction with institutions’ use of the Welsh language

7.20 To gain a broader picture of how institutions promote the use of the Welsh language among their students, the questionnaire asked about overall levels of satisfaction with the institution’s use of Welsh, and the extent to which the institution encourages students to use it. A summary of the responses is set out below.

**Chart: How happy are you with the University / College and their use of the Welsh language?**



**Chart: How happy are you with the University / College promoting the Welsh language and encouraging you to use your Welsh?**



### Student Perspective –Higher Education

- 7.21 The figures show that many higher education students are satisfied with the overall use of Welsh by institutions. Positive experiences were expressed in discussion groups, and the overall picture showed strong enthusiasm among many students to use or learn Welsh. Many praised the current efforts of institutions and felt that these were contributing to increased use of the language.
- 7.22 Several questionnaire responses also recognised the positive role of Welsh-language groups within universities in encouraging use of the language:

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*“Organisations such as Academy X are crucial here at X.”*

*“X is good at promoting Welsh and at creating Welsh-language social opportunities.”*

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- 7.23 The figures indicate a relatively high level of satisfaction among higher education students regarding institutions’ overall use of Welsh and how it is promoted. This was reinforced in discussion groups, with students expressing enthusiasm to use or learn Welsh and feeling that current efforts are contributing to increased use.
- 7.24 Particular attention was drawn to the role of Welsh language institutions and initiatives within universities—such as Welsh academies, branches of Coleg Cymraeg Cenedlaethol, and social opportunities—as key elements that encourage natural use of the language and foster a sense of belonging.
- 7.25 Formal Welsh-language learning courses were also widely praised, with students noting that they increase confidence, skills and practical access to Welsh, particularly for new learners:

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*“I have felt very encouraged to learn Welsh by being here! I have enrolled on Learn Welsh.”*

*“We have Welsh lessons every week... the tutors are excellent and have helped me gain confidence.”*

*“On the first week a lady came into our class to offer us weekly lessons in Welsh and the opportunities that come with it.”*

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- 7.26 Nevertheless, some structural barriers remain. Students noted a lack of Welsh-speaking staff in some areas, a lack of natural opportunities to use Welsh in daily life, and in some cases that the quality of translation or language errors undermined confidence.
- 7.27 In terms of communication, students noted that they primarily contact their institution via email. Some tended to correspond with central university departments in a bilingual manner—or start and end messages in Welsh—to increase the likelihood of receiving an appropriate response. This suggests a lack of confidence among some students that Welsh-only correspondence would be handled fully.
- 7.28 Instances were also noted where English responses were received to Welsh-language correspondence, even where standard messages encouraged the use of Welsh. These experiences can undermine students’ willingness to continue using Welsh.

7.29 On the other hand, some students shared very positive experiences where the ability to use Welsh was clearly recognised and consistently respected. It was noted that clear signals—such as statements in email signatures and natural switching of language in responses—can encourage active use of Welsh, even when students initially contacted in English.

### Student Perspectives - Further Education

7.30 Although many further education students scored in the mid-range of satisfaction, the qualitative experiences shared showed very positive aspects in some settings. Natural opportunities to use Welsh, tutors consistently promoting the language, and increased linguistic confidence since starting college were noted.

7.31 However, the same barriers seen in higher education were also identified: a lack of Welsh-speaking staff, inconsistency between departments, and a lack of practical opportunities. A positive experience of Welsh often depended on specific individuals rather than established systems, and some students called for less symbolism and more concrete action.

### Experiences and perceptions of the medium of the educational provision

7.32 Although the standards do not cover the language medium of education itself (aside from the ability to submit work in Welsh), a number of issues relating to this area were raised by students. Key barriers identified included:

- a lack of Welsh-medium resources and modules, creating difficulty in using Welsh academically
- inconsistencies between what is advertised and what is delivered in practice.

7.33 In particular, a number of students reported that not all courses advertised as “available in Welsh” are actually delivered through the medium of Welsh in practice, often due to a lack of lecturers able to teach in Welsh. Some students reported having to attend English-language lectures despite enrolling on Welsh-medium courses, including PGCE and postgraduate (PhD) students.

7.34 Specific challenges relating to bilingual study were also raised. Students noted that having to move constantly between English-language lectures, Welsh-language seminars, and assessment in both languages can be tiring and burdensome. Some felt that this additional effort is not sufficiently recognised or valued by institutions.

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*“Although all modules are advertised as having a Welsh-language option available, there are not always Welsh-speaking lecturers, so we are forced to attend English-medium lectures.”*

*“There are not enough lecturers who speak Welsh, and when I wanted*

*to complete one of my assignments in Welsh, I never received a response...*

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7.35 Further concerns were raised regarding the quality and scope of Welsh-medium modules. Some students suggested that limitations in resources can result in an inferior experience compared to English-medium modules, and that Welsh-language provision is often limited to a small part of the course (for example, only 20 credits), or not available at all in some subjects. As a result, it was reported that studying fully or substantially through the medium of Welsh is not possible in a number of disciplines, even for fluent speakers.

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*“X only offers a small selection of modules in Welsh...”*

*“The university’s Welsh-language Students’ Union is excellent, but I cannot complete more than 20 credits of my course in Welsh.”*

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## Conclusions

- 7.36 Creating the right environment and conditions to encourage the use of Welsh is essential, and there are a number of ways in which institutions can shape this experience. It is encouraging to note that there is general satisfaction among some students, along with positive comments indicating that effective work is taking place in certain contexts.
- 7.37 Some students expressed appreciation for any use of Welsh by staff who are not fluent, noting that simple efforts—such as saying “bore da” (good morning) or “da iawn” (well done)—make a positive difference to the linguistic environment.
- 7.38 However, where provision continues to depend on individuals rather than robust institutional arrangements and systems, there is a risk of an inconsistent student experience. Given how long the Standards have been in force, it would be expected that provision and communication approaches would now be more consistent and embedded, and it is the responsibility of individual institutions to ensure that Welsh-language provision is actively planned, communicated and delivered in line with their statutory duties.
- 7.39 In relation to some institutions, concerns were expressed that Welsh is not being sufficiently promoted or given adequate emphasis as an integral part of the broader educational experience.
- 7.40 Overall, the findings highlight a concerning inconsistency in Welsh-medium educational provision. In some cases, responsibility for realising provision appears to fall on the individual student rather than being part of a clear, proactive and reliable institutional offer.
- 7.41 In this context, the Commissioner will work in partnership with strategic partners, including Coleg Cymraeg Cenedlaethol and Medr, to share the evidence and

messages emerging from the research. This will support broader understanding of the issues raised by students in relation to the language medium of education and the use of Welsh in assessment and examination contexts and create a basis for further discussions across the sector.

## 8 Next Steps

- 8.1 This report sets out a series of clear improvement actions, based on students' experiences, which individual institutions will be expected to implement.
- 8.2 In line with the principle of co-regulation, the Commissioner will hold open and structured discussions with institutions regarding the improvement actions outlined in this report.
- 8.3 We will continue to hold meetings with the sector, building on the sector forum established during 2024–25, in order to share information, highlight good practice, and strengthen accountability across the sector. At the same time, any concerns or findings relevant to individual institutions will be raised directly with those institutions.
- 8.4 We will expect each institution to demonstrate how it intends to respond to the improvement actions set out below, providing appropriate evidence to show how those actions are leading to measurable improvement in students' experiences.

**Improvement Action 1: Standardising the assessment arrangements in Welsh**  
Institutions should review and strengthen their arrangements for facilitating and promoting the submission of written work in Welsh, ensuring a clear, consistent and fair experience for students.

This should include, where relevant:

- ensuring sufficient Welsh-language resources and guidance are available
- strengthening consistency of arrangements across departments, subjects and campuses
- ensuring translation and marking arrangements are robust, clear and timely, and
- providing clear guidance to students on when and how work can be submitted in Welsh.

**Improvement Action 2: Offering Welsh proactively, not only as an option**

Institutions should take steps to improve how Welsh language services are promoted, ensuring that Welsh is an obvious and natural choice across all systems, services and points of contact.

**Improvement Action 3: Addressing Welsh language skills gaps in the workforce**

Institutions should take deliberate steps to identify and address gaps in Welsh-language capacity among academic, administrative and wellbeing staff, in order to increase sustainable provision of Welsh-language services.

#### **Improvement Action 4: Strengthening a Welsh-language experience that fosters a sense of belonging**

Institutions should take steps to improve access to accommodation, personal tutors or alternative support, and wellbeing services through Welsh, so that Welsh becomes a natural part of students' academic and personal experience.

This should include:

- systems for registration or expressing language preference that are easy and accessible for students
- proactive, institutional and sustainable arrangements rather than reliance on individuals
- clear communication to students about when, where and by whom Welsh-language provision can be accessed, and
- identifying and addressing gaps in Welsh-speaking staff capacity

#### **Improvement Action 5: Ensuring consistency through self-assessment and robust monitoring**

Institutions should use internal self-assessment and monitoring arrangements to identify inconsistencies in students' experiences of Welsh language provision, and to implement clear improvement actions across the whole institution.

# Appendix: List of further education and higher education institutions that participated in the study

Those marked with \* indicate the institutions where face-to-face focus groups were also conducted.

## Further Education

Bridgend College \*  
Cardiff and Vale College\*  
Coleg Gwent  
Coleg Sir Gâr / Coleg Ceredigion\*  
Coleg y Cymoedd\*  
Grŵp Llandrillo Menai  
Gower College Swansea\*  
The College Merthyr Tydfil\*  
NPTC Group of Colleges\*  
Pembrokeshire College\*  
St David's Catholic College\*

## Higher Education

Aberystwyth University\*  
Bangor University\*  
Cardiff Metropolitan University\*  
Cardiff University\*  
Royal Welsh College of Music & Drama  
Swansea University\*  
The Open University  
University of South Wales\*  
University of Wales Trinity Saint David\*  
Wrexham University\*