

Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

Consultation on our Strategic Plan

September 2024



Noddir gan
Lywodraeth Cymru
Sponsored by
Welsh Government

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Introduction

We are proud to present our proposed Strategic Plan (“the Plan”) for 2025–2030. We sincerely appreciate the contributions we’ve received so far through engagement events, discussion with partner organisations and involvement of our people, which have all helped us to craft the Plan. The Plan sets out our proposed strategic aims and commitments, and describes the way in which we want to work to achieve those aims.

Our Plan

The Plan sets out our proposed response to the Welsh Government’s [statement of strategic priorities for tertiary education and research and innovation](#), issued on 28 February 2024. It also takes account of the legislative requirements placed on us in the [Tertiary Education and Research \(Wales\) Act 2022](#), as well as other legislation that places duties on public bodies in Wales.

The Plan is also set in the context of us balancing the establishment of a new organisation and implementation of new legislative requirements in the short term, with setting our ambition and aspirations for the longer term.

Once approved by the Welsh Ministers, the Plan will be published in the New Year along with our response to this consultation.

The Consultation

We are now seeking your feedback on whether our proposed strategic aims and commitments reflect what you believe will make a positive impact on the tertiary education and research sector in Wales. We want your views on the impact they will have on our economy, culture, environment and society.

We would particularly like to know your views on the effects that the proposals in this consultation would have on issues of equality, discrimination, and the Welsh Language. We would like to know how positive effects could be increased, or negative effects mitigated. These themes are specifically referenced in questions 3, 4, 15, 16 and 18.

We are seeking views on this Plan from everyone with an interest in our proposals. We are proactively seeking views from a wide range of stakeholders, social partners, employers and community organisations as part of this consultation. We’re also seeking the views of learners as we want them to be at

the heart of our decision making.

During the consultation period we are undertaking targeted engagement with learners to gather their views on the tertiary education and training system. These views and perspectives will be considered in developing the final version of the Plan which we will submit to Welsh Ministers by 15 December 2024.

How to respond:

Please read the Plan and let us know your thoughts by 23:59 on 25 October. Please see our website for details on how to respond.

Responses in Welsh or English are welcome.

You do not have to answer every question. Responses that do not address the consultation questions may not be considered fully.

Medr promotes the understanding, adoption and implementation of the Social Model of Disability. This model, developed by disabled people, recognises people are disabled by barriers in society, not by their impairment or difference. We want to remove these barriers by making this consultation document and process accessible to everyone. Please contact us at consultations@medr.cymru for an accessible version of this document or to discuss the reasonable adjustments we can make to remove any barriers to your participation in this consultation.

Privacy Notice

Details of some responses to this consultation are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please indicate this in your response or contact us at consultations@medr.cymru.

For details of how we will manage your information, please see our full [privacy notice](#).

Consultation Questions

Name :	Charlotte Bonner
Organisation (if applicable) :	The Environmental Association for Universities and Colleges (EAUC)
Email :	info@eauc.org.uk

If you would prefer your response to remain anonymous, please indicate this in your response.

Part One: legislative duties & evidence

1. The Tertiary Education and Research (Wales) Act 2022 places eleven strategic duties on Medr to:
 1. Promote lifelong learning
 2. Promote equality of opportunity
 3. Encourage participation in tertiary education
 4. Promote continuous improvement in tertiary education
 5. Promote of research and innovation
 6. Promote collaboration and coherence in tertiary education and research
 7. Contribute to a sustainable and innovative economy
 8. Promote tertiary education through the medium of Welsh
 9. Promote a civic mission
 10. Promote a global outlook
 11. Promote collaboration between providers of tertiary education and trade unions

To what extent do you agree that the Plan enables us to fulfil our duties?

Strongly agree / Agree / Disagree / Strongly disagree.

Are there any duties that are under-represented in the Plan?

Yes / No. Please provide details.

We broadly agree that Medr's proposed strategic plan provides a solid foundation for supporting a sustainable and innovative economy, particularly through its alignment with the Future Generations Act and its clear commitment to fostering economic, cultural, and social

sustainability. This is a positive step towards addressing systemic issues and recognising Wales' role on a national and global stage.

However, we believe that the plan could further fulfil this duty by consistently and explicitly prioritising environmental sustainability alongside its other key objectives. Currently, while references to future skills and innovation are welcome, they are frequently framed predominantly through economic, cultural, or social lenses. In our view, creating a sustainable economy requires more emphasis on environmental sustainability in skills development, operational practices, and research. Therefore we'd recommend explicit and consistent reference to these four pillars: economic, cultural, social and environmental.

To this end, it is essential to incorporate and track data on environmental practices within post-16 providers—both in operations and curriculum delivery. Established frameworks such as the Standardised Carbon Emissions Framework (SCEF) and Scotland's Public Bodies Carbon Reporting offer robust methods that could be adapted within Wales to standardise and enhance environmental reporting. These could provide Medr with invaluable insights into the sector's environmental impact, helping to align strategic efforts with practical progress.

Additionally, aligning the plan with the ambitions laid out in the recently developed *Concordat for the Environmental Sustainability of Research and Innovation Practice* would provide consistent messaging to the tertiary education sector, particularly those organisations who have a research and/or innovation remit. This initiative outlines sector-wide commitments to sustainable infrastructure, procurement, emissions reductions, and collaborative partnerships in research, all of which are central to a sustainable economy.

EAUC is well-positioned to support this work, given our deep experience with both providers, strategic partners and policymakers across Wales.

2. Our Plan needs to respond to the statement of strategic priorities for tertiary education and research and innovation issued to us by the Welsh Government. The five priorities are:

1. Develop a tertiary system that prepares learners for a dynamic and changing economy where all can acquire the skills and knowledge they need to succeed in life and work.
2. Maintain and enhance the quality of the tertiary system, continue and intensify work on widening participation and take steps to ensure a more equitable and excellent system for all.
3. Putting the learner at the heart of the system by focusing on the experience of learners in the tertiary system and their wellbeing.
4. Ensure that the tertiary education system contributes to the economy and society.
5. Establish the Commission for Tertiary Education and Research as a highly effective organisation providing stability and leadership during this time of transition.

Does the Plan sufficiently address all of these priorities?

Yes / No / Partially.

If no or partially, please provide details of how could it better respond to them.

3. Does the Plan take account of the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

Yes / No / Partially. Please provide details.

- advance equality of opportunity between persons who share a protected characteristic¹ and persons who do not share it;

Yes / No / Partially. Please provide details.

- foster good relations between persons who share a protected characteristic and persons who do not share it:

¹Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Yes / No / Partially. Please provide details.

- reduce the inequalities of outcome which result from socio-economic disadvantage²?

Yes / No / Partially. Please provide details.

4. Will the Plan contribute to the achievement of the national well-being goals set out in the Well-being of Future Generations Act 2015?

Partially.

We agree that Medr's strategic plan has strong potential to contribute meaningfully to the well-being goals outlined in the Well-being of Future Generations Act 2015. Its focus on economic, cultural, and social sustainability, along with the commitment to the Future Generations Act principles, indicates a promising alignment with Wales's long-term aspirations. However, again we believe the plan could better fulfil its objectives by embedding a more explicit commitment to environmental sustainability, which is essential to achieving the interconnected well-being goals.

1. **A Prosperous Wales:** By fostering skills for future economies, Medr supports a prosperous Wales. To strengthen this goal, we recommend that the plan more clearly integrates sustainability in skills and innovation frameworks, as achieving prosperity in a sustainable economy requires green skills as well as a universal understanding of sustainability and how to contribute positively to it through behaviours and work.
2. **A Resilient Wales:** Resilience extends beyond economic stability to include environmental and ecological resilience. For Medr this should

² Socio-economic disadvantage is defined as: 'living in less favourable social and economic circumstances than others in the same society'. Experiencing socio-economic disadvantage may include some or all of the following:

- living in a deprived area;
- having little or no savings;
- having little or no income; and/or
- experiencing material deprivation (that is, lacking the things which most people would say are needed for an acceptable standard of living – such as the ability to replace worn-out furniture or to afford adequate heating).

include, for example, considering adaptation to our changing climate alongside net zero goals.

3. **A Healthier Wales:** The plan's broader societal impacts could also benefit from recognising the links between environmental health and well-being. For example, developing climate adaptation strategies within tertiary education institutions can enhance public health outcomes by reducing vulnerabilities to climate-related challenges.
4. **A More Equal Wales:** Addressing environmental impacts within the educational sector can support social justice by ensuring that sustainability opportunities and green skills are accessible to all learners. We support initiatives that embed environmental education to empower individuals across Wales equitably. This also supports Medr's recognition of the need for a 'just transition'.
5. **A Globally Responsible Wales:** With Wales positioning itself as a leader in sustainability, the plan could benefit from promoting collaborations with national and global sustainability frameworks. Integrating reference points such as the Standardised Carbon Emissions Framework (SCEF - <https://www.eauc.org.uk/scef>) would ensure that Medr's goals align with, and Wales's tertiary education sector actively contributes to, established sustainability goals.

Overall, while the plan is commendably aligned with the Well-being of Future Generations Act, a more consistent emphasis on environmental sustainability would ensure a comprehensive approach to these national goals. EAUC is keen to work with Medr to facilitate the integration of environmental frameworks and expertise that will support this alignment across the post-16 education sector.

5. Are the aims and commitments in the Plan in accordance with the sustainable development principle?

Partially.

We find that many of the aims and commitments outlined in Medr's plan align well with the sustainable development principle, particularly through the plan's commitment to the well-being goals of the Future Generations Act. However, as noted in our response to Q1, there is room for Medr to further embed environmental sustainability consistently throughout the plan.

To fully align with the sustainable development principle, we recommend that Medr maximises its leadership position to promote, embed and drive sustainability through its work. This can be through expecting established sustainability practices across the tertiary education sector in Wales, and creating an environment to further raise the bar.

The sustainable development principle would be further supported by a comprehensive approach to data collection, ensuring that sustainability metrics in operations, learning, and skills development are effectively tracked and reported. Medr's guidance in setting these standards could strengthen the sector's alignment with the principle, providing institutions with a clear framework for implementing sustainable practices.

In summary, the plan's commitment to sustainability is promising, but strengthening the role of environmental sustainability through these practical mechanisms would more robustly fulfil the sustainable development principle.

EAUC remains ready to support Medr in these efforts, drawing on our expertise in sustainable development within the post-16 education sector.

6. In drafting this Plan, we have taken into account a wide range of evidence from published reports and statistics, including the Welsh Government's 'Our National Mission – high standards and aspirations for all', 'Cymraeg 2050 – a million Welsh speakers' and the Wellbeing of Future Generations Commissioner's strategy for 2023-2050: 'Cymru Can'.

Is there any additional evidence we need to reflect in the Plan?

Yes / No. Please provide details.

The breadth of evidence Medr has incorporated into this plan, provides a robust foundation for strategic alignment. In addition to these, we believe that alignment with a number of other reports and initiatives

would provide policy consistency for tertiary education providers and ensure that sustainability isn't seen as a 'optional nice to have'.

To this end, we recommend considering explicitly aligning the strategic plan with the following:

- 1. Concordat for the Environmental Sustainability of Research and Innovation Practice** (<https://wellcome.org/who-we-are/positions-and-statements/environmental-sustainability-concordat>): This recent sector-wide initiative, developed by UK universities, research organisations, funders, and industry partners, sets out a shared ambition to integrate sustainability across all aspects of research and innovation. It provides evidence-based commitments in areas such as sustainable infrastructure, emissions from academic travel, and environmentally responsible procurement. These commitments align well with Medr's goal of ensuring Welsh research is globally relevant while also contributing to sustainability.
- 2. Standardised Carbon Emissions Framework (SCEF)**: This evidence-based tool offers a practical approach to monitoring and reducing institutional carbon emissions. Developed with the post-16 sector, the SCEF framework supports consistent reporting, which would be beneficial for tracking Wales's progress towards net zero within educational settings.
- 3. Climate Adaptation and Biodiversity Evidence**: Reports from bodies such as the Climate Change Committee (CCC) underscore the importance of adaptation strategies, biodiversity preservation, and other environmental resilience measures. Embedding such evidence would ensure that the sector is prepared for both the mitigation of and adaptation to climate change, addressing challenges that extend beyond net zero to support Wales's resilience and well-being goals.

These additions would help strengthen Medr's plan by providing evidence from established frameworks and sector data that complement the social and cultural dimensions already prioritised.

EAUC would be pleased to assist in integrating this evidence, drawing on our experience with similar initiatives and our sector-wide data resources.

7. Do you foresee any unintended consequences or negative impacts resulting from the Plan?

Yes / No. Please provide details.

One potential risk is that focusing primarily on achieving net zero could overshadow other critical environmental challenges, such as biodiversity loss, climate adaptation, and the overstretching of other planetary boundaries (<https://www.stockholmresilience.org/research/planetary-boundaries.html>). The educational sector must prepare for and respond to these wider issues to remain resilient and ensure a sustainable future. For example, biodiversity preservation and climate adaptation require specific, proactive strategies distinct from those targeting carbon emissions alone.

In addition, there is a risk that a focus on sustainability at the individual level—by fostering “engaged individuals,” as noted in the plan—may not sufficiently address the need for systemic and organisational change. Effective sustainability requires leadership and policy measures that embed environmental considerations into the operational, educational, and research aspects of institutions and, to achieve that, sector bodies, regulators and funders.

Part Two: Aims, Priorities and Opportunities

8. Medr’s vision states that we will work in close collaboration with our partners to enable a tertiary education and research system which is centred around the needs of learners, society and the economy with excellence, equality and engagement at its heart.

Do the strategic aims in the Plan enable us to deliver on our vision?

Partially.

If no or partially, please provide details of how the Plan could better enable us to deliver on our vision. In your response, please consider the role your organisation would play in the realisation of our aims.

We agree that the strategic aims outlined in the plan are largely aligned with Medr’s vision of fostering a tertiary education and research system centred around the needs of learners, society, and the economy. By

emphasising excellence, equality, and engagement, the plan creates a solid foundation for delivering impactful outcomes across these areas. However, it would be welcome to see the role of civic society organisations, charities and sector bodies as valued collaborators, and key partners alongside providers, business and government. For example, as a membership body we are able to observe sector trends, collate data and insights, identify shared challenges etc. from multiple providers.

These organisations bring valuable expertise, sector insights, and community perspectives that are vital for achieving holistic sustainability outcomes. For instance, charities and sector bodies, like EAUC, offer tailored support to providers as well as convening multiple networks and communities of practice. We're therefore able to observe sector trends, collate data and insights, identify shared challenges etc. from multiple providers.

Incorporating these types of stakeholders into Medr's collaborative frameworks will strengthen the sector's overall resilience, ensuring a comprehensive approach to sustainability and skills development.

9. Within each of the strategic aims in the Plan, there are founding commitments to be achieved within the first two years, and growth commitments to be developed over five years.

Considering each of the strategic aims, are the founding and growth commitments correct?

Yes / No / **Partially**. Please provide details.

We appreciate the clear structure of founding and growth commitments within each strategic aim, as this staged approach supports both immediate action and longer-term development. Overall, these commitments are well-targeted for the two- and five-year horizons. However, we recommend several adjustments to ensure the commitments more fully address sustainability challenges and prepare the sector for Wales's broader environmental and social objectives.

- 1. Sustainability Integration in Founding Commitments:** In the initial two-year period, we recommend establishing foundational commitments that ensure environmental sustainability is woven into operational practices and educational outcomes across the sector. As noted in Q1 and Q3, mechanisms such as the *Standardised Carbon Emissions Framework (SCEF)* would support institutions in consistently tracking and reporting their net zero impacts from the outset, using existing resources to establish a consistent approach. This would lay the groundwork for more ambitious, growth-oriented sustainability objectives in future.
- 2. Expanding Growth Commitments to Encompass Systemic Change:** For the five-year growth commitments, we encourage Medr to expand its scope beyond net zero to include targets for climate adaptation, biodiversity, and resilience against broader planetary boundaries. As highlighted in Q5, sustainability challenges extend beyond carbon reduction, and these additional dimensions are essential for a truly resilient education sector. Systemic change in these areas would align well with Medr's overarching goals and support Wales's role as a sustainability leader.
- 3. Data and Accountability:** Ensuring reliable data collection is essential to both founding and growth commitments. As discussed above, incorporating data on sustainability practices and outcomes within initial commitments will facilitate accountability, enable measurable progress, and support informed policy decisions. This would allow Medr to engage effectively with the sector and adjust targets as needed based on clear, evidence-based insights. In Scotland, EAUC undertakes carbon data analysis for the tertiary education (<https://www.eauc.org.uk/reporting>). We'd be happy to explore playing a similar role in Wales in partnership with Medr.
- 4. Emphasis on Capacity-Building and Training:** To empower educators to meet the sustainability demands of the curriculum, we recommend a specific growth commitment around capacity-building and professional development as a priority area for the workforce development commitment made in the strategic plan. Many educators feel underprepared to teach sustainability content, with numerous reports showing that c.75% express a need for additional support. Establishing strong initial commitments for professional development in sustainability

and environmental literacy would help prepare staff to deliver on current and future skills demands which, given the nature of relevant skills gaps and the urgency of the environmental crises we face, should be prioritised.

10. What are the key priorities for current and future **learners** in the tertiary education and research sector in Wales?

Are these sufficiently reflected in the Plan?

Yes / No / **Partially**. Please provide details.

In your response, please consider whether the Plan sufficiently balances these priorities alongside the other duties (as outlined in part one) placed on us.

Medr's strategic plan does recognise several key priorities for current and future learners in the Welsh tertiary education sector, particularly around supporting employability, social inclusion, and a high standard of learning which is very welcome. Achieving a balanced approach that also reflects the significant emphasis learners place on environmental sustainability may require additional focus within the plan's aims and commitments. Research by SOS-UK (available at <https://www.sos-uk.org/research/sustainability-skills-survey>) consistently shows that sustainability is a priority for learners, with:

- **89% of students** agreeing that their institution should actively promote sustainable development;
- **82%** wanting sustainability embedded across all courses; and
- **67%** expressing a desire to learn more about sustainable development.

These figures indicate that learners expect institutions to integrate sustainability broadly across educational content, operations, and sector practices. In balancing these priorities with other responsibilities, we suggest that Medr's plan could benefit from a more explicit commitment to environmental sustainability in three primary areas:

1. **Supporting Green Skills and Employability:** Medr's focus on skills for the future is well-aligned with employability goals, but learners are increasingly looking for specific sustainability competencies to meet the demands of a green economy. Nearly half of UK employers report challenges finding workers with green skills, underscoring the need for

green skill development in line with current as well as future employment demands. Embedding sustainability more systematically across courses would not only support employability but also directly address learners' career aspirations.

- 2. Mitigating Eco-Anxiety and Promoting Well-being:** Eco-anxiety is an emerging mental health concern among young people, with **70% of 18-24-year-olds in the UK** experiencing anxiety related to environmental crises. While Medr has an understandable focus on social inclusion and learner support, mental health concerns linked to the environment could be better supported by incorporating solutions-focused sustainability education. This approach aligns well with Medr's commitment to a healthier, more inclusive education system.

While Medr's plan is commendably aligned with Welsh government goals and meets a broad range of learner needs, enhancing the balance with explicit environmental commitments would ensure that the plan addresses all aspects of learner priorities. EAUC would welcome opportunities to collaborate with Medr in establishing this balanced, comprehensive approach, drawing on both our sector experience and sustainability expertise.

11. What are the key priorities for tertiary education **providers** in Wales in the next five years?

Are these sufficiently reflected in the Plan?

Partially.

In your response, please consider whether the Plan sufficiently balances these priorities alongside the other duties (as outlined in part one) placed on us.

Key priorities for tertiary education providers include:

- 1. Setting and achieving ambitious sustainability goals:** As providers work towards net zero targets, the need comprehensive frameworks and consistent support. Challenge areas include scope 3 emissions reduction, retrofit and decarbonising heat. While Medr's plan acknowledges net zero, it could benefit from a stronger focus on systemic environmental sustainability. Providers must also prepare to address challenges beyond

carbon, including biodiversity preservation and climate adaptation, to build institutional resilience. This is increasingly difficult with the current financial challenges the sector faces and numerous providers are at risk of missing the sustainability targets they've set, which would undermine their education work as well as threaten the achievement of national targets.

2. **Embedding education for sustainable development:** The transition to a low-carbon economy, and the achievement of the Sustainable Development Goals in line with the Future Generations Act, demands significant green skills development across sectors, and providers are expected to equip students with these competencies. This includes both specific vocational skills as well as more universal ESD competencies for all learners (<https://www.unesco.org/en/education-sustainable-development/greening-future/curriculum>). Medr's support for embedding sustainability in curricula and upskilling educators would be crucial in helping providers address these demands, aligning with both employability and national economic goals.
3. **Supporting Educator Capacity and Professional Development:** Medr's plan could enhance its support for providers by including explicit commitments to sustainability training for educators, which would help build capacity and ensure sustainability is consistently embedded across disciplines. This needs to be delivered alongside investment in both the recruitment and retention of educators to ensure we have sufficient capacity and capabilities to meet the skills ambitions within the strategic plan.
4. **Increasing Transparency and Accountability in Sustainability Initiatives:** Providers are under growing pressure to demonstrate their sustainability impact to learners, partners, funders and the public. Transparent reporting frameworks, such as the SCEF, would help providers meet these expectations while also supporting Medr's commitment to equity and social responsibility. This approach aligns with Medr's vision of a high-quality, accountable tertiary education system.

Most of the priorities outlined for tertiary education providers are currently at risk due to the financial pressures facing the sector. Financial sustainability has become an overriding priority, often taking precedence

even when it conflicts with environmental, social, or cultural goals. Providers need support to navigate these financial challenges and achieve stability in ways that also support Wales's long-term goals for economic prosperity and sustainability. Without structured guidance and incentives, there is a risk that growth and expansion will occur at the expense of environmental, social and/or cultural commitments. Medr's role in offering targeted support and fostering a balanced approach—where financial health complements rather than compromises sustainability objectives—will be critical to helping providers uphold both immediate and long-term priorities.

12. What are the biggest opportunities of having a single body responsible for oversight of the whole tertiary sector?

In your response, please consider whether the Plan enables us to make the most of these opportunities, or how we could do this better.

13. Medr has a duty to promote collaboration throughout the tertiary education and research sector.

To what extent does the Plan enable us to make the most of opportunities to collaborate?

Fully / Moderately / Slightly / Not at all. Please provide details.

14. We need to be ambitious about what we can achieve. However, the financial environment we are working in is challenging. We also recognise the establishment of Medr is a significant change for the sector and we are committed to ensuring a smooth transition.

Considering the context we are working in, to what extent is the level of ambition in the Plan suitable?

Fully / Moderately / Slightly / Not at all. Please provide details.

Part Three: Our Ambitions

15. Please consider the ambitions on page 4 of the Plan.

a) To what extent do you agree with our long-term ambitions for success?

Fully / Moderately / Slightly / Not at all. Please provide details.

We agree with many of Medr's long-term ambitions outlined on page 4, which focus on creating a flexible, learner-centred system that supports pathways to success, reduces inequalities, and aligns with Wales's cultural, economic, and environmental goals. These are essential outcomes for the future of the tertiary education sector in Wales.

However, we suggest that an additional ambition around organisational health would provide a more holistic foundation for success. This could encompass Medr's ability to support institutions in achieving broader sustainability goals, spanning environmental, social, and organisational dimensions. Focusing on organisational health would ensure that institutions have the capacity, resilience, and resources to support learner outcomes, staff well-being, and sustainable operations over the long term.

Reflecting this in the quality standards that Medr develops would help institutionalise these commitments across the sector. Incorporating aspects of organisational health and sustainability into quality frameworks would provide clear and consistent guidance to providers, supporting them in creating a robust, sustainable foundation for both learners and staff.

b) What changes are required in the sector to achieve these long-term ambitions? Please provide details and examples.

c) How will we be able to measure success against these ambitions? Please provide details.

Part Four: Welsh Language

16. Does the Plan appropriately reflect the Welsh Government's ambition to increase the number of Welsh speakers and increase the use of the Welsh language?

Yes / No / Partially. Please provide details.

17. What positive or adverse effects might the Plan have on:

a) opportunities for persons to use the Welsh language;

b) treating the Welsh language no less favourably than the English language?

18. Could the Plan be changed to increase positive effects, or decrease adverse effects on:

a) opportunities for persons to use the Welsh language?

Yes / No. Please provide details.

b) treating the Welsh language no less favourably than the English language?

Yes / No. Please provide details.

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