



Subject Benchmark Statement

Welsh

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About this Statement

This QAA Subject Benchmark Statement for Welsh defines what can be expected of a graduate in terms of what they might know, do and understand at the end of their studies. Subject Benchmark Statements are an established part of the quality assurance arrangements in UK higher education, but not a regulatory requirement. They are sector-owned reference points, developed and written by academics. Subject Benchmark Statements also describe the nature and characteristics of awards in a particular discipline or area. Subject Benchmark Statements are published in QAA's capacity as an expert quality body on behalf of the higher education sector. A summary of the Statement is also available on the QAA website.

Key changes from the previous Subject Benchmark Statement include:

- a revised structure for the Statement, which includes the introduction of cross-cutting themes of:
 - equity, diversity and inclusion
 - accessibility and the needs of disabled students
 - education for sustainable development
 - employability, enterprise and entrepreneurship education
 - generative artificial intelligence (GenAI)
- a comprehensive review updating the context and purposes, including course design and content in order to inform and underpin the revised benchmark standards.

How can I use this document?

Subject Benchmark Statements are not intended to prescribe any particular approaches to teaching, learning or assessment. Rather, they provide a framework, agreed by the subject community, that forms the basis on which those responsible for curriculum design, approval and update can reflect upon a course and its component modules. This allows for flexibility and innovation in course design while providing a broadly accepted external reference point for that discipline.

They may also be used as a reference point by external examiners when considering whether the design of a course and the threshold standards of achievement are comparable with those of other higher education providers. Furthermore, Statements can support professional, statutory and regulatory bodies (PSRBs) with their definitions and interpretations of academic standards.

You may want to read this document if you are:

- involved in the design, delivery and review of courses in Welsh
- a prospective student thinking about undertaking a course in Welsh
- an employer, to find out about the knowledge and skills generally expected of graduates in Welsh.

Relationship to legislation

The responsibility for academic standards lies with the higher education provider which awards the degree. Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them by their relevant funding and regulatory bodies. This Statement does not interpret legislation, nor does it incorporate statutory or regulatory requirements.

The status of the Statement will differ depending on the educational jurisdictions of the UK. In England, Subject Benchmark Statements are not [sector-recognised standards](#) as set out under the Office for Students' [regulatory framework](#). However, Subject Benchmark Statements are part of the current quality arrangements in Scotland, Wales and Northern Ireland. Because the Statement describes outcomes and attributes expected at the threshold standard of achievement in a UK-wide context, many higher education providers will use them as a tool for course design and approval, and for subsequent monitoring and review, in addition to helping demonstrate the security of academic standards.

Additional sector reference points

Higher education providers are likely to consider other reference points in addition to this Statement when designing, delivering and reviewing courses. These may include requirements set out by PSRBs and industry or employer expectations. In 2024, QAA published an update to the [Quality Code](#), which will be helpful when using this Statement.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in [QAA's Glossary](#). Sources of information about other requirements and examples of guidance and good practice are signposted within the Statement where appropriate.

1. Context and purposes of a Degree in Welsh

1.1 Studying Welsh is key to understanding and learning about the experiences, culture, society and ideas of Welsh-speaking individuals and communities, both past and present, and opens doors to understanding more about people's experiences across the world. It is possible to study Welsh as a single honours degree, or as part of a combined or joint honours degree. Usually, Welsh will be the medium of teaching and assessment. On taught postgraduate master's courses and through research, it is possible for students to specialise in their respective fields in accordance with the provision offered by individual higher education providers. This Subject Benchmark Statement will focus primarily on undergraduate programmes that include Welsh as a subject.

1.2 A degree in Welsh may include studying one or more of the other Celtic languages and their literature, literary works in other languages and international multilingual contexts. Welsh as a subject offers many opportunities for interdisciplinary and comparative studies within single honours degree schemes. Also, there is a mutually enriching relationship between Welsh as a subject and a number of other academic disciplines. Providers should plan sufficient opportunities to combine Welsh with other subjects in order to ensure choice for students. In combining Welsh with another subject, it is possible that some fields may overlap (for example, on a Welsh and Media degree or a Welsh and Journalism degree), and that further opportunities may be gained through the medium of Welsh in the other subject. The [Coleg Cymraeg Cenedlaethol](#) facilitates the studying of subjects through the medium of Welsh alongside the subject itself.

Purposes and characteristics of a Degree in Welsh

1.3 A degree in Welsh offers a unique opportunity to explore and appreciate Welsh in all its richness, combining different aspects of language, creativity and culture. It is a broad, interdisciplinary field that enables students to examine the relationship between language, literature, identity and society as reflected in the experience of Welsh speakers at different periods in history. This is a flexible degree that fosters students' passion for the subject: a range of pathways can be offered, allowing students to follow their interests while equipping them with a wide range of highly sought-after transferable skills.

1.4 In the context of the Welsh Government's strategy '[Cymraeg 2050: A million Welsh speakers](#)', the study of Welsh as a subject has never been more important. Studying a degree in Welsh provides students with the knowledge, understanding and skills to support the communities and sectors that can realise and deliver this vision, and empowers them with the confidence to play an active role in sustaining and revitalising the Welsh language.

1.5 The subject provides students from all backgrounds with the skills to become accomplished communicators who can use Welsh effectively and professionally in a wide range of situations. Degree programmes in Welsh will support students from a range of linguistic backgrounds who have followed different pathways to Welsh (see section 2.4 for further details).

1.6 Studying for a degree in Welsh offers opportunities for students to explore identities in relation to Wales and the Welsh language through literature, culture and language, including reflecting on their own relationship with Welsh. Graduates will also understand the cultural and historical context of the language and its relationship with other cultures and languages.

1.7 Through the study of literature, sociolinguistics and linguistics, a degree in Welsh fosters critical thinkers who can scrutinise subtle details and analyse them in detail, while also situating their understanding within wider Welsh and global contexts.

1.8 A degree in Welsh will spark students' imaginations and motivate them to respond creatively and imaginatively to different challenges. In addition to opportunities for creative writing, students will gain an appreciation of the central role of creativity across a range of contexts, from classrooms and translation services to marketing agencies and the Senedd.

Equity, diversity and inclusion

1.9 Equality, diversity and inclusion encompass a wide range of characteristics including, but not limited to, language, race, ethnicity, gender, sexual orientation, religion, disability, age and socioeconomic background, and every effort is made to include awareness of these and create an inclusive environment for every student studying Welsh.

1.10 Providers will adopt a proactive and reflective approach to equality, diversity and inclusion when designing Welsh degree programmes, and when designing learning, teaching and assessment strategies. This will enable students to realise their potential, foster a sense of belonging, enhance their awareness and understanding of different perspectives, and develop an inclusive, reflective and critically informed outlook. This will enable students to contribute positively to sustaining workplaces and communities that prioritise diversity and equality.

1.11 A commitment to equality, diversity and inclusion will be evident throughout degree programmes in a variety of ways, including:

- providing inclusive opportunities for students to share their own experiences and viewpoints in a safe environment, without prejudice or judgment, while valuing diverse perspectives and experiences
- giving visibility to diverse identities within the curriculum in order to enable students to see themselves and others, and develop a sense of belonging within the learning community and the discipline
- providing opportunities for students to recognise and discuss the experiences of speakers from diverse linguistic backgrounds
- exploring a wide range of texts, dialects, linguistic registers and situations, through which students will foster respect for others and an understanding of Welsh variations and their use in diverse contexts
- ensuring that students engage with a wide range of creative and academic texts by individuals from diverse backgrounds, with particular consideration given to underrepresented identities and multiculturalism.

Providers may also encourage students to play an active role in recommending texts for inclusion. Such practices will be part of a continuous process of curriculum transformation and review, aimed at questioning assumptions and challenging power structures and inequalities that may be embedded within the discipline and society more broadly. This may involve consideration of global perspectives and, in many cases, providers will situate Welsh within wider linguistic contexts beyond Welsh, Celtic and European languages.

1.12 Studying Welsh will provide students with opportunities to learn about the position of Welsh as a community language and a minoritised language and its relationship with other minority and minoritised languages, in local, national and international contexts. Being part of a minoritised language community offers students an important perspective, and programmes should ensure that they develop an awareness of language rights and the legislative frameworks that support them. Through their studies, students themselves also contribute to the continuity, viability and future of the Welsh language, and as a result, play an active role in sustaining global linguistic and cultural diversity.

Accessibility and the needs of disabled students

1.13 Welsh is a subject that attracts and welcomes students from a wide range of backgrounds, creating a rich and supportive learning environment for all. Programmes and individual modules should commit to true accessibility, proactively giving attention to access and inclusivity needs in the design and provision of the courses. Every aspect of the courses - the content, teaching, assessment, activities, field trips and every other related activity - should be accessible and inclusive for all.

1.14 The design of programmes and individual modules should incorporate a variety of teaching and assessment methods to enable students to engage with their learning in different ways. Teams responsible for the design, teaching and delivery of programmes should take a proactive approach by anticipating the reasonable adjustments that disabled students may require, rather than waiting for students to request them. Welsh degree programmes place particular value on the development of verbal communication skills; nevertheless, learning outcomes should be achievable through alternative forms of engagement and assessment for students with disabilities that affect communication. Students should also be included in curriculum design and review processes in support of these aims.

1.15 Providers of degree programmes in the subject of Welsh should collaborate with their institutions' quality assurance and enhancement units in order to consider and promote equity and equal opportunities for every student, removing barriers that may prevent disabled students from fully participating in the courses. Course expectations should be explained to students from the start, along with the support and assistance available to them.

1.16 In order to support their individual learning, students should have full access to sufficient learning resources, including assistive technology. Learning should be scaffolded to ensure accessibility, using online learning platforms and digital learning resources and materials.

1.17 Students will join Welsh degree programmes from a range of linguistic backgrounds, and this should be considered in programme design and delivery. Individual higher education providers will set their own admissions criteria for entry level into degrees and may offer specific pathways for students according to their linguistic needs, with additional support provided as required. It should be ensured that every student is aware of the resources and language technologies that are available to support confident communication in Welsh.

1.18 Students' levels of cultural awareness will also vary, and providers should avoid assuming a shared body of cultural knowledge. It should be ensured that individual programmes and modules are accessible and inclusive for all students, supporting students to develop the cultural knowledge and understanding necessary to engage confidently and effectively with the subject matter.

Education for sustainable development

1.19 While studying Welsh, there will be an opportunity for students to explore the interrelation between the social, psychological, economic and environmental factors that affect the sustainability of the Welsh language, its networks and its culture. Interdisciplinary and/or transdisciplinary opportunities may be explored in this context, exploring local and international examples of revitalising minority languages in the view of the [United Nations' Sustainable Development Goals \(2015\)](#).

1.20 Welsh degree programmes often connect literary, linguistic and social elements with sustainability and environmental challenges by analysing the relationship between people

and the natural world, in both historical and contemporary contexts. This may involve exploring the relationship between languages and the landscape, and how industrial, economic and social developments have shaped the vitality, decline or future prospects of minority languages and culture.

1.21 Studying Welsh also develops students' critical awareness of social justice, equality and health and well-being in order to stimulate change and create a better world. By exploring the factors that influence language use, the creation of literature and the maintenance of culture, students become aware of the impact of systems on people and communities, and the role of literature and creativity in exploring and offering solutions to global challenges.

1.22 Consideration is given to the relationship of the Welsh language with projects, developments and legislative frameworks that have the Welsh language and Welsh culture at their core. This could include relevant legislation, such as the [Well-being of Future Generations \(Wales\) Act 2015](#) that emphasises the need to meet "the needs of the present [...] without compromising the ability of future generations to meet their own needs". Opportunities should be offered to analyse linguistic and cultural sustainability, giving students the opportunity to explore how their skills, knowledge and understanding can contribute positively to the sustainability of the Welsh language.

Employability, enterprise and entrepreneurship education

1.23 Studying Welsh opens doors to a wide range of successful and diverse careers. As Welsh is increasingly promoted and used in public and professional life, there is more demand than ever for graduates who have advanced Welsh-language skills and a sophisticated understanding of Welsh culture. Through their studies, students will develop confidence to recognise and enhance their potential to make meaningful social, cultural and economic contributions to communities in Wales and beyond.

1.24 During a degree course, students will develop a wide range of transferable skills in the areas of [employability, enterprise and entrepreneurship](#) which are of great value to employers. This is a degree that fosters confidence and strengthens students' ability to communicate effectively, verbally and in writing, to collaborate successfully with others and to plan and organise work independently. Students will develop effective ways of working that will prioritise health and well-being.

1.25 Students will also develop the ability to think critically, analyse texts and ideas and assess and evaluate viewpoints. They will challenge assumptions through debate and analysis, and will appreciate the importance of critical reflection and originality.

1.26 In addition, the degree offers opportunities for students to be creative and innovative by experimenting with various formats and language registers, developing digital skills and using modern technologies to create, edit and share Welsh content.

1.27 Students will have opportunities to engage with professional and experiential learning, for instance by engaging with guest speakers, work experience and undertaking activities and assessments that reflect professional scenarios and contexts. Furthermore, Welsh degree providers could consider collaborating with partners (including students, alumni and employers) to co-create a curriculum and materials that engage with the opportunities and challenges facing the Welsh language in the workplace.

Generative artificial intelligence

1.28 [Generative Artificial Intelligence](#) (GenAI) is a complex global field that is changing rapidly. While acknowledging a range of positive and negative aspects of artificial intelligence, a degree in Welsh will equip students to think critically about issues such as:

- using the technology in an ethical and sustainable way
- the impact on the environment of operating large data centres
- the copyright implications of the technology and its effect on practitioners in the creative sector
- the long-term effect of GenAI on the cognitive, creative and critical skills of users.

1.29 GenAI through the medium of Welsh is a rapidly developing field, affecting an increasing number of tasks in the Welsh and bilingual workplace. As a result, the advanced linguistic, critical and intellectual skills that are fostered through studying Welsh are key, as they empower graduates to challenge assumptions and misinformation, think creatively, solve problems and understand the potential and possible dangers of the technology in different contexts.

1.30 Students will have opportunities to evaluate the reliability of content produced by GenAI, and develop editing, post-editing and proofreading skills, in order to ensure accuracy and consistency in Welsh texts. These skills are increasingly important in a digital world where the ability to judge the quality of information, edit effectively, and make responsible use of technology are key skills in the professional workplace.

1.31 All degree programmes in the subject of Welsh are required to take appropriate steps to ensure the resilience of their assessments in the face of the challenges of GenAI. Every higher education provider will implement policies and practices to assure quality and academic integrity, working with staff and students to create a common understanding of how Artificial Intelligence could be used responsibly. Degree programme providers will vary forms of assessment in order to promote students' ability to produce original work for different purposes and audiences. Appropriate emphasis will be placed on testing students' ability to produce work orally and in writing without relying on GenAI.

2. Distinctive features of a degree in Welsh

Scheme/Design

2.1 Studying Welsh brings students into contact with a wide range of subjects, methods and concepts that will deepen their ability to think critically and respond creatively. A degree in Welsh provides the opportunity for students to experience the cultural value of Welsh and to contribute to its prosperity as a living language. While specialising in Welsh as a subject, they will also foster transferable skills that will prepare them for a wide variety of professional contexts.

2.2 Degrees will be designed in a way that gives students the opportunity to explore different aspects (linguistic, sociolinguistic, literary and cultural) of the Welsh discipline, giving them a meaningful choice to follow their interests within the subject. Students will familiarise themselves with the main concepts, viewpoints and analytical methods associated with studying Welsh, and will put them into practice. They will also be familiar with the development of the language and its literature over time, in order to be able to grasp the influence of the past on the situation of the Welsh language, its culture and its literature today.

2.3 In order to enable students to develop into skilled communicators, degree programme design will provide opportunities for students to develop an understanding of the characteristics and grammar of Welsh and its various registers, and to apply that knowledge when producing verbal, written and digital work for different purposes and audiences.

2.4 Providers can offer more than one pathway within undergraduate Welsh degrees in order to acknowledge the variety of learning experiences and linguistic backgrounds that students have when they begin their studies. Within a three-year degree scheme, this may include more than one study pathway, for example:

- a pathway for students who are ready to undertake the BA Welsh programme without additional provision (for example, students who have received their education through the medium of Welsh)
- a transition pathway for students who have a firm foundation in Welsh but who would benefit from a more intensive or structured first year to develop their confidence and ability to use Welsh in academic contexts (for example, students who have received their education through the medium of English).

Additionally, providers can offer a four-year degree scheme for students who are new to Welsh. After a year of learning the language as beginners, those students will join the transition pathway in their second year. By the end of the degree programme, all pathways will lead to the same academic expectations and learning outcomes, with students studying together as they move through the programme.

2.5 At undergraduate level, Welsh can be combined with another subject on a combined or joint honours degree. In those cases, the curriculum should be designed in a way that ensures there is an opportunity for students to develop the majority of the skills, knowledge and understanding outlined in this Benchmark Statement.

2.6 At postgraduate level, there is considerable variety and flexibility, and provision associated with Welsh as a discipline can contribute to postgraduate taught degrees in contexts such as Celtic Studies, Translation Studies, as well as specifically in the field of Welsh. Postgraduate taught degrees enable students to specialise in their respective fields,

fostering advanced research and interpretation skills that can lead to a variety of career pathways, including doctoral research.

Progression

2.7 Over the course of a standard undergraduate degree with honours (FHEQ Level 6; SCQF Level 10) or, if available, an Integrated Master's degree (FHEQ Level 7; SCQF Level 11) a student in Welsh will progress from one level of study to the next, in line with the regulations and processes for each institution. However, it is expected that each level would see the attainment of knowledge, expertise and experience that builds towards the final achievement of meeting the threshold (and if specified higher-level) subject-specific and generic skills listed in this Statement. This will usually include successful completion and the award of credit for the full range of learning and assessment, including any practical components.

2.8 Upon graduation from an undergraduate degree, it would be expected that a student who had achieved a second-class degree or higher would be capable of, and equipped for, undertaking postgraduate study in Welsh or a related discipline. Entry requirements to postgraduate courses are, however, determined by individual providers and may require specified levels of achievement at undergraduate level.

2.9 Undergraduates studying courses in Welsh as part of a combined or joint degree with other subjects (including courses that specify major and minor options) will achieve core elements of the specific and generic skills outlined in this Statement and will add others according to the areas covered in the other subject(s) of their degree. Additionally, they may explore the overlap between different disciplines, creating further opportunities for interdisciplinary study.

2.10 Any student enrolled in a standard undergraduate honours degree course in Welsh may exit earlier and be eligible for a Certificate of Higher Education (FHEQ level 4; SCQF Level 8), a Diploma of Higher Education (FHEQ level 5; SCQF Level 9), or other awards depending upon the levels of study completed to a satisfactory standard. Please refer to the [Characteristics Statement - Short Cycle Qualifications](#) for more detailed information on 'break points' in degree programmes.

Flexibility

2.11 At providers in England, Wales and Northern Ireland, the duration of a full-time course leading to a standard undergraduate degree is typically three years, or four years for a beginners' course or a course involving a year abroad (such as a programme involving languages) or a placement year, or for an integrated master's degree. Students following part-time routes accumulate academic credit in proportion to the intensity of their study, and their total study time and credit value would be the equivalent to those achieved on full-time routes.

2.12 Higher education providers structure the courses they offer to support students' learning and attainment. Depending on the educational mission of the provider, this may include opportunities to engage in learning on site, online, and/or through hybrid learning, arranged in terms, by semester, year-long, block, or other formats. These may be offered in full- and/or part-time modes of study and credit may be accumulated through the completion of micro-credentials, short-accredited learning, recognition of prior learning or accreditation of prior experiential learning.

Partnership

2.13 Degree-awarding bodies may deliver courses in partnership with other providers through validation and franchising arrangements. Others may work with partners who deliver specific elements of the course through placement learning or as part of a degree apprenticeship. Subject Benchmark Statements, such as this one, play an important role in helping partners design provision that contributes to threshold standards being met in a specific subject area.

2.14 Partnerships with stakeholders, businesses and various organisations offer opportunities for students to engage with employers and learn professional skills in a practical way. Partnerships of this kind can enable employers to be part of the process of designing and reviewing the curriculum, appear as guest speakers, or offer internships and a period of work experience to students. These partnerships may cover fields such as translation, marketing, politics and the creative industries. By offering work experience opportunities, students can put the skills they learn into practice and get a taste of working through the medium of Welsh or in bilingual organisations. Incorporating such opportunities into the degree programme is an effective way of highlighting the various doors that a Welsh degree can open, and it develops students' awareness of the factors necessary to sustain the viability of Welsh in workplaces.

2.15 A degree in Welsh leads to various careers, and considering the current shortage of Welsh-medium teachers, partnerships with schools, colleges and relevant educational institutions (for example, Coleg Cymraeg Cenedlaethol, Education Wales and Qualifications Wales) are particularly relevant. These connections can develop students' understanding of the relationship between education and the revitalisation of minoritised languages, as well as offering an opportunity for staff to engage more widely with the sector and ensure continuity for the discipline from school to university.

2.16 An important and relevant partner for many Welsh degree providers is the Coleg Cymraeg Cenedlaethol. In addition to financial support for students, the Coleg Cymraeg offers a number of opportunities for students to be ambassadors who engage with prospective students and put the skills they learn on the degree programme into practice.

Monitoring and review

2.17 Degree-awarding bodies, and their collaborative partnerships, routinely collect and analyse information and undertake periodic course review according to their own needs. Considering the student voice will form an important part of this. They draw on a range of external reference points, including this Statement, to ensure that their provision aligns with sector norms. Monitoring and evaluation are a periodic assessment of a course, conducted internally or by external independent evaluators. Evaluation uses information from both current and historic monitoring to develop an understanding of student achievement or inform future course planning.

2.18 Externality is an essential component of the quality assurance system in the UK. Providers will use external reviewers as part of periodic review to gain an independent perspective on any proposed changes and ensure threshold standards are achieved and content is appropriate for the subject.

2.19 The external examining system currently in use across the UK higher education sector also helps to ensure consistency in the way academic standards are secured by degree-awarding bodies. Typically, external examiners will be asked to comment on the types, principles and purposes of assessments being offered to students. They will consider the types of modules on offer to students, the outcomes of a cohort and how these compare

to similar provision offered within other UK higher education providers. External examiners are asked to produce a report each year and make recommendations for changes to modules and assessments (where appropriate). Subject Benchmark Statements, such as this one, can play an important role in supporting external examiners in advising on whether threshold standards are being met in a specific subject area.

2.20 Courses with professional and vocational outcomes may also require evaluation and accreditation from professional and regulatory bodies. These are usually done through a combination of site visits and desk-based reviews.

3. Content, structure and delivery

3.1 This section explores how the content of the curriculum for Welsh shapes the likely teaching and learning strategy and the modes of assessment that allow students to demonstrate they have met the benchmark standards and discriminate between different levels of attainment.

Content

3.2 The exact content of BA Honours courses in the subject of Welsh can vary according to the provider, the type of degree (single, combined, or joint honours degree) and the study pathways offered to meet the linguistic needs of students (see 2.4 above). Despite this, the content of every course will be designed to foster students' interest and further their understanding of the language, linguistics, literature and culture of Welsh in historical and contemporary contexts. Various literary forms and non-literary texts will be explored to develop critical, analytical and transferable creative skills.

3.3 Language modules enable students of every linguistic background to become language experts by developing their understanding of Welsh grammar, its dialects and its use in a variety of different contexts. There will be plenty of opportunities for students to produce texts for different purposes as well as explaining and justifying editorial decisions. Language modules can provide opportunities for students to develop essential bilingual skills such as translinguaging and professional translation. Courses may include modules in the field of Welsh linguistics, whether by shedding light on the acquisition of Welsh as a first or second language (including language pedagogy), the history and development of the language and its linguistic variations, or by exploring the situation of Welsh and its sociolinguistic context in Wales today.

3.4 Literary and cultural modules develop students' analytical and creative ability as they explore the relationship between author, text and reader in different historical and contemporary contexts. Students will foster the ability to scrutinise texts in detail, interpreting Welsh texts in the context of social circumstances and critical concepts that connect to Wales and to global experiences, forces and developments. The opportunity is given to students to develop creative writing skills as well, either by offering specific modules or as an element of other modules.

3.5 Often, degree programmes will include modules that combine the elements described in 3.3 and 3.4, allowing students to explore the interrelation between linguistic, social and literary factors.

3.6 Through a combination of various modules, students will develop into skilled communicators, verbally and in writing, who can draw on sound knowledge and understanding of Welsh - its characteristics, history and culture - when responding to various challenges and situations. They will also be confident when working independently and as part of a team.

3.7 By enabling students to develop a wide range of practical, intellectual and interpersonal skills in the way outlined above, a degree in Welsh will trigger a lifelong interest in the language, its literature and its culture, and respond to the demand for high-quality bilingual professionals.

Teaching and learning

3.8 Students who study Welsh will join a scholarly community of experts who conduct research and publish in their respective fields, advise and consult with external organisations and partners, and contribute to public understanding of the literature, culture, status, needs and evolving contexts of the Welsh language. This expertise and experience enriches degree programmes and enables students to engage directly with current scholarship and debates relating to the Welsh language and its future.

3.9 Educators and individual departments will use a variety of interactive learning methods, including, but not limited to, lectures, seminars, workshops, tutorials and field trips. The emphasis of learning sessions will be on enabling students to apply their knowledge to a variety of contexts, and contact hours can be tailored to enable students to collaborate with others as well as work independently.

3.10 As a result of higher education's emphasis on fostering increasingly independent learners and researchers, contact hours in the classroom are only one part of students' educational experience. In order to promote and encourage students' academic skills, educators can structure learning by setting preparatory work and supplementary activities for the students to complete. Accessible reading lists tailored for students' needs will be the foundation for every module, and will often follow a chronological or thematic structure.

3.11 As a discipline that focuses on analysing and interpreting text, data and secondary sources, access to libraries, archives and databases is vital to students' education, and there will be appropriate collaboration between educators and information and library services. Consulting original copies of publications and documents can be an inspiring educational experience in itself, and providers should provide access to printed as well as electronic resources.

3.12 In order to maintain a meaningful choice of modules to students, students from different year groups can be taught together, using learning outcomes and/or assessments to differentiate between different levels.

Assessment

3.13 Programmes in the subject of Welsh will offer a variety of assessment methods that enable students to develop their ability to communicate, collaborate and think critically and creatively. Formative and summative assessments will align with the curriculum and learning outcomes, and provide the opportunity for students to demonstrate their knowledge, understanding and skills. Learning outcomes and criteria will be shared with students via programme handbooks and module materials. The provision of feedback on formative and summative work will be a vital part of the assessment process, and will enable students to reflect on their skills and develop them.

3.14 By offering a range of different types of assessments, it is possible to offer the flexibility that is necessary to support every student to reach their potential. Emphasis is placed on devising accessible, inclusive assessments that consider different needs and reasonable adjustments. Additionally, assessment information and guidelines are provided that are clear and accessible to all. Assessment methods will be reviewed regularly in order to ensure that they are fit for purpose and current.

3.15 The assessment process will prepare students for the various needs of postgraduate research and the workplace, giving them the opportunity to demonstrate a range of subject-specific and transferable skills. A portion of their assessments will require them to apply their knowledge, understanding and skills in Welsh while undertaking tasks related to the world of

work or community work. This will foster their confidence to contribute proactively to Welsh and bilingual workplaces and communities in the future, as well as developing their understanding of the social, psychological, economic and environmental factors that affect the sustainability of Welsh.

3.16 Often, students will apply digital skills while undertaking assessments, demonstrating their understanding of the importance and impact of technology on the use of different methods of communication and linguistic registers. The development of GenAI can offer opportunities to experiment with different methods and language registers. However, it may also affect students' ability to develop confidence in expressing their own ideas and establishing their own voices. When designing programmes and modules, assessment methods will support the learning process and enable students to demonstrate originality and creativity in applying their knowledge, understanding and skills in Welsh.

3.17 The assessment process will give students opportunities to develop transferable collaborative skills by working together with others in order to explore subjects and texts, consider various viewpoints and organise and present work.

3.18 Assessment methods in Welsh may include:

- essays and other types of coursework that test students' ability to explore a subject in depth, organise materials and communicate ideas
- exams that require students to apply their knowledge, understanding and skills to a specific task in a critical way within a set time
- essays and commentaries that reflect on experiences and skill development
- reports, research posters, discussion papers and case studies
- a portfolio of creative work
- linguistic tasks and exercises (for example, grammar tasks, translation/editing tasks)
- verbal presentations with appropriate use of technology to assess individual communication skills and/or skills when interacting with others
- seminar discussions
- digital assessments (for example, podcasts, videos, e-posters).

4. Benchmark standards

Introduction

4.1 This Subject Benchmark Statement sets out the minimum threshold and typical standards that a student will have demonstrated when they are awarded an honours degree in Welsh. The minimum threshold equates to a third-class honours degree, and the typical equates to a second-class honours degree. Demonstrating these standards over time will show that a student has achieved the range of knowledge, understanding and skills expected of graduates in Welsh.

4.2 The vast majority of students will perform significantly better than the minimum threshold standards. Each higher education provider has its own method of determining what appropriate evidence of this achievement will be required and should refer to [Annex D in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#). This Annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours - 1st, 2.1, 2.2 and 3rd.

4.3 Please note that minimum threshold standards are not intended to specify universal competence standards for a discipline. If a provider chooses to develop competence standards (as defined by the Equality Act 2010) as part of a programme specification these can be informed by the relevant Benchmark Statement along with any PSRB requirements. In these circumstances providers should follow the most recent guidance from the [Equality and Human Rights Commission](#).

4.4 The standards described below do not define or suggest a common curriculum for Welsh as a subject. The content of undergraduate degree programmes in the subject of Welsh will vary from one provider to the next as they apply the standards in accordance with their expertise and needs. This flexibility is essential in order to maintain the wide range of diverse fields that belong to Welsh as a subject, and to stimulate further research within the discipline.

4.5 Typically, the standards described below will be expressed in interwoven ways in which they support each other.

4.6 Benchmark standards

THRESHOLD LEVEL	TYPICAL LEVEL
When graduating with an honours degree in the subject of Welsh, students reaching the threshold level will be able to:	When graduating with an honours degree in the subject of Welsh, students reaching the typical level will be able to:
Subject knowledge, understanding and skills	
<i>Language and communication</i>	
produce original work that demonstrates an understanding of the main features and grammar of Welsh, including aspects of style, register, dialects and linguistic variations	produce original work that demonstrates a thorough understanding of the features and grammar of Welsh, including various styles, registers, dialects and linguistic variations
communicate ideas, information and arguments clearly, logically and in an organised manner, by producing original verbal and written work	communicate ideas, information and complex arguments effectively, logically and in an organised manner, by producing original verbal and written work of high standard
adapt language, style and register to suit different audiences, purposes and contexts	adapt language, style and register in a flexible and purposeful manner to meet the needs of a diverse range of audiences, purposes and contexts
<i>Welsh: its development and use</i>	
explain the main historical, social, literary and cultural developments that have influenced the development of Welsh and its use	critically analyse the main historical, social, literary and cultural developments that have shaped the development of Welsh and its use
evaluate the situation of Welsh as a minoritised language and the factors that influence its status, its sustainability and its development in a local, national and international context	critically interpret the situation of Welsh as a minoritised language and the factors that influence its status, its sustainability and its development in a local, national and international context
describe and explore the factors that sustain and challenge the viability of Welsh in the community and the workplace, and how the skills of graduates in Welsh can contribute positively to the continuity and future of the language	analyse and evaluate the factors that sustain and challenge the viability of Welsh in the community and the workplace, and how the skills of graduates in Welsh can contribute positively to the continuity and future of the language
<i>Analysing Welsh language literature</i>	

analyse the content, technique and significance of a range of literary texts from different periods, while applying suitable interpretative methods and critical theories	demonstrate originality and attention to detail when interpreting the content, technique and significance of a range of literary texts from different periods, while responding perceptively to interpretative methods and critical theories
identify and understand the historical, conceptual, cultural and social influences that shape literary texts and our reading of them	analyse and interpret the complex relationship between literary texts and the complex historical, conceptual, cultural and social factors that influence the way they are created and interpreted
identify the role of readers, audiences and communities when forming and interpreting the meaning of texts	critically evaluate the role of readers, audiences and communities when forming, interpreting and challenging the various meanings of texts
<i>Local and global identities</i>	
identify how the Welsh language and its literature contribute to forming, expressing and reflecting diverse perspectives and identities	critically analyse how the Welsh language and its literature contribute to forming, expressing and reflecting diverse perspectives and identities
reflect on the experiences, voices and identities expressed by Welsh language literature and scholarly works, while identifying gaps and challenging underrepresentation	reflect critically on the experiences, voices and identities expressed by Welsh language literature and scholarly works, while identifying gaps and challenging underrepresentation
place the Welsh language and its literature in the context of global concepts, languages and cultures	express how understanding and knowledge about the Welsh language and its literature can contribute in a meaningful way to international discussions and contexts, while drawing comparisons between different languages, cultures and viewpoints
<i>Working with sources</i>	
analyse and evaluate research and scholarly works relating to the Welsh language, its literature, its culture and its society	critically analyse the contribution and limitations of research and scholarly works relating to the Welsh language, its literature, its culture and its society, while evaluating different scholarly viewpoints
explore, analyse and assess the reliability of sources, data and evidence when applying them to research questions regarding the Welsh language	critically explore, analyse and assess the reliability of sources, data and evidence when formulating research questions and independent, informed responses regarding the Welsh language

identify assumptions, ambiguity, uncertainty and subjectivity when evaluating ideas and arguments based on evidence	challenge assumptions and highlight ambiguity, uncertainty, subjectivity and limits of knowledge when evaluating ideas and arguments based on evidence
identify how ideas, viewpoints, values and morals in texts and discourses can vary, and be willing to consider different or unfamiliar viewpoints with an open mind	interpret and compare how ideas, viewpoints, values and morals in texts and discourses vary, and engage critically with different or unfamiliar viewpoints with an open mind
<i>Creating and producing</i>	
formulate coherent, informed arguments and develop their own independent critical viewpoints, when responding to complex themes and issues	demonstrate the ability to formulate sophisticated, convincing arguments when developing independent and imaginative responses to complex themes and issues
apply knowledge and understanding to reach fair conclusions based on evidence	apply knowledge and understanding of various sources to formulate informed, logical and original conclusions
behave ethically and responsibly when referencing other people's work, ideas and data, by following appropriate academic conventions	apply appropriate academic conventions when referencing other people's work, ideas and data, and demonstrate an advanced understanding of the ethical dimensions of research
demonstrate creativity when interpreting, analysing or producing texts, using a suitable range of techniques and styles	demonstrate originality and creativity when interpreting, analysing or producing texts, using a range of techniques and styles in a confident manner
plan and complete an independent research or creative portfolio or project, using appropriate methods and methodologies	demonstrate independence and initiative when designing, managing and completing a research or creative portfolio or project, applying a range of appropriate methods and methodologies
use drafting, revising, editing and proofreading skills to improve the quality and accuracy of work	refine and improve the quality and accuracy of work by applying advanced editing and self-evaluation skills
use digital technologies and language technologies to collect, analyse, select and present information in a critical, responsible and ethical way, including responding to the challenges and potential of artificial intelligence	engage with digital technologies and language technologies in a critical, responsible and ethical way to collect, analyse, select and present information, including evaluating the challenges and potential of artificial intelligence
<i>For students studying Creative Writing as part of their degree</i>	

produce original creative work that demonstrates awareness of form, voice, viewpoint and style	produce original, imaginative creative works that show a firm grasp of form, voice, viewpoint and style
develop and produce creative work through drafting, refining and editing	develop and produce creative work effectively through a reflective process of drafting, refining and critical editing
demonstrate an awareness of the publishing industry in Wales and the various opportunities available to scholars and writers to share their creative work with others	demonstrate an awareness of the publishing industry in Wales, understanding the opportunities and challenges facing scholars and writers when sharing their work with others
Generic skills	
plan, organise and complete tasks in an independent and responsible way	demonstrate initiative, independence and self-control when planning, organising and completing tasks
contribute constructively to collaborative activities by listening carefully, asking relevant questions and responding appropriately to feedback	lead or contribute constructively to collaborative activities by listening carefully, asking relevant questions and using feedback constructively to improve results
respect and value diverse viewpoints, experiences and backgrounds when collaborating with others	promote principles of equality and inclusion by engaging sensitively and critically with others regarding their diverse views, experiences and backgrounds
engage professionally with workplaces, communities and stakeholders, for example through work experience	engage confidently and professionally with workplaces, communities and stakeholders, for example by contributing constructively to the workplace during work experience
demonstrate resilience and self-discipline when responding to academic and professional challenges	demonstrate resilience, flexibility and self-discipline when managing academic and professional challenges
reflect on personal, academic and professional development, by considering and responding to feedback	critically reflect on personal, academic and professional skills, using feedback as a basis for continuous development and improvement
use problem-solving skills and critical thinking to address complex questions and situations	apply problem-solving skills and critical thinking in a creative and independent manner to address complex questions and situations
demonstrate the ability and motivation necessary for further training and lifelong learning	demonstrate proactive commitment to continuous personal and professional development and lifelong learning

• identify current debates regarding the environment, social justice, inequality and sustainability, and contribute to these debates	• evaluate current debates regarding the environment, social justice, inequality and sustainability, and contribute to these debates in an informed manner
• understand the importance of well-being, mental health and emotions and their relationship to learning	• understand the importance of well-being, mental health and emotions and their relationship to learning, by applying appropriate strategies to support their own well-being and that of others

5. List of references and further resources

Coleg Cymraeg Cenedlaethol

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