University of South Wales

2018/19 Fee and Access Plan

Original Version - July 2017

This Version – August 2018, revised to update details of HE in FE provision (Table D). Approved by HEFCW August 2018

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Executive Summary

The University of South Wales' 2018/19 Fee & Access Plan outlines the institution's plans to further widen access to HE and to promote higher education locally, nationally and internationally. Specifically in 2018/19, our key objectives for Equality of Opportunity and the Promotion of Higher Education are as follows:

Equality of Opportunity (EoO)

1. Encouraging students from Low Participation areas to attend the University
2. Encouraging students from all age groups, specifically mature students, to study and succeed in HE
3. Encouraging students with protected characteristics to study and succeed in HE
4. Remaining committed to our HE in FE partnerships and progression from partner colleges, including the development of HE Apprenticeships
5. Work with the outcomes of the Diamond Review[1] which provide funding support for part-time students to increase part time student numbers at the University.
6. Improving our student retention and success, notably the continuation of new entrants into HE, student completion and Graduate Employment achieved by our graduates.
7. Ensure that the student voice is embedded in activity, in particular through SU Officers and through representation systems including those in place through HE in FE.

Promotion of Higher Education (PoHE)

1. Ensuring that our students experience of higher education is rewarding as evidenced by improvements in performance in the National Student Survey
2. Ensuring that our students have a range of skills relevant to future employment when they leave us as evidenced by employment and graduate employment outcomes measured by the survey of Graduate Outcomes.
3. Achieve the requirements of the Academic Plan in ensuring 'all students undertake work-based learning to achieve an agreed set of USW Graduate Attributes.
4. Promoting Welsh HE more effectively internationally as evidenced by increased brand awareness and establishment of partnerships
5. Ensure that the student voice is embedded in activity, in particular through SU Officers and through representation systems including those in place in FE.

The Fee and Access Plan explains how USW will invest a forecast total of £16.98 million in support of the above objectives for Equality of Opportunity and the Promotion of Higher Education. We also set out 31 specific targets against which our success will be measured. The Fee and Access Plan aligns with our strategic priorities and within the document we explain how the targets that we have set for ourselves are aligned to our University Strategy and to other key University policy documents including the Academic Plan, Student Experience Plan and Strategic Equality Plan. We also clearly explain how our targets are closely aligned with the policy priorities of the Welsh Government.

[1] *http://gov.wales/topics/educationandskills/highereducation/reviews/review-of-he-funding-and-student-finance-arrangements/?lang=en*

Introducing the 2018/19 Fee & Access Plan

Introduction

This Fee & Access Plan has been prepared in accordance with HEFCW's 2018/19 Fee and Access Plan guidance. The Fee & Access Plan demonstrates our continued commitment to ensuring equality of opportunity and the promotion of higher education, with targets set for widening access, participation, Welsh-medium provision, student retention, student satisfaction, student success and employability. Specifically in 2018/19, our key objectives include:

Equality of Opportunity (EoO)

1. Encouraging students from Low Participation areas to attend the University
2. Encouraging students from all age groups, specifically mature students, to study and succeed in HE
3. Encouraging students with protected characteristics to study and succeed in HE
4. Remaining committed to our HE in FE partnerships and progression from partner colleges, including the development of HE Apprenticeships
5. Work with the outcomes of the Diamond Review[2] which provide funding support for part-time students to increase part time student numbers at the University.
6. Improving our student retention and success, notably the continuation of new entrants into HE, student completion and Graduate Employment achieved by our graduates.
7. Ensure that the student voice is embedded in activity, in particular through SU Officers and through representation systems including those in place through HE in FE.

Promotion of Higher Education (PoHE)

8. Ensuring that our students experience of higher education is rewarding as evidenced by improvements in performance in the National Student Survey, including improvements in student satisfaction with Student Union activities.
9. Ensuring that our students have a range of skills relevant to future employment when they leave us as evidenced by employment and graduate employment outcomes measured by the survey of Graduate Outcomes
10. Achieve the requirements of the Academic Plan in ensuring 'all students undertake work-based learning to achieve an agreed set of USW Graduate Attributes.
11. Promoting Welsh HE more effectively internationally as evidenced by increased brand awareness and establishment of partnerships
12. Ensure that the student voice is embedded in activity, in particular through SU Officers and through representation systems including those in place in FE.

These objectives accord with the policies of the Welsh Government, as set out in its *Policy Statement on Higher Educatio*n. Regarding *Equality of Opportunity* our Fee & Access Plan reflects the WG's goal of:

> *"Offering every person, regardless of circumstance, the opportunity to a higher-level learning experience that is appropriate, relevant and valuable – widening access to all with the potential to benefit."*

This Fee & Access Plan also fully supports the WG's approach to the *Promotion of Higher Education,* as summarised in following excerpt from the *Policy Statement on Higher Educatio*n:

> *"Economic success rests on the expansion of a highly skilled and capable workforce - future growth in new jobs is most likely to come from the high-skilled occupations with*

[2] *http://gov.wales/topics/educationandskills/highereducation/reviews/review-of-he-funding-and-student-finance-arrangements/?lang=en*

high proportions of graduates. Wales should be the partner of choice for international business and investment, and Welsh students should be supported to be internationally mobile."

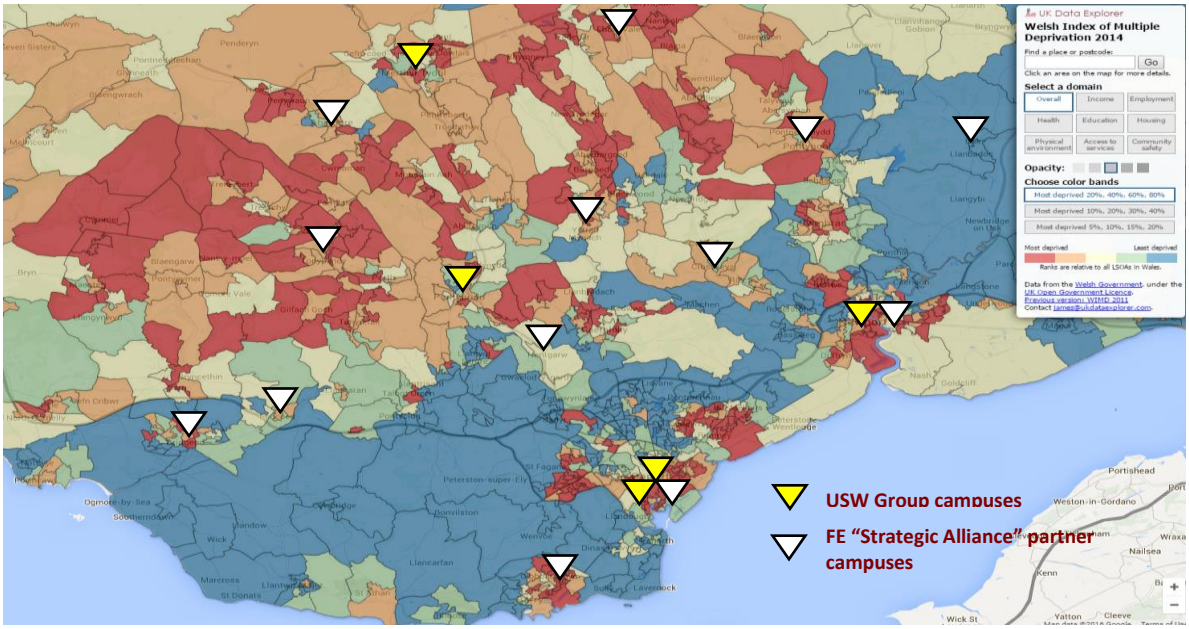
Institutional Context

The USW Group encompasses a modern university and two subsidiaries in the Royal Welsh College of Music & Drama (the national conservatoire) and The College Merthyr Tydfil. We are unique in terms of the breadth of our role and our work has been recognised with UK-wide awards for innovative student support to students and for widening access to HE through the pioneering UHOVI programme. We were also shortlisted for the 2017 THE Leadership and Management Award for "Teaching and Learning Strategy of the Year", in recognition of our holistic pedagogical approach and commitment to raising the aspirations of our students.

With campuses in Newport, Cardiff and Pontypridd, we play an important role in supporting economic development and promoting regeneration throughout the Cardiff Capital Region. USW has over 2,000 staff and a turnover of £190m. However, we are more than simply another major employer. Our iconic buildings form an important part of the physical and cultural landscape of the region, we have partnerships with key employers and we make a vital contribution to the economic and social wellbeing of the communities in which we operate.

Working with Bridgend College, Cardiff & Vale College, Coleg y Cymoedd, Coleg Gwent and The College Merthyr Tydfil (part of the USW Group), the University is part of a Strategic Alliance which reaches across South Wales (*see below*). We are proud of this partnership with major regional FE colleges which delivers further and higher education across 38 campuses and a host of venues in the community to over 98,000 learners.

Strategic Alliance Presence mapped to Welsh Index of Multiple Deprivation



Source: WIMD 2014

With a combined turnover of £380 million, the Strategic Alliance is a powerful vehicle for developing and delivering an integrated approach within a region which continues to experience areas of significant material and social deprivation and educational underachievement. The Strategic Alliance aims to widen access, supporting progression through further and higher education working together and providing advice, guidance and support for learners. Ultimately

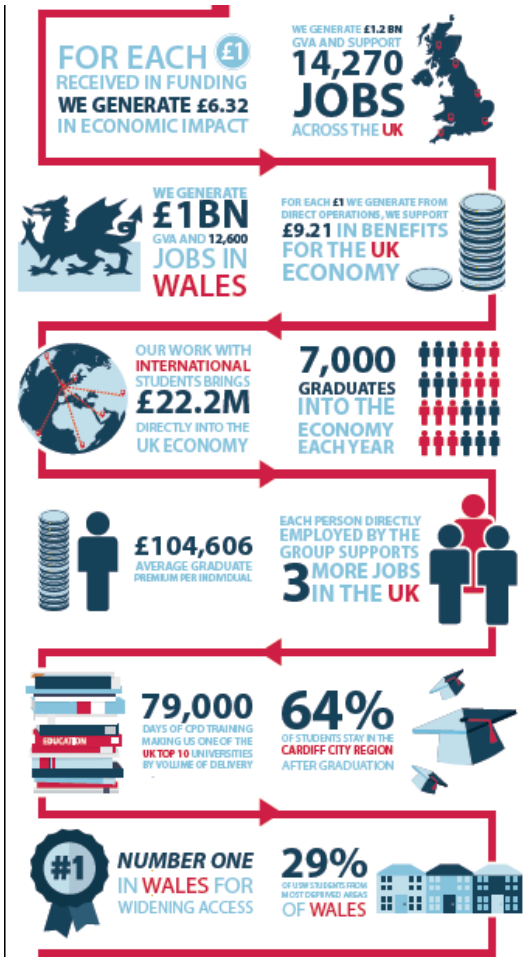
its aim is to provide a fully joined-up offer for employers to improve skill levels, driving up the economic performance of the region and the prosperity of all who live and work in it.

Our Economic Contribution to Wales

In Spring 2016, USW commissioned BiGGAR Economics to undertake a baseline assessment of the University's socio-economic contribution to the region. In presenting their findings, they stated:

> *"This report provides quantifiable evidence of the substantial economic contribution that USW makes to the UK economy.* ***Perhaps the most important conclusion from the analysis however is the extent of the contribution that the Group makes to the region – and local communities – in which it operates****. A defining feature of each of the areas of activity considered in this report is the extent to which each is aligned with regional economic priorities and influenced by local socio-economic factors."*

The headline findings of this study are provided here:



Our Commitment to Widening Access

USW has an excellent record of achievement in widening participation. This is evidenced by our performance over the period 2011 to 2015, where the percentage of USW students domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) or from Community First (CF) cluster areas rose to 31%, the highest in Wales and 8% above HEFCW's Corporate Strategy Target of 22.4%. This measure will continue to be monitored in this Fee & Access Plan to ensure that the provision at USW is as relevant as possible to the communities we serve, remains at the heart of our strategy, promoted through initiatives such as early intervention through First Campus[3], Go Wales, the work of our Schools & Colleges Liaison Team and by the continuing support that we provide for students, throughout their time with us.

USW has also increased both the total number of young full-time first degree entrants from low participation neighbourhoods (POLAR3)[4] and the percentage difference between actual and benchmarked performance. In 2015-16 48% of our UK domiciled students were from "low participation areas". 49% of UK domiciled UCAS acceptances at USW in 2015/16 came from the two most disadvantaged quintiles, compared to 29% across all UK institutions and 36% for Welsh institutions. This measure will also continue to be monitored in this Fee & Access Plan. The University also supports students from low participation backgrounds to enter higher education by providing alternatives to the traditional three-year full time degree programme. Although our part-time student numbers have fallen as a result of the end of UHOVI, in 2015/16 some 20.7% of the UK based undergraduate students studying at the USW were doing so on a part-time basis. By offering part-time study options, prospective students are able to learn around their work or family commitments. As indicated, the University also works closely with FE colleges (see Section 2 for further information) to enable students who may not have considered higher level studies earlier on in their life, or have mobility difficulties, to access higher education locally. This has encouraged many people to come back into education after taking some time out (e.g. 42% of the 2015/16 student population at USW is over 25 years old[5] and 19.6% of the student population studying first degrees are mature students from low participation backgrounds).

There are areas which the University has targeted improvement, notably improving the continuation of BME students (targeted through our Strategic Equality Plan[6]) and the recruitment and success of Care Leavers.

Our continued commitment to raising aspiration and widening access remains essential to the University's future success and sustainability, and to that of the region and beyond. We will continue to set challenging targets to improve, where possible, our recruitment and progression levels from the communities most in need across South-East Wales and beyond and offer a comprehensive range of activities and services (*as outlined in Section 2*) to support progression and success.

Our Commitment: transforming individuals lives, communities and the economy

At USW, learning and teaching is more than what we do *for* students, but how we work *with* them - engaging hearts and minds. Evidence and values based pedagogy drives a facilitative leadership style and vertical and horizontal barriers between students, academics and professional departments are traversed and questioned.

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[3] *Lead partner - http://www.firstcampus.org/about-us*

[4] *The POLAR classification, used by the Higher Education Funding Council for England (HEFCE), looks at how likely young people are to participate in HE across the UK and shows how thi7s varies by area – for further information go to http://www.hefce.ac.uk/analysis/yp/POLAR/*

[5] *Source: USW Financial Statements and Annual Review for the year ending 31st July 2016. www.southwales.ac.uk/.../FINANCIAL_STATEMENT_and_REVIEW_2016_2.pdf*

[6] *http://hr.southwales.ac.uk/hr/equalitydiversity/strategic_equality_plan/*

Effective teaching, facilitating students' outcomes, is essential. However, the affective domain, including learners' feelings and self-efficacy, is equally important. USW has an excellent record of achievement in enabling the participation of students of all ages in higher education and in creating pathways to achieve this.

Our strong partnerships with schools, FE colleges and other education providers and our use of both modern and traditional learning methods has been a significant element in our success. We are justly proud of our successes in supporting non-traditional entrants not only to aspire to participate, but to achieve outstanding outcomes and to fulfil the vision of our University Strategy and be:

> *"The University of choice in Wales and beyond for students, organisations and communities who value vocationally focused education and applied research which provides solutions to problems that affect society and the economy"*

Our 2018/19 Fee & Access Plan

In 2018/19, USW forecasts to invest **£16.98 million**, in support of Fee & Access Plan activities and services both in relation to Equality of Opportunity and the Promotion of Higher Education. This investment (see ***accompanying*** Table B and the table below) has been fully costed based on detailed budgetary planning across the University and with the RWCMD and FE Strategic Alliance partners. As with previous Fee Plans, we intend to provide a comprehensive range of student financial support which is outlined in this Fee & Access Plan.

2018/19 Fee & Access Plan Forecast Expenditure	
Equality of Opportunity	£ 000s
promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	475
attract and retain students and potential students from under-represented groups	1,603
raise the educational aspirations and skills of people from under-represented groups to support success in higher education	302
support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers	1,455
improve the higher education experience for groups under-represented in higher education	1,279
provide to under-represented groups effective information, before and during their studies	353
provide high quality academic and welfare support to groups under-represented in higher education	1,997
support the progress to employment or further study of groups under-represented in higher education.	1,089
Other, for example fee and access plan evaluation	49
Promotion of Higher Education	
deliver more effective engagement with private, public or voluntary bodies and communities in Wales	274
improve the quality of learning and teaching, with reference to the quality of the student experience	3,491
strengthen the employability of Welsh graduates	477
promote Welsh higher education more effectively internationally	1,864
deliver sustainable higher education	1,540
raise awareness of the value of higher education to potential students	682
Other, for example fee and access plan evaluation	48

This Fee & Access Plan aligns with USW's Strategy, notably our strategic priorities:

- *we will provide clear progression pathways by developing and delivering an integrated coherent regional approach (EoO)*
- *we will provide accessible higher learning opportunities and act as a catalyst for economic growth and social justice (EoO)*
- *we will provide career skills and experience to prepare our students for the world of work (PoHE)*
- *we will open up the talents and riches of our local communities and build constructive partnerships (PoHE)*

Where applicable, our Critical Performance Indicators[7] have been included as targets to demonstrate clear alignment of the Fee & Access Plan with the University Strategy. In addition, this Fee & Access Plan aligns with the University Academic Plan[8] which outlines the way in which we aim to enhance the student and stakeholder experience in order to meet the strategic goals set out in the University Strategy. Again where applicable, Academic Plan targets have been included to demonstrate clear alignment of the Fee & Access Plan with institutional strategic and operational planning.

Our previous Fee Plan investment has enabled thousands of students to engage in higher education who may otherwise have not done so. We have invested at or above the levels planned, including provision for bursaries, hardship funds and other financial support, e.g. "additional costs of study", to ensure financial considerations were not a barrier to entry, progression or success.

It should be noted that in the apportionment of Fee & Access Plan investment, particularly in respect of Equality of Opportunity activities and services, we have endeavoured to differentiate between those that are wholly targeted at supporting the recruitment, progression and success of under-represented groups (full contribution) and those that contribute to supporting the recruitment, progression and success of under-represented groups (notional 30%-50% contribution based on current CF/WIMD student population percentage and/or professional judgement of previous service usage). By way of an example, the full investment in our Schools & Colleges Liaison Team is provided for within the Fee & Access Plan whereby 30% has been apportioned to attracting and retaining students and potential students from under-represented groups (EoO), 20% to more effective engagement with private, public or voluntary bodies and communities in Wales (PoHE) and 50% to activities which raise awareness of the value of higher education amongst potential learners (PoHE).

We believe this is a reasonable approach given that, as an institution, we generally do not seek to differentiate the provision of our activities and services based on specific student characteristics rather "*we seek to attract, select and retain a diverse range of students to study at USW and create an environment that encourages and supports **all** students to actively engage with the University and partner colleges to realise their full potential"* (*see Section 4 for our commitment to Equality and Diversity*).

Fee & Access Plan Contact Information

If you should have questions on any aspect of this Fee & Access Plan, please contact **Mark Cadwallader**, Director of Strategic Planning & Performance on 01443 482801 or mark.cadwallader@southwales.ac.uk.

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[7] *In February 2014, the USW Board of Governors approved a set of 10 Critical Performance Indicators (CPIs) that would be used to monitor progress against each strategic (and financial sustainability) goal of the University over the planning horizon 2014/20. The Board of Governors currently monitors these CPIs on a six monthly basis by way of a RAG rating report*

[8] *In June 2014, the USW Academic Board approved the Academic Plan which is the operational vehicle to "bring the University Strategy to life" by providing clarity to our strategic direction, e.g. portfolio development, progression management, staff development and learning environments.*

Board of Governors Authorisation

In authorising fee and access plan applications to be submitted to HEFCW, the USW Board of Governors:

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

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

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

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

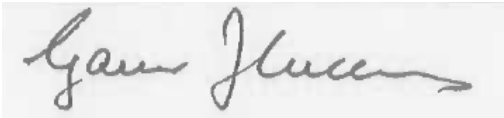
vi. confirms that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.

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

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

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

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

Date of governing body approval: 31st July 2017
Governing body authorised signature: 
Date: 31st July 2017

Section One | Our Tuition Fees

In 2018/19, USW[9] proposes to charge a tuition fee level of £9,000 per annum[10] [11] to new entrants on full-time undergraduate degree, certificate of higher education and PCET programmes. Details of other tuition fee levels are outlined in the ***accompanying*** Tables C and D and are summarised below. These focus on previous fee structures where the University is committed to this fee for the duration of their studies.

- *Non-STEM undergraduate degree students that commenced their studies in 2014/15 will continue to be charged £8,250 for the duration of their course, the anticipated number of students in this fee category is small*
- *Non-STEM undergraduate degree students that commenced their studies between 2012/13 and 2013/14 will continue to be charged £8,000 for the duration of their course, the anticipated number of students in this fee category is small*
- *Former UWN undergraduate degree students that commenced their studies between 2012/13 and 2013/14 will continue to be charged £7,500 for the duration of their course, the anticipated number of students in this fee category is small*
- *Sandwich year-out students will be charged £1,800 per annum for the duration of their sandwich placement.*
- *On Campus undergraduate non degree (excluding certificates of higher education and PCET) students who commenced their studies in the 2016/17 and 2017/18 academic years will be charged £8,000 for the duration of their studies. The anticipated number of students will be circa 650-700*
- *On Campus undergraduate non degree (excluding certificates of higher education and PCET) students who commenced their course in the 2014/15 academic year will continue to be charged £6,750 for the duration of their course. The anticipated number of students in this fee category is small.*
- *Off Campus undergraduate non degree (excluding certificates of higher education and PCET) students who commenced their studies in the 2016/17 and 2017/18 academic years will be charged £7,500 for the duration of their studies. The anticipated number of students will be circa 1620*
- *Off Campus undergraduate non degree (excluding certificates of higher education and PCET) students who commenced their course in the 2014/15 academic year will continue to be charged £6,750 for the duration of their course. The anticipated number of students in this fee category is small.*

This Fee & Access Plan extends to higher education programmes offered on a franchised basis, notably those delivered through the University's network of Further Education Strategic Alliance partner colleges. These colleges intend to charge a tuition fee of £9,000 per annum for full-time undergraduate degree programmes and £7,500 for full-time undergraduate non-degree programmes.

The overall average fee across USW and its further education partner colleges in 2018/19 will be £8,726 per annum.

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[9] ***i****ncluding the Royal Welsh College Music & Drama (a USW wholly owned subsidiary)*

[10]*The University reserves the right to review this fee level in response to pending Welsh Government action to revise maximum fee levels in Wales from 2018/19 onwards, re. Cabinet Secretary for Education statement to the National Assembly for Wales dated 11th July 2017*

[11] *The University currently adheres to a policy of the same fee levels for the duration of studies*

Section Two | Our Activities & Services

This section will demonstrate how USW delivers a comprehensive range of activities and services, focused on raising aspirations and attainment of our students, particularly those from non-traditional backgrounds. In line with HEFCW'S Corporate Strategy 2013-2017, the University of South Wales is committed to 'the further development of inclusive learning, retention and progression opportunities to contribute to social justice and mobility for learners of **all** ages and backgrounds. This also mirrors HEFCW's future strategic objective to ensure '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 promotion of higher education and our commitment to equality of opportunity is built into our admission processes and we offer comprehensive student financial advice and support. This is evidenced by our track record in widening access, where in 2015/16 31% of our Welsh domiciled student body and 48% of our UK domiciled student body were from low participation areas. In addition to this excellent record, tailored support is available to specific under-represented groups, including students with disabilities and care leavers to ensure that they receive the best support whilst undertaking their higher education courses. We are committed to working in partnership with all our students, notably those with a representational role within the Student Union or across the University. In essence the University of South Wales' approach to both student support, inclusivity and raising aspirations as highlighted within this Fee and Access Plan is designed to recruit, retain and ensure the achievement of its student body irrespective of background, demographic characteristics or domicile. The student population at the University of South Wales is diverse in terms of background, age and mode of study and has a unique mix in Wales.

All of the objectives and targets set within this Fee and Access Plan will contribute to the sustainability of the delivery of higher education provision by the University of South Wales. By ensuring robust recruitment, including targeted non-traditional groups, excellent retention, enhanced achievement including student completion, and securing graduate employment or further study by our graduates, USW will continue to be significant contributor to student numbers in Welsh higher education. It is clear that there are challenges in the medium term, but also opportunities through changes in the funding support for part-time students for ensuring increased numbers of part-time students at the University. USW has a track record of responding to change and being flexible and innovative in course design and delivery. This strategy will support sustainable higher education in Wales.

Within this section, a range of Fee & Access Plan Investment Case Studies have also been included to highlight specific projects and initiatives that will be provided for the benefit of our students and stakeholders more generally.

Equality of Opportunity

The University's objectives in terms of addressing equality of opportunity for 2018/19 will focus on:

1. **Encouraging students from Low Participation areas to attend the University**
2. **Encouraging students from all age groups, specifically mature students, to study and succeed in HE**
3. **Encouraging students with protected characteristics to study and succeed in HE**
4. **Remaining committed to our HE in FE partnerships and progression from partner colleges, including the development of HE Apprenticeships**
5. **Work with the outcomes of the Diamond Review[12] which provide funding support for part-time students to increase part time student numbers at the University.**
6. **Improving our student retention and success, notably the continuation of new entrants into HE, student completion, and Graduate Employment achieved by our graduates.**
7. **Ensure that the student voice is embedded in activity, in particular through SU Officers and through representation systems including those in place through HE in FE.**

Raising Aspirations

USW takes seriously its responsibility to enhance learning opportunities for students from all backgrounds and, in particular, providing access to those who may be the first in their family to study for a degree or those from the most disadvantaged communities in the region and beyond. We are proud of our successes in supporting these entrants to not only aspire to participate, but to succeed and achieve outstanding outcomes.

Associated Fee & Access Plan Measures to deliver:

i. **promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups**

ii. **attract and retain students and potential students from under-represented groups**

iii. **raise the educational aspirations and skills of people from under-represented groups to support success in higher education**

FAP Investment[13] = £2.28 million

FAP Targets

FAPT1 Fair Access to HE – in 2018/19, USW will deliver HE talks and events off-campus in widening access and Welsh language target schools and colleges = 225 talks and events

FAPT2 Participation of Under-represented Groups – in 2018/19, the proportion of Welsh domiciled students studying higher education courses at USW who are domiciled in

[12] *http://gov.wales/topics/educationandskills/highereducation/reviews/review-of-he-funding-and-student-finance-arrangements/?lang=en*

[13] *See page 8 for general principles in relation to apportionment of Fee & Access Plan investment*

	the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) = 31.2%
FAPT3	Participation of Under-represented Groups – in 2018/19, the percentage of UK domiciled young full-time first degree entrants at USW from low participation neighbourhoods (POLAR3) = at least 5% above institutional HESA[14] benchmark
FAPT4	Participation of Under-represented Groups - in 2018/19, the percentage of UK domiciled mature full-time undergraduate entrants at USW with no previous HE & from low participation neighbourhood (POLAR3) = at least 5% above institutional HESA benchmark
FAPT5	Participation of Under-represented Groups – Reduction of the gap between the continuation of White British students and BME students = reduction to 5%.
FAPT6	FE Progression – in 2018/19, student progression from FE Strategic Alliance partners (Level 5 to Full-time Level 6) = 60%[15]

Schools & Colleges Liaison Team

Our Schools & Colleges Liaison Team develops partnerships with widening access priority schools[16] and colleges throughout the region and beyond 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.

Our activities and services for post-16 students give them 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 Officers: USW continues to resource two Collaboration Recruitment and Progression officers and in conjunction with the wider schools and colleges liaison team they engage with schools across the former UHOVI region. Activities include awareness sessions, progression sessions and information days.

Fee & Access Plan Investment Case Study | Rhondda Cynon Taf Sixth Form Induction

Every year, the University welcomes Year 12 students from schools and colleges in Rhondda Cynon Taf for an induction event to kick start their studies.

Students take part in a range of activities such as team building workshops, a lecture on entrepreneurship, a student Q&A panel, tours of the University's facilities and a session on Why Higher Education? Through the event, students gain an insight into higher education and opportunities available to them.

14 *Higher Education Statistics Agency - www.hesa.ac.uk/pis*
15 *Also USW Critical Performance Indicator #7 and Academic Plan Target 2.1*
16 *As identified by USW*

First Campus

First Campus (FC) 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. FC introduces participants to a University environment, raises their educational aspirations and challenge 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.

Improvements in attainment for BME Groups

The University's Strategic Equality Plan sets out activities to support improvement in this area. This plan sets out a series of Strategic Equality Objectives for the USW Group for period 2016-2020. The key purpose of us setting these equality objectives is for us to drive better outcomes for people (staff and students) with protected characteristics. In setting these objectives, the University considered feedback from a consultation process, along with institutional equalities data and relevant equalities information. This evidence was used to determine the most pertinent equality issues within the USW Group communities and has shaped the priorities that have been set through the objectives. These objectives aim to remove barriers, promote equality of opportunity, promote good relations and improve performance. We recognise that achieving these objectives is a long-term goal which will require concerted proactive and on-going action in order to evidence change.

The activities are aligned to the objectives of the Student Experience Plan (further information can be found later in this section). The introduction of Personal Academic Coaching (PAC) which will align each student with an individual academic coach for the life of their studies will provide one to one academic support for students. In addition to this the introduction of Learner Analytics in the 2017/18 academic year will provide statistical information to Personal Coaches and others in support roles in the University to augment information in relation to student academic achievement and engagement ensuring that appropriate intervention can be offered to students who most need it.

Progress in this area will be monitored though the Strategic Equality Plan Action Plan[17]. For this area the responsibility for ensuring progress is led by the Pro Vice Chancellor for Learning, Teaching and the Student Experience and will be assessed annually, each December, through the Annual Monitoring process which reports to the University's Academic Board.

Support for Care Workers

The University has a clear commitment to encouraging and supporting care leavers through University. Through its designated Care Leaver Coordinator promotion of HE and progress of student achievement is supported. Prospective students to the University are offered advice and support through their application journey including support for study choice, choice of accommodation, options for financial support and careers support. The University also supports a Care Leavers Bursary through its hardship fund and students are encouraged to apply (£46,500 was awarded to students in 2015/16). The group of students are also represented in the University's Strategic Equality Plan. Information on the care leaver support was provided (in conjunction with First Campus) for a new Propel website which aims to increase the number of care leavers pursuing higher education. http://propel.org.uk/Details/university-of-south-wales.

[17] *http://hr.southwales.ac.uk/media/files/documents/2016-06-30/Appendix_1_-_USW_Strategic_Equality_Action_Plan_2016_to_2020.pdf*

Each care leaver enrolled at the University is provided with a nominated person, based in the Campus Advice Zones, for support on their campus. 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 are also available in each of these areas to ensure that students are seen as a priority group.

Current examples of support are:

- *Student Money Advice Team who can provide advice on funding, budgeting and financial management advice as well as providing a Care Leaver Bursary, £47k was spent on bursaries in this area in 2015/16.*
- *Grad Edge Award, available to students to improve their employability by supporting work experience in their chosen field of work and providing workshops to improve their skill set.*
- *Careers Services, to offer advice in guidance in students future careers paths during and after graduation.*
- *365 day accommodation available in all campus halls to provide secure living arrangements throughout their studies.*
- *Student Union clubs and societies to encourage students to take part in a new or existing hobby and be able to make new friends in the process.*
- *Student Ambassador Job opportunities, the university offers work to students to represent the University and contribute to its main open days and marketing event. This is a paid employment and includes training and development throughout the role.*
- *Study advice support delivered on campuses to provide students with extra advice and guidance in regards to academic work including referencing and research skills.*
- *Disability and Dyslexia Services, offers support to students with specific learning difficulties and Mental Health.*
- *Counselling Services, students have access to free on campus counselling services if needed.*
- *Case conferences with a range of student support services are held when care leavers required a more coordinated approach to support.*

Our Relationship with Further Education

Having delivered HE in FE for close to three decades across the region and beyond, working with further education colleges is in USW's DNA. 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 see HE in FE participation increase within and progression from the Strategic Alliance colleges, partly as a result of the mainstreaming of sustainable full-time and part-time provision previously delivered through the UHOVI initiative.

USW will continue 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. USW will demonstrate a continued commitment to the Strategic Alliance and will continue to seek to find new ways of working with FE partner colleges to secure greater participation in higher education amongst the 'hard to reach' in our communities.

An important feature of the Strategic Alliance is the increased potential to develop a greater mutual understanding of each other's sector and subject strengths through the development of joint strategies and strategic initiatives, sharing information and learning resources, shared staff development and approaches to marketing and promotion. This not only adds value to the institutions within the Alliance but also their learners and the wider community. It also offers the opportunity to speak to industry with one voice, and receive feedback.

USW remains committed to the growth of HE in FE and widening access to HE locally through our Strategic Alliance network. We continue to recruit significant numbers of students where HE is delivered locally. The Strategic Alliance has 1,417 FT and 1,232 PT students (whilst non-alliance Colleges in Wales have 176 FT and 305 PT). Where appropriate we also signpost progression onto campus to USW. This represents a significant local regional offer. We achieved circa 284 students progressing to USW L6 in 2016-17 and are supporting this with a £500 progression bursary and bespoke events in Faculty.

We also provide specific support to other groups including:

- *Supporting Care Leavers from across the region*
- *Supporting the Valleys Task Force in exploring pathways into the Health Professions and Part Time nursing routes*
- *Faculty of Life Science and Education students are supporting a coaching and mentoring programme for students at Cardiff and Vale College.*

Other initiatives designed to help promote HE in FE include:

- *Mainstreaming of UHOVI Mental Health First Aid modules into the activity of the Faculty of Life Science and Education and engagement with mental health issues from UHOVI and the Social Care Workforce Development strand.*
- *Developing bespoke "landing pages" on our website for partner college students to enhance their experience of and engagement with HE*[18]
- *Producing a new Partner College course guide.*
- *Continuing to plan our HE in FE offer, working with our five Alliance partners to plan our regional offer together.*
- *Continuing to support the development of an HE offer at the new Aberdare Campus of Coleg Y Cymoedd.*
- *Continuing to offer local delivery and progression opportunities from the Blaenau Gwent Learning Zone (BGLZ) Coleg Gwent.*

Fee & Access Plan Investment Case Study | Newport Knowledge Quarter (NKQ)

USW and Coleg Gwent (*in conjunction with Newport City Council*) have agreed to explore the development of the *Newport Knowledge Quarter* which aims to:

- *Act as a beacon to lift educational aspiration, educational attainment and FE and HE participation in Newport and, more widely, across the region.*
- *Provide for those who are dependent on locally provided FE and HE for cultural, social and economic reasons (through seamless progression to FE and HE for those progressing from compulsory education and new opportunities for those returning to study as mature students).*
- *Maximise the contribution that FE and HE growth in Newport can make to the local economy, through prioritising the employability of its graduates and increasing the pool of higher skilled labour.*
- *Ensure that FE and HE provision meets the skills and developmental needs of employers and of other economic agencies engaged in the regeneration of Newport.*
- *Maximise the contribution that FE and HE growth in Newport can give to the promotion of social cohesion and community integration.*

[18] http://pcstudents.southwales.ac.uk/

- *Develop innovative and creative ways of delivering education and training for local people in a way that recognises the specific character of local business and the diverse needs of local communities.*

With initial activities planned to commence in 2017/18, the partnership is committed to developing innovative and creative ways of delivering education and training for local people in a way that recognises the specific character of local business and the diverse needs of local communities.

Support for Success

We engage with our students as partners, recognising that they come from diverse backgrounds. Students from under-represented backgrounds (mature students, students from low participation areas and students with protected characteristics) may require additional support during their studies. The following outlines support activities and services available to USW students to increase their participation and success in higher education.

Associated Fee & Access Plan Measures to deliver:

iv. **support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers**

v. **improve the higher education experience for groups under-represented in higher education**

vi. **provide to under-represented groups effective information, before and during their studies**

vii. **provide high quality academic and welfare support to groups under-represented in higher education**

viii. **support the progress to employment or further study of groups under-represented in higher education**

FAP Investment = £5.87 million

FAP Targets

FAPT7	Retention & Success – in 2018/19, a decrease in the percentage of full-time undergraduate students no longer in higher education following year of entry from 12.1% in 2016/16 to 9% in 2018/19
FAPT8	Retention & Success –in 2018/19, the percentage of full time USW students expected to obtain a degree = 1% above the HESA benchmark
FAPT9	Retention & Success – in 2018/19, the number of USW students supported through bursaries & scholarships (including the postgraduate scholarships, progression bursary for students moving from HE in FE to USW top-ups and take up of excellence scholarships) and hardship funding = 1,500
FAPT10	Retention & Success – in 2018/19, the number of USW students supported with “other financial support”, notably “additional costs of study” = 2,200
FAPT11	Retention and Success – in 2018/19 the percentage of UK domiciled young full-time first degree entrants at USW from low participation neighbourhoods (POLAR3) who are no longer in HE will outperform the benchmark by 1% below the benchmark
FAPT12	Welfare Support – in 2018/19, the number of USW students supported with financial management advice and skills = 1,300

FAPT13	Welsh Medium – the number of USW students studying through the medium of Welsh (5+ credits) = 200
FAPT14	Welsh Medium – in 2018/19, the number of USW students studying through the medium of Welsh (40+ credits) = 175
FAPT15	Strategic Equality Plan | Care Leavers – in 2018/19, the number of care leavers enrolled at USW = 60

Also FAPT 21 (see below) in relation to employability

Retention, Progression and Success

USW's record of achievement in relation to retention, progression and completion has been one of steady improvement in recent years. Further improvement in these areas is however a strategic priority and these are key aspects of our Student Experience Plan. Our work in this domain is outlined in more detail in the Promotion of Higher Education information below.

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"*[19]. We are committed to continually improving our approach to first year student induction, helping to build successful learning communities on courses, developing group and individual belonging, and starting the journey of the individual using the 'Preparing for Success' tool.

We will also continue to identify students who are at risk of academic failure or of dropping out to allow for earlier intervention. This will also take into consideration factors such as protected characteristics. The University's participation in the JISC Learner Analytics will begin to deliver supporting data and information to assist with this in the 2017/18 academic year.

Fee & Access Plan Investment Case Study | USW1World

USW1World is a project that encourages community and cultural integration between all USW students. It also looks to promote student mobility (*inwards and outwards*) and raise awareness as to the significant benefits that this can bring.

USW1World is built around the philosophy that students who have a clear sense of community and place have a better chance of personal and academic success. It is very important to us that all students at USW have the opportunity to mix and learn with each other outside the classroom as well as inside and have opportunities to engage positively with the local community. In addition, the ability to have good communication with people all around the world is a skill that is both personally rewarding and a fantastic commodity in the world of work- especially as many companies are now looking for their employees to be true Global Citizens.

The USW1World project aims to give our students the opportunity to develop these skills, to have a real sense of their place in the USW community and, of course, to have fun and make friends along the way.

Student Experience

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

USW aspires to provide an excellent student experience for all its students. Our strategy, *The Student Experience Plan* (SEP), works to the following principles:

1. *The course is central to student experience.*
2. *Learning should be cognisant of the needs and experiences of individual students.*
3. *Coherence trumps choice in curriculum design. Students work better when they can make links between learning-experiences in coherent learning communities.*
4. *Pedagogy leads the enabling environment (e.g. ICT, estates).*
5. *Pedagogy is employment and social-mobility focused.*

Learning is founded on effective relationships - informal interaction and "corridor conversations", as well as formal dialogue. Effective teaching, facilitating students' outcomes, is essential. However, the affective domain, including learners' feelings and self-efficacy, is equally important, particularly in the context of our proud record in widening-access. Because USW recruits many students from low-participation areas[20] a significant proportion of our intake lacks confidence, social-capital and aspiration which can all impact performance and subsequent employability.

See Promotion of Higher Education for further detail on work being undertaken to improve the experience of our students.

Student Engagement

Developed by the University and the Students' Union, the Student Charter (***attached*** at Appendix A) includes a commitment to offer counselling, advice on health and welfare, disability and learning support, accommodation, finance, and careers.

The Students' Union also offers a confidential welfare service that is independent from the University. Students can seek advice on academic issues and regulations, housing, health and money matters.

See Section Five (Page 40) for further information on "Our Commitment to Students".

Academic Support

The University offers advice regarding assignments, coursework or examinations, or anything else a student may feel is affecting their academic performance, as well as practical solutions that can help. There is also specific support for mathematics, statistics and numeracy. Whilst not exclusively a service for students from under-represented backgrounds, evidence has shown that they are more frequent users of these services. It is normally the case that these students have the ability to succeed, but require an "initial guiding hand" to instil control, confidence and a willingness to approach new learning techniques and environments.

Fee & Access Plan Investment Case Study | Student Mentoring for Peer-to-Peer Support

The USW Student Mentoring scheme aims to:

- *Ensure that the transition to university for new students, particularly from under-represented backgrounds 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;*

[20] *31% of Welsh domiciled students at USW in 2015/16 came from the most disadvantaged communities in Wales and 48% of UK domiciled students were from "low participation areas"*

- *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.*

Our student mentors are trained volunteers. New students can ask their mentor questions by email or Facebook, even before they arrive on campus. After enrolment, mentors and mentees may meet in person from time to time and stay in touch by phone and email.

Student Financial Support

Research[21] has found that whilst financial support is not the most significant determinant in either the decision to apply to higher education or in the choice between institutions, from institutional findings it appears that there is a sizeable minority of students that feel that financial support does impact on their decision to enter higher education and in choice of destination.

USW (including RWCMD) has previously invested Fee Plan expenditure in the form of bursaries, hardship funds and other financial support, e.g. "additional costs of study", to ensure financial considerations were not a barrier to entry, progression or success. We are committed to continuing this investment in 2018/19, to help ensure students who need them have access to a comprehensive range of bursaries and hardship funds which will continue to be managed and promoted by our nationally acclaimed[22] Student Money Advice Team.

In total, the student financial support available in 2018/19 is forecasted to be £5.46 million and will benefit 6,800 students. The nature of the support packages available to students will be re-considered when more clarity in relation to the impact of changes to financial support for students studying in Wales is available.

Fee & Access Plan Investment Case Study | "Additional Costs of Study"

USW will continue to cover the reasonable "additional costs of study" as identified by faculties through Fee & Access Plan investment. In 2018/19, it is estimated that these costs across the University will total close to £1 million and cover a range of activities and services including professional accreditation and registration fees, field trips, specialist equipment and uniforms / sports kit.

Employability

USW's careers service provides a range of services, from advice and guidance on career choices to postgraduate study, work experience, practical support with job hunting, working or studying overseas, and more. The Grad Edge scheme remains central to our efforts to promote employability and prepare students for the start of their graduate careers. With work experience and employer engagement at its heart, students have the right mix of specialist knowledge and practical experience to impress graduate employers. Students throughout our FE partner college network can also undertake and benefit from the Grad Edge award.

In addition to this activity the Go Wales 'Achieve through Work Experience Scheme'[23], a partnership between the Higher Education Funding Council for Wales (HEFCW) and Welsh universities provides tailored flexible work experience for students. 400 students from the University will be supported through this activity until March 2019. The scheme is designed to support students obtain experiences ranging from observational activity to paid work experience of four to six weeks. The scheme is open to students who have no or very limited prior work

[21] *"What do we know about the impact of financial support on access and student success?" Review of the research and evaluation of the impact of institutional financial support on access and student success. Report to the Office for Fair Access (OFFA) by Nursaw Associates (March 2015).*

[22] *2014 Best Partnership Award, National Association of Student Money Advisors*

[23] *http://www.gowales.co.uk/main.html*

experience and who are disabled, from a BME background, from a care background, are a carer or are from a low participation area. The scheme is also promoted through the University's Careers Services.

In recent years USW has also invested in a variety of public facing clinics that provide simulated learning experiences for students, such as the Legal & Financial Advice Clinic established at the Cardiff Campus by USW's School of Law, Accounting & Finance. These clinics provide access to real life clients and situations so that students can put into practice what they have learnt in the classroom. It has been our experience that students from under-represented backgrounds have particularly benefited from the opportunity to develop confidence in a "safe" work environment prior to graduation.

Further information about our activities around employability is set out within the following section on "Promotion of Higher Education".

Fee & Access Plan Investment Case Study | Legal & Financial Advice Clinic

The Legal & Financial Advice Clinic in Cardiff Campus is part of USW's School of Law, Accounting & Finance. Staffed by trained second and third year student volunteers, working under the supervision of practicing solicitors and barristers, the Clinic offers free public appointments where students interview and assess clients and draw up legal advice, in areas such as employment, housing, debt, family and contract matters. The role of students is to help people translate their concerns into legally recognisable categories and to explain unfamiliar legal concepts and processes.

The Clinic is very popular and plays an important role not only in providing essential work experience for our students, but also in providing access to legal advice where legal aid is not available.

Welsh Language

The University's Welsh-medium provision has been developed gradually and strategically, reflecting the demand from students and the industry, and in response to Welsh Government strategies and priorities. As noted in previous reports, it was anticipated that the numbers studying through the medium of Welsh was likely to decline during 2016-17 due to changes in staffing and course structures. However, significant work has been undertaken over the past 18 months 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. We anticipate a gradual increase in the number of students studying at least 40 credits through the medium of Welsh by 2018-19, reflecting the Coleg's objective of 'ensuring academic provision for students is provided in a cost-effective way in as many disciplines as possible' against a 40/80 credit benchmark.

A research project, funded by the Coleg Cymraeg Cenedlaethol and the University of South Wales, will be undertaken during the 2017-18 academic year to determine the demand for Welsh-medium provision across the University of South Wales Group; measure 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.

Promotion of Higher Education

The University's objectives in terms of addressing promotion of higher education for 2018/19 will focus on:

1. **Ensuring that our students experience of higher education is rewarding as evidenced by improvements in performance in the National Student Survey, including improvements in student satisfaction with Student Union activities**
2. **Ensuring that our students have a range of skills relevant to future employment when they leave us as evidenced by employment and graduate employment outcomes measured by the survey of Graduate Outcomes**
3. **Achieve the requirements of the Academic Plan in ensuring 'all students undertake work-based learning to achieve an agreed set of USW Graduate Attributes.**
4. **Promoting Welsh HE more effectively internationally as evidenced by increased brand awareness and establishment of partnerships**
5. **Ensure that the student voice is embedded in activity, in particular through SU Officers and through representation systems including those in place in FE.**

Our vision is for USW to be the

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

This vision is underpinned by themes of aspiration, connectedness, graduate attributes and an approach to learning focused on action and problem solving.

Our vision is fully aligned with the Welsh Government's aspirations for universities to:

- provide more effective engagement with private, public or voluntary bodies and communities in Wales;
- improve student experience and the quality of learning and teaching;
- strengthen the employability of Welsh graduates;
- promote Welsh higher education more effectively internationally; and;
- raise awareness of the value of higher education to potential applicants.

Student Experience

Fundamentally for USW to remain a successful and sustainable institution, we must build aspiration, attract students to the right courses and deliver excellent learning and teaching. Ultimately, we must also ensure that students "stay the course", completing their studies and going on to excellent jobs and long term careers. 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)[24] (SEP) The following section outlines the key work being undertaken to implement the Student Experience Plan through seven key strands of work.

[24] *Student Experience Plan http://celt.southwales.ac.uk/sep/*

Associated Fee & Access Plan Measures to deliver:

i. **improve the quality of learning and teaching, with reference to the quality of the student experience**

ii. **deliver sustainable higher education**

FAP Investment = £4.32 million

FAP Targets

FAPT16	Measuring Student's 'Sense of Community' – Set targets for Faculties and Schools against the three relevant USW's Internal Student Survey questions of an improvement of 5% to 84% by 2018/19 from 2016/17's benchmark.
FAPT17	Measuring the first experience of students – Maintain the 2016/17's performance in the Early Experiences Survey where 99% of students were satisfied with their first experience of the University.
FAPT18	National Student Survey – in 2018/19, the USW three year rolling average score in the NSS 'overall satisfaction' question = 84**%**[25]
FAPT19	**National Student Survey – in 2018/19 the USW's student satisfaction with the Student Union will have improved by 5% to 65%.**
FAPT20	Quality of Learning & Teaching – in 2018/19, USW academic staff with Higher Education Academy Fellowship status = 55%[26]
FAPT21	Student Representation/Student Voice – in 2018/19 95% of all undergraduate courses will have a student representative, with 100% by 2019/20
FAPT22	Student Representation/Student Voice - Increase the number of course representatives for FE in HE courses to reach the levels of the wider University by 2020

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). In short, good professional and human behaviours. 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 2018/19 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.

[25] *Also USW Critical Performance Indicator #2 and Academic Plan Target 3.2*
[26] *Also Academic Plan Target 3.5*

- *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 2018/19 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 (SEP Project)

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 2018/19 to 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-represented and high risk groups through targeted induction and transition activity and give faculties comprehensive and timely retention data to monitor impact of interventions*
    - One of the strands of the Student Experience Plan Implementation is 'Getting Started'. This strand is currently in its first phase, making improvements to student induction. The project will deliver a seamless journey from confirmation of a place to study through enrolment into induction and induction will be a longer phased activity not confined to the first weeks of term. Improvements in web based information for students are taking place. During 2018/19, it is expected that our approach to induction will be further developed and there will also be a focus on other stages of the student journey.

- *Continuing to develop 'Personal Coaching / Tutoring' 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 (covering all first and second year students, in 2018/19).

Fee & Access Plan Investment Case Study | HEA Fellowships

USW is committed to achieving the highest quality of learning and teaching for its students. One external mark of the quality of the staff engaged in teaching and supporting learning is recognition as Fellow of the Higher Education Academy.

Through the USW Professional Standards Framework (*which maps to the UK Professional Standards Framework (UKPSF)*)[27], 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 University of South Wales 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 the conferment of Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy as detailed in the USW Learning and Teaching Strategy 2013-2017.

Retention & Success (SEP Project)

Student experiences do not stop in the classroom, but live through interactions with professional services, advice teams, estates staff and in the daily acts of kindness and service that are undertaken based on our values. How people are treated in all these domains adds up to an overall view of life at USW and supports retention and success. Improving retention remains a key objective at USW and we believe that everyone involved with the university has a role to play in promoting student retention and achievement.
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 challenge, improving retention continues to be a key institutional priority for USW. Our broad approach to retention and progression is outlined in the *Student Experience Plan* (2016), which sets a long term agenda including:

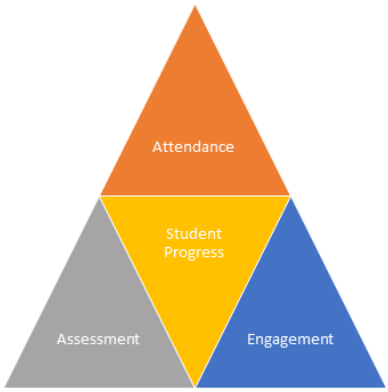
- Developing a learning analytics system for implementation in 2017, as part of a sector wide JISC supported project;
- Piloting and implementing different approaches to personal coaching in all Faculties aligning to a key set of principles;
- Focussing on continuing improvements to induction and re-induction activity and fully embedding immersive learning;
- Adherence to the revised Assessment for Learning Policy, which will simplify improve scheduling and provide a course level view of assessment for all learners.

We will continue to drive forward a series of activities in 2018/19 that will benefit of our students and promote retention and success, including:

- *Delivering the integrated frontline services project to provide excellent, accessible first line support and advice for learners and ensure 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).*
- *Ensuring effective and timely reporting to faculties on student retention giving focused course level data.*

[27] *HEA - https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf*

- The University's Business Intelligence Project will continue to deliver monthly information on student withdrawal and provide an early warning system for managers and course leaders, with monthly reports. Building intelligence in this area will ensure that activities are targeted and evaluated for their impact.
- Learner Analytics will provide real-time engagement and achievement data to Personal Coaches.
- The biggest challenge for the University is the ability to monitor assessment progress in year with a range of systems being used to hold student marks. The Assessment Journey strand of the Student Experience Plan Implementation is considering (working in collaboration with Blackboard) how to make improvements in this area. The University's ultimate aim is to provide real-time information at course and student level in the following areas:



The University will continue to monitor compliance with the twenty day feedback requirement through effective data reporting, and benchmark how USW compares in this respect to other competitor HEI's.

Fee & Access Plan Investment Case Study | Learning Analytics Tool
"In higher education students are leaving a data footprint behind in the course of their study, which tells us about their learning and experiences at university. Universities can use this data to understand how students learn and optimise the student experience at university. This is called learning analytics"[28]

USW, working with JISC and key industry partners, will scope and invest in a Learning Analytics tool to provide effective visual reports for students and staff based on data that demonstrably impacts on learner engagement and success (e.g. VLE usage, library usage, attendance monitoring).

This tool will be used by Personal Coaches to undertake early intervention for students either at risk of withdrawing through low levels of engagement or who can be encouraged to succeed at a higher level. This will also assist in meeting our duties under the Strategic Equality Plan.

Transformative Learning Environments (SEP Project)

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 2018/19 to include:

[28] *HE Commission (2016) "From Bricks to Clicks – The Potential of Data and Analytics in HE"*

- *Invest 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.*
- *Use the Centre for Excellence 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).*

Fee & Access Plan Investment Case Study | USW Sport Park – Phase 2
USW Sport Park | Phase 2 (*located on Treforest Industrial Estate*) encompasses a significant investment of approx. £15 million[29] in new facilities, including the construction of a new indoor facility on the site of one of the existing rugby pitches, providing a full size 3G football (and rugby) pitch, a reception area, a new strength and conditioning lab, classroom space, storage space and offices. The development will also involve the conversion of existing Sport Park facilities.

The new facilities will improve the student experience and help to support further growth in the number of students from Wales and beyond who study at the Sport Park. The School of Health, Sport & Professional Practice will be able expand its curriculum into new areas and capacity on existing courses will also be increased. Ultimately, it is planned that the development will help to facilitate significant growth in the number of students that are based at the Sport Park.

In addition, this investment will strengthen USW's existing USP's by facilitating the embedding of professional accreditation and licences into our courses, enhancing our strength and conditioning courses (*which have a unique scientific focus),* supporting the embedding of employability and entrepreneurship into our courses and helping us to broaden the range of partnerships that the University has with professional bodies, such as the Welsh Football Trust.

Student Employability – Raising Aspirations (SEP Project)

USW has a strong record on employability which is part due to the calibre of the students themselves, and the opportunities to study programmes which have been developed with the professional bodies 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.

Associated Fee & Access Plan Measures to deliver:

iii. **strengthen the employability of Welsh graduates**

FAP Investment = £377k

FAP Targets

FAPT23 Employability – in 2018/19, 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 = 95%

[29] *Fee & Access Plan investment will make a **contribution** to total cost of the development*

FAPT24	Graduate Employability – in 2018/19, 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 = 72%[30]

Graduate Attributes and Aspirations (SEP Project)

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. Specific activities and services in 2018/19 will include:

- *Develop a standard reflective 'My Future Success' online tool to allow for each learner to articulate their emerging 'professional identity'. We will procure a tool that will allow students to benchmark themselves against a newly defined set of USW Attributes. To enable students to self-reflect and assess their employability skills, gaining confidence in the recognition that they possess many of these skills and signposting them to key information, resources and events that can help them to develop these skills during their student journey. This tool will build on and complement work completed on the HEFCW supported SEAP in 2015. The tools under consideration will replace and enhance aspects of the resources invested in as part of SEAP. USW continues to review new ways of supporting the employability agenda which includes considering recent software developments.*
- *To purchase an on-line placement management tool that can potentially manage the whole range of different placements offered at the University including short integrated and assessed placements, sandwich placements, summer opportunities, care sciences, education and international placements. The system would also allow the measurement of placements across USW, and have one single point of student engagement for companies, organisations and students in relation to work placements.*
- *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.*

Fee & Access Plan Investment Case Study | Work Placements

In accordance with Academic Plan expectations, all faculties have agreed their strategic priorities for embedding work placements. By 2017/18, work experience will be available on all USW courses at undergraduate through to post graduate level.

Our central team for Work Placements has reviewed and developed all business processes related to advertising and managing placements; developed an online platform for managing placements and is proactively engaging with employers and all internal and external stakeholders to facilitate finding suitable placement opportunities.

Project management skills are embedded into the curriculum as appropriate and are also included as an integral part of the development of work placements.

We aim to monitor all placement activity across the University at the end of each academic year. This will include the agreed KPIs for the Work Placement Team and the activities of the wider Work Placement Network at USW.

[30] *Also USW Critical Performance Indicator #3 and Academic Plan Target 2.6*

Pedagogy for Employability

USW's Academic Blueprint sets out design principles that will build student identity on a course, coherence of study and approaches to learning and teaching that develop habits of deep learning. Active / experiential approaches, simulation and immersive learning, the creation of authentic contexts for learning (e.g. live briefs and assessment developed through specific engagement with employers), and flipped learning are sound principles in themselves. As well as creating the conditions for success in assessment as learners move through different cognitive challenges, we also test a variety of group and individual skills and embed attributes and behaviours that employers value, such as independence, team working, problem solving, or a focus on delivery of projects within timeframes. This approach is designed to build rounded self-aware students who are continually reflecting upon and refining their personal approach to their own learning within the context of a learning community.

We also continue to offer learning in a variety of contexts to deliver a USW Distinctive Offer. Full-time campus based, part time and online/distance and block delivery. As a consequence, we value flexibility and the ability to deliver content and inspiring teaching in a range of modes, locations and through various means. Flexibility also assists inclusivity, bringing people to us who ordinarily may find it challenging to participate. Our USW Distinctive Offer will be operationalised through two interconnected workstreams: the Distinctive Curriculum and Distinctive Learning Environment. To continue to build literacy and capacity in flexible delivery modes, specific activities and services in 2018/19 include:

- *Sharing best practice in flexible curriculum design and delivery.*
- *Build conversations locally around designing in learning evaluation and impact assessment.*
- *CELT to work with Faculties to develop staff digital literacy skills to enhance pedagogy-into-practice.*
- *CELT to work with Faculties and disciplines to assist in mainstreaming inclusive, authentic assessment practices.*
- *CELT to work with Faculties to explore locally relevant use and development of digital and physical learning environment.*
- *Embedding our minimum expectations of the digital learning environment in all modules and course organisations to enable any time anywhere access to learning resources.*

Regional Engagement

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.

Associated Fee & Access Plan Measures to:

iv. **deliver more effective engagement with private, public or voluntary bodies and communities in Wales**

v. **raise awareness of the value of higher education to potential students**

FAP Investment = £855k

FAP Targets

FAPT25	Knowledge Economy Skills Scholarships (KESS) – in 2018/19, USW will support 41 students
FAPT26	Continuing Professional Development (CPD) – in 2018/19 USW will provide 70,000 days of CPD training to maintain its top 10 position in the UK
FAPT27	Open Days – in 2018/19, achieve at least 4,000 prospective students attending across all of our main 2018 Open Days
FAPT28	Open Days – in 2018/19, achieve at least 92**%** of attendees rating their overall experience of attending our Open Day as 'Excellent' or 'Very Good'

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:

- *£1.2 billion Gross Value Added (GVA) and supported around 14,120 jobs across the UK:*
- *£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, South Wales Metro and Great Western Cities initiative. As a university we aim to position ourselves in order to systematically and effectively capitalize 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 75[31] 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.

Specific activities and services in 2018/19 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 companies and organisations including Rolls-Royce, Microsoft, Tata Steel, the BBC, Airbus, Sony, and General Electric*

Fee & Access Plan Investment Case Study | KESS II

Knowledge Economy Skills Scholarships 2 (KESS II) is a pan-Wales higher-level skills initiative, led by Bangor University on behalf of the HE sector in Wales and is part-funded by the Welsh Government's European Social Fund (ESF) Convergence programme. KESS II encourages high calibre graduates to work on a range of collaborative research projects (PhD and MRes) with small and medium sized organisations located in West Wales and the Valleys and runs from 2016 until 2021.

The research undertaken through a KESS II project must fit with one of the Welsh Government's four Grand Challenge Areas which are:

- *Life Sciences & Health*
- *Advanced Engineering & Materials*
- *Low Carbon, Energy & Environment*
- *ICT & The Digital Economy*

These are all areas which USW has both research interests and expertise in, and accordingly, will seek to actively collaborate in the initiative, re. see FAPT 18, and emerging opportunities will be signposted at http://gro.southwales.ac.uk/studentships/KESSII/.

International Development

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.

Associated Fee & Access Plan Measures to deliver:

[31] http://network75.southwales.ac.uk/

vi. **promote Welsh higher education more effectively internationally**

FAP Investment = £1.86 million

FAP Targets

FAPT29	Overseas Students – in 2018/19, the number of overseas (non-EU) students on UG/PG programmes =2,455
FAPT30	EU Students – in 2018/19, the number of EU students on UG/PG programmes = 1,625
FAPT31	Erasmus+ Placements – in 2018/19, the number of student placements across the University = 25

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 dropped in the sector for 2017/18 entry. Fee regime changes will also impact 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 maintain our current numbers.

Our International (on campus) student recruitment activity is underpinned by our *International Recruitment Strategic & Operational Plan (2014-2020*). 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.

Our International Partnerships activity is also underpinned by our *International Strategy (2015-2020*). 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.
Specific activities and services in 2018/19 to include:

- *Work with our network of agents in the EU and overseas to expand our direct international recruitment activities to include new markets. To support this activity:*
  - *In the EU, an Academic Achievement Scholarship will be offered to outstanding students who achieve the EU equivalent qualifications of at least ABB at A level*
  - *Further afield, self-funded international students will be offered a range of under-graduate and post-graduate scholarships. In addition, Chancellors International Development Scholarships will be offered to students from selected developing nations and we are popular destination for Chevening and Commonwealth scholars whom we are delighted to support.*
- *Continue international TNE partnership developments with existing partners, e.g. University of Nicosia (Cyprus) to develop a suite of programmes for online delivery predominantly in Africa and potential new partners, e.g. Government of Dubai to establish an Aviation Academy at the flagship Dubai South project.*

- *Maximise meaningful engagement in EU mobility (notably Erasmus+) and wider European funded Programmes (notably Horizon 2020).*

Section Three | Our Targets - Monitoring and Evaluation

FAP Targets | Recap

This Fee & Access Plan outlines twenty-four institutional targets (see ***accompanying*** Table G for detailed information, including baseline data and forecasted growth) that contribute to demonstrating USW's commitment to increasing and / or maintaining the number of students from under-represented groups in higher education and other Fee & Access Plan objectives. They demonstrate the level of ambition, pace of progress and distance to be travelled by USW as a result of Fee & Access Plan provision and investment. Where applicable, USW Critical Performance Indicators and Academic Plan Targets have been included to demonstrate alignment of the Fee & Access Plan with the University Strategy and operational planning.

Equality of Opportunity

FAPT1 Fair Access to HE – in 2018/19, USW will deliver HE talks and events off-campus in widening access and Welsh language target schools and colleges = 225 talks and events

FAPT2 Participation of Under-represented Groups – in 2018/19, the proportion of Welsh domiciled students studying higher education courses at USW who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) = 31.2%

FAPT3 Participation of Under-represented Groups – in 2018/19, the percentage of UK domiciled young full-time first degree entrants at USW from low participation neighbourhoods (POLAR3) = at least 5% above institutional HESA[32] benchmark

FAPT4 Participation of Under-represented Groups - in 2018/19, the percentage of UK domiciled mature full-time undergraduate entrants at USW with no previous HE & from low participation neighbourhood (POLAR3) = at least 5% above institutional HESA benchmark

FAPT5 Reduction of the gap between continuation of White British students and BME British students = reduce the difference in this group from 8.2% to 5%

FAPT6 FE Progression – in 2018/19, student progression from FE Strategic Alliance partners (Level 5 to Full-time Level 6) = 60%[33]

FAPT7 Retention & Success - A decrease in the percentage of full-time undergraduate students no longer in higher education following year of entry from 12.1% in 2015/16 to 9% in 2018/19

FAPT8 Retention & Success –in 2018/19, the percentage of full time USW students expected to obtain a degree = 1% above the HESA benchmark

FAPT9 Retention & Success – in 2018/19, the number of USW students supported through bursaries and hardship funding = 1,500

FAPT10 Retention & Success – in 2018/19, the number of USW students supported with "other financial support", notably "additional costs of study" = 2,200

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[32] *Higher Education Statistics Agency - www.hesa.ac.uk/pis*

[33] *Also USW Critical Performance Indicator #7 and Academic Plan Target 2.1*

FAPT11 Retention and Success – in 2018/19 the percentage of UK domiciled young full-time first degree entrants at USW from low participation neighbourhoods (POLAR3) who are no longer in HE will at least outperform the benchmark by 1%

FAPT12 Welfare Support – in 2018/19, the number of USW students supported with financial management advice and skills = 1,300

FAPT13 Welsh Medium – the number of USW students studying through the medium of Welsh (5+ credits) = 200

FAPT14 Welsh Medium – in 2018/19, the number of USW students studying through the medium of Welsh (40+ credits) = 175

FAPT15 Strategic Equality Plan | Care Leavers – in 2018/19, the number of care leavers enrolled at USW = 60

Promotion of Higher Education

FAPT16 Measuring Student's 'Sense of Community' – Set targets for Faculties and Schools against the three relevant USW's Internal Student Survey questions of an improvement of 5% by 2018/19 from 2016/17's benchmark.

FAPT17 Measuring the first experience of students – Maintain the 2016/17's performance in the Early Experiences Survey where 99% of students were satisfied with their first experience of the University.

FAPT18 National Student Survey – in 2018/19, the USW three year rolling average score in the NSS 'overall satisfaction' question = 84**%**[34]

FAPT19 **National Student Survey – in 2018/19 the USW's student satisfaction with the Student Union will have improved by 5% to 65%.**

FAPT20 Quality of Learning & Teaching – in 2018/19, USW academic staff with Higher Education Academy Fellowship status = 55%[35]

FAPT21 Student Representation/Student Voice – in 2018/19 95% of all undergraduate courses will have a student representative, with 100% by 2019/20

FAPT22 Student Representation/Student Voice - Increase the number of course representatives for FE in HE courses to reach the levels of the wider University by 2020

FAPT23 Employability – in 2018/19, 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 = 95%

FAPT24 Graduate Employability – in 2018/19, 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 = 72%

FAPT25 Knowledge Economy Skills Scholarships (KESS) – in 2018/19, USW will support 41 students

FAPT26 Continuing Professional Development (CPD) – in 2018/19 USW will provide 70,000 days of CPD training to maintain its top 10 position in the UK

FAPT27 Open Days – in 2018/19, achieve at least 4,000 prospective students attending across all of our main 2018 Open Days

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34 *Also USW Critical Performance Indicator #2 and Academic Plan Target 3.2*

35 *Also Academic Plan Target 3.5*

FAPT28 Open Days – in 2018/19, achieve at least 92**%** of attendees rating their overall experience of attending our Open Day as 'Excellent' or 'Very Good'

FAPT29 Overseas Students – in 2018/19, the number of overseas (non-EU) students on UG/PG programmes =2,455

FAPT30 EU Students – in 2018/19, the number of EU students on UG/PG programmes = 1,625

FAPT31 Erasmus+ Placements – in 2018/19, the number of student placements across the University = 25

Arrangements and Timescale

The monitoring of progress against Fee & Access Plan targets is the responsibility of the Fees & Scholarships Group chaired by the Deputy Vice-Chancellor (Strategic Resources) and includes a Students' Union representative. This Group will receive an update on progress against targets at each quarterly meeting throughout 2018/19. The reports require confirmation of spend against budget and monitoring of the achievement of targets set. These are discussed in detail and intervention agreed where identified. Through the University's Business Intelligence Project, a dashboard will be produced for each meeting to monitor progression against the 31 targets set within this plan.

The Director of Strategic Planning & Performance is responsible for collating and monitoring information from the designated senior staff member managing each activity so that we can satisfy our reporting requirements. He will do so working in close collaboration USW's Finance team. The designated staff members responsible for each activity are also responsible for ensuring that mechanisms are in place to monitor the effectiveness of the activities for which they are responsible.

More broadly, the monitoring of the "student journey" is embedded in a number of generic processes. At Board of Governors level, critical performance indicators (CPIs) are reviewed on a half-yearly basis, and the annual planning cycle with Faculties includes a review of detailed Key Results Indicators (KRIs) to determine their contribution to the CPIs. The University is developing a Business Intelligence tool which promotes awareness of performance against the CPIs, KRIs and against sector benchmarks.

In addition, high level reports on the effectiveness of activities and services in relation to, e.g. widening participation, NSS, retention and achievement, etc., are regularly considered by both the Board of Governors and Academic Board. At an operational level, monthly monitoring of student feedback activity, retention information and student engagement are undertaken locally with oversight from key constituencies, faculty senior teams, individual course leaders and others. Routine reports are provided on activity relating to the student experience, including engagement with the NSS and other surveys to the Student Experience Group, Chaired by the PVC for Learning, Teaching and the Student Experience Group. Informal meetings are held with key contributors to the success of the Fee and Access Plan to regularly monitor performance against spend and achievement of targets.

In essence the targets set within this Fee and Access Plan are part of the everyday business of the University, are engaged with by all staff and monitored through a range of activities and more formal committee structures. In many cases the targets set are linked with the University's strategic planning processes and aligned with our Academic Plan.

Evaluation of Student Financial Support

The overall measure of success for our programme of student financial support is our success in recruiting and retaining students from less advantaged backgrounds and students with protected characteristics. As previously indicated, 31% of USW's Welsh-domiciled students are from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) or from Community First (CF) cluster areas. We will continue to monitor our overall performance against HESA widening participation and other externally verified data, e.g. Welsh Government, Student Loans Company.

Our Student Money Advice Service will continue to track the students that it supports, including monitoring of withdrawal rates and reasons for withdrawals. We currently gather feedback from all students using the Student Money Advice Service. We plan to seek additional feedback about the impact of financial support on students' access to study and continuation on their programme.

Through the National Association of Student Money Advisors we will continue to share good practice and learn from experience within the sector.

Annual Report

USW will publish the Fee & Access Plan targets along with our progress against them in a publicly available Annual Report, including the findings of any Equality Impact Assessments. This will be shared with our Equality & Diversity Steering Group, which includes student representation, for further consideration.

Section Four | Our Commitment to Equality & Diversity

The USW Group is a diverse academic community of all religions and none, united by a common commitment to academic endeavour. The satisfaction we feel in work comes in graduations, lectures, refectories, social spaces, where we see how what we do is transforming the lives and prospects of those individuals who study with us. Our graduation ceremonies look and feel diverse: they are a celebration people of every background and origin, with different life stories, all able to access the tremendous opening up of potential that comes with University study.

Our staff are an equally diverse body of people with different perspectives, values, and attitudes. We seek to promote an inclusive environment where such differences are shared and valued, and where any unfair treatment or discrimination is challenged and eliminated. It is important that we promote inclusivity in all our activities and promote the principles of diversity by ensuring that different perspectives of individuals or groups are respected and celebrated.

Our Strategic Equality Plan 2016-20[36] sets out our response to the requirements of the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. Through this Plan, we have set out a clear commitment to not only comply with equality legislation, but also to ensure that all those who work or study within the USW Group are treated with respect and that diverse needs are taken into consideration and responded to. This commitment to equality and diversity is even more important during a period of ongoing substantial change to the education sector, economic uncertainty and political upheaval, following the vote for Britain to leave the European Union. This is a time when it is even more essential to ensure that steps to ensure equality of opportunity in education and work are put in place and actions are prioritised where they are most needed.

Our Strategic Equality Plan sets out eight Strategic Equality Objectives for the USW Group between 2016 and 2020:

1. *To promote dignity, respect, inclusion and fairness within the College and University communities and embed equality into the decision making of the USW Group.*

2. *To ensure that engagement takes place with staff, students and local voluntary sector groups from protected characteristics through collaboration, communication and consultation.*

3. *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 realise their full potential.*

4. *To attract, retain and develop a diverse range of people to work for the USW Group and to enable those that work for the Group to have access to open and transparent career development and progression.*

5. *To ensure USW Group buildings and infrastructure reflect the diverse needs of the University and College communities and provide accessible and inclusive working and learning environments.*

6. *To develop an inclusive approach to research conducted by USW Group staff, whereby the involvement of people from protected characteristic groups is promoted and barriers to the participation of people from diverse groups are removed.*
7. *To undertake Equal Pay Reviews of the USW Group every three years and implement the actions arising from the resulting Equal Pay Action Plans.*

[36] *USW Strategic Equality Plan 2016-2020 - http://hr.southwales.ac.uk/hr/equalitydiversity/strategic_equality_plan/*

8. *To enhance the collection, analysis and monitoring of equalities data and relevant equalities information.*

These have been developed using both quantitative and qualitative evidence to inform our decisions about the priorities we need to focus upon and have been subject to consultation with staff and students. We are confident that the priorities we have set address the most pressing equality issues within our University communities. We will ensure that the Strategic Equality Plan remains a 'live' document that is implemented throughout the Group and the progress, achievements and challenges of doing so are regularly reviewed. While it is the responsibility of the Board of Governors and leadership teams to ensure we are meeting the requirements of equality legislation and we give this task utmost importance, we recognise that embedding equality into everything we do is fundamental to meeting our legal and moral responsibilities.

Section Five | Our Commitment to Students

Student Engagement

The USW Students' Union has assessed and contributed to the development of this Fee & Access Plan and we will work with the SU to ensure that USW follows best practice with regards to appropriate funding for the Students' Union, ensuring that it is able to develop and continue excellent student engagement through its sports teams, clubs and societies framework. As indicated, a representative of the Students' Union now sits on the USW Fees & Scholarship Group contributing to discussions and decisions on utilising fee income to ensure we meet the targets set in this and future Fee & Access Plans.

We will work with the SU to provide opportunities for community volunteering and fundraising, we will support the democratic structures of the Students' Union, which extends across all campuses of the University. This activity has a direct impact on developing employability skills amongst students, and embodies the development of cultural and civic values such as tolerance and social cohesion, in order to have a wider and positive influence on social and political development. All of these activities serve to enhance the student experience, and aids retention through developing peer support networks amongst our students.

The University and the Students' Union have developed a formal relationship in line with the HEFCW's guidance on good practice in the funding of effective, democratic student unions, and student representation. This improved relationship has led to the migration of the oversight of the University's student representative system to the Student Union. We also use partnership as a means to ensure we meet our aims in terms of equality and diversity by including student representation on both our institutional Disability and Dyslexia Sub Group and Race Equality sub-group. Our relationship with the student body will continue to develop and evolve during 2018/19.

The University will continue to work with its Students Union to ensure that its Relationship Agreement, Student Charter, and the student voice in governance is wholly effective and representative of the portfolio of the University. We will review these arrangements on a regular basis, and at least annually, to remain confident that they are effective instruments in furthering students' interests and investment in their higher education. We will closely monitor students' perceptions of their experience in terms of their satisfaction with their Student Union and their student voice. It is our vision as outlined in the *WISE Partnership for Higher Education in Wales* document that partnership should be a natural part of staff and students' experience at USW.

The good practice in engagement with the Future Directions 'Students as Partners' work strand continues with the examples of good practice outlined in the "Future Directions for Higher Education in Wales: Students as Partners" publication being built upon in new developments designed to build on the experience of students at the University of South Wales group across all its campuses. This project is being led in collaboration between the Students' Unions of the USW and RWCMD and CELT.

The University's Student Experience Plan includes a Success Objective for 'Students as Partners in Change'. Four actions are specifically included within the plan:

	Objective	Lead Responsibility	Measurable Outcome	By
S06.1	Undertake an annual review of the CR and SVR scheme with the SU, to agreed metrics	PVC and SU	Any necessary amendments to the scheme agreed for 2016	June 2016
S06.2	Continue to develop the graduate internship scheme, aligned to strategic projects	HR and Careers and Employability Service	Advertisement of and filling vacancies for intern opportunities	July 2016
S06.3	Review the provision of facilities for those with caring responsibilities to ensure they can effectively engage at USW	PVC, SU and Student Services	Review complete	December 2016
S06.4	Develop a Student Teaching Fellow scheme through CELT, to build partnership with students on classroom practice, technology enhanced learning and curriculum design	CELT	Scheme scoped and delivered	Scoping December 2016, delivery 2016/17

The University and its Students' Union have also worked closely to ensure that student engagement as a lever to social action is at the heart of core and extracurricular activity. Broadly aligned to the principles of the Higher Education Social Action and Student Opportunities framework, the strategy for improving student experience over a number of different projects has resulted in positive changes to the academic curriculum. The values of the Students' Union are commensurate with the principles of the framework, and as such underpin all of its activities. In 2016-17, the Students' Union supported over 3,000 students across all campuses in a variety of different student activities ranging from engagement in sports, clubs and societies to participating as Course Representatives in our academic representation systems. Participation in governance processes has increased, with the number of students voting in the Students' Union annual elections increasing by 97% and over 150 students attending the Annual General Meeting.

The University has embed as a core offer in all courses a variety of 'Transformative Steps', which the academics creatively use as a way of increasing student opportunities and developing relationships with the local community. As an example, the Faulty of Business and Society launched the Legal & Financial Advice Clinic in October 2013 with a view to providing USW students with an opportunity to volunteer in a legal services environment, working with qualified Solicitors and Barristers to provide free legal advice to the general public. Whilst the Clinic helps to champion social justice, it is primarily offered to enhance the employability of our students. Students put their academic, theoretical studies into practice in the Clinic and undertake valuable work experience that makes them highly employable in the market place. The Clinic is based at Treforest and Cardiff campus.

The USW Student's Union is accessible by students by students studying our courses delivered through our FE Partners. This includes access to facilities and to support for casework. The SU support the colleges in the governance arrangements for student representation systems and regularly meet with partners to deliver this support. At a strategic level the Student Union sits on the University's Partnership Operating Group which includes senior representation from each of the University's FE partners. This group has a responsibility for oversight and delivery of USW curricula and the experience of students studying through our FE partner colleges.

Key processes such as the University's Annual Monitoring Cycle include requirements for colleges to submit an Annual Monitoring Report and Action Plan. Each College therefore comments on 'student feedback; through this process. These reports and plans are reviewed by the University's Quality Audit Committee and report to Academic Board.

In addition to the above, each College's Resource Allocation Contract includes a requirement for college's Fee and Access Plan allocation to be strategically prioritised to a range of specific activity. The activities include:

'Encouraging and growing the level of student voice representation in HE in FE and engagement with the USW Students Union.'

As with all fee and access plan expenditure this is monitored through the University's processes as outlined in Section 3.

Finally, all USW courses delivered by FE partners are required to appoint a Student Representative. The University is considering how to improve the formal input of these representatives into the University's feedback systems. One option will be to facilitate meetings between each student representative and the University's Link Officer for the provision.

The University has developed specific landing pages for HE in FE[37] students to its student communication mechanisms. These pages were piloted with the student body in the 2016/17 academic year and are currently being evaluated. Feedback has been requested from the student body and will inform future developments.

The USW SU has been active in supporting colleges in campaigning for officer roles and for the appointment of student representatives and through the Student Representative Coordinator will be encouraged to increase support for this activity to ensure appointments are made and student representatives are trained and engaged with their role. A target has been set in this Fee and Access Plan (FAPT22) to monitor progress in this area.

Student Communication | Fee & Access Plan

USW is committed to providing students with an excellent student experience which includes ensuring that the information we provide to them is both transparent and accessible. We provide our prospective and current students with accurate and timely information on the costs they are likely to incur over the period of their course, precisely what is covered in the fees charged and the financial support available. In accordance with our Fees & Debt Management Policy (July 2016), tuition fees are subject to annual increases as follows:

- *Full-time and part-time undergraduate UK, EU and Channel Islands students' fees may increase annually subject to setting by HEFCW*
- *Full-time postgraduate research UK, EU and Channel Islands students' fees are set the same as the RCUK maximum studentship fee, which usually increases each year, in line with inflation (Research Councils UK Doctoral Stipend Levels and Indicative Fees for 2015 - Research Councils UK).*
- *Postgraduate taught full-time and part-time UK, EU and Channel Islands students' fee increases are based on the CPI average rate for the previous twelve months when setting the fees, rounded up to the nearest £10 or £100 (Consumer Prices Index - ONS).*
- *International students' fee increases are based on the CPI average rate for the previous twelve months when setting the fees, rounded up to the nearest £10 or £100 (Consumer Prices Index - ONS).*

Students will pay the fee based on the fee regime in place at their initial enrolment on a course. This commitment will hold good for the normal course length. If for any reason students have not completed their course, including periods of acknowledged interruption, students will be charged the fee based on the new fee regime in place at that time. Any remaining undergraduate students eligible for tuition fee loans under fee regime, pre 2012, will continue to be charged this fee regime.

Students repeating a full year of study will continue to be charged the full-time fee applicable to the fee regime that they started on. Undergraduate students repeating courses on a part-time basis will be charged according to the number of credits taken pro rata to the applicable full-time fee. Students studying 100 credits or more will be charged the full-time fee applicable for their fee regime they entered on.

[37] http://pcstudents.southwales.ac.uk/

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. Communications are undertaken in-line with the University's Student Charter, Welsh Language Scheme and Strategic Equality Plan.

We have a range of tuition fee levels and this information is communicated to all prospective and current students though a variety of channels:

- 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 alongside. Franchised students can also access relevant information on provision through their own College websites.
- Franchised students – we ensure that our further education partner colleges are informed of approved tuition 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 HE at their own campus(es) and this is reflected in the total investment for USW.
- 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 though 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*
- *Via our Student Money Advice Team.*

Applicant Information

USW is committed to ensuring prospective students receive relevant, up-to-date and clear information in order for them to make informed choices regarding their course choices. The introduction of the Key Information Sets ensures that the data available from universities is both easily accessible and easily comparable.

Full details of courses, including initial programmes The University website, prospectus, the UCAS/CUKAS website and other course promotional literature all clearly state the range of courses available.

- Details of each course, its content, mode of delivery, location of delivery and the costs of study are provided in a clear and concise format
- Additionally, for all under-graduate full and part-time courses, the Key Information Sets (KIS) includes three categories of information on learning and teaching activities:
    - *scheduled learning and teaching activities*
    - *guided independent study*
    - *placement/study abroad*
- Confirmed applicants receive comprehensive induction information through the enrolment process either through on-line or through hard copy. Online material is supplemented by a full programme of bespoke induction sessions and timetables within each Faculty.

Information setting out precisely what is covered by the fees charged

- We will comply with our obligations under consumer protection law (the Consumer Rights Act 2015) and Competition & Markets Authority (CMA) guidelines for higher education. We will 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.
- Every full-time undergraduate course offered is listed on our website and the UCAS/CUKAS website and the maximum fee will be shown alongside.
- 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 will be clearly identified.

Detailed information on the student financial support package available at your institution

- 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 Team, 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. From 2015/16, we have encouraged partner colleges in particular to set aside tuition fee income for hardship funding, alongside continuing their support for access and student experience.
- Through workshops we ensure that FE partner college staff are aware of any support available to franchised students on our main campuses such as e.g. library resource, Blackboard and GradEdge

Details about how any changes which may take place over the period of the course will be announced

- 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.

The University website, individual programme specifications and each KIS will also provide up-to-date course information to prospective students.

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

a) What is your highest proposed fee rate for:

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

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

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

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

	£
Full-time undergraduate	8,726
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in plan	8,726

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

	£
Full-time undergraduate	106,553,700
Full-time PGCE (QTS)	162,000
Total	**106,715,700**

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2017/18 plans the proportion of total income invested in 2018/19 must be at least the proportion invested in 2017/18. For those applicants, HEFCW has provided below the 2017/18 amount and percentage of total income.

	2018/19		2017/18	
Total amount to be invested in:	£	% of total income	£	% of total income
Equality of opportunity	8,602,321	8.1%	9,116,329	7.4%
Promotion of higher education	8,376,307	7.8%	10,449,023	8.5%
Total	**16,978,628**	**15.9%**	**19,565,352**	**15.9%**

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

a) Equality of opportunity

Categories of expenditure to support individuals under represented in HE to:	2018/19 £	2017/18 £
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	475,242	428,703
2. attract and retain students and potential students from under-represented groups;	1,603,444	1,105,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	302,172	42,500
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	1,454,740	1,082,081
5. improve the higher education experience for groups under-represented in higher education;	1,279,500	1,917,500
6. provide to under-represented groups effective information, before and during their studies;	352,777	126,583
7. provide high quality academic and welfare support to groups under-represented in higher education; and	1,996,849	1,025,835
8. support the progress to employment or further study of groups under-represented in higher education.	1,089,075	950,016
9. Other, for example fee and access plan evaluation	48,522	2,438,111
Total	**8,602,321**	**9,116,329**
Percentage of forecast expenditure to be spent on Equality of Opportunity	50.7%	46.6%

b) Promotion of HE

Categories of expenditure to :	2018/19 £	2017/18 £
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	273,711	329,789
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	3,491,490	4,596,389
3. strengthen the employability of Welsh graduates;	477,407	573,951
4. promote Welsh higher education more effectively internationally;	1,864,264	2,773,922
5. deliver sustainable higher education; and	1,540,157	1,000,000
6. raise awareness of the value of higher education to potential students.	681,778	339,472
7. Other, for example fee and access plan evaluation.	47,500	835,500
Total	**8,376,307**	**10,449,023**
Percentage of forecast expenditure to be spent on Promotion of HE	49.3%	53.4%

	2018/19 £	2017/18 £
c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)	**16,978,628**	**19,565,352**

d) Student financial support (already included in a) and b) above)

	2018/19		2017/18	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	0	0	0	0
Bursaries	425,000	800	425,000	800
Scholarships	2,915,000	1,800	3,909,000	2,200
Hardship funds	580,000	700	580,000	700
Provision of financial management advice and skills	350,000	1,300	240,000	1,300
Other financial support	1,185,740	2,200	1,130,000	2,400
Total	**5,455,740**	**6,800**	**6,284,000**	**7,400**
Percentage of forecast expenditure to be spent on student financial support	32.1%		32.1%	

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	88,450,200	162000
Total expected student no.s	9,929	18
Average fee	8,908	9000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	UGD	All	All	N	9,209	N		82,881,000
2	8,250	UGD	NON STEM, 14 entrants	Any	N	19	N		156,750
3	8,000	UGD	NON STEM, 12 & 13 entrant	Any	N	2	N		16,000
4	7,500	UGD	Former UWN 12 & 13 entrants	Any	N	1	N		7,500
5	1,800	UGD	Sandwich year out All	2 or 3	N	39	N		70,200
6	9,000	UGN	CERTHE	1	N	22	N		198,000
7	9,000	PGCE	PGCE	1	Y	18	N		162,000
8	9,000	UGN	PCET	1	N	26	N		234,000
9	8,000	UGN	16, 17 entrants (Not Franchised Out)	Any	N	610	N		4,880,000
10	6,750	UGN	14 entrants	Any	N	1	N		6,750
11									

Appendix A

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

Row	Partner name	Partner address	Please confirm that the partner is a charity (*Confirmed*)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (*Confirmed*)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(a) a first degree	BA Business Studies	N	26/09/2017		1	6	9,000	54,000
2	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(h) a certificate of higher education	Cert HE Counselling Studies	N	26/09/2017		1	8	9,000	72,000
3	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(h) a certificate of higher education	CertHE Care Studies	N	26/09/2017		1	6	9,000	54,000
4	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(h) a certificate of higher education	CertHE Legal Studies	N	26/09/2017		1	11	9,000	99,000
5	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Sciences	N	26/09/2017		1,2	32	7,500	240,000
6	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	N	26/09/2017		2	15	7,500	112,500
7	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	26/09/2017		1,2	9	7,500	67,500
8	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Popular Music Technology)	N	26/09/2017		1,2	25	7,500	187,500
9	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Film	N	26/09/2017		1,2	21	7,500	157,500
10	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Graphic Communication	N	26/09/2017		1,2	14	7,500	105,000
11	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Health and Social Care Management	N	26/09/2017		1	12	7,500	90,000
12	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	N	26/09/2017		1,2	29	7,500	217,500
13	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	Higher National Diploma Animal Studies	N	26/09/2017		2	1	6,750	6,750
14	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	Higher National Diploma Animal Studies	N	26/09/2017		1,2	26	7,500	195,000
15	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Agriculture	N	26/09/2017		1,2	9	7,500	67,500
16	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Business Studies	N	26/09/2017		1,2	17	7,500	127,500
17	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Environmental Conservation Management	N	26/09/2017		1,2	20	7,500	150,000
18	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Equine Studies	N	26/09/2017		1,2	22	7,500	165,000

19	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Horticulture (Landscape and Garden Design)	N	26/09/2017		1,2	4	7,500	30,000
20	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Horticulture (Production and Design)	N	26/09/2017		1	4	7,500	30,000
21	Bridgend College	Cowbridge Road, CF31 3DF	Confirmed	(e) an HND	HND Public and Emergency Services	N	26/09/2017		1,2	17	7,500	127,500
22	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	N	09/10/2017		1	16	7,500	120,000
23	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	N	09/10/2017		2	17	7,500	127,500
24	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	09/10/2017		1,2	20	7,500	150,000
25	Cardiff and Vale College	Colcott Road, Barry, CF62 8YJ	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	09/10/2017		1,2	7	7,500	52,500
26	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Photography)	N	09/10/2017		2	2	7,500	15,000
27	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Popular Music Technology)	N	09/10/2017		1,2	25	7,500	187,500
28	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Fashion Styling	N	09/10/2017		1,2	12	7,500	90,000
29	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Film	N	09/10/2017		1,2	25	7,500	187,500
30	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Games Art and Design	N	09/10/2017		1,2	13	7,500	97,500
31	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Health and Social Care Management	N	09/10/2017		1	12	7,500	90,000
32	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree in English and History	N	09/10/2017		1,2	16	7,500	120,000
33	Cardiff and Vale College	Colcott Road, Barry, CF62 8YJ	Confirmed	(c) a foundation degree	Foundation Degree in Psychology	N	09/10/2017		1,2	10	7,500	75,000
34	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	N	09/10/2017		1,2	8	7,500	60,000
35	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Photography	N	09/10/2017		1	15	7,500	112,500
36	Cardiff and Vale College	Colcott Road, Barry, CF62 8YJ	Confirmed	(c) a foundation degree	Foundation Degree Psychology	N	09/10/2017		1,2	15	7,500	112,500
37	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Service Sector Management	N	09/10/2017		1,2	25	7,500	187,500
38	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(c) a foundation degree	Foundation Degree Youth and Social Care	N	09/10/2017		1,2	16	7,500	120,000
39	Cardiff and Vale College	City Centre Campus, Dumballs Road, Cardiff, CF10 5FE	Confirmed	(e) an HND	HND Public and Emergency Services	N	09/10/2017		1	10	7,500	75,000
40	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(a) a first degree	BSc Animal Health and Welfare Top-up	N	11/09/2017		1	6	9,000	54,000
41	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(a) a first degree	BSc Veterinary Nursing Top-up	N	11/09/2017		1	6	9,000	54,000
42	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP19 4TS	Confirmed	(h) a certificate of higher education	CertHE Legal Studies	N	11/09/2017		1	5	9,000	45,000
43	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(h) a certificate of higher education	CertHE Substance Misuse	N	11/09/2017		1	3	9,000	27,000
44	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP19 4TS	Confirmed	(c) a foundation degree	FD Retail Management	N	11/09/2017		1,2	20	7,500	150,000
45	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(c) a foundation degree	FdSc Veterinary Nursing	N	11/09/2017		3	2	1,500	3,000
46	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(c) a foundation degree	FdSc Veterinary Nursing	N	11/09/2017		1,2	23	7,500	172,500

47	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	FOUNDATION DEGREE (SCIENCE) COMMUNITY HEALTH AND WELL BEING	N	11/09/2017		1,2	12	7,500	90,000
48	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(c) a foundation degree	FOUNDATION DEGREE (SCIENCE) COMMUNITY HEALTH AND WELL BEING	N	11/09/2017		2	1	7,500	7,500
49	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	FOUNDATION DEGREE (SCIENCE) COMMUNITY HEALTH AND WELL BEING	N	11/09/2017		1,2	16	7,500	120,000
50	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Sciences	N	11/09/2017		1,2	25	7,500	187,500
51	Coleg Gwent	Usk Campus, Usk, Monmouthshire, NP15 1XJ	Confirmed	(c) a foundation degree	FOUNDATION DEGREE ANIMAL HEALTH AND WELFARE	N	11/09/2017		1,2	27	7,500	202,500
52	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	N	11/09/2017		1,2	4	7,500	30,000
53	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	N	11/09/2017		1,2	25	7,500	187,500
54	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP19 4TS	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	N	11/09/2017		2	15	7,500	112,500
55	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	11/09/2017		1,2	24	7,500	180,000
56	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	11/09/2017		1,2	37	7,500	277,500
57	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(c) a foundation degree	Foundation Degree Community Health and Well Being	N	11/09/2017		1,2	26	7,500	195,000
58	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Photography)	N	11/09/2017		2	1	7,500	7,500
59	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Popular Music Technology)	N	11/09/2017		1,2	22	7,500	165,000
60	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Fashion Styling	N	11/09/2017		2	3	7,500	22,500
61	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	Foundation Degree Games Art and Design	N	11/09/2017		1,2	22	7,500	165,000
62	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(c) a foundation degree	Foundation Degree Graphic Communication	N	11/09/2017		1,2	11	7,500	82,500
63	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP19 4TS	Confirmed	(c) a foundation degree	Foundation Degree Health and Social Care Management	N	11/09/2017		1	14	7,500	105,000
64	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Illustration	N	11/09/2017		1	10	7,500	75,000
65	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	Foundation Degree in English and History	N	11/09/2017		1,2	22	7,500	165,000
66	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree in Psychology	N	11/09/2017		1,2	10	7,500	75,000
67	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree in Psychology	N	11/09/2017		1,2	18	7,500	135,000
68	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	FOUNDATION DEGREE IN TOURISM AND DESTINATION MANAGEMENT	N	11/09/2017		2	1	7,500	7,500
69	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(c) a foundation degree	Foundation Degree Information Communication Technology	N	11/09/2017		2	1	7,500	7,500

70	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Media Production	N	11/09/2017		1,2	15	7,500	112,500
71	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	N	11/09/2017		1,2	13	7,500	97,500
72	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Photography	N	11/09/2017		1	22	7,500	165,000
73	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Development	N	11/09/2017		1,2	11	7,500	82,500
74	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Development	N	11/09/2017		1,2	11	7,500	82,500
75	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(c) a foundation degree	Foundation Degree Youth and Social Care	N	11/09/2017		1,2	21	7,500	157,500
76	Coleg Gwent	Blaenau Gwent Learning Zone, Lime Avenue, Ebbw Vale, Blaenau Gwent, NP23 6GL	Confirmed	(e) an HND	HND Computing	N	11/09/2017		1,2	3	7,500	22,500
77	Coleg Gwent	City of Newport Campus, Nash Road, Newport, NP19 4TS	Confirmed	(e) an HND	HND Computing	N	11/09/2017		1,2	21	7,500	157,500
78	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(e) an HND	HND Computing	N	11/09/2017		1,2	4	7,500	30,000
79	Coleg Gwent	CrossKeys Campus, Risca Road, Crosskeys, Caerphilly, NP11 7ZA	Confirmed	(e) an HND	HND Information Communication Technology	N	11/09/2017		1,2	13	7,500	97,500
80	Coleg Gwent	Pontypool Campus, Blaendare Road, Pontypool, Torfaen, NP4 5YE	Confirmed	(e) an HND	HND Public and Emergency Services	N	11/09/2017		1,2	21	7,500	157,500
81	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(a) a first degree	BA Costume Construction for Screen and Stage	N	13/10/2017		1	4	9,000	36,000
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	N	13/10/2017		1	10	9,000	90,000
83	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(a) a first degree	BA TV and Film: Prop Making	N	13/10/2017		1	6	9,000	54,000
84	Coleg y Cymoedd	Llwynypia, Tonypandy, CF40 2TQ	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	13/10/2017		1,2	16	7,500	120,000
85	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(c) a foundation degree	Foundation Degree Costume Construction for Screen and Stage	N	13/10/2017		1,2	20	7,500	150,000
86	Coleg y Cymoedd	Cwmdare Road, Aberdare, CF44 8ST	Confirmed	(c) a foundation degree	Foundation Degree Games Art and Design	N	13/10/2017		1,2	14	7,500	105,000
87	Coleg y Cymoedd	Cwmdare Road, Aberdare, CF44 8ST	Confirmed	(c) a foundation degree	Foundation Degree in English and History	N	13/10/2017		1,2	13	7,500	97,500
88	Coleg y Cymoedd	Twyn Road, Ystrad Mynach, Hengoed, CF82 7XR	Confirmed	(c) a foundation degree	Foundation Degree Information Communication Technology	N	13/10/2017		2	1	7,500	7,500
89	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(c) a foundation degree	Foundation Degree Photography	N	13/10/2017		1	10	7,500	75,000
90	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(c) a foundation degree	Foundation Degree Rugby Coaching and Development	N	13/10/2017		1,2	30	7,500	225,000
91	Coleg y Cymoedd	Heol y Coleg, Parc Nantgarw, Cardiff, CF15 7QY	Confirmed	(e) an HND	HND Creative Production Arts	N	13/10/2017		1,2	38	7,500	285,000
92	Coleg y Cymoedd	Twyn Road, Ystrad Mynach, Hengoed, CF82 7XR	Confirmed	(e) an HND	HND Information Communication Technology	N	13/10/2017		1,2	21	7,500	157,500
93	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Sciences	N	03/10/2017		2	1	6,750	6,750
94	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Analytical and Forensic Sciences	N	03/10/2017		1,2	17	7,500	127,500
95	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Criminal Justice	N	03/10/2017		1	10	7,500	75,000
96	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree in English and History	N	03/10/2017		1,2	5	7,500	37,500
97	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(c) a foundation degree	Foundation Degree Psychology	N	03/10/2017		1	10	7,500	75,000

98	Gower College Swansea	Ty Coch Road, Sketty, SA2 9EB	Confirmed	(e) an HND	HND Business and Accounting	N	03/10/2017		1,2	15	7,500	112,500
99	NPTC Group	Dwr-y-Felin Road, Neath, SA10 7RF	Confirmed	(a) a first degree	BA Business Studies	N	07/10/2016		1	15	9,000	135,000
100	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(a) a first degree	BSc Childhood Studies	N	07/10/2016		1	10	9,000	90,000
101	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(h) a certificate of higher education	CertHE Substance Misuse	N	07/10/2016		1	11	9,000	99,000
102	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(h) a certificate of higher education	CertHE Working with Vulnerable Adults	N	07/10/2016		1	16	9,000	144,000
103	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(g) a diploma of higher education	Diploma in Higher Education in Public Health	N	07/10/2016		1,2	13	7,500	97,500
104	NPTC Group	Margam, Port Talbot, SA13 2AL	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	07/10/2016		1,2	16	7,500	120,000
105	NPTC Group	Llandarcy Park, Neath, SA10 6JD	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Development	N	07/10/2016		1,2	20	7,500	150,000
106	NPTC Group	Dwr-y-Felin Road, Neath, SA10 7RF	Confirmed	(e) an HND	HND Business Studies	N	07/10/2016		1,2	5	7,500	37,500
107	Royal Welsh College of Music and Drama	Royal Welsh College of Music and Drama, Castle Grounds, Cathays Park, Cardiff, CF10 3ER	Confirmed	(a) a first degree	BA (Hons) Acting	N	27/07/2016		All	55	9,000	495,000
108	Royal Welsh College of Music and Drama	Royal Welsh College of Music and Drama, Castle Grounds, Cathays Park, Cardiff, CF10 3ER	Confirmed	(a) a first degree	BA (Hons) Stage Management	N	27/07/2016		All	67	9,000	603,000
109	Royal Welsh College of Music and Drama	Royal Welsh College of Music and Drama, Castle Grounds, Cathays Park, Cardiff, CF10 3ER	Confirmed	(a) a first degree	BA (Hons) Theatre Design	N	27/07/2016		All	51	9,000	459,000
110	Royal Welsh College of Music and Drama	Royal Welsh College of Music and Drama, Castle Grounds, Cathays Park, Cardiff, CF10 3ER	Confirmed	(a) a first degree	BMus (Hons)	N	27/07/2016		All	307	9,000	2,763,000
111	Royal Welsh College of Music and Drama	Royal Welsh College of Music and Drama, Castle Grounds, Cathays Park, Cardiff, CF10 3ER	Confirmed	(a) a first degree	BMus (Hons) Jazz	N	27/07/2016		All	48	9,000	432,000
112	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(a) a first degree	BA Business Studies	N	03/09/2013	Confirmed	1	14	9,000	126,000
113	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(h) a certificate of higher education	CertHE Care Studies	N	03/09/2013	Confirmed	1	3	9,000	27,000
114	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Art Practice	N	03/09/2013	Confirmed	1,2	20	7,500	150,000
115	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Business Studies	N	03/09/2013	Confirmed	1,2	15	7,500	112,500
116	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Care Studies	N	03/09/2013	Confirmed	2	6	7,500	45,000
117	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Childhood Studies	N	03/09/2013	Confirmed	1,2	28	7,500	210,000
118	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Creative Industries (Photography)	N	03/09/2013	Confirmed	2	16	7,500	120,000
119	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Film	N	03/09/2013	Confirmed	1,2	21	7,500	157,500
120	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Finance	N	03/09/2013	Confirmed	1,2	10	7,500	75,000
121	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Health and Social Care Management	N	03/09/2013	Confirmed	1	12	7,500	90,000

122	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree in Art Practice	N	03/09/2013	Confirmed	2	1	7,500	7,500
123	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree in Psychology	N	03/09/2013	Confirmed	1,2	26	7,500	195,000
124	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Information Communication Technology	N	03/09/2013	Confirmed	2	1	7,500	7,500
125	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Performing Arts	N	03/09/2013	Confirmed	1,2	15	7,500	112,500
126	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Photography	N	03/09/2013	Confirmed	1	15	7,500	112,500
127	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(c) a foundation degree	Foundation Degree Sports Coaching and Development	N	03/09/2013	Confirmed	1,2	35	7,500	262,500
128	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(e) an HND	HND Computing	N	03/09/2013	Confirmed	1,2	15	7,500	112,500
129	The College Merthyr Tydfil	Ynysfach, Merthyr Tydfil, CF48 1AR	Confirmed	(e) an HND	HND Information Communication Technology	N	03/09/2013	Confirmed	1,2	15	7,500	112,500

Table G: Targets

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b))Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant? Y/N	If Y please provide partner name(s)	Baseline year	numbers and/or percentages where appropriate No.	%	Target 2018/19 No.	%	Optional longer term targets 2019/20 No.	%	2020/21 No.	%	Please provide a commentary on the 2018/19 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)
1	Fair Access to HE – deliver HE talks and events off-campus in widening access and Welsh-medium schools and colleges	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2016/17	210	50%	225	50%					Internally sourced data | % of Schools & Colleges Liaision Team activity
2	Participation of Under-represented Groups – the proportion of Welsh domiciled students studying higher education courses at USW who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation (WIMD) areas	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	Y	FE Franchise Partners	2015/16	5,311	30.80%	5380	31.20%					Externally sourced data | Baseline now 2015/16 (most recently verified data, re. HEFCW CST) and target maintened
3	Participation of Under-represented Groups – the percentage of UK domiciled young full-time first degree entrants at USW from low participation neighbourhoods (POLAR3)	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2015/16	475	20.90%	5% above benchmark						Externally sourced data | HESA UK PI Table T1a - Young full-time first degree entrants by state school marker, NS-SEC marker (excluding 2008/09) and low participation marker POLAR3 low participation data
4	Participation of Under-represented Groups - the percentage of UK domiciled mature full-time undergraduate entrants at USW with no previous HE & from low participation neighbourhood (POLAR3)	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2015/16	320	19.60%	5% above benchmark						Externally sourced data | HESA UK PI Table T2a - Mature full-time undergraduate entrants by level of study and low participation marker POLAR3 low participation data
5	Reduction of the gap between continuation of White British students and BME British students	a3 Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	y	FE Strategic Alliance Partners			8.20%		5%					Internally source data - USW Strategic Equality Plan
6	FE Progression – student progression from FE (FTUG) Strategic Alliance partners (L5 to FT L6)	a3 Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	Y	FE Strategic Alliance Partners	2015/16	241	57.80%	250	60%					Internally sourced data | Baseline increased and target maintained (60% is the aspiration through to 2019/20, re. CPI7)
7	Retention & Success - A decrease in the percentage of full-time undergraduate students no longer in higher education following year of entry from 12.1% in 2015/16 to 9% in 2018/19	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	Y	FE Strategic Alliance Partners		593	12.10%	441	9%		8.50%		8.20%	Externally sourced data | Baseline year- most recentlty published HESA UK PI Table 3
8	Retention & Success – full-time first degree USW students expected to obtain a degree	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15 Entry Year	N/A	76.90%	At least 1% above benchmark.						Externally sourced data | Baseline year- most recentlty published HESA UK PI Table 5 2015/16 (2014/15 Entry Year) - Projected learning outcomes: full-time students starting first degree courses by projected continuation status

9	Retention & Success – the number of USW students supported through bursaries and hardship funding	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2015/16	1,370	N/A	1500	N/A					Internally sourced data | Additional numbers linked to additional funding to support Strategic Equality Plan objectives
10	Retention & Success – the number of USW students supported with "other financial support", notably "additional costs of study"	a5 Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	N		2015/16	2200	N/A	2200	N/A					Internally sourced data | Additional numbers linked to forecasted growth in academic sports provision at expanded Sport Park
11	Retention & Success – Non-continuation following year of entry: the percentage of UK domiciled young full-time first degree entrants at USW from low participation neighbourhoods (POLAR3) no longer in HE	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2015/16	N/A	9.50%	At least 1% below benchmark						
12	Welfare Support – the number of USW students supported with financial management advice and skills	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2016/17	1,300		Maintenance of performance						Internally sourced data | Service Manager advised 1,300 is a "maintained face-to face service" supplemented by on-line advice
13	Welsh Medium – the number of USW students studying through the medium of Welsh (5+ credits)	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2016/17 (est.)	187	N/A	200						
14	Welsh Medium – the number of USW students studying through the medium of Welsh (40+ credits)	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2016/17 (est.)	136	N/A	175	N/A					Internally sourced data | Target to be maintained. Limitations in increasing due to rationalisation of the portfolio and closure of courses in some areas
15	Strategic Equality Plan | Care Leavers – the number of care leavers enrolled at USW	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2016/17	48	N/A	60	N/A					Internally sourced data. Nine students graduated in 2015/16
16	Measuring Student's 'Sense of Community' – Set targets for Faculties and Schools against the three relevant USW's Internal Student Survey questions of an improvement of 5% by 2018/19 from 2016/17's benchmark.	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	Y	FE Franchise Partners	2016/17		79%		84%					Internally sourced data
17	Measuring the first experience of students – Maintain the 2016/17's performance in the Early Experiences Survey where 99% of students were satisfied with their first experience of the University.	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2016/17		99%		99%					Internally sourced data
18	National Student Survey – the USW three year rolling average score in the NSS 'overall satisfaction' question	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	Y	FE Franchise Partners	2015/16	N/A	80%	N/A	84%					Externally sourced data | Ipsos MORI - Baseline now 2015/16 prior to NSS publication for 2017 in July/August 2017

19	National Student Survey – in 2018/19 the USW's student satisfaction with the Student Union will have improved by 5% to 65%.	b5 improve the higher education experience for groups under-represented in higher education;	Y	FE Franchise Partners	2015/16		60%		65%					Externally sourced data | Ipsos MORI - Baseline now 2015/16 prior to NSS publication for 2017 in July/August 2017
20	Quality of Learning & Teaching – USW academic staff with Higher Education Academy Fellowship status	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2016/17	388	48.68%	438	55%					Internally sourced data | Higher Education Academy - 2019/20 target is 100% academic staff with HEA Fellowship status
21	Student Representation/Student Voice – in 2018/19 95% of all undergraduate courses will have a student representative, with 100% by 2019/20	b5 improve the higher education experience for groups under-represented in higher education;	Y	FE Franchise Partners	2016/17		90.00%		95%					Internally sourced data
22	Student Representation/Student Voice - Increase the number of course representatives for FE in HE courses to reach the levels of the wider University	b5 improve the higher education experience for groups under-represented in higher education;	Y	FE Franchise Partners	2016/17		Less than the USW position		5% less than USW as a whole					Internally sourced data.
23	Employability – 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	a8 Support the progress of employment or further study of groups underrepresented in HE / b3 Activities which strengthen the employability of Welsh graduates	N		2014/15	N/A	93.80%	N/A	94.50%					Externally sourced data | DLHE - Baseline now 2014/15 and 2016/17 target included (re. HEFCW CST)
24	Graduate Employability – 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	b3 Activities which strengthen the employability of Welsh graduates	N		2014/15	N/A	63.60%		70%					Externally sourced data | DLHE - Baseline now 2014/15 and 2016/17 target included (re. HEFCW CST)
25	Knowledge Economy Skills Scholarships (KESS) studentships	b1 More effective engagement with private, public or voluntary bodies and communities in Wales	N		2015/16	25	N/A	41						Internally sourced data | Baseline included
26	Continuing Professional Development - in 2017/18, USW will provide 70,000 days of CPD training to maintain its top 10 position in the UK	b1 More effective engagement with private, public or voluntary bodies and communities in Wales	N		2015/16	66,679	N/A	70,000						
27	Open Days - Attendance	b6 Activities which raise awareness of the value of higher education amongst potential learners	N		2016/17	3938	N/A	4000	N/A					Internally sourced data | Baseline included
28	Open Days - "Excellent" or "Very Good" Experience	b6 Activities which raise awareness of the value of higher education amongst potential learners	N		2016/17	92%	N/A	92%	N/A					Internally sourced data | Baseline included
29	Overseas Students – the number of overseas (non-EU) students on UG/PG programmes	b4 Actions which promote Welsh higher education more effectively internationally	N		2015/16	2,455	N/A	2,455	N/A					Externally sourced data | HESA Students in HE - Baseline now 2014/15 and target revised upwards. Maintenance of peformance advocated here in terms of uncertainty around International markets
30	EU Students - the number of EU students on UG/PG programmes	b4 Actions which promote Welsh higher education more effectively internationally	N		2015/16	1,625	N/A	1,625	N/A					Externally sourced data | HESA Students in HE - Baseline now 2014/15 and target revised upwards. Maintenance of peformance advocated here in terms of uncertainty around EU markets
31	Erasmus+ Placements - the number of student placements across the University	b4 Actions which promote Welsh higher education more effectively internationally	N		2016/17	10	N/A	25	N/A					Internally sourced data | Numbers still relatively low, but increasing interest across the University

DRAFT STUDENT CHARTER (SUBJECT TO ACADEMIC BOARD APPROVAL – JUNE 2017)

1. Overview.

The attached paper is the proposed new Student Charter to date.

2. Recommendation.

The Board is asked to approve progress on the new Student Charter, and to discuss further required additions.

3. Context.

The current Student Charter was written in 2012, and last reviewed in July 2014. At the October 2016 meeting of Academic Board, it was requested that the Pro-Vice Chancellor Learning, Teaching and Student Experience work with the Students' Union to revise the Charter, with a view that the new Charter remain at a principled level and so shouldn't need regular updating.

Extensive research was undertaken on Student Charters across the UK, including all Charters in Wales. It was noted that the initial generic format used when compiling Charters has been continued in the majority of institutions, however some had been revised to be more current and relevant to the student experience. The attached paper is reflective of what was considered the 'best' format, although it is clear that HEI's are moving away from a 'one size fits all', and Charters are becoming more personal to the institutions. This paper is the Word format of the proposed Student Charter for USW. Please note that this will not be the final layout; an example of how the Charter is expected to look is included as an Appendix to the paper.

In revising the charter we have also sought to align the charter to the priorities of the University and its core strategies, including the Academic Plan, Blueprint and the Student Experience Plan. An aim of the Charter should therefore be to embed the 'USW experience' that we aim to create.

On the 17th of February, HEFCW released a circular for consultation on Student Charters. Consultation closes on the 11th April. It may be the case that further work is required to align the attached Charter to HEFCW's expectations once the consultation is complete and clear guidance is received.

A final revised Student Charter will be brought to Board for the June 2017 meeting.

Ben Calvert / Jonny Jones / Sian Taylor.
February 2017.

Welcome to the University of South Wales.

As a student of the University of South Wales, you should have high expectations of your time studying with us. Our Charter explains the University's commitment to working in partnership with you to provide a high-quality student experience that helps you to achieve personal and academic success.

The University of South Wales has a strong reputation for high-quality teaching, outstanding student support and for preparing our students for employment. We are ambitious in preparing you for your future success through rigorous academic and personal development, and we continue to invest in a learning environment that helps you study and develop in ways that suit your needs.

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 Charter outlines the shared expectations of both you as a student and of the University. The Charter will be reviewed annually taking into account feedback from students and staff. The Charter also outlines what is expected of you as a student during your time at the University in order for you to perform to the best of your ability.

We hope this Charter helps you understand the principles on which our successful learning community is founded, and enables you to have the best possible experience during your time as a University of South Wales student.

Julie Lydon,

Vice-Chancellor, USW.

Jonny Jones,

President, USWSU.

Introduction.

The Student Charter is a set of common principles, which explains what you can expect from your University and what, in turn, the University expects from our students. It clearly outlines the roles and responsibilities of everyone involved in your University experience, ensuring we all play our part in developing a vibrant and exciting student community.

We start from a shared set of values that provide a context for how we will work together.

Living our Values.

Professional

Together, we will: • Be accountable for the delivery of our personal and team objectives • Act with integrity to ensure people can trust and rely on us • Take responsibility individually and collectively for contributing to our strategic goals • Value and respect every individual for their contribution to our University

Creative

Together, we will: • Nurture curiosity and innovation so that ideas can flourish • Embrace new ideas • Actively look to collaborate not compete with others in our University • Take risks and challenge current ways of working and learning to make a positive impact

Inspiring

Together, we will: • Be passionate about celebrating success • Be dynamic, stimulating and motivating • Create opportunities that widen our horizons • Transform lives

Responsive

Together, we will: • Be flexible and agile, embracing change • Be approachable, seeking feedback to continually develop • Challenge blockers and blocking behaviours • Identify and communicate best practice and ideas

Your Studies:

You can expect from your University:

- An effective and full induction programme, so that you understand what you need to do to be successful in your studies and that you get to know fellow students and staff
- An informative course handbook containing details of your learning and a schedule of your assessments.
- Clear and constructive feedback on your assessed work, within twenty working days.
- High quality teaching underpinned by relevant and current practise
- Access to the resources you need to complete your studies, including the University's Virtual Learning Environment, specialist equipment, and 1-2-1 support from your personal academic coach
- A challenging, invigorating curriculum taught by staff that are well trained, current in their knowledge and have expertise on learning and teaching.
- Consultation with you on any substantial changes to your curriculum.

You can expect from your Students' Union:

- Provision of an effective scheme of academic representation through the Course Rep and Student Voice Rep systems.
- Representation at the highest level of the University governance structures through your Student Officers, who help to ensure excellent academic quality and standards.
- Recognition of excellence in teaching and learning through the Student Choice Awards, determined by your nominations and sharing of best practise of the academic and support services.

We expect from you:

- To attend and fully participate in induction activities.
- Attend and engage fully in your studies both inside and outside of the classroom.
- Fully engage with all your assignments including their timely completion.
- Read and reflect on your feedback and use it to plan your learning.
- Engage with your personal academic coach through attending meetings and reflecting on your progress.
- Contribute to Course Rep Assemblies and Student Staff Course Liaison Group meetings, if you are an elected Course Representative or Student Voice Representative
- Act responsibility in your studies in your use of resources, including being mindful of the needs of others and of health and safety requirements.
- Adhere to University regulations and procedures related to your academic studies, including procedures related to timely enrolment, module registration, submission of academic work, and academic integrity.
- Pay all fees in a timely way

Your Voice:

You can expect from your University:

- Access to informal and formal opportunities to feedback to us about your course (e.f. The Loop course and module evaluation system).
- Feedback from your course on appropriate actions taken in response to your views.

- An elected course representative and student voice representative through whom your views can be communicated.

You can expect from your Students' Union:

- Representation through your Sabbatical Officers at the highest level of University governance structures.
- Opportunities to become involved in representing your fellow students through involvement in Student Council, the Students' Union Trustee Board, and attending various student representative conferences.
- The ability to attend representative meetings, and submit policy at all levels.
- Transparent and well managed election processes to ensure you are able to fully participate in the selection of your representatives.
- Training for all your student representatives to ensure you are represented effectively and professionally.
- Access to the advocacy function from your Sabbatical Officers.

We expect you:

- To support your student and Students' Union representatives and make them aware of your views, in order to enable them to represent your views accurately and appropriately.
- To take part in the election processes for student and Students' Union representatives.
- To complete course and module evaluations as required.
- To engage with all relevant feedback mechanisms the University uses to gather student opinions on your course and the wider academic community, such as the National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES), the Postgraduate Research Experience Survey (PRES) and the International Student Barometer (ISB).

Your Welfare:

You can expect from your University:

- Full access to integrated frontline student services through our Advice Zones.
- Access to relevant online and 'self help' resources through the student portal.
- A good quality physical environment that is safe and accessible and enables you to learn.
- A personal academic coach who can provide you with 1-2-1 academic advice and refer you to other services as required

You can expect from your Students' Union:

- Relevant and useful campaigns informing you of your rights as students.
- Representation on relevant University committees to ensure your voice is heard.
- A strong partnership with the Student Services Department to ensure your non-academic needs are met.
- Support and advice from your Sabbatical Officers and Student Council Officers.

We expect you:

- To be responsible for your own health, safety and wellbeing and that of other students and others within the University community.
- To advise the University of any circumstances, needs or restrictions that may affect your participation in the University, whether it be pre-existing or new, in order for us to successfully support you.
- Be mindful of others, and recognise and respect how your behaviour can impact on other students and the wider community.
- To develop your own awareness of support services and how to access them.

Your Life Outside Class:

You can expect from your University:

- Access to careers, employability and other services, including advice on work placements.
- Access to part time working opportunities advertised though the careers service and UniLife.
- Where relevant to your course, access to professional accreditations that build awareness of the quality of your degree.
- High quality library, ICT and other facilities and services that will enhance your student experience.

You can expect from your Students' Union:

- Access to clubs, societies, volunteering and fundraising opportunities.
- A huge range of competitive sports, with full participation in the British Universities and Colleges Sport (BUCS) leagues and competitions.
- A full programme of social events.
- A wide range of casual employment opportunities.

We expect you:

- To behave responsibly when representing the University and Students' Union at sporting, cultural or other events.
- To respect and abide by the published Standing Orders and Articles of the Students' Union.
- Respect others who live and work in your community.

Your Concerns:

You can expect from your University:

- To be able to make a complaint or lodge an appeal through formal published University processes without fear of recrimination or unfair bias.
- Access to clear appeals and complaints procedures and support through those processes.
- To be treated with fairness and courtesy during any investigation processes.
- Access to transparent mitigating circumstances processes.
- Access to relevant information about University procedures on the University website.

You can expect from your Students' Union:

- Confidential and impartial advice, support and representation through any appeals, complaints or academic breach procedures.
- Representation on all complaints and appeal panels, ensuring all processes and decisions are fair and just.
- Representation on University working groups when reviewing policies and procedures, to ensure the student is at the heart of the process at all times.

We expect you:

- To follow the procedures closely, and where possible, provide relevant key facts and evidence within the specified timescales.
- To act with respect and courtesy if you are involved in any University procedure.
- Not make malicious or vexatious complaints or allegations.

Further helpful information:

University website: **http://www.southwales.ac.uk/**

Students' Union website: www.uswsu.com

Useful external links:

National Union of Students (NUS): www.nus.org.uk

Student Finance Wales: www.studentfinancewales.co.uk

Student Finance England: https://www.gov.uk/student-finance-register-login

Student Awards Agency for Scotland: www.saas.gov.uk

Office for the Independent Adjudicator: www.oiahe.org.uk

Coleg Cymraeg Cenedlaethol : http://www.colegcymraeg.ac.uk/cy/

University of South Wales
Pontypridd, Wales, UK CF37 1DL

Call: 03455 76 01 01
Visit: www.southwales.ac.uk