



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

University of Wales Trinity Saint David **2018 / 19 Fee and Access Plan**

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1. Executive summary

The UWTSO Group is a multi-institutional collaborative venture owned and governed by the University, with Coleg Sir Gâr and Coleg Ceredigion as constituent colleges. The Group offers an integrated, dual-sector approach to education for the benefit of learners, employers and communities, and will be enhanced in 2017 through merger with the University of Wales. 2018-2019 will be the first year of teaching on the University's new SA1 campus.

Our vision is to be a University for Wales, with a commitment to the well-being and heritage of the nation at the heart of all that we do. Improving its social, environmental, economic and cultural well-being, underpins all of our activities. Central to our vision is the promotion and embedding of a dual-sector educational system which educates learners of all ages and backgrounds, and stimulates economic development in our region, across Wales and beyond.

Core to this is our commitment to widening participation, by ensuring a high quality and equitable student experience for each member of our diverse student body, in order to create a resilient and adaptable workforce and develop skills and talents within our communities. We achieve this with a focus on an adaptable, innovative, and research- and evidence-led approach, in which student voice plays a central role in determining priorities.

This Fee and Access plan sets out how the University ensures equality of opportunity and promotion of higher education and focuses on a number of key themes:

1. recruitment and progression;
2. retention and attainment;
3. Welsh-medium and bilingual provision;
4. student voice and engagement;
5. equality and diversity;
6. academic support;
7. employability.

The total amount of financial assistance invested in the key objectives mentioned below is £13,654,758.

Key objectives:

A. Equality of Opportunity

1. To contribute to the creation of a more equal Wales through the promotion of participation by under-represented groups, by providing accessible learning opportunities and by removing barriers to participation, ensuring that those who choose to study with us are provided with excellent support throughout their period of study;
2. To widen access to HE by offering a range of CertHEs designed to enable students from under-represented backgrounds to access into and progress within HE through flexible learning routes which are focused on employability and offered within the students' locality;
3. To achieve specific targets for the recruitment and retention of under-represented groups, including part-time undergraduate learners, Welsh-domiciled learners from identified deprived areas, and learners in receipt of the Disabled Student Allowance;
4. To achieve our specific targets for Welsh-medium provision through expansion of the number of programmes offered bilingually and the numbers of learners studying through the medium of Welsh;

B. Promotion of Higher Education

1. To increase the progression from FE to HE through the flexible learning and seamless progression opportunities offered by the dual-sector model and from outside the UWTSO Group into UWTSO Higher Education programmes;
2. To work in partnership with our learners to encourage full engagement with their programmes of study and their full participation in our decision-making processes;
3. To provide all of our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential;
4. To increase the retention and attainment of all students;
5. To increase the employability of our graduates and particularly their access to highly skilled employment.

2. Development, monitoring and review of Fee and Access plans

The creation of this Fee and Access Plan has seen a number of changes following a review of last year's processes and a review of strategic planning processes generally within the University:

1. A widening of the group of staff responsible for the development, monitoring, and review of such plans (e.g. through the addition of student experience-focused staff) and creation of a central Fee and Access planning group with all key senior leads included;
2. A greater alignment between the various strategic documents within the University (see section 3);
3. A strengthening of the student voice in the development, monitoring and review of the University's Fee and Access Plan in line with the University's emphasis on the partnership agenda and the Wise Wales statement on Partnership for Higher Education.

In June 2016, the newly established Student Engagement Sub-Committee approved a proposal to enhance student engagement and the Students' Union's formal involvement in Fee and Access planning. Prior to the creation of the 2018-2019 Fee and Access Plan the Students' Union was invited to submit a number of projects to the central Fee and Access Planning Group. They are full members of this group which negotiates on Fee and Access Plan detail, discusses new funding projects and ideas, monitors performance of current Fee and Access Plans, and maps projects to HEFCW key strategic themes. As a full member of the planning group the Students' Union is involved in the final decision-making processes. An annual review of student engagement in University strategy will be undertaken annually by Council's Student Experience Sub-Committee.

This has not merely meant enhanced consultation processes with the Students' Union; the purpose of the review has also been to ensure that the student engagement in relation to Fee and Access planning is in line with broader approaches to student engagement within UWTSU and not run in isolation. Students' feedback on issues related to the Fee and Access Plan is gathered throughout the year, using a suite of engagement and feedback mechanisms, such as focus groups on particular themes (e.g. Equality and Diversity), student fora, student feedback fortnights, and survey feedback. High quality feedback from significant numbers of students has been gathered in this way, which has informed this Fee and Access Plan, particularly in relation to a number of the projects proposed.

To inform this Fee and Access Plan, we have gathered information from our further education partners through engagement with partnership co-ordinators and through staff-student consultative and learner-experience committee minutes, which enable us to investigate issues and barriers to participation that have been identified by students during the year, rather than at a single point. We are committed to finding ways to ensure that our students have clear routes and opportunities to raise issues as a result of their experiences and to identify good practice which can be built upon. The University is engaging with the Students' Union on an ongoing basis to enhance their involvement in student academic representation and engagement activities in areas of the University's provision that they

have not previously engaged with, e.g. collaborative partnership and franchise provision, so as to ensure that representation and engagement models are consistent across the University. This will mean that there will be a consistent model in place from 2017/18 across the University.

2.1 Quality and Governance

The student body is represented on, and participates in, key committees relating to quality and governance.

The University's Senate is the sovereign academic body of the University, and includes student representation in its membership.

The Academic Quality and Standards Committee meets termly and includes Students' Union representation in its membership. A report by the Students' Union is presented at each meeting. The recommendations of the 2015 QAA Review Action Plan included a commitment from the Students' Union to present an annual statement on the student experience to the University. The first annual report, received in 2016, focused on the theme of financial costs of study and provided a number of recommendations for the University to consider. It won the NUS Education Award in March 2017. The Students' Union holds seats on the University Council as well as the Council's Strategy Committee.

The University's Strategy Committee monitors activity and performance at a governance level, and the University's Council retains overall responsibility for institutional approval and monitoring of the progress of the Plan.

2.2 Monitoring

The Corporate Policy Committee is charged with monitoring the implementation of the Fee and Access Plan and overseeing the planning and reporting process.

In addition, to inform their work and direction, specific Fee and Access Plan issues, relevant to their remit, and performance are considered and discussed by a number of other committees, including:

- The Council's Student Experience Sub-Committee
- Equality and Diversity Committee
- Widening Access and Community Engagement Sub-Committee
- Welsh Affairs Committee
- Survey and League Table Sub-Committee

The dual-sector model is embedded across the University's governance and committee structure.

3. Rationale and Strategic Approach

The provision of a high quality experience for our students is at the heart of the University's Mission: Transforming Education; Transforming Lives. The University's Strategic Plan defines the strategic direction of the University. It is a UWTSO Group document and at its heart, is a commitment to all of our learners and specifically to Wales – to its culture, its heritage and its language, and to the prosperity and long-term health of its citizens. The values that are particularly relevant to this Fee and Access Plan are:

- Excellent teaching informed by scholarship and professional practice, and applied research that influences knowledge and policy in Wales and beyond.
- Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.
- Employability and creativity, by offering educational programmes that develop entrepreneurial and creative skills, enabling learners to have the best opportunities to gain employment and to contribute to the prosperity of their communities.

These values are reflected in four Strategic priorities for 2017-22:

- Putting learners first
- Excellence in teaching, scholarship and applied research
- Creation of opportunities through partnerships
- A University for Wales

The values of the Strategic Plan are reflected in the contents of the Fee and Access Plan, with targets shared between the Strategic Plan and Fee and Access Plan.

The Strategic Plan is underpinned by a number of sub-strategies as well as Faculty Strategies; each of which seeks to deliver the targets and aspirations of the Strategic Plan, and with which the 2018-2019 Fee and Access Plan is aligned, including:

- The Widening Access Strategy
- The Teaching and Learning Enhancement Strategy
- The Strategic Equality Plan
- The Welsh-Medium and Bilingual Education Strategy
- The Retention Strategy

The Teaching, Learning and Enhancement Strategy is based on three overlapping pillars of activity, Research and Scholarship; Professional Development and Professional Recognition. By meeting its targets, which focus on the professional development and accreditation of staff, promotion of opportunities for staff and students to encourage in research and the scholarship of learning and teaching, it aims to ensure that the University will be a beacon of teaching and learning excellence, both nationally and internationally. The TEF will be an additional strategic driver to ensure excellence in teaching and learning. Our institution aim, as articulated in our Strategic Plan, is to achieve a Silver rating by 2018/19. TEF metric data relating to the performance of a range of student population e.g. gender, WIMD, Welsh-medium is informing the enhancement of teaching and learning for under-represented groups.

3.1 Rationale

To assess the effectiveness and impact of intervention strategies, the University has reviewed its performance against targets and benchmarks set in the following categories to inform the development of the 2018-2019 Fee and Access Plan and target resources appropriately:

1. Widening Access
2. Part-time students
3. Recipients of the Disabled Students' Allowance
4. Welsh-Medium
5. Retention
6. Employability

• The UWTSO Group undergraduate student profile clearly demonstrates the University's strong focus on Widening Participation and explains the Fee and Access Plan's focus on the groups identified above.

• 21.0% of the University's Welsh undergraduate students come from the bottom quintile of Lower Super Output Areas of Welsh Index of Multiple Deprivation, exceeding the Fee Plan target of 20.7%.

• UWTSO had the 4th highest widening access rates in Wales in 2014-2015. Many students attending the University are local students and a significant proportion of students are admitted with relatively low tariff points.

• Participation data based on UK domiciled students from UK lower participation areas shows that participation rates within UWTSO have increased from 34% to 39.1% across the period 2011/12 to 2015-16.

• UWTSO has retained the position of 3rd highest levels of participation rates in Wales

• UWTSO participation rates have sat consistently above the Welsh average throughout the four academic years presented.

• In 2015-2016, 12.5% of new undergraduate students had progressed from further education provision with the UWTSO Group.

The targets contained in this Fee and Access Plan seek to encourage and support participation from the following groups under-represented in higher education:

- Students from low participation areas i.e. people of all ages from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation
- Disabled Students
- People studying through the medium of Welsh
- Part-time students
- People with protected characteristics
- Mature students

Other groups that we will continue to support and encourage, building on the success of the work of our faculties and our Widening Access activities, are:

- Care leavers
- Hard to reach students
- Female students enrolling on Science, Technology, Engineering and Maths (STEM) programmes of study
- Male students enrolling on Initial Teacher Education programmes

Data source: IRIS Output 15/16

In the following remaining categories, our activities are not specifically linked to targets in the 2018/19 Fee and Access Plan, but are constituent parts of activities undertaken by the University in the course of its marketing, student support, external engagement and promotional activities:

- provide to under-represented groups effective information, before and during their studies;
- provide high quality academic and welfare support to groups under-represented in higher education; and
- deliver more effective engagement with private, public or voluntary bodies and communities in Wales;
- promote Welsh higher education more effectively internationally;
- deliver sustainable higher education

We will seek to 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.

3.2 Equality and Diversity

The University approved a new UWTSO Group Strategic Equality Plan in 2016 and comprehensive data-focused work is one of the strategic foci of the plan. A key measure of success in this area will be the achievement of Stonewall accreditation in 2018/19.

It is clear that the University supports a considerable percentage of disabled students through its learning support provision.

In 2015-16 785 (16.8%) of our first degree undergraduates were in receipt of the Disabled Students' Allowance, an increase of 14.4% from 2014-2015 and well over the DSA benchmark figure of 9.3%.

Undergraduate student Black Minority Ethnic (BME) figures, at 6%, are currently relatively small within UWTSO but figures are expected to rise significantly over the coming year. For further information on action already taken and projects planned in relation to students with protected characteristics, including fair access to professions, see section 10. Academic support arrangements in place and planned for students with declared disabilities are discussed in sections 10 and 11.

UWTSO is the leading bilingual institution in Wales. In 2015-2016, 3356 students studied 5 or more credits in Welsh, comfortably exceeding the 2015-2016 Fee Plan target of 2080. The number of students studying 40 or more credits through the medium of Welsh stands at 895 for 2015-2016, again exceeding the 2015-2016 Fee Plan target of 850.

In terms of 'hard to reach' students, the University supports 51 students from a care background. This is a proportionally high number within the Welsh sector. Details of how the University

supports such students and thus impacts positively on their retention and attainment can be found in section 11.

In relation to part-time student targets, data shows that the numbers of part-time students enrolled have declined nationally across the Welsh higher Education sector over the past few years. UWTSO has managed to retain its position of 3rd highest for levels of part-time students within Wales and part-time students still account for nearly 30% of the total number of students enrolled. Significant additional activity has been developed within the Associate Faculty to reverse this decline in part-time numbers and an increase from 336 in 2015-2016 to 500 students in 2016-2017 is expected. It is hoped that changes made as a result of the Diamond review, which advocates greater support for those studying part-time, will assist to reverse this trend. In addition, the University recognises that in addition to financial support the learning and teaching environment also needs to be flexible enough in order to support those studying part-time and other modes of flexible learning (see section 6). In 2018/19 we aim to have 3300 part-time learners.

On the Carmarthen and Lampeter campuses, nearly 10% of undergraduate students were taught through distance-learning or flexi-learning modes of attendance. On our Swansea campus significant numbers are taught through flexi-learning modes of study within the Faculty of Architecture, Engineering, and Computing and the Faculty of Business and Management on this campus. In 2018/19 we aim to expand our flexible learning provision which will assist in reaching part-time student targets.

The University has the second highest number of mature students within the Welsh sector. 55% of all full-time undergraduate students are mature students (aged 21 and over), 78% of all part-time undergraduate students are mature students. In 2018/19 the University will maintain a significant mature student population, with an aim to increase full-time undergraduate mature students by at least 2%.

The UWTSO student profile clearly show the focus of the institution and explains the choice of the groups to focus on for this Fee and Access Plan.

Returning to the key themes, as outlined in section 1 of this document, performance against retention and employability benchmarks explains the particular focus of this Fee and Access Plan and the priorities made for investment. Results for both retention and employability are a key metric for the Teaching Excellence Framework (TEF), and in relation to both these areas the University has not met all benchmarks and targets based on the 2015-2016 data, particularly in relation to employability.

The non-continuation performance for full-time first degree students improved significantly in 2013/14, and declined marginally in 2014/15. The percentage of students no longer in higher education the year following entry in UWTSO stood at 13.1% in 2014/15 against the Fee Plan target of 13%. In 2015/16 the non-continuation rate for full-time students was 9.1% and for part-time students, 22.1%. Levels of student retention for part-time first degree students are significantly better than their full-time counterparts. UWTSO has the 4th lowest levels of leavers two years following entry in Wales, indicating a two-year downward trend. Successful completion data, based on projected outcomes for UK domiciled full-time students shows that a rate of 75% for UWTSO in 2015/16.

Destination of Leavers from Higher Education (DLHE) data shows that, based on the 2013-2014 leavers, 50.2% of first degree UK-

domiciled full-time undergraduate students were in a graduate level job or further study 6 months after graduating. This dropped to 43.6% for 2014-2015 leavers and increased by 9.1% to 52.7% for 2015-2016 leavers.

Overall employability increased by 8.2% to 64.5% for 2015/16 leavers.

From 2014/15 to 2015/16, overall employment increased by 3.5% to 95.6%.of UWTSd undergraduate students were employed and/or undertaking further study six months after graduating. Our aim for 2018/19 is to achieve 96%.

The significant improvement in all employment and employability measures has been the result of focused action taken during 2016/17. Further targeted action is planned to increase performance in all areas to benchmark by 2018/19.

For further information about the DLHE and new Graduate Outcomes Survey see section 7.

4. Financial Assistance for under-represented groups

Since 2014/15, £1m has been distributed annually via the University's bursary and scholarship package. During 2015/16, 2653 applications were supported in the following categories:

Student Category	Awards available	Applications Received	Awards Made	Funds Available	Funds Distributed
Full Time (UG)	1497	1839	1590	£569,500	£446,199
Part Time (UG)	300	239	214	£ 65,500	£ 42,550
Postgraduate	60	74	56	£ 60,000	£ 38,075
International	50	36	29	£ 55,000	£ 38,500
Misc (all-sections)	335	342	339	£150,000	£159,150
SHOE Gym	172	199	199	£ 25,000	£ 28,905
Cert HE	-	74	74	As req	£ 68,500
Partnership College	-	32	32	As req	£ 56,000
SFTW Level 5	-	23	23	As req	£ 22,000
Integrated Masters	-	97	97	£50,000	£ 50,000
Total	2414	2955	2653	£975,000	£948,379

A UWTSU hardship fund was established in September 2015 and is worth £200K annually. 460 hardship applications were supported during 2015/16 and £199,805.25 was spent. This financial contingency fund supports students under the following categories: disability costs, books & equipment, accommodation, childcare, transport, utility costs, living costs, priority debt, and delayed student loan funding. The majority of funding is allocated to students who require help under the accommodation, utility costs, living costs, priority debts and delayed student loan funding. Support for childcare, books and equipment, transport and accommodation are sourced from the University bursary fund as much as possible, but some students, notably single parents, are supported for such expenditure from the hardship fund (e.g. single parents with rent arrears outside of university halls of residence). Only a small amount of disability costs are covered by this fund because of access to DSA funding for disabled students. In addition, a Money Doctors financial advisory service is available to support vulnerable students with complex loan applications and re-assessments, budgeting, and the preparation of payment plans for accommodation arrears. Nearly £1m Student Finance funding was drawn down as a result of casework by the team last year. 40% of students in Carmarthen, and 43% of recipients in Lampeter, declare parental responsibilities, and evidence suggests that the level of support required for such students is significantly higher than for students without dependents. Many of the single-parent applicants receive between £1,200 and £2,000 per academic year throughout their studies.

Analysis of HESA withdrawal figures for 2014/15 demonstrates the success of the current approach to financial assistance, with only 1.5% of all withdrawing Home/EU students indicating that they withdrew for financial reasons.

During 2015-2016 the Students' Union produced their annual quality

report on additional course costs, a report that went on to win the NUS Wales' Education Award in March 2017. As a result of the research conducted and evidence gathered, the bursary profile for 2017-2018 has been reviewed and refined, in full consultation with the Students' Union, redirecting funding to cover the additional costs of printing, transport, academic resources and relevant trips or placement. Following further review it has been agreed to maintain hardship funding at its current levels for 2018-2019 with a commitment to jointly review the overall bursary package for 2018/19. Proportionally, the University will continue to commit to the same level of an overall bursary package, but within this overall package it will refocus funding based on the following principles:

- introduction of changes in student funding as a result of the Diamond review;
- evaluation of the impact of the financial support package in relation to recruitment & progression and retention & attainment;
- consideration of further use of the bursary scheme to incentivise access and progression to Higher Education from the identified underrepresented groups;
- introduction of more extensive means-testing in relation to bursary allocation, in order to ensure that bursary resources are allocated appropriately to assist equality of opportunity.

Student Voice engagement in 2016/17 in relation to barriers to access has shown that, in addition to the availability of actual funding, readily available high quality financial information could further be enhanced, so that accurate information is ensured to applicants from underrepresented groups (e.g. in relation to benefit levels within a family). This will be addressed in the 2017/18 academic year, and the effects measured and any issues responded to through review processes in 2018/19.

5. Key theme one: recruitment and progression

Objectives:

1. To contribute to the creation of a more equal Wales through the promotion of participation by under-represented groups, by providing accessible learning opportunities and by removing barriers to participation, ensuring that those who choose to study with us are provided with excellent support throughout their period of study;
2. To widen access to HE by offering a range of CertHEs designed to enable students from disadvantaged backgrounds to access into and progress within HE through flexible learning routes which are focused on employability and offered within the students' locality.
3. To increase the progression from FE to HE through the flexible learning and seamless progression opportunities offered by the dual-sector model and from outside the UWTSO Group into UWTSO Higher Education programmes;
4. To achieve specific targets for the recruitment and retention of under-represented groups, including part-time undergraduate learners, Welsh-domiciled learners from identified deprived areas, and learners in receipt of the Disabled Students' Allowance.

In 2018/19 our outreach strategy continues our commitment to central Swansea (SA1, St Thomas, Townhill), Llanelli, Ammanford, central Carmarthen, south Ceredigion (including Lampeter and Cardigan) and low participation areas in Pembrokeshire (including Pembroke Dock and Milford Haven). Increases in Welsh students from widening access backgrounds, as outlined in section 3, have been achieved through the joint efforts of faculties and the Marketing and Widening Access teams, who have maintained excellent links with schools and a range of communities and have undertaken targeted action to encourage under-represented groups to study at UWTSO. The aim for 2018/19 is to maintain recruitment of Welsh-domiciled students from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) at 21%.

The University is committed to supporting Care Leavers to achieve their potential through study. It attends the Welsh HEI Care Leavers' Network (CLASSCymru). It also contributes to the Guide to Highers Education produced by the South Wales Reaching Wider Widening Access Partnership, and is listed on the PROPEL website established by the Who cares? Trust. A 'BeThe#1' campaign, funded by Reaching Wider, was launched during National Care Leavers' Week in October 2016 to inspire looked after learners. The aim of the campaign was to encourage foster carers, key workers and teachers to help young people in care to raise their educational attainment and aspirations. Short films were made, focusing on the academic journey from four students and graduates, which were released during National Care Leavers' week and which will be further promoted through the CLASSCymru network of practitioners. Training sessions were also delivered to foster care networks across South West Wales from November 2016 onwards in collaboration with the South Wales Partnership. Increased partnership working has been taking place with FE partners and the implementation of a practical support package including a dedicated bursary for care-leavers continues. The recruitment of, and support for, care leavers has clearly been a

success for the University. The University aims to continue excellent levels of recruitment and support for this group of students in 2018/19.

There are three major opportunities in relation to recruitment from underrepresented groups:

- recruitment through the dual-sector model through seamless progression routes;
- recruitment as a result of expansion of the apprenticeship portfolio in areas of identified skills needs, particularly at higher and degree level;
- recruitment through CertHE programmes from under-represented groups.

A strategic approach has been taken to FE and HE progression through the dual-sector model, with a set of principles agreed to ensure seamless progression routes and enhance progression, for example, in the design and validation of new courses where entire progression routes are sought. We have identified a number of areas in response to identified skills gaps where we will develop progression routes, for example in health and social care. Progression levels are closely monitored with a baseline and targets set. A range of initiatives have been developed to encourage students to progress from further to higher education, for example:

- Identification of new HE opportunities in particular apprenticeships, short courses and certificates to encourage progression. e.g. co-developed apprenticeship unit in WIWBL
- Implementing the STEM Cert HE to provide an additional entry path to programmes of study
- Organising HE progression fairs
- Developing integrated teaching models
- Developing joint-honours programmes
- Strengthening the roles of the Partnership Team Leaders who work with Group members to encourage more students to complete degree programmes at UWTSO
- Offering GCSE Maths and English programmes to strengthen PGCE recruitment
- Developing subject specific virtual open days

Student feedback from franchise partner colleges, in relation to this Fee and Access Plan, has shown the need to continue to develop flexible learning opportunities, particularly in relation to the mode of delivery of top up degrees, to ensure that a seamless progression route is offered and enable students to progress to a full degree. Our targets in relation to progression from FE to HE reflect our commitment in this area.

In line with Welsh government policy on apprenticeships ('Aligning the apprenticeship model to the needs to the Welsh economy'), and its commitment set out in 'Taking Wales Forward', UWTSO, with its strong focus on professionally-focused programmes of study, is reviewing and planning to expand its apprenticeships portfolio in key sectors, particularly at higher and degree level and through the

medium of Welsh, to address recognised skills shortages and improve access, equality and equity of opportunity. A UWTSD Group central apprenticeship unit has been set up, building on the extensive work already undertaken in Coleg Sir Gâr in relation to apprenticeships and skills, in order to further this agenda and work closely with industry. In 2018/19 we aim to increase the number of students studying on Higher Level Apprenticeships from 82 to 100.

The University's strategy involves the development of learning centres at key strategic locations outside Wales in an attempt to widen access for under-represented groups, with progression opportunities for students, who successfully complete the CertHE Skills in the Workplace, to the University's campuses.

In summary, within this area UWTSD has the following priorities:

1. In the current challenging recruitment climate, to at least maintain the current excellent widening access and participation levels;
2. To increase the number of students progressing from FE to HE through its seamless progression routes and further enhance such routes to 940 in 2018/19;
3. To expand the higher degree level apprenticeship offer within the UWTSD Group, increasing the number of students from 82 to 100 in 2018/19;
4. To continue to expand the number of flexible study offers and ensure that the model of delivery for progression routes is seamless in order to reach part-time study targets.
5. To increase CertHE Skills in the Workplace students studying at UWTSD learning centres.

6. Key theme two: retention and attainment

Objectives:

To increase the retention and attainment of all students and particularly those of widening participation backgrounds and protected characteristic students.

Reaching retention and attainment targets is a key priority for the institution. Significant activity was undertaken in 2016-2017 to enhance performance in this area. In July 2016, a new retention strategy was approved. At the same time a University-wide enhancement theme of 'retention and attainment' was approved for 2016-2018. A systematic approach has been taken to enhancement and 34 enhancement projects have been in place during 2016-2017, with further projects planned as outlined below. Project leads have met a number of times to share progress and enable dissemination and roll out across the institution from 2018-2019. Projects cover inclusive teaching (see section 9), the use of formative assessment to aid retention and attainment, learning analytics, retention and mature part-time students, non-traditional HE students and social mobility, and the impact of immersive block teaching methods. Projects are intentionally focused on providing support and inclusive learning for students from under-represented groups, with the aim to increase their retention and attainment in particular.

The Peer Assisted Study Session (PASS) programme was introduced as a pilot in 2015-16 and extended across all campuses in 2016-2017 to strengthen students' sense of being part of a learning community, enhance their overall learning experiences, and have a positive impact on the retention, progression and attainment of both the student leaders and student participants. A number of PASS projects are currently measuring the impact of PASS on student attainment and progression at different levels and from different disciplines as part of the overall enhancement theme. In 2018/19 the University will continue to expand the provision of the PASS programme. It will be an important tool to build a strong student community and teaching and learning environment on the new SA1 campus.

As part of the second phase of the enhancement theme, during 2017-2018, it is anticipated that the Student Services Department will have developed a project in relation to general study skills, with a particular focus on supporting induction to HE and transitions within HE for students entering with low tariff points, first-generation university students, and students from low socio economic and widening access backgrounds. Analysis has shown that, whilst students with certain protected characteristics have comprehensive study support packages in place through DSA funding, other groups of students, particularly students from low-participation groups, are struggling and in need of additional support in relation to their general study skills at a level that current general study skills provision cannot provide. The project will be a pilot in one academic area during the 2017-2018 academic year. Impact will be measured on retention, progression and attainment, with implementation during 2018-2019.

Similarly, during 2017-2018, the Students' Union will undertake a Club and Society retention project which directly links to the Breaking

Down Barriers to Student Opportunity and Youth Social Action report. Currently, the Students' Union supports around 100 student-led clubs and societies. The project aims to understand the impact of student participation in those activities on student retention and their importance in terms of supporting students from widening access and equality and diversity groups. It also focuses on identifying barriers to involvement and to create an action plan for improvement. Unlike a number of sector studies which are particularly focused on participation in sport-related clubs, society and activities, this project will focus on participation within all its clubs and societies. This study will lead to a series of recommendations for implementation in the 2018-2019 academic year.

Induction was fully reviewed for the start of 2016-2017, with consistent programmes introduced across all campuses to enhance students' induction to Higher Education. The 13% increase in satisfaction for induction within the 2015 Student Barometer results clearly shows the success of this review. Analysis of projected outcome data shows that, in addition to strong induction programmes to Higher Education, there is also a need for support for the transition between different levels of study and between awards as part of progression routes. As well as further enhancing level four induction programmes, particularly in relation to innovative extended induction programmes, there will be an equal focus on enhancing transitions throughout the 2017-2018 academic year, this mean that in 2018/19 there will be enhanced induction processes in place for all levels.

All exit processes were fully reviewed in 2016-2017 to gain more meaningful data as to why students withdraw and what barriers there are to successful completion of a programme. Learning gain measures and methodology have been agreed and there will be a particular focus on gathering information from students from disadvantaged backgrounds and those entering with low tariff points. In 2017/18 the data will be available to inform targeted intervention strategies. Therefore, in 2018/19 we will have processes in place to enable us to meet our retention targets.

Finally, changes have also been made to the learning infrastructure to take away barriers to success for particular group of learners. Catering hours have been enhanced for part-time and flexi-learners. Information Technology and Systems have developed a Virtualisation Strategy to allow for better access to IT resources for all learners and specifically part-time and flexi-learners as well as students from deprived backgrounds. Within the library, the purchasing of electronic resourcing has been prioritised to allow for access from all and remove barriers. To maximise digital learning the University has taken part in a JISC digital experience pilot in 2016-2017 to learn more about students' experiences. Work is being undertaken to develop an inclusive physical learning infrastructure at the new SA1 campus, which includes a comprehensive staff development package in relation to new teaching and learning pedagogies. In 2018/19, when teaching at the SA1 campus will commence, as a result of the strategic focus, an enhanced teaching and learning experience will be in place across the University.

In summary, within this area UWTSD has the following priorities:

1. To achieve non-continuation and projected outcome benchmarks;
2. To introduce a learning analytics framework in 2018-2019;
3. To enhance generic study skills provision as specified;
4. To support the Students' Union's club and society retention project;
5. To develop new transition supporting induction programmes;
6. To roll out good practice of at least 6 projects across the institution as a result of the enhancement theme projects;
7. To meet the targets set in the IT Virtualisation Strategy.

7. Key theme three:

Welsh-medium and bilingual provision

Objectives:

To achieve our specific targets for Welsh-medium provision through expansion of the number of programmes offered bilingually and the numbers of learners studying through the medium of Welsh;

The Strategic Plan sets out the University's commitment to Wales, both in terms of its close relationships with employers and communities, and in terms of its role as a major provider of bilingual and Welsh-medium higher education. Promotion of the Welsh language is a continuing process, and a new Welsh-medium and Bilingual Education Strategy was approved by Senate in November 2016. Currently 19 programmes are delivered entirely in Welsh and a further 31 programmes include at least 40 credits delivered through Welsh. The Students' Union has two part-time Welsh Language Officers to support the growth and development of Welsh speaking communities within the University. The University is also active in contributing to the development of Welsh-medium educational resources and has its own publication house, Canolfan Peniarth. The headquarters of Y Coleg Cymraeg Cenedlaethol is located in Carmarthen at the University's Cultural Enterprise Centre and the University has benefitted from its support, for example; 67 of the University's students won scholarships from the Coleg Cymraeg in 2016/17, a record for us as a University. We have 19 courses with 120 credits available through the medium of Welsh, 2 courses with 80 credits available through the medium of Welsh and 29 courses with 40 credits available through the medium of Welsh. In addition, 85 students sat the National Language Skills Certificate exam in 2016/17. Our students are Coleg Cymraeg scholarship and award winners including the William Salisbury Scholarship, one of which is available across Wales each year worth £5,000, and the Gwobr Merêd by the Coleg Cymraeg, which recognises the contribution of a student who is a member of the Welsh University life and culture and within the wider university.

Y Ganolfan Dysgu Cymraeg Genedlaethol - National Centre for Learning Welsh, was established in August 2016 and is responsible for providing strategic leadership to the Welsh for Adults sector. The Centre receives funding from Welsh Government and is responsible for providing funding for 11 'providers' that offer Welsh for Adults courses in the community on its behalf. The National Centre for Learning Welsh aims to ensure that learners of all backgrounds receive a welcome, support and encouragement on their language learning journey.

The National Centre monitors equality and diversity amongst its learners in order to ensure that learning Welsh is available to all. Its new Work Welsh programme seeks to encourage workplaces to increase the skills of their workforce providing wider employment opportunities. The Work Welsh programme is also available to people seeking employment, and again will encourage Welsh language skills as a means of increasing employability. The Centre will plan its activities strategically to ensure that learners from all backgrounds have the opportunity to learn Welsh. It will specifically encourage people into study environments who might not previously have had the chance, opportunity, or aspiration to study, e.g. people with caring responsibilities, 'hard to reach' learners, carers, people who did not perform particularly well in school.

The Centre's priority is to secure accessible provision of consistent quality in all parts of Wales, with a range of opportunities during the day, evening, and weekend. Emphasis will be given to courses which offer an extended opportunity to use Welsh, including residential courses. In order to establish and maintain quality assurance structures, the Centre is developing a National Quality Framework to harmonise the service and recognise excellence. Estyn will be a key partner in developing the Quality Framework in order to ensure consistent requirements and thematic work has already been conducted by Estyn which is expected to be published in July 2017. The Centre has two representatives on the Consultative Group set up by Estyn and a draft of the inspection timetable has been offered with Estyn inspecting two providers per year and the Centre in the third year. Each provider will be required to present a Quality report based on the National Quality Framework to the Centre annually, with updates presented on a termly basis.

In addition, the headquarters of the Welsh-medium television channel, S4C, are relocating to Carmarthen by 2018 and the University has a community-focused Welsh language centre, Yr Atom, in the centre of Carmarthen, funded by a Welsh Government grant.

The University supports its considerable cohort of Welsh-medium students through assessing at the start and throughout their studies their language skills and needs to ensure that all Welsh-medium students fulfil their potential. For example, the 'Yr Iaith ar Daith' module is an integrated part of the BA Primary QTS programme and runs throughout all years of study. Analysis of retention data show that this approach works; non-continuation rates for Welsh-medium students are lower than those who do not study through the medium of Welsh and Welsh-medium students achieve good honours degree classification levels in line with the University average.

For the availability of Welsh language modules for students to enhance their employability in a bilingual Wales, see section 12.

In summary, within this area, UWTSO has the following priority:

1. To maintain the UWTSO's profile as the leading institution in Wales for Welsh-medium and bilingual education.

8. Key theme four: student voice and engagement

Objectives:

To work in partnership with our learners to encourage full engagement with their programmes of study and their full participation in our decision-making processes, particularly of hard to reach learners.

Since 2015, significant progress has been made in relation to the development of a comprehensive student engagement framework. A new Student Experience Department was set up and, working in close partnership with the Students' Union, a range of initiatives has been developed to benefit all students. The student representative system has been significantly strengthened: a student representative focused position has been made within the Students' Union, 405 student representatives were elected for the 2016-2017 academic year, an increase on the previous year and exceeding the target of 400. 50 training events were held in 2016-2017 across all campuses. Feedback systems have also been enhanced through, for example, the introduction of feedback fortnights with more feedback gathered than ever before through direct engagement with students and pop up events at different campus locations. During the feedback fortnight in March 2017, 1,000 individual pieces of feedback were gathered from students. A consistent framework has been developed to ensure that students are informed about the actions taken by the University in response to their feedback.

Response rates for all external surveys have improved; the 2016 and 2017 NSS response rates have been well over sector average. In addition, student communication has been enhanced through the development of a new student communication policy, adaptation of the student portal as a result of student feedback, and the introduction of a monthly bulletin. A Student Guide to Complaints, Appeals, and Review of Outcomes was produced during 2016-2017, with further guides such as the 'Staff Guide of Good practice for student engagement at validation and other events' and Student Guide to Feedback and Assessment to be produced during 2017-2018. External benchmarking of engagement levels has been enhanced through participation in the UK Engagement Survey (UKES) and NSS survey results for 2016 saw an increase for every single section and question within the survey, with the overall satisfaction rate reaching the HEFCW benchmark of 84%. The Students' Union produced its first Academic Quality Report (AQR) on 'additional cost of study' (see section 4) in July 2016 and an AQR on 'organisation and management' is expected during the summer of 2017. As discussed in section 6, all retention projects have been required to build student engagement into their project plan. Student engagement was embedded within all curriculum development, validation and review processes in June 2016, with a subsequent audit to measure the impact of the changes introduced in June 2017. A new Student Engagement Sub-Committee was set up for the 2016-2017 academic year and as outlined in section 2 a range of changes were made to Fee and Access planning purposes to enhance student engagement.

Following this initial phase (2015/16 and 2016/17) that has been focused on setting in place strong overall foundations to ensure quality engagement with all students, during the next phase (2017/18 and 2018/19) the focus will shift to students with protected

characteristics (section 9), widening access students (section 6), students within structural and franchise partnerships (section 2) and 'hard to reach' students.

In relation to the latter group, the Students' Union will conduct a project on strengthening the student voice of 'hard to reach' students: e.g. part-time students, distance learners, and flexi learners. This project follows on from the work already done this year to reach students in relation to individual programmes and in relation to specific cohorts. This project, however, is designed to systematically improve student engagement with 'hard to reach' students across the institution, setting up a framework, disseminating best practice, and establishing a base-line of activity across all disciplines. It is expected that this project will run during 2017-2018, with results rolled out during 2018-2019.

In summary, within this area, UWTSD has the following priorities:

1. To further develop student voice engagement in structural and franchise partners (e.g. in relation to Fee and Access Plan development) (see section 2);
2. To develop a project on student voice and hard to reach students so as to ensure that student engagement with such groups is systematically improved across the UWTSD group.

9. Key theme five: equality and diversity

Objectives:

To provide all our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential;

A new UWTSO Strategic Equality Plan (SEP) was developed with the support of specialist Equality and Diversity consultants and approved in 2016. Following the approval, a series of staff and student roadshows were held to raise awareness of the new strategic plan and ensure strong engagement with the Equality and Diversity agenda. In liaison with the Students' Union, a Student Code of Conduct was developed as well as a new harassment and bullying policy in December 2016.

As a direct result of student feedback made during the roadshows, the University will set up a number of student Equality Networks during the 2017-2018 academic year. In 2018/19, we will create four University-wide community networks based around protected characteristics to facilitate discussion about inclusivity, identification of barriers and development of shared culture; with the aim to recognise and celebrate diversity and facilitate a supportive and welcoming environment. The aim of each network will be to improve student retention and attainment and facilitate a discussion about inclusivity, identify barriers and good practice and develop a shared culture around these themes.

The new overarching equality and diversity framework set up will assist to build on existing good practice across the UWTSO group, benchmark current performance and introduce sector best practice, and through research projects and its evidence base better understand the needs of students with particular protected characteristics. In relation to the latter, the University's BME undergraduate population is expected to rise significantly as a result of the CertHE initiative. We will build on good practice delivered through our London provision to ensure that we understand and respond to the particular needs of these groups to ensure an excellent student experience.

Sector benchmarking has led to the University planning to work towards Stonewall accreditation during the 2018-2019 academic year. Awareness-raising equalities campaigns will be run throughout the UWTSO Group, commencing in 2017-2018 and based on Coleg Sir Gâr's successful staff/student 'respect is.' campaign. Additionally, from 2017-2018 onwards all induction programmes throughout the UWTSO Group will be reviewed to contain a consistent equality and diversity element. Good practice from academic departments will be considered in this respect. For example, within the Faculty of Education and Communities, all Teacher Training students take part in a 'show racism the red card project' and a similar project is run within Coleg Sir Gâr in relation to racism within sports with their sports teams. By 2018/19 we will have disseminated good practice across the Group to ensure consistently high standards this area.

Support for students with disabilities is highlighted in section 10. In response to changes to DSA funding and as part of the retention and attainment enhancement theme (see section 6) an inclusive teaching project has been set up by the University's Learning Support

Coordinators with the aim to create an inclusive learning environment within the institution. The aim of this project is to audit current practice and, based on sector-wide best practice, develop guidelines, on-line resources, and on-line information sheets in relation to specific learning difficulties and disability. These resources and associated training programmes will be rolled out during 2018-2019.

Following a pilot in 2015-2016, a successful SoCom initiative is now in place across the University to support students with social and communication difficulties. Weekly sessions are run during term time on each of the main campuses, staffed by qualified specialist learning support staff. This project aims to enhance integration, increase retention and attainment levels, and enhance employability prospects. In addition to a series of social activities, workshops are offered during the academic year covering a wide variety of themes including social norms of communication, healthy behaviour, self-esteem, team work, exam stress, coping with change etc. Evaluation of the programme revealed that this is an initiative very much appreciated by the students involved and undoubtedly helps with retention and building confidence. In 2018/19, the University will continue this initiative and assess the potential for expansion to students with other disabilities.

Fair access to professions is part of an important part of the agenda in a number of faculties. Successful Girls in IT and Girls in STEM projects run within the Faculty of Architecture, Computing and Engineering. The Girls into IT project, for example, is aimed at Secondary school girls across Wales. The main aim of this project is to promote ICT education to young girls in year 8-11. Since May 2016 Applied Computing have hosted 15 schools with more than 450 pupils participating on their visit/taster days. Feedback shows that many girls have better understanding of the field now and would choose ICT for their future education. Participating schools have been encouraged to join the Cisco Networking academy. A similar project to attract male students to Early Years studies is run in the Faculty of Education and Communities. In 2018/19 we aim to expand the number of diversity-focused projects across more disciplines following comprehensive data analysis.

In summary, within this area, UWTSO has the following priorities:

1. To continue to raise awareness of equality and diversity through an Equalities campaign and the consistent embedding of equality and diversity in induction programmes during 2017-2018;
2. To strengthen data monitoring through the development of a harmonised and effective E&D data system across the UWTSO Group to improve data collection, analysis and use;
3. To achieve Stonewall accreditation by the end of the 2018-2019 academic year;
4. To set up 2 student Equality networks during 2017-2018, increasing to 4 by 2018-2019;
5. To further the inclusive teaching agenda through the development of a number of inclusive teaching focused resources by the start of 2018-2019 and a staff development workshop programme to accompany the resources during the 2018-2019.

10. Key theme six: academic support

Objectives:

1. To contribute to the creation of a more equal Wales through the promotion of participation by under-represented groups, by providing accessible learning opportunities and by removing barriers to participation, ensuring that those who choose to study with us are provided with excellent support throughout their period of study;
2. To provide all our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential.

Support for individual students is a strength of the University. In the 2016 National Student Survey (NSS) results the overall academic support score was 2% above sector average. Results for the 2016 Student Barometer were similarly positive with overall support (91.4%), personal tutors (97.1%), counselling services (95.5%), student services (95.4%) and disability support (92.7%) all scoring well above sector average, with first places for personal tutors, counselling support and overall support. In the 2017 Times Higher Student Experience Survey the question 'a good personal relationship with teaching staff' was placed 4th in the UK, 'helpful interested staff' 13th in the UK, with good support and welfare coming 60th in the UK. In the WhatUni survey again scores for student support were excellent, with a 13th place in the UK. The focus of the University in 2018/19 will be to maintain the excellent student satisfaction rates and prepare for the opening of the new SA1 campus to ensure a smooth transition for existing students and continued high quality support for new students.

A key activity undertaken by the Student Services Department is the provision of specialist learning support to over 900 students (see also section 3). Both individualised support is available as well as support on a group basis for students with particular disabilities. To further enhance the support for this cohort, a major restructure of the Learning Support unit took place during Summer 2016 with the creation of new Learning Support Coordinator roles at each main campus, along with a significant number of permanent, fractional non-medical helper roles, which reduced significantly the dependence on hourly paid contracts. 49 staff were appointed to permanent 0.5 FTE positions as Specialist Support Lecturers, Specialist Support Lecturers (Assistive Technology), Specialist Mentors, Study Assistants and Practical Support Assistants. The impact of these structural changes on the enhancement of the inclusive learning environment will be evaluated and monitored following the end of the 2016-2017 academic year. The framework set up is of critical importance to support students with specific needs in the learning and teaching environment. Planning for 2018/19 has commenced to ensure excellent support for new students and those migrating to the new SA1 campus. For the proposed expansion of generic study skill support see section 6; for work done by the learning support unit in relation to proposed changes to the DSA for new English-domiciled students from April 2016 see section 10.

Excellent support is also in place for care-leavers. The University had the Buttle UK Quality Mark until this mark was retired in January 2016 and is a member of CLASS Cymru and the Welsh HEI Care Leavers Network. It has contributed to the Guide to Higher Education for Care Leavers as part of the South West Wales Reaching Wider Widening Access Partnership. Internal data shows that excellent results have been achieved for this group of students with retention rates above the University's average. For information on the BeThe#1' campaign see section 5.

For students experiencing mental health difficulties, counselling support services have been enhanced and extended during 2015-2016 in both London and Swansea. Joint training events have been organised with counsellors at Coleg Sir Gâr and Coleg Ceredigion. Internal figures for 2015-2016 show that there has been increased usage of the service, with 528 clients using the services and a total of 1581 sessions provided. Although students under 21 are more likely to access the service (43%) this is not very much out of line with the overall student demographic and no significant change with previous years. Figures for 2015-2016 show an increase of female students attending counselling services (+7%). Male students are traditionally an underrepresented group in counselling. Figures are, however, not out of line with figures reported by many University Counselling Service and a campaign is planned for 2017-2018 to encourage more male students to access counselling and mental health services. In 2018/19 we will continue to build upon existing activity in this area and continue to closely monitor and respond to demand.

For generic study skills provision and the PASS scheme, see section 6. For support for students with protected characteristics, see also section 10.

In summary, within this area, UWTSU has the following priorities:

1. Following a period of restructuring and expansion to strengthen the overall student support framework the focus will now shift to measuring the impact of the changes made (particularly in relation to learning support services) in order to continue to provide and further enhance an excellent support service for students.
2. Continued improvement within the NSS and other satisfaction surveys as per benchmarks and targets set.

11. Key theme seven: employability

Objectives:

To increase the employability of our graduates and particularly their access to highly skilled employment

Together with retention and attainment, employability is a key priority for UWTSO. The aim here is to enhance the employability of all its graduates and to ensure that students from underrepresented groups are not disadvantaged. With the exception of the introduction of the new GO Wales programme, the efforts are focused on systematically lifting the performance of the entire institution rather than particular groups. It is expected that during the second phase, in 2017-2018, additional targeted action will be taken in relation to specific cohorts. This mirrors the approach taken in relation to the student engagement (see section 10). An overarching skills and employability strategy will be developed prior to the start of the 2017/18 academic year, to refocus the work undertaken across the University in relation to employability, careers, enterprise and skills, with a high level skills appointment to be made.

The University has already undertaken a range of actions to improve its employment metrics and in particular its graduate prospects data. A Senior DLHE officer was appointed in December 2015. The University's DLHE campaign was fully reviewed during 2015-2016 and in Autumn 2016 a DLHE campaign group was set up with representation from all faculties. Systematic and extensive data analysis was undertaken during Summer and Autumn 2016 to identify those cohorts and programmes which may be underperforming in relation to employability, understand the issues and reasons for underperformance and allow for targeted and focused action in areas requiring development.

Sector benchmarking of performance per subject cluster has been completed, including longitudinal analysis of performance. As a result, detailed data is now available relating to performance at subject and, most importantly, at programme level which is already leading to both short- and medium-term action (for example, the further embedding of workplace and employer engagement opportunities within programmes of study). The DLHE 2015/16 results already show, for both employment and employability measures, a marked improvement and the University intends to build on performance in this area. See section 3.

In preparation for the new Graduate Outcomes Survey (2018/19) the University has already taken a number of steps, such as implementation of a structured framework for alumni networks focused on employability, to include CPD opportunities and online graduate professional networks. We will maintain contact with our graduates, signposting information and access to careers in specific disciplines.

In addition to the data-focused work, a number of central initiatives in addition to the curriculum have been developed to ensure that all students are prepared well for employment. A major new venture for the University has been the introduction of the Life Design programme, led by the Student Experience Department, to all level 4 students in 2015/16, following small scale pilots the previous

year. Over 700 level 4 students took part in the programme during 2015-2016, with the same number reached in 2016-2017. This innovative programme has been introduced to focus on both the personal and professional development of students and to enhance students' overall attainment, progression and employability. The programme has been extended through training to Coleg Sir Gâr staff during 2016-2017, with the aim of the first Coleg Sir Gâr cohorts starting on the programme in 2017-2018. Although it is too early to measure the programme's impact on student employability, the effectiveness of the programme on the students' overall learning experience has been evaluated. This impact evaluation, which has been reported to national HEA conferences, has shown that 90.5% students have found the workshops helpful or very helpful. Many reported in feedback questionnaires that the programme helped to give them an opportunity to reflect on their goals and as a result define these with more clarity and confidence which is crucial for focused career planning. An online platform has been created to bring together volunteering, employment, internship and work experience opportunities from across the institution, with the aim that all students develop a comprehensive portfolio of activities in addition to their course. In 2018/19 the Life Design approach will be expanded to all levels so that a holistic employability programme is in place for all learners throughout their studies.

In 2018/19, targeted interventions at programme level will include a series of Employability Bootcamps (already trialled on one of UWTSO's campuses in 2016/17 and building on UWTSO's previous experience with the GO Wales Graduate Academy Scheme). These will include techniques to increase student confidence, the creation of professional image, enhancing student knowledge of external networking e.g. use of LinkedIn, CV workshops and networking events.

There will be also be more effective targeting of UWTSO's internship funding (£150k) to ensure positive employability outcomes; and promotion (by UWTSO's Careers Service) to all students (particularly final year students) of a range of online resources including the GoinGlobal research tool for finding employment opportunities at home and abroad.

Enhancing the employment opportunities for students in a bilingual Wales is priority for the University. Using the expertise of its Canolfan Peniarth staff and in partnership with the Coleg Cymraeg Cenedlaethol, the University offers support and tuition to students to sit the Welsh Language Skills Certificate (Tystysgrif Sgiliau Iaith). In 2016-2017, 100 students from across the University were enrolled. Two 5-credit modules are also offered as additional provision, one to improve the Welsh language skills of Welsh speakers in the workplace, and the other to enable complete beginners of Welsh to learn about bilingualism in the workplace and basic phrases. A range of programmes, such as the BA Education Studies, embed a module on bilingualism within the programme of study.

Finally, as part of the University's strong commitment to sustainability, an additional certificate will be offered by its INSPIRE institute from the 2017-2018 academic year, called 'the wellbeing of future generations'

which is based on the Wales' Sustainable Development Act – the Wellbeing of Future Generations (Wales) Act (WFGA). The Certificate will be open to all students, and academic staff will be encouraged to use the course as a resource to be included in their students' studies. In 2018/19 we will review the Certificate and enhance it as appropriate.

The creation of additional employment opportunities goes hand in hand with the UWTSO Group's focus on professionally focused and vocational learning. A strong emphasis is placed on employability, work placements, and employer engagement within all its programmes. Across all disciplines there is a focus on the acquisition of transferable skills through varied and innovative assessments; many include life projects with industry. A number of strategic professor of practice appointments has been made to enhance our students' access to examples of the practical application of knowledge and research.

The number of Professional, Statutory and Regulatory Bodies (PSRBs) with which the University works has increased since 2014/15, with new accrediting bodies particularly added in relation to programmes offered by the Faculty of Architecture, Computing and Engineering and in relation to the Public Services portfolio offered by the Faculty of Business and Management. In other programmes, e.g. Coleg Sir Gâr's Foundation Degree in Care and Support, professional standards have been mapped into the degree. In 2018/19 we will aim to increase the number of PSRBs with which we engage.

All academic units have systematically reviewed their portfolios and a significant number of new professional programmes of study have been developed in close liaison with employers to address recognised skills gaps, for example in health and social care, building, and digital technologies. Within Education, the University is at the forefront of educational review and the design of a new teacher training curriculum. An innovative pilot is currently conducted within the Faculty of Architecture, Computing and Engineering where full-time students are taught next to part-time students who are currently in employment and being upskilled. The aim of this pilot is to ensure that the full-time students gain valuable networking opportunities as well as a deeper understanding of the sector in advance of graduation and thus to enhance their employability skills. The effect of this thorough and ongoing curriculum review and development on the employability of graduates will be monitored and responded by the University over the coming years. By 2018/19 all faculties will be expected to have implemented employer-engagement and employability-focused strategic activities.

The University also works in close and strategic partnership with other organisations to create opportunities for its graduates and enhance the economic development of the region through continued development of our links with industry, with other educational providers and with national institutions in Wales and beyond. Active and full engagement with the Swansea Bay City Deal, with public bodies, local authorities and Public Services Boards is a key priority for the University. Since 2015/16, the University has been appointing Professor of Practice, which recognise individuals for having attained academic and/or professional distinction in disciplines which are aligned with the strategic intentions of the university. The Professors have delivered lectures and provided valuable support to encourage employability-focused initiatives, such as fledgling start-ups. By 2018/19 we expect to have professional links to all major curriculum areas.

In the light of the number of students in receipt of the DSA, the launch of the new 3-year EU/HEFCW funded GO Wales programme 'Achieve through Work Experience' in April 2016 was welcomed by the University. The aim of the project is to reduce the number of students who are at risk of NEET (Not in Employment, Education or Training) on leaving university. The programme works with full-time undergraduate students studying at Welsh HEIs aged 18 to 24 years who meet the specified criteria which include, for example, students with a disability and students from low participation backgrounds. The UWTSO programme aims to work with 192 students, organise work experience for 160 students and reduce the incident of NEET among 128 students over the three year of the programme. The effectiveness and impact of the programme will be monitored from this academic year.

In summary, within this area, UWTSO has the following priorities:

1. An improvement in our performance in the Destination of Leavers in Higher Education (DLHE) and other measures of graduate employment as per targets, milestones, and benchmarks set.
2. An increase in the number of programmes of study developed in collaboration employers or in response to employer demand from 32 to 40.
3. An increase in the number of apprenticeships, including higher level apprenticeships, offered through the UWTSO Group.

12. Provision of information to students and potential students on fees and financial assistance

Objectives:

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 Competitions and Markets Authority (CMA) issues guidance about acting in accordance with legislation as well as monitoring and investigating compliance.

UWTSD 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 includes information on:

- 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 and signpost 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 as 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:

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

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

The annual tuition fees for new undergraduate full-time Home/EU students, commencing their programmes of study in 2018/19 are:

Certificate of Higher Education (CertHE) (non-STEM)	£9000
HND (Higher National Diploma)	
Foundation Degree	
Undergraduate Degree (BA, BEd, BSc)	
Integrated Masters	
PGCE (QTS)	
Certificate in Higher Education (CertHE) (STEM ²)	£7000
Sandwich Year (in industry) penultimate year of BEng or third year of MEng	£1, 800

Taking account of the all of these fees, average fees per full-time undergraduate will be:

Full-time undergraduates	£8965
Full-time PGCE (QTS) students	£9000

² Science, Technology, Engineering and Mathematics

Authorisation of the 2018/19 fee and access plan application for submission to HEFCW

In authorising fee and access plan applications to be submitted to HEFCW, governing bodies:

i. confirm that the information provided in this 2018/19 fee and access plan application is accurate at the time of writing, and is based on verifiable data.

ii. confirm that:

a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;

iii. understand that HEFCW reserves the right to undertake a visit to applicants to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, applicants.

iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.

v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the applicants, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.

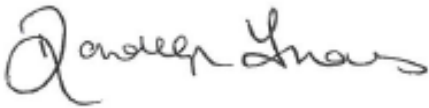
vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.

vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.

viii. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.

ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.

x. understand that any financial commitments to students made in the original 2017/18 fee and access plan, as approved by HEFCW, must be honoured.

2018/19 fee and access plan submission to HEFCW	
Date of Governing Body approval:	31 July 2017
Governing body authorised signature:	
Date:	2 August 2017

Institutional fee and access plan 2018/19

Table A: Fee levels and fee income and investment, 2018/19

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 post-2012/13 fee regime in 2018/19, 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 B** 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	8,965
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in pla	8,967

d) What post-2012/13 fee regime income do you expect to receive in 2018/19? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	53,995,000
Full-time PGCE (QTS)	3,852,000
Total	57,847,000

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 2017/18 plans the proportion of total income invested in 2018/19 must be at least the proportion invested in 2017/18. For those applicants, HEFCW has provided below the 2017/18 amount and percentage of total income.

	2018/19		2017/18	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	7,809,346	13.5%	10,086,414	18.7%
Promotion of higher education	5,206,231	9.0%	2,016,556	3.7%
Total	13,015,577	22.5%	12,102,970	22.5%

Table B 2018/19 fee and access plan income forecast expenditure

a) Equality of opportunity		2018/19	2017/18		
Categories of expenditure to support individuals under represented in HE to:		£	£		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;		650,779	0		
2. attract and retain students and potential students from under-represented groups;		3,253,894	9,078,136		
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;			0		
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;		650,779	0		
5. improve the higher education experience for groups under-represented in higher education;		1,952,336	1,008,278		
6. provide to under-represented groups effective information, before and during their studies;		0	0		
7. provide high quality academic and welfare support to groups under-represented in higher education; and		0	0		
8. support the progress to employment or further study of groups under-represented in higher education.		1,301,558	0		
9. Other, for example fee and access plan evaluation					
Total		7,809,346	10,086,414		
Percentage of forecast expenditure to be spent on Equality of Opportunity		60.0%	83.3%		
b) Promotion of HE		2018/19	2017/18		
Categories of expenditure to :		£	£		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;			0		
2. improve the quality of learning and teaching, with reference to the quality of the student experience;		2,603,115	1,008,278		
3. strengthen the employability of Welsh graduates;		1,301,558	1,008,278		
4. promote Welsh higher education more effectively internationally;			0		
5. deliver sustainable higher education; and			0		
6. raise awareness of the value of higher education to potential students.		1,301,558	0		
7. Other, for example fee and access plan evaluation.			0		
Total		5,206,231	2,016,556		
Percentage of forecast expenditure to be spent on Promotion of HE		40.0%	16.7%		
c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)		2018/19	2017/18		
		£	£		
		13,015,577	12,102,970		
d) Student financial support (already included in a) and b) above)		2018/19		2017/18	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported	
Fee waivers	0	0	0	0	
Bursaries	906,000	1,660	906,000	1,660	
Scholarships	374,000	840	374,000	840	
Hardship funds	220,000	460	220,000	440	
Provision of financial management advice and skills	680,000	2,000	500,000	300	
Other financial support	750,000	2,000	750,000	2,000	
Total	2,930,000	6,960	2,750,000	5,240	
Percentage of forecast expenditure to be spent on student financial support		22.5%	22.7%		

Institutional fee and access plan 2018/19
Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2018/19

Institution name: University of Wales Trinity Saint David

Institution UKPRN: 10007858

Summary data	FT UG	FT PGCE (QTS)
Total expected income	47,587,000	3852000
Total expected student no.s	5,311	428
Average fee	8,960	9000

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	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	7,000	Cert HE (STEM)	STEM	All Years	N	70	N		490,000
2	9,000	Cert HE	Certificate of Higher Education	All Years	N	570	N		5,130,000
3	9,000	HND	Higher National Diploma	All Years	N	250	N		2,250,000
4	9,000	Foundation Degree	Foundation Degree	All Years	N	35	N		315,000
5	9,000	Undergraduate Degree		All Years	N	4,103	N		36,927,000
6	9,000	PGCE	PGCE	All Years	Y	428	N		3,852,000
7	1,800	Sandwich Year (year in industry) penultimate year of undergraduate BEng or third year of MEng		2	N	10	N		18,000
8	9,000	Integrated Masters	Integrated Masters	All Years	N	273	N		2,457,000

Institutional fee and access plan 2018/19
Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime for partnership provision based in the UK, 2018/19

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	6,408,000	0
Total expected student no.s	712	0
Average fee	9,000	

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (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	Y	All	8	9000	72,000
2	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Animal Behaviour and Welfare	N	19/09/2011	Y	All	6	9000	54,000
3	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Art and Design: Multidisciplinary	N	19/09/2011	Y	All	15	9000	135,000
4	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Agriculture	N	19/09/2011	Y	All	10	9000	90,000
5	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Agriculture	N	19/09/2011	Y	All	6	9000	54,000
6	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Amaethyddiaeth	N	19/09/2011	Y	All	10	9000	90,000
7	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Amaethyddiaeth	N	20/09/2011	Y	All	6	9000	54,000
8	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(f) an HND	Applied Computing	N	19/09/2011	Y	All	20	9000	180,000
9	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Applied Computing	N	19/09/2011	Y	All	10	9000	90,000
10	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(e) an HND	Business Management	N	19/09/2011	Y	All	20	9000	180,000
11	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Business Management	N	19/09/2011	Y	All	10	9000	90,000
12	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Childhood Studies	N	19/09/2011	Y	All	20	9000	180,000
13	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Ceramics and Jewellery: 3D Maker	N	19/09/2011	Y	All	18	9000	162,000
14	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Counselling	N	19/09/2011	Y	All	26	9000	234,000
15	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Counselling	N	19/09/2011	Y	All	8	9000	72,000
16	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Digital Illustration	N	19/09/2011	Y	All	24	9000	216,000

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
17	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Fine Art (Painting, Drawing and Printmaking)	N	19/09/2011	Y	All	24	9000	216,000
18	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Fashion: Apparel Design and Construction	N	19/09/2011	Y	All	24	9000	216,000
19	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Graphic Communication	N	19/09/2011	Y	All	18	9000	162,000
20	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(e) an HND	Mechanical Engineering	N	19/09/2011	Y	All	6	9000	54,000
21	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Photography	N	19/09/2011	Y	All	24	9000	216,000
22	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Sculpture: Casting, Carving, Construction	N	19/09/2011	Y	All	24	9000	216,000
23	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Sports Coaching and Performance	N	19/09/2011	Y	All	12	9000	108,000
24	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Sports Coaching and Performance	N	19/09/2011	Y	All	4	9000	36,000
25	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Rugby Coaching and Performance	N	19/09/2011	Y	All	12	9000	108,000
26	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Rugby Coaching and Performance	N	19/09/2011	Y	All	4	9000	36,000
27	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Football Coaching and Performance	N	19/09/2011	Y	All	12	9000	108,000

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
28	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Football Coaching and Performance	N	19/09/2011	Y	All	4	9000	36,000
29	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Social Care Studies	N	19/09/2011	Y	All	32	9000	288,000
30	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Social Care Studies	N	19/09/2011	Y	All	12	9000	108,000
31	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Textiles: Knit, Weave & Mixed Media	N	19/09/2011	Y	All	24	9000	216,000
32	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Veterinary Nursing	N	19/09/2011	Y	All	32	9000	288,000
33	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Care and Support	N	07/09/2015	Y	All	4	9000	36,000
34	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Early Childhood	N	07/09/2015	Y	All	22	9000	198,000
35	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(f) an HNC	Electrical and Electronic Engineering	N	07/09/2015	Y	All	0	9000	0
36	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(e) an HND	HND Computing and Information Systems	N	07/09/2015	Y	All	6	9000	54,000
37	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(e) an HND	HND Electrical & Electronic Engineering	N	07/09/2015	Y	All	7	9000	63,000
38	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(e) an HND	HND Mechanical Engineering	N	07/09/2015	Y	All	10	9000	90,000
39	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Information Technology Management for	N	07/09/2015	Y	All	3	9000	27,000
40	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(f) an HNC	Mechanical Engineering	N	07/09/2015	Y	All	0	9000	0

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
41	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Sport Development and Management	N	07/09/2015	Y	All	42	9000	378,000
42	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(c) a foundation degree	Care Studies	N	15/10/2015	Y	All	15	9000	135,000
43	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	Care Studies	N	15/10/2015	Y	All	15	9000	135,000
44	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	Computing and Information Systems	N	15/10/2015	Y	All	7	9000	63,000
45	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(e) an HND	Hospitality Management and the Culinary Arts	N	15/10/2015	Y	All	5	9000	45,000
46	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	Hospitality Management and the Culinary Arts	N	15/10/2015	Y	All	3	9000	27,000
47	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(e) an HND	International Tourism and Events Management	N	15/10/2015	Y	All	5	9000	45,000
48	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	International Tourism and Events Management	N	15/10/2015	Y	All	5	9000	45,000
49	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(e) an HND	Business Management	N	19/09/2011	Y	All	11	9000	99,000
50	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(a) a first degree	Business Management	N	19/09/2011	Y	All	4	9000	36,000
51	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(e) an HND	Computing	N	19/09/2011	Y	All	15	9000	135,000
52	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(a) a first degree	Design Studies	N	19/09/2011	Y	All	21	9000	189,000
53	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(c) a foundation degree	Sports Coaching and Performance	N	19/09/2011	Y	All	15	9000	135,000
54	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(e) an HND	Mechanical Engineering	N	19/09/2011	Y	All	6	9000	54,000

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	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	Y	All	6	9000	54,000

Institutional fee and access plan 2018/19
Table G: Targets

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b) 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 Please provide numbers and/or percentages where appropriate		Target	
			Y / N	If Y please provide partner name(s)		No.	%	2018/19	
								No.	%
1	Deprived areas: to maintain the percentage of enrolled Welsh-domiciled students from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation	a2 attract and retain students and potential students from under-represented groups;	N		15/16	1,538	21.0%	1,378	21.0%
2	Promoting the Welsh language: To enrol a minimum of 3356 learners undertaking a minimum of 5 credits through the medium of Welsh.	a2 attract and retain students and potential students from under-represented groups;	N		15/16	3,356		3,375	
3	Promoting the Welsh language: To maintain enrolments levels, with a minimum of 895 learners undertaking a minimum of 40 credits through the medium of Welsh.	a2 attract and retain students and potential students from under-represented groups;	N		15/16	895		895	
4	Flexible Learning: To increase the number of students studying on a part-time basis.	a5 improve the higher education experience for groups under-represented in higher education;	N		15/16	3,193		3,300	
5	Student non-continuation: to decrease the percentage of full-time undergraduate students no longer in higher education following their year of entry	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		15/16	243	11.5%	303	11.2%
6	Student non-continuation: to decrease the percentage of part-time undergraduate students no longer in higher education two years after their year of entry	a5 improve the higher education experience for groups under-represented in higher education;	N		15/16	15	22.1%	18	20.0%
7	Student retention: to meet the projected outcomes benchmark	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		15/16		74.8%		77.0%
8	People with protected characteristics: to retain above benchmark proportion of full-time undergraduate students in receipt of DSA in 2018/19 (benchmark of 9.3% in 15/16)	a2 attract and retain students and potential students from under-represented groups;	N		15/16	755	15.6%	760	16.8%
9	Student satisfaction: To meet or exceed our benchmark score for overall satisfaction in the National Student Survey, with a target of 87% in 2018/19.	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		15/16		84.0%		87.0%
10	Graduate Outcomes survey: To have 96% of graduates in employment, studying, or both, fifteen months after graduation in 2017/18.	a8 support the progress to employment or further study of groups under-represented in higher education.	N		15/16	1,665	95.6%	1,670	96.0%
11	People with protected characteristics: To create four University-wide community networks based around protected characteristics to facilitate discussion about inclusivity, identification of barriers and development of shared culture.	a5 improve the higher education experience for groups under-represented in higher education;	N		16/17			4	
12	Graduate Outcomes survey: To have 69% of all graduates in managerial or professional occupations fifteen months after graduation	a8 support the progress to employment or further study of groups under-represented in higher education.	N		15/16	114	64.5%	124	69.0%
13	Progression: To increase the number of students progressing from FE to HE within the dual sector Group through seamless progression routes and further enhance such routes by 4%	b6 raise awareness of the value of higher education to potential students.	N		16/17	240		250	
14	Progression: To increase the number of students progressing from FE to HE, outside of the dual sector Group, through seamless progression routes and further enhance such routes by 2%	b6 raise awareness of the value of higher education to potential students.	N		16/17	922		940	
15	Employability: To increase the number of students studying on higher level apprenticeships within the dual sector Group	b3 strengthen the employability of Welsh graduates;	N		15/16	82		100	
16	Retention: To roll out good practice in at least 6 projects across the institution as a result of the enhancement theme projects	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		16/17	0		6	
17	To achieve Stonewall accreditation in 2018-2019	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		16/17				
18	Employability: An increase in the number of programmes with employer engagement	b3 strengthen the employability of Welsh graduates;	N		15/16	32		40	
19	Widening Access - To recruit 300 Cert HE Skills in the Workplace students through UWTSD learning centres	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		16/17	0		300	
20	To increase our percentage full-time undergraduate mature students	a2 attract and retain students and potential students from under-represented groups;	N		15/16	3,291	54.0%	3,381	56.2%