

Cyflwynwyd yr ymateb hwn i ymchwiliad y [Pwyllgor Plant, Pobl Ifanc ac Addysg i egwyddorion cyffredinol y \[Bil Addysg Drydyddol ac Ymchwil \\(Cymru\\)\]\(#\)](#)

This response was submitted to the [Children, Young People and Education Committee](#) inquiry into the general principles of the [Tertiary Education and Research \(Wales\) Bill](#)

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Ymateb ar y cyd gan: Yr Athro Kirsti Bohata Fhea Flsw - Prifysgol Abertawe; Yr Athro Matthew Jarvis Flsw, Prifysgol Aberystwyth a Phrifysgol Cymru Y Drindod Dewi Sant a'r Athro Daniel G Williams Flsw, Prifysgol Abertawe

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Part 3 and Part 7: Research and Innovation, Civic Mission and Wales Studies

Thank you for the opportunity to respond to the Tertiary Education and Research (Wales) Bill. This letter addresses Research and Innovation, the Civic Mission and the importance of Wales Studies to these areas.

We welcome the prominence of the civic mission (Section 7) in the Bill. 7 (4) defines Civic Mission as “action for the purpose of promoting or improving the economic, social, environmental or cultural well-being of Wales (including action aimed at achieving any of the well-being goals in section 4 of the Well-being of Future Generations (Wales) Act 2015”.

In order for PCET, and HEIs in particular, to fulfil their Civic Mission in Wales, it will be necessary fully to understand the economic, social, technical, cultural, environmental, historical, linguistic and other factors which underpin and affect life in Wales. Research on and for Wales (Wales Studies / Astudiaethau Cymreig) that ranges across and between a wide spectrum of disciplines will be vital.

National and international in scope and significance, Wales Studies already contribute to research excellence across Wales (and beyond) as recognised in the Research Excellence Framework, as well as being foundational to impact and civic mission.

Wales already has an innovative and ambitious new curriculum for schools which foregrounds the importance of creating ethical, informed citizens who can draw on their experience and understanding of Wales to engage with the central issues facing the world today. In order to support this work in schools and to produce new generations of highly trained and informed teachers, Wales Studies needs to be a part of the Higher Education curriculum and Welsh universities need to be in a position to provide teachers with access

to the latest research. Furthermore, the beneficiaries of the new curriculum may well seek further opportunities to study the Welsh context at a higher level.

We would urge the committee to consider the scope for a commitment to Wales Studies to be made within the regulatory framework of the Commission, to continue and develop the work that HEFCW is currently undertaking in this area. This would enhance the sector's role in contributing to a "prosperous and resilient" Wales with a "vibrant culture"¹ and ensure that "Wales can deliver world-leading research and innovation in health, clean energy, digital transformation, social sciences and the humanities that will help Welsh society to meet the key challenges ahead."²

¹ <https://gov.wales/post-compulsory-education-and-training-strategic-vision>

² <https://senedd.wales/media/jvhdz42j/pri-ld14625-em-e.pdf>