

University of
South Wales
Prifysgol
De Cymru

2020/21 Fee and Access Plan

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Contents

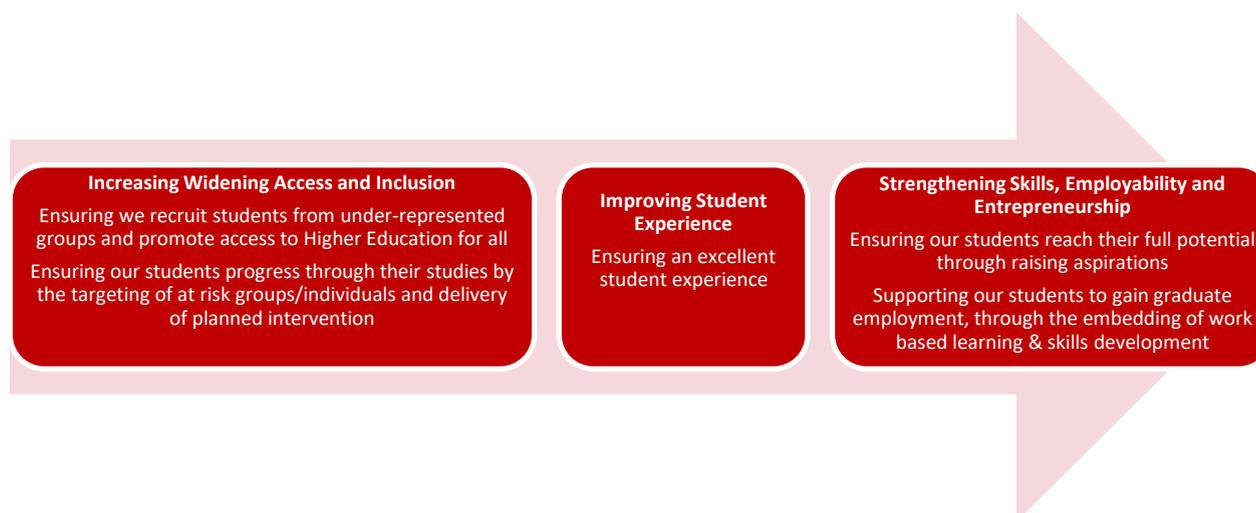
Executive Summary.....	3
Duration of the fee and access plan	5
Fee levels.....	5
How proposed fee levels, including aggregate fee levels are communicated to students.....	5
Financial Support Available to Students	6
Communication of Change	7
The Contribution of the Student Voice to Governance and Quality	9
The extent to which the Fee and Access Plan reflects the principles of key policy documents ...	10
Rationale for the Strategic Approach of the University of South Wales Fee and Access Plan 2020/21	11
Alignment to the University of South Wales’ Strategy and Vision	11
Commitment to the Reaching Wider Partnership	12
Alignment to the University of South Wales’ Strategic Equality Plan	14
Alignment to Welsh Language Strategies	14
Strategic Alignment.....	15
Identifying and evidencing groups under-represented in higher education	16
Fee & Access Plan Objectives, Activities and Targets	22
Mapping of Fee & Access Plan Objectives to Welsh Government Categories	24
Mapping of Fee & Access Targets to HEFCW National Measures for Higher Education Performance.....	27
Fee income investment.....	28
Equality of Opportunity	28
Promotion of Higher Education	44
Monitoring and Evaluating the Progress & Effectiveness of the Fee & Access Plan	50

Executive Summary

The University of South Wales’ 2020/21 Fee & Access Plan outlines the institution’s plans to maintain excellence in widening access to higher education and to promote participation locally, nationally and internationally. The content of the plan aligns to Welsh Government and HEFCW measures for Equality of Opportunity and the Promotion of Higher Education and aligns to our University Strategy and to other key University policy documents. The plan illustrates how students are engaged with all areas of the University’s business and activities and how the plan is overseen by its governing body.

The Fee and Access Plan explains how USW will invest a forecast total of almost **£17 million** in support of the above objectives, equating to **16.6%** of the total income generated from student fees in 2020/21. This commitment will be split between Equality of Opportunity (£9.5M) and Promotion of Higher Education (£7.4M).

The objectives of this Fee and Access Plan are aligned to our Critical Performance Indicators (CPIs) and Key Results Indicators which focus on our students, our research & business engagement, and our financial sustainability. This alignment ensures that plans are embedded across the institution and complement our core mission. For students our CPIs align to HEFCW Measures in the themes of:



The specific objectives, and projected expenditure, of the plan are as follows and aspire to increase the student population at the University of South Wales, i.e. increase populations that belong to under-represented groups:

Equality of Opportunity	
Increase the student population and enable access to HE for designated under-represented groups (Widening Access)	£2,115,788
Increase the student population and enable access to HE for designated under-represented groups (students with disabilities)	£593,747
Increase the student population and enable access to HE for designated under-represented groups (students from BAME backgrounds)	£599,333
Increase the student population and enable access to HE for designated under-represented groups (care leavers)	£466,455
Increase the student population and enable access to HE for designated under-represented groups (students studying through the medium of Welsh)	£518,673
Provide to under-represented groups effective information and support, before and during their studies	£1,942,642

Ensuring students from under-represented groups are supported and retained during their studies	£3,292,400
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Promotion of Higher Education	
Promoting an excellent student experience in higher education in Wales	£4,342,288
Promoting the value added of higher education in supporting routes to employment	£816,029
Promoting Welsh HE in an International marketplace	£1,622,232
Promoting Welsh HE in the delivery of CPD support to the local economy	£105,340
Promoting the progression of students to achieve level six qualifications	£327,513
Promoting the impact of Welsh HE in relation to research and innovation	£120,527
Promoting the impact of Welsh HE in generating new business in Wales and beyond	£105,340

The groups identified as priorities for the University in line with the evidence outlined in this plan are:

- ❖ Students from Wales from areas of multiple deprivation where access to HE is under-represented
- ❖ Students from low participation areas (POLAR4);
- ❖ Students with disabilities and, in particular, students declaring a mental health condition
- ❖ Students from Black, Asian and Minority Ethnic backgrounds
- ❖ Care Leavers
- ❖ Welsh medium students

For all objectives funding will be used within the core functions of the University to consider the target groups and to invest in activities to support increased participation and/or increase the promotion of the impact of Welsh HE. Highlighted examples of activities included within this plan include, but are not limited to:

- ❖ Targeting of specific populations for increased participation based on subject level performance – particularly in STEAM subject areas.
- ❖ Increased promotion of Disabled Student Allowance to students studying at our FE partner institutions
- ❖ Increased activity in Schools and Colleges in WIMD postal codes working with and complementing the work of First Campus (Reaching Wider)
- ❖ Increased activity in Welsh medium schools
- ❖ Targeted activity with Care Leavers, in particular those who have engaged with First Campus
- ❖ Targeted bursary support for under-represented groups
- ❖ Targeted retention activity through our Progression Team
- ❖ Student Mentoring
- ❖ Targeted activity for students with mental health conditions
- ❖ Personal Coaching activities
- ❖ Learning Analytics and predictive modelling
- ❖ Student enterprise activities

The success of this plan will be considered through the achievement (or otherwise) of the targets set to measure success and through the evaluation, utilising the USW Evaluation Tool, of key identified activities. The targets set out in this plan focus on:

- ❖ Increasing populations of students under-represented in HE as outlined above
- ❖ Reducing the numbers of students from these groups not completing their studies
- ❖ Increasing student satisfaction
- ❖ Increasing employment and graduate employment
- ❖ Increasing the diversity of our population
- ❖ Increasing the progression of students studying HE in FE to complete level six qualifications
- ❖ Increasing engagement with business, including building new business activity led by our graduates

Duration of the fee and access plan

The University of South Wales Fee and Access Plan 2020/21 will be in effect from the 1st August 2020 to the 31st July 2021.

Fee levels

The University of South Wales' Fee structure is designed to be clear in order to provide clarity for current and prospective students. The following table summarises the fee structure for 2020/21 and confirm fees for current students. Students entering full-time undergraduate courses who complete their studies in the prescribed course duration (i.e. who aren't required to repeat any stage of their studies) will be charged the fees outlined per annum until completion.

Course	Fee
BA/BSc and Integrated Masters, PCET, CertHE.	£9,000
DipHE, Foundation Degree, HND and HNC 2020/21 entrants, excluding Foundation Degree Community Football Coaching and Development and Foundation Degree Sports Coaching and Development. (Not Franchised)	£9,000
Foundation Degree Community Football Coaching and Development and Foundation Degree Sports Coaching and Development 2020/21. (Not Franchised)	£8,000
DipHE, Foundation Degree, HND and HNC entrants prior to 2020/21 (Not Franchised)	£8,000
Foundation Degree, HND and HNC entrants (Franchised)	£7,500
Sandwich year	£1,800
Year Three Foundation Degree Veterinary Nursing – placement year	£1,500
Non STEM entrants in 2014/15	£8,250

How proposed fee levels, including aggregate fee levels are communicated to students

USW is committed to ensuring that the information we provide to prospective and current students is both transparent and accessible and in line with sector good practice as defined by 'Information for Students: A guide to providing information to prospective undergraduate students'¹. We provide accurate and timely information on the costs students are likely to incur over the period of their course, precisely what is covered in the fees charged, and the financial support available. We are investing in our Curriculum Management Information System which will increase transparency and further improve the information available to students.

The University uses a variety of communication methods encompassing information that can be accessed from websites, social media platforms, printed materials and explanatory information, advice and guidance provided orally to prospective students, parents (where relevant) and also their advisors. We ensure that students are able to access information on fees in various formats which best meet their needs: online, on paper and face to face. Communications are undertaken in-line with the University's Student Charter, Welsh Language Scheme and Strategic Equality Plan.

- ❖ **Our Website** is the main source of up-to-date information on tuition fee levels for prospective and current students. Every course offered is listed on our website and the UCAS/CUKAS website where the maximum fee will be shown. We are compliant, and have an on-going commitment to, our obligations under consumer protection law (the Consumer Rights Act 2015) and Competition & Markets Authority

¹ https://www.officeforstudents.org.uk/media/2db81e6b-e4c7-4867-bc5d-ff67539d13e8/guide_to_providing_info_to_students.pdf

(CMA) guidelines for higher education. We will continue to ensure that prospective students are given clear, intelligible, unambiguous and timely information about our courses and costs ensuring they are fully informed at the application, offer and enrolment stages.

- ❖ **Franchised students** – we ensure that our further education partner colleges are fully consulted on fee levels to be charged for our provision and this is then relayed by the colleges to prospective students through website or one-to-one discussion. All colleges invest an agreed amount of tuition fee income into equality of opportunity and promotion of H.E. at their own campuses and this is reflected in the total investment for USW and monitored and evaluated accordingly.
- ❖ The **Key Information Sets (KIS)** are published on the University website for every full and part-time undergraduate course. This is part of a UK wide commitment to enable prospective students to easily compare information on graduate earnings, learning and assessment information, the cost of study, and the proportions of scheduled learning and teaching activities which may be undertaken through the medium of Welsh.

We also provide information through:

- ❖ The University Prospectus;
- ❖ The University's schools and colleges liaison programme (encompassing on and off campus visits, newsletters/communiqués and specialist events);
- ❖ Communications to prospective students via email campaigns and social media;
- ❖ Open days and applicant days; and
- ❖ Via our Student Money Advice Team.

In accordance with our Fees & Debt Management Policy (July 2016)², some postgraduate and part-time tuition fees are subject to annual increases. We will ensure that there are no hidden costs to study. Where additional mandatory costs by exception are unavoidable, e.g. international field trips, the purchase of instruments, CRB checks etc., these costs are clearly identified.

Financial Support Available to Students

- ❖ For full and part-time undergraduate students each course specific KIS will indicate with a simple 'yes' or 'no' whether there is potential access to:
 - a fee waiver
 - means-tested support
 - non-means-tested support
- ❖ A dedicated Student Finance section on the University website, managed by the University's Student Money Advice Team³, also provides detailed information and guidelines on the financial support packages available to USW students.
- ❖ We will note any changes to the DSA support arrangements in Wales and ensure that we continue to fulfil our commitment to the Equality Act 2010.
- ❖ Links are provided to other sources of information including the Student Finance Wales website (and equivalents).
- ❖ The Student Money Advice Team at the University is also available for prospective students who might wish to seek advice on the specific financial support available to them, or who might have an issue regarding financing their studies, and also can assist students in applying for support.
- ❖ Franchised students will be able to access financial support at their Colleges. We ensure that tuition fee income is invested by all FE partner colleges into equality of opportunity and promotion of HE. We encourage partner colleges in particular to set aside tuition fee income for hardship funding, alongside continuing their support for access and student experience.

² https://www.southwales.ac.uk/documents/641/Fees_and_Debt_Management_Policy_2016-17.pdf

³ <https://www.southwales.ac.uk/study/fees-and-funding/>

Communication of Change

- ❖ Any formal changes to courses will be undertaken in line with the University's Academic Regulations Procedures and processed throughout the University's Committee Structures which include student representatives.
- ❖ Changes are communicated to students through course handbooks and online through the student portal, our course pages on Blackboard and through our network of course representatives.

Student Partnership and Engagement with the Student Body

The University of South Wales and the University of South Wales Students' Union work in partnership to support the recruitment, retention, attainment, experience and voice of our student body. This is manifested in a number of forms and the partnership is embedded in our formal governance mechanisms; our operational working; and throughout the representative mechanisms that exist for our students which are led by the Student Union. The University supports the work of the Student Union financially and as such, a Relationship Agreement exists between the two parties. This document confirms:

'the University and its SU share a commitment to developing and improving students' experiences of academic life, extra-curricular aspects of the student experience and employability opportunities irrespective of the length, mode, level or location of study.'

The funding provided to the Student Union directly supports the following activities:

- ❖ Representative activities and payments
- ❖ Campaign costs
- ❖ Sabbatical officer salaries
- ❖ Support for societies and sporting activities

The Student Charter⁴ further confirms the University and Student Union partnership as follows:

'We believe that such success is best achieved through working together as partners in a spirit of trust and mutual respect, upholding at all times the values of the University. This is the basis of our Student Charter and is a result of the strong working relationship between the University and the Students' Union.'



The Student Union's 2017/18 Impact Report⁵ details the activities undertaken for that academic session and illustrates the partnership working in operation.

The Student Union meet regularly with members of the University's Executive, including monthly meetings with the Pro Vice Chancellor for Learning, Teaching and the Student Experience. Of particular note, the Student Union are also represented on our Learning, Teaching and Enhancement Committee (LTEC) which oversees the implementation of our Student Experience Plan and our groups that underpin the development and monitoring of our Strategic Equality Plan.

⁴ <https://www.uswsu.com/the-student-charter>

⁵ <https://www.uswsu.com/impact>

The student voice is important to the university and how it supports its students. The Head of Planning and Performance, who develops the content of the Fee and Access Plan, also oversees the operations of the National Student Survey and the university's internal feedback mechanism (Loop). All data captured from these surveys is read and reviewed by the Head of Planning & Performance and shared with the Student Union, the university's faculties and schools and professional areas. Thus activities outlined in this plan reflect the student feedback mechanisms available to the university at a grass roots level and reflect the voice of the student body.

The development and content of this Fee and Access Plan has been shared with the Student Union and its contents supported and endorsed. The process itself isn't seen as separate to the day to day relationship with the SU which, as noted above, plays an important part in all parts of the university's operations in relation to the student journey. Within the categories of Equality of Opportunity and Promotion of Higher Education, examples of key input from the Student Union in the delivery of objectives has been included. The Fee and Access Plan is a shared document for delivery by USW and, in part, the Student Union particularly through their role as advocates, representatives and supporters of the student body and the student voice. The Student Union are also represented on the University's Board of Governors which approves the content of this plan on behalf of the University. The Student Union also has representation on the University's Fees and Scholarships Committee; an executive committee which oversees the monitoring of this plan, as well as providing the decision making in relation to financial support available to students through bursaries and scholarships. The Student Union will also form part of the membership of the newly constituted sub-group of the Fee and Scholarship Committee focussing on Widening Access. In essence the Student Union forms part of the governance, committee structure (at all levels including locally within faculties) and project boards and groups of the University contributing to the shape and plans of the institution which drive the content of this plan.

The Student Union will also contribute to the evaluation and monitoring of Fee and Access Plans which in turn supports the development of future plans.

The Contribution of the Student Voice to Governance and Quality

The University of South Wales' Students' Union are represented throughout the governance and decision making structure of the university. They contribute to the development of policy and strategy, evidenced by their involvement in the creation of the USW 2030 Strategy which has recently been approved by our Board of Governors.

The student representative structure of the University is overseen by the Student Union; this included in 2017/18 the appointment and training of 633 Course Representatives.

Course representatives have a vital role to play in gathering feedback on the delivery of courses and the student experience in general. In addition they attend (and final year representatives Chair), Staff-Student Course Liaison Groups which are held once per term and are a requirement of our quality processes.

Student Voice Representatives represent groups of Course Representatives. They have a formal seat on each of the Faculty Quality Assurance and Learning and Teaching Enhancement Committees. Students also form part of the University Quality Assurance Committee.

Students are at the core of our quality assurance mechanisms; as partners. Staff-Student Course Liaison Groups provide a regular forum for feedback to course leaders and provide information used to inform Continuous Monitoring. Course Validation, Review and Revalidation have Student Voice Reps participating as full panellists.

Students also support the quality enhancement agenda at the University. Each Student Voice Representative appointed, trained and supported by the Student Union undertakes a project working in partnership with academic or professional areas of the University. In addition the responses received to the Student Union’s Student Choice Awards⁶ (to which 1,437 students provided nominations in 2017/18) are analysed to ascertain the attributes of their academic staff that inspire their learning. This information is used by our Centre for Enhancement in Learning and Teaching to inform the content of staff development programmes.

For our HE in FE students in Wales, each College has their own mechanisms for listening and responding to the student voice. Each course delivered through partners is required to have a representative system that mirrors USW. Students have access to a ‘USW Landing Page’ which provides details of how they can raise any issues or concerns during their studies. At induction students are also provided with details of representatives, course staff etc. along with contact details. Many colleges operate a HE Student Experience Group where issues are fed through college management structures. Where issues are local to the college these are resolved locally and fed back – often through ‘You Said, We Did’ campaigns. Themes are discussed within USW partnership networks, either at subject level through Subject Link Officers or at faculty/school level through Partnership Managers or via the University’s Director of Strategic Partnerships.

The extent to which the Fee and Access Plan reflects the principles of key policy documents

The ultimate aim of the Wise Wales Statement on Partnership for Higher Education in Wales⁷ is ‘to ensure that partnership becomes a natural part of staff and students’ experiences’. This is the case at the University of South Wales and our structures and processes enable students to make their voice heard at module, course and institutional level. We have fully embedded the student voice within our committee structures and through our course approval and re-approval processes.

In addition, the University and the University of South Wales Student Union are committed to the principles of ‘Breaking down the barriers to student opportunities and youth social action’⁸ in ‘meeting the needs of the wider community’. Both organisations aspire to the six principles outlined within the report, which define ‘great social action’, namely reflective, challenging, youth-led, social impactful, progressive and embedded. Both the University and the Student Union promote volunteering in a range of ways, for example:

- ❖ Via the Student Union Vice President for Student Activities who is responsible for
 - student teams, societies and supported activities (including fundraising, volunteering,
 - student media and community liaison groups).
- ❖ Through USW’s Careers Service volunteering⁹ is promoted and supported. This includes publicising vacancies by sector and by organisation.
- ❖ Via GO Wales¹⁰

⁶ <https://www.uswsu.com/student-choice-awards>

⁷ <http://wisewales.org.uk/wp-content/uploads/2016/08/WISE-HE-Partnership-Statement-English.pdf>

⁸ <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf>

⁹ <https://careers.southwales.ac.uk/get-experience/find-workexperience/volunteering/>

¹⁰ <https://www.gowales.co.uk/>

Rationale for the Strategic Approach of the University of South Wales Fee and Access Plan 2020/21

The University of South Wales (USW) is committed to ensuring equality of opportunity and the promotion of higher education.

Our Fee and Access Plan mirrors the Welsh Government’s strategy as set out in its Policy Statement on Higher Education¹¹ that:

‘Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study, country of origin and background. Universities in Wales should aspire to become the destination of first choice for students from Wales, the UK and across the world. Widening access is about offering every person, regardless of circumstances, the opportunity to a higher-level learning experience that is appropriate, relevant and valuable – widening access to all with the potential to benefit.’

It also supports the strategic objective of the Draft Welsh Government Higher Education Strategy to 2027¹², that:

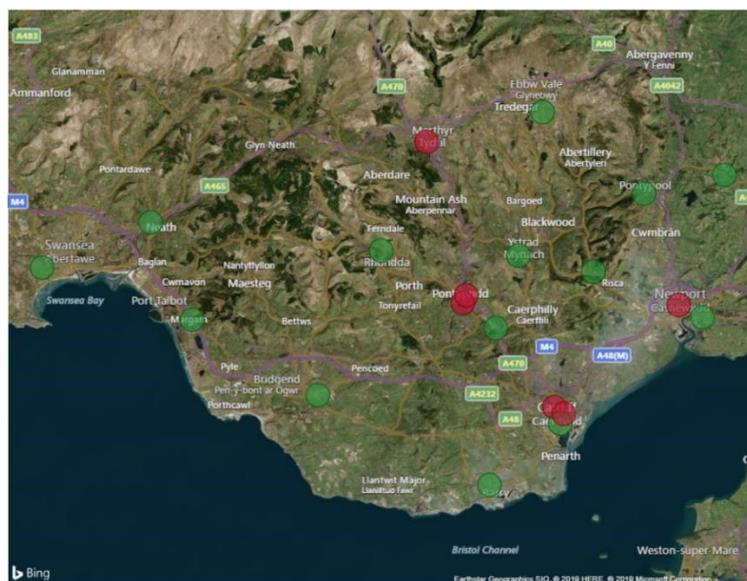
‘More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.’

Alignment to the University of South Wales’ Strategy and Vision

The University of South Wales’ vision is to be:

‘the University of choice in Wales and beyond for students, organisations and communities who value vocationally-focussed education and applied research which provides solutions to problems that affect society and the economy’

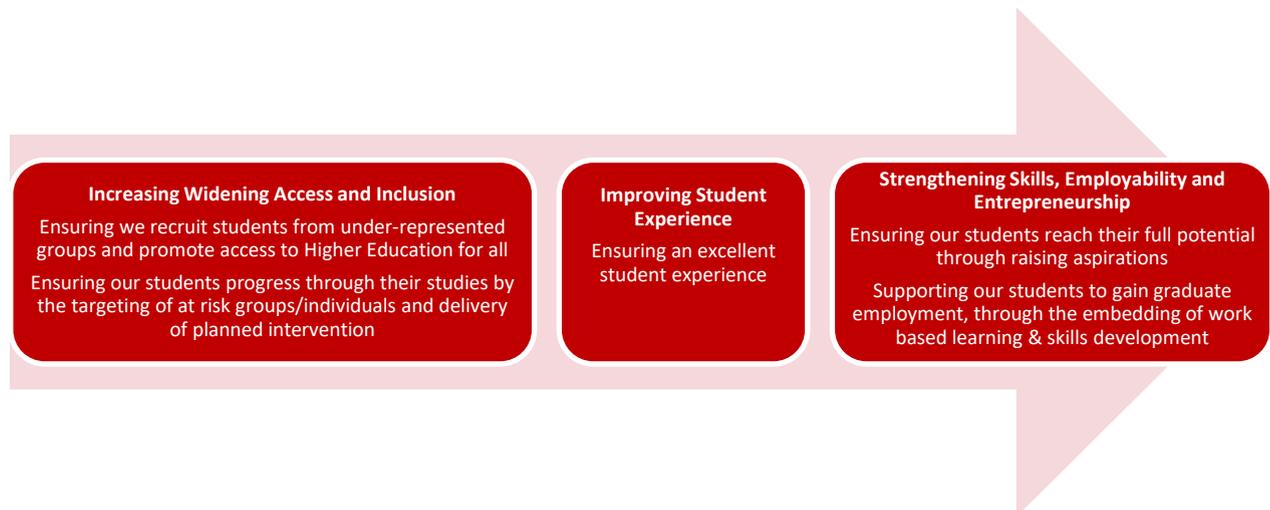
Our location in South East Wales and our extended reach in this area through collaboration with further education partners, ensures that USW has an important role to play in equality of opportunity and the promotion of higher education.



¹¹ <http://gov.wales/docs/dcells/publications/130611-statement-en.pdf>

¹² https://www.hefcw.ac.uk/documents/about_he_in_wales/WG_priorities_and_policies/Draft%20Higher%20Education%20Strategy%20to%202027%20.pdf

The objectives of this Fee and Access Plan are aligned to our Critical Performance Indicators (CPIs) and Key Results Indicators which focus on our students, our research & business engagement, and our financial sustainability. This alignment ensures that plans are embedded across the institution and complement our core mission. For students our CPIs align to HEFCW Corporate Strategy Targets in the themes of:



These core performance indicators underpin the design and delivery of our academic programmes; our support mechanisms to enable students to be retained and succeed; the principles of our Student Experience Plan and ensuring our graduates reach their full potential through the attainment of graduate employment. The student population of the University of South Wales being diverse in relation to its demographic mix and its mix of modes of student attendance requires investment in areas to support students who would either not normally access higher education (under-represented groups), and those who may struggle to achieve. The University is therefore committed to the principles of Fee and Access Planning and cross Wales collaborative activities such as Reaching Wider and Go Wales.

At the time of writing the USW 2030 Strategy has gained approval by our Board of Governors and work has commenced on developing plans for delivery. The underpinning direction of this strategy will be place USW as a leading modern civic University with student success at its core. We will be looking forward to the needs of employers from our graduates and developing students who ‘demonstrate leadership in their professions and promoting active citizenship in their communities’.

Commitment to the Reaching Wider Partnership

The University is committed to the Reaching Wider Project as the lead institution for the South East Wales Reaching Wider Partnership (First Campus). The mission and purpose of First Campus aligns with the objectives of the USW 2020/21 Fee and Access Plan, and notably equality of opportunity for those who would not otherwise consider or access Higher Education. The work of First Campus dovetails with that of the University in general and the team work closely with our Schools and Colleges Liaison team to dovetail activities and create economies of scale and ‘one voice’, effectively creating a seamless transition from primary education to higher education, which is measurable in terms of the impact to beneficiaries. The development of this Fee and Access Plan has been undertaken in conjunction with colleagues from First Campus and builds on work undertaken to align activities from 2018/19. The transition of under-represented groups into higher education will be seamless through the age spans of responsibility of First Campus and USW with areas working closely together to achieve results.

‘First Campus Reaching Wider exists to widen access to higher education by tackling barriers to entry, progression and success in higher education. We will achieve this through offering a suite of long-term,

sustainable interventions to support attainment raising, increase awareness and provide support for progression to higher education and level 4 learning opportunities.'

The objectives of the First Campus Reaching Wider Strategy 2018-2022 can be mapped to the Fee and Access Plan Objectives as follows:

First Campus Reaching Wider Strategy 2018-2022 Objectives	Objectives – adopted by the University of South Wales
<p>1. Aspiration: develop students' knowledge and awareness of the benefits of (higher) education and graduate employment, and in doing so foster ambition.</p>	<p>Increase the student population and enabling access to HE for designated under-represented groups</p> <p>Provide to under-represented groups effective information and support, before and during their studies</p> <p>Promoting an excellent student experience in higher education in Wales</p>
<p>2. Progression: develop students' capacity to make informed choices and meaningful decisions in order to navigate key transition points throughout compulsory education, into post-compulsory education and through to employment</p>	<p>Increase the student population and enabling access to HE for designated under-represented groups</p> <p>Provide to under-represented groups effective information and support, before and during their studies</p> <p>Promoting the progression of students to achieve level six qualifications</p> <p>Promoting an excellent student experience in higher education in Wales</p>
<p>3. Development: develop students' confidence and resilience to negotiate the challenges of school, college, university life and graduate progression.</p>	<p>Increase the student population and enabling access to HE for designated under-represented groups</p> <p>Provide to under-represented groups effective information and support, before and during their studies</p> <p>Ensuring students from under-represented groups are supported and retained during their studies</p>
<p>4. Skills: develop students' study skills and capacity for academic attainment and successful graduate progression.</p>	<p>Increase the student population and enabling access to HE for designated under-represented groups</p> <p>Provide to under-represented groups effective information and support, before and during their studies</p> <p>Ensuring students from under-represented groups are supported and retained during their studies</p> <p>Promoting an excellent student experience in higher education in Wales</p> <p>Promoting the value added of higher education in supporting routes to employment</p>

<p>5. Knowledge: develop students' understanding by contextualising subject knowledge.</p>	<p>Increase the student population and enabling access to HE for designated under-represented groups</p> <p>Provide to under-represented groups effective information and support, before and during their studies</p> <p>Ensuring students from under-represented groups are supported and retained during their studies</p>
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Go Wales

The Go Wales Achieve through Work Experience programme is a pan-Wales European Social Fund and Welsh Government funded initiative designed to support students who have faced barriers in their educational and/or employment journey to reduce the risk of not finding employment on graduation: students who are easy to ignore. The University supports dedicated employment advisors through the programme. The programme sources work shadowing, work tasters and work placements for students who meet the eligibility criteria (students who have a disability or work limiting condition, have caring responsibilities, have been in care, have a BAME background or come from a low participation area). The University supports and markets the benefits of the programme to students via its Careers & Employability Service and through its student web pages.

Alignment to the University of South Wales' Strategic Equality Plan

The University of South Wales Strategic Equality Plan¹³ contains the following statement:

'The University of South Wales (USW) Group is committed to mainstreaming equality and diversity throughout all its activities, as well as meeting the general and specific duties imposed on it through the legislation.'

The University of South Wales' Fee and Access Plan aligns to the Strategic Equality Plan's 'Strategic Objective 3 – Diversity of Student Body and Student Experience':

'To attract, select and retain a diverse range of students to study at the USW Group and create an environment that encourages and supports all students to actively engage with the University and Colleges to reach their full potential.'

The Plan confirms that this objective will be met by:

- ❖ ensuring the USW Group attract diverse students, including students from non-traditional backgrounds and underrepresented groups;
- ❖ actively engaging with students from different protected groups;
- ❖ creating a high quality experience for all students, regardless of personal characteristics or background;
- ❖ monitoring the progression, achievement and employability of students from protected groups in order to improve the equality of student outcomes, with a specific focus upon investigating the higher withdrawal rates and lower attainment of Black and Minority Ethnic students

Alignment to Welsh Language Strategies

Through our Welsh Language Unit, the University of South Wales, as a post-compulsory education provider, supports the implementation and monitoring of the Welsh Language Strategy: Cymraeg 2050 in its aim to:

¹³ http://hr.southwales.ac.uk/media/files/documents/2016-04-20/USWGroup_Strategic_Equality_Plan_2016_to_2020.pdf

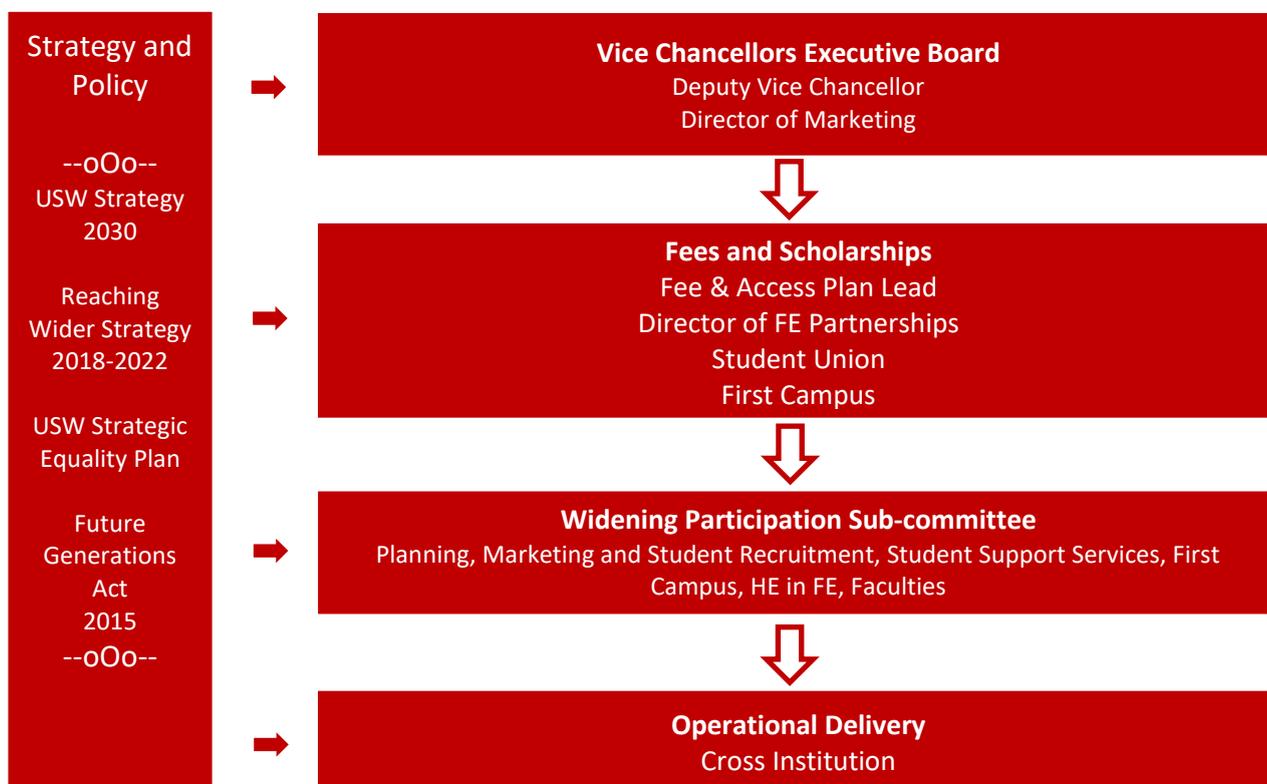
‘develop post-compulsory education provision which increases rates of participation and supports everyone, whatever their command for the language, to develop Welsh language skills for use socially and in the workplace’

This is supported through:

- ❖ our development of curricula via engagement with the Coleg Cymraeg Cenediaethol, through a Branch Officer who works closely with academic staff seeking opportunities to develop Welsh-medium courses/modules which is in line with one of the University’s strategic priorities which is to grow Welsh Medium/bilingual provision in focused academic disciplines.
- ❖ collaborative working between our Welsh Unit and colleagues within Marketing and Student Recruitment. Two dedicated Student Recruitment Officers (Welsh-medium) are responsible for working with Welsh-medium and bilingual schools and colleges to assist with their applications to higher education, and organising opportunities for students to visit the University through a number of Open Days, and subject-specific taster days throughout the year as well as USW’s presence at the Urdd and National Eisteddfod. The post-holder also liaises with the various teams within the University’s Marketing and Student Recruitment Department to assist with the production of Welsh medium marketing material and on-line information in Welsh.

Strategic Alignment

The Fee and Access Plan is embedded across the operational activity of the institution. The linking of activity is driven by the governance and organisational structures of the University. In terms of governance the following structure is being implemented in the 2018/19 academic year:



Identifying and evidencing groups under-represented in higher education

This plan has been developed in line with the University of South Wales’ Strategic Plan and the University of South Wales’ Strategic Equality Plan. Some of the metrics chosen in monitoring the plan include a population wider than specific targeted groups.

The following groups are targeted by this Fee and Access Plan:

Under-represented Group	Rationale	Measured by:
<p>Students from Wales from areas of multiple deprivation where access to HE is under-represented</p> <p>Sub-group of Children from Military Families</p>	<ul style="list-style-type: none"> The Welsh Government Policy statement on Higher Education states that ‘Widening access is about offering every person, regardless of circumstances, the opportunity to a higher-level learning experience that is appropriate, relevant and valuable – widening access to all with the potential to benefit’ HEFCW’s Corporate Strategy states that ‘We need closer working between HE providers, their communities and schools. We need to create a better join up between family learning opportunities and support for children in schools, and between adults and career opportunities. This includes the need to support and retain learners from widening access backgrounds so that they can achieve good qualification and employment outcomes’, and ‘More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.’ The Office for Students recognise Children from Military Families as a target group for Access and Participation Plans¹⁴ and quotes research from the University of Winchester¹⁵ that suggests that children from military families have particular experiences and characteristics that may be contributory factors affecting access to higher education. Their guidance confirms that ‘this may include mobility and discontinuity in schooling, fewer opportunities for extra-curricular and inclusive activities in school and particular pastoral needs addressing situations such as caring for family members and coping with the 	<p><i>Increasing the percentage of all students domiciled in Wales, studying higher education courses at USW, who are domiciled in the two lower quintiles of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) areas</i></p> <p><i>Increasing the percentage of all students domiciled in Wales, studying higher education courses at USW, who are domiciled in the lowest quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) areas</i></p> <p><i>Reducing the percentage of students domiciled in the bottom two quintiles of WIMD no longer in HE following the year of entry</i></p> <p><i>Increasing the delivery of HE talks and events off-campus in widening access and Welsh-medium schools and colleges</i></p>

¹⁴ https://www.officeforstudents.org.uk/media/1105/ofs2018_06.pdf

¹⁵ https://www.scipalliance.org/assets/files/UoW-research-paper_Further-and-Higher-Progression-for-Service-Children.pdf

	<p>emotional stress of deployments.’ The Service Children’s Progression Alliance¹⁶ note that ‘It is in the realm of up to 4 out of 10 who, if in the general population would go to university, do not go if they are a Service child (McCullouch and Hall, 2016)’</p> <p>Widening access is a core activity for the University of South Wales and is embedded across our recruitment, retention, attainment and employment activities. We understand the challenges and have a significant track record in this area. It is appreciated that this is an area where the university outperforms the sector but this performance requires continued investment. In addition the university will, during the life of this Fee and Access Plan, be targeting subject areas where there is lesser performance. Finally the integration of Reaching Wider activities into the Fee and Access Planning process will also provide new opportunities for joint working and collaboration across the age groups to maximise performance.</p> <p>Our student population and curriculum offer supports this area of activity through our HE in FE partnerships, our level three foundation year provision and through direct recruitment to level four at USW campuses from the local area. This is an area where USW excels.</p> <p>Institutional data for the 2017/18 academic year shows the following:</p> <ul style="list-style-type: none"> • 46.4% of USW’s welsh domiciled students are from the two lowest quintiles of the Welsh Index of Multiple Deprivation. • 23.2% of USW’s Welsh domiciled students are from the lowest quintile of the Welsh Index of multiple deprivation. <p>It is particularly important that HEIs in Wales monitor the impact of the change of focus of HEFCW from the lowest quintile to the two lowest quintiles to ensure that the lowest quintile participation is not affected. Therefore USW has set targets for both indicators in this Fee and Access Plan.</p>	
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¹⁶ <https://www.scipalliance.org/research/scip-alliance-research-group>

	<p>USW has a track record in supporting military personnel and for this Fee and Access Plan will include a target groups from target WIMD areas (a matching postcode analysis will be undertaken). The University in considering this group will raise awareness in Wales and seek further data within the nation’s population to evidence possible inclusion of the group as a supported target group in Welsh Fee and Access Plans.</p> <p>The above metrics show that the University has a significant track record in this area and our activities have ensured populations have been broadly maintained (with the exception of part-time populations). Benchmarks set by HESA have also been exceeded.</p>	
<p>Students from low participation areas (POLAR4); with differing populations</p>	<ul style="list-style-type: none"> • The Welsh Government Policy statement on Higher Education states that ‘Widening access is about offering every person, regardless of circumstances, the opportunity to a higher-level learning experience that is appropriate, relevant and valuable – widening access to all with the potential to benefit’ • HEFCW’s Corporate Strategy states that ‘We need closer working between HE providers, their communities and schools. We need to create a better join up between family learning opportunities and support for children in schools, and between adults and career opportunities. This includes the need to support and retain learners from widening access backgrounds so that they can achieve good qualification and employment outcomes’, and ‘More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances. <p>Widening participation is a core activity for the University of South Wales and is embedded across our recruitment, retention, attainment and employment activities. We understand the challenges and have a significant track record in this area. It is appreciated that this is an area where the university outperforms the sector but this performance requires continued investment.</p> <p>Our student population and curriculum offer supports this area of activity through our HE in FE partnerships, our level three foundation year provision and through</p>	<p><i>Increasing the percentage of young full-time undergraduate entrants from low participation neighbourhoods (POLAR4)</i></p> <p><i>Increasing the percentage of mature FT UG entrants from low participation n’hoods (POLAR4) whose highest qual on entry isn’t HE</i></p> <p><i>Increasing the percentage of PT UG entrants from low participation n’hoods (POLAR4) whose highest qual on entry isn’t HE</i></p> <p><i>Increasing the delivery of HE talks and events off-campus in widening access and Welsh-medium schools and colleges</i></p>

	<p>direct recruitment to level four at USW campuses from the local area. This is an area where USW excels.</p> <p>HESA data for the 2017/18 academic year shows the following:</p> <ul style="list-style-type: none"> • USW had the largest headcount population in Wales of young FT UG entrants from POLAR3 backgrounds (700). We also have the second highest percentage of our total student population from these backgrounds (22.9%) • For ‘other undergraduate’ populations, USW has both the highest population (225) and the highest percentage of its total population in this category (28%) from these backgrounds. The University has more students in this category (by over 150 students) than the rest of the whole Welsh sector combined. The number of students has increased since the 2014/15 academic year. • USW has the highest population of mature students from POLAR3 backgrounds. • The part-time population for USW from POLAR3 backgrounds has reduced significantly over the three academic years from 2014/15 to 2017/18 from 650 students to 290 students. This remains the second highest population in Wales behind the Open University. <p>The above metrics show that the University has a significant track record in this area and our activities have ensured populations have been broadly maintained (with the exception of part-time populations). Benchmarks set by HESA have also been exceeded.</p> <p>What can also be seen from the data are the challenges that this population present in terms of retention. In 2016/17, 12.1% of the FT first degree new entrants from POLAR3 backgrounds were lost to HE compared to 11% for the population as a whole.</p>	
<p>Students with disabilities and in particular students declaring a</p>	<p>HEFCW Corporate Strategy contains a number of strategic objectives, one of which confirms that ‘More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.</p>	<p><i>Increasing the proportion of undergraduate, first year students declaring a disability.</i></p> <p><i>Increasing the number of UK Domiciled full-time first degree students who are in receipt of DSA</i></p>

<p>mental health condition</p>	<p>Universities UK have outlined their vision for mental health in higher education¹⁷ as ‘Higher education transforms lives and communities. How universities understand and approach mental health is at the heart of this mission, including how students and staff are enabled to thrive and realise their potential as well as how those in distress or experiencing mental illness are supported’</p> <p>NUS Wales has campaigned to improve students’ mental health.</p> <p>USW’s population of new entrant first degree and other undergraduate students who declare a disability has increased from 9.31% in 2013/14 to 12.82% in 2017/18. The population (n=245) of new entrants declaring a mental health condition has also increased and is higher than any other HEI in Wales. The University was also below its benchmark for the percentage of students who are in receipt of Disabled Student Allowance (DSA).</p> <p>Thus the support for students with disabilities and in particular mental health conditions is an area of focus for this Fee and Access Plan.</p>	
<p>Students from Black, Asian and Minority Ethnic backgrounds</p>	<p>HEFCW’s Corporate Strategy contains a number of strategic objectives, one of which confirms that ‘More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.</p> <p>NUS Wales has campaigned to increase the participation of BME students in the day to day life of institutions.</p> <p>USW’s percentage population of UK domiciled first year undergraduate BAME students increased from 6.58% to 8.64% between 2013/14 and 2017/18. Our Strategic Equality Plan includes targets for recruitment, retention and achievement for this population of students.</p>	<p><i>Increasing the proportion of UK domiciled, undergraduate, first year students from a BAME background.</i></p>
<p>Care Leavers</p>	<p>HEFCW Corporate Strategy contains a number of strategic objectives, one of which confirms that ‘More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.</p>	<p><i>Increasing the number of care leavers enrolled on full-time undergraduate courses at USW</i></p>

¹⁷ <http://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/default.aspx>

<p>Welsh medium students</p>	<p>HEFCW’s Corporate Strategy contains a number of strategic objectives, one of which confirms a commitment to ‘Increased academic and vocational pathways to HE from school, further education and work-based learning, including through the medium of Welsh.’</p> <p>The recruitment of students to Welsh medium provision remains a commitment of the University of South Wales. Challenges exist in this activity particularly in relation to recruitment to courses which are solely delivered through the medium of Welsh and a balance between the student experience for a course with a low enrolment population and delivery of this key objective. Identification of areas of demand and promotion of provision are therefore the focus of the University in this area.</p>	<p><i>Increasing the number of USW students studying through the medium of Welsh (5+ credits)</i></p> <p><i>Increasing the number of USW students studying through the medium of Welsh (40+ credits)</i></p>
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Fee & Access Plan Objectives, Activities and Targets

The University of South Wales' Fee & Access Plan's objectives have been designed to reflect the student population of the institution and areas which increased participation can be targeted. The objectives and aligned targets are based on evidence (see previous section) and the past performance of previous fee and access plans.

The objectives set align to the categories of 'Equality of Opportunity' and 'Promotion of HE', as follows:

Equality of opportunity to support groups under-represented in higher education

- a1) Increase the student population and enabling access to HE for designated under-represented groups (Widening Access)
- a2) Increase the student population and enabling access to HE for designated under-represented groups (students with disabilities)
- a3) Increase the student population and enabling access to HE for designated under-represented groups (students from BAME backgrounds)
- a4) Increase the student population and enabling access to HE for designated under-represented groups (care leavers)
- a5) Increase the student population and enabling access to HE for designated under-represented groups (students studying through the medium of Welsh)
- a6) Provide to under-represented groups effective information and support, before and during their studies
- a7) Ensuring students from under-represented groups are supported and retained during their studies

Promotion of Higher Education:

- b1) Promoting an excellent student experience in higher education in Wales
- b2) Promoting the value added of higher education in supporting routes to employment
- b3) Promoting Welsh HE in an International marketplace
- b4) Promoting Welsh HE in the delivery of CPD support to the local economy
- b5) Promoting the progression of students to achieve level six qualifications
- b6) Promoting the impact of Welsh HE in relation to research and innovation
- b7) Promoting the impact of Welsh HE in generating new business in Wales and beyond

Targets have been set to confirm the University of South Wales' commitment to these objectives. Some targets contribute to more than one objective and as such have been aligned to this effect. It should be recognised that provision under one measure/objective will also directly support others.

In considering the content of this plan, the evolution of the processes and content of previous Fee and Access Plans have been considered. Following the change in guidance for the 2017/18 plan, the University revisited its content and the targets which underpin delivery. The 2020/21 plan is the fourth iteration under the revised guidelines and the University has taken this opportunity to consolidate content contained within it and move towards more finessed targets which can be benchmarked not only against the Welsh sector but also against our peer group nationally. The focus of our plan has not altered and our commitment to widening access in particular remains at its heart. The revised narrative provides more clarity in the definition of groups of under-represented students that underpin our aims and objectives; provide clearer articulation of the University's commitments; and measure performance against targets which are clear, measurable, and aligned to the University's strategy and vision.

The Fee and Access Plan is not considered to be a one year process, rather a building of a plan to support students in the medium to long term. Supporting plans, such as the Student Experience Plan, have a life

over several Fee and Access Plans and the ongoing refinement of this document reflects lessons learned from previous activities and emerging work in other areas, such as Learner Analytics. For the development of this plan four main areas of holistic focus are planned as a result from the learning gain from previous plans and these are focussed as follows:

- The visibility of the plan to the wider staff of the university. This will be managed in translating targets at school level and increasing engagement.
- Improving the engagement with the evaluation process through the Widening Access sub-committee of the Fees and Scholarship Committee
- Identifying a plan for evaluation of activities in this plan over a three to five year duration linked to outcomes to measure success.
- Increased interaction with FE partners in relation to activities undertaken through these partners and measuring the impact, again by making clearer the performance of targets at college level.

The monitoring of previous Fee and Access Plans influence the content of future plans and has done so in the drafting of this document. The initiatives funded in previous plans, where successful, have continued into future years and form the basis of this plan. Consistency in approach for current and prospective students in relation to student support is a key tenet of the activities set out in this document and is key within the student experience. For areas where funding from this 2020/21 plan will continue to support existing activities; this has been indicated in the sections outline objectives for 'Equality of Opportunity' and 'Promotion of Higher Education'. In addition feedback on the monitoring of the University's previous plans has been considered.

The monitoring of Fee and Access Plan performance is also being refreshed and refined, in particular in relation to the contribution our partners in further education provide in supporting the targets included within our plans. Monitoring takes place at our Fees and Scholarship Committee, chaired by our Director of Marketing & Student Recruitment, and from 2018/19 will have an increased operational focus through a sub-group of this committee. The Committee, and its sub-group, oversees the fee structure of the institution, the bursaries & scholarships offered and monitors the effectiveness of the Fee and Access Plan. The Committee, and its sub-group, includes membership from all academic and professional support areas and also includes the Student Union President and CEO. The Committee, and its sub-group, receives regular reports on the spending against fee plan categories and progress against Fee and Access Plan targets. FE partners contribute to this monitoring through a number of mechanisms including HE in FE Partnership meetings and via the formal resource allocation model issued on an annual basis which requires colleges to 'strategically prioritise fee plan spend against defined areas which are aligned to the targets set within the Fee and Access Plan'.

Mapping of Fee & Access Plan Objectives to Welsh Government Categories

Welsh Government Category – Equality of Opportunity	Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	<p>Increase the student population and enabling access to HE for designated under-represented groups (Widening Access)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students with disabilities)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students from BAME backgrounds)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (care leavers)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students studying through the medium of Welsh)</p>
	Attract and retain students and potential students from under-represented groups	<p>Increase the student population and enabling access to HE for designated under-represented groups (Widening Access)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students with disabilities)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students from BAME backgrounds)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (care leavers)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students studying through the medium of Welsh)</p>
	Raising the educational aspirations and skills of people from under-represented groups in higher education	<p>Increase the student population and enabling access to HE for designated under-represented groups (Widening Access)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students with disabilities)</p>

	<p>Increase the student population and enabling access to HE for designated under-represented groups (students from BAME backgrounds)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (care leavers)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students studying through the medium of Welsh)</p>
Supporting and increasing progression and completion of people from under-represented groups	Ensuring students from under-represented groups are supported and retained during their studies
Improving the higher education experience for groups under-represented in higher education	<p>Increase the student population and enabling access to HE for designated under-represented groups (Widening Access)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students with disabilities)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students from BAME backgrounds)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (care leavers)</p> <p>Increase the student population and enabling access to HE for designated under-represented groups (students studying through the medium of Welsh)</p>
Providing effective information to under-represented groups, before and during their studies	Provide to under-represented groups effective information and support, before and during their studies
Providing high quality academic and welfare support to groups under-represented in higher education	Provide to under-represented groups effective information and support, before and during their studies

	Supporting the progress to employment or further study of groups under-represented in higher education	Provide to under-represented groups effective information and support, before and during their studies
Welsh Government Category – Promotion of HE	Delivering more effective engagement with private, public or voluntary bodies and communities in Wales.	Promoting the value added of higher education in supporting routes to employment Promoting the impact of Welsh HE in generating new business in Wales and beyond
	Improving the quality of learning and teaching, with reference to the quality of the student experience	Promoting an excellent student experience in higher education in Wales
	Strengthening the employability of Welsh graduates	Promoting the value added of higher education in supporting routes to employment Promoting the impact of Welsh HE in generating new business in Wales and beyond
	Promoting Welsh higher education more effectively internationally	Promoting Welsh HE in an International marketplace
	Delivering sustainable higher education	Promoting the impact of Welsh HE in relation to research and innovation Promoting Welsh HE in the delivery of CPD support to the local economy
	Raising awareness of the value of higher education to potential students	Promoting the value added of higher education in supporting routes to employment Promoting the impact of Welsh HE in generating new business in Wales and beyond

Mapping of Fee & Access Targets to HEFCW National Measures for Higher Education Performance

The following table maps the targets included within this Fee and Access Plan to the recommended sub-set of the HEFCW National Measures for Higher Education Performance relevant to Fee and Access Plans. In addition two further measures (marked with *) have been included as they are seen as contributing to the 'strengthening skills, employability and entrepreneurship agenda and to the promotion of HE via 'broadening innovation and engagement'.

HEFCW Measure	Target Included
A: Increasing widening access and inclusion	
1. Widening access	Yes
2. Participation	Yes
3. Retention	Yes
4. Part-time	Yes
5. Diversity of the student population	Yes
B: Improving student experience	
6. National Student Survey	Yes
7. Welsh medium	Yes
8. Student mobility	No
9. Quality Outcomes of QAA Quality Enhancement Review	Included within the regulatory requirements
C: Strengthening skills, employability and entrepreneurship	
11. Employment	Yes
12. Graduate employment	Yes
13. Continuing professional development*	Not included as part of the 'recommended sub-set' but considered to be important in terms of the promotion of HE
D: Broadening innovation and engagement	
16. Start-up activity (graduate)*	Not included as part of the 'recommended sub-set' but considered to be important in terms of the student employability agenda

Fee income investment

Equality of Opportunity

Increase the student population and enabling access to HE for designated under-represented groups (Widening Access)	
Projected Expenditure	£2,115,788
Increase the student population and enabling access to HE for designated under-represented groups (Students with disabilities)	
Projected Expenditure	£593,747
Increase the student population and enabling access to HE for designated under-represented groups (Students from BAME backgrounds)	
Projected Expenditure	£599,333
Increase the student population and enabling access to HE for designated under-represented groups (Care Leavers)	
Projected Expenditure	£466,455
Increase the student population and enabling access to HE for designated under-represented groups (Students studying through the medium of Welsh)	
Projected Expenditure	£518,673
<p>The University of South Wales will continue, through this Fee and Access Plan, to support activities that have proven successful in ensuring the populations of students from disadvantaged backgrounds/under-represented groups exceed the performance expected of the University given its location and type (the benchmarks set). By not continuing investing in areas where we perform well, in particular in relation to attracting and retaining students from WIMD backgrounds, there is a risk of lesser performance. The activities will, however, also support student populations where it has been identified that the university could increase participation for groups identified (increased access for students from WIMD areas in specific subject areas; students with disabilities; students from BAME backgrounds; care leavers and students studying through the medium of Welsh. For USW widening access to higher education lies at its very heart but there are other under-represented groups, such as students from BAME backgrounds, where participation is lower. The activities and functions therefore in this plan will be aimed at protecting current populations and increasing others.</p> <p>In order to achieve this the differences in subject level populations have been analysed and plans formulated to target groups. The data shows the following areas of activity:</p> <ul style="list-style-type: none"> ❖ WIMD – Engineering, Creative Industries (including the RWCMD). 2019/20 enrolment data shows that five subject areas within our Faculty of Creative Industries, the RWCMD and the subject area of Civil Engineering have populations from the two lower quintiles of WIMD below 40% against a university performance of 46.4% in 2017/18. In addition the RWCMD and Mechanical Engineering have WIMD bottom quintile populations of less than 15% against a university performance of 23.2% in 2017/18. ❖ POLAR4 Populations – Engineering, Creative Industries (including the RWCMD) and Education have populations less than 15% for young POLAR4 (university performance was 22.9% in 2017/18) and 10% for mature POLAR4. ❖ Disabled Populations including DSA Claims –STEM subjects and targeting of off campus student populations in terms of ability to access DSA support. Areas have performance less than 6% ❖ BAME Populations – STEM and Creative Industries have populations less than 6% against an institutional performance of 8.6%. ❖ Care Leavers - STEM and Creative Industries have no care leavers enrolled in 2019/20 	

Access to Higher Education

Schools & Colleges Liaison Team

Our Schools & Colleges Liaison Team develops partnerships with widening access priority schools and colleges throughout the region to encourage HE participation and progression. We engage with prospective students, teachers, advisers and parents to raise aspirations, encourage students to progress to higher education, and promote routes to achieve this. We also work with Welsh-medium schools and colleges to encourage students to pursue Welsh-medium opportunities in HE. In particular, we seek to create opportunities for people from non-traditional backgrounds to explore higher education opportunities, such as care leavers and students from low participation areas. The Reaching Wider partnership in South East Wales also supports this work and will dovetail with the activities of this team providing a transitional model for learners who may not otherwise enter higher education from the age of 10 onwards.

Our activities and services for these prospective students provide a taste of higher education and provide advice and guidance on progression routes:

- ❖ University Visit Days and UCAS Apply online workshops: Widening access schools and college groups visit us to find out more about higher education, explore our campuses and receive support to complete their UCAS applications.
- ❖ Subject-specific events: Activities and events such as taster days, sample lectures, workshops and A-level conferences, give students a taste for studying that subject at university. Students visit and experience our campuses, or our lecturing staff visit widening access schools and colleges to deliver talks and workshops.
- ❖ FE Collaboration & Progression: USW supports activities across the former UHOVI region. Activities include awareness sessions, progression sessions and information days which result in increased participation either through enrolment at level three at USW campuses, or in HE in FE.
- ❖ Reaching Wider activities: Activities and events supporting transition, aspiration raising and promoting equality of opportunity and inclusion.

In the 2017/18 academic year (the last complete academic year at the time of writing this plan), the following activities took place:

- ❖ 886 HE Talks, workshops and UCAS Apply sessions for schools and colleges including 89 Welsh medium sessions. Of these, 497 were attended by or delivered in in Widening Access schools/ colleges and/ or for under-represented groups.
- ❖ 25,522 prospective students were engaged with these activities
- ❖ Attended 25 UCAS fairs and interacted with over 5,710 prospective students
- ❖ 91 progression events were delivered with USW's partner FE Colleges, the majority of which would be providing information for prospective students from under-represented groups

This joined up approach helps support a seamless transition from FE to HE for students who may be entering USW at Level 3 or who may be progressing to Level 6 (to top up their Foundation Degree or HNC/D) at a USW campus from a FE partner college. In addition to this transitional support at subject level there are clear partnerships between HE and FE colleagues, shared staff development activities and organised events, including some sharing of teaching to support transition.

In terms of further targeting 'hard to reach' students to ensure equality of opportunity, our intelligence is expanding through the development of our Customer Relationship Management (CRM) activities within our enquiry and application processes. The next phase of the project includes development of a 'Schools and Colleges Liaison Module'. This development will enable the team to track prospective students through their student journey identifying what activities work in the promotion of HE to less represented groups and design activities accordingly. The CRM project is already providing rich

intelligence on which marketing interventions have most effect on application and conversion levels. In building on this work, the university is also committed to joining up data, information and insight cleaned from the Reaching Wider/First Campus project and tracking participants into our CRM and further student systems, this will provide a richer picture over time of the impact First Campus activities have on increasing participation in HE from WIMD areas. This work is at an early discussion stage but will impact on the life of this Fee and Access Plan.

HEFCW's future commitment to the Reaching Wider Project has also meant that the institution can continue to further dovetail the work supported by the Schools and Colleges Liaison Team and First Campus, pooling resources and creating economies of scale and therefore increasing impact. A restructuring of this area has led to closer working relationships within the teams and cross the institution. The creation of a Widening Access sub-committee will also strengthen activity in this area.

Our Portfolio & Reach

Our portfolio is designed to provide opportunities for all students from all backgrounds. We have a large provision at Levels 4 and 5, both on campus and delivered through HE in FE through our partnerships with local further education colleges. The University of South Wales awarded 1,565 FT students with qualifications at Levels 4 and 5 in 2017/18¹⁸. This strategy is intentional and based on evidence that students from low participation areas prefer to study closer to home for a variety of reasons including financial hardship and lower mobility. Sub-degree provision typically also has lower entry standards and therefore can provide entry to a wider population who can enhance their skills and confidence. The delivery of sub-degree provision comes with clear progression routes for students to progress to level six, most of which is delivered at USW's campuses.

The University has also traditionally offered provision at Level 3 to further support students who may not have accessed HE if this provision did not exist. This isn't without its challenges and support for these students through services outlined through this document is essential to ensure success. In addition the curriculum design including assessment structures is carefully considered, and recently has been reviewed and revised to ensure accessibility. The University enrolled 554 students at level three in 2017/18. The University is committed to this important part of its portfolio and notes the risk being presented from the recommendations of the Augur Report.

The University will continue to assess the performance of its portfolio on an annual basis in relation to the key drivers outlined at the beginning of this plan; recruitment, retention, experience, achievement and employment of its graduates and in particular the differences in any of these metrics related to under-represented groups. The annual portfolio review process which forms part of the institutional annual planning critically assesses the performance of portfolio. The work of the Learning and Teaching Enhancement Committee (LTEC) at the University focusses on the drivers that influence curricula and current focus relates to inclusivity in our curriculum design, delivery and assessment. These strategic discussions are evidence led and are influenced by the retention, experience and attainment of students from under-represented groups.

By the commencement of this Fee and Access Plan the university will have completed a comprehensive review of its portfolio, aligned to the development of its strategy for 2030. This work will align our curriculum to the requirements of students in the future and the requirements of employers. We will increase the range of opportunities for prospective students through development of more flexible routes to HE and for the student journey itself. The 2030 Strategy has a strong commitment to the region, to the Future Generations Act and to widening access in higher education.

¹⁸ The 1,565 were all undertaking target awards and this figure does not include students who exited with a lower award than the course that they had enrolled on (i.e. DipHE for 240 credits of a BA/BSc programme).

HE in FE

The University of South Wales (and its previous institutions) has delivered HE in FE for close to three decades across the region. Our current further education partnerships (see **accompanying** Table D), notably the Strategic Alliance, add value to the region, complementing the core subject and industry footprints of our four faculties. Ambitious student number planning will aspire to see HE in FE participation increase within FE and also increase the proportion of students progressing from the Strategic Alliance colleges to level six provision at USW's campuses, partly as a result of the mainstreaming of sustainable full-time and part-time provision previously delivered through the UHOVI initiative. The regional nature of HE in FE is changing and this does pose a challenge to the university and the delivery of this ambition but this is being mitigated through the development of partnerships wider afield, notably Gower College and Neath Port Talbot College Group.

USW continues to build links between academic faculties and FE partners facilitating direct recruitment to USW and progression to higher education within and from our further education partners.

The relationships we have with our partners provide access to higher education through three main routes:

- ❖ The numbers of students who apply directly to USW campuses directly from level three provision in the partner colleges – we received 2,495 applications from our seven Welsh partner colleges for the 2018/19 academic year, 824 of which placed the institution as their first choice. This is increasing year on year.
- ❖ The numbers of students who study HE in FE on USW courses – we have 1,660 full time and 1,070 part-time students enrolled at partner colleges in 2018/19.
- ❖ The number of level five students who progress to level six with USW – 68% of students awarded at level five in 2017/18 progressed to level six in 2017/18 (376 students)

We will continue to jointly plan portfolio with our partners, working one to one with colleges but also as a Strategic Alliance to balance the offer across the region. We will continue to commit significant resource to these activities including a Director who oversees the University's total provision, Faculty level FE managers, direct course and subject links and significant support for progression activities through our Schools and Colleges Liaison Team. The University also supports enhancement in learning and teaching through our Centre for Enhancement in Learning and Teaching (CELT) unit.

Activity supported from this and previous fee and access plans has included the development of a HE in FE Guide¹⁹ and analysis of the information students seek when making decisions around location of study and progression to level six. This has included developing information for students who wish to access halls of residence and further activities bringing students to USW campuses to provide tasters for the changes they will encounter when progressing to a USW campus. We are also strengthening links between the Student Union and our FE partners. The collaboration between Reaching Wider and our FE College partners will also be enhanced through the life of this fee and access plan. A current example of work that will continue to be supported can be found [here](#).

An overview of the support provided to students can be found [here](#).

Our FE partners will support students locally whilst they are undertaking their studies. Strategic headlines are provided by the University through the Resource Allocation Plan with each college and monitoring statements are required annually in terms of the spend level and the activities that have been supported. Examples of support that will continue through this Fee and Access Plan include:

¹⁹ https://www.southwales.ac.uk/documents/988/Progression_Brochure_19-20_English_D7AHndz.pdf

- Support for students for their additional costs of study – this ensures all students irrespective of background are able to fully participate in their studies.
- Direct financial support for students, including support for DSA testing

In addition to this, USW works with the colleges in ensuring access to a range of services and support within the University itself. Students have access to library, IT, Student Union and other support services and USW has developed a portal which brings all this information together for students in one place.

<http://pcstudents.southwales.ac.uk/usw-students-any-partner-institution/>

There are a range of networks at course, subject, faculty and institutional level to support this activity in particular the decisions made by students on their course of course and their further progression with this.

Welsh Language

The University's Welsh-medium provision has been developed gradually and strategically, reflecting the demand from students and industry, and in response to Welsh Government strategies and priorities. Significant work has been undertaken over the past two years to build on the current Welsh-medium provision and extend our offer across a wide range of courses across the University, focussing primarily on employability – a core objective in both the University of South Wales and the Coleg Cymraeg Cenedlaethol Academic Plan, and also essential in order to create a bilingual workforce to address the requirements of the Welsh Language Standards and Welsh Government's vision to ensure 1 million Welsh speakers by 2050.

The University has engaged with employers across south-east Wales and has organised employability sessions and workshops to raise awareness amongst students of the benefits of bilingualism, particularly in respect of skills and employability. We have been successful in increasing the opportunities for students to study through the medium of Welsh across all faculties, and this work is ongoing.

A research project, funded by the Coleg Cymraeg Cenedlaethol and the University of South Wales, was undertaken during the 2017-18 academic year to determine the demand for Welsh-medium provision across the University of South Wales Group; measuring the demand from pupils in schools and colleges across Wales; and to identify the need for bilingual employees across the region. The outcomes of the project will allow the University and the Coleg to determine the priorities for the next few years and plan the provision accordingly. In the interim the University is committed to support activities to the same level of funding as in previous Fee and Access Plans.

All of the above work is undertaken collaboratively including colleagues from across the academic and professional support structures of the University. Activities also include support from local schools and colleges. Some of the examples can be found [here](#).

Access to Higher Education

Please see commentary in relation to Schools and Colleges Liaison Team, Our Portfolio & Reach and HE in FE above. These teams and the activities they support and delivery all impact on the University's ability to recruit students from under-represented groups.

Our Student Union

The USW SU has a range of officers to support students and these include Campaign Officers²⁰. All Campaign Officers are current USW students, elected to represent and liberate the rights of students who are under-represented or discriminated against. In 2018/19, Campaign Officers include:

- Women's Officer
- Mature Students' Officer
- International Students' Officer
- Black Students' Officer
- Gender Identity Officer
- Sexual Orientation Officer

The Student Union supported roles for Welsh Language and for Students with Disabilities but these were not recruited to. All roles are being recruited to for 2019/20.

As noted previously in this document the University directly funds the Student Union and this funding is used to support a range of activities including bursaries and salaries of officers. The roles outlined above will likely continue in 2020/21 and will focus on the needs assessed by the Student Union.

The SU has been fully involved in the creation of this Fee and Access Plan and will support the delivery of its activities and the realisation of the targets set within it. As noted at the start of this document this applies to students at all locations of study.

Looked after children and Care Leavers

The University has a designated Care Leaver Coordinator and provides the following support

<http://propel.org.uk/Details/university-of-south-wales/>

Carers

The University is keen to offer support to student carers, including a Bursary from its Hardship Fund, as it is recognised that caring often has financial implications (such as less availability for paid work and increased travel costs). As noted above specific subject areas will be targeted in this area, as will the FE Colleges with whom we partner to identify and support students who have come from this background. Numbers are small and it is clear that when students identify that they seek and value support provided, thus activities will focus on promotion and more directly liaison through First Campus in identifying individuals who seek access to higher education.

Bursaries and Scholarships

The University supports a range of bursaries and scholarships which encourage students to apply to higher education. Some of these are targeted at students from under-represented groups and are targeted at areas where progression to HE is more challenged, e.g. our FE Progression Bursary. At our FE partner colleges Fee and Access Plan expenditure will also support bursaries for students from under-represented groups particular to that college, for example bursaries targeted at students from BAME backgrounds or from areas of deprivation.

²⁰ <https://www.uswsu.com/campaignofficers>

Provide to under-represented groups effective information and support, before and during their studies

Projected Expenditure	£1,942,642
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Ensuring students from under-represented groups are supported and retained during their studies and reach their potential.

Projected Expenditure	£3,292,400
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The provision of information and support to students before, during and, in some cases, following their studies is a key factor in ensuring students reach their potential. In addition the retention of students, through in many cases direct support, is a strategic priority of the institution. In respect of students from under-represented backgrounds, the transition from secondary/tertiary studies to University study *“is a significant social displacement, which may be intensified where the student is mature, is the first in their family to attend university, or is from an ethnic group under-represented in the university population”*²¹.

We have consistently highlighted the well-established link between the recruitment of students from disadvantaged backgrounds and poor retention rates. Accordingly, we believe that our success in attracting new students from the most disadvantaged parts of Wales and in increasing the proportion of students from low participation areas across the UK (evidenced elsewhere in this document) means that USW faces a particular challenge in relation to retention. Notwithstanding these challenges, improving retention continues to be a key institutional priority for USW.

The section highlights areas in which the university provides significant financial support and a proportion of the costs of delivery of these services are directly supported through this Fee and Access Plan.

Provision of Information - Website

Before their study

The University of South Wales’ website²² provides a range of information for students (in English and Welsh) in relation to their study over and above the information relating to courses. These include:

- Information on [fees and funding](#) including specific information on:
 - Scholarships and Bursaries – including for this Fee and Access Plan scholarships and bursaries relating to under-represented groups
 - Other financial support
 - A guide for estranged or independent students
 - Information for Care Leavers and Looked after Children
- Support through the application process
- Information on accommodation
- A guide for parents
- Information for teachers
- Live chat facilities
- Support for students from local FE Colleges either entering a USW at level three or progressing to level six.

During Study

Our Unilife student communication platform contains a range of information for current students, including those enrolled at further education colleges. We have a specific area of this site which focuses on the range of advice and support available to students.

²¹ A.R.J. Briggs, J. Clark & I. Hall (2012): *Building bridges: understanding student transition to university, Quality in Higher Education*

²² <https://www.southwales.ac.uk/study/>

Each of the following areas are represented on this platform, and in addition each area provides information directly to students through induction activities, through roadshows during the academic year, through promotion via digital screens and social media and via a range of other mechanisms. These areas will continue to be supported through this Fee and Access Plan in 2020/21. As the Advice Zone and the Student Progression Team being more established, the impact of the services on students will be evaluated and tailored as appropriate.

Advice Zone

This facility, available at each campus, provides a ‘welcoming first contact point for all student enquiries’.

Through this service students can access one to one appointments with a range of services, including:

- Study Skills Support
- Disability and Dyslexia Support
- Counselling
- Mental well-being
- Money Advice
- Progression support
- Careers support
- Library support

The Unilife pages for the service provide a range of information for students on their course, interruption of study, support for pregnancy, maternity, paternity and adoption, extenuating circumstances that are affecting study etc. The new service has developed a strategy for its development which will include targeting of under-represented groups.

Progression Advice Team

The team supports students who are “at risk” of not completing their studies. The team was established for the 2017/18 year and as such are developing their service which is being tailored through an evidence base to target the populations of students at most risk. The identification of “at risk” students will include consideration of characteristics of the student population which increase a risk of non-completion. These targeted groups will include students from under-represented groups and there is a cross university focus to ensure that specific groups at risk are targeted in this way. The team works closely with the planning function of the University and is a core part of the Fees and Scholarships Committee and its Widening Access Sub-group and as such activities dovetail institutionally.

Careers and Employability Service

A large range of resources are available to students including information on Graduate jobs, support for developing CVs and interviews, information on placements, enterprise, Go Wales, Grad Edge etc. The service came in the top three in the UK for their Employability Strategy in the National Graduate Recruitment Awards 2017. More information on the activities of this team is included later in this document. Graduate employment is a key metric for the university and will underpin the delivery of our strategy for 2030.

Campus Life Coordinators

Our team of Campus Life Coordinators²³ look after over 2,800 students based in USW Halls of Residences and also at private sector halls in Cardiff and Newport with which the University has contractual agreements. The team are responsible for the welfare and support for students in Halls of

²³ <https://studenthalls.southwales.ac.uk/campus-life-coordinators/>

Residence and provide key routes to support for students and well as supporting social activities. The team has been recently created and provides out of hours support for students as well as vital triaging to other specialist support areas.

Chaplaincy

The Chaplaincy is available to all students as an open and affirming service. All students are welcomed regardless of race, colour, gender, age, nationality, economic circumstances, marital status, sexual orientation, physical or mental ability or emotional condition. The Chaplaincy's aim is to enable people to meet one another and creating a community. The Pontypridd Campus hosts the University's Meeting House <https://chaplaincy.southwales.ac.uk/meeting-house/>. This facility provides a space for students to interact and gain support. The Chaplaincy provides an additional place for students to gain support and as the service states:

'The Chaplains are always available for a private, confidential talk at any time. All you need to do is [ask](#). We promise: not to judge you; to respect and value what is important to you; to recognise that your home life and relationships have an important bearing on your University life; and to do all we can to see you when you need to see us. But you don't have to wait for a crisis to happen. Come and see us any time to talk about any issue that bothers you.'

The Chaplaincy's ethos focusses on embracing difference and as such supports the under-represented groups of the University.

Student Mentoring

The Student Development and Study Skills team operates two forms of student mentoring for USW students (both of which will continue to be supported through this Fee and Access Plan):

- ❖ **Student Mentoring Scheme** - The USW Student Mentoring scheme has, and will continue to enable students joining the university to receive support on practical issues from more experienced USW students. Our student mentors are trained volunteers. New students can ask their mentor questions by email or Facebook, even before they arrive on campus. The USW Student Mentoring scheme aims to:
 - Ensure that the transition to university for new students is as easy and problem-free as possible;
 - Encourage new students in meeting current students from the same department or faculty so that they quickly integrate into university life;
 - Make sure that new students know where they can go for information and support and to ensure that they experience a supportive and encouraging environment;
 - Support students to rapidly engage with their studies by reducing stress factors; and
 - Enable student mentors to develop or enhance skills, knowledge and experience relevant to employment and other avenues of life.

- ❖ **Peer Assisted Study Sessions** - Peer Assisted Study Sessions are group study sessions led by trained higher year students (PASS Leaders) and provide (and will continue to do so in 2020/21) a safe environment for first year students to discuss ideas, share problems and resolve questions in order to improve their understanding of module content. Feedback from participants strongly suggests that attending PASS can play a part in enhancing academic performance and student experience. The PASS Leader role is voluntary, and comes with a small bursary. PASS Leaders receive training in facilitation skills and gain valuable experience which can enhance employability.

Disability and Dyslexia Service

The Disability and Dyslexia Service provides a confidential and professional service where students can discuss individual requirements on their terms. So whether students have a physical, sensory, mental health or unseen disability, the service provides support. The University is committed to providing an inclusive environment and aims to support disabled students and those with specific learning difficulties by changing policies and practices, and providing practical support. The range and level of support is considered carefully in light of the student population and this service directly supports students with declared disability and supports students in particular who have discovered such a condition during their HE journey. It is clear from current metrics that the University's performance is not reaching benchmark for students claiming disabled student allowance (DSA) has fallen which for this service and the Wellbeing Service, promotion of this support will be targeted for this Fee and Access Plan. In each academic session the service is evaluated and service adjusted to take account of demand and need across our campuses.

Student Money Advice Team

The team provides individual advice and guidance on student money matters, information on student financial support and information about Bursaries and Scholarships. This will include one to one support in acute situations, support for accessing financial support and crisis hardship funding.

Study Skills Service

This service offers advice, information and resources to help students raise their aspirations, improve their academic performance and develop transferrable skills for employment. The team offer one to one appointments and workshops on a range of topics including dissertation support, supporting on referencing, reflective writing, paraphrasing, English language support, essay writing, report writing, organising study, presentation skills and critical analysis skills. A new initiative for 2017/18 was the introduction of Writing Clubs where students in a small informal group can actively develop their academic writing skills. The clubs showed that students can gain confidence by practicing written, analytical and reflective skills and have early experience of verbally communicating ideas in a group setting at HE.

Wellbeing Service

The Wellbeing Service consists of the University's Health Service, Mental Health Service and Counselling Service. Each of these services provides free and confidential advice and support for all USW students. Demand for mental health and counselling services has seen a step change increase and as such resource balance is considered carefully. The University is supporting a project to move online some services that for students do not require a face to face interaction in order to provide resource in these key areas.

The services supported through this Fee and Access plan in relation to the support provided with students experiencing mental health difficulties is extensive. The services are constantly reviewed to ensure adequate resources are available to meet demand. The service offers (and will continue to offer in 2020/21):

- Advice, support and information about what may help.
- An opportunity to talk through difficulties in confidence.
- Co-ordinate admission arrangements, facilities and study support to enable students to begin, continue and graduate from your studies at the University.
- Help students access [Disabled Student Allowance](#).
- Help to arrange extra support and adjustments, for example [mentoring](#), exam provisions, equipment.
- Referral to [Counselling Service](#) if appropriate.

- Exploration of lifestyle changes which may lead to improvements in student mental health and well-being.
- Provide recommendations for self-help strategies for managing mental health issues along with the demands of academic study and University life.
- Recommending the most appropriate ongoing support for you, which may include follow-up meetings with a Mental Wellbeing Adviser.
- Support students during and after a break from studies.
- Work with students on issues that commonly arise, such as:
 - anxiety problems and panic attacks,
 - problems with motivation, procrastination or lethargy,
 - difficulties with concentration, organisation, or time-management,
 - avoidance and isolation from friends, family and/or academics,
 - persistent focus on negative aspects of experience,
 - perfectionism, constant worry and obsessive or compulsive behaviour,
 - low self-esteem, confidence or assertiveness,
 - sleep problems or unhealthy eating patterns,
 - self-harm or suicidal thoughts.

As part of the Student Experience Plan projects we are also reassessing our mechanisms and platforms for student experience which will include a focus on how we communicate the right information in a targeted way to populations to students, including under-represented groups.

Our Student Union

USWSU plays a significant role in the provision of information for students prior to them joining their course. The past three academic years have seen the SU utilise social media²⁴ as a platform for engagement with students prior to their commencement of study. These videos have been very successful, receiving several thousand views. The medium chosen by the SU provides significant accessibility to students and provides mechanisms for questions and queries to be raised and for the formation of social groups prior to entering University.

The SU also provides support for students during their studies, through course representation systems, through sabbatical officers and through permanent staff. In 2017/18 the following support was provided by the SU:

- 318 students were supported by officers
- 89 students were supported with issues relating to student casework (plagiarism, misconduct etc.)
- 70 students were supported through welfare cases
- 160 students were supported through informal action.

The University values the additional support that the SU provides and the partnership between the University and SU is vital in ensuring support for under-represented groups and for the wider university population.

Raising Aspirations – Academic Success

The success of our students, particularly those from under-represented groups, relies on effective academic and professional services support. USW has an effective record of accomplishment in transforming lives but this can be improved through increased intelligence and provision of targeted

²⁴ <https://www.facebook.com/uswsu/videos/10153655028027447/>

support. This Plan notes key activities in a number of areas, which by 2020/21 should enable increased performance.

- ❖ Improved intelligence through enhancement of business intelligence and specifically through the implementation of Learner Analytics as a mechanism for predictive modelling of “at risk” populations and characteristics of our student body. This project commenced in 2016/17 and forms part of the University’s Student Experience Plan. The work, which is nationally supported through JISC²⁵, by 2020/21, will have considered predictive modelling through a range of scenarios to provide information to USW on its student population and their risks of not reaching their full potential. In addition the University is considering the development of an activity app for students which will monitor their engagement and progress, a model which has proved successful in other arenas such as fitness. This project will continue to be supported through the life of this Fee and Access Plan.
- ❖ Enhanced targeting of invention and support mechanisms to ensure students are able to reach their potential, this will be linked to population characteristics and at risk populations targeted as a priority.
- ❖ Personal Academic Coaching will provide students with holistic support working with intelligence derived from Learner Analytics in terms of risk factors and metrics of engagement. This will enable at risk students to be supported as their level of engagement will be monitored and supported through this consistent academic support.

Raising Aspirations - Employability

USW has a strong record on employability which is partly due to the calibre of the students themselves, and the opportunities to study programmes which have been developed with the professional bodies (and are professionally accredited) and leading organisations who employ our graduates, from local government and the NHS to many of the world’s major corporations. We believe our emphasis on work placements also gives our students an edge in the highly competitive employment market place.

Graduate Attributes and Aspirations

Our focus is on employability as well as employment; creating the conditions in which students develop the knowledge, skills and attitudes that in combination allow them to function effectively at work immediately, but that empower them to succeed, develop and adapt over long term careers. As well as core activities, enhancements to activities and services in 2020/21 will include:

The further development of the ‘My Future’ online tool which allows each learner to articulate their emerging ‘professional identity’. The tool (which launched in 2017/18), provides a mechanism for students to test their career readiness through a number of categories including communication, commercial awareness, innovation & enterprise, project management, digital literacy and leadership. Direct support and development activity can then be targeted to the student on the basis of their self-reflection enabling them to build their skills during their studies. It is felt that this tool will be particularly helpful to students who may not have the confidence to seek support in this area, but can self-declare and access learning materials to support their development in their chosen area/s.

Continuing to develop excellent peer mentoring approaches, including the development of “e-mentoring” that will allow student and staff interaction and promote the application and transfer of knowledge, connecting students and staff locally and globally. Previous mentoring schemes have proven highly successful and will continue to be supported through this Fee and Access Plan. In 2017/18 600 student mentors supported their peers. This activity is not directly targeted at under-represented groups but will likely impact on these groups.

²⁵ <https://www.jisc.ac.uk/rd/projects/effective-learning-analytics>

As part of the delivery of the university's 2030 strategy, there is an extensive review of portfolio planned which will consider how students are better (in some curriculum areas where performance is currently weaker) prepared for the world of work through a combination of curriculum content, skills development and direct work experience. This work is in development but will impact on the delivery of this Fee and Access Plan.

Retention

Our broad approach to retention and progression is outlined in the Student Experience Plan²⁶ (2016), which sets a long term agenda including:

- ❖ Developing a learning analytics system as part of a sector wide JISC supported project. This work will provide two areas of support for the retention and attainment of our student body through the provision of information to Personal Academic Coaches (including engagement of students with their studies) and predictive modelling which provide richer data to the University in relation to 'at-risk' groups of students, which will include students from under-represented groups;
- ❖ Implementing different approaches to personal coaching in all Faculties aligning to a key set of principles;
- ❖ Focussing on continuing improvements to induction and re-induction activity and fully embedding immersive learning;
- ❖ The revised Assessment for Learning Policy, which will simplify scheduling and provide a course level view of assessment for all learners.

We will continue to drive forward a series of activities in 2020/21 that will benefit of our students and promote retention and success, including:

- ❖ Enhancing, through the integrated frontline services project, the provision of excellent, accessible first line support and advice for learners and good integration between academic advice and guidance, personal coaching, analytics and the student advice team. This will include further improvements to frontline support with the aim of delivering "resolution at the point of enquiry" and a joining up of information across frontline services and academic staff (particularly Personal Coaches).
- ❖ Developing the role and function of the University's Progression Team in supporting "at risk" students through intervention and support mechanisms to facilitate retention and achievement. At risk populations will include analyses of the demographic factors that impact on a student's likelihood to complete their studies. These include their location of study.
- ❖ Ensuring effective and timely reporting to faculties on student retention giving focused course level data.
- ❖ The Assessment Journey strand of the Student Experience Plan will make improvements in the monitoring of assessment progress in year.
- ❖ Consideration of the roll-out of the Personal Coaching Model to FE Partners. FE already has established models for personal tutoring and access to dashboards.

These activities will provide intelligence on the risk factors affecting our students, linked to their characteristics and provision of support and intervention that will improve retention risk to students from under-represented groups.

²⁶ <http://celt.southwales.ac.uk/documents/download/410/>

Contribute to Reaching Wider Partnerships

Projected Expenditure	£320,177
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First Campus at USW provides a comprehensive portfolio of activities/projects throughout the academic year targeting young people from low participation areas who are “at risk” of becoming marginalised from post-compulsory education. The project introduces participants to a University environment, raises their educational aspirations and challenges misconceptions about Higher Education. Undergraduates and university lecturers are able to talk about progression routes through to HE, including HE in FE and industry professionals offer information, advice and guidance about apprenticeships and expected skills and standards.

The First Campus team at USW are structurally located within our Marketing and Student Recruitment department which enables close working relationships with our Schools & Colleges Liaison team providing economies of scale and a dovetailing of activities. This Fee and Access Plan builds on the Institutions Reaching Wider Programme Plans 2018/19 to 2020/21.

Alignment with the First Campus RW partnership

The purpose of First Campus, Reaching Wider, and thus the activities proposed within this plan, is to:

- widen access to level 4 HE provision in all modes;
- reduce barriers to entry, and raise educational aspirations and success at level 4 higher education provision, for priority groups;
- prioritise people of all-ages living in the bottom two quintiles of the Welsh Index of Multiple Deprivation (WIMD).
- prioritise care-experience young people and carers. We will work regionally to support these groups.

The activities within this plan, as required by HEFCW, will enable the University of South Wales to contribute to supporting groups under-represented in higher education, specifically:

- within the bottom two quintiles of the Welsh Index of Multiple Deprivation
 - post-16 young people.
 - adults without level 4 qualifications, to provide progression to level 4 provision.
- and Wales-wide:
 - looked after children, care leavers and carers in all age groups.

In formulating this plan development has dovetailed with that of the Reaching Wider Strategy which has included discussion with planning leads in other HEIs who form part of the South East Wales partnership. Data in relation to postcodes of current student populations have been provided to the partnership in order to generate intelligence in relation to ‘cold spots’ in the region for participation.

Targeted Regions and Partnership Working

The Welsh Index of Multiple Deprivation²⁷ provides information on the relative deprivation of small areas in Wales. The index ranks areas from 1 (most deprived) to 1,909 (least deprived) and this ranking is illustrated in Figure One below. The University’s location enables its lead in promoting HE to students from these areas and is the day to day business of the institution.

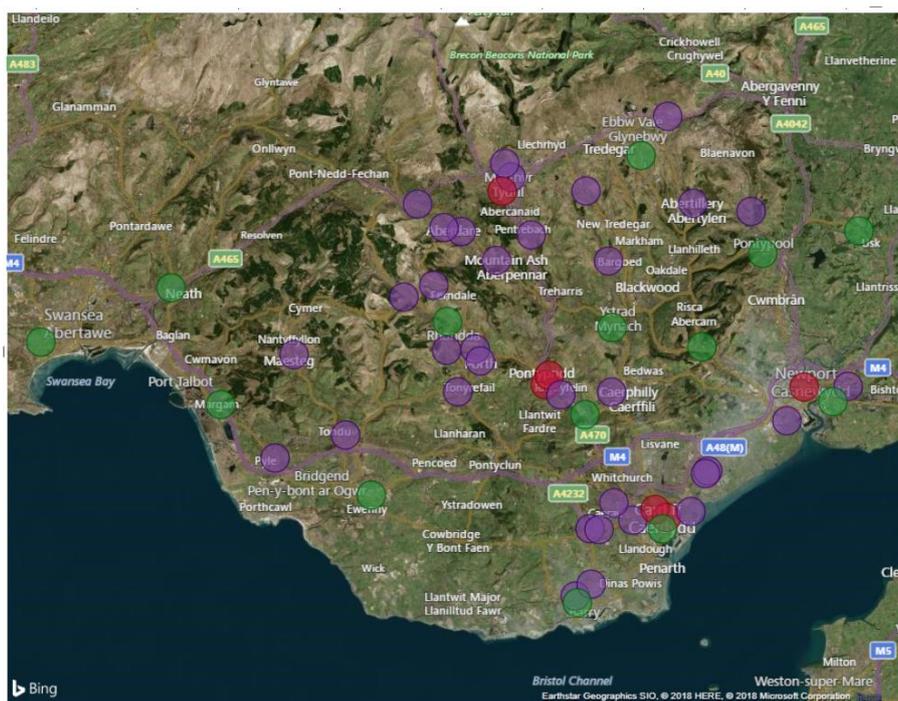
In the 2016/17 academic year 7,460 (36.9%) of the student population at the University of South Wales were domiciled in the two lower quintiles of Lower Super Output Areas in the Welsh Index of Multiple

²⁷ <https://gov.wales/docs/statistics/2015/150812-wimd-2014-summary-revised-en.pdf>

Deprivation (WIMD). This Fee and Access Plan sets a target to increase this participations. To achieve this target, continued targeting of areas and activities will be necessary. This will continue to involve joint working in developing and delivering provision to meet regional needs.

It is clear that challenges in relation to the demographic profile of 18 year olds in the region combined with a reduction in births from lower socio-economic groups will require clear strategic direction and joined up activities between the University and the First Campus (Reaching Wider) Partnership. For this reason the first targeted group will be schools in the region with 60-100% of their population from the bottom two quintiles of the WIMD. The targeted schools will be the same schools that First Campus will work with. The work of the University’s Schools and Colleges Liaison Team will dovetail with the work of First Campus providing a smooth transition into higher education for individuals. This will also provide economies of scale freeing resource to target additional activities. In order to prioritise this work, the University is considering how best to structurally support this targeted work and will likely do so through developing a Widening Participation (WP) Strategy for the team which will see a greater focus on WP initiatives and interventions and WP will be prioritised across the work of the team, in particular in identified schools and colleges in the region.

The figure below shows the regional impact of USW in this plan, combining the activity of each part of the USW Group (including the RWCMD and Merthyr Tydfil College), the partner FE Colleges and the targeted Schools and Colleges.



Support for looked after children, care leavers and carers.

The University is committed to targeting prospective students who are, or have been, looked after children, care leavers and carers. Importantly for this plan will be the age of 16 when a young person being known as ‘looked after’ or ‘care leaver’ becomes ‘eligible’ to leave care and live independently. 16-17 was the period where a young person would be considered a care leaver, until the change in the law and introduction of the ‘When I Am Ready’ scheme²⁸.

²⁸ <https://www.thefosteringnetwork.org.uk/policy-practice/practice-information/when-i-am-ready>

The student journey of care leavers at the University of South Wales is overseen by the Care Leaver Coordinator. The number of individuals engaged with the University is relatively small and thus small changes in numbers impact significantly on target achievement. In the context of this plan the application journey of these students is vitally important. The University commits resources to support this group of under-represented students through the coordinator role and through a Care Leaver Bursary which supports the financial challenges experienced by the student group. In addition to the above:

- Prospective students are supported through the offer and take up of information, advice and guidance in relation to study advice, accommodation, finance and careers. Nominated contacts have been made in each of these areas to ensure that students are seen as a priority group and a guide has been written.
- Information on care leaver support was updated (in conjunction with First Campus) for the Propel website, which aims to increase the number of care leavers pursuing higher education. <http://propel.org.uk/Details/university-of-south-wales>
- The Care Leaver Coordinator added contextual information on to USW's admission system 'Admit' for all known prospective care leaver students, so that Enquiries and Admissions are able to make informed decisions when making course offers.

Closer working with First Campus and the Reaching Wider Partnership will bring together support for looked-after children and in particular assist their transition into higher education.

Promotion of Higher Education

Promoting an excellent student experience in higher education in Wales

Projected Expenditure	£4,342,288
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Student experience and the “student journey” are at the heart of what we do and student success is the ultimate yardstick against which we will be measured. The full details of our approach to improving student experience are outlined in the USW Student Experience Plan (2016)²⁹. The Student Experience Plan is being implemented through a range of projects.

Learning Communities

In much of the discussion about the student experience, the themes of identity, community and belonging emerge. University study is an emotional as well as intellectual journey, forged by relationships inside and outside the classroom, through academic and social activity. A combination of good academic and social engagement creates the context for belonging and success. On the academic side, this involves staff who know their students, who are interested in them and actively monitor their progress, who clearly value teaching, who are available to them and value/seek interaction, and who welcome their input, accept criticism, but also set boundaries and challenge around student behaviour and expectations (What Works, HEA 2012). The locus of that identity and those relationships is the course, in which peer relationships and meaningful interactions with academic staff develop most intensively.

Specific activities and services in 2020/21 will include:

- *Continuing to embed the focus on the course as the key unit of review – an approach which is at the heart of the student experience plan.* The key metrics of applications, enrolments, retention, experience and employment are now the focus of course performance measurement enhanced by advances in business intelligence across the university. This is applied through an annual Portfolio Review process.
- *Continuing to develop our virtual learning environment - Blackboard - and course handbooks to ensure excellent course focused information and course level views (e.g. of assessment schedules) for students.*
- *Continuing to monitor student feedback through our internal surveying tool, Loop. Loop identifies areas of student comment, positive or negative on their course experience. The area of community is explored through a number of questions and the data arising from the system is regularly and consistently reviewed by Course Leaders, Subject Managers, Heads of School and the PVC for Learning, Teaching and the Student Experience.*
- *By 2020/21 the University’s system for Personal Academic Coaching will be embedded with clear relationships established between staff and students to monitor engagement, progression and achievement of students.*

Inspiring Practitioners

Academic staff must be able to provoke thought and create stimulating learning experiences, they must also actively support students and show passion for their subject. Capacity for team working and collaboration are also key characteristics for USW academics. Different staff will have different profiles, but these are the factors that our students tell us are important.

Specific activities and services in 2020/21 will include:

- Further developing course-focused approaches to pre-induction to build community pre-arrival and develop effective interventions during periods of level-to-level transition, including plans for re-induction or engagement activities during holidays. In particular, focus effort on under-

²⁹ Student Experience Plan <http://celt.southwales.ac.uk/sep/>

represented and high risk groups through targeted induction and transition activity and give faculties comprehensive and timely retention data to monitor impact of interventions

- *Continuing to develop ‘Personal Academic Coaching’ focused on reviewing learner success within a course (expressed by marks, grades and feedback on modules across a programme) and outside of it (expressed by wider engagement, e.g. with Grad Edge), with support provided by key academics who have a role to follow the learner through their studies. All new entrant FTUG students will be allocated a Personal Coach from the beginning of the 2017/18 academic year. Guidance and training materials have been developed as part of a pilot during 2016/17 and the JISC Learner Analytics project will provide real time information to Personal Coaches on students’ engagement and achievement enabling conversations to be had around learner success. This will be further rolled out and will cover all students by 2020/21.*
- *Through the USW Professional Standards Framework (which maps to the UK Professional Standards Framework (UKPSF), USW aims to support staff both at the University and those teaching USW awards in FE Partner colleges to demonstrate:*
 - A high quality learning, teaching and assessment experience for all students across the USW Group
 - Creativity, innovation and continuing professional development in learning, teaching and assessment for all staff engaged in delivering programmes and those supporting learning
 - Evidence of professionalism and excellence in academic practice.
 - Ultimately this will lead to conferment of Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy.

Transformative Learning Environments

None of the above will be delivered without providing a learning environment that is conducive to it. Our Transformative Learning Environments project aims to develop models for classrooms that allow for digitally rich, simulation based activity and that are conducive to team working and dialogue. Using the principles set out in our Student Experience Plan we will also drive new thinking about non-classroom spaces and aim to provide technology rich social learning spaces on each campus so that learning can happen anywhere on or off site

Specific activities and services in 2020/21 will include:

- *Investment in new learning spaces that allow for digitally rich simulation based activity and that are conducive to team working and dialogue. This will mean moving away from traditional classroom environments in many cases.*
- *Using the Centre for Enhancement in Learning & Teaching (CELT) to facilitate active and experiential approaches, simulation and immersion at course level, to move pedagogy away from transmission of information to dialogue (e.g. through flipped learning) and to create resilience to staff changes through access to quality online resources.*
- *Continue to strengthen the provision of ICT and the provision of on-line resources to students via UniLearn (the umbrella term for the integrated system which supports USW learning and teaching activities through technology).*

Our Student Union

Our Student Union are fully engaged with the strands of the Student Experience Plan and helped in its creation. This has included membership of the Student Experience Group which oversees the implementation of the SEP and membership of project boards and participation in project strands; learner analytics, transforming learning spaces, raising aspirations and getting started.

As noted in the Student Voice section, the role of students in our quality assurance and enhancement processes ensure that the voice of the student is heard and influences change. Student Voice

Representatives undertake a project as part of their role and in 2017/18 some of the examples of these are outlined below:

- Improving Extenuating Circumstances
- Looking into Transformative Learning Spaces
- Encouraging the use of technology in lectures
- Finding potential improvements to be made in SU spaces
- Examining student engagement across different demographics
- Looking into learner analytics

In addition to this collaborative work, SVRs attend meetings across the university, provide one to one support to students and assist with events such as open days.

FE Colleges

USW works with its partners in tandem in relation to the experience of students. The participation of colleges in the National Student Survey and the results provided by the survey is coordinated through the University's Head of Operational Planning and Performance. Response rate at college and college subject level are closely monitored through the survey window and through FE links, regular conversations take place about the operation and progress of the survey. The results of the survey are analysed by the University again at College and subject/course level depending on the populations and reporting thresholds. Discussion takes place between the Principals in FE Colleges and the PVC for Learning, Teaching and the Student Experience on an annual basis. Patterns and themes are discussed and action planning considered and supported through partnership.

Fee and Access Plan expenditure will be used to support infrastructure and is responsive to the student voice at a college level.

Promoting the value added of higher education in supporting routes to employment

Projected Expenditure	£816,029
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The employment, specifically the graduate employment, of USW's students forms part of the University's strategy. The University's Academic Plan has a strong commitment to employment experience during all students' academic journey with our Academic Blueprint requiring this activity as part of all undergraduate programmes. The embedding of the Blueprint has contributed to the University's improved graduate employment metrics.

The University will continue to invest in the support available to students to seek employment whilst studying and following graduation. The expenditure in this area will contribute to the total cost of our Careers and Employability Service.

The work of the Careers and Employability Service includes:

- Support for students with job searches
- Support for students with CVs, applications and interviews
- Support for students in sourcing work experience and/or volunteering opportunities
- Providing information to students in the range of career options available to them including online tests and job profiles
- Unilife Connect – which provides details of vacancies available
- Support and advice for postgraduate study
- Support for careers events and employer roadshows

For FE partners, students can access all of the above and in addition colleges will support local activity, this will include support for guest speakers, support for enhancing employer links and employer engagement for example.

Promoting Welsh HE in an International marketplace	
Projected Expenditure	£1,622,232
<p>International Development</p> <p>USW is strategically committed to enhancing its reputation globally and contributing to the expansion of international education opportunities. We are “locally rooted, globally connected” with multi-campus, multi-city and multi-country activity in the delivery of learning to students.</p> <p>There is no doubt that the recruitment of international and EU students has become increasingly challenging to the UK HE Sector. We continue to aim to develop and expand our international activities in order to support on-campus and in-country international student recruitment, create sustainable academic and research collaborations and continuously evolve our academic portfolio to meet the needs of the new globalised economy. This ambition is however against the back drop of heightened external competition from within the UK as well as from other countries such as the USA, Australia and Canada, closely followed by new and emerging study abroad destinations in South-East Asia, the Middle East and within the EU. The impact of Brexit is not yet known, but applications from the EU have continued to drop. Fee regime changes have also impacted on the attractiveness of UK HE to students from outside our borders. The impact of the challenging and uncertain political environment is impacting on USW’s recruitment although we are planning to increase our current numbers.</p> <p>Our International (on campus) student recruitment activity is underpinned by our <i>International Engagement and Recruitment Strategy (2018-2023)</i>. Our primary aim is to stabilise our core international student markets and lay the foundations for growth in new markets in the context of the said competitive and challenging operating environment. It is built on the premise of diversity and we will strive to maximise recruitment from as wide a range of countries as possible in order to mitigate against the risk of over reliance on particular regions.</p> <p>Our International Partnerships activity is also underpinned by this strategy. University staff are actively encouraged to develop international partnerships by establishing new academic relationships with global organisations, engaging in open innovation to the benefit of our staff, students and key stakeholders.</p> <p>Specific activities and services in 2020/21 to include:</p> <ul style="list-style-type: none"> • Working with our network of agents in the EU and overseas to expand our direct international recruitment activities to include new markets. • Continue international developments, in particular, the flagship Dubai South project³⁰. • Maintenance of meaningful engagement in mobility 	

Promoting Welsh HE in the delivery of CPD support to the local economy	
Projected Expenditure	£105,340
<p>USW has long had a strategic commitment to engagement with its local communities, expressed in terms of creating accessible learning opportunities, opening up the talents and riches of local communities, and acting as a catalyst for economic growth and social justice.</p> <p>The 2016 BiGGAR Economics study, examining the economic impact of the USW group provides clear evidence of the substantial contribution that USW makes to the economy of the region and to the lives of the people who study, work and live here. In 2014/15:</p> <ul style="list-style-type: none"> • £1.2 billion Gross Value Added (GVA) and supported around 14,120 jobs across the UK: 	

³⁰ <https://www.southwales.ac.uk/dubai/>

- £1.0 billion GVA and around 12,560 jobs in Wales; and
- £842.0 million GVA and around 10,920 jobs in the Cardiff Capital Region.

This implies that:

- for each £1 that USW generates as a result of its direct operations, it supports £8.24 in total benefits throughout the UK economy;
- for each person directly employed, the USW Group supports almost 3.5 jobs somewhere in the UK; and
- for each £1 funding the USW Group receives, it generated £6.32 economic impact

In addition in the context of our students, the consultants found that:

- USW graduates in 2015 could expect to earn around £628 million more over their lifetimes than they might if they didn't have a degree. On average graduates from the USWG could expect to earn £104,606 more than they might have without a degree.
- The majority of USW students remain in the Cardiff Capital Region after they graduate so the University had a greater local impact than institutions where a higher proportion of graduates leave the area.
- USW Group students undertaking part-time employment generated £81.9 million GVA for the Cardiff Capital Region and 3070 jobs.
- People visiting students and staff or attending conferences, events, performances and open days generated £5 million GVA for the Cardiff Capital Region and supported 275 jobs.
- In 2014/15, the USWG delivered almost 79,000 days of CPD training for learners in South Wales making the University one of the top ten higher education institutions in the UK by volume of delivery.

Although the BiGGAR Economics study demonstrates considerable regional engagement, the world around us is changing. Key initiatives that will help shape the city region over the next decade include the Cardiff City Deal initiative. As a university we aim to position ourselves in order to systematically and effectively capitalise on these and other emerging opportunities. Work is on-going across the University to ensure our readiness for enhanced engagement with these emerging opportunities.

USW also makes a strong contribution to the Regional Skills Partnership (LSKIP) and continues to support and influence the development of an employer facing curricula in the region. Our Network 75³¹ scheme is seen as a model of good practice with employers across a wide range of sectors. We are experiencing demand for degree apprenticeships and see these as having a potentially positive role to play in promoting social inclusion, if the right policy framework is put in place to support their growth and development in Wales. We look forward to the delivery of these programmes in 2020/21.

Specific activities and services in 2020/21 to include:

- As outlined previously, our Schools & Colleges Liaison Team develops partnerships throughout the region and beyond to encourage higher education progression. Their continued work is crucial to raising awareness of the value of higher education to potential applicants in the region and beyond
- Reference was made in the Equality of Opportunity section to clinics which provide access to real life clients and situations so that students can put into practice what they have learnt. Supported by Fee & Access Plan investment, we will continue to run these clinics in a range of academic disciplines
- Continuing our strategic commitment to employer engagement with industrial work placements, CPD, research and development of programmes, we will work with a variety of high-profile

³¹ <http://network75.southwales.ac.uk/>

companies and organisations including Rolls-Royce, Microsoft, Tata Steel, the BBC, Airbus, Sony, and General Electric

The USW Student Union have engaged with the Wales Council for Voluntary Action (WCVA) in relation to the recruitment and support for students who wish to become Young Trustees.

Promoting the progression of students to achieve level six qualifications

Projected Expenditure	£327,513
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As noted within the Equality of Opportunity section the progression of students to level six from HE in FE has been a significant legacy activity building on the work of UHOVI. The University will continue to support and grow this activity through direct activity with partner institutions and through the financial support of a [Progression Bursary](#).

Promoting the impact of Welsh HE in relation to research and innovation

Projected Expenditure	£120,527
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The University of South Wales' Research Strategy 2018-2028 notes:

'we remain committed to an ethos of collaborative inquiry, and to bringing the impacts of our research insights and innovations into the lives of the local, national and international communities and businesses we serve. The industrial connections that shape our research culture make it genuinely international, multilingual and outward-looking. Our public purpose means we are committed to nurturing a pipeline of research talent and to creating a research environment that enables all our students and staff to thrive.'

The Strategy aims to:

- ❖ Prioritise People
- ❖ Maximise Impact
- ❖ Diversify Income

The impact of USW's research serves to promote the impact of Welsh higher education on a local, national and global scale. The strategy will lead to a focus on our areas of excellence to build and increase this impact in the strategy period. This Fee and Access Plan will therefore provide a small level of support to activities.

Promoting the impact of Welsh HE in generating new business in Wales and beyond

Projected Expenditure	£105,340
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The University as part of its Employability Services team supports a [Student Enterprise](#) function. The team support a range of activities which equip students with the skills and confidence to start their own businesses following graduation. Activities include:

- ❖ Support for Graduate Start-up activity, including 1-2-1 support
- ❖ Provision of links to support available external to the University
- ❖ [The Freelancers Academy](#) – an intensive five day workshop equipping students with the skills, knowledge and networks to make their ideas happen
- ❖ [The Bright Ideas Den](#) – running every term with a chance for financial support for graduates
- ❖ Business Start-up Incubator – April 2019

The activities undertaken by this team will likely increase with the development of the USW 2030 Strategy whilst we consider the future attributes of our graduates. Therefore this plan will support activities.

Monitoring and Evaluating the Progress & Effectiveness of the Fee & Access Plan

The content and operation of the Fee and Access Plan has been reviewed and considered every year since its introduction at the commencement of the new fee regime in 2012. The 2019/20 Fee and Access Plan was completely reviewed and rewritten and targets re-set to take into account the rapidly changing landscape of higher education in Wales. These conversations involved a range of stakeholders and service delivery areas across the University, partners in FE in Wales and our Student Union.

The effectiveness of Fee and Access Plan will be reviewed by the University on an annual basis in line with and to augment to annual monitoring requirements of the Higher Education Funding Council for Wales. Good practice in the Welsh sector in this area has been considered and the publication of an evaluation of the Fee and Access Plan will form part of the University's consideration for the monitoring of the success of this plan. The direct linking of cost to outcomes and targets in the plan will mean that impact can be measured, although cause and effect will be difficult to completely confirm in some areas.

One example of activity is the annual review of bursaries and scholarships which considers the link of this activity to the targets set in the Fee and Access Plan and the impact on these targets. Another area of development for the University is the links to our further education partners and the impact which Fee and Access Plan expenditure has on students studying at FE Colleges in Wales. This has led the University to implement processes around targeting activity and working collaboratively in supporting students and developing staff in this area.

The University continues to reflect on the process in place for monitoring the performance of its Fee and Access Plans, and in particular the progress made against targets set within each plan. The University is developing a Business Intelligence Framework which will build from our corporate targets and indicators and report on performance at structural layers of the institution. Fee and Access Plan targets will form part of this dashboard framework increasing awareness of the impact and importance of the plan amongst the wider staffing body of the University. This will also provide a framework for improved reporting of progress against targets and against spend through our Fees and Scholarships Committee. As part of this activity the performance of the subject levels of the University is being reviewed which will enable discussion of areas where additional activity can be generated in terms of access to HE by under-represented groups.

The financial and target monitoring is undertaken via our Fees and Scholarship Committee which is Chaired by the Director of Marketing and Student Recruitment and has membership from all areas of the University including the Student Union. The creation of a sub-group of the Fees and Scholarships Committee will increase the focus of activity and enhance evaluative activities.

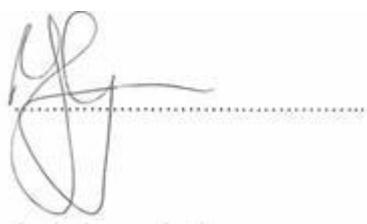
Finally, at Board level, the Board of Governors receives information at every meeting as part of the Vice Chancellor's report on any Fee and Access Plan activity. The Board receives the draft Plan either at a Board meeting or via correspondence and is able to question and comment on its content and targets. The timescales do not always enable a full Board meeting consideration and conversations have commenced with the Board and HEFCW as to how this process could be strengthened. The Board also receives monitoring reports and comments and challenges on the University's performance. Many of the targets included within the plan mirror those strategic performance indicators set through the university's strategy and its Strategic Equality Plan and are also considered as part of regular reporting in these areas. Students sit on our governing body and also are also fully involved in this process.

Applicant name: University of South Wales

Authorisation of the 2020/21 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 2020/21 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution, 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 institutions 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, institutions.
- 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 institutions, 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 this fee and access plan application.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirm 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 fee and access plan, as approved by HEFCW, must be honoured.

Updated/Final 2020/21 fee and access plan submission	
Date of Governing Body approval:	July 18 th 2019
Governing Body authorised signature:	
Date:	July 18 th 2019

University of South Wales – Fee and Access Plan 2020/21

Institutional fee and access plan 2020/21				
Table A: Fee levels and fee income and investment, 2020/21				
Have you specified fee levels in your fee and access plan? See paragraph 75.				Enter Yes or No Yes
a) What is your highest proposed fee rate for:				
				£
Full-time undergraduate				9,000
Full-time PGCE (QTS)				
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)				
c) If no, what is your average (mean) fee per full-time undergraduate and PGCE (QTS) student likely to be?				
				£
Full-time undergraduate				8,751
Full-time PGCE (QTS)				
All FT UG/PGCE (QTS) students in plan				8,751
d) What current fee regime income do you expect to receive in 2020/21? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.				
				£
Full-time undergraduate				102,101,050
Full-time PGCE (QTS)				
Total				102,101,050
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 2019/20 plans the proportion of total income invested in 2020/21 must be at least the proportion invested in 2019/20. For those applicants, HEFCW has provided below the 2019/20 amount and percentage of total income.				
Total amount to be invested in:	2020/21		2019/20	
	£	% of total income	£	% of total income
	9,529,038	9.3%	8,686,665	8.6%
	7,439,269	7.3%	8,111,322	8.0%
	Total	16,968,307	16.6%	16,797,987

Institutional fee and access plan 2020/21					
Table B: Fee and access plan income forecast expenditure, 2020/21					
Forecast expenditure of the fee income returned in Table A, provided against the categories below, is to be returned in this table.					
2020/21 fee and access plan income forecast expenditure					
a) Equality of opportunity					
			2020/21	2019/20	
			£	£	
Objectives to improve equality of opportunity					
1	Rebalancing the student population and enabling access to HE for designated under-represented groups (Widening Access)		2,115,788		
2	Rebalancing the student population and enabling access to HE for designated under-represented groups (students with disabilities)		593,747		
3	Rebalancing the student population and enabling access to HE for designated under-represented groups (students from BAME backgrounds)		599,333		
4	Rebalancing the student population and enabling access to HE for designated under-represented groups (care leavers)		466,455		
5	Rebalancing the student population and enabling access to HE for designated under-represented groups (students studying through the medium of Welsh)		518,673		
6	Provide to under-represented groups effective information and support, before and during their studies		1,942,642		
7	Ensuring students from under-represented groups are supported and retained during their studies		3,292,400		
	Total		9,529,038	8,686,665	
	Percentage of forecast expenditure to be spent on Equality of Opportunity		56.2%		
b) Promotion of HE					
			2020/21	2019/20	
			£	£	
Objectives to promote higher education					
1	Promoting an excellent student experience in higher education in Wales		4,342,288		
2	Promoting the value added of higher education in supporting routes to employment		816,029		
3	Promoting Welsh HE in an International marketplace		1,622,232		
4	Promoting Welsh HE in the delivery of CPD support to the local economy		105,340		
5	Promoting the progression of students to achieve level six qualifications		327,513		
6	Promoting the impact of Welsh HE in relation to research and innovation		120,527		
7	Promoting the impact of Welsh HE in generating new business in Wales and beyond		105,340		
	Total		7,439,269	8,111,322	
	Percentage of forecast expenditure to be spent on Promotion of higher education		43.8%		
c) Evaluation					
			2020/21		
			£		
	Investment in evaluating the effectiveness of fee and access plans		0		
d) Total forecast expenditure of 2020/21 fee and access plan income, a) + b) + c)					
			2020/21	2019/20	
			£	£	
			16,968,307	16,797,987	
e) Reaching Wider					
			2020/21	2019/20	
			£	£	
	Investment to support Reaching Wider Partnership		320,177	316,963	
f) Student financial support (already included in a) and b) above)					
		2020/21		2019/20	
		£	Anticipated student numbers supported	£	Anticipated student numbers supported
	Fee waivers	0	0	0	0
	Bursaries	259,000	600	425,000	800
	Scholarships	1,745,000	1,400	2,260,375	1,600
	Hardship funds	570,000	600	570,000	700
	Provision of financial management advice and skills	517,966	1,300	498,044	1,500
	Other financial support	1,249,620	2,700	1,249,620	2,200
	Total	4,341,586	6,600	5,003,039	6,800
	Percentage of forecast expenditure to be spent on student financial support	25.6%		29.8%	

Institutional fee and access plan 2020/21									
Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the current fee regime, 2020/21									
Summary data		FT UG		FT PGCE (QTS)					
Total expected income		84,317,050		0					
Total expected student numbers		9,436		0					
Average fee		8,936							
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	9,000	UGD	All	All	N	8,845	N		79,605,000
2	8,250	UGD	NON STEM, 2014/15 entrants	Any	N	1	N		8,250
3	1,800	UGD	Sandwich year out All	2 or 3	N	36	N		64,800
4	9,000	UGN	CertHE	1	N	52	N		468,000
5	9,000	UGN	PCET	1	N	14	N		126,000
6	9,000	UGN	HNC, HND, Foundation Degree, DipHE, 2020/21 Entrants, Excluding Foundation Degree Community Football Coaching and Development and Foundation Degree Sport Coaching and Development.	Any	N	141	N		1,269,000
7	8,000	UGN	HNC, HND, Foundation Degree, DipHE, pre-2020/21 Entrants	Any	N	169	N		1,352,000
8	8,000	UGN	Foundation Degree Community Football Coaching and Development and Foundation Degree Sport Coaching and Development 2020/21 New Entrants	Any	N	178	N		1,424,000

University of South Wales – Fee and Access Plan 2020/21

Institutional fee and access plan 2020/21

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, 2020/21

Summary data		FT UG	FT PGCE (QTS)								
Total expected income		17,784,000		0							
Total expected student numbers		2,232		0							
Average fee		7,968									
Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	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	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(a) a first degree	BA Business Studies	26/09/2017		1	1	9,000	9,000
2	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(a) a first degree	BA Business Studies (Animal and Equine)	26/09/2017		1	2	9,000	18,000
3	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(a) a first degree	BA Business Studies (Agriculture and Environm	26/09/2017		1	2	9,000	18,000
4	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(a) a first degree	BA Business Studies (Horticulture)	26/09/2017		1	2	9,000	18,000
5	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(h) a certificate of higher education	Cert HE Counselling Studies	26/09/2017		1	8	9,000	72,000
6	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(h) a certificate of higher education	Cert HE Care Studies	26/09/2017		1	23	9,000	207,000
7	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Psychology	26/09/2017	All		9	7,500	67,500
8	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Sci	26/09/2017	All		25	7,500	187,500
9	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	26/09/2017	All		20	7,500	150,000
10	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	26/09/2017	All		15	7,500	112,500
11	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Popula	26/09/2017	All		1	7,500	7,500
12	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Film	26/09/2017	All		1	7,500	7,500
13	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Graphic Communication	26/09/2017	All		1	7,500	7,500
14	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Health and Social Care Ma	26/09/2017	All		14	7,500	105,000
15	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	26/09/2017	All		1	7,500	7,500
16	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	FdA Popular Music Technology	26/09/2017	All		15	7,500	112,500
17	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	FdSc Popular Music Technology	26/09/2017	All		18	7,500	135,000
18	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Agriculture	26/09/2017	All		18	7,500	135,000
19	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Animal Studies	26/09/2017	All		29	7,500	217,500
20	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Business Studies	26/09/2017	All		3	7,500	22,500
21	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Environmental Conservation Management	26/09/2017	All		19	7,500	142,500
22	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Equine Studies	26/09/2017	All		17	7,500	127,500
23	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Horticulture (Production and Design)	26/09/2017	All		18	7,500	135,000
24	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Public and Emergency Services	26/09/2017	All		18	7,500	135,000
25	Cardiff and Vale College	Colcott Road, Barry, CF62 8YJ	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	09/10/2017	All		10	7,500	75,000
26	Cardiff and Vale College	Colcott Road, Barry, CF62 8YJ	Confirmed	(c) a foundation degree	Foundation Degree Psychology	09/10/2017	All		20	7,500	150,000
27	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Sci	09/10/2017	All		5	7,500	37,500
28	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	09/10/2017	All		12	7,500	90,000
29	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	09/10/2017	All		19	7,500	142,500
30	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	09/10/2017	All		15	7,500	112,500
31	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Popula	09/10/2017	All		1	7,500	7,500
32	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Criminal Justice	09/10/2017	All		10	7,500	75,000
33	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Film	09/10/2017	All		19	7,500	142,500
34	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Games Art and Design	09/10/2017	All		15	7,500	112,500
35	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Health and Social Care Ma	09/10/2017	All		16	7,500	120,000
36	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	09/10/2017	All		16	7,500	120,000
37	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Photography	09/10/2017	All		13	7,500	97,500
38	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	FdA Popular Music Technology	09/10/2017	All		12	7,500	90,000
39	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	FdSc Popular Music Technology	09/10/2017	All		12	7,500	90,000
40	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Service Sector Managemen	09/10/2017	All		10	7,500	75,000
41	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(c) a foundation degree	Foundation Degree Youth and Social Care	09/10/2017	All		16	7,500	120,000
42	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 4	Confirmed	(e) an HND	HND Public and Emergency Services	09/10/2017	All		14	7,500	105,000
43	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	11/09/2017	All		24	7,500	180,000
44	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Photog	11/09/2017	All		1	7,500	7,500
45	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Popula	11/09/2017	All		1	7,500	7,500
46	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Criminal Justice	11/09/2017	All		10	7,500	75,000
47	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Illustration	11/09/2017	All		18	7,500	135,000
48	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Psychology	11/09/2017	All		14	7,500	105,000
49	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Media Production	11/09/2017	All		18	7,500	135,000
50	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	11/09/2017	All		18	7,500	135,000
51	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Photography	11/09/2017	All		28	7,500	210,000
52	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	FdA Popular Music Technology	11/09/2017	All		9	7,500	67,500
53	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	FdA Popular Music Technology	11/09/2017	All		9	7,500	67,500
54	Coleg Gwent	CrossKeys Campus, Risca Road, C rosskeys, Caer	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Deve	11/09/2017	All		22	7,500	165,000

University of South Wales – Fee and Access Plan 2020/21

55	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerffili	Confirmed	(c) a foundation degree	Foundation Degree Youth and Social Care	11/09/2017	All		1	7,500	7,500	
56	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerffili	Confirmed	(e) an HND	HND Computing	11/09/2017	All		7	7,500	52,500	
57	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(c) a foundation degree	FOUNDATION DEGREE (SCIENCE) COMMUNICATIONS	11/09/2017	All		1	7,500	7,500	
58	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	11/09/2017	All		24	7,500	180,000	
59	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	11/09/2017	All		24	7,500	180,000	
60	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(c) a foundation degree	Foundation Degree Community Health and Social Care	11/09/2017	All		20	7,500	150,000	
61	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(c) a foundation degree	Foundation Degree Games Art and Design	11/09/2017	All		20	7,500	150,000	
62	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(c) a foundation degree	Foundation Degree in English and History	11/09/2017	All		1	7,500	7,500	
63	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(e) an HND	HND Business Studies	11/09/2017	All		14	7,500	105,000	
64	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale	Confirmed	(e) an HND	HND Computing	11/09/2017	All		18	7,500	135,000	
65	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP23 5BU	Confirmed	(h) a certificate of higher education	CertHE Legal Studies	11/09/2017	All	1	1	9,000	9,000	
66	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP23 5BU	Confirmed	(c) a foundation degree	FD Retail Management	11/09/2017	All		11	7,500	82,500	
67	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP23 5BU	Confirmed	(e) an HND	HND Computing	11/09/2017	All		9	7,500	67,500	
68	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP23 5BU	Confirmed	(e) an HND	HND Supply Chain and Logistics	11/09/2017	All		10	7,500	75,000	
69	Coleg Gwent	Torfaen Learning Zone, Grange Road, Cwmbran, NP23 5BU	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Science	11/09/2017	All		20	7,500	150,000	
70	Coleg Gwent	Torfaen Learning Zone, Grange Road, Cwmbran, NP23 5BU	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	11/09/2017	All		20	7,500	150,000	
71	Coleg Gwent	Torfaen Learning Zone, Grange Road, Cwmbran, NP23 5BU	Confirmed	(c) a foundation degree	Foundation Degree Community Health and Social Care	11/09/2017	All		20	7,500	150,000	
72	Coleg Gwent	Torfaen Learning Zone, Grange Road, Cwmbran, NP23 5BU	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Development	11/09/2017	All		2	7,500	15,000	
73	Coleg Gwent	Torfaen Learning Zone, Grange Road, Cwmbran, NP23 5BU	Confirmed	(e) an HND	HND Public and Emergency Services	11/09/2017	All		14	7,500	105,000	
74	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(a) a first degree	BSc Animal Health and Welfare Top-Up	11/09/2017	All	1	10	9,000	90,000	
75	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(a) a first degree	BSc Veterinary Nursing Top-Up	11/09/2017	All	1	6	9,000	54,000	
76	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(c) a foundation degree	FdSc Veterinary Nursing	11/09/2017	1,2		28	7,500	210,000	
77	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(c) a foundation degree	FdSc Veterinary Nursing	11/09/2017	All	3	16	1,500	24,000	
78	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(c) a foundation degree	Foundation Degree Animal Health and Welfare	11/09/2017	All		28	7,500	210,000	
79	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(h) a certificate of higher education	CertHE Legal Studies	13/10/2017	All	1	6	9,000	54,000	
80	Coleg y Cymoedd	Cwmdare Road, Aberdare, CF44 8ST	Confirmed	(c) a foundation degree	Foundation Degree Games Art and Design	13/10/2017	All		20	7,500	150,000	
81	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(a) a first degree	BA Costume Construction for Screen and Stage	13/10/2017	All		20	9,000	180,000	
82	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(a) a first degree	BA TV and Film: Hair, Make Up and Special Effects	13/10/2017	All	1	16	9,000	144,000	
83	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(a) a first degree	BA TV and Film: Prop Making	13/10/2017	All	1	4	9,000	36,000	
84	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(c) a foundation degree	Foundation Degree Costume Construction for Screen and Stage	13/10/2017	All		10	7,500	75,000	
85	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(c) a foundation degree	Foundation Degree Photography	13/10/2017	All		17	7,500	127,500	
86	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(e) an HND	HND Creative Production Arts	13/10/2017	All		72	7,500	540,000	
87	Coleg y Cymoedd	Llwynypia, Tonypany, CF40 2TQ	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	13/10/2017	All		20	7,500	150,000	
88	Coleg y Cymoedd	Twyn Road, Ystrad Mynach, Hengoed, CF82 7XR	Confirmed	(c) a foundation degree	Foundation Degree Information Communication Technology	13/10/2017	All		17	7,500	127,500	
89	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(a) a first degree	BA Business Studies	03/10/2017	All	1	8	9,000	72,000	
90	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(a) a first degree	BA Football Performance and Coaching	03/10/2017	All		8	9,000	72,000	
91	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Science	03/10/2017	All		11	7,500	82,500	
92	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Criminal Justice	03/10/2017	All		15	7,500	112,500	
93	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree in English and History	03/10/2017	All		10	7,500	75,000	
94	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Psychology	03/10/2017	All		10	7,500	75,000	
95	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Visual Effects and Motion Graphics	03/10/2017	All		10	7,500	75,000	
96	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(e) an HND	HND Business and Accounting	03/10/2017	All		23	7,500	172,500	
97	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(a) a first degree	BA Art Practice	31/05/2017	All	1	6	9,000	54,000	
98	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(a) a first degree	BA Business Studies	31/05/2017	All	1	17	9,000	153,000	
99	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(h) a certificate of higher education	CertHE Care Studies	31/05/2017	All	1	8	9,000	72,000	
100	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Art Practice	31/05/2017	All		27	7,500	202,500	
101	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	31/05/2017	All		24	7,500	180,000	
102	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	31/05/2017	All		14	7,500	105,000	
103	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	31/05/2017	All		26	7,500	195,000	
104	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Film	31/05/2017	All		22	7,500	165,000	
105	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree in English and History	31/05/2017	All		14	7,500	105,000	
106	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	31/05/2017	All		18	7,500	135,000	
107	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Photography	31/05/2017	All		33	7,500	247,500	
108	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Psychology	31/05/2017	All		26	7,500	195,000	
109	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Development	31/05/2017	All		22	7,500	165,000	
110	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(e) an HND	HND Computing	31/05/2017	All		21	7,500	157,500	
111	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(e) an HND	HND Public and Emergency Services	31/05/2017	All		9	7,500	67,500	
112	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA11 1LW	Confirmed	(a) a first degree	BA Business Studies	22/01/2019	All	1	8	9,000	72,000	
113	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA11 1LW	Confirmed	(e) an HND	HND Business Studies	22/01/2019	All		1	7,500	7,500	
114	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA11 1LW	Confirmed	(h) a certificate of higher education	CertHE Legal Studies	22/01/2019	All	1	6	9,000	54,000	
115	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(a) a first degree	BSc Childhood Studies	22/01/2019	All		1	10	9,000	90,000
116	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(h) a certificate of higher education	CertHE Substance Misuse	22/01/2019	All	1	28	9,000	252,000	
117	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(h) a certificate of higher education	CertHE Working with Vulnerable Adults	22/01/2019	All	1	36	9,000	324,000	
118	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	22/01/2019	All		15	7,500	112,500	
119	NPTC Group	Penlan, Brecon, Powys, LD3 9SR	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	22/01/2019	All		5	7,500	37,500	
120	NPTC Group	Llanidloes Road, Newtown, Powys, SY16 4HU	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	22/01/2019	All		3	7,500	22,500	
121	Royal Welsh College of Music and Drama, Castle	Royal Welsh College of Music and Drama, Castle	Confirmed	(a) a first degree	BA (Hons) Acting	27/07/2016	All		54	9,000	486,000	
122	Royal Welsh College of Music and Drama, Castle	Royal Welsh College of Music and Drama, Castle	Confirmed	(a) a first degree	BA (Hons) Stage Management	27/07/2016	All		63	9,000	567,000	
123	Royal Welsh College of Music and Drama, Castle	Royal Welsh College of Music and Drama, Castle	Confirmed	(a) a first degree	BA (Hons) Theatre Design	27/07/2016	All		49	9,000	441,000	
124	Royal Welsh College of Music and Drama, Castle	Royal Welsh College of Music and Drama, Castle	Confirmed	(a) a first degree	BMus (Hons)	27/07/2016	All		324	9,000	2,916,000	
125	Royal Welsh College of Music and Drama, Castle	Royal Welsh College of Music and Drama, Castle	Confirmed	(a) a first degree	BMus (Hons) Jazz	27/07/2016	All		34	9,000	306,000	

Institutional fee and access plan 2020/21							
Table E: Partnership arrangements and fee income for students of all modes and levels, including further education and below, for partnership provision based in the UK that is not already included on Table D, 2020/21							
Row	Type of arrangement (please choose from drop down list)	Partner or subsidiary name	Partner or subsidiary address	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, please confirm if there is an addendum that confirms the provision is covered under HE Act (Y/N)	Forecast total number of students	Forecast total income from the arrangement (£)
1	Validation	Blackburn College	Feilden Street, Blackburn, Lancashire, BB21LH	14/01/2019		109	134,442
2	Franchise	Bridgend College	Cowbridge Road, CF31 3DF	26/09/2017		484	139,488
3	Franchise	Cardiff and Vale College	Colcott Road, Barry, CF62 8YJ	09/10/2017		93	97,608
4	Franchise	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FP	09/10/2017		76	87,012
5	Franchise	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, NP23 5YD	11/09/2017		47	47,302
6	Franchise	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP19 2YD	11/09/2017		36	27,149
7	Franchise	Coleg y Cymoedd	Cwmdare Road, Aberdare, CF44 8ST	13/10/2017		31	29,863
8	Franchise	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	13/10/2017		145	131,718
9	Franchise	Coleg y Cymoedd	Twyn Road, Ystrad Mynach, Hengoed, CF82 7XR	13/10/2017		69	65,544
10	Franchise	European College of Business and Management	69-71 Great Eastern Street, London, EC2A 3HU	13/07/2016		14	25,200
11	Franchise	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	03/10/2017		46	47,739
12	Validation	Institute of Contemporary Music Performance	Foundation House, 1A Dyne Road, London, NW6 7XG	06/06/2018		25	24,060
13	Franchise	Learna Limited	Unit 7, Medicentre, Heath Hospital, Cardiff, CF14 4UJ	14/01/2019		760	231,595
14	Franchise	LIA	Stafford Park 7, Telford, Shropshire, TF3 3BO	08/08/2017		28	124,444
15	Subsidiary	Merthyr Tydfil College	Ynysfach, Merthyr Tydfil, CF48 1AR	31/05/2017		71	66,968
16	Franchise	NPTC Group	Dwr-y-Felin Road, Neath, SA10 7RF	22/01/2019		5	3,760
17	Franchise	NPTC Group	Margam, Port Talbot, SA13 2AL	22/01/2019		42	41,475
18	Franchise	NPTC Group	Llanidloes Road, Newtown, Powys, SY16 4HU	22/01/2019		8	7,976
19	Subsidiary	Royal Welsh College of Music and Drama	Royal Welsh College of Music and Drama, Castle Grove, Cardiff, CF10 1YD	27/07/2016		268	4,100,000
20	Franchise	Dyfed Powys Police	Police Headquarters, PO Box 99, Llangunnor, Carmarthen, SA31 2YD	25/03/2019		170	1,530,000
21	Franchise	Dorset Police	Force Headquarters, Winfrith, Dorchester, Dorset, DT2 8JL	In process		57	364,800
22	Franchise	Devon and Cornwall Police	Sidmouth Rd, Middlemoor, Exeter EX2 7HQ	In process		132	844,800
23	Franchise	Gloucestershire Police	1 Waterwells, Waterwills Drive, Quedgeley, Gloucester, GL2 8JL	In process		90	576,000
24	Franchise	Wiltshire Police	Wiltshire Police Headquarters, London Road, Devizes, Wiltshire, SN8 1JL	In process		90	576,000
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Institutional fee and access plan 2020/21							
Table F: Partnership and campus arrangements and fee income for students of all modes and levels (including level 3 and below), for partnership and campus provision based outside the UK, 2020/21							
Row	Type of partnership/campus arrangement (please choose from drop down list)	Partner/campus name	Partner/campus address, including country	Date of partnership agreement/campus commencement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, please confirm if there is an addendum that confirms the provision is covered under HE Act (Y/N)	Forecast total number of students	Forecast total income from the arrangement (£)
1	Delivered at a partner - franchise	DAS, Singapore	DAS Academy Limited, 73 Bukit Timah Road, #05-01	04/03/2019		60	40,500
2	Delivered at a partner - franchise	European College of Business and Management	Europa-Akademie Muenchen, Munich, Germany	13/07/2016		42	74,100
3	Delivered at a partner - franchise	European College of Business and Management	Kolping Bildungswerk, and the Europa Institut, Unter de	13/07/2016		31	55,800
4	Delivered at a partner - franchise	European College of Business and Management	Friedrich List Schule, Berlin, Germany	13/07/2016		14	25,200
5	Delivered at a partner - franchise	European College of Business and Management	AMD Akademie Mode & Design, Standort Hamburg, A	13/07/2016		24	40,200
6	Delivered at a partner - franchise	European College of Business and Management	Dusseldorf	13/07/2016		5	8,250
7	Delivered at a partner - franchise	Institut de Préparation à l'Administration Gé	4 Blvd Carabacel, 06000, Nice, France	20/02/2015	N	25	97,500
8	Distance learning	UNICAF	46 Makedonitissas Ave, 2414 Engomi, Nicosia, Cypru	06/02/2017		9,555	1,762,763
9	Campus-based	Dubai	Building B2, Business Park, Dubai South, PO Box 712	01/09/2018		106	1,278,711
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11							
12							

Institutional fee and access plan 2020/21

Table G: Targets

Row	Target description (maximum 500 characters)	Related objective (as listed in table B a) and B b))	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data		Contextual information for baseline year			Target		Contextual information for target		
			Y / N	If Y please provide partner name(s)		No.	%	Population	No.	%	2020/21		2020/21		
											No.	%	Population	No.	%
1	Increasing the percentage of all students domiciled in Wales, studying higher education courses at USW, who are domiciled in the two lower quintiles of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) areas	Equality of Opportunity - Contribute to Reaching Wider Partnerships	Y	Partners in the SE Wales Reaching Wider partnership	2017/18	7,165	46.4%	15,442	7,165	46.4%	7,210	48.2%	14,957		
2	Increasing the percentage of all students domiciled in Wales, studying higher education courses at USW, who are domiciled in the lowest quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) areas	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (Widening Access)	N		2017/18	3,585	23.2%	15,442	3,585	23.2%	3,590	24.0%	14,957		
3	Increasing the percentage of young full-time undergraduate entrants from low participation neighbourhoods (POLAR4)	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (Widening Access)	N		2017/18	728	23.7%	3,072	728	23.7%	735	25.3%	2,906		
4	Increasing the percentage of mature FT UG entrants from low participation n'hoods (POLAR4) whose highest qual on entry isn't HE	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (Widening Access)	N		2017/18	293	18.8%	1,557	293	18.8%	286	19.4%	1,473		
5	Increasing the percentage of PT UG entrants from low participation n'hoods (POLAR4) whose highest qual on entry isn't HE	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (Widening Access)	N		2017/18	297	13.2%	2,248	297	13.2%	242	13.5%	1,795		
6	Increasing the number and proportion of part-time students.	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designated under-represented groups (Widening Access)	N		2017/18	6,625	29.1%	22,740	6,625	29.1%	6,698	29.6%	22,630		
7	Increasing the delivery of HE talks and events off-campus in widening access and Welsh-medium schools and colleges	Equality of Opportunity - Provide to under-represented groups effective information and support, before and during their studies	N		2017/18	640	72.0%	886	640	72.0%	730	73.0%	1,000		
8	Reducing the proportion of full-time undergraduate students no longer present in higher education one year following year of entry for UK domiciled students	Equality of Opportunity - Ensuring students from under-represented groups are supported and retained during their studies	N		2017/18	545	11.5%	4740	545	11.5%	528	11.0%	4800		
9	Reducing the proportion of full-time undergraduate students no longer present in higher education one year following year of entry for students domiciled in the bottom two quintiles of WIMD	Equality of Opportunity - Ensuring students from under-represented groups are supported and retained during their studies	N		2017/18	235	12.9%	1,825	235	12.9%	228	12.0%	1,900		
10	Reducing the proportion of part-time undergraduate students no longer present in higher education two years following year of entry	Equality of Opportunity - Ensuring students from under-represented groups are supported and retained during their studies	N		2017/18	25	14.8%	160	25	14.8%	22	13.5%	160		
11	Increasing the proportion of undergraduate, first year students declaring a disability.	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (students with disabilities)	N		2017/18	1,040	12.8%	8,108	1,040	12.8%	939	13.0%	7,223		
12	Increasing the number of UK Domiciled full-time undergraduate students who are in receipt of DSA	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (students with disabilities)	N		2017/18	844	6.8%	12,408	8,444	68.1%	908	7.5%	12,101		
13	Increasing the proportion of UK domiciled, undergraduate, first year students from a BAME background.	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (students from BAME backgrounds)	N		2017/18	615	8.6%	7,116	615	8.6%	656	9.5%	6,905		
14	Increasing the number of care leavers enrolled on full-time undergraduate courses at USW	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (care leavers)	N		2017/18	174	1.2%	14,360	174	1.2%	207	1.5%	13,809		
15	Increasing the number of USW students studying through the medium of Welsh (5+ credits)	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (students studying through the medium of Welsh)	N		2017/18	121					300				
16	Increasing the number of USW students studying through the medium of Welsh (40+ credits)	Equality of Opportunity - Rebalancing the student population and enabling access to HE for designed under-represented groups (students studying through the medium of Welsh)	N		2017/18	99					150				
17	Increasing USW's performance in the Overall Satisfaction question in the National Student Survey	Promotion of Higher Education - Promoting an excellent student experience in higher education in Wales	N		2017/18		82.0%					85.0%			
18	Increasing the proportion of leavers from USW obtaining undergraduate qualifications through full-time or part-time study who were employed, studying or both fifteen months after leaving	Promotion of Higher Education - Promoting the value added of higher education in supporting routes to employment	N		2016/17		95.3%					95.8%			
19	Increasing the proportion of leavers from USW who were working or working and studying who were working in a managerial / professional job fifteen months after leaving	Promotion of Higher Education - Promoting the value added of higher education in supporting routes to employment	N		2016/17		67.1%					72.0%			
20	Increasing the proportion of FTUG students progressing from FE (FTUG) Strategic Alliance partners (L5 to FT L6)	Promotion of Higher Education - Promoting the progression of students to achieve level six qualifications	N		2018/19	376	67.9%	554	376	67.9%	346	70.0%	494		
21	Increasing the number of learner days of CPD/CE Courses Delivered	Promotion of Higher Education - Promoting Welsh HE in the delivery of CPD support to the local economy	N		2016/17	64,105					72,000				
22	Increasing the number of graduate start-ups which have survived at least three years	Promotion of Higher Education - Promoting the impact of Welsh HE in generating new business in Wales and beyond	N		2016/17	106					170				