



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

University of Wales Trinity Saint David

Fee and Access Plan

2020/21

Fee and Access Plan 2020/21: focus and contents

1. Executive Summary	3
2. Duration of the Fee and Access Plan	4
3. Fee Levels	4
4. Fee and Access Plan Investment	5
5. Strategic Review	7
6. Student Partnership	10
7. Groups identified as under-represented in Higher Education	11
8. Objectives, Activities and Targets	14
9. Financial Support for Our Learners	19
10. Monitoring and Evaluation of Fee and Access Plans	20

1. Executive summary

The Mission of the University of Wales Trinity Saint David is Transforming Education; Transforming Lives. The UWTSU Group, which includes Coleg Sir Gâr and Coleg Ceredigion, provides further and higher education from 17 campuses across South West Wales, as well as in Cardiff, London and Birmingham, providing unrivalled opportunities to promote social and economic mobility, to widen access, and to support learners from all backgrounds during all stages of their education.

This Fee and Access Plan sets out our strategy for investing the fees we receive in 2020/21 in support of the equality of opportunity and the promotion of higher education that are fundamental to our Mission. The Plan focuses on key objectives linked to our four Strategic Priorities:

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

The targets set out in the Plan are based on our analysis of learner enrolment, retention and achievement data for the UWTSU Group and for higher education in Wales more generally. As a result of that analysis, we have chosen to focus our targets on increasing participation and removing barriers to study for the following under-represented groups:

- Part-time learners
- Learners from deprived areas
- Learners declaring a disability
- Black, Asian, and Minority Ethnic (BAME) learners
- Learners studying through the medium of Welsh

The Plan places a particular emphasis on the steps that we are taking to increase our learner numbers from these groups; to support such learners to achieve their full potential and increase their skills and employability; and to provide a high quality experience throughout their studies.

The Plan provides a wealth of information about the ways in which we intend to invest the fees we receive in 2020/21, ranging from (for example), our close work with schools and communities to raise aspirations, including through regional Reaching Wider Activity; the delivery of our innovative Certificate of Higher Education in Skills for the Workplace to enhance the participation of BAME and mature learners; our comprehensive provision for learners with mental health

and other disabilities; our activities to enhance employability which provide learners with support to raise confidence, aspirations and skills; our extensive portfolio of programmes offered in partnership with employers, including our expanding Higher and Degree apprenticeships provision; and the range of opportunities we provide for learners wishing to undertake all or part of their studies in Welsh. The Plan also sets out details of the competitive bursary and scholarship package that we will provide for learners in 2020/21.

In a period of considerable change for the higher education sector, we are in the process of reviewing and consolidating our activities, and refining our academic and professional support structures, to ensure that we are well placed to respond to future challenges and to continue to deliver the highest quality experience for our learners.

The total amount of fee income to be invested in the achievement of our key Fee and Access Plan will be £16,540,347 to be apportioned as follows:

Equality of opportunity: **£11,026,898**

Promotion of higher education: **£5,513,449**

Consistent with our Student Charter, the University is committed to working in partnership with its learners and the Students' Union to provide a high quality learning experience. The Plan has been developed working in partnership with our learners, and draws upon specific learner feedback on potential barriers faced by our under-represented groups.

Our Students' Union has made the following statement in support of the Plan:

'The Students' Union would like to commend the University on its approach in developing this Fee and Access Plan. Student-led feedback has been at the heart of the creation of this plan and we are particularly excited to see the results of an enhanced focus on part-time learners. We would also like to congratulate the University on placing such prominence on Student Mental Health, which is a significant and growing challenge facing the modern student. This plan is evidence of the continued commitment to student partnership at UWTSU, we have been fully consulted as part of this process and are pleased to endorse this document.'

Rob Simkins, TSUSU Group President

2. Duration of the Fee and Access Plan

This Fee and Access Plan is in effect for the academic year 2020/21, i.e. 1 August 2020 – 31 July 2021.

3. Fee Levels

The University is committed to delivering services that are compliant with consumer protection legislation, in line with the guidance to higher education providers published by the Competition and Markets Authority. At the time of writing, tuition fee arrangements for 2020/21 have not been confirmed by the Welsh Government. However the annual tuition fees that we intend to charge our new and continuing Home and EU full-time undergraduate learners in 2020/21, across all delivery locations, are as follows:

Programme of Study	Fee
Cert HE	£9,000
HND	£9,000
Foundation Degree	£9,000
Undergraduate Degrees	£9,000
Sandwich Year (BEng year in industry)	£1,800
Integrated Masters	£9,000
PGCE	£9,000

Taking account of these fees, aggregate fees for the whole course per full-time undergraduate will be:

Full-time undergraduates (non-sandwich course)	£27,000
Full-time undergraduates (with sandwich course)	£28,800
Full-time PGCE (QTS)	£9,000

We provide accurate information and guidance to potential and current learners to help them to make informed choices about future learning and personal development, and will make information about our fee levels for 2020/21 in the following ways:

- Through the publication of the [Fee and Access Plan](#) on the University's website, including the aggregate fees for the completion of the course;
- On the [University's website](#) on course and financial guidance pages;
- On the [Unistats website](#);
- On the [UCAS website](#);
- Through information leaflets and University publications such as our [Parents' Guide](#);
- Through responses to course enquiries, and at information events such as UCAS and school career fairs;
- Through offer letters sent to applicants, as well as through the MyTSD student portal.

4. Fee and Access Plan Investment

The provision of a high quality experience for our learners is at the heart of the University's Mission: Transforming Education; Transforming Lives. The UWTSO Group, which includes the multi-campus further education colleges of Coleg Sir Gâr and Coleg Ceredigion, provides further and higher education from 17 campuses across South West Wales, as well as in Cardiff, London and Birmingham, providing unrivalled opportunities to promote social and economic mobility, to widen access, and to support learners from all backgrounds during all stages of their education. The UWTSO Group structure provides an approach to curriculum planning and progression which significantly enhances opportunities for learners to access and progress through higher education within the region. We also work in partnership with three Welsh further education colleges outside the UWTSO Group to provide additional opportunities for communities to access higher education.

Our learning centres similarly create opportunities for people of all backgrounds to study a higher education programme in their communities. Many students at our Birmingham Learning Centre, for example, have not previously engaged with higher education and have been admitted on the basis of previous experience rather than formal qualifications. The key uniting feature is aspiration rather than background: almost all are keenly focused on securing a better future for themselves through better employment opportunities, by advancement in a current role, transitioning from a current role to a new industry, setting up a personal business, or finding a way out of unemployment. Providing better support for family, being a role model to children, fulfilling personal aspirations, and rediscovering professional pride and self-worth are common themes.

Our work in each region in which we are located is critical to the understanding and responding to community and civic needs, as well as working in partnership with key stakeholders such as local authority Public Service Boards in Wales, prospective employers and service providers. We commit to significant projects within the community to provide employment and enhancement opportunities for the region, for example **Yr Egin**. We are a partner in the **Regional Learning and Skills Partnership South West and Mid Wales**, we work with schools across the region, we are a member of the **South West Wales Reaching Wider Partnership** and we work in collaboration with other higher education providers in Wales to seek funding and undertake projects which will have long-term impact upon learning, teaching, and learner wellbeing.

This Fee and Access Plan sets out our strategy for investing the fees we receive in 2020/21 in support of the equality of opportunity and the promotion of higher education that are fundamental to our Mission, for the benefit of learners and communities. The significant sums that we invest build upon and enhance our embedded support mechanisms that are delivered outside of Fee and Access Plan investment.

The **University's Strategic Plan 2017-2022** defines our direction of travel, and confirms our commitment to our learners and specifically to Wales – to its culture, heritage and language, and to the prosperity and long-term health of its citizens. We recognise our local, national, international and civic role as a provider of higher education, and

the responsibilities that we bear. As a reflection of this commitment, we have placed the seven goals and five ways of working of the **Well-Being of Future Generations (Wales) Act 2015** at the core of our planning, and have ensured that our own aspirations are closely aligned with those expressed by the Welsh Government in Taking Wales Forward 2016-21. They also complement the ambitions of the South West and Mid Wales Regional Employment and Skills Plan 2018, as well the Welsh Government priority to grow the civic mission of higher education in Wales through the four themes of Leading Place; Links with schools; Active citizenship; and Social enterprise and innovation.

The Strategic Plan articulates a range of values that underpin the way we work, including:

- Excellent teaching informed by scholarship and professional practice, and applied research that influences knowledge and policy in Wales and beyond;
- Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential;
- Employability and creativity, by offering educational programmes that develop entrepreneurial and creative skills, enabling learners to have the best opportunities to gain employment and to contribute to the prosperity of their communities;
- Wales and its distinctiveness, through embedding the goals of the **Well-Being of Future Generations (Wales) Act** in all of our activities, and by celebrating the vibrant culture, heritage and language of Wales.

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

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

The Strategic Plan is underpinned by a number of sub-strategies, each seeking to deliver the targets and aspirations of the Strategic Plan. Of particular relevance to the Fee and Access Plan are the Widening Access and Community Engagement Strategy; the Learning, Teaching and Enhancement Strategy; the Welsh-medium and Bilingual Education Strategy; the Retention Strategy; the Employment and Employability Strategy; the Strategic Equality Plan; and the strategic plans of our academic areas. Of particular importance in the context of our Fee and Access Plan is our Reaching Wider activity which contributes to regional projects and targets in support of access to higher education for defined under-represented groups.

Our investment is proportionally allocated to the targets that we are seeking to achieve, based on our Strategic Plan and analysis of our learner population. The work undertaken to deliver our objectives and meet our targets includes literature and awareness-raising activities that will take place to support our learners and raise aspirations for potential learners from under-represented groups, such as the provision of employment-linked opportunities; information for specific groups that are under-represented in education; attendance at events aimed at promoting higher education as a life choice and to increase employment options; and publicity relating to institutional

initiatives such as Life Design, learner engagement fora and support groups.

The University operates streamlined systems for strategic and financial planning across the UWTSO Group. Fee and Access Plan targets are embedded in our Key Performance Indicator (KPI) framework. In developing our Fee and Access Plan 2020/21, we have responded to feedback, both generic and specific, that we have received from HEFCW on previous plans, and adjusted our approach to Fee and Access planning accordingly to provide clearer and more detailed information that informs potential and current learners, schools and colleges and stakeholders such as the Coleg Cymraeg Cenedlaethol and Welsh Government.

This Fee and Access Plan sets out our strategy for investing the fees that we receive in 2020/21 in support of the equality of opportunity and the promotion of higher education that are fundamental to our Mission. We have worked hard to achieve alignment between our Strategic Plan, sub-strategies and other institutional developments, ensuring that objectives, underpinning data and targets are consistent. The values and priorities of our Strategic Plan are therefore directly reflected in the Fee and Access Plan, and relevant objectives are common to both plans. The objectives are, in turn, aligned with the Welsh Government categories of expenditure. Similarly, the majority of our targets are deliberately common to both the Strategic Plan and

the Fee and Access Plan, amplified or modified where appropriate to reflect the learner voice and our evaluation of the success of previous investment strategies.

Our 24 targets are equally distributed under the headings of 'equality of opportunity' and 'promotion of higher education'. Within these headings the targets are matched to categories defined by the Welsh Government so that it is clear which objective they seek to achieve. The total amount of fee income to be invested in the achievement of our key Fee and Access Plan objectives will be £16,540,347 to be apportioned as follows:

Equality of opportunity: £11,026,898
Promotion of higher education: £5,513,449

Our increased investment in equality of opportunity reflects our focus on increasing the participation and achievement of learners from our identified under-represented groups.

Part of this income is invested in Reaching Wider activity. In 2020/21 we will invest £146,052 in Regional Reaching Wider Partnership initiatives.

5. Strategic Review

Central to UWTS D's planning processes is our contribution to national and regional developments and priorities, as well as reflection upon the success, or otherwise, of the activities that we have undertaken in the past.

In developing this Fee and Access Plan, we have carefully reviewed the success of our previous Plans. We have compared the content, design and presentation of our plans against those of other institutions in Wales, identifying and adopting best practice. Our approach to self-evaluation of previous Fee and Access Plans has included in-year monitoring of the delivery of objectives and targets. The evaluation process is led by the Policy and Planning team, which works closely with the lead officers for each target, across the Group, to ensure that progress is measured and recorded accurately, and that there is appropriate challenge if a target has not been met. The completion of the Annual Monitoring Statement, evidencing institutional and Group performance against approved targets, has been closely scrutinised by the Corporate Policy Committee and the University Council's Resources and Performance Committee, allowing reflection and informing future strategy across the UWTS D Group.

We seek to ensure that our targets are SMART. The majority are now quantitative and use published data that links directly to National Performance Indicators or HEFCW's National Measures of Higher Education Performance. We believe that this approach makes our planning and delivery process more robust, and allows for a greater level of scrutiny and challenge by key stakeholders, including learners, governors and HEFCW. In designing our targets, we benchmark ourselves internally and we also use sector averages and other external benchmarks in Wales and across the UK, such as those published through the Teaching Excellence and Graduate Outcomes Framework (TEF). We recognise that fee planning is an iterative process and we consult with our academic colleagues and professional services, in addition to the **Students' Union**, to gain assurances that the commitments and targets set out are achievable. For the Fee and Access Plan 2020/21, we have consulted the Coleg Cymraeg Cenedlaethol about our proposed Welsh-medium targets, which support Welsh Government priorities as set out in its Welsh Language Strategy.

Our previous Fee and Access Plans have provided investment in key areas to benefit groups identified as highly important to the University Group, the Welsh Government and to the education sector in Wales. We have sought to influence change by engaging with groups of people who may not have previously considered higher education as a life choice, by working with learners from a variety of backgrounds to help them to develop skills that they can use in research, learning activities and the workplace.

Our focus and activities are informed by sectoral and national reports, strategies and statements, including:

- the **Hazelkorn Review**
- the **Diamond Review**
- the **Welsh Statement for Higher Education**
- **Cymraeg 2050: Welsh Language Strategy**
- the **Welsh Government action plan for education in Wales**
- the **Academic Plan of the Coleg Cymraeg Cenedlaethol**

- the **South West and Mid Wales Regional Employment and Skills Plan 2018**
- the UWTS D Reaching Wider Institutional Plan
- the South West Wales Reaching Wider Partnership (SWWRWP) Strategy
- **HEFCW National Measures for Higher Education Performance**
- **UK Performance Indicators**
- **The Regional Employment and Skills Plan (South West and Mid Wales)**

These documents have informed our objectives, activities and targets to ensure that their delivery not only supports the UWTS D Group, but also the wider Welsh sector. In particular, we ensure that our targets are aligned with HEFCW's National Measures for Higher Education Performance and UK Performance Indicators.

We are also conscious of ongoing reviews of further and higher education, and emerging recommendations that we need to respond to and embed in our practices to ensure that we continue to provide our learners with educational opportunities and experiences to meet their needs. We anticipate that the outcomes of the Post-18 Education and Funding Review (the Augar review) will impact upon tuition fee structures in UK higher education, and will affect how learners make choices about further study. In a period of considerable change for the higher education sector, we are in the process of reviewing and consolidating our activities, and refining our academic and professional support structures, to ensure that we are well placed to respond to future challenges and to continue to deliver the highest quality experience for our learners.

In 2017/18, our most recently completed academic year at the time of writing, the University invested £11,155,121 in activities to promote higher education, and £9,203,800 to promote equality of opportunity.

The evaluation of our success in meeting the targets of previous fee plans² indicates that we have achieved targets in a range of areas. These achievements have influenced our plans for the Fee and Access Plan 2020/21. Some targets have been removed to enable us to concentrate efforts in new areas; others remain as priorities within our Fee and Access Plan for 2020/21.

From 2019/20, the University's academic activity will be organised into, and delivered through, three institutes. Each institute will organise, co-ordinate and embed widening access and participation activity linked to its subject specialism, supporting the University to deliver its commitments.

We work in partnership with schools and further education providers in the region, both within and external to the UWTS D Group, to understand their learner ambitions, interests and needs, as well as finding out more about what might prevent them from accessing higher education. In addition to working in partnership with schools and attending community engagement events, our activities to meet targets have included the establishment of outreach locations, study evenings and weekends; evening 'open day' events for adults; giving flexibility to learners with day-time commitments to access our programmes; providing seamless progress routes between further and

² The targets and outcomes cited in this section relate to the Fee and Access Plan 2017/18

higher education within our Group structure; delivery of projects such as Girls into ICT and STEM engineering projects; and supporting Welsh Baccalaureate teaching in schools.

Our targets to increase our learner population in the following groups were met or exceeded:

- Female learners enrolling on Science, Technology, Engineering and Maths (STEM) programmes of study;
- Members of serving military personnel undertaking UWTSO undergraduate-level programmes of study;
- Welsh-domiciled learners from the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation, or in Communities First cluster areas;
- Full-time undergraduate learners in receipt of Disabled Students' Allowance;
- Learners studying through the medium of Welsh (5 credits or more);
- Mature learners enrolling on the Gateway to Humanities Programme:

Our activities to embed skills for employment and entrepreneurship, as well as continuing to provide services to meet the needs of our learners and graduates, respond to Welsh Government priorities to build upon existing activity to further-develop an entrepreneurial culture within the sector. This has helped us to meet and exceed our targets in the following broader areas:

- Graduates in employment, studying or both, six months after their graduation in 2016/17;
- The score for overall student satisfaction in the National Student Survey.

In areas where we have not met our targets we are mindful that these are also areas of challenge for educational institutions across Wales and the UK, with a number of projects funded to attract learners in these areas. To enable us to progress in these areas we need to think of alternative approaches of delivering teaching or balancing life-study commitments; and to linking learning to employment and industry experience and opportunities.

Our targets to increase numbers in the following under-represented groups were not met:

- Male learners enrolling on Initial Teacher Education programmes: In 2018, it was reported³ that in the UK only 14% of early years and primary teachers were male, leading children to perceive teaching as a female occupation. At UWTSO, the male enrolments on Initial Teacher Education programmes stood at 23% in 2017/18, falling just short of our 24% target. We recognise however, that this is a prevalent issue within the Welsh sector. Male primary education learners also experience challenges which make it more difficult for universities to support them, relating to mentoring, work-life balance, a lack of strong role models, support mechanisms and placement staffroom culture. Within the University, Yr Athrofa, our Education Institute, will continue our remedies such as placements with partnership schools that have significant proportions of male staff; identification of role models; and the introduction of a buddying system for male learners. These activities have been embedded into our approach, and therefore will no longer feature as part of our ongoing targets. We are also mindful of previous HEFCW feedback on our plans where activity and investment have been targeted on small learner cohorts.

- Undergraduate part-time learners: In the UK part-time learner numbers continue to decline overall, having dropped by around 30% between 2012-13 and 2016-17⁴. There was, however, an increase recorded between 2016/17 and 2017/18, partially due to an increase in apprenticeships. Within Higher Education Institutions in Wales, the proportion of part-time learners fell from 28.6% in 2015/16 to 25.3% in 2017/18. Over the same period, the proportion at UWTSO fell from 33.7% to 24.2%. The number of part-time learners at UWTSO stood at 2,473 in 2017/18, short of our 2017/18 Fee and Access Plan target of 4,050. The decline in part-time numbers is linked to the decline of mature learner numbers, noted below. The University continues to develop and offer flexible learning opportunities for part-time learners, particularly those with caring responsibilities, to engage with higher education in the workplace as well as within the community. We will, therefore, continue to focus activity in this area going forward, and improving performance in this area will remain a target for us.
- Learners studying through the medium of Welsh (40 credits or more): In its Welsh Language Strategy, the Welsh Government has set a target to reach one million Welsh language speakers by 2050. In response, primary, further and higher education providers in Wales have developed and implemented a stronger ethos to deliver Welsh-medium education. In July 2018, the Welsh Government reported⁵ that the number of learners studying at least 5 credits through the medium of Welsh had been met, although the target to for learners studying at least 40 was not. This mirrors the University's most recent performance. In 2017/18, 418 of UWTSO's learners studied at least 40 credits through the medium of Welsh, against a Fee and Access Plan target of 850. Conversely, 2,080 of UWTSO's learners studied at least 5 credits through the medium of Welsh, just short of our Fee and Access Plan target of 2,080. This was largely affected by the decrease in teacher training learner numbers and lower provision of 'bite-sized' Welsh courses, despite the provision of 176 Welsh-medium scholarships. The University is co-located with the Coleg Cymraeg Cenedlaethol, working closely on planning and engagement. The Academic Plan of the Coleg contains commitments and measures to ensure that academic provision is provided in as many disciplines as possible, with as many learners as possible benefiting from Welsh-medium higher education provision. These commitments are encouraged and supported through the provision of targeted grants, project funding support officers and scholarships. We will, therefore, continue to focus activity in this area going forward, and improving performance in this area will remain a target for us.
- Our target to decrease the number of learners who leave the University without completing their courses of study was narrowly missed. In our 2017/18 Fee and Access Plan, we included a continuation target for full-time undergraduates and part-time undergraduates. Our full-time target was narrowly missed – 12.3% of our undergraduates were no longer in higher education following their year of entry. Our target was 12.0% and would have been achieved had seven fewer learners left higher education. In respect of our part-time learners, 20.7% of our learners left higher education, against a target of 20.0%. Our target would have been achieved had three fewer learners left higher education. We will continue to provide innovative support mechanisms to meet needs and help learners to remain on their programmes of study for as long as they can. These areas will, therefore, continue to feature in ongoing targets.

³ Department for Education, 28 June 2018: [School workforce in England](#)

⁴ HESA: [Higher Education Student Statistics: UK, 2017-18](#)

⁵ Welsh Government: [Welsh language in higher education institutions](#)

- We did not meet our target to encourage more learners from Communities First areas to participate in study opportunities abroad. In 2017/18 performance fell short of the target of 9, to stand at 1, although we have performed well in this area previously. This is an issue that affects the sector as a whole: in 2017/18 the percentage of learners at Welsh HEIs taking up study, work and volunteering experiences abroad from the bottom two quintiles of the Welsh Index of Multiple Deprivation stood at less than 1%. At UWTSU, this stood at approximately 0.1%. There are economic and study-life balance reasons that impact on performance in this area. Global politics and threats may be a disincentive, but equally learners may not have realised the

potential value of study abroad. Student mobility is a national measure for HEFCW and is an area that we will focus upon in terms of ensuring that eligible activity undertaken by learners is recorded on our systems, as well as developing and promoting attractive opportunities. However focusing Fee and Access planning on a specific aspect of the experience of a small learner cohort would limit the support we could provide for other priority groups.

6. Student Partnership

Consistent with our Student Charter, the University is committed to working in partnership with its learners and the Students' Union to provide a high quality learning experience. Since the inception of fee and access planning, we have explored a number of models for ensuring that the learner voice is an integral part of the development of plans and the associated investment strategies. Student engagement and representation strategies are well embedded across the University and, through the Students' Union, learners are represented on the University Council (two members) and its Resources and Performance Committee. They are also represented on the Senate (the senior academic body) and the majority of its committees, including the Corporate Policy Committee, which oversees the operational aspects of fee and access planning for the Group. Sabbatical officers may be accompanied by a Students' Union staff member (normally the Chief Executive) at committee meetings which provides for greater continuity of approach and supports the sabbatical officers in making informed and influential contributions to decisions.

Through the Student Experience Department, working in partnership with the Students' Union and through subject-specific targeting, the University has made considerable efforts to achieve optimum participation in student satisfaction surveys, and to ensure that the outcomes of such surveys are used systematically to target areas for improvement and investment. A similar approach is taken to other methods of gathering feedback, with an increased focus on one-to-one learner engagement. The latter is undertaken via termly 'feedback fortnights' where personalised feedback opportunities and interaction with a variety of University staff members allow learners greater opportunity for involvement in decision-making, as well as a sense of ownership of the direction of the University's work. Survey data is also used to target areas and focus groups to further explore issues and plan solutions with learners. For example in the autumn of 2018, a large resource and facilities survey was conducted amongst learners to understand issues in detail and enable focused action plans at a local level. 781 learners responded to this survey. With the agreement of the Students' Union, and in the light of the wide geographical spread of our campuses, the development of our Fee and Access Plan for 2020/21 has focused on the feedback obtained through these mechanisms, as well as focus groups held with elected student representatives and sabbatical officers of the Students' Union. This has included specific Fee and Access Plan consultation and meetings with learners in Birmingham, Carmarthen and Lampeter.

To inform this Fee and Access Plan, we have gathered information from our further education partners, primarily through dialogue with senior officers and through the various learner voice mechanisms, including surveys, operating within individual institutions. The work of the Partnership Team Leaders provides the University with a continuous source of information about the learner experience at partner institutions and, potentially, about any barriers to participation that learners face. The development of our Fee and Access Plan for 2020/21 has focused on the feedback obtained through these mechanisms.

Our Students' Union has made the following statement in support of the Plan:

'The Students' Union would like to commend the University on its approach in developing this Fee and Access Plan. Student-led feedback has been at the heart of the creation of this plan and we are particularly excited to see the results of an enhanced focus on part-time learners. We would also like to congratulate the University on placing such prominence on Student Mental Health, which is a significant and growing challenge facing the modern student. This plan is evidence of the continued commitment to student partnership at UWTSU, we have been fully consulted as part of this process and are pleased to endorse this document.'

Rob Simkins, TSDSU Group President

7. Groups identified as under-represented in Higher Education

To inform the setting of targets for our Fee and Access Plan 2020/21, we have undertaken an analysis of learner enrolment, retention and achievement data for the UWTS D Group and for higher education in Wales more generally. This analysis has confirmed five groups that are both currently under-represented within the UWTS D Group and the focus of national and sectoral priorities. Our targets seek to increase participation of learners in these groups by identifying barriers to success and continuing to develop and provide targeted support. The investment to support this activity (equality of opportunity) is £11,026,898. Targets are provided in in Section 8 and in Table G (at the end of this Plan).

7.1 Part-time learners

A significant proportion of UWTS D’s learners study on a part-time basis. The UWTS D Group recruited a higher proportion of part-time learners than the UK as a whole, but a lower proportion than Wales overall in 2017/18:

Proportion of learners that are part-time		
	2016/17	2017/18
UWTS D	29.1%	24.2%
Wales	27.4%	25.8%
UK	22.9%	21.1%

The number of part-time learners has steadily declined over the period 2013/14 to 2017/18, both within the UWTS D Group and across the sector in Wales. In recognition that increasing part-time study remains a Welsh Government priority, and that it also forms part of HEFCW’s Welsh Measures for Higher Education Performance, recruiting part-time learners, and supporting them to achieve their full potential, is fundamental to our Mission, and we will continue to provide focused support for them through this Fee and Access Plan.

7.2 Learners from deprived areas

The proportion of full-time undergraduate learners is drawn from data on low participation neighbourhoods data as well as Welsh Index of Multiple Deprivation data. This remained higher than the UK average in 2017/18, but slightly below the Welsh average:

Proportion of full-time undergraduates from low participation neighbourhoods in 2017/18 ⁶		
	2016/17	2017/18
UWTS D	12.9%	12.3%
Wales	14.3%	14.4%
UK	11.8%	12.0%

The proportion of all undergraduates (part-time and full-time) from low participation neighbourhoods can be subject to year on year fluctuations; however levels have remained relatively stable over the last three year period from 39.2% in 2015/16 to 39.3% in 2017/18.

The proportion of Welsh learners who live in areas of deprivation (i.e. the bottom two quintiles of Lower Super Output Areas in the Welsh Index of Multiple Deprivation) stands at 39.1%, up from 37.2% in 2016/17. The way in which this group of learners has been defined changed post 2016/17, therefore historical is not available.

We recognise, that learners from deprived / low participation neighbourhoods in both Wales and the UK continue to be under-represented in Welsh higher education as a whole. Our activities seek to raise aspirations for these learners and, crucially, to detect barriers and challenges at an early stage to implement appropriate support mechanisms.

This under-represented group links to a group identified in the Reaching Wider Strategy adults from the relevant WIMD quintile (see 7.7 below), which ensures a strong focus on our activity to engage with, and raise aspirations of, prospective learners living within identified postcode areas. The group also remains a Welsh Government priority, and forms part of HEFCW’s Welsh Measures for Higher Education Performance.

7.3 Learners declaring a disability

We are fully committed to removing perceived barriers to higher education for learners who require additional support and we have invested significantly in providing the tools to enable such learners to reach their full potential. This is a key area of strength for the UWTS D Group, and over the three year period 2015/16 to 2017/18, we have increased the percentage of full-time undergraduate learners that receive DSA to levels that are significantly higher than the Welsh and UK averages:

Proportion of full-time undergraduate learners that receive DSA		
	2016/17	2017/18
UWTS D	15.5%	14.3%
Wales	8.3%	7.7%
UK	6.6%	6.6%

⁶ (Tables T1b and T2a in the UKPIs).

However, the proportions of UWTS D part-time learners with a known disability is lower than proportions evident in Wales and the UK overall. We will therefore focus our Fee and Access Plan investment on ensuring that part-time learners with disabilities overcome any perceived barriers to higher education.

Proportion of part-time learners with a known disability		
	2016/17	2017/18
UWTS D	11.4%	11.7%
Welsh	13.2%	14.3%
UK	14.5%	15.6%

Additionally, the proportions of UWTS D undergraduates with a declared mental health disability is lower than proportions in Wales and the UK overall.

Proportions of undergraduates with a declared disability, disclosing this as mental health		
	2016/17	2017/18
UWTS D	13.1%	15.7%
Wales	19.4%	21.7%
UK	21.2%	24.7%

We acknowledge that disabled learners are recognised sector-wide as a hard to reach group, and that there is increasing public concern about student mental health and the support strategies provided by higher education institutions. We are committed to providing a responsive and supportive environment to meet the needs of learners disclosing a mental health disability, and enabling them to complete their studies successfully continues to be an important element of this Fee and Access Plan.

7.4 Black, Asian and Minority Ethnic (BAME) learners

We currently enrol higher levels of Home and EU full-time undergraduate Black, Asian and minority ethnic (BAME) learners than the Welsh and UK averages. The ethnic diversity of our learner population changed significantly in 2017/18, in the main due to growth in BAME learners studying at our London campus. We recognise that further opportunities exist to understand the diverse challenges faced by this group and to provide targeted and appropriate support.

Proportion of undergraduates that are BAME		
	2016/17	2017/18
UWTS D	10.7%	20.6%
Wales	8.6%	9.7%
UK	19.6%	20.3%

Analysis of degree attainment data for Home and EU full-time first degree learners clearly shows that attainment gaps exist for BAME learners across the sector, including at UWTS D. The University is working hard to provide enhanced opportunities for BAME learners to study, progress and achieve.

Results from the 2018 National Student Survey (NSS) show that the University's overall student satisfaction rate is lower for Black and Asian learners than the sector average. The focus of our targets for BAME learners will therefore be on increasing satisfaction levels rather than learner numbers.

NSS Satisfaction rates within UWTS D			NSS Sector-wide average	
	Black	Asian	Black	Asian
Overall	81.48%	79.17	82.07%	82.6%

7.5 Learners studying through the medium of Welsh

We are committed to supporting the Welsh Government's vision of reaching a million Welsh speakers by 2050.

In 2017/18, the UWTS D Group delivered 5 or more credits through the medium of Welsh to 2,012 learners, and 40 or more credits to 418 learners, provision that constituted 37.7% and 16.4% of Welsh-medium provision within Wales respectively. The number of learners choosing to study through the medium of Welsh has, however, fluctuated. This Fee and Access Plan reflects our continuing commitment to encouraging and supporting the participation of new and existing learners to follow part or all of their programme of study through the medium of Welsh. This is a key part of our strategic commitment to the culture of Wales more generally. This commitment supports Welsh Government priorities, HEFCW's National Measures for Higher Education Performance and the vision of Coleg Cymraeg Cenedlaethol.

	5 or more credits		40 or more credits	
	2016/17	2017/18	2016/17	2017/18
UWTS D	2,380	2,010	465	420
Welsh HEIs	5,520	5,175	2,285	2,395
Welsh HEIs and FEIs	5,560	5,365	2,325	2,550

7.6 Other hard to reach groups

In addition to those identified above, we also recognise other under-represented groups in higher education and those identified by HEFCW as Reaching Wider Priority Groups including:

- Young males from low participation areas
- Those living in workless households
- Those experiencing in work poverty
- Refugees and asylum seekers
- Those receiving educational maintenance allowance
- People eligible for free school meals
- People the first to enter Higher Education in the family
- People having a care background
- People estranged from their families
- Some minority ethnic communities under-represented in Higher Education
- Some people with protected characteristics
- Ex-offenders

Reaching Wider Priority Groups

- Carers in Wales
- Looked after children in Wales
- Care-leavers in Wales
- People living in the bottom two quintiles of the Welsh Index of Multiple Deprivation that are 16 years+; and adults without Level 4 qualifications

Specific action to promote higher education opportunities and equality of opportunity for such groups are not linked to specific targets in this Fee and Access Plan. However, our Widening Access and Reaching Wider activity, and other engagement opportunities, will continue to focus on these areas, and we will continue to ensure that our student services provision meets the needs of individual learners within these groups.

7.7 Reaching Wider

As a multi-campus institution, UWTSU is fully committed to positive engagement in the region; it is equally committed to promoting progression from further to higher education. We are a partner in the South West Wales Reaching Wider Partnership (SWWRWP), which aims to increase participation in higher education by people from underrepresented groups and communities in South West Wales with a specific focus on people who live within the bottom 40% of the Welsh Index of Multiple Deprivation, care experienced young people, and carers. Partners work with school pupils, families and adults from areas within the bottom two quintiles of the Welsh Index of Multiple Deprivation in Swansea, Neath Port Talbot, Carmarthenshire and Pembrokeshire, as well as with care experienced young people and carers from across the region.

Our current Reaching Wider work is structured around a strategic framework of activity which blends seamlessly with the under-16 activity in the SWWRWP Regional Strategy.

The Strategy sets out the Partnership's commitment to widening access in South West Wales in the context of the economic and social situation in the region and explains the overall mission and purpose of the Partnership. It outlines the Partnership's strategic response to widening access regional needs and priorities and how it aligns to regional planning and development. The Partnership aims to deliver a progressive, sustained programme of activity and engagement to targeted cohorts across South West Wales which creates pathways to Level 4 higher education.

To support the delivery of the Strategy, the University has a Plan which reflects its strengths as a widening participation university, is based on a sound evidence base and aligns with the SWWRWP's strategy. All activity will be located in the WIMD bottom two quintiles. The University has campuses in both Carmarthen and Swansea but the reach of Plan extends across the region with a commitment to new activity delivery. At the time of writing, a two-year Plan (2018-2020) is in place, setting out our approach to taking this activity forward into the future.

The intention is to provide a closely-targeted programme of interventions with specific target groups. As a result of regional positioning, the main focus of the Plan is on:

- (i) FE Level 3 learners following vocational pathways;
- (ii) Adults from the relevant WIMD quintiles and
- (iii) 6th form pupils in the limited number of target schools with sixth form provision.

Adults from the relevant WIMD quintiles are a group identified as under-represented in higher education (see 7.2 above), which ensures a focus on, and commitment to, increasing the number of learners living in target postcode areas.

All activities are planned in collaboration with relevant stakeholders to ensure the offer is both relevant and targeted to facilitate take up by hard to reach groups living within the relevant postcodes. The interventions are planned to reflect the needs of the different groups and be age appropriate incorporating attainment, aspiration raising, mentoring and quality information advice and guidance.

8. Objectives, Activities and Targets

Our Fee and Access Plan objectives link to the four priorities of our institutional Strategic Plan 2017-22, ensuring that objectives, underpinning data and targets are consistent. The four priorities, set out in this section, are:

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

Under each priority, we have provided the objectives, targets and associated activities to (i) promote equality of opportunity and to (ii) promote higher education. A number of activities will contribute to the delivery of more than one objective.

Objectives, targets and activities that promote equality of opportunity are linked to the groups that are under-represented in higher education. These are described in Section 7.

A complete list of targets is provided in Table G, at the end of this Plan.

EoE 1

UWTSD Strategic Priority: Putting Learners First

Objective 1: Promote and safeguard fair access to higher education from under-represented groups

Targets 8, 9

Equality of Opportunity - Investment: £1,837,816.30

Promotion and safeguarding of fair access means understanding potential barriers to participation and progress, and seeking to ensure that the University provides a supportive and inclusive environment in which they can participate.

Our plans for delivery and engagement will include:

- Continuing to provide a competitive bursary and scholarships package that provides targeted support for learners in under-represented groups, promoting higher education as a potentially attractive and viable life choice, including part-time learner support and bursaries for learners studying through the medium of Welsh
- Publishing improved guidance materials to respond to potential learner, learner and support needs, ensuring that under-represented groups are included and promoted, and that information is accessible, relevant and useful
- Increasing the attractiveness of Welsh-medium programme choices, we will work in close partnership with the Coleg Cymraeg Cenedlaethol to facilitate access for learners to the training opportunities provided through the Coleg as well as encouraging learners to participate in opportunities provided by the Coleg, for example University and Coleg scholarships and bursaries and events aimed at providing a strong Welsh-medium culture within the University
- Developing and promoting links with S4C and the National Centre for Learning Welsh to further promote the Welsh language, and provide opportunities for learners to learn and work through the medium of Welsh with linked work-experience
- Widening and promoting the University's Welsh-medium and bilingual provision through learning opportunities and communal activities which bring together learners to practice and encourage the use of their language skills
- Strengthening and enhancing the learner experience of those who study through the medium of Welsh or bilingually within the University through the targeted work of departments across the University's campuses, providing literature in Welsh, organising and promoting Welsh-medium social and developmental events, providing bursaries as part of the comprehensive bursary package,
- Providing tailored Welsh-medium careers sessions and bilingual web-based careers resources to promote employability aspirations and choice
- Providing bespoke Welsh-language orientation events for new learners, in addition to mainstream activities, to promote Welsh-medium culture and group cohesiveness and the learning environment of the University
- Provision and promotion of the Big White Wall initiative to provide 24/7 support and guidance for learners to improve their mental health
- Delivering improved sustainable support structures and mechanisms for students with mental ill-health through the medium of Welsh, for all students in Wales for whom Welsh is their first and preferred language development, following a collaborative initiative between other Welsh universities, further education colleges Grwp Llandrillo Menai, Meddwl.org, Betsi Cadwaladr University Health Board's North Wales, Clinical Psychology Programme and the Coleg Cymraeg Cenedlaethol
- Promoting a supportive institutional community, working with staff and students across higher and further education to enhance students wellbeing and prevent social isolation, following a collaborative initiative between other Welsh universities and Welsh further education colleges
- Providing targeted guidance and support for learners that require additional learning support such as awards to support disabled learners with the costs of diagnostic assessment, for childcare and part-time study costs
- Providing bespoke enrolment sessions for part-time applicants where information on courses, student support and financial advice on fees and bursaries is available
- Providing students who have specific learning difficulties such as dyslexia, dyspraxia, ADD, Asperger's with support through completing DSA applications, one-to-one tutoring, appropriate support and advice and guidance on examination concessions. Help will be offered in many areas, such as improving assignments, effective exam revision, organisation of time, self and work
- Providing 1:1 mental health support to more students
- Providing mentoring for disabled students through the Student Services office to meet with a mentor on a regular basis to talk about experiences, progress, and ways to overcome challenges and work out strategies to manage with studies more effectively.

EoE 2

UWTSD Strategic Priority: Putting Learners First

Objective 2: Attract potential students from under-represented groups

Targets 1, 4, 5, 6, 11, 12

Equality of Opportunity - Investment: £5,513,448.90

Attracting potential students from under-represented groups means promoting higher education as an attractive and viable choice where it may not previously have been considered as possible.

Our plans for delivery and engagement will include:

- Providing specific Welsh-medium orientation events for new learners, delivered in addition to mainstream activities, to promote group cohesiveness and the Welsh-medium culture and learning environment of the University
- Delivering modules to learners in secondary schools, through the Associate Faculty, at residential courses and building on strong links with English and Welsh-medium schools to encourage learners to consider and prepare for further and higher education Welsh-medium studies
- Facilitating primary and secondary schools from deprived areas and backgrounds to make visits to our campuses to take part in activities aimed at raising their aspirations for entering higher education
- Delivering activity through Yr Athrofa targeted at increasing the numbers of prospective teachers delivering teaching and learning through the medium of Welsh and promoting Welsh-medium teaching as an attractive option
- Working closely with partners and community groups to build confidence, raise aspirations and increase participation of potential learners from under-represented and hard to reach geographical and income groups, UK Low Participation areas and WIMD40, through reciprocal visits and partnership projects
- Providing support and progression routes for learners from deprived areas and backgrounds, adult learners without level 4 qualifications, carers, care leavers and young learners at Level 2, by promoting lifelong learning opportunities from further to higher education, providing skills support and peer mentoring, through financial packages, flexible learning opportunities including online, part-time studies and provision at outreach centres
- Reviewing, refreshing and re-designing our targeted guidance materials, publications and online presence to respond to potential learners, and learner-advisers from under-represented groups, and ensuring that information is accessible, relevant and useful
- Provision of targeted support and scholarships to benefit learners from under-represented learners, including part-time and mature learners, and learners from UK Low Participation areas and WIMD40, to support entry to Higher Education
- Promoting our targeted guidance and support for learners who for under-represented learners, including part-time and disabled learners, such as awards to support disabled learners with the costs of diagnostic assessment, for childcare and part-time study costs
- Awareness raising events at key strategic locations to raise aspirations and encourage participation of potential learners from BAME communities, UK Low Participation areas and WIMD40, to meet specific skills and educational gap needs in preparing them for employment
- Providing pathways to HE activities for carers, including carers from WIMD40, to offer learning and aspiration-raising activities for targeted children (at key stages 2, 3 and 4), young people and adults
- Prioritising and promoting part-time learning opportunities, including professional qualifications and degree apprenticeships on a flexible learning basis as well as Certificates of Higher Education and online and distance learning programmes
- Increasing the number of fast-track programmes and delivery of programmes outside standard teaching hours, during the evening and weekend, outside the traditional academic year, and/or using compressed and blended teaching methods to support groups under-represented in higher education, including part-time and mature students and students from UK Low Participation areas and WIMD40 accessing outreach centres
- Increasing the delivery of innovative programmes, including the Certificate of Higher Education (CertHE) in Skills for the Workplace programme, to develop closer relationships with specific under-represented communities in Cardiff, Birmingham, South Wales and London
- Providing assessment centres to ensure that all prospective students have access to assessors with comprehensive knowledge of the support network and programmes we offer
- Engaging with the communities and wider communities in which we are based, as well as in areas of deprivation through projects such as the Phoenix Fun Day in Townhill in Swansea, to promote visibility of the University, the learning opportunities it provides and their potential benefits in terms of employability and skills use
- Developing and promoting Welsh-medium provision within the Group to ensure that further education learners, wishing to follow Welsh-medium routes, can undertake programmes which progress to higher education studies and enhance employment opportunities within Wales
- Developing, promoting and implementing two Welsh-language modules designed to provide skills for the workplace for learners within the UWTSD Group to enhance employment opportunities in Wales
- Developing new Welsh-medium modules in digital production, Theology, and in the Health, Business and Tourism portfolios, to broaden the range of programmes on offer and strengthen employability options
- Providing increased engagement with employers in specific sectors in South Wales, specifically aimed at part-time mature learners within work, who have high levels of experience but limited qualifications, which can often reduce ability to progress within chosen careers
- Extension of accreditation services to allow employers to have their in-house training provision recognised for academic level and credit value. The employees will then be able to use the training they completed within work as part of a degree with the University. This brings university education closer to part-time, mature students within work.

EoE 3

UWTSD Strategic Priority: Putting Learners First

Objective 3: To support and increase progression, retention and completion of people from under-represented groups

Targets: 2, 3, 7, 10

Equality of Opportunity - Investment: £3,675,633

- The provision and enhancement of the Money Doctor financial advisory service to support learners, which is particularly drawn upon by students from under-represented groups
- Supporting the continued progression of learners in London and Birmingham learning centres through the provision of drop-in sessions, IT skills and assessment guidance sessions, Wellbeing fairs, support sessions with the Academic Librarian, support with funding applications, foodbank referrals and hardship funds
- Improving success rates for Black and Asian learners
- Providing a Disability Support Adviser to work with all students who are entitled to receive DSA to ensure that they complete all necessary paperwork, and also that they are able to access specialist support offered (such as note-taking or 1-to-1 tutoring)
- Supporting students with low attendance to ensure that they remain engaged with their studies, through close partnership working between students and tutors in our learning centres, to identify barriers to participation and issues to progression
- Provision of Weekly SoCom initiative on each main campus (support group for those students with a particular need to improve social and communication skills)
- GO Wales (Achieve through Work Experience) project targeting under-represented student groups
- Providing part-time CPD programmes for teaching assistants and those from disadvantaged groups, to enable them to progress to higher level qualifications
- Providing carers with financial support, for example the Young Adult Carer Bursary
- Providing care-leavers with financial support, for example the Care Leaver Bursary
- Providing flexible learning opportunities and support for carers and others with caring commitments, including a Childcare bursary for parent-learners, and online modules for those who want to study from home
- Providing a clear and bespoke progression opportunity within Humanities for users of the mental health service into higher level learning. This approach is premised on the work of the Widening Access, Research and Mentoring (WARM) group and RecoverED – both specialising in supporting progression routes to new and exciting opportunities for mental health service users. It involves a targeted engagement of such potential students through visits, afternoons seminars and workshops, various activities, student experience weekend stays and small conference and close on going work with these groups
- Providing fast track flexi study opportunities for Childhood and Education in the evenings allowing students to continue employment or placement at a fast tracked pace completing a full degree in two years. This supports students coming from a background of related fields and professions, as well as mature students returning to education and promotes retention by teaching all pathway students together. The programme will also be offered through the medium of Welsh subject to numbers, and within a bilingual group if not

- Providing a Welsh-medium programme in Primary Education Studies, including Welsh-medium Student Services support aimed at encouraging the recruitment and attainment of Welsh-medium applicants, to increase the numbers of Welsh-medium teachers in the sector
- Providing Welsh-medium study opportunities for Coleg Cymraeg Cenedlaethol's Tystysgrif Sgiliau Iaith, liaising with colleagues in Rhagoriaith to organise tutorials to help them prepare for the assessments. The Tystysgrif Sgiliau Iaith, which is recognised by employers all over Wales, demonstrates students' ability to work through the medium of Welsh
- Additional induction training for learners from under-represented groups to better prepare them for their studies and the requirements of their programmes

PHE 1

UWTSD Strategic Priority: Putting Learners First

Objective 4: To provide all of our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential

Targets: 13, 14

Promotion of Higher Education - Investment: £ 1,837,816.30

Our plans for delivery and engagement will include:

- Increasing and promoting of a range of volunteering opportunities, including with the police, fire or prison services, and the opportunity to qualify for the Certificate of Knowledge of Policing; as well as learner-organised volunteering projects through the Students' Union for all students to improve employability skills
- Promoting to students accredited awards for learners to improve employability prospects, our accreditors include: the British Computer Society (BCS), the Institute of Mechanical Engineering, the Chartered Institute of Logistics & Transport and the Society of Sports Therapists.
- Providing tailored work-based learning opportunities by accrediting provision with a number of employers including Dyslecsia Cymru, Tata Steel, Porth Agored and Torfaen Borough Council
- Promoting to all students of international and internship opportunities offered on semester-long and short-term basis
- Providing a £50k 'vocational course' bursary package to support all learners in relation to additional professional skills development
- Providing training for and promoting weekly peer-assisted study sessions (PASS) to support all students with learning outcomes
- Delivering the Life Design programme (an initiative to supporting students them to take control of their personal development and employability, learning how to use design tools to generate multiple potential future pathways and find innovative ways to design a future life that matches their needs and passions) to Coleg Sir Gâr and Coleg Ceredigion students, and an online alternative available to all learners within the UWTSD Group
- Providing early intervention activities for all students supported by signposting to information and financial, welfare and tutorial support
- Providing and promoting the enhanced free IT package, which gives access to IT facilities off-campus and offers a 'Tech Over Time' programme allowing learners to purchase IT equipment on credit, with 0% APR, over the length of their programme,

ensuring that financial constraints do not negatively impact on learner participation and performance

- Development and implementation of a new mentoring and coaching framework to improve retention outcomes
- Providing drop-in generic study skills sessions, available and promoted to all students on each of the main campuses
- Initiatives such as Personal Development days to enable students to reflect on progress and develop personal academic objectives for the next Semester
- Provision of opportunities to enable students who require additional qualifications for teaching to resit classes in GCSE Maths and/or English at Coleg Sir Gar at UWTSO Carmarthen, with a reduced rate and ease of access for our students, enabling interested students to have the best opportunity for further study
- The introduction of the Hwb - Student Hubs across Wales' campuses – in September 2019 responds directly to the needs and requests of students to bring together essential services and sources of support and, making access to information easier. While much information is available online, and enquiries can be made via a variety of methods, the size and ethos of the university means applicants and learners are encouraged to make personal contact so that their needs can be discussed. This will be reviewed and enhanced in response to learner feedback to ensure that it meets learner needs and expectations
- Implementing tools informed by the JISC Effective Learning Analytics project to enable University staff to better identify students with the greatest risk of leaving their studies, and to enable support tutors to discuss strategies with students that could be put in place to help them to remain in education Providing a student app to give students access to data to identify their engagement levels and enable them to take positive action if they are of concern

PHE 2

UWTSO Strategic Priority:

Creation of Opportunities through Partnerships

Objective 5: To develop and enhance our partnerships and confederations with other institutions, to maximise higher education and progression opportunities for learners

Target: 16

Promotion of Higher Education - Investment: £ 918,908.15

Our plans for delivery and engagement will include:

- Providing and promoting progression opportunities and routes from further to higher education both within and outside of the UWTSO Group, for example Level 3 courses in Business Administration that lead to Level 4 accounting, computing, management, marketing and other linked programmes; Level 3 engineering courses that lead to Level 4 Automotive Engineering, Civil Engineering, Building Environment and other linked programmes; Vocational level 3 Art and Design, Fashion and Foundation Art leading to Level 4 Graphic design, Photography, Glass, Surface Pattern Design and a range other art-related programmes. Our FE to HE work encompasses initiatives which fall into one of the following three stages:
- Providing relevant, up to date information for learners at their current location of learning, with bespoke HE material provided at multiple campuses and a range of staff talks at strategic

times during the academic year

- Providing further education learners with invitations to relevant events at the University appropriate to the FE learner's programme and progression route, for example tickets for shows, exhibitions, sporting fixtures etc with financial support provided for transport costs
- Supporting union activity within FE colleges via the Students' Union Students' Union, with the University, is also engaged in supporting union activity within the feeder FE colleges
- Experiential learning - support for taster sessions at the University for potential applicants from further education. Bespoke opportunities are created for whole class and individual learner sessions. The use of University equipment is afforded to FE learners as part of their study- examples such as access to the Cynefin outdoor cycling track, theatre use, and access to high technology engineering equipment
- We will increase the number of Higher and Degree Apprenticeship pathways to meet regional skills gaps and provide progression opportunities and raise employment aspirations for learners in further education
- Increasing opportunities for seamless progression for learners from 16 years of age, at level 2, and raising awareness of lifelong learning opportunities
- Supporting progression through subject-specific initiatives such as a Group FE/HE Conference for all students
- Constituent College bursaries to support academic excellence and progression from colleges within the UWTSO Group
- Increasing opportunities for Welsh-medium provision in FE and HE within the Group to ensure that further education learners can and progress through Welsh-medium routes to higher education, as part of a Group Welsh-medium strategy to promote and support learning across FE and HE

PHE 3

UWTSO Strategic Priority:

Creation of Opportunities through Partnerships

Objective 6: To continue to work closely with regional employers to identify areas of need and to develop a skilled and educated population, including through work-based learning opportunities and Regional Learning and Skills Partnerships

Target: 17

Promotion of Higher Education - Investment: £ 918,908.15

Our plans for delivery and engagement will include:

- Increasing apprenticeship opportunities to increase employability within Wales particularly for part-time and mature learners, through engagement with regional employers to identify skills needs and potential learners
- Providing additional placements, developmental and employment opportunities in creative and digital industries for students, for example Bad Wolf
- Co ownership, co-creation, co-location and co-delivery of curriculum with companies, to provide new opportunities for the University to work with companies to develop industry-defined courses and opportunities for student placements as part of promoting higher education to potential students who may not have seen the value of higher education as a life choice leading to employment
- Links enabling Motorsport Engineering learners to take part in national championships as part of learner-led race teams

- Provision of opportunities to increase learners' employability, including work placements or volunteer schemes. For example, the 'Help Point' has been established in Swansea and is operated by the St John's Ambulance, South Wales Police and our volunteers. In partnership with Millennium Volunteers (MV), students achieve the MV award for their work
- Increasing Higher and Degree Apprenticeship provision to meet identified skills needs in sectors and the region through engagement with employers, the Construction Industry Training Board (CITB), the Regional and Learning Skills Partnership, Sector Skills Councils and employer representatives, Skills for Justice, Instructus, the Institute for Explosive Engineers and the College of Policing to ensure developed and developing provision meets Apprenticeship Standards (England) and Apprenticeship Frameworks (Wales), and that students are equipped with the skills levels and outcomes that they need for employment
- Increasing work-based learning and part-time learning numbers by providing programmes developed with employers for their employees, that meet the specific requirements of their industry and increase employment prospects
- Promoting the Welsh enterprise hub house in Yr Egin, run by Business in Focus, enabling Yr Egin to work closely with Business In Focus as well as other key partners to provide students with the knowledge, skills and motivation to encourage entrepreneurial success
- Providing a range of awards to support and enhance employability including internship funding and a "Skill Up" bursary to support learners with additional skills development
- Supporting enterprise-focused initiatives, such as the Creative Bubble programme
- Providing increased confidence, skills and qualifications to improve employment for post-graduates through a programme which includes transferable skills of entrepreneurship, dealing with unexpected events, resilience, personal initiative and responsibility, problem-solving and creativity, reflective practice and an enterprising mind-set; guest lectures by practitioners and Professors of Practice, field trips to industry, for example 3M's, the Royal Mint, the Liberty Stadium and the Senydd
- Ensuring that all learners are given appropriate support and advice throughout their academic journey to allow them to achieve their career aspirations, for example the provision of generic drop-in study skills sessions held on each main campus during term-time; drop-in wellbeing sessions (to promote student mental health) held on each main campus during term-time, the SoCom initiative (support group for students with social and communication difficulties held on each main campus during term-time)
- Increase of employability skills, and providing graduates with a competitive edge for employability through, for example, the CertHE Skills for the Workplace programme
- Through work relating to the Teaching Excellence Framework, providing personalised teaching models to secure active commitment to learning and study from students

PHE 4

Strategic Priority: A University for Wales

Objective 7: To strengthen the employability of Welsh Graduates

Targets: 15, 18

Promotion of Higher Education - Investment: £ 1,837,816.30

The activities that the University will undertake to meet this objective will also contribute to the Objective 'To continue to work closely with regional employers to identify areas of need and to develop a skilled and educated population, including through work-based learning opportunities and Regional Learning and Skills Partnerships' plans for delivery and engagement include:

- Organisation and participation of events to provide business start-up and self-employment information to students and encourage them to progress ideas, for example the celebration of Global Entrepreneurship Week each November through the provision of symposia and presentations from entrepreneurial graduates of the University to inspire and help explore potential; Organisation Swansea Animation Day Conference; Aiming for Excellence: Celebrating Student Excellence; Copper Coast Film Festival; Digital and Graphic Arts Design Week; and Young Hoteliers and Hospitality
- Working closely with stakeholders such as the Welsh Government, Business in Focus, Indycube and Tech Hub to maximise resources and create a sustainable infrastructure, for example, providing a number of networking activities for students each year, with public speakers from the tech industry for students to network with, as well as potential employers and investors, and providing entrepreneurial support and mentoring for graduate start-up
- Promoting 'Box Village', based on the idea of converting shipping containers to provide flexible, affordable space for start-up companies bringing students, academics and businesses together to share expertise to explore new ideas for growth, consisting of a series of pavilions (Hubs), each with a particular focus linking directly with aspects of the University's academic programme and creating 'communities of practice' bringing students, academics and businesses together to explore ideas and create opportunities for the development of new businesses, products and services

9. Financial Support for Our Learners

Since 2014/15, around £1m has been distributed annually via the University's **bursary and scholarship** package. 2,534 learners were supported through our bursaries in 2017/18 (£943,891), and 439 learners were supported through our scholarships (£189,079). The current package (for 2019/20) provides funds in the region of £1.5m to support full- and part-time Home and EU undergraduate learners. The bursary package provides access to comprehensive financial support for all learners, and makes specific provision for our under-represented groups. Key features of the current package include:

- Subject-specific bursaries, including those designed to support progression;
- Bursaries for part-time learners;
- Constituent College bursaries to support academic excellence and progression from colleges within the UWTSO Group;
- Welsh-medium Bilingual Scholarships to support learners who undertake all or part of their studies through the medium of Welsh;
- Continued financial support for care leavers, young adult carers and an award to support disabled learners with the costs of diagnostic assessment;
- A range of awards to support and enhance employability including internship funding and a "Skill Up" bursary to support learners with additional skills development.

We recognise the need to monitor the effectiveness of the bursary package in supporting achievement of our Fee and Access Plan targets, and to adjust it periodically to reflect developments in our academic provision.

A UWTSO Hardship Fund was established in September 2015 and is worth £200K annually. Over 400 awards were made in 2017/18. The fund supports learners under the following categories: disability costs, books and equipment, accommodation, childcare, transport, utility costs, living costs, priority debt, and delayed student loan funding. Support for childcare, books and equipment, transport and accommodation is sourced from the bursary package where possible, but some learners, notably single parents, are supported for such expenditure from the Hardship Fund. A Money Doctors financial advisory service is available to support vulnerable learners with complex loan applications and re-assessments, budgeting, and the preparation of payment plans for accommodation arrears. Over £1m Student Finance funding was drawn down as a result of casework by the team last year.

The **University's website** provides information for learners and potential learners about tuition fees, additional costs of study, accessing funding, bursaries and scholarships, and other sources of financial advice and support. In partnership with the Students' Union, we will continue to work on enhancing the information that we provide.

10. Monitoring and Evaluation of Fee and Access Plans

General Compliance

General compliance with the Plan is monitored through embedded structures and annual processes with the University. Approval of Fee and Access Plan submissions and monitoring reports are carried out on a cyclical basis by the University Council, and are timetabled into agendas in advance once timescales have been received from HEFCW.

Council's Resources and Performance Committee scrutinises proposed submissions and monitoring reports, with final approval provided by Council itself. Council receives performance updates in relation to Fee and Access Plan targets to ensure that oversight of progress is maintained.

The Corporate Policy Committee (a Committee of the Senate), chaired by the Deputy Vice-Chancellor (Finance and Planning), maintains operational oversight of Plan drafts, targets and contents, as well as performance reports.

Students' Union officers sit on University Council, the Resources and Performance Committee, the Senate and its committees. The Chief Executive of the Students' Union and Union officers regularly meet with senior staff across the institution where issues and concerns can be raised and discussed.

Compliance with Fee Levels

The University Council maintains oversight of the Fee and Access Plan, which sets out course fees for Home/EU full-time undergraduate and PGCE QTS programmes of study. As such, the Council receives draft Plans and approves submissions, ensuring that fees are set within the permissible limits confirmed by Welsh Government, and that targets are in line with institutional and national strategic direction and ambition.

Through its Nominations and Governance Committee, University Council receives regular updates on student complaints, providing a mechanism by which to monitor any complaints submitted on excess fees. During 2017/18 no such complaints were made. However, the University Council is aware of its obligations to provide HEFCW with evidence that, should such cases occur, appropriate action is taken to reimburse learners.

Performance against Objectives and Targets

The University's Fee and Access Plan targets are directly linked to the Institutional Strategic Plan and its sub-strategies. Targets and objectives relate to institutional, sectoral and national priorities, and are monitored regularly by senior officers and reported to committees throughout the year.

As part of the University's standard performance monitoring and reporting processes, the Corporate Policy Committee and Resources and Performance Committee receive institutional performance updates at their meetings. Performance information is subsequently presented to, and monitored by, the University Council throughout the year.

The ongoing review process of key areas ensures that, in the event of under-performance, interventions can be planned and implemented at an early stage.

Progress towards achievement of targets is reviewed annually, in line with sectoral priorities and emerging trends, in order to inform future approaches to planning and target setting. We use national performance figures and datasets to inform our level of performance ambition. More information on our approach to evaluation of Fee and Access Planning is detailed in section 5 – Strategic Review.

Institution name:

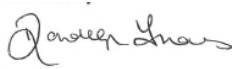
University of Wales Trinity Saint David

Section 3 Authorisation of 2020/21 fee and access plan application

Authorisation of the 2020/21 fee and access plan application for submission to HEFCW

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

- i. confirm that the information provided in this 2020/21 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act
- iii. understand that HEFCW reserves the right to undertake a visit to institutions to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, institutions.
- iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the institutions, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in this fee and access plan application.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirm that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original fee and access plan, as approved by HEFCW, must be honoured.

2020/21 fee and access plan application submission to HEFCW	
Date of Governing Body approval:	21 March 2019
Governing Body authorised signature:	
Date:	21 March 2019
Updated/Final 2020/21 fee and access plan submission (where applicable)	
Date of Governing Body approval:	26 September 2019
Governing Body authorised signature:	
Date:	26 September 2019

Institutional fee and access plan 2020/21

Table A: Fee levels and fee income and investment, 2020/21

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

Have you specified fee levels in your fee and access plan? See paragraph 75. Enter Yes or No
Yes

a) What is your highest proposed fee rate for:

	£
Full-time undergraduate	9,000
Full-time PGCE (QTS)	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	8,990
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in plan	8,990

d) What current fee regime income do you expect to receive in 2020/21? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	71,731,800
Full-time PGCE (QTS)	2,607,750
Total	74,339,550

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2019/20 plans the proportion of total income invested in 2020/21 must be at least the proportion invested in 2019/20. For those applicants, HEFCW has provided below the 2019/20 amount and percentage of total income.

	2020/21		2019/20	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	11,026,898	14.8%	7,112,826	11.4%
Promotion of higher education	5,513,449	7.4%	6,966,774	11.1%
Total	16,540,347	22.2%	14,079,600	22.5%

If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below (e.g. inclusion of evaluation costs in 2019/20)

The total investment is £ 16,726,399 which represents 22.5% of income - this includes figures provided in Table B for the Reaching Wider, as well as evaluation costs, which are not included in the calculations at e) above.

Institutional fee and access plan 2020/21

Table B: Fee and access plan income forecast expenditure, 2020/21

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

a) Equality of opportunity

	2020/21	2019/20
	£	£
Objectives to improve equality of opportunity		
1 Objective 1: Promote and safeguard fair access to higher education from under-represented groups	1,837,816	
2 Objective 2: Attract potential students from under-represented groups	5,513,449	
3 Objective 3: To support and increase progression, retention and completion of people from under-represented groups	3,675,633	
Total	11,026,898	7,112,826
Percentage of forecast expenditure to be spent on Equality of Opportunity	66.5%	50.5%

b) Promotion of HE

	2020/21	2019/20
	£	£
Objectives to promote higher education		
1. Objective 4: To provide all of our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential	1,837,816	
2. Objective 5: To develop and enhance our partnerships and confederations with other institutions, to maximise higher education and progression opportunities for learners	918,908	
3. Objective 6: To continue to work closely with regional employers to identify areas of need and to develop a skilled and educated population, including through work-based	918,908	
4. Objective 7: To strengthen the employability of Welsh Graduates	1,837,816	
Total	5,513,449	6,966,774
Percentage of forecast expenditure to be spent on Promotion of higher education	33.3%	49.5%

c) Evaluation

	2020/21
	£
Investment in evaluating the effectiveness of fee and access plans	40,000

d) Total forecast expenditure of 2020/21 fee and access plan income, a) + b) + c)

	2020/21	2019/20
	£	£
	16,580,347	14,079,600

e) Reaching Wider

	2020/21	2019/20
	£	£
Investment to support Reaching Wider Partnership	146,052	146,052

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

	2020/21		2019/20	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	0	0	0	0
Bursaries	1,367,327	2,730	1,163,910	2,730
Scholarships	404,121	387	344,000	387
Hardship funds	270,197	460	230,000	460
Provision of financial management advice and skills	798,844	2,000	680,000	2,000
Other financial support	881,078	2,000	750,000	2,000
Total	3,721,566	7,577	3,167,910	7,577
Percentage of forecast expenditure to be spent on student financial support	22.5%		19.1%	

Institutional fee and access plan 2020/21
Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the current fee regime, 2020/21

Institution name: University of Wales Trinity Saint David

Institution UKPRN: 10007858

Summary data	FT UG	FT PGCE (QTS)
Total expected income	65,754,000	2,607,750
Total expected student numbers	7,310	290
Average fee	8,995	9,000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	Cert HE	Certification of Higher Education	All Years	N	2,250	N		20,250,000
2	9,000	HND	Higher National Diploma	All Years	N	250	N		2,250,000
3	9,000	Foundation Degree	Foundation Degree	All Years	N	60	N		540,000
4	9,000	Undergraduate Degree	Initial First Degrees	All Years	N	4,605	N		41,445,000
5	1,800	Sandwich Year (year in industry)		All Years	N	5	N		9,000
6	9,000	Integrated Masters	Integrated Masters	All Years	N	140	N		1,260,000
7	9,000	PGCE	PGCE	All Years	Y	290	N		2,607,750

Institutional fee and access plan 2020/21

Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime for partnership provision based in the UK, 2020/21

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	5,977,800	0
Total expected student numbers	669	0
Average fee	8,935	

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Animal Science	N	19/09/2011	Y	All	12	9,000	108,000
2	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Animal Behaviour and Welfare	N	19/09/2011	Y	All	14	9,000	126,000
3	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Art and Design: Multidisciplinary	N	19/09/2011	Y	All	20	9,000	180,000
4	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Agriculture	N	19/09/2011	Y	All	4	9,000	36,000
5	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Agriculture	N	19/09/2011	Y	All	3	9,000	27,000
6	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Amaethyddiaeth	N	19/09/2011	Y	All	4	9,000	36,000
7	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Amaethyddiaeth	N	19/09/2011	Y	All	3	9,000	27,000
8	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(e) an HND	Applied Computing	N	19/09/2011	Y	All	8	9,000	72,000
9	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Applied Computing	N	19/09/2011	Y	All	6	9,000	54,000
10	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Childhood Studies	N	19/09/2011	Y	All	40	9,000	360,000
11	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Ceramics and Jewellery: 3D Maker	N	19/09/2011	Y	All	20	9,000	180,000
12	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Counselling	N	19/09/2011	Y	All	30	9,000	270,000
13	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Counselling	N	19/09/2011	Y	All	10	9,000	90,000
14	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Digital Illustration	N	19/09/2011	Y	All	25	9,000	225,000
15	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Fine Art (Painting, Drawing and Printmaking)	N	19/09/2011	Y	All	22	9,000	198,000
16	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Fashion: Apparel Design and Construction	N	19/09/2011	Y	All	18	9,000	162,000
17	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Graphic Communication	N	19/09/2011	Y	All	12	9,000	108,000
18	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(e) an HND	Mechanical Engineering	N	19/09/2011	Y	All	6	9,000	54,000
19	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Photography	N	19/09/2011	Y	All	30	9,000	270,000
20	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Sculpture: Casting, Carving, Construction	N	19/09/2011	Y	All	25	9,000	225,000
21	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Sports Coaching and Performance	N	19/09/2011	Y	All	6	9,000	54,000
22	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Sports Coaching and Performance	N	19/09/2011	Y	All	3	9,000	27,000
23	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Rugby Coaching and Performance	N	19/09/2011	Y	All	6	9,000	54,000
24	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Rugby Coaching and Performance	N	19/09/2011	Y	All	3	9,000	27,000
25	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Football Coaching and Performance	N	19/09/2011	Y	All	6	9,000	54,000
26	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Football Coaching and Performance	N	19/09/2011	Y	All	3	9,000	27,000
27	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(c) a foundation degree	Social Care Studies	N	19/09/2011	Y	All	38	9,000	342,000
28	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Social Care Studies	N	19/09/2011	Y	All	20	9,000	180,000
29	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Textiles: Knit, Weave & Mixed Media	N	19/09/2011	Y	All	18	9,000	162,000
30	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Veterinary Nursing (sandwich year)	N	19/09/2011	Y	3	6	1,800	10,800
31	Coleg Sir Gar	Graig Campus, Sandy Rd, Llanelli SA15 4DN	Y	(a) a first degree	Veterinary Nursing	N	19/09/2011	Y	1, 2, 4	24	9,000	216,000
32	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(e) an HND	Business Management	N	19/09/2011	Y	All	23	9,000	207,000
33	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(e) an HND	Computing	N	19/09/2011	Y	All	22	9,000	198,000
34	Pembrokeshire College	Haverfordwest SA61 1SZ	Y	(a) a first degree	Design Studies	N	19/09/2011	Y	All	6	9,000	54,000
35	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Care and Support	N	07/09/2015	Y	All	16	9,000	144,000
36	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Early Childhood	N	07/09/2015	Y	All	18	9,000	162,000
37	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(e) an HND	HND Applied Computing	N	07/09/2015	Y	All	20	9,000	180,000
38	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(e) an HND	HND Electrical & Electronic Engineering	N	07/09/2015	Y	All	8	9,000	72,000
39	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(e) an HND	HND Mechanical Engineering	N	07/09/2015	Y	All	8	9,000	72,000
40	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	Sport Development and Management	N	07/09/2015	Y	All	40	9,000	360,000
41	Gower College	Tycoch Rd, Sketty, Swansea SA2 9EB	Y	(c) a foundation degree	History with Heritage Management	N	08/09/2015	Y	All	8	9,000	72,000
42	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(c) a foundation degree	Care Studies	N	15/10/2015	Y	All	15	9,000	135,000
43	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	Care Studies	N	15/10/2015	Y	All	15	9,000	135,000
44	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	Applied Computing	N	15/10/2015	Y	All	7	9,000	63,000
45	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(e) an HND	Hospitality Management and the Culinary Arts	N	15/10/2015	Y	All	5	9,000	45,000
46	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	Hospitality Management and the Culinary Arts	N	15/10/2015	Y	All	3	9,000	27,000
47	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(e) an HND	International Tourism and Events Management	N	15/10/2015	Y	All	5	9,000	45,000
48	NPTC Group	Dwr-y-Felin Road, Neath, Neath Port Talbot, SA10 7RF	Y	(a) a first degree	International Tourism and Events Management	N	15/10/2015	Y	All	5	9,000	45,000

Row	Target description (maximum 500 characters)	Related objective (as listed in table B a) and B b))	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data		Contextual information for baseline year			Target	
			Y / N	If Y please provide partner name(s)		No.	%	Population	No.	%	2020/21	
											No.	%
1	To increase the number of learners attending higher education courses that are part-time	Objective 2: Attract potential students from under-represented groups	N		2017/18	2,473			2,473		3,300	
2	To maintain above benchmark for the proportion of part-time first degree learners present in higher education two years following year of entry for UK domiciled learners.	Objective 3: To support and increase progression, retention and completion of people from under-represented groups	N		2017/18	20	70.0%	20	10	70.0%		72.4%
3	To increase the proportion of part-time first degree learners present in higher education two years following year of entry for learners domiciled in the bottom two quintiles of WIMD	Objective 3: To support and increase progression, retention and completion of people from under-represented groups	N		2017/18	0	0.0%	5	0	0.0%		80.0%
4	To maintain the proportion of all UK domiciled students of all ages studying higher education who are from UK low participation areas.	Objective 2: Attract potential students from under-represented groups	N		2017/18	3,815	39.4%	3,815	9,675	39.4%		39.4%
5	To maintain the proportion of all Welsh domiciled learners of all ages studying higher education courses who are domiciled in the bottom two quintiles of the Wales Index of Multiple Deprivation	Objective 2: Attract potential students from under-represented groups	N		2017/18	2,815	39.1%	7,200	2,815	39.1%		39.1%
6	To maintain the proportion of all Welsh domiciled learners of all ages studying higher education courses who are domiciled in the bottom quintile of the Wales Index of Multiple Deprivation	Objective 2: Attract potential students from under-represented groups	N		2017/18	1,300	18.1%	7,200	1,300	18.1%		18.1%
7	To increase the proportion of full-time undergraduate students present in higher education one year following year of entry for learners domiciled in the bottom two quintiles of the Wales Index of Multiple Deprivation.	Objective 3: To support and increase progression, retention and completion of people from under-represented groups	N		2017/18	640	85.6%	745	640	85.6%		90.0%
8	To increase the proportion of part-time learners within a known disability in line with the Welsh sector average	Objective 1: Promote and safeguard fair access to higher education from under-represented groups	N		2017/18	176	11.7%	1,498	176	11.7%		13.2%
9	Increase the provision of 1:1 mental health support available	Objective 1: Promote and safeguard fair access to higher education from under-represented groups	N		2017/18	237					255	
10	To increase the 'overall' satisfaction levels of Black and Asian learners in line with the sector average in the National Student Satisfaction Survey	Objective 3: To support and increase progression, retention and completion of people from under-represented groups	N		2018		85.4%					86.5%
11	To increase the number of learners undertaking a minimum of 5 credits through the medium of Welsh	Objective 2: Attract potential students from under-represented groups	N		2017/18	2,012					2,000	
12	To increase the number of learners undertaking a minimum of 40 credits through the medium of Welsh	Objective 2: Attract potential students from under-represented groups	N		2017/18	418					500	
13	To increase the proportion of full-time undergraduates present in higher education one year following year of entry for UK domiciled students	Objective 4: To provide all of our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential	N		2017/18	2,060	81.6%	2,525	2,060	81.6%		87.0%
14	To meet or exceed our benchmark score for overall satisfaction in the National Student Survey	Objective 4: To provide all of our learners with a high quality, supportive and inclusive learning experience to enable them to achieve their full potential	N		2018		86.5%			86.5%		87.0%
15	To increase the proportion of leavers who are working or working and studying who are working in a managerial / professional job 6 months after leaving.	Objective 7: To strengthen the employability of Welsh Graduates	N		2016/17	1,178	70.5%	1,672	1,178	70.5%		72.7%
16	An increase in the number of learners progressing from further education inside the UWTS D Group to UWTS D higher education	Objective 5: To develop and enhance our partnerships and confederations with other institutions, to maximise higher education and progression opportunities for learners	N		2017/18	356					375	
17	To increase the number of learners enrolling for the first time in 2020/21 on higher and degree apprenticeships within the UWTS D Group	Objective 6: To continue to work closely with regional employers to identify areas of need and to develop a skilled and educated population, including through work-based learning opportunities and Regional Learning and Skills Partnerships	N		2017/18	379					616	
18	To increase the number of graduate start-up activity which have survived at least three years.	Objective 7: To strengthen the employability of Welsh Graduates	N		2017/18	413					443	