

Medr statistics

Welsh language in higher education, 2024/25

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Summary: Statistics about the Welsh speaking ability of students at higher education providers in Wales and number of enrolments where some studying is done in the Welsh language.

Statistics on the number of teaching staff who are able to teach in Welsh, and are contracted to teach in Welsh, at universities in Wales.

Theme: Higher education, Welsh language, Welsh medium
Source: Higher Education Statistics Agency (HESA) Student and Staff Records

Contents

Introduction	2
Changes from previous releases	2
Revisions from previous releases	2
Background	2
Main points	4
Section A: Welsh speaking ability	5
Section B: Studying in Welsh language by fluent Welsh speakers	8
Section C: All enrolments studying in the Welsh language	11
Section D: Studying in Welsh by module subject	16
Section E: Staff	19
Definitions	22
Rounding	22
Students	22
Staff	23
Quality and methodology information	24
Data sources	24
HESA Student record quality notes	24
HESA Staff record quality notes	25
Quality Assurance Processes	25
Statement of compliance with the Code of Practice for Statistics	26
Change in accredited statistics status	27
Related statistics	28
Contact information	28

Introduction

This report summarises key trends about the Welsh language ability of students at higher education providers in Wales and how many enrolments include studying in the medium of Welsh. The report also includes information about the ability of staff at universities in Wales to teach in Welsh and whether they are contracted to do so. Throughout the report when we refer to studying in Welsh, we mean studying through the medium of the Welsh language rather than studying Welsh as a subject.

The data are available in an accompanying spreadsheet on the [Medr website](#). Further breakdowns of the data are also available on [StatsWales](#).

Changes from previous releases

Following feedback from Coleg Cymraeg Cenedlaethol and Medr colleagues, the structure of this publication has been revised to place greater emphasis on fluent Welsh speakers studying through the medium of Welsh.

Section A now presents information on the Welsh speaking ability of students. Section B then focuses on Welsh-medium study specifically among fluent Welsh speakers. This approach enables users to better understand trends in Welsh-medium provision among the group of students most likely to study substantial proportions of their course in Welsh.

Data on all students undertaking study through the medium of Welsh, previously included in Section A, is now presented in Section C. This section provides a comprehensive overview of Welsh-medium study across the entire sector.

Revisions from previous releases

Data for 2023/24 has been revised to include updated data from the University of South Wales. The impact of this has been to reduce the overall number of enrolments by 45 while increasing the number of enrolments by students from Wales by 1,010.

There has also been an update to the number of enrolments with at least 1 Welsh medium credit in 2023/24 as a number of postgraduate research students at Bangor University and University of Wales Trinity Saint David were not categorised correctly. This has increased the number of enrolments with at least 1 credit studied in Welsh by 50 at Bangor University and 5 at University of Wales Trinity Saint David.

Background

A key priority for Medr is to promote tertiary education through the medium of Welsh. Strategic Aim 5 of our [Strategic Plan](#) is to encourage greater use of the Welsh language, increasing demand for and participation in learning and assessment through the medium of Welsh.

We have a significant role to play in fostering a vibrant culture where the Welsh language can thrive, and in contributing to the Welsh Government's ambition to achieve one million Welsh speakers by 2050.

We will encourage demand for and participation in learning through the medium of Welsh, and we will ensure there is sufficient provision to meet that demand. Our planning will encourage all learners to develop, maintain and use their Welsh language skills during their tertiary education journey, equipping them to use those skills in the workplace and in informal contexts.

Cymraeg 2050

The Welsh Government's long-term strategy for the promotion and facilitation of the use of the Welsh language, [Cymraeg 2050: a million Welsh speakers](#) was published in 2017 and [Cymraeg 2050: work programme 2021-2026](#) was published in 2021.

Along with targets for increasing the number of learners in Welsh-medium education and actions to enable them to progress through their compulsory and post-compulsory education through the medium of Welsh, Cymraeg 2050 also includes targets for increasing the number of teachers able to teach Welsh and through the medium of Welsh.

Y Coleg Cymraeg Cenedlaethol

The Coleg Cymraeg Cenedlaethol works with providers to promote, develop and maintain Welsh medium opportunities in tertiary education. This includes increasing the capacity of providers to deliver Welsh medium and bilingual provision, and providing a range of scholarships to encourage learners to study through the medium of Welsh.

The Coleg has been [designated by Welsh Ministers](#) to provide advice to Medr to help us deliver on our duty to promote tertiary education through the medium of Welsh. Medr and the Coleg have jointly signed a [memorandum of understanding](#), formalising this relationship and setting out how we will work collaboratively to deliver our common aims.

Main points

- In 2024/25, 13% of enrolments by students from Wales were known to be fluent Welsh speakers. A further 15% had some level of Welsh speaking ability which was either non-fluent or at an unknown ability level.
- In 2024/25, 33% of enrolments by students from Wales who were known to be fluent Welsh speakers studied at least 1 credit in Welsh, and 22% studied at least 40 credits in Welsh. These were increases from 30% and 21% in 2023/24.
- 4% of enrolments by all students, including those who were not from Wales and were not known Welsh speakers, involved studying at least 1 credit in Welsh in 2024/25, the same proportion as in 2023/24.
- Across all enrolments, there were 5,720 enrolments including at least 1 credit studied in Welsh in 2024/25, an increase of 3% compared to 2023/24, though still lower than in earlier years.
- More than twice as many enrolments from female students included at least 1 credit studied in Welsh compared to enrolments from male students. Of enrolments with at least 1 credit studied in Welsh, female students were also more likely to study a higher number of credits in Welsh than male students.
- Education and training was the module subject with the highest number and proportion of enrolments with at least 1 credit studied in Welsh.
- There were 630 academic teaching staff contracted to teach in Welsh in 2024/25, an increase from 565 in 2023/24.

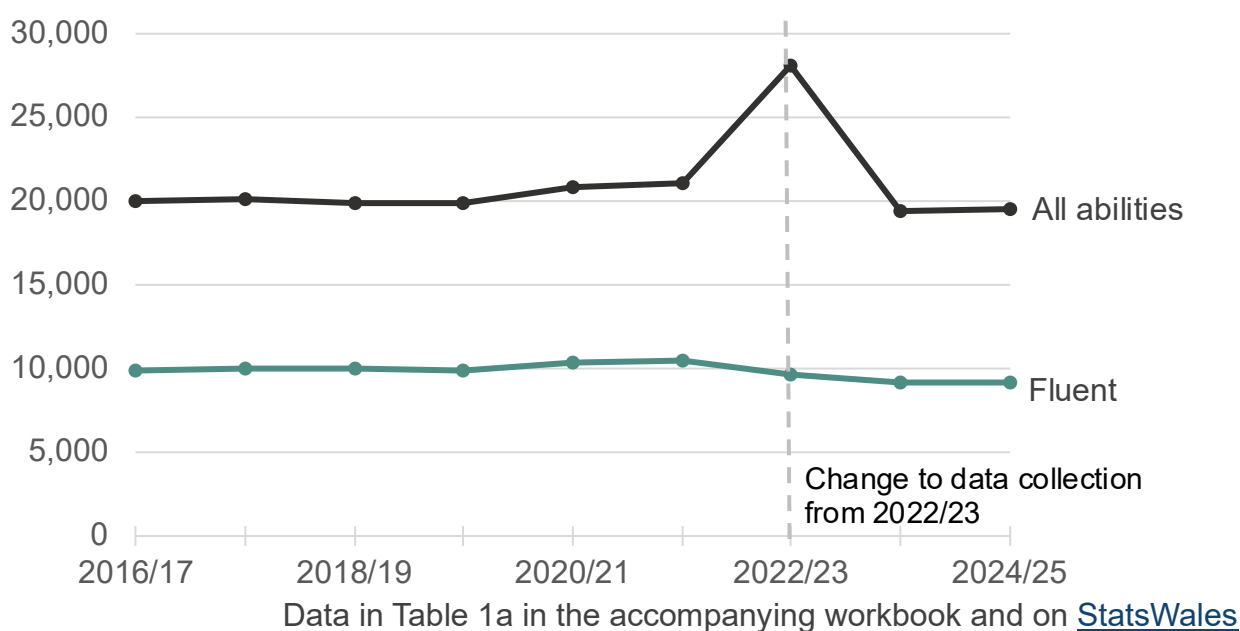
Section A: Welsh speaking ability

This section provides information about the Welsh speaking ability of students who were ordinarily resident in Wales prior to their studies. The reason for this is that Welsh language ability is only required for these students in the HESA Student record.

The way Welsh speaking ability was collected changed in 2022/23. Data quality decreased in 2022/23 as a result of this, with an increased number of students being returned as Welsh speakers who are not fluent. There was not a large impact on the data quality for the number of fluent speakers. In 2023/24 and 2024/25 the data quality has improved and the numbers of non-fluent speakers is similar to what was collected in earlier years. More information about this change and the work Medr does to assure the quality of this data can be found in the [quality notes](#) section of this report.

Enrolments by fluent Welsh speakers have fallen slightly in recent years

Figure A.1: Number of enrolments by Welsh speakers at Welsh HE providers, 2016/17 to 2024/25



In 2024/25, there were 9,120 enrolments by students known to be fluent Welsh speakers at Welsh higher education providers. This was slightly lower than in previous years. Fluent Welsh speakers accounted for 13% of the 69,220 enrolments at Welsh providers by students from Wales.

There were 19,485 enrolments by Welsh speakers of any ability at Welsh providers in 2024/25. This accounted for 28% of enrolments by students from Wales.

Table A.1: Number of enrolments from Welsh domiciled students by Welsh speaking ability and provider, 2024/25

	Welsh speaker: fluent	Welsh speaker: non-fluent	Welsh speaker: unknown ability	Not a Welsh speaker	Unknown	All Welsh domiciled enrolments
Universities	8,825	7,690	2,225	38,745	10,480	67,965
University of South Wales	800	1,605	195	5,245	3,055	10,900
Aberystwyth University	975	1,090	220	840	30	3,160
Bangor University	1,250	675	0	1,630	10	3,565
Cardiff University	1,610	1,710	0	6,775	120	10,215
University of Wales Trinity Saint David	810	750	110	4,070	30	5,775
Swansea University	1,185	795	5	6,600	15	8,600
Cardiff Metropolitan University	960	650	115	4,160	105	5,995
Wrexham University	440	405	0	3,230	30	4,105
Open University in Wales	800	0	1,580	6,195	7,080	15,655
Further education colleges and alternative providers	300	375	70	410	100	1,255
Grŵp Llandrillo Menai	270	235	65	140	55	765
NPTC Group of Colleges	10	50	0	55	0	110
Gower College Swansea	0	10	0	15	0	30
Coleg Cambria	0	0	0	35	0	35
Coleg Gwent	5	30	0	20	15	70
Cardiff and Vale College	0	5	5	40	0	45
Centre for Alternative Technology	0	5	0	20	30	55
St Padarn's Institute	15	40	0	85	0	140
All providers	9,120	8,065	2,295	39,155	10,580	69,220

Data in Table 2a in the accompanying workbook and on [StatsWales](#)

Cardiff University had the highest number of enrolments (1,610) by students known to be fluent Welsh speakers. Bangor University (1,250) and Swansea University (1,185) had the next highest numbers of enrolments by fluent Welsh speakers.

Cardiff University also had the highest number of enrolments (3,320) from Welsh speaking students of any ability. Followed by University of South Wales (2,600) and the Open University in Wales (2,380).

The Open University in Wales and the University of South Wales both had large numbers of students with unknown Welsh speaking ability. The reasons for this are explained in the [quality notes](#) section.

Table A.2: Percentage of enrolments from Welsh domiciled students by Welsh speaking ability and provider, 2024/25

	Welsh speaker: fluent	Welsh speaker: non-fluent	Welsh speaker: unknown ability	Not a Welsh speaker	Unknown
Universities	13%	11%	3%	57%	15%
University of South Wales	7%	15%	2%	48%	28%
Aberystwyth University	31%	35%	7%	27%	1%
Bangor University	35%	19%	0%	46%	0%
Cardiff University	16%	17%	0%	66%	1%
University of Wales Trinity Saint David	14%	13%	2%	70%	1%
Swansea University	14%	9%	0%	77%	0%
Cardiff Metropolitan University	16%	11%	2%	69%	2%
Wrexham University	11%	10%	0%	79%	1%
Open University in Wales	5%	0%	10%	40%	45%
Further education colleges and alternative providers	24%	30%	6%	33%	8%
Grŵp Llandrillo Menai	35%	31%	9%	18%	7%
NPTC Group of Colleges	8%	43%	0%	49%	0%
Gower College Swansea	6%	39%	0%	55%	0%
Coleg Cambria	0%	0%	3%	97%	0%
Coleg Gwent	7%	42%	0%	28%	23%
Cardiff and Vale College	0%	9%	6%	85%	0%
Centre for Alternative Technology	0%	8%	0%	38%	55%
St Padarn's Institute	9%	30%	0%	61%	0%
All providers	13%	12%	3%	57%	15%

Data in Table 2b of the accompanying workbook and on [StatsWales](#)

Of enrolments by students from Wales in 2024/25, Bangor University and Grŵp Llandrillo Menai had the highest proportions of fluent Welsh speakers (both 35%), followed by Aberystwyth University (31%).

Nearly three quarters (72%) of enrolments by students from Wales at Aberystwyth University and Grŵp Llandrillo Menai (75%) were Welsh speakers of any ability. Bangor University (54%) and NPTC Group of Colleges (51%) also had half of their students from Wales being recorded as having some Welsh speaking ability.

Welsh speaking ability was unknown for 15% of enrolments by students from Wales. The majority of the unknowns were at two providers, the Open University in Wales and University of South Wales.

Section B: Studying in Welsh language by fluent Welsh speakers

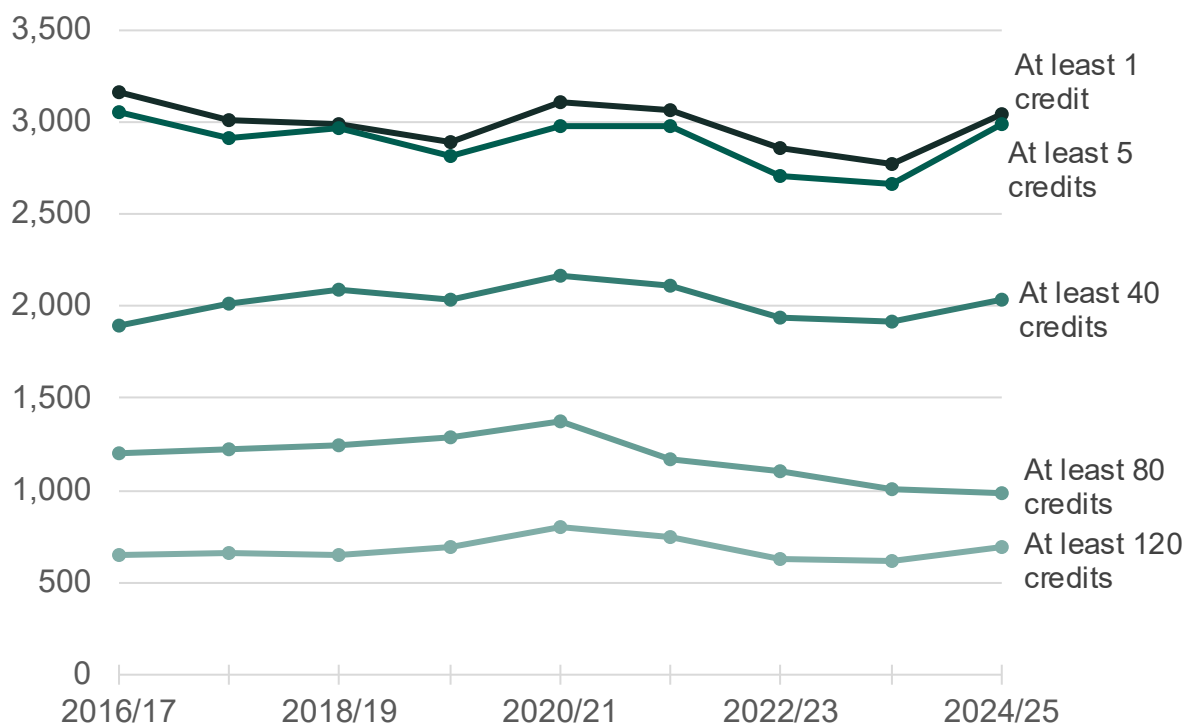
This section provides information about the number of enrolments including Welsh medium study amongst the fluent Welsh speakers from section A.

The number of credits studied in Welsh for each enrolment is calculated on a module-by-module basis. For example, a 20 credit module of which 50% is studied in Welsh would count as studying 10 credits in Welsh. The total number of credits studied in Welsh for each enrolment is the total across all modules. Modules are counted in the academic years that they are active: if a module starts in one academic year and finishes in the next one then they are counted in both academic years.

The categories used for the number of credits studied in Welsh are cumulative, for example someone who has studied at least 40 credits in Welsh is also included as having studied at least 5 credits in Welsh.

Despite a slight fall in fluent Welsh speakers in 2024/25, the number of enrolments by fluent Welsh speakers studying in Welsh increased

Figure B.1: Number of enrolments by fluent Welsh speakers who studied some credits through Welsh, 2016/17 to 2024/25



Data in Table 3a of the accompanying workbook and on [StatsWales](#)

In 2024/25, the number of enrolments by fluent Welsh speakers studying at least 5 credits through the medium of Welsh increased by 10% compared to 2023/24. The 2,995 enrolments studying at least 5 credits through Welsh in 2024/25 was slightly lower than in some earlier years. However, it accounted for 33% of enrolments by fluent Welsh speakers, a higher percentage than in previous years due to the lower number of fluent Welsh speakers enrolled.

The numbers of enrolments studying higher numbers of credits through Welsh had been falling since a peak in 2020/21. However, in 2024/25 there were increases in those studying at least 40 and at least 120 credits through Welsh.

Table B.1: Number of enrolments from fluent Welsh speakers by the number of credits studied in Welsh and provider, 2024/25

	At least 1 credit in Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh	All fluent Welsh speaking enrolments
Universities	2,935	2,885	1,940	940	670	8,825
University of South Wales	90	90	10	0	0	800
Aberystwyth University	375	370	265	125	50	975
Bangor University	695	695	565	370	260	1,250
Cardiff University	600	595	250	55	30	1,610
University of Wales Trinity Saint David	390	360	270	155	150	810
Swansea University	300	290	185	40	15	1,185
Cardiff Metropolitan University	330	330	305	195	160	960
Wrexham University	35	35	15	0	0	440
Open University in Wales	125	120	75	0	0	800
Further education colleges and alternative providers	110	110	90	45	25	300
Grŵp Llandrillo Menai	110	110	90	45	25	270
NPTC Group of Colleges	0	0	0	0	0	10
Gower College Swansea	0	0	0	0	0	0
Coleg Cambria	0	0	0	0	0	0
Coleg Gwent	0	0	0	0	0	5
Cardiff and Vale College	0	0	0	0	0	0
Centre for Alternative Technology	0	0	0	0	0	0
St Padarn's Institute	0	0	0	0	0	15
All providers	3,045	2,995	2,030	985	695	9,120

Data in Table 4a of the accompanying workbook and on [StatsWales](#)

In 2024/25, Bangor University had the highest number of fluent Welsh speaking enrolments studying through Welsh in all categories.

Cardiff University had the next highest number of fluent Welsh speaking enrolments studying at least 1 or 5 credits through Welsh. Meanwhile, Cardiff Metropolitan University and University of Wales Trinity Saint David had similar numbers of enrolments studying the higher numbers of credits through Welsh.

Grŵp Llandrillo Menai was the only further education college or alternative provider where there were enrolments that included studying through Welsh in the HESA Student

record. However, this does not mean these providers do not have any provision in Welsh as only some of their courses are returned by them in the HESA Student record with others that are franchised from universities being returned by the university partner.

Table B.2: Percentage of enrolments from fluent Welsh speakers by the number of credits studied in Welsh and provider, 2024/25

	At least 1 credit in Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh
Universities	33%	33%	22%	11%	8%
University of South Wales	11%	11%	1%	0%	0%
Aberystwyth University	38%	38%	27%	13%	5%
Bangor University	56%	55%	45%	30%	21%
Cardiff University	37%	37%	16%	3%	2%
University of Wales Trinity Saint David	48%	44%	33%	19%	19%
Swansea University	25%	25%	16%	3%	1%
Cardiff Metropolitan University	34%	34%	32%	20%	17%
Wrexham University	8%	8%	4%	0%	0%
Open University in Wales	16%	15%	9%	0%	0%
Further education colleges and alternative providers	36%	36%	31%	15%	8%
Grŵp Llandrillo Menai	40%	40%	34%	16%	9%
NPTC Group of Colleges	-	-	-	-	-
Gower College Swansea	-	-	-	-	-
Coleg Cambria	-	-	-	-	-
Coleg Gwent	-	-	-	-	-
Cardiff and Vale College	-	-	-	-	-
Centre for Alternative Technology	-	-	-	-	-
St Padarn's Institute	-	-	-	-	-
All providers	33%	33%	22%	11%	8%

Data in Table 4b of the accompanying workbook and on [StatsWales](#)

In 2024/25, a third of enrolments by fluent Welsh speakers included at least 5 credits studied in Welsh. One in five (22%) of enrolments studied at least 40 credits in Welsh and nearly one in 10 (8%) studied at least 120 credits in Welsh.

Bangor University was the provider with the highest proportion of fluent Welsh speaking enrolments studying in Welsh, with more than half (56%) studying at least 1 credit and 1 in 5 studying (21%) at least 120 credits.

University of Wales Trinity Saint David (19%) and Cardiff Metropolitan University (17%) also had relatively high proportions of fluent Welsh speaking enrolments with at least 120 credits studied in Welsh.

Section C: All enrolments studying in the Welsh language

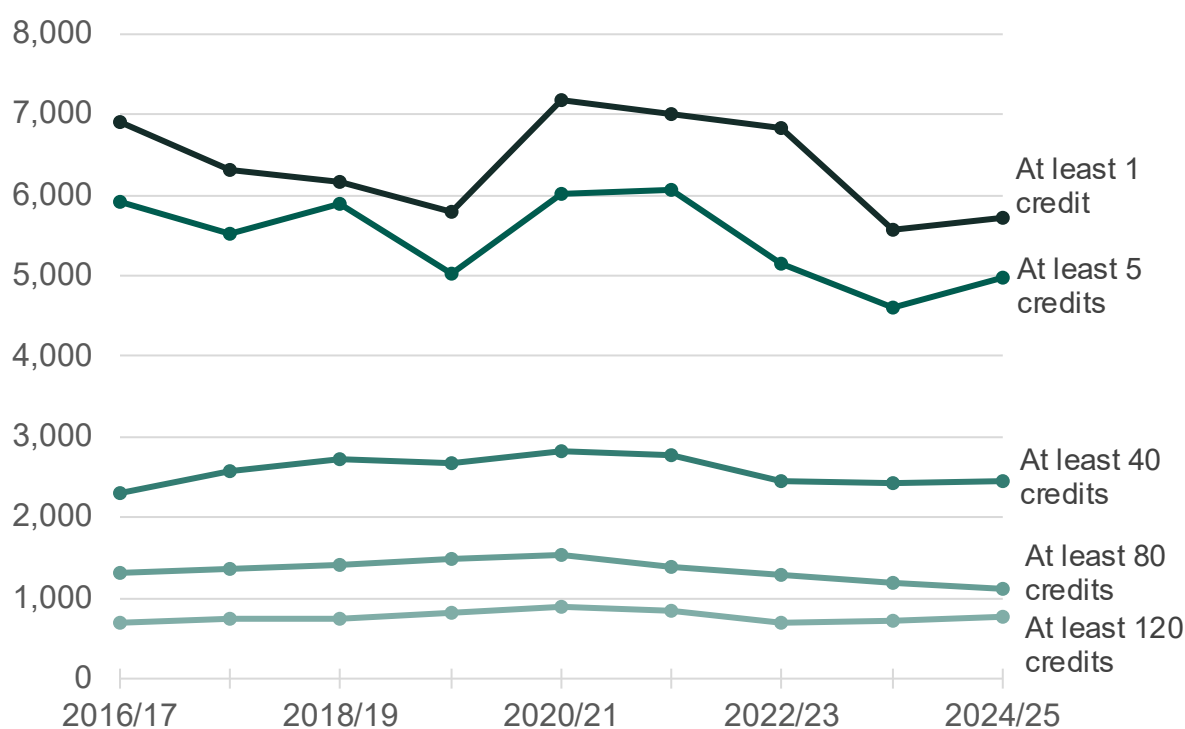
This section looks at the number of credits studied in the Welsh language at Welsh higher education providers across enrolments by all students.

The number of credits studied in Welsh for each enrolment is calculated on a module-by-module basis. For example, a 20 credit module of which 50% is studied in Welsh would count as studying 10 credits in Welsh. The total number of credits studied in Welsh for each enrolment is the total across all modules. Modules are counted in the academic years that they are active: if a module starts in one academic year and finishes in the next one then they are counted in both academic years.

The categories used for the number of credits studied in Welsh are cumulative, for example someone who has studied at least 40 credits in Welsh is also included as having studied at least 5 credits in Welsh.

The number of enrolments studying at least 1 credit in Welsh increased in 2024/25

Figure C.1: Number of enrolments by the number of credits studied in Welsh, 2016/17 to 2024/25



Data in Table 5a of the accompanying workbook and on [StatsWales](#)

There were 5,720 enrolments with at least 1 credit studied in Welsh in 2024/25. This was an increase of 3% compared to 2023/24, although still lower than in earlier years.

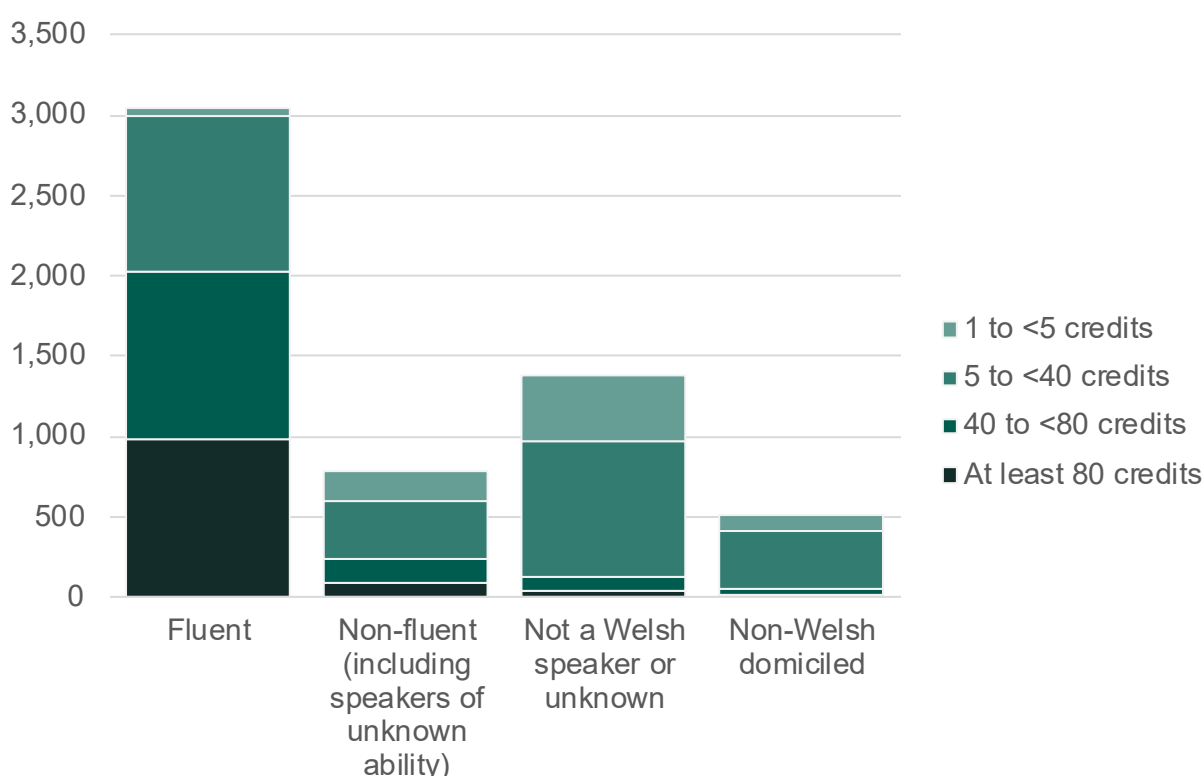
Similarly, the number of enrolments with higher numbers of credits studied in Welsh was lower than in 2021/22. However, the numbers studying at least 120 credits in Welsh increased in each of the last two years, with 755 enrolments involving this number of credits in Welsh in 2024/25.

There are a couple of factors which may have influenced recent years' figures being lower than earlier years:

- The number of enrolments by students from Wales fell between 2020/21 and 2023/24, before rising slightly in 2024/25. Similarly, the number of enrolments by fluent Welsh speakers has fallen since 2020/21. These are the students you would expect to be most likely to study in Welsh, so changes to this population will naturally affect the number of credits including Welsh-medium learning.
- Some providers have revised how they record the proportion of a module being studied in Welsh over this time period, particularly around modules where students are exposed to Welsh passively. This means the same level of learning through Welsh may have been recorded differently over time. The Coleg Cymraeg Cenedlaethol published [guidance](#) in February 2026 to support providers in how they calculate the amounts of Welsh-medium provision involved on a module.

Fluent Welsh speakers were not the only students studying in Welsh

Figure C.2: Number of enrolments from students with at least 1 credit studied in Welsh, by Welsh speaking ability and number of credits studied in Welsh, 2024/25



Data in Table 6a on the accompanying workbook and on [StatsWales](#)

Nearly half (47%) of enrolments with at least 1 credit studied in Welsh were by students who were either from outside of Wales, or were not known to be fluent Welsh speakers. A large proportion (85%) of these enrolments included less than 40 credits in Welsh, which can be explained by students being on modules with relatively limited exposure to Welsh, or where they had enough Welsh language skills to be taught in Welsh to a limited extent.

There were 415 enrolments with at least 40 credits studied through Welsh where the student was not known to be a fluent Welsh speaker. These are likely to be largely explained by a combination of:

- Non-Welsh domiciled students who have Welsh language skills but the data isn't collected.
- Inaccurate Welsh language skills collected as it is based on a student's self-assessment, and they may not consider themselves to be fluent Welsh speakers.

Table C.1: Number of enrolments by the number of credits studied in Welsh and provider, 2024/25

	At least 1 credit in Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh	All enrolments
Universities	5,550	4,810	2,320	1,065	725	142,085
University of South Wales	185	185	15	5	5	20,790
Aberystwyth University	480	475	285	135	50	8,970
Bangor University	1,180	1,170	740	430	295	9,935
Cardiff University	680	675	295	90	35	31,505
University of Wales Trinity Saint David	1,330	895	300	160	155	15,415
Swansea University	780	680	205	45	20	18,985
Cardiff Metropolitan University	340	340	310	200	170	12,265
Wrexham University	180	180	85	0	0	8,560
Open University in Wales	405	210	80	0	0	15,660
Further education colleges and alternative providers	170	170	125	60	30	1,740
Grŵp Llandrillo Menai	170	170	125	60	30	825
NPTC Group of Colleges	0	0	0	0	0	110
Gower College Swansea	0	0	0	0	0	30
Coleg Cambria	0	0	0	0	0	35
Coleg Gwent	0	0	0	0	0	70
Cardiff and Vale College	0	0	0	0	0	45
Centre for Alternative Technology	0	0	0	0	0	410
St Padarn's Institute	0	0	0	0	0	210
All providers	5,720	4,980	2,445	1,120	755	143,825

Data in Table 7a of the accompanying workbook and on [StatsWales](#)

In 2024/25, University of Wales Trinity Saint David had the most enrolments (1,330) studying at least 1 credit in Welsh. Bangor University had the second most enrolments at 1,180. These two providers accounted for 44% of all enrolments with at least 1 credit studied in Welsh.

Bangor University had the largest numbers of enrolments where at least 80 or 120 credits were studied through Welsh, followed by Cardiff Metropolitan University and University of Wales Trinity Saint David.

Grŵp Llandrillo Menai was the only further education college or alternative provider where there were enrolments including Welsh-medium studies in the HESA Student record. However, this does not mean these providers do not have any provision in Welsh as only some of their courses are returned by them in the HESA Student record with others that are franchised from universities being returned by the university partner.

Table C.2: Percentage of enrolments by the number of credits studied in Welsh and provider, 2024/25

	At least 1 credit in Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh
Universities	4%	3%	2%	1%	1%
University of South Wales	1%	1%	0%	0%	0%
Aberystwyth University	5%	5%	3%	1%	1%
Bangor University	12%	12%	7%	4%	3%
Cardiff University	2%	2%	1%	0%	0%
University of Wales Trinity Saint David	9%	6%	2%	1%	1%
Swansea University	4%	4%	1%	0%	0%
Cardiff Metropolitan University	3%	3%	3%	2%	1%
Wrexham University	2%	2%	1%	0%	0%
Open University in Wales	3%	1%	0%	0%	0%
Further education colleges and alternative providers	10%	10%	7%	3%	2%
Grŵp Llandrillo Menai	21%	21%	15%	7%	4%
NPTC Group of Colleges	0%	0%	0%	0%	0%
Gower College Swansea	0%	0%	0%	0%	0%
Coleg Cambria	0%	0%	0%	0%	0%
Coleg Gwent	0%	0%	0%	0%	0%
Cardiff and Vale College	0%	0%	0%	0%	0%
Centre for Alternative Technology	0%	0%	0%	0%	0%
St Padarn's Institute	0%	0%	0%	0%	0%
All providers	4%	3%	2%	1%	1%

Data in Table 7b of the accompanying workbook and on [StatsWales](#)

In 2024/25, 4% of all enrolments included at least 1 credit studied in Welsh. 1% of enrolments included at least 80 or 120 credits in Welsh.

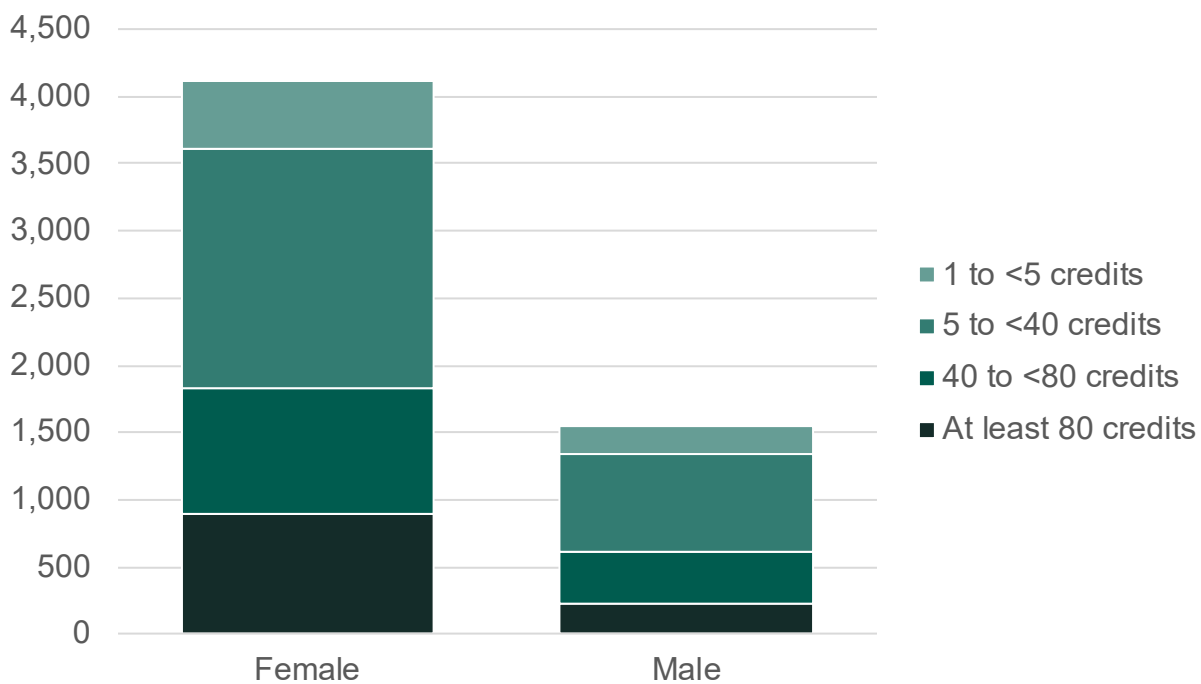
The providers with the highest proportions of enrolments studying at least 1 credit in Welsh were Grŵp Llandrillo Menai (21%), Bangor University (12%) and University of Wales Trinity Saint David (9%).

For all other providers no more than 5% of enrolments included at least 1 credit studied in Welsh.

Grŵp Llandrillo Menai had the greatest proportion of enrolments studying at least 5 credits in Welsh followed by Bangor University. This was also the case for the at least 40, 80 and 120 credit categories.

Female students were more likely to study in Welsh than male students

Figure C.3: Number of enrolments studying at least 1 credit in Welsh by the number of credits studied in Welsh and sex, 2024/25



Data in Table 8a of the accompanying workbook and on [StatsWales](#)

In 2024/25 the number of enrolments from female students studying at least 1 credit in Welsh was more than double the number for male students. 5% of enrolments by female students included at least 1 credit studied in Welsh compared to 3% of enrolments by male students.

Of those who studied at least 1 credit in Welsh, female students (22%) were more likely than male students (14%) to study at least 80 credits in Welsh.

Section D: Studying in Welsh by module subject

This section provides information on which subjects are being studied in Welsh. The subjects used are the subject groupings in the HESA [Common Aggregation Hierarchy](#) level 1.

The subjects studied have been calculated on a module-by-module basis as the data on studying in Welsh is collected by module rather than by course. However, this does mean that the number of enrolments in each subject does not match those that are published elsewhere such as the HESA Open Data which use overall course subject.

An enrolment can include modules in multiple subjects, and a single module could have multiple subjects. Any combination of subjects and modules may have some teaching in Welsh. The full-person equivalent (FPE) for each enrolment is split across the module subjects they study. This means it is not possible to report subject numbers so they are consistent with the totals elsewhere in this report while also providing accurate percentages of enrolments studying a subject in Welsh. We have chosen to make the percentages accurate here.

For example, if half an enrolment's modules were computing modules, and half were law modules, they would be counted as 0.5 FPE studying computing and 0.5 FPE studying law. If the enrolment included at least 1 credit of the Computing modules in Welsh, but less than one credit of the law modules in Welsh then the enrolment would appear in this section as:

Subject	Enrolments (FPE) studying at least 1 credit in Welsh	All Enrolments (FPE)
Computing	0.5	0.5
Law	0.0	0.5

However, in the previous section this enrolment would be counted as 1 FPE having at least 1 credit in Welsh meaning the number of enrolments with at least 1 credit in Welsh is lower in this section.

From 2022/23 onwards, module information was optional for postgraduate research enrolments. For these enrolments the subjects of their overall course have been used instead. This isn't a significant difference from how this was calculated in earlier years as the module information provided for postgraduate research enrolments in earlier years was often provided using dummy modules that were coded with the same subject as the course.

900 enrolments (115 fluent Welsh speakers) do not have any module information, and therefore no module subject. Examples of this are postgraduate taught students whose modules were completed in the previous academic year, but still have some other activity in this academic year while they complete their course. These students have been excluded from the tables in this section.

Table D.1: Number of enrolments with at least 1 credit studied in Welsh by module subject – Welsh domiciled fluent Welsh speakers only, 2024/25

Subject	Enrolments with at least 1 credit in Welsh	All Enrolments	Percentage with at least 1 credit in Welsh
Education and teaching	640	1,060	60%
Medicine and dentistry	170	325	52%
Language and area studies	255	565	45%
Combined and general studies	100	235	42%
Media, journalism and communications	65	165	40%
Agriculture, food and related studies	30	80	39%
Design, and creative and performing arts	160	520	30%
All	2,700	9,120	30%
Social sciences	275	945	29%
Historical, philosophical and religious studies	75	270	29%
Subjects allied to medicine	375	1,345	28%
Biological and sport sciences	175	635	28%
Mathematical sciences	30	140	22%
Geography, earth and environmental studies	35	165	20%
Psychology	90	465	19%
Law	80	510	15%
Physical sciences	20	165	13%
Business and management	70	540	13%
Engineering and technology	35	430	8%
Computing	15	290	5%
Architecture, building and planning	5	140	4%
Veterinary sciences	0	10	0%

Data in Table 9 of the accompanying workbook and on [StatsWales](#)

Amongst enrolments by fluent Welsh speaking, Welsh-domiciled students in 2024/25, the module subjects with the highest proportions with at least 1 credit studied in Welsh were education and teaching (60%), and medicine and dentistry (52%).

Table D.2: Number of enrolments with at least 1 credit studied in Welsh by module subject – all students, 2024/25

Subject	Enrolments with at least 1 credit in Welsh	All Enrolments	Percentage with at least 1 credit in Welsh
Education and teaching	1,305	7,005	19%
Combined and general studies	250	2,605	10%
Medicine and dentistry	385	4,290	9%
Language and area studies	450	5,880	8%
Design, and creative and performing arts	485	6,590	7%
Agriculture, food and related studies	50	885	5%
Subjects allied to medicine	695	16,365	4%
Social sciences	660	16,055	4%
All subjects	5,290	142,925	4%
Media, journalism and communications	70	2,240	3%
Biological and sport sciences	325	10,520	3%
Historical, philosophical and religious studies	80	4,005	2%
Mathematical sciences	45	2,685	2%
Law	120	8,080	1%
Psychology	110	8,395	1%
Geography, earth and environmental studies	40	3,695	1%
Architecture, building and planning	20	2,140	1%
Physical sciences	25	3,335	1%
Engineering and technology	50	8,610	1%
Business and management	95	20,395	0%
Computing	20	8,940	0%
Veterinary sciences	0	210	0%

Data in Table 10 of the accompanying workbook and on [StatsWales](#)

Amongst enrolments by all students, education and teaching was the module subject with the highest number (1,305) and proportion (19%) of enrolments studying at least 1 credit in Welsh.

A quarter (25%) of all enrolments with at least 1 credit studied in Welsh were studying education and teaching modules.

Section E: Staff

This section only includes staff at Welsh universities as further education colleges and alternative providers do not submit data to the HESA staff record. The Open University is also not included as it is not possible to separate their data into the different UK countries.

Staff on [atypical contracts](#) are not included. All figures in this section are [Full-Person Equivalents](#) (FPE).

Table E.1: Academic teaching staff by whether able and/or contracted to teach in Welsh, 2019/20 to 2024/25

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Able to teach in Welsh	1,085	1,025	1,035	1,015	845	940
Teaching in Welsh	580	570	540	550	540	615
Not teaching in Welsh	345	300	360	385	245	225
Information not sought	155	160	130	80	60	100
Unable to teach in Welsh	6,810	6,740	6,745	7,220	7,750	7,575
Teaching in Welsh	0	0	0	0	0	0
Not teaching in Welsh	5,170	4,895	4,955	6,295	6,790	6,345
Information not sought	1,640	1,845	1,790	925	955	1,230
Information not sought	140	185	430	460	860	665
Teaching in Welsh	15	10	15	15	25	15
Not teaching in Welsh	40	50	170	205	460	380
Information not sought	85	125	245	240	375	275
All Welsh teaching abilities	8,035	7,955	8,210	8,695	9,455	9,180
Teaching in Welsh	595	575	555	565	565	630
Not teaching in Welsh	5,555	5,245	5,485	6,885	7,500	6,945
Information not sought	1,885	2,130	2,170	1,245	1,390	1,605

Data in Table 11 on the accompanying workbook and on [StatsWales](#)

The number of teaching staff contracted to teach in Welsh increased to 630 in 2024/25, a 12% increase from 565 in 2023/24.

66% of teaching staff who were known to be able to teach in Welsh were contracted to teach in Welsh in 2024/25, a higher proportion than in earlier years. Overall, 7% of teaching staff are contracted to teach in Welsh.

The number of staff able to teach in Welsh increased to 940 in 2024/25 compared to 845 staff members in 2023/24. The majority of this increase was at Bangor University due to improvements to data quality following changes to their HR systems.

Table E.2: Number of academic teaching staff contracted to teach in Welsh and the number able to teach in Welsh by provider, 2024/25

Provider	Number of staff teaching in Welsh	Percentage of staff teaching in Welsh	Number of staff able to teach in Welsh	Percentage of staff able to teach in Welsh	Total number of teaching staff
University of South Wales	25	1%	75	4%	1,660
Aberystwyth University	120	22%	160	28%	560
Bangor University	205	27%	270	36%	760
Cardiff University	135	5%	190	6%	2,940
University of Wales Trinity Saint David	70	8%	105	12%	855
Swansea University	55	4%	75	6%	1,320
Cardiff Metropolitan University	25	3%	50	6%	840
Wrexham University	0	0%	15	6%	240
All universities	630	7%	940	10%	9,180

Data in Table 12 on the accompanying workbook and on [StatsWales](#)

Bangor University had the highest proportion (27%) of academic teaching staff contracted to teach in Welsh, followed by Aberystwyth University (22%).

These universities also had the highest proportions of teaching staff known to be able to teach in Welsh at 36% for Bangor University and 28% for Aberystwyth University.

Table E.3: Cost centres of teaching staff teaching in Welsh, 2024/25

Cost centre	Teaching in Welsh	Not teaching in Welsh	Information not sought	Total number of teaching staff
Medicine, dentistry and health	75	1,640	385	2,095
Agriculture, forestry and veterinary science	15	35	30	80
Biological, mathematical and physical sciences	35	780	130	945
Engineering and technology	15	905	120	1,040
Architecture and planning	0	115	10	130
Administration and business studies	20	840	155	1,015
Social studies	60	985	120	1,165
Humanities, language based studies and archaeology	160	525	75	760
Design, creative and performing arts	35	415	420	870
Education	195	645	150	995
Academic services	15	45	15	70
Central administration and services, staff and student facilities	0	10	0	15
Premises	0	0	0	0
Residences and Catering	0	0	0	0
All	630	6,945	1,605	9,180

Data in Table 13 on the accompanying workbook and on [StatsWales](#)

The tables on this page break down staff numbers by [cost centre](#). Cost centres are an accounting concept used as a proxy for academic departments. All HE providers arrange their academic schools, faculties and departments differently. HESA cost centres are designed to be as comparable as possible between different providers.

The two cost centres with the highest numbers of staff teaching in Welsh were 'Education', and 'Humanities, language based studies and archaeology'. Over half (57%) of staff known to be teaching in Welsh were in these two cost centres.

Definitions

Rounding

Figures are rounded to the nearest 5. Totals are calculated on unrounded figures and then rounded to the nearest 5 so may not equal the sum of the constituent parts.

Percentages are calculated using the unrounded figures and then rounded to the nearest whole percent. This means the percentages in this release may not match what you would get from the rounded figures. If a percentage is calculated where the denominator is less than 22.5 then the percentage is suppressed and shown as -.

Students

Academic year

All years are academic years running from August to July, e.g. 2024/25 is 1 August 2024 to 31 July 2025.

Full-person equivalent (FPE)

All student enrolments are full-person equivalents. Full-person equivalents divide students up across the subjects they study, regardless of the total time a student studies. A part-time joint honours student, studying half Maths and half Computing, is counted as 0.5 FPE in Maths and 0.5 FPE in Computing, the same as a full-time joint honours student would be.

Module subject

The subject of a module using the subject groups in the HESA [Common Aggregation Hierarchy](#) level 1. An enrolment can include modules in multiple subjects, and a single module could have multiple subjects. The full-person equivalent (FPE) for each enrolment is split across all of the module subjects they study.

Number of credits studied through Welsh

The number of credits studied in Welsh for each enrolment is calculated on a module-by-module basis. For example, if an enrolment studied half of a 20 credit module in Welsh, that would be counted as studying 10 credits in Welsh. The number of credits studied in Welsh across all modules is summed to give the total number of credits studied in Welsh.

Students from Wales/Welsh domiciles

A student is from Wales, or Welsh domiciled, if their permanent postcode on entry to their course was in Wales.

Welsh speaking ability

A self-assessment of a student's Welsh speaking ability. Prior to 2022/23, there were four options:

1. Fluent Welsh speaker

2. Welsh speaker not fluent
3. Not a Welsh speaker
4. Unknown

In 2022/23, the collection was changed and the options for non-fluent speakers were expanded to:

1. Welsh speaker: can speak a fair amount
2. Welsh speaker: can only speak a little
3. Welsh speaker: can just say a few words

It also became possible to have students returned as Welsh speakers but with an unknown proficiency level.

Staff

Atypical staff

Atypical staff are those whose working arrangements are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider.

Able to teach in Welsh

Self-assessment of whether a staff member is able to teach in Welsh.

Contracted to teach in Welsh

The contract table of the HESA Staff record includes details of staff teaching in Welsh. The number of staff teaching in Welsh is the FPE of teaching staff contracts involving some teaching through the medium of Welsh.

Cost centre

Cost centre is a financial concept which groups staff members to specific related cost centres. The cost centre groups are separate to the CAH subject codes and non-comparable. The reason for the incomparability and the breadth of the elements in this field is to replicate the way in which resources (including staff) can be split over a variety of similar courses and the differences in the way individual HE providers allocate them. For example, all language courses offered at a HE provider may utilise the same resources (staff may teach more than one subject) making definitive allocation of individual resources to specific subjects impossible. The cost centre groups reflect this.

Full-person equivalent (FPE)

Staff can have more than one contract and each contract may involve more than one different activity. Staff counts have been divided amongst their activities in proportion to the declared full-time equivalent (FTE) for each activity. This results in counts of FPE. Staff FPE counts are calculated on the basis of contract activities that were active on 1 December of the reporting period.

Full-time equivalent (FTE)

Full-time equivalent (FTE) is that recorded in the contract and measures the equivalence to full-time over the course of the reporting period 1 August to 31 July.

Quality and methodology information

Data sources

The data sources for this publication are the HESA [Student](#) and [Staff](#) records.

HESA Student record quality notes

Welsh language ability

The 2022/23 HESA Student record was collected using a new data collection system and data model delivered by the '[Data Futures](#)' transformation programme. The new system and model represented a considerable change to the collection process and there were an increased number of challenges and issues compared to previous years.

One of the changes related to how Welsh language skills were collected. A more detailed description of non-fluent Welsh speakers' speaking ability was required, as well as collecting information on students' ability to read, write and understand Welsh. Due to the scale of the overall change, this was problematic for some providers and lead to a decrease in data quality in 2022/23. In 2022/23, there was a higher than usual number of students with unknown Welsh language skills and some providers had difficulty categorising non-fluent students correctly.

These issues improved in 2023/24 and 2024/25, with data quality being closer to what it was prior to the change in data collection. However, there was still a high proportion of unknown Welsh language ability at University of South Wales and the Open University.

For the University of South Wales, this was largely caused by a software issue that resulted in contradictory data being returned when a student's information was updated and therefore we were unable to identify what the correct information was for these students. The University of South Wales are working with their software supplier on this issue and expect the number of enrolments affected to be reduced in 2025/26.

The Open University in Wales historically had a high level students with unknown Welsh speaking ability. This was also the case prior to the introduction of Data Futures due to difficulties collecting this information from their students. They also didn't have any students in the non-fluent category as their students were not asked about the more detailed ability categories introduced in 2022/23, meaning they could only be returned as Welsh speakers of an unknown ability. The Open University for Wales have introduced additional questions have to capture this information, and improvements are likely to be seen for the 2026/27 data collection.

Amount studied in the medium of Welsh

Data Futures had less of an impact on the quality of the data relating to the number of credits being studied in the medium of Welsh. However, the quality of this data is affected by how providers estimate the proportion of each module through Welsh, as how this is done can vary within each provider and between providers.

The impact of this could be seen in 2023/24 when there was a large decrease in the number of enrolments with lower numbers of credits studied in Welsh. A large component of this change was related to changes in how University of Wales Trinity Saint David recorded this information rather than purely being a change in Welsh medium provision.

The impact of this is most prominent in enrolments with relatively low amounts of studying in Welsh where small differences in the percentage of a module being studied in Welsh are most noticeable.

The Coleg Cymraeg Cenedlaethol published [guidance](#) in February 2026 to help providers define and calculate the amounts of Welsh medium provision. This guidance will give providers a framework for providers to accurately and consistently record this information. As providers apply this guidance it is expected that this will continue to impact time-series for this data if it represents a change from current practices, however in the medium to long-term the quality of the data would be improved. Medr will be monitoring this as part of our [quality assurance processes](#).

HESA Staff record quality notes

In 2023/24, there was a large fall in the number of staff able to teach in Welsh at University of Wales Trinity Saint David. This was related to a change in how the data is collected, with an increase in those returned as 'Information not sought' for this variable. In 2024/25, there was a reduction in the number of staff with 'Information not sought'.

Quality Assurance Processes

The quality of the data submitted to the HESA Student record is checked in various ways.

The first of these is that the data is automatically checked against [quality rules](#) in the HESA Data Platform. For example, ensuring that Welsh language proficiency is returned for all relevant students or if there are higher than expected numbers returned where this information is not available. If a provider fails these quality rules, it is flagged in the Issue Management System, so providers can either resolve the issue, explain why it can't be resolved or explain why it isn't actually an issue with the data. Medr have requested that additional quality rules are added to the data collection process based on the quality issues observed in the Welsh language data to help identify more of these issues as early as possible.

As well as these quality rules, Medr receive the data as it's being submitted through a system called the Information Reporting Interface Service (IRIS). Medr then generates outputs based on how we intend to use the data for various purposes which is then sent back to providers so they can see if it is what they expect. The IRIS outputs include information for providers about the levels of valid data for Welsh language skills, and information on the number of credits studied through Welsh used for funding. In the 2025/26 data collection, we have also introduced an output specifically for how we use data in Official Statistics, so providers and Medr can see if there are large changes in

what our Official Statistics publications will report for their institution. If the IRIS outputs do highlight potentially issues, then we discuss these with providers so they can provide an explanation or amend the data before it is finalised.

Medr also meet with providers regularly to understand any issues with the data collection. Throughout the year Medr organises sector wide meetings to work with colleagues in the sector to identify and discuss issues and any improvements that can be made.

We also meet with providers on an individual basis at least once a year and discuss any issues that are specific to that provider to get a full understanding of their data and any expected improvements.

We will review these processes regularly to identify further opportunities to improve data quality.

Statement of compliance with the Code of Practice for Statistics

Our statistical practice is regulated by the Office for Statistics Regulation (OSR). OSR sets the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#) that all producers of official statistics should adhere to.

All of our statistics are produced and published in accordance with a number of statements and protocols to enhance trustworthiness, quality and value. These are set out in Medr's [Statement of Compliance](#) with the Code of Practice for Statistics.

These official statistics demonstrate the standards expected around trustworthiness, quality and value in the following ways.

Trustworthiness

These statistics have been published according to Medr's [Statement of Compliance](#) and [pre-release access to official statistics policy](#).

Quality

The data is sourced from the HESA Student and Staff records which collect data from higher education providers. When the data is submitted it must meet certain validation rules. When the statistics are being produced quality checks are undertaken by the statisticians.

Some of the key data fields used in this publication rely on the assessment of individuals or providers which will affect the accuracy of the data.

The data collected on the [Welsh speaking ability](#) of students relies on self-assessment by the student. This means that there will be some inconsistency between students in how they would assess their ability to speak Welsh.

The calculation of how much a student studies in Welsh relies on the [LANGPCNT](#) and [PGRLANGPCNT](#) fields in the HESA student record. LANGPCNT collects the proportion of the module studied in Welsh and PGRLANGPCNT collects the proportion of the student course session studied in Welsh for PGR students that do not have modules

returned. This is based on the providers assessment of what proportion is being studied in Welsh.

Value

These statistics are produced to provide an insight into the level of Welsh medium provision in the higher education sector in Wales, and the Welsh language ability of students and staff.

The statistics are used both within Medr, the Welsh Government and by others to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Officials and Board members in Medr
- Ministers and the Members Research Service in the Senedd
- Officials in the Welsh Government
- Y Coleg Cymraeg Cenedlaethol
- Other government departments
- Higher Education Providers and representative bodies
- Students, researchers, and academics
- Individual citizens, private companies, and the media

We have brought the release forward this year to July so that the data is more timely than the delayed 2022/23 and 2023/24 releases. This brings the publication data back to when it was historically published by the Welsh Government.

Change in accredited statistics status

These statistics were previously published by the Welsh Government as National Statistics (now known as Accredited Official Statistics). As the statistics are now published by a new organisation, the Accredited Official Statistics status has been temporarily removed while the OSR assessed the statistics.

The findings from this review were published in an [assessment report](#) in March 2026. This report found that Medr's statistics 'are generally produced to high standards, and users told us that they meet their needs'. The report also identified that there were several requirements that Medr must address before all six sets of statistics can become accredited official statistics which Medr are working to meet by March 2027. There were two requirements specifically related to this publication:

Requirement 2: To ensure public confidence in the Welsh language in higher education statistics, Medr should continue to work with higher education providers to improve data quality by March 2027.

Requirement 3: To assure users about the quality of the statistics on Welsh language in higher education, Medr should describe its quality assurance arrangements for the statistics by March 2027.

To address these we have included more detail about our [quality assurance processes](#), including information on how we work with the higher education providers.

Related statistics

Prior to the 2022/23 data, the Welsh Government produced this release. Links to previous releases in this series published by the Welsh Government can be found on gov.wales. The [2022/23](#) and [2023/24](#) reports can be found on the Medr website.

[Further education, work-based learning and community learning, August 2024 to July 2025](#) contains information on the activities taught in Welsh and the Welsh language skills of learners in further education, apprenticeships and adult community learning.

[Learner outcome measures for apprenticeships and adult community learning, August 2024 to July 2025](#) contains information on the outcomes of apprenticeships by the medium of study.

[Annual education workforce statistics in Wales](#) contains information on the Welsh languages skills of staff in schools, further education and the adult learning sector.

Contact information

We welcome any feedback on any aspect of these statistics.

Feedback, questions, and requests for further data can be directed by email to: hestats@medr.cymru

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