



Prifysgol Cymru  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

# University of Wales Trinity Saint David **2017 / 18 Fee and Access Plan**

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# Executive summary

The University's mission is Transforming Education; Transforming Lives. Our vision is to transform, shape and develop futures, aiming to education students of all ages and backgrounds. One of our seven Values is Inclusivity - through putting learners first and championing lifelong learning without barriers; and supporting students from all backgrounds and at all stages of their education, and we have a Defining Characteristic dedication to realising the potential of each individual student and to supporting students at all stages of their education.

This Fee and Access Plan describes the University of Wales Trinity Saint David Group's commitment to a mission, vision and values to widen participation through the promotion of higher education as an accessible and positive opportunity for individuals to learn and achieve.

The University offers provision on multiple campuses and through partners located both within and outside of Wales, with students having diverse experiences as a result of the facilities, activities and cultural provisions at their different locations. At all locations, we seek parity of opportunity and student experience through academic support, teaching and learning provision. Our Dual Sector Group is a structural and organisational commitment to Widening Access, demonstrating our institutional commitment to developing seamless progression pathways for learners. The Group consists of the University; Coleg Sir Gâr, providing Further Education and Higher Education courses in Further education on multiple campuses in Carmarthenshire; and Coleg Ceredigion, delivering Further Education and Higher Education in Further Education on multiple campuses in Ceredigion. The University is subject to inspection by the Quality Assurance Agency for Higher Education (last inspection 2015), whilst Further Education members of the Group are subject to inspection and annual review by Estyn (last inspections at the time of writing, 2013).

This model facilitates the raising of aspirations to higher education at an early stage, by encouraging students undertaking further education courses to progress a step further and inspiring them to achieve their potential. It supports transition from further to higher education by linking complimentary pathways between Colleges and the University and providing teaching and learning to student in familiar and trusted environments. This model widens participation by reaching students who may not have initially considered higher education, perhaps due to personal circumstances, prior educational attainment or because of because of their home location. The multiple campuses of the Further Education Group members provide additional opportunities for students who may experience difficulty reaching the campuses of the University.

There are regular reviews of course provision to identify opportunities for curriculum development and to examine and refine currently programme delivery to maximise opportunities for students. The relationship is progressed and monitored by a Harmonisation Group which meets at least six times per year.

Through the setting, embedding and monitoring of strategic objectives and targets the Fee and Access Plan seeks to:

- promote higher education as an accessible life choice;
- inspire individuals with the potential to achieve through learning;
- provide equality of opportunity for learners and prospective learners to access high quality teaching and assessment;
- support learners enrolled with the University Group and Dual Sector.

The Plan takes account of the priorities of the Welsh Government and the higher education sector with regard to skills and employment, as described in the Welsh Government Policy Statement on Higher Education; Qualified for Life: An education improvement plan; the Well-being of Future Generations (Wales) Act; recent and ongoing research conducted under the Diamond and Hazelkorn reviews into student finance and the structure of education systems in the UK; engagement between the Welsh Government and the funding council through Fee Planning advice and the Annual Remit Letter; the Donaldson and Furlong reports relating to curriculum and assessment and teacher training in Wales. Our activities build on the work and achievements of the South West Wales Reaching Wider Partnership, which aims to increase participation in higher education by people from under-represented groups and communities in South West Wales with a specific focus on Communities First areas, looked after children and care leavers.

To ensure that sectoral and national priorities are incorporated in our planning, we map the contents of key policy documents, statements and legislation to identify common themes and targets. These are used to inform our institutional strategic plan, which in turn informs our faculty and unit delivery plans. Key themes include: Employability, Regional Planning, Student Experience, Sustainability, Widening Participation, Skills, Higher Education in Further Education, Welsh-medium provision and are reflected in our institutional strategic activities and Fee and Access Plan targets.

Widening participation and promoting inclusivity are directly linked to our Strategic Equality Plan objectives, which aim to eliminate unlawful discrimination, harassment and victimisation, promote and advance equality of opportunity, promote and foster good relations between people and ensure that we meet all the requirements of the Equalities Act (2010) and the Public Sector Equality Duty (Wales, 2011). There are four objectives, each of which has a number of sub-objectives, they are:

- Strengthening leadership and governance of Equality and Diversity across the Group
- Strengthening data monitoring
- Awareness and understanding of Equality and Diversity
- Creating an inclusive and open environment

The Fee and Access Plan has been written in partnership with students of the University, Further Education partners in our

Dual Sector and Group structures, academic and professional support staff from across the institution. We have drawn information about our students from our records systems and staff-student consultative meetings to identify under-represented groups and barriers to participation. We have drawn on good practice in our faculties and departments to inform our targets and the activities that underpin them.

The Plan is divided into five main strategic themes: Widening Access and Increasing Participation; Student Experience and Retention; Welsh-medium Provision; Initial Teacher Training; Employment and Employability. These themes cover a range of groups and activities and appear throughout the University's strategies and policy documents.

# Sustainable Education

Through the work of the Institute of Sustainable Practice, Innovation and Resource Effectiveness (INSPIRE) Directorate the University aims to place sustainability at the centre of its delivery for its curriculum, campuses, communities and culture. Since its pan-institutional establishment in early 2012, INSPIRE has focused upon embedding a framework to support sustainable development in education in our Faculties. By using an integrated holistic approach, the organisation is able to safeguard that Faculties can ensure that the emphasis is not merely on the content of the different modules and programmes of study offered, but on the entire learning and teaching experience. This can be seen with the development of an accredited sustainably module for students currently under development with a view to be rolled out in the next academic year. Here at the University, it simply is about 'not what we teach but how we teach'. Additionally INSPIRE has provided a number of intern opportunities to help with student engagement and inclusion, and provides valuable experience to those with an interest in Fairtrade, Green Impact and Energy usage. All of these approaches are facilitated and regularly monitored by the University's Sustainability Committee using Faculty and Professional Service Unit Sustainability Plans and a number of specifically focused reports including sustainability curriculum audits. Working with the dedicated Sustainability Links in each University School and Support units has helped harmonise and promote sustainable practices and research locally, regionally, nationally, particularly with regards to the Wellbeing of Future Generations Act (Wales).

INSPIRE is keen to ensure that the University is on the right sustainability journey. Over the last few years, the University has achieved many accolades which have helped to strengthen the need for an integrated holistic approach and support continuous improvement. During early 2015 the institution received formal recognition of its efforts in the People and Planet University Green League, the only comprehensive and independent green ranking of universities in the UK, by winning a First Class Award and being ranked 8th out of 151 universities across the UK and 1st in

Wales. This position was a significant improvement from 113th position in the 2014 League ranking. Additionally, the University has won the Guardian Award for Sustainability in HE in 2013, and the Soil Association Gold Catering Mark for its support for local producers in 2014 – and in 2015. The University of Wales Trinity Saint David (UWTSD) has recently been shortlisted as a finalist for the prestigious Green Gown Awards 2016. It is amongst the 115 motivational and inspiring sustainability projects representing educational institutions across the UK – with a combined student population of 1.5 million students and 240,000 staff benefitting from pioneering teaching, leadership, research and student sustainability excellence. Building on last year's successes, which included Best Newcomer, the university has been shortlisted for 2016 in both the continuous improvement and Sustainability reporting categories entered.

The 'building blocks of sustainability' continue within the institute with the further participation in NUS Green Impact Awards and Blackout events. The university Carbon Management Plan is being implemented, and improvements to metering along with IT shutdowns are also being implemented through this Plan. Education for Sustainable Development is fully embedded into the curriculum and UWTSD take a lead on the UK agenda. Sustainable procurement within the University is taken seriously with new waste contracts, based on the new organisational procurement policy having been established along with new energy contracts, with a focus on renewable technologies. UWTSD has also taken a prominent roles at the 2016 EUAC conference and the Director of INSPIRE now on the EUAC board.

UWTSD is still on its journey to deliver more sustainable practice and has now incorporated seven key elements underpin the university's strategic values and ethos: sustainability; inclusivity; employability/creativity; Wales and its distinctiveness; global citizenship; collaboration; research and its impact on policy.

# The Student Voice

The University and the Students' Union recognise the importance of the student voice throughout the work of the institution working to achieve meaningful partnership between educators, students' unions and students, as outlined in the Wise Wales principles.

The University operates a number of mechanisms to ensure students are partners in all that we do, including recognising the Students' Union as the representative voice of students; supporting the Faculty and Course Rep schemes; the inclusion of students in programme reviews; involvement of students in the development of new programmes as well as the continued growth of the Student Experience Department who, working alongside the Students' Union, supports the inclusion of student voice on all levels of decision-making.

The Associate Pro Vice-Chancellor (Student Experience) is a key member of the Senior Directorate leading on a number of projects to increase student engagement and to enhance and augment the student experience including:

- Creation of student engagement committee that reviews quality of and opportunities for student engagement across UWTSD
- Supporting and furthering the engagement of students in curriculum development
- The introduction of learning analytics to aid retention and attainment
- PASS – peer mentoring scheme
- Life Design – a holistic personal development project with tailored skills sessions to enhance employability to be rolled out across the group

The Student Experience Department works in close partnership with the Students' Union to support the continuous development of a positive student experience at UWTSD.

Facilitating engagement between students and the university including supporting surveys, holding regular face to face feedback events, working on projects with the Students' Union, managing the University's digital feedback platform, termly open Student Fora

across sites and conducting regular focus groups and events to better understand and solve student issues.

The department works with the Students' Union to support student engagement in high level strategic conversation including the development of the new Equality and Diversity Strategy, by identifying links in student feedback with data provided from the student records system to produce solution focused strategies for improve student engagement and experience.

Alongside this direct engagement the department runs and supports a number of projects designed to enhance the student experience, provides support to academic and professional units in improving the student experience and their engagement with students, manages and analyses surveys and other forms of feedback and monitors institutional compliance with Chapter B5 of the UK Quality Code. Students' Union officers sit on University Council, University Senate and its committees. Union officers regularly meet with senior staff across the institution, alongside fortnightly meetings with the Associate Pro Vice-Chancellor (Student Experience). Elected student representatives sit on Faculty and School committees as well as taking part in programme validation and review.

The University proactively engages with a number of student surveys and recognises the importance of monitoring and action planning based on the results including student rep sign off of action plans.

Alongside the National Student Survey, the University takes part in a number of additional national surveys to enable us to measure our performance both nationally and internationally. We participate in the HEA's UKES, PTES and PRES surveys in order to better monitor student engagement with their studies and the iGraduate International Student Barometer and Student Barometer Surveys specifically to monitor and address student concerns and issues relating to their induction and non-academic aspects of their time at University alongside data on learning and teaching.

# Participation

The Fee and Access Plan takes account of the six principles defined in Breaking down the barriers to Student Opportunities and Youth Social Action, which seeks to encourage participation in student opportunities and social action, including volunteering, community engagement, campaigning and representation. The principles are that activities should be: student-led, socially impactful, reflective, embedded, progressive and challenging.

The Students' Union are a key partner in breaking down barriers student opportunities and we have reaffirmed our commitment to a well-resourced and supported Students' Union in our Student Charter to ensure a host of vibrant, diverse, student-led opportunities are available to all students. We are working with the Students' Union to explore recognition for student activity within the academic representation system.

The Student Experience Department supports departments in ensuring that student involvement and progression is central to all

projects and that student feedback such as surveys is used to identify gaps and inform developments of opportunities and resource allocation.

UWTSD recognises the importance of mainstreaming these activities to ensure all students are able to easily access a diverse range of opportunities, example of this include the development of curricula that incorporate community focused action such as the Swansea Help Point project within our Public Services course, the work of INSPIRE to spread sustainable practice with student interns leading on a number of programmes that work across the institution and within communities, the Creative Bubble project focusing on community engagement in the arts and the continuation of the PASS peer support scheme after a successful pilot.

# Quality Processes

Student voice is central to quality processes and the University has significantly invested in this area by the continued development of the Student Experience Department.

The Student Experience Department works in close relationship with the Students' Union to further the partnership agenda. The Students' Union is engaged in the sign off of all formal university consultations (e.g. TEF technical consultation).

A Student Engagement Sub-Committee has been established this year which reports to the Academic Quality and Standards Committee and brings together the Students' Union and University officers from within the Student Experience area. This committee is responsible for QAA chapter B5 mapping and monitoring.

Students continue to be represented at all decision making levels within the University and, post QAA review, a strong independent student representation system has been established, led by the Students' Union.

Together with the Students' Union, a Guide of Best Practice for student involvement in quality processes is currently being produced, with the aim of being in production at the start of the new academic year. Pilots have been set up to enhance the representation of non-traditional groups of students (e.g. flexi-learners, on-line learners, work-based learners etc.). These pilots will take place during the next academic year with the aim of rolling out successful models more widely during 2017-2018.

The Academic Quality Handbook has been significantly reviewed in terms of student engagement and representation. For example, chapter 12 now contains comprehensive sections on student engagement and student representation. Similarly student engagement with curriculum design, development and review has been reviewed thoroughly and been developed strongly; staff development sessions have been organised on this for the central staff development week to take place during the first week of September. Increased monitoring has been established of student engagement in relation to all curriculum processes.

A new retention strategy has recently been approved as well as an associated enhancement theme for the coming two years ('retention and attainment'). All projects associated with this enhancement theme are required to include explicitly how they will ensure student engagement within their projects. A League Table and Survey Sub-Committee was established in 2016 which reports directly to the Senior Management Team. The enhanced focus on student feedback and on the analysing of feedback and survey related data has already led to a whole range of developments, including increased action planning at unit level (both academic and professional), increased tracking and monitoring of actions resulting from student feedback, and the development of target setting at unit level.

# Provision of Information

In line with consumer protection law, universities are required to provide prospective students with clear and accurate information before a decision is made to study on a course. This enables them to make an informed decision about what and where to study. The Competition and Markets Authority (CMA) issues guidance about acting in accordance with legislation as well as monitoring and investigating compliance.

The University provides information to students, prospective students and their advisers about the courses, study costs and support available to them in a number of ways, as well as producing specific guidance to encourage participation from under-represented groups:

The University's website, including:

- Tuition fees
- Maintenance loans and learning grants
- A video to explain more about student finance
- Links to information about the payment of tuition and accommodation fees and how to contact staff.
- Fee plans and fee and access plans, which contain fee information and describe how it will be invested.
- Bursaries and scholarships available for full and part-time students, along with application deadlines.

Our Further Education partners publish fee information on their websites, as well as signposting financial support that students may be able to access.

The Unistats website allows comparisons of course content and assessment methods to be made across thousands of courses at UK universities. We publish our average tuition fees on Unistats as

well our typical annual accommodation costs. The UCAS website provides information about fees for each course of study, as do online guides, such as the Complete University Guide.

Our staff and student ambassadors provide information about study costs at careers conventions and open days, as well as when they visit schools, colleges, careers events or welcome visitors to University and College campuses on visit days or individually. In addition to the University's prospectus, we produce the following targeted publications to provide information about the costs of study as well as to inform students, prospective students and their advisers about the support available to them:

- The Parent Guide
- The Part-time and Flexible course guide
- Scholarships and Bursaries
- Support for Students from Care
- Young Adult Carers at UWTSD
- Mature Students' Guide

The University is committed to delivering services that are compliant with consumer protection legislation, in line with CMA guidance to higher education providers.

The University will not increase the fee level charged to new students in 2017/18 in the subsequent years of study.

# Groups under-represented in higher education

The University recognises groups under-represented in higher education nationally as including: people of all ages from Communities First and the Welsh Index of Multiple Deprivation areas, people with protected characteristics and people studying through the medium of Welsh.

In addition, the University recognises areas of under-representation both within the sector and within its own student body, including:

- Female students enrolling on Science, Technology, Engineering and Maths (STEM) programmes of study
- Male students enrolling on Initial Teacher Education programmes
- Serving or retired members of the armed forces and their families
- Part-time students
- Mature students

The targets contained in this Fee and Access plan seek to support participation from these groups and seek to raise aspirations, increase participation and retain students for the duration of their programmes of study, by providing accessible and accurate information, by offering courses of study that are attractive and flexible, by incorporating opportunities to gain new skills and experiences, by providing students with financial, welfare and tutorial support.

In relation to STEM, we are building upon current activities to seek to address under-representation of female students. We have a dedicated Reaching Wider officer and work is carried out through the Reaching Wider partnership to encourage females to consider studying in STEM areas, for example taster days at Further Education partners' campuses, and will continue to build on this working with Girls in Engineering. In addition, we have held a successful event for 'Girls in IT' with representation from seven schools across South West Wales and also work with STEM Cymru and EESW. In 2015/16 we have supported a number of teams on 6th form engineering projects. The winning school, supported by the School of Engineering, Manufacturing and Logistics represented Wales at the national event.

A foundation year at level 4 (Certificate of Higher Education) is offered at a reduced fee rate to encourage career planning and skills in STEM subjects. This level 4 programme is available in the following streams:

- Automotive engineering
- Built environment
- Computing
- Electronics
- Environment
- Mechanical and manufacturing.

We also have a strategic aim to increase Welsh-medium provision across our student body.

Information about under-representation within the University and Group was obtained through analysis of data, work done to develop the Equality and Diversity strategy which included focus groups and staff and student surveys, feedback from student representatives, reporting from projects such as PASS and Life Design and engagement and feedback from support professionals within the Student Services team. This approach ensured it was both possible to identify areas of under-representation as well as examining the reasons for this and how it may be addressed.

For the purposes of this Fee and Access plan, information about barriers to participation and equality was gained through a wide range of means:

- Analysis of qualitative data provided by respondents to the iGraduate Student Barometer survey;
- An online survey conducted by NPTC Group of their HE in FE students;
- Analysis of the minutes of Learner Voice meetings, held at Coleg Sir Gâr;
- Analysis of the minutes of Staff-Student consultative committee meetings held within UWTSd faculties;
- A focus group convened by the Students' Union and Student Experience Department to identify barriers based on their engagement with, and representation of, the student body;
- Dual sector partners were all asked to provide any further information relating to barriers experienced by their HE students;
- Focus groups for each strategic theme, with representatives from academic and support units, the Students' Union and senior officers, convened to discuss reports on under-representation within the University and addressing barriers to participation.

Draft targets were circulated to a wide range of individuals for comment and further input, contributors included dual sector partners as well as further group convened by the Students' Union and Student Experience Department.

The views expressed and suggestions made during these processes have informed the objectives and targets contained in this document.

# Rationale

The objectives of the Fee and Access Plan are:

- To promote equality of access and opportunity for learners, encouraging participation at all levels and from all backgrounds, through activities, planning and knowledge, underpinned by performance data and sector intelligence.
- To embed widening participation activity across the UWTSD Group in all policies and practices to enhance retention, completion and student success
- To regularly monitor and act upon performance data to inform progress and planning

Levels of investment for activities in the Fee and Access plan have been allocated and committed according to areas of evidenced under-representation and where intervention and strategies are most likely to succeed based on student feedback and previous reported and evidenced successes.

The University's new Strategic Plan (2017-22) will be published in September 2017, confirming the strategic direction of travel for the next five years until the Bicentennial celebrations of the University's founding, in 1822. In 2017 the University will join with the University of Wales, which will inform strategic objectives and targets.

Our current institutional strategic objectives which link to Fee and Access Plan aims are:

- Widening Access and Increasing Recruitment – investing in the student experience and promoting inclusive learning for all
- Increasing retention and improving the student experience
- Celebrating Wales in all its diversity – promoting our shared culture and heritage
- Promoting the value of global citizenship and international education within Wales and beyond.

The Strategic Plan and the associated strategies that seek to deliver its aims and targets are informed by national, political and sectoral priorities and reflect the statements, objectives and targets contained within the our Fee and Access plan and other strategic documents, for example our Teaching and Learning strategy, Welsh and Bilingualism strategy, International strategy and Widening Access and Community Engagement strategy, in place during that period.

The vision and direction articulated in the Strategic Plan informs strategies and activities throughout the University, at Faculty, School and Unit level, encompassing activities that contribute to areas including student experience, quality, research, international relations and Welsh-medium provision.

The University aims to be the foremost bilingual Higher Education provider in Wales, with over 2000 of its students enrolled on at least one 5 credit module annually. This Fee and Access plan provides targets which seek to increase participation through Welsh-medium teaching and learning across the UWTSD Group, supported by the university's branch of Y Coleg Cymraeg Cenedlaethol, encouraging both staff and students to engage more widely and proactively in this area. The targets align with and support the aims of our Welsh Language Scheme and revised Welsh Medium and Bilingual Education Strategy. Particular attention will be given to increasing the University's Welsh medium and bilingual provision on its Swansea and Lampeter campuses and to enhancing a range of Welsh medium and bilingual progression routes across the UWTSD Group.

The Fee and Access Plan builds upon, and supports, the work of regional strategies and activities for widening participation. The University is an active member of the South West Wales Reaching Wider Partnership, and has a dedicated full-time Reaching Wider Officer to promote inclusion, this includes activities on its campuses for GCSE revision, Engineering Education Scheme Wales taster days for Girls in Engineering on our FE Group campuses and University experience days for Year 9 school pupils in support of the Reaching Wider Strategic Outcomes. The University has a commitment to subsidise Reaching Wider funding following a 9% efficiency gain in 2014/15.

We also support the national campaigns of Learning and Work Institute Wales in our region to promote adult learning; contribute to the strategy and activities of the Regional Learning Partnership (RLP), engage regionally through Local Service Boards (LSBs), as well as in Adult Learning Community Partnerships across Ceredigion, Carmarthenshire and Swansea City Council.

# Objectives

The objectives of the Fee and Access Plan, to promote equality of opportunity and promote higher education are:

- To promote equality of access and opportunity for learners, encouraging participation at all levels and from all backgrounds, through activities, planning and knowledge, underpinned by performance data and sector intelligence.
- To embed widening participation activity across the UWTSD Group in all policies and practices to enhance retention, completion and student success
- To regularly monitor and act upon performance data to inform progress and planning

The achievement of targets to meet these objectives will be managed through the work and contribution of academic and

support units across the University Group.

The total amount of funding that will be invested in delivery of targets, including allocation of bursaries and scholarships of £192k, will be allocated as shown in the following tables.

Proposed expenditure includes subscriptions national groups and organisations to promote higher education nationally and globally, as well as lifelong learning associations to promote inclusion, these are: the Universities Association for Lifelong Learning, the National Centre for Universities and Business, the Coleg Cymraeg Cenedlaethol, and Universities UK.

## (i) Equality of Opportunity £

|  |                    |
|--|--------------------|
| Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics. | £9,465,766         |
| Improving the experience of higher education of students from under-represented groups including activities to promote an international experience   | £1,008,279         |
| <b>TOTAL</b>   | <b>£10,474,045</b> |

## (ii) Promotion of Higher Education

|  |                    |
|--|--------------------|
| Investments in improving the quality of learning and teaching, with reference to the quality of student experience | £1,053,103         |
| Activities which strengthen the employability of Welsh graduates   | £1,008,279         |
| <b>TOTAL</b>   | <b>£ 2,061,382</b> |

# Provision

It is envisaged that, through the targets and investments detailed, the Fee and Access Plan will support equality of opportunity and promotion of higher education as follows:

## (i) Equality of Opportunity

The University has identified targets for inclusion in the Plan through analysis of student data, engaging with the student body across the Group and by understanding sectoral and national priorities in relation to skills and employment.

We have sought to incorporate measures that will address barriers to access and retention, identified by students and meet their needs, as well as to increase representation in particular areas across the University Group.

We will ensure that our students and prospective students are informed of fee levels for courses, through our website and other information sources, including Unistats. Our Student Finance webpages provide information about available financial support and our Student Service Department manages queries and provides assistance with accessing funding.

Our data analysis indicates:

- A low number of male to female ratio of students enrolled on Faculty of Education and Communities programmes (21%)
- A low number of female students enrolled on Science, Technology, Engineering and Mathematics (STEM) programmes (8%)
- The need to broaden Welsh-medium provision more widely across our faculties.
- The need to encourage more learners who are over the age of 21 to enrol on programmes of study
- The need to encourage more learners from low participation neighbourhoods to enrol on programmes that they have not traditionally followed
- The need to ensure that students are supported at particular times in the year where they may struggle with academic work and student life
- The need to ensure that students know what financial, learning, welfare and academic support is available to them, and how to access it
- The need to ensure that students can access University services at times that suit them better, especially if they are part-time or have working or caring commitments

Targets are also informed by activities that have made a difference and benefit our learners. They include:

- Support provided by our Student Services staff to assist students and prospective students with applications for the Disabled Student Allowance (we are second in Wales)
- Supporting graduate start-ups
- Employment placements
- Our buddying and welfare support systems

Our targets are:

- Female students enrolling on Science, Technology, Engineering and Maths (STEM) programmes of study: To increase the number of full-time undergraduate female students enrolled on STEM programmes of study in October 2017/18 from 57 to 65.
- Male students enrolling on Initial Teacher Education programmes: To run a campaign to increase enrolments of male students, in October 2017/18, on ITE programmes from 75 to 80.
- Serving or retired members of the armed forces and their families: to increase the numbers of members of serving military personnel undertaking UWTSU undergraduate-level programmes of study, from 47 to 52.
- Part-time students: To increase the number of undergraduate part-time students enrolled at the University, from 3355 to 4050.
- Mature students: To increase enrolments on the Gateway to the Humanities Programme from 16 to 18.
- Communities First and Welsh Index of Multiple Deprivation: to increase the number of enrolled Welsh-domiciled students from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation, or in Communities First cluster areas from 1494 to 1620.
- People with protected characteristics: to retain above benchmark proportion of full-time undergraduate students in receipt of DSA in 2016/17 (benchmark of 9.5% in 14/15)
- People studying through the medium of Welsh: To enrol a minimum of 2080 learners undertaking a minimum of 5+ credits modules through the medium of Welsh.
- People studying through the medium of Welsh: To enrol a minimum of 850 learners undertaking a minimum of 40 credit modules through the medium of Welsh.
- Graduates: To have 93% of graduates in employment, studying, or both, six months after graduation in 2016/17.
- Student satisfaction: To meet or exceed our benchmark score for overall satisfaction in NSS, with a target of 87% in 2016/17.
- Communities First: To encourage participation and applications for outward bound study abroad opportunities from students from Communities First areas.
- Student retention: to decrease the percentage of full-time undergraduate students no longer in higher education following their year of entry
- Student retention: to decrease the percentage of part-time undergraduate students no longer in higher education two years after their year of entry

# Monitoring outcomes

The University applies a rigorous approach to the monitoring of its strategic targets, gathering and reporting data at agreed points, when it becomes available and will review the groups identified as under-represented to consider how hard to reach groups, such as individuals from workless households, individuals with a care background and working-class white males, might be engaged and supported effectively.

Monitoring is overseen by the Deputy Vice-Chancellor (Finance and Planning) and is the operational remit of Pro Vice-Chancellors and Associate Pro-Vice Chancellors with remits in relation to widening access, student experience and engagement, sustainability and international strategy. The Senior Management Team, comprising the Vice-Chancellor, Deputy Vice-Chancellors, Pro Vice-Chancellors, Associate Pro Vice-Chancellors, Deans and Directors will maintain operational oversight of progress towards Fee and Access Plan Targets.

Fee and Access Plan targets are incorporated into the annual workplans of academic faculties, schools and professional services units to ensure a collective approach to achieving outcomes. Collation of performance and data is undertaken within the Corporate Services Strategy section to inform monitoring reports, which are submitted to the Senior Management Team at agreed

points during the academic year to assess progress. Reports are then received by committees of the University Council (Resources, Strategy, Audit and Risk) and committees of the Senate (Widening Access and Community Engagement, Student Experience), to ensure that momentum is maintained and to identify any areas of concern. The Council will receive the minutes of its committees, as well as performance updates in relation to Fee and Access Plan targets, to ensure that members maintain oversight of progress.

Our Dual Sector FE Partners sit on our Senate and Council where reports and updates are received, in addition the University had three senior Dual Sector groups that meet regularly: the Dual Sector Senior Management Team, the FEHE Harmonisation Group and the FEHE International Group, where operational and strategic matters are discussed and planned. Our FE partners as a whole are contacted as part of the monitoring process to inform reporting and further planning. The University provides statistical information based on student enrolment and progression information for checking against College records and to judge progress against targets.

Our Students' Union Officers sit on the University Council, Senate and its committees where reports and updates are received, discussed and progressed.

**Institutional fee and access plan 2017/18**

**Table A: Fee levels and fee income and investment, 2017/18**

Institution name: University of Wales Trinity Saint David  
 Institution UKPRN: 10007858

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the new fee regime in 2017/18, are to be returned in this table.

If you provide courses that have a year out, such as a year out on an industrial placement, or a year abroad, and different fee levels are charged for these years, then this should be taken account of in calculating the average fee and the total fee income returned on this table.

For further guidance and definitions used in this table, please see Annex D of the guidance.

a) What is your highest proposed fee rate for:

|                         | £     |
|-------------------------|-------|
| Full-time undergraduate | 9,000 |
| Full-time PGCE (QTS)    | 9,000 |

b) Will the proposed fees in a) (above) be charged for all full-time undergraduate higher education and PGCE (QTS) provision at your institution or provided on your behalf?

|                         | Enter Yes or No |
|-------------------------|-----------------|
| Full-time undergraduate | No              |
| Full-time PGCE (QTS)    | Yes             |

c) If no, what is your average (mean) fee per full time undergraduate and PGCE (QTS) student likely to be?

|                         | £     |
|-------------------------|-------|
| Full-time undergraduate | 8,904 |
| Full-time PGCE (QTS)    | 9,000 |
| All students in plan    | 8,910 |

d) What new fee regime income do you expect to receive in 2017/18? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

|                         | £k            |
|-------------------------|---------------|
| Full-time undergraduate | 52,356        |
| Full-time PGCE (QTS)    | 3,357         |
| <b>Total</b>            | <b>55,713</b> |

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2016/17 plans the amount invested in 2017/18 must be at least the amount invested in 2016/17. For those applicants, HEFCW has provided below the 2016/17 amount and percentage of total income.

|                                 | 2017/18       |                   | 2016/17      |                    |
|---------------------------------|---------------|-------------------|--------------|--------------------|
|                                 | £k            | % of total income | £k           | % of total income* |
| Total amount to be invested in: |               |                   |              |                    |
| Equality of opportunity         | 10,474        | 18.8%             | 4,986        | 9.5%               |
| Promotion of higher education   | 2,061         | 3.7%              | 3,813        | 7.3%               |
| <b>Total</b>                    | <b>12,535</b> | <b>22.5%</b>      | <b>8,799</b> | <b>16.7%</b>       |

**Institutional fee and access plan 2017/18****Table B: Fee and access plan income forecast expenditure, 2017/18**

Forecast expenditure of the fee income returned in Table A, categorised under the measures provided below, is to be returned in this table.

**Guidance note**

The measures take account of the Welsh Government (WG) guidance to HEFCW on fee and access plans found in Annex A part 2 of HEFCW circular W16/03HE\* (paragraphs 4.18 and 4.19). Applicants should refer to paragraph 4.15 of the WG guidance on fee plans in completing this table and categorise expenditure on fee and access plan objectives against the measures below.

Equality of opportunity measures relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to categorise similar activities under different measures.

Student financial support activities will be a part of the applicant's total investment in measures to support equality of opportunity and/or the promotion of higher education (as set out in Table B (a) and (b)). Table B (d) below asks applicants to separately identify forecast expenditure on student financial support activities already included in (a) and (b).

Applicants should set out their level of expenditure against each appropriate measure. Not all categories will necessarily have expenditure returned against them.

Where expenditure is forecast against more than one measure, it should be split between measures. Total expenditure against a) and b) should match the equivalent returned in Table A.

\* <http://www.hefcw.ac.uk/publications/circulars/circulars.aspx>

**2017/18 fee and access plan income forecast expenditure**

|  |                  |                                       |
|--|------------------|---------------------------------------|
| a) Equality of opportunity   |                  |                                       |
| Measures to support individuals under represented in HE:   |                  | £                                     |
| 1. Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds  |                  |                                       |
| 2. Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics |                  | 9,465,766                             |
| 3. Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study   |                  |                                       |
| 4. Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers                          |                  |                                       |
| 5. Improving the experience of higher education of students from under-represented groups including activities to promote an international experience  |                  | 1,008,279                             |
| 6. Providing effective information to students from under-represented groups before and during their courses   |                  |                                       |
| 7. Providing high quality academic and welfare support to students from under-represented groups   |                  |                                       |
| 8. Supporting students from under-represented groups to progress to employment or further study  |                  |                                       |
| 9. Other   |                  |                                       |
|  | <b>Total</b>     | <b>10,474,045</b>                     |
|  |                  |                                       |
| b) Promotion of HE   |                  |                                       |
| Measures to deliver:   |                  | £                                     |
| 1. More effective engagement with private, public or voluntary bodies and communities in Wales   |                  |                                       |
| 2. Investments in improving the quality of learning and teaching, with reference to the quality of the student experience  |                  | 1,053,103                             |
| 3. Activities which strengthen the employability of Welsh graduates  |                  | 1,008,279                             |
| 4. Actions which promote Welsh higher education more effectively internationally   |                  |                                       |
| 5. Actions which improve delivery of sustainable higher education  |                  |                                       |
| 6. Activities which raise awareness of the value of higher education amongst potential learners  |                  |                                       |
| 7. Other   |                  |                                       |
|  | <b>Total</b>     | <b>2,061,382</b>                      |
|  |                  |                                       |
| c) Total forecast expenditure of 2017/18 fee and access plan income, a) + b)   |                  | £                                     |
|  |                  | <b>12,535,426</b>                     |
|  |                  |                                       |
| d) Student financial support (already included in a) and b) above)   |                  |                                       |
|  | £                | Anticipated student numbers supported |
| Fee waivers  | 0                | 0                                     |
| Bursaries  | 906,000          | 1,660                                 |
| Scholarships   | 374,000          | 840                                   |
| Hardship funds   | 220,000          | 440                                   |
| Provision of financial management advice and skills  | 750,000          | 300                                   |
| Other financial support  | 500,000          | 3,000                                 |
| <b>Total</b>   | <b>2,750,000</b> | <b>6,240</b>                          |

**Institutional fee and access plan 2017/18**
**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime, 2017/18**

| Summary data                |                |   |                                     |                   |                 |   |   |   |
|-----------------------------|----------------|---|-------------------------------------|-------------------|-----------------|---|---|---|
|                             |                | FT UG   |                                     | FT PGCE (QTS)     |                 |   |   |   |
| Total expected income       |                | 45,210,000  |                                     | 3,357,000         |                 |   |   |   |
| Total expected student no.s |                | 5,086   |                                     | 373               |                 |   |   |   |
| Average fee                 |                | 8,889   |                                     | 9,000             |                 |   |   |   |
| Row                         | Proposed fee £ | Qualification aim (or other grouping)   | Subject (or other grouping)         | Year(s) of course | PGCE (QTS) Y/N? | Forecast student numbers used in calculation of average fee | Is this provision validated by another body? Y or N | Total expected fee income (no. students x proposed fee) £ |
| 1                           | 4,500          | Cert HE (STEM)  | STEM                                | 1                 | N               | 44  | N   | 198,000   |
| 2                           | 9,000          | Cert HE   | Certificate of Higher Education     | 1                 | N               | 40  | N   | 360,000   |
| 3                           | 7,000          | Cert HE   | London Campus (October 2017 entry)  | 1                 | N               | 67  | N   | 469,000   |
| 4                           | 9,000          | Cert HE   | London Campus (February 2018 entry) | 1                 | N               | 67  | N   | 603,000   |
| 5                           | 9,000          | Cert HE   | London Campus (June 2018 entry)     | 1                 | N               | 67  | N   | 603,000   |
| 6                           | 9,000          | HNC year 1  | Higher National Certificate         | 1                 | N               | 40  | N   | 360,000   |
| 7                           | 9,000          | HND year 1  | Higher National Diploma             | 1                 | N               | 100   | N   | 900,000   |
| 8                           | 9,000          | HND year 2  | Higher National Diploma             | 2                 | N               | 78  | N   | 702,000   |
| 9                           | 9,000          | Foundation Degree   | Foundation Degree                   | 1                 | N               | 32  | N   | 288,000   |
| 10                          | 9,000          | Foundation Degree   | Foundation Degree                   | 2                 | N               | 19  | N   | 171,000   |
| 11                          | 9,000          | Undergraduate Degree BEd Year 1   | ITET                                | 1                 | N               | 113   | N   | 1,017,000   |
| 12                          | 9,000          | Undergraduate Degree BEd Year 2   | ITET                                | 2                 | N               | 94  | N   | 846,000   |
| 13                          | 9,000          | Undergraduate Degree BEd Year 3   | ITET                                | 3                 | N               | 98  | N   | 882,000   |
| 14                          | 9,000          | PGCE  | PGCE                                | 1                 | y               | 373   | N   | 3,357,000   |
| 15                          | 1,800          | Sandwich Year (year in industry) penultimate year of undergraduate BEng or third year of MEng | H300, H330, H600                    | 2                 | N               | 10  | N   | 18,000  |
| 16                          | 7,000          | Undergraduate BA Degree Year 1  | London campus                       | 1                 | N               | 20  | N   | 140,000   |
| 17                          | 7,000          | Undergraduate BA Degree Year 2  | London campus                       | 2                 | N               | 20  | N   | 140,000   |
| 18                          | 7,000          | Undergraduate BA Degree Year 3  | London campus                       | 3                 | N               | 0   | N   | 0   |
| 19                          | 7,000          | Undergraduate BSc Degree Year 1   | London campus                       | 1                 | N               | 20  | N   | 140,000   |
| 20                          | 7,000          | Undergraduate BSc Degree Year 2   | London campus                       | 2                 | N               | 20  | N   | 140,000   |
| 21                          | 7,000          | Undergraduate BSc Degree Year 3   | London campus                       | 3                 | N               | 0   | N   | 0   |
| 22                          | 9,000          | Undergraduate Degree Year 1   | Initial First Degrees               | 1                 | N               | 1,333   | N   | 11,997,000  |
| 23                          | 9,000          | Undergraduate Degree Year 2   | Initial First Degrees               | 2                 | N               | 1,321   | N   | 11,889,000  |
| 24                          | 9,000          | Undergraduate Degree Year 3   | Initial First Degrees               | 3                 | N               | 1,297   | N   | 11,673,000  |
| 25                          | 9,000          | Integrated Masters Year 1   | Integrated Masters                  | 1                 | N               | 50  | N   | 450,000   |
| 26                          | 9,000          | Integrated Masters Year 2   | Integrated Masters                  | 2                 | N               | 46  | N   | 414,000   |
| 27                          | 9,000          | Integrated Masters Year 3   | Integrated Masters                  | 3                 | N               | 0   | N   | 0   |
| 28                          | 9,000          | Cert HE   | Birmingham                          | 1                 | N               | 90  | N   | 810,000   |

Institutional fee and access plan 2017/18

Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime for partnership provision based in the UK, 2017/18

| Summary data                |  | FT UG     | FT PGCE (QTS) |
|-----------------------------|--|-----------|---------------|
| Total expected income       |  | 7,146,000 | 0             |
| Total expected student no.s |  | 794       | 0             |
| Average fee                 |  | 9,000     |               |

  

| Row | Partner name          | Partner address                           | Please confirm that the partner is a charity (✓) | Qualification aim<br>Please select from drop down list | Course title                           | PGCE (QTS)<br>Y/N? | Date of partnership agreement<br>DD/MM/YYYY | Addendum confirmed<br>Provision covered under HE Act Y or N | Year(s) of course | Forecast number of students used in calculation of average fee | Proposed fee<br>£ | Total expected fee income<br>(no. students x proposed fee) |
|-----|-----------------------|---|--|--|--|--------------------|---|---|-------------------|--|-------------------|--|
| 1   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Animal Science                         | N                  | 19/09/2011                                  | All   | All               | 13   | 9000              | 117,000  |
| 2   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Animal Behaviour and Welfare           | N                  | 19/09/2011                                  | All   | All               | 2  | 9000              | 18,000   |
| 3   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Art and Design: Multidisciplinary      | N                  | 19/09/2011                                  | All   | All               | 22   | 9000              | 198,000  |
| 4   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Agriculture                            | N                  | 19/09/2011                                  | All   | All               | 15   | 9000              | 135,000  |
| 5   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Agriculture                            | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 6   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Amaethyddiaeth                         | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 7   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Applied Computing                      | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 8   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Animal Science                         | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 9   | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Business Management                    | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 10  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (e) an HND   | Business Management                    | N                  | 19/09/2011                                  | All   | All               | 32   | 9000              | 288,000  |
| 11  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Business Management                    | N                  | 19/09/2011                                  | All   | All               | 12   | 9000              | 108,000  |
| 12  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Construction and Heritage in the Built | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 13  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Childhood Studies                      | N                  | 19/09/2011                                  | All   | All               | 21   | 9000              | 189,000  |
| 14  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Ceramics and Jewellery: 3D Maker       | N                  | 19/09/2011                                  | All   | All               | 29   | 9000              | 261,000  |
| 15  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Construction Management and Technol    | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 16  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (f) an HNC   | Construction Management and Technol    | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 17  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Construction Management and Technol    | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 18  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (f) an HNC   | Computing                              | N                  | 19/09/2011                                  | All   | All               | 10   | 9000              | 90,000   |
| 19  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Computing                              | N                  | 19/09/2011                                  | All   | All               | 13   | 9000              | 117,000  |
| 20  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Counselling                            | N                  | 19/09/2011                                  | All   | All               | 29   | 9000              | 261,000  |
| 21  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Counselling                            | N                  | 19/09/2011                                  | All   | All               | 1  | 9000              | 9,000  |
| 22  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Care Studies                           | N                  | 19/09/2011                                  | All   | All               | 49   | 9000              | 441,000  |
| 23  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Digital Illustration                   | N                  | 19/09/2011                                  | All   | All               | 24   | 9000              | 216,000  |
| 24  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Design Studies                         | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 25  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (f) an HNC   | Electrical and Electronic Engineering  | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 26  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Electrical and Electronic Engineering  | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 27  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Fine Art (Painting, Drawing and Printm | N                  | 19/09/2011                                  | All   | All               | 26   | 9000              | 234,000  |
| 28  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Fine Art (Sculpture)                   | N                  | 19/09/2011                                  | All   | All               | 23   | 9000              | 207,000  |
| 29  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Fashion: Apparel Design and Construc   | N                  | 19/09/2011                                  | All   | All               | 28   | 9000              | 252,000  |
| 30  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Graphic Communication                  | N                  | 19/09/2011                                  | All   | All               | 17   | 9000              | 153,000  |
| 31  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (f) an HNC   | Integrated Services for Buildings      | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 32  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (f) an HNC   | Mechanical Engineering                 | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 33  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (e) an HND   | Mechanical Engineering                 | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 34  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Mechanical Engineering                 | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 35  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Photography                            | N                  | 19/09/2011                                  | All   | All               | 23   | 9000              | 207,000  |
| 36  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Sculpture: Casting, Carving, Construct | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 37  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Sports Coaching and Performance        | N                  | 19/09/2011                                  | All   | All               | 39   | 9000              | 351,000  |
| 38  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Sports Coaching and Performance        | N                  | 19/09/2011                                  | All   | All               | 16   | 9000              | 144,000  |
| 39  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (c) a foundation degree                                | Social Care Studies                    | N                  | 19/09/2011                                  | All   | All               | 19   | 9000              | 171,000  |
| 40  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Social Care Studies                    | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 41  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Textiles: Art, Design, Craft           | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 42  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Textiles: Knit, Weave & Mixed Media    | N                  | 19/09/2011                                  | All   | All               | 27   | 9000              | 243,000  |
| 43  | Coleg Sir Gar         | Graig Campus, Sandy Rd, Llanelli SA15 4DN | Y  | (a) a first degree                                     | Veterinary Nursing                     | N                  | 19/09/2011                                  | All   | All               | 17   | 9000              | 153,000  |
| 44  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (c) a foundation degree                                | Animal Science                         | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 45  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (c) a foundation degree                                | Architectural Technology               | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 46  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (c) a foundation degree                                | Business Management                    | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 47  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (e) an HND   | Business Management                    | N                  | 19/09/2011                                  | All   | All               | 11   | 9000              | 99,000   |
| 48  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (a) a first degree                                     | Business Management                    | N                  | 19/09/2011                                  | All   | All               | 4  | 9000              | 36,000   |
| 49  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (c) a foundation degree                                | Childhood Studies                      | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 50  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (c) a foundation degree                                | Construction Management & Technol      | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 51  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (f) an HNC   | Construction Management & Technol      | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 52  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (f) an HNC   | Computing                              | N                  | 19/09/2011                                  | All   | All               | 0  | 9000              | 0  |
| 53  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (e) an HND   | Computing                              | N                  | 19/09/2011                                  | All   | All               | 15   | 9000              | 135,000  |
| 54  | Pembrokeshire College | Haverfordwest SA61 1SZ                    | Y  | (a) a first degree                                     | Design Studies                         | N                  | 19/09/2011                                  | All   | All               | 21   | 9000              | 189,000  |

| Row | Partner name          | Partner address                                  | Please confirm that the partner is a charity (✓) | Qualification aim<br>Please select from drop down list | Course title                                   | PGCE (QTS)<br>Y/N? | Date of partnership agreement<br>DD/MM/YYYY | Addendum confirmed<br>Provision covered under HE Act Y or N | Year(s) of course | Forecast number of students used in calculation of average fee | Proposed fee<br>£ | Total expected fee income (no. students x proposed fee) |
|-----|-----------------------|--|--|--|--|--------------------|---|---|-------------------|--|-------------------|---|
| 55  | Pembrokeshire College | Haverfordwest SA61 1SZ                           | Y  | (e) an HND   | Electrical and Electronic Engineering          | N                  | 19/09/2011                                  |   | All               | 0  | 9000              | 0   |
| 56  | Pembrokeshire College | Haverfordwest SA61 1SZ                           | Y  | (f) an HNC   | Mechanical Engineering                         | N                  | 19/09/2011                                  |   | All               | 0  | 9000              | 0   |
| 57  | Pembrokeshire College | Haverfordwest SA61 1SZ                           | Y  | (c) a foundation degree                                | Sports Coaching and Performance                | N                  | 19/09/2011                                  |   | All               | 15   | 9000              | 135,000   |
| 58  | Pembrokeshire College | Haverfordwest SA61 1SZ                           | Y  | (c) a foundation degree                                | Tourism Management                             | N                  | 19/09/2011                                  |   | All               | 0  | 9000              | 0   |
| 59  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (c) a foundation degree                                | Care Studies                                   | N                  | 15/10/2015                                  |   | All               | 27   | 9000              | 243,000   |
| 60  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (a) a first degree                                     | Computing and Information Systems              | N                  | 15/10/2015                                  |   | All               | 7  | 9000              | 63,000  |
| 61  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (c) a foundation degree                                | Hotel & Catering Management                    | N                  | 15/10/2015                                  |   | All               | 0  | 9000              | 0   |
| 62  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (e) an HND   | Hotel and Catering Management                  | N                  | 15/10/2015                                  |   | All               | 3  | 9000              | 27,000  |
| 63  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (f) an HNC   | International Tourism and Events Man           | N                  | 15/10/2015                                  |   | All               | 0  | 9000              | 0   |
| 64  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (e) an HND   | International Tourism and Events Man           | N                  | 15/10/2015                                  |   | All               | 7  | 9000              | 63,000  |
| 65  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (c) a foundation degree                                | Music (Performance and Production)             | N                  | 15/10/2015                                  |   | All               | 8  | 9000              | 72,000  |
| 66  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (c) a foundation degree                                | Foundation Degree In Care Studies              | N                  | 15/10/2015                                  |   | All               | 19   | 9000              | 171,000   |
| 67  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (a) a first degree                                     | BA (Hons) International Tourism & Ev           | N                  | 15/10/2015                                  |   | All               | 8  | 9000              | 72,000  |
| 68  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (c) a foundation degree                                | Foundation Degree In Care Studies              | N                  | 15/10/2015                                  |   | All               | 1  | 9000              | 9,000   |
| 69  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (a) a first degree                                     | BSc (Hons) Care Studies                        | N                  | 15/10/2015                                  |   | All               | 0  | 9000              | 0   |
| 70  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (e) an HND   | HND International Tourism & Events M           | N                  | 15/10/2015                                  |   | All               | 3  | 9000              | 27,000  |
| 71  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (c) a foundation degree                                | Foundation Degree In Music: Perform            | N                  | 15/10/2015                                  |   | All               | 6  | 9000              | 54,000  |
| 72  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (e) an HND   | HND Hotel & Catering Management                | N                  | 15/10/2015                                  |   | All               | 5  | 9000              | 45,000  |
| 73  | NPTC Group            | Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 | Y  | (a) a first degree                                     | BA (Hons) Hotel & Catering Management          | N                  | 15/10/2015                                  |   | All               | 1  | 9000              | 9,000   |
| 74  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (c) a foundation degree                                | Care and Support                               | N                  | 07/09/2015                                  |   | All               | 13   | 9000              | 117,000   |
| 75  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (c) a foundation degree                                | Early Childhood                                | N                  | 07/09/2015                                  |   | All               | 25   | 9000              | 225,000   |
| 76  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (f) an HNC   | Electrical and Electronic Engineering          | N                  | 07/09/2015                                  |   | All               | 0  | 9000              | 0   |
| 77  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (e) an HND   | Electrical & Electronic Engineering            | N                  | 07/09/2015                                  |   | All               | 0  | 9000              | 0   |
| 78  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (c) a foundation degree                                | Information Technology Management for Business | N                  | 07/09/2015                                  |   | All               | 15   | 9000              | 135,000   |
| 79  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (f) an HNC   | Mechanical Engineering                         | N                  | 07/09/2015                                  |   | All               | 0  | 9000              | 0   |
| 80  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (c) a foundation degree                                | Sport Development and Management               | N                  | 07/09/2015                                  |   | All               | 42   | 9000              | 378,000   |
| 81  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (e) an HND   | HND Electrical & Electronic Engineering        | N                  | 07/09/2015                                  |   | All               | 21   | 9000              | 189,000   |
| 82  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (e) an HND   | HND Mechanical Engineering                     | N                  | 07/09/2015                                  |   | All               | 10   | 9000              | 90,000  |
| 83  | Gower College         | Tycoch Rd, Sketty, Swansea SA2 9EB               | Y  | (f) an HNC   | HNC Electrical & Electronic Engineering        | N                  | 07/09/2015                                  |   | All               | 0  | 9000              | 0   |

**Institutional fee and access plan 2017/18**
**Table G: Targets**

 Institution name: University of Wales Trinity Saint David  
 Institution UKPRN: 10007858

| Row | Target description<br>(maximum 500 characters)   | Measure type (as listed in table B a) and B b)<br>Please select from drop down list                | Is the achievement of the target the responsibility of more than one fee and access plan applicant? |                                     | Baseline year | Baseline data<br>Please provide numbers and/or percentages where appropriate |       | Target  |       |
|-----|--|--|---|-------------------------------------|---------------|--|-------|---------|-------|
|     |  |  | Y / N   | If Y please provide partner name(s) |               | 2017/18  |       | 2017/18 |       |
|     |  |  |   |                                     |               | No.  | %     | No.     | %     |
| 1   | Female students enrolling on Science, Technology, Engineering and Maths (STEM) programmes of study: To increase the number of full-time undergraduate female students enrolled on STEM programmes of study in October 2017/18 from 57 to 65.                                     | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         | 57   | 8.0%  | 65      | 9.3%  |
| 2   | Male students enrolling on Initial Teacher Education programmes: To run a campaign to increase enrolments of male students, in October 2017/18, on ITE programmes from 75 to 80.   | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         | 75   | 22.0% | 80      | 24.0% |
| 3   | Serving or retired members of the armed forces and their families: to increase the numbers of members of serving military personnel undertaking UWTSU undergraduate-level programmes of study, from 47 to 52.  | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 15/16         | 47   |       | 52      |       |
| 4   | Part-time students: To increase the number of undergraduate part-time students enrolled at the University, from 3355 to 4050.  | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         | 3,355  |       | 4,050   |       |
| 5   | Mature students: To increase enrolments on the Gateway to the Humanities Programme from 16 to 18.  | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 15/16         | 16   |       | 22      |       |
| 6   | Communities First and Welsh Index of Multiple Deprivation: to increase the number of enrolled Welsh-domiciled students from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation, or in Communities First cluster areas from 1494 to 1620. | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         | 1,494  |       | 1,620   |       |
| 7   | People with protected characteristics: to retain above benchmark proportion of full-time undergraduate students in receipt of DSA in 2016/17 (benchmark of 9.5% in 14/15)  | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         |  | 9.5%  |         | 15.6% |
| 8   | People studying through the medium of Welsh: To enrol a minimum of 2080 learners undertaking a minimum of 5+ credits modules through the medium of Welsh.  | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         | 1,869  |       | 2,080   |       |
| 9   | People studying through the medium of Welsh: To enrol a minimum of 850 learners undertaking a minimum of 40 credit modules through the medium of Welsh.  | a2 Attracting and retaining students and prospective students from under-represented groups, v     | N   |                                     | 14/15         | 549  |       | 850     |       |
| 10  | Graduates: To have 93% of graduates in employment, studying, or both, six months after graduation in 2016/17.  | b3 Activities which strengthen the employability of Welsh graduates                                | N   |                                     | 13/14         | 1,879  | 93.3% | 1,653   | 93    |
| 11  | Student satisfaction: To meet or exceed our benchmark score for overall satisfaction in NSS, with a target of 86% in 2016/17.  | b2 Investments in improving the quality of learning and teaching, with reference to the quality of | N   |                                     | 15/16         |  | 84.0% |         | 86    |
| 12  | Communities First: To encourage participation and applications for outward bound study abroad opportunities from students from Communities First areas.  | a5 Improving the experience of higher education of students from under-represented groups inc      | N   |                                     | 15/16         | 5  |       | 9       |       |
| 13  | Student retention: to decrease the percentage of full-time undergraduate students no longer in higher education in 2016/17, following initial entry in 2015/16   | b2 Investments in improving the quality of learning and teaching, with reference to the quality of | N   |                                     | 14/15         | 290  | 13.1% | 325     | 12.0% |
| 14  | Student retention: to decrease the percentage of part-time undergraduate students no longer in higher education in 2016/17, two years after their initial entry in 2014/15   | b2 Investments in improving the quality of learning and teaching, with reference to the quality of | N   |                                     | 14/15         | 21   | 21.9% | 63      | 20.0% |