2018-19 Fee and Access Plan

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2018-19 Fee and Access Plan

Focus and Contents

Executive Summary

Swansea University's Fee & Access Plan is a demonstration of our commitment to provide an inclusive study environment that supports under-represented groups and all students to achieve within higher education. This **inclusive approach** is in line with the Welsh Government's policy statement relating to widening access… "Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study and country of origin and background..."

The focus and content of the plan is based around activities, services and initiatives that will help support all students including under-represented groups to **Access**, **Progress**, be **Retained** and achieve positive **Outcomes**.[1] The under-represented groups featured within this plan have been chosen based on current HEFCW widening access priority groups, from a review of our student profile data and align to the University's Strategic Equality Plan. Typically, these students will be those from disadvantaged backgrounds, with protected characteristics and/or groups that are under-represented within our student population.

The content of the plan is firmly based on the Welsh Government/HEFCW measures around Equality of Opportunity and Promotion of Higher Education (HE) that can be summarised by the following themes:

- Attracting students to participate in HE (also by helping then to understand the value of HE) particularly those from under-represented groups / disadvantaged backgrounds.
- Activities and support services to help students progress, complete, attain and remain in higher education.
- Activities to improve the student experience.
- Provision of effective information to help students understand how to access higher education and support including knowing how much their course will cost.
- Provision of high quality academic and welfare support.
- Support to progress to further study/employment.
- University engagement and regional collaboration.
- Improve the quality of learning, teaching and student experience.
- Strengthen the employability of Welsh Graduates.
- Promotion of Welsh HE including international promotion.
- Delivery of sustainable HE.

In addressing the Equality of Opportunity and Promotion of HE measures the University has committed 17.3% of the income it will generate in 2018-19 from student fees equating to

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[1] Wider definitions:

Access – Gain entry to Higher Education
Progress – Move successfully from one year to the next of a course
Retained – Stay in Higher Education
Outcomes – Final qualification and employment or further study

£18.5 million (estimated £16.9M in the 2017-18 plan). This investment will be used to provide a variety of services and functions that attract, support, retain, develop and help students from under-represented groups (and all students) succeed in higher education. In addition, the investment will also be used to promote and improve the impact of Welsh higher education at a local, regional and international level.

The Student Voice

Engagement with the Swansea University student body in developing, assessing and finalising the fee and access plan.
Swansea University and Swansea University Students' Union work in close partnership to support a high quality student experience, with the student voice continuing to remain a strategic focus in University affairs through representation, participation and engagement.

The principles of student engagement and partnership are seamlessly embedded in all University activities and processes. Students' Union and Student Representatives are members of University senior governing bodies which shape strategic development and as part of an on-going dialogue the Union have participated in regular meetings and in discussion forums with senior University academic and administrative managers. Outcomes from these boards and committees influence different aspects of University business which impact upon the Fee & Access Plan and also implementation of the plan itself through the work of our teaching, employability and widening access academies.

In developing the 18-19 Fee and Access Plan, a meeting was held with the Students' Union. This involved discussing the requirements for the plan and to review the development of a Fee and Access Plan compliance and evaluation template which was welcomed by the Union. The Students' Union are partners in the development process of the plan and will review the first draft and subsequent HEFCW feedback. Email consultation will take place when compiling the final draft of the plan. Union officers will also play a role in endorsing the plan when it is submitted for Senior Management Team/Council approval.

A Fee and Access Plan Working Group, chaired by one of our Pro-Vice Chancellors, with participants from across the University is in operation and both the Students' Union Education Officer and President are members of this committee.

Contribution of the student voice, and partnership working, to governance and quality
Swansea University has a long term, committed approach to working in partnership with students and the Students' Union both in relation to the assurance and enhancement of academic quality and the University's governance. A specific Student Partnership and Engagement Services team was introduced in 2015 and has continued to improve partnership working between the University and Students' Union and increased levels of student engagement and feedback.

Governance

The Council and the Senate, the University's senior academic decision making body, both contain student members. Students are also members of Senate Sub-Committees which cover academic areas including the Learning and Teaching Committee, Academic Standards and Quality, Welsh Language Strategy Board, and the Academic Regulations and Cases Board. The programme review and approval process on the Programme Management Board and the Programme Approval Committee also contains student representation. At this level, student representatives are usually Full Time Officers of the Students' Union, however this can include some College representatives and Students' Union Part Time officers.

The 'Student Rep' system has over 250 representatives at College and subject levels who sit on College Learning and Teaching Committees, Boards of Study and College Staff-Student Forums. Feedback from student representatives forms a major part of the agendas of boards of studies and college student forums. A specific forum has been established for Welsh-medium students who are members of the Coleg Cymraeg Cenedlaethol and their feedback is received by the University's Welsh Language Strategy Board and also the Coleg Cymraeg Cenedlaethol's Academic Board.

Quality

Students are represented in the quality review processes through membership on the panels of Periodic Reviews and Student Experience Enhancement Reviews (which are usually triggered by student feedback). Students are also invited to these panels to give feedback on their academic experience.

Student feedback through survey responses form a major part of the quality review processes and the high response rate at Swansea enables us to have very robust data on student satisfaction with their programmes. Student feedback at module level which is collected biannually also contributes to staff professional development reviews.

The University has a relatively small amount of provision which is provided by partners. Students are represented on Boards of Studies in these partner organisations and meet regularly with members of the University faculty to provide feedback to the institution. The student voice and student feedback is also captured by Learner Voice surveys within our partner institutions that feed back to the link tutor for each college.

We involve students in the establishment of new provision within our partner organisations and meet with them as a part of our programme approval processes. The Students' Union Full-Time Officers meet regularly with the University's Senior Management Team in the SMT-FTO meeting and also take part in the Student Engagement and Partnership Committee. Students are also involved with major University projects and change initiatives such as the Bay Campus Experience Group, Travel Plan Working Group and Sports Strategy groups. The Students' Union Chief Executive is also a member of the Professional Services Management Team.

Reflection of the principles of the Wise Wales statement on partnership for higher education and breaking down barriers to student opportunities and youth social action.

Student engagement at Swansea and in the development of the fee and access plan is aligned to the principles in the Universities UK/NUS report 'Breaking Down the Barriers to Student Opportunities and Youth Social Action'. As referenced in our Student Charter Swansea University is committed to the Welsh Government Policy Statement on Higher Education and works closely with students to ensure these principles are upheld and roles and responsibilities clearly defined. The introduction of the Student Partnership and Engagement Services team supports the University's commitment to embedding student engagement in all processes.

How proposed fee levels, including aggregate fee levels, are communicated to students.
Our website will contain detailed information on fee levels in line with the Competition & Markets Authority regulations for Higher Education so that students can clearly see the aggregate or total cost of their chosen degree. We are also committed to meeting and adhering to the quality standards within the Competition and Markets Authority guidelines for higher education

The website will also include details of accompanying support available to students as soon as this has been agreed with Higher Education Funding Council for Wales (HEFCW) (or provisional information if appropriate). The website will include:

1. Clear information on fee levels for each programme and how much students should expect to pay for the duration of their programme (also included in our programme-level Key Information Sets);
2. Clear information about typical additional costs that may be incurred during particular courses such as the need to purchase lab coats, personal equipment or anticipated costs relating to field trips etc.
3. Links to other sources of information and support including the Student Finance Wales website which includes calculators that allow students to quickly see what the costs of study are and what support is available for them;
4. Information specifically covering students who: defer entry; study abroad; study part-time; re-sit all or part of a year; or study at a non-degree level; and
5. Information for students studying at Swansea University from England, Wales, Scotland, Northern Ireland and elsewhere in the EU.

Student finance talks at University Open Days will provide clear information for parents and students on fee levels and the statutory funding packages and University bursaries available. The admissions and student recruitment team will make this information available to prospective students and their parents through their work in Schools and HE recruitment fairs and conventions. We support the South West Wales Reaching Wider Partnership who works to make this information available to students who are currently under-represented in higher education.

At the time of writing this plan (July 2017), the maximum fee level for full-time undergraduate and PGCE (QTS) courses for 2018-19 is £9,000 per year. This maximum fee level is set by the Welsh Government and approval of this Fee & Access plan by the Higher Education Funding Council for Wales (HEFCW) permits the University to set fees at this level.

However, if the Welsh Government legislate to change their policy on the maximum tuition fee for 2018-19 (Welsh Government Statement[2]), an inflationary increase of around 3.3% (based on the Retail Price Index excluding mortgage interest) may be applied each year. For 2018-19, this may mean the maximum tuition fee could increase to £9,295. If this legislation does come into effect later in the year, the University will apply to HEFCW to increase its maximum fee level to £9,295 subject to satisfactory approval of a variation to this Fee & Access plan. Upon approval, the University will immediately write to all students affected notifying them of this potential fee increase.

The University also has a number of programmes where the fees are less than the current maximum fee of £9,000 e.g. foundation degrees delivered in partnership with other providers. The annual cost of these can be viewed in Annex Aii, table D.

Regardless of the fee level, we will write to all students applying for entry from 2018-19 to notify them of the fees, the arrangements for paying fees and the support available to them. We will provide to them information on fee levels for each year of their programme of study (in order to calculate the aggregate fee for the entire programme), when that information becomes available to us. We will also write to students applying to Swansea University for entry in 2018-19 deferred from the previous year to notify them of the fees.

We will also write to current students who may be affected by changes to fees if they choose to move to another course or have to re-sit to provide them with the appropriate information.

In addition to Tuition Fee charges and living costs, certain programmes (or modules) may attract further mandatory or optional costs necessary for students to fully participate and complete their program of choice. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee charged. Such costs can include fieldwork trips, travelling expenses for work or study placements, laboratory and equipment costs or CRB checks specific to the program. The University and its franchised partners will continue to strive to minimise the number and scale of any additional costs but details of any additional costs will be published on individual programme web pages and will be included in the programme information sent to applicants at the point of offer.

The University's Money@CampusLife team will also provide information and money advice to current students through 'drop in' advice sessions, through the University's dedicated online portal and by telephone and email. The services available from the Money@CampusLife are widely advertised via talks to students, presence at open days, Welcome Fairs, via emails, social media and Bulletin Board announcements, and in various events and posters around campus.

There is also a full-time Student Communications Officer to lead and support effective communications with students.

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[2] http://gov.wales/newsroom/educationandskills/2017/third-of-students-eligible-for-maximum-grant-under-new-support-system/?lang=en

Rationale for Fee & Access Plan Strategic Approach and Objectives

Swansea University adopts an inclusive approach to the provision of higher education in line with the Welsh Government's policy statement relating to widening access *"Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study, country of origin and background…".* Our approach is further supported by the 2017 report 'What Works? Student Retention and Success', which recommends, *"Other institutions seeking to develop excellence in learning and teaching and improve the student experience and outcomes adopt a whole institution approach"*[3]

Our rationale is also based on the following:

i) Swansea University has been a very successful widening access institution for more than 30 years, and has already attained a high level of performance in attracting students from under-represented groups.
ii) In terms of active recruitment in Wales, competition from English HEIs for Widening Access students has been stronger than expected, and more than in previous years.
iii) Our levels of student retention have also been consistently high (94.2% in 2014-15)
iv) The services and provision we provide to support students through recruitment, retention and attainment are aimed at and available to all students but we recognise particular groups of students (e.g. under-represented groups) are likely to benefit more from this support.

Swansea University's investment in the Promotion of HE is also in line with the Welsh Government's policy statement on higher education in relation to employability, delivering a *"diverse and distinctive student experience"* and enhancing quality.

The University's Fee & Access plan is embedded at a strategic level across the institution, firstly, via the Fee & Access Planning Development Group led by a Pro-Vice-Chancellor with Students' Union and Reaching Wider representation. Secondly, the targets and key provision is also included in the Strategic Planning and Engagement Document and the University's Annual Implementation Plan. In addition, other strategic plans such as the Strategic Equality Plan, Welsh Language Standards and our strategic change initiatives advance the shared aims and objectives of creating an inclusive study environment. The University's Strategic Plan sits above all other strategic plans and outlines the commitment to improve the student experience and widen participation.

Draft University Strategic Plan to 2020 - Commitments

At the time of writing, the University is currently preparing a new Strategic Plan to take the University up to its centenary year in 2020. Although the plan is still in development and subject to change, its strategic intent informed by the Fee & Access Plan is clear:

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[3] Supporting student success: Strategies for institutional change. What Works? Student Retention & Success programme. April 2017, *Paul Hamlyn Foundation*

"We will transform lives and futures by providing an outstanding academic environment with a balance of excellence between world-class teaching and research, driving impact enabled by successful regional and global collaboration"

The following draft centenary commitments directly relate to the strategic intent of the Fee & Access Plan provision:

- *We will increase the participation of students from under-represented groups and communities and provide the quality of support needed to enable their success*
- *We will provide a safe, inclusive, and supportive environment that upholds our commitment to improving diversity and enables people to fulfil their potential*
- *We will support our students to achieve the highest personal, academic, and employment outcomes*

- *We will create a supportive and enriching learning environment for all our students*
- *We will respect and value our students as partners*
- *We will deliver a range of cultural and arts activities and work to enrich the Welsh culture and language*
- *We will create and enhance global and local partnerships that deliver benefits for our students, staff and the wider economy, society, and community*
- *We will contribute to driving economic growth, productivity and prosperity in the region, Wales, and the UK*

Thematic Approach to Widening Access/Participation:

During 2017-18, the University will be working towards thematic interventions focused on the areas of access, retention, progression and outcomes. The rationale for working thematically is to give greater strategic alignment for key university objectives. The work with each academic College/School will reflect their current position in relation to each theme taking into account the diversity of students for different subject areas and programmes. This approach recognises that Colleges/Schools have varying priorities in terms of the four themes; so for one College, widening access may be an issue but for another, degree outcomes may vary for different groups of students. The four themes are listed below:

- **Access** concerns raising the aspirations of individuals from underrepresented groups who have the potential to benefit from higher education study.

- **Progression** is focussed on supporting and equipping students with the necessary knowledge and skills to progress through their courses.

- **Retention** relates to supporting students to continue and complete their studies and involves intervening as early as possible when a student appears to be at risk and ensuring timely access to effective support.

- **Outcomes** is about providing the scaffolding to ensure that students achieve the best degree outcomes they can and effectively transition to employment or further study regardless of their circumstances and/or characteristics.

Reflecting on the content, focus and performance of previous fee plans it has been acknowledged that our level of support to students is of a high standard. Due to our inclusive approach, we already provide support to students from a wide range of under-represented groups including financial support, academic study skills and now with an increasing focus on welfare support as featured in this year's plan. However, as the University seeks to diversify and recognise the challenges facing some of its students groups it has become necessary to ensure that support structures and packages are in place to support these groups. A prime example of this is the addition of the under-represented group – 'students with additional considerations' that target support at other under-represented groups such as Care experienced people, Estranged Students and Student Carers

In developing the 2018-19 Plan a pilot Compliance and Evaluation template was produced to help the University review the performance of the 2016-17 Fee Plan. This review showed that the majority of its activities should continue unchanged with others requiring greater involvement from academic colleges and other internal/external partners in order to have a greater impact. The review also revealed the need to establish appropriate methods of assessing the impact of initiatives ranging from greater data intelligence; identifying appropriate targets to gauge impact/success and where necessary gathering student feedback to determine what difference has been made. Many of these considerations have informed the development of the 2018-19 Fee and Access plan provision.

In terms of the performance of metric targets within previous fee plans, the University is satisfied with the results achieved. The majority of targets over-achieved and some were set to maintain proportions (e.g. the proportions of students from widening participation areas) which is a challenge in itself given that the University's student population is significantly expanding within the wider context of increased competition for students, falling international student recruitment across the UK and differential funding arrangements across the HE sector.

The University recognises that its progress in Learning Analytics developments particularly in relation to card reader attendance monitoring for all taught students has now enabled early identification of students at risk of progressing poorly based on analysis of their engagement with scheduled teaching of all types. Our strategic intent with this initiative is to bring together into a single view for staff and students their engagement with their teaching, virtual learning environment and assessment. In addition, by development of a customer relationship management system (CRM) there will be across the University a single source of information on support offered to and accessed by every taught student. Learning analytics will support the potential for enhanced progression, retention and outcomes for all students through the academic and pastoral support system.

The University expects to invest £18.5M (17.3%) of its total fee income in 2018-19 (£1.6M higher than in 2017-18) across the categories of provision listed within the plan. This

investment is embedded within the many services that support equality of opportunity and promotion of HE and is based wholly around providing an inclusive learning experience that supports student **Access, Progression, Retention and Outcomes**. Examples include:

- Campus Life - money, faith, international and welfare,
- Inclusive Student Support Services - disability, wellbeing, assessment centre and Swansea Academy of Inclusivity and Learner Success,
- Swansea Employability Academy,
- Swansea Academy of Learning and Teaching,
- Academy for Professional Learners,
- Student Recruitment Office,
- Centre for Academic Success (includes the Academic Success Programme, Specialist Tuition for Academic Success and Maths and Stats Success initiatives),
- Academi Hywel Teifi,
- Joint Activity with and support to the South West Wales Reaching Wider Partnership (SWWRWP)

The Fee & Access plan also reflects on the provision, co-operation and joint activity delivered inside and outside of the institution particularly those efforts to create an inclusive study environment and widen access/participation. Our close partnership with the South West Wales Reaching Wider Partnership exemplifies this approach providing a joint dedicated outreach initiative. The SWWRWP is primarily funded by HEFCW but is also resourced by the University providing office space and a contribution to the salary budget. The SWWRWP manager sits on the Fee & Access Planning group helping to steer conversations around under-represented group and identify priorities to be addressed in the plan.

The partnership ensures the University can support the work of the SWWRWP but also focus its attention on other widening access/participation priorities. For example, the SWWRWP focuses on work with young people and schools/colleges while the University leads on work targeting mature students in the community. The partnership also aligns activities so that efforts by the SWWRWP to inspire students from a care background to enter HE for example are supported by the University to access (reduced grade offer), progress (Academic Success programme opportunities), retain (bursaries and dedicated mentor) and achieve (Swansea Employability Academy). Similarly, the University's contextual admissions policy aligns with SWWRWP target groups and those that have taken part in Reaching Wider activities are eligible for additional consideration.

In terms of the University's strategy to improve the Welsh-medium provision at the University; this is very much based around working in partnership with the Coleg Cymraeg Cenedlaethol. This includes discussions with the Coleg around the approach the University should take and what further provision could be developed in the future (e.g. Psychology and Education). However, the main focus of the University is to highlight the current opportunities available to prospective students and expanding the number of credits available within each subject. Furthermore, the University is also focussing on ensuring it has relevant structures and systems in place to support Welsh-medium education. The University's Academi Hywel Teifi is working across the University to ensure Welsh medium students have the same opportunities for academic and student support. Increasing the number of students taking up

these opportunities will be achieved through a range of activities such as holding Welsh-medium Taster Days and Welsh Baccalaureate Days; ensuring academic skills support programme; and offering the Academi Hywel Teifi Award and the Coleg Cymraeg Cenedlaethol's Welsh Language Skills Certificate.

Fee & Access Plan Objectives

The Fee & Access Plan has been aligned with the guidance set out by the Welsh Government and HEFCW and in doing so, the University has decided to adopt the 14 measures set out across Equality of Opportunity and Promotion of HE as our Fee & Access plan objectives:

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

1) promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds;
2) attract and retain students and potential students from under-represented groups;
3) raise the educational aspirations and skills of people from under-represented groups to support success in higher education;
4) support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;
5) improve the higher education experience for groups under-represented in higher education;
6) provide to under-represented groups effective information, before and during their studies;
7) provide high quality academic and welfare support to groups under-represented in higher education; and
8) support the progress to employment or further study of groups under-represented in higher education.

Promotion of Higher Education:

1) provide more effective engagement with private, public or voluntary bodies and communities in Wales;
2) improve the quality of learning and teaching, with reference to the quality of the student experience;
3) strengthen the employability of Welsh graduates;
4) promote Welsh higher education more effectively internationally;
5) deliver sustainable higher education; and
6) raise awareness of the value of higher education to potential applicants.

Due to the overlapping nature of the Welsh Government/HEFCW measures, it should be recognised that provision under one measure/objective will also directly support others. An example of this would be where the provision to offer low income bursaries will support many measures such as those to ensure fair access and those to attract and retain students. This

has been recognised when trying to approximate how the Fee & Access Plan investment has been split across the 14 measures/objectives.

Monitoring Progress & Compliance of the Fee & Access Plan

As mentioned in the rationale, the University has developed a pilot Fee & Access Plan Compliance and Evaluation Matrix. This was tested on the 2016-17 Fee Plan with a view to further development for the 2017-18 Fee & Access plan evaluation. The evaluation seeks to review the main activities from within a plan and review success against expected outcomes while also reflecting on what parts worked/didn't work and what can be improved moving forward. Typically plans will be evaluated in the February (2020 for the 2018-19 plan) when data is available ready to inform the next iteration of the plan.

Groups under-represented in higher education

In identifying and selecting the under-represented groups to be included in the Fee & Access plan, consideration was given to the prevailing national and University-level strategies/priorities, reference to our student profile data and consultation with our Fee & Access Plan Development Group which includes the Students' Union and the SWWRWP.

This Fee & Access Plan has been informed specifically by the University's Strategic Equality Plan, specifically responding to one of the four outcomes detailed in the plan:

Outcome 4 - As a consequence of removing barriers to achievement for students with protected characteristics or disadvantaged as a result of socio economic background or other circumstances, the University will achieve external recognition for providing an excellent student experience

Many of the groups below are under-represented in HE more generally and the Strategic Equality plan details a number of outcomes that relate directly to student of all protected characteristics and these have been considered in the identification and selection of under-represented groups to be included.

The following groups were selected to be included:

Under-represented Group	Reason for inclusion
Widening Access/Participation - Students from low participation areas as defined by **POLAR3** postcodes.	The Welsh Government and HEFCW want to encourage students to enter HE especially from areas where traditionally there are lower levels of participation. Typically, 31% of our students come from an area where there is low participation in higher education.
Students from **low income** households	We recognise that students who come from families with low incomes will not necessarily live in recognised deprived areas (as above) but nonetheless will face significant financial

	barriers. In 2015-16 around 26% of undergraduate students were eligible for our low-income bursary to help with living costs while they study.
Students with 'additional considerations'	**Looked After Children (LAC)** - This group of students (68 students in total across all modes and levels of study in 2016-17, +17 on 15-16) remain a priority for Welsh Government/HEFCW, the University and the South West Wales Reaching Wider Partnership as the proportions of Looked After Children and Care Leavers progressing through GCSEs to HE is extremely low. In 2015-16, LAC students represented only 0.4% of the total number of first degree students entering University. **Estranged Students** - Students who are estranged from their parents are a group the University recognise as experiencing specific challenges. 15 students in 16-17 are currently receiving support that is directly linked to their status. A number of initiatives, including the provision of financial support and targeted advice, are in place. Publicising of the support available will encourage estranged student to self-identify and access relevant services. **Student Carers -** Going to University can be particularly challenging for carers, as juggling external responsibilities with studies can be challenging. This is reflected in findings from a study of student carers carried out by the NUS. Results indicated that only 36% of student carers felt able to balance their commitments (such as work, study and family / relationships), compared with 53% of students who did not have caring responsibilities (NUS, 2013).
Welsh Medium Students	Another priority group for the University, Welsh Government and HEFCW seeking to promote and advance the Welsh Language and provide Welsh speaking students with the opportunity to study their desired course through the medium of Welsh. Student profile data at Swansea indicates there are just over 300 students in total studying part of their course through the medium of Welsh. Swansea works in partnership with the Coleg Cymraeg Cenedlaethol to set targets for the delivery of key subject areas in Welsh with a view to addressing industry/sector strategic needs e.g. Nursing, Engineering, and Medicine.
Part Time Students	Part-time study remains a HEFCW priority that helps people achieve vocational qualifications, widen access and strengthen links with employers. Within Swansea University only around 15% of undergraduate students (first degree and non-degree) are on a part-time course. The majority of these students are undertaking a non-degree as only around 1% of first degree, first year students are studying part-time.

Mature Students	Mature students are considered part of the widening access agenda by the Welsh Government and HEFCW who adopt an all-age approach to widening access. The student profile data indicates the proportion of mature students (+21 years) is decreasing slowly and now accounts for 14% of full time first degree undergraduates (8% for +25 years). However, the number of students is actually increasing from 500 in 2012-13 to 647 in 2015-16. The part-time provision offered at Swansea offers another avenue for mature students to undertake higher education.
Disabled Students	As part of the University's commitment to equality and diversity and as encouraged by HEFCW (including funding received to support disabled students) ensuring disabled students can study at Swansea plays a significant role in our inclusivity agenda. Within the student profile data, disabled students typically account for around 9.5% of our full-time, first degree, undergraduate students. While the proportion has largely stayed the same over the last several years, the number of students enrolled has increased from 262 in 2012-13 to 449 in 2015-16.
Black and Minority Ethnic (BAME) Home Students	The student profile data suggests the number of first degree, first year, UK domiciled BAME students is increasing. In 2012-13 there were 258 (10.2%) increasing to 462 (9.8%) in 2015-16 representing a 79% growth in just four years. However, there is an attainment gap (proportion of those achieving a first or upper second classification) between UK domiciled Non-BAME students and some UK domiciled BAME student groups (recognised within the University's Strategic Equality Plan). However, there will be many factors influencing this gap beyond the University's control such as qualifications upon entry, subject studied and differences in achievement across BAME sub-groups.
Asylum Seekers	Currently, unless an Asylum seeker has recourse to self-fund their undergraduate studies at the full international rate there is no fee reduction or financial student support available via the University. Our records do not indicate (or is currently able to identify) any Asylum Seekers studying a full-time undergraduate degree at Swansea University. However, there does seem to be interest in such provision. Swansea is also designated a City of Sanctuary. The University recognises a review of our approach to supporting Asylum seekers is required.
Other Protected Characteristics: **Religion & Belief** **Sexual Orientation**	The University recognises that students may also possess other protected characteristics. For these groups it is important for us to provide an inclusive study environment whereby students

Gender Reassignment **Pregnancy & Maternity**	can reach their full potential, to remove barriers to learning, to engage with students and to enhance their student experience. Within the student profile data, information is limited on these groups and in some cases we have no recorded data or students do not wish to declare the information. What we do know is summarised below: The 2015-16 student profile data currently tells us that around 30% of full time first degree students consider themselves to belong to some form of religion or belief (23% Christian, 4% Muslim, 3% other) but this could be higher as 20% preferred not to say. Of those willing to denote their sexual orientation, the data suggests that less than 5% of full time first degree undergraduate students have a sexual orientation other than heterosexual. 24% preferred not to say or the question was not answered.

Equality of opportunity measures which support groups under-represented in higher education:

1) **promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds;**

Access: Enabling individuals from underrepresented groups to enter higher education by…

- Providing UK **Student Recruitment Office visits to schools and FE colleges** with high proportions of pupils from under-represented groups.
- Maintaining the online **Schools and Colleges Outreach programme** which offers a range of activities to schools and FE colleges to support access to higher education.
- Increase the University's staff and student contribution to the provision of the **South West Wales Reaching Wider Partnership** (SWWRWP) if HEFCW still funds provision in 18-19.
- Support staff to **seek external funding for widening access** activity e.g. from the National Science Academy Wales.
- **Work with partners to increase the widening access activities** e.g. a project largely funded by the Community Union to raise aspirations and attainment of more able and talented years 9-10 pupils in Ysgol Bae Baglan, Neath Port Talbot.
- Offer a contextual admissions policy with reduced grade offers in specific circumstances.
- Provide progression pathways in the form of **foundation years** in Engineering and Science for individuals unable to gain direct entry to the first year of a full time undergraduate degree.
- Enhanced guidance on **support for disabilities** and other conditions for prospective students
- Community of practice network for staff to share good practice and collaborate on activities that promote opportunities for under-represented groups.
- **A review of the University's widening access strategy** and provision was undertaken in 2016-17. The outcomes from this review may affect activities undertaken in 2018-19.
- A proposed scheme providing funding support to Asylum Seekers for 2018-19 is currently being discussed by senior management.
- Activities to promote **part-time higher education to adult learners** including promotional materials, brochures, posters, social media and web-based activity to promote opportunities to study with the College of Arts & Humanities at Swansea University.
- Delivery of community based open events, community based public lectures, taster sessions (1.5 to 2 hours) and free taster courses (2 hours x 2 weeks) to encourage mature students who have been out of education for some time to progress to further study opportunities.
- Part-time bite-size 10 and 20 credit HE accredited modules offered across the whole of the part-time adult learner curriculum, both during the day and evening on the Park Campus and in the Community
- Delivery of the accredited Taste of Higher Education (part-time) and the Prepararation for Higher Education Programme (Part-time) for mature students.

• Provision of six part-time undergraduate programmes delivered on campus and at community venues to support widening participation.
Responsible Service Units: Swansea Academy of Inclusivity and Learner Success (SAILS), College of Arts & Humanities, Marketing – UK Student Recruitment Office, Disability Service, Student Services.
Rationale for activities: • To meet the Welsh Government's policy statement relating to widening access… "Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study and country of origin and background…" • To achieve Swansea University's strategic objective of widening access to higher education • Contributing to the SWWRWP in order to raise aspirations, promote access to the professions, prepare students for further/higher education and promote HE is an effective way of adding value to activities which target under-represented groups
Student group(s): Individuals from groups under-represented in higher education
Targets Activities listed above will support the achievement of the participation targets for under-represented groups listed in Table G.

2) **attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;**

3) **raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;**

4) **supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers;**

7) **providing high quality academic and welfare support to students from under-represented groups;**

The University has decided to group the four objectives above as they all relate in some form to attracting, retaining and progression of students from under-represented groups.

ACCESS:

Activity: **Foundation Degrees,** accredited by Swansea University and delivered in partnership with Colleges of Further Education. These provide routes into Engineering, Computer Science and other vocational areas of study at a HE level, with the potential for progression onto bachelors' degrees.

- A Foundation Degree in Health and Social Care is being developed by Pembrokeshire College at present and will include a fee bursary reducing the cost of the course over the two years.
- We are exploring the provision of Higher and Degree Apprenticeships to be developed and delivered in partnership with industry and FE colleges.

Provided by: This provision is initiated and coordinated by the College University Skills Partnership (CUSP).

Rationale:
The Foundation Degrees are developed with employers in response to their skills needs and provide a progression route into Higher Education. Degree apprenticeships will provide progression routes to HE and an alternative higher qualifications. By delivering study in collaboration with FE partners (Pembrokeshire College, Gower College Swansea, the Neath Port Talbot College Group and Coleg Cambria.), the University is able to provide access to higher education at a local level. Further developments will be initiated when information about available resources and frameworks are clarified by HEFCW.

Student group(s):
The profile of students on the Foundation Degrees shows that 53% of students have Widening Access characteristics, particularly attracting young white males from low participation areas. Degree apprenticeships may not attract a similar high Widening Access profile.

Targets:
- Achievement of funding support from the European Social Fund for Foundation Degrees.
- 50% Widening Access target groups within Foundation Degrees,
- 85% retention, progression & successful completion of Foundation Degrees
- 25% progression to Bachelor's degrees from Foundation Degrees
- Development of 3 Degree Apprenticeships in Engineering, Advanced Manufacturing and ICT, if the resource available makes this a viable proposition.

Increase recruitment of Welsh-speaking students
Continue to develop the University's Welsh-medium provision, some of which will be in partnership with Coleg Cymraeg Cenedlaethol, and look to offer provision that will allow students to draw down on Coleg Cymraeg Scholarships.

Activities to attract and retain Welsh-speakers include:
- Welsh-language Taster Days for Yrs 12 and 13 across a range of academic subjects;
- Partnership between Tŷ'r Gwrhyd and Swansea University's Reaching Wider to support Welsh-medium schools with pupils of disadvantaged backgrounds;
- Taster Days for Able and Talented Pupils in Medicine and Engineering
- Residential Summer School for Modern Languages and Media students;
- Welsh-medium Welsh Baccalaureate Academic Skills Days

- Scholarships and bursaries for converting Welsh-speaking students to Welsh-medium provision (16-17 total allocated was £5,300 which led to 23 students awarded for varying levels of credits studied in Welsh).

Provided by: Academi Hywel Teifi

Rationale: To encourage students from Welsh-medium schools to take-up the Welsh-medium provision available thus improving their chances of success with their studies and future employment opportunities.

Student Group(s): Welsh-speaking students

Targets:

- Increase in numbers studying 5+ credit (from 299 in 15-16 to 430) or 40+ credits (from 102 in 15-16 to 150) in Welsh for 18-19.
- Increase in numbers of students awarded recruitment or conversion scholarships from 23 (16-17) to 40 (18-19).
- **Tŷ'r Gwrhyd Project**
  16-17 activity = 9 pupils from 1 school.
  18-19 = increase numbers to 50 Welsh-speakers engaging with the project across 5 schools.
- **Welsh-medium HE Taster/Skills Days-** offer 4 days per year, targeting 400 prospective students in total. Explore opportunity to organise off-campus roadshow across Wales.
- **Baccalaureate Academic Skills Days** – offer 2 days one in south wales, the other in north Wales. Aim to attract 250 prospective students in total.

Support Packages for students with additional considerations:

Care Leavers Support Package:

- Care Leavers Grade Reduction Scheme
- £1000 Bursary per year (undergraduates) or £1000 Bursary per course (Postgraduates)
- Financial assistance to attend open days at Swansea University
- Communication of support available through outreach work, specific web based information, talks and Open Days.

Carers Support Package - A targeted range of support for carers that includes a bursary and named contact and priority access to Swansea University's Opportunity Fund.

Support for Estranged Students- This is available to students that are estranged from their families and typically have no familial or financial support. The University will:

- Give priority access to discretionary/hardship funds
- Communication of support available through outreach work, specific web based information, talks and Open Days.
- Specific support to facilitate/assist in applying for Student Funding
- A named contact to act as a single pro-active point of contact for estranged students
- Applying for recognition of support available via the Stand Alone Pledge

- Staff information talks to raise awareness of the specific needs of, and challenges faced by, estranged students

Provided by: Student Services

Rationale for provision:

Care Leavers Support Package: To provide prospective students who are deemed care leavers with a consistent point of contact throughout the recruitment and transition period, and throughout their study. To facilitate access to HE and promote integration on arrival. The financial support package ensures this group of students are able to meet the additional costs of year round accommodation. To aid attraction and retention of these students

Carers Support Package: Going to University can be particularly challenging for carers, as juggling external responsibilities with studies can be challenging. This is reflected in findings from a study of student carers carried out by the NUS. Results indicated that only 36% of student carers felt able to balance their commitments (such as work, study and family/relationships), compared with 53% of students who did not have caring responsibilities (NUS, 2013).

Estranged Students: Students who are estranged from their families face specific challenges. They rarely receive formal community based support and are not yet recognised as a specific group within the UCAS application process. Promoting retention by ensuring estranged students are able to access full funding package as they face additional challenges evidencing their status when applying for student funding support. Promoting retention by supporting students who experience family breakdown and become estranged whilst studying.

Student Groups: Care Leavers, Carers (excluding parents unless they are caring for a child/children with disabilities or other medical needs) and Estranged Students.

Targets:

The initial aim is to identify as many students with additional considerations as we can.

Care Leavers Support Package:
- Numbers supported in 16-17: 54 new and continuing undergraduate students. Not all elect to access the bursary, some wish only to access support.
- Expected student numbers in 18-19: 57, including continuing students. (18 current students are due to graduate in 2018-19).

Estranged Student Support:

Numbers of Estranged students accessing support in 2016-17: 15 (this figure includes 6 current students accessing support who will graduate in either the academic year 18-19 or 19-20). Target figure for 2018-19: 17

Financial Support Package provided by the University to attract, support and retain students including those from underrepresented groups:

- **Income Related Bursaries** for student from low income families (household incomes of less than £30,000) worth between £1,000 and £3,000 across a three year degree

- **Care leaver bursary** of £1,000 per year (in addition to any income related bursary entitlement)
- **A £300,000 Student Hardship Fund** to help prevent the withdrawal of students due to financial difficulty (and to assist Disabled Students applying for preliminary diagnostic testing prior to applying for Disabled Student Allowance).
- **Mobility Bursaries** of £1,000 to help subsidise the cost of working or studying abroad as part of a student's course including an extra £250 top up for students from low income families.
- **Excellence and Merit Scholarships** awarded to students regardless of background based on prior academic attainment.
- **Advice and support** available from the University's **Money@CampusLife** office in person or online – 18 hours per week (split equally across both Singleton and Bay Campuses) of drop-in services as well as appointments face to face or over the telephone. Over 13,000 student money related contacts in 2015-16.

Provided by: The University

Rationale: The University recognises that financial support and advice particularly for those students from low-income families or disadvantaged backgrounds plays a role in supporting students to stay in higher education.

All students including students from low-income households, Looked After Children, Estranged Students, Students experiencing financial hardship and Disabled Students.

Targets:
Numbers of students accessing support and spend against budgets.
Non-continuation targets features in Annex Aii

PROGRESSION:

- **Welsh-language academic support with the Academic Success Programme**
- **Coleg Cymraeg Welsh Language Certificate.**

Provided by: Academi Hywel Teifi and Centre for Academic Success

Rationale: To encourage students from Welsh-medium schools to take-up the Welsh-medium provision available in order to improve their chances of success with their studies and future employment opportunities. Commitment to provide parity of experience and academic support for students whether they study in English or Welsh. Engagement with improving the student experience at Swansea and contributing to achieving the University's targets for numbers studying through the medium of Welsh.

Student Group: Welsh-speaking students

Targets:
- Increase in numbers studying 5+ credit (from 299 in 15-16 to 430) or 40+ credits (from 102 in 15-16 to 150) in Welsh for 18-19.

Welsh-language Academic Success Programme
- 17-18: Support between 60 and 80 students with their academic skills in Welsh
- 18-19: Increase support to between 80 and 100 students.

Coleg Cymraeg Cenedlaethol Welsh Language Certificate
- Increase student numbers participating from 33 in 16-17 to 50 in 18-19.
- Increase student success rate to 90% with 60% achieving Distinction.
- Increase in degree achievement amongst Welsh-speaking student body
- Increase in student numbers requesting Welsh-language pastoral care

Centre for Academic Success – supporting students to develop academic study skills

- Enhanced transition support via online courses: *Skills for Learning, Skills for Life – 3 online courses supporting transition to HE*
- Additional small group workshops for students with specific learning differences (SpLDs)
- Maths and Stats Success (MASS) Workshops – common query drop-in service and Stats workshops

Provided by: Centre for Academic Success (CAS), Student Services

Rationale: Online transition courses designed to help students from all backgrounds to adjust to their new academic experience as they enter H.E. Courses are interactive and provide information in a range of accessible formats to support inclusivity
- 50% of students qualifying for one-to-one specialist support (via Disabled Students' Allowance funding) take up the support and so small group workshops will be offered. Discussions with other institutions suggests that the addition of workshops may increase take-up. Helps to reduce feelings of isolation amongst students with learning needs. Supports Equality Act 2010 and changes to Disabled Students' Allowances.
- Evaluation of Maths and Stats Success (MASS) one-to-ones shows a pattern of common queries; workshops added to address these. Will help students (with non-maths background) to build confidence and acquire skills that support students' progression and retention
- Engagement with improving the student experience at Swansea
- To ensure service is accessible and adaptable

Student Group: All students, but courses particularly relevant to under-represented groups e.g. mature students, students from low-participation backgrounds, students with additional learning needs.

Targets:
- Transition support Courses embedded within 4 academic colleges
- Increase number of students accessing the transition courses by 25% to 4,500
- 2 workshops for students with additional learning needs delivered in 2018-19
- Minimum 6 Maths/Stats workshops per term
- Maths/Stats - 70% of students attending notice improved confidence in the subject

Progression: ensure that students have the **academic and pastoral support** to progress from level to level.
- **Progression data analysis** to identify patterns and trends to ensure that students with particular characteristics are not performing less well than the rest of the cohort as a result of those characteristics
- **Focus on changes to improve attainment** of particular BAME groups and white working class males.

- The amount and type of assessment is under consideration in 2016-17 with a view to ensuring that the assessment for a programme is appropriate in terms of volume, inclusive in design and authentic as far as practicable for the subject.
- **Dedicated Welfare Service** (outside of our current Wellbeing, Disability and Money Services) will oversee training and standardisation of the welfare service provision across the University. This service also includes an enhancement of our 'out of hours'/critical response capability. This can be particularly effective in supporting students who may not have stable or effective family or other types of external support.
- **For part-time adult learners within the College of Arts and Humanities, there is a dedicated Study Skills and Retention Officer** and members of the community development team will act as venue coordinators and personal tutors for community-based and campus-based programmes. Study Skills and Academic Writing support will also be provided for part-time mature students on a one-to-one and group basis.

Provided by: Swansea Academy of Inclusivity and Learner Success (SAILS), Information Services and Systems, Academic Services Quality and College of Arts and Humanities.

Rationale: Students with some characteristics and circumstances progress less well than the rest of the cohort. There is a need to understand better the patterns and significant characteristics/circumstances within Swansea University's diverse student population. This better understanding will enable actions to be taken to mitigate the differences in progression so that all students have equality of opportunity and inclusive provision.

Student Group: All students but with specific focus on attainment of Black/Asian/Minority Ethnic (BAME) individuals and white working class males.

RETENTION:

Retention: support students to continue to study and to complete their programmes of study
- Income related bursaries for students from low-income households.
- In 2017-18 the **academic and pastoral support framework** will begin implementation in order to provide inclusive support for all students. The framework will be embedded and evaluated over a number of years. It has 3 main components: firstly, a Student Life Network for welfare support for students delivered in partnership by qualified professional services staff in academic Colleges; a new Student Services welfare service; and the MyUniHubs on the Park and Bay campuses. Secondly, personal tutoring will be refocussed on academic mentoring by academic staff and students will be supported to undertake personal development planning.
- **Learning analytics will continue to be developed** in order to enhance the availability of data on students' engagement with their learning and teaching for both staff and students. In 2016-17 the focus has been on implementing a card reader attendance monitoring system in all teaching spaces in the Bay and Park campuses. This has enabled the use of attendance data for pastoral support by identifying those students engaging poorly with timetabled teaching. Effective student engagement is at the heart of student experience. By offering early individual support for issues impacting negatively on engagement, the intention is to enhance student learning. In 2017-18 the emphasis will

be on making assessment data available to students and staff in a timely and accessible way. Priorities for 2018-19 have yet to be determined.

- **Enhanced support for students with disabilities**, mental health conditions and other medical conditions including resources and a [community of practice network for staff](#), staff training, and improved guidance for students. This area of work includes the Swansea Employability Academy and the International Development Office's placements team.

- **The Autism Spectrum Condition Service (ASC)** which supports students with ASC conditions or Asperger's syndrome has seen a 100% increase in the number of students accessing the service in 2016. The service also offers an orientation package for students to prepare them for University life.

- **The Wellbeing Service** is working in collaboration with Swansea University's Health and Wellbeing Academy to deliver the **ACTivate Your Life Programme to all first year students** as part of a new induction programme in academic colleges to build resilience in students. We will also work with DrugAid Swansea to put into place support for students, including drop in sessions and training for staff.

- Starting in 2016-17, Colleges are evaluating **their induction and transition provision for students** and through tools and workshops being encouraged to enhance their provision in partnership with students. This work will continue over a number of years.

- Every academic College is being supported to provide **peer mentoring by students** for students using the [online toolkit](#) developed by SAILS.

- Annually in conjunction with the **Swansea Academy of Learning and Teaching**, SAILS offers up to £3,000 in total of small grants to staff to enhance their learning, teaching, assessment and inclusivity resources, practices and processes to benefit students.

- **For part-time mature students within the College of Arts and Humanities there is a dedicated Study Skills and Retention Officer** who will offer support by introducing students to the demands of their scheme of study and finding ways to overcome them. This is provided both face to face with students and also via the STAR Handbook (Study Tips to Achieve Results). In addition, members of the community development team will act as venue coordinators and personal tutors for community-based and campus-based programmes.

Provided by: Swansea Academy of Inclusivity and Learner Success (SAILS), Student Services, Academic Colleges, Information Services and Systems, College of Arts & Humanities.

Rationale: Inclusive teaching, learning and support for students is a strategic priority for Swansea University to ensure that every student, having made the commitment to study, is enabled to complete successfully their chosen qualification.

Student Group: All students including students from Low-income families, with disabilities (physical and learning), mature students.

Targets:
Please see the under-represented group targets in Annex Aii relating to non-continuation (retention).

5) improving the experience of higher education of students from under-represented groups including activities to promote an international experience;

Academi Hywel Teifi Award - An Award which recognises the extracurricular activities/contribution made by Welsh-speaking students to the University's community, the local community and on a national/international stage through the medium of Welsh. **Languages for All -** Opportunity to learn/improve skills in a new language, including Welsh, as part of the student's degree scheme.
Provided by: Academi Hywel Teifi
Rationale: To encourage students from Welsh-medium schools to take-up the Welsh-medium provision available in order to improve their chances of success with their studies and future employment opportunities. Engagement with improving the student experience at Swansea and to increase student engagement with the wider community and open prospective career paths. To highlight to potential employers the drive, ability and enthusiasm of individual students as they compete for employment.
Student Group: Welsh-speaking students
Targets: Increase in numbers studying 5+ credit (from 299 in 15-16 to 430) or 40+ credits (from 102 in 15-16 to 150) in Welsh for 18-19. **Academi Hywel Teifi Award targets:** 17-18 5 candidates completed, 18-19 10 candidates completed **Languages for All Welsh courses -** Increase from 16-17 numbers of 14 students to 18 in 17-18 and 22 in 18-19

The **Go Global Team** in the International Development Office is responsible for sourcing, developing and promoting a wide range of **international student opportunities** (study, work or volunteering abroad) which are made available to all students. The Go Global team is committed to ensuring that students from under-represented groups benefit from an international experience. As such we: • Offer a wide range of opportunities, from 2-week long summer and short programmes to full year study abroad placements in a range of countries, appealing to a wide range of students. • Provide bursaries to all participating students • Review and seek to increase the additional Widening Participation bursary for students from low-income backgrounds from £250 to around £500 to encourage take-up. • Work closely with the disability office at SU and at our partner universities to ensure suitable additional support is given to disabled students participating in Global Opportunities.
Provided by: Go Global Team, International Development Office
Rationale: Participation in one or more of the available Go Global opportunities has a significant effect on students' employability as well as adding to the quality of their student experience. Data shows that 51% of students taking a mobility opportunity have at least one under-represented characteristic featured in this plan.
Student Group: All students, including students from low income families and students with disabilities.

Targets:

- The Go Global Team will establish baseline statistics for participation by students from all under-represented groups and will continue to monitor the total number of students participating with the aim of maintaining an average in line with the university's overall proportion of students from under-represented groups. The average between 2015-16 and 2016-17 was 51% of mobile students had at least one widening access characteristic, this compares with overall UG first degree first year statistic of 55%.

- Provide a larger Widening Participation bursary supplement (increased from £250 in 2016-17 to £500 in 2018-19 with the aim of increasing the number of students from low-income backgrounds from 72 (representing 17% of the mobile students in 15-16).

6) **providing effective information to students from under-represented groups before and during their courses;**

The University ensures it provides **effective information to all students** including those from under-represented groups through a variety of services that targets students before and during their courses:

- Admissions and Course Information updated online
- Programme Brochures and prospectus (including funding support available at the University)
- At UCAS HE conventions and fairs
- Direct contact with students making enquires
- Open Days and post application visits
- Student Recruitment Office talks in schools for years 12 and 13 throughout South Wales and covering areas of rural and urban disadvantage
- Welsh-language undergraduate prospectus, key webpages and other publications including 'Why Study in Welsh?', *Arwain* (University biannual leaflet about Welsh-language SU activities and stories). The University also works in collaboration with the Coleg Cymraeg on a variety of recruitment activities to attract students to Welsh-medium provision, including via key national events such as the GwyddonLe at the Urdd Eisteddfod and a range of activities at the National Eisteddfod each year.
- Student Services support arrangements and Finance/funding information available online and at talks at open days setting out the support available for students from under-represented groups or disadvantaged backgrounds.
- Enrolment packs outlining full details of courses including programmes and timetables.
- Information setting out precisely what is covered by the fees charged in line with Competition & Markets Authority so that students can see the total aggregate fees they will be expected to pay is available online and within programme related information given to prospective and newly enrolled students. If there are any additional charges for course related expenses such as field trips then these are also made available to understand the total costs expected.

- Pre – arrival online chat sessions provided by Money@CampusLife allowing students to access expert advice, information and support on all things student money related with a view to promoting equality of access via the provision of relevant information and advice.
- To ensure full-time franchise students receive the same levels of and access to information, support and engagement. The University agrees contracts with all providers outlining responsibility to provide students with the necessary information regarding enrolling, applying, fee levels and the support available to them (including financial support packages), compliant with the University's expectations for ensuring the quality of the student learning experience.
- Money@CampusLife Drop-in Sessions allowing students to access expert financial advice, promoting retention via practical advice and support.
- Financial Capability Talks and Engagement Events to help students prepare, plan and maintain funds whilst studying.
- Swansea University Coleg Cymraeg Branch Student Forum gives Welsh-language students a voice and is a means of sharing information between students, the University and the Coleg Cymraeg.
- Welsh-medium students can capitalise on a Welsh-speaking personal tutor where Welsh-speaking staff members are available.
- Students will be contacted via letter and email to communicate any changes which may take place over the period of their course. Information may also be placed on the website and on the University's dedicated online portal. We will follow the Welsh Government's guidance regarding unanticipated extra costs to students.
- All students are able to access full information on their course online via the Student Academic Guide
- The University also has a MyUniHub (a one-stop-shop for student enquiries) at each campus where students can drop in and ask questions and seek advice including general information available online at the MyUni website.

Rationale: To provide all students with the necessary information pertinent to their circumstances in order to be aware of and understand how they will access, fund and be supported to study at university.

Student Group: All students including those from under-represented groups

8) **supporting students from under-represented groups to progress to employment or further study; and**

OUTCOMES:

The University has a range of services supporting students to **progress to employment and further** study, most notably the Swansea Academy of Employability, Go Global Team and the Careers Service. However, in particular the University has targeted support at under-represented groups through the following initiatives:

- **Promoting International Work Placements** – the creation of International SPIN's (Swansea Paid Internships) run by the Swansea Employability Academy and the

International Development Office offering **students from low-income families** a top-up to the mobility bursary of £250

- **Care leavers** will be offered £1,000 over the duration of their further study course (e.g. Masters Full time or Part-time including PhD).
- **Swansea Employability Academy** oversees the delivery of the Go Wales: Achieve through Work Experience Programme – This is designed to specifically support students who face additional barriers to graduate level employability, through the provision of bespoke interventions. This is complimentary to the development of SEA as we look at further improve our approach to 'positive outcomes for all' in light of TEF.
- **Care leavers and Estranged Students** will also be given priority access to careers advice in the form of an introduction and facilitated meeting if required.
- For prospective and continuing **mature part-time students** continuing education within the College of Arts and Humanities, a guidance worker offers career and further study advice and guidance either on campus or within the community.
    - These students are also encouraged to attend Employability Workshops which cover a range of themes such as CV writing, graduate career paths, identifying transferable skills, selling skills to graduate employers, postgraduate study options, Swansea University Alumni network, societies and clubs, volunteering and work experience opportunities. These sessions take place annually at South Wales Miners' Library and at community venues.
    - Development of a Business & Entrepreneurship Module to be delivered to part-time continuing education students in 2018-19.
    - Accredited CPD modules in conjunction with the College of Arts and Humanities for all Undergraduate and Postgraduate students in the subjects of Language, IT and Counselling.
- **The Disability Office** has taken forward a number of initiatives to support disabled students:
    - The office has produced a guidance leaflet around disclosure of a disability to potential employers and how students can approach this.
    - Established a University-wide group to enhance existing support for learners with disabilities who want to undertake a work placement or study/work aboard. This also includes a pilot scheme with the School of Management to include information in the Undergraduate Student Placement Handbook on supporting students whilst undertaking placement opportunities advising of the adjustments that can be made and around the benefits of disclosing.
- For **Welsh Medium Students,** provide a 20-credit Welsh-language Work Experience module; increase provision in Welsh on degree schemes that have industry/sector accreditation e.g. nursing, midwifery, medicine, media and PR. Development of a pilot Welsh-medium degree schemes that will include a year in industry opportunities and develop CPD provision across various subjects delivered in Welsh

Provided by: SEA, Academi Hywel Teifi, Disability Office, College of Arts & Humanities and Student Services.

Rationale: Although the University provides inclusive careers and employability activities to all students, some under-represented groups may experience additional barriers

transitioning to employment or further study. The initiatives set out above aims to reduce these barriers while offering developmental opportunities to enhance the individual's options in the future.

Student Groups: Low-income families, care leavers, estranged students, mature part-time students, disabled students, Welsh medium students.

Targets:

DLHE targets:
  2014-15 graduates (reported 2016)
  • Employment & Further Study = 93.2%
  • Graduate Level Employment = 80.6%

  2017-18 graduates (will be reported in 2020 under New DLHE)
  • Employment & Further Study = 96%
  • Graduate Level Employment = 85%

Care Leavers Support to further study: In 2016-17, 7 students who accessed support at undergraduate level progressed to postgraduate study at Swansea University (5 x Masters and 2 x PHD). We have refrained from setting a specific numerical target for 2018-19 as progression figures will be dictated by both personal study preferences and specific circumstances.

Welsh Medium Work Experience module - Attract between 10 and 15 students per year

Welsh-language provision on vocational degrees - Aim to offer at least 40 credits per year on each scheme

9) **other measures to support groups under-represented in higher education such as evaluating fee and access plans' effectiveness (please specify these measures).**

In line with the corporate objectives noted in the university's **Strategic Equality Plan (2016-20)**, the following activities have been planned for 2018-19.

Race:
• Black History Month during October – increase awareness including staff, students and members of the community looking at the key challenges the institution faces in terms of race equality.
• Awareness raising sessions to mark the International Day for the Elimination of Racial Discrimination during March.

Religion:
• Holocaust Memorial events in January – remembering and helping to ensure that past atrocities are not re-visited.
• Ramadan – university supports staff and students during Ramadan by providing facilities via specifically commissioned marquees.

- Eid – Coordinated via the Mosque Management committee to celebrate the last day of the Dhul Hijjah festive season of worship.
- The Bigger Picture – Focuses on Religion, Faith, Culture and Community during February/March.

Gender:
- International Women's Day – celebrations held during March, including events run by the university and internal colleges. Included in this is the Inspiring Women Series, profiling women of multiple protected characteristics on the university's website during the month of March.
- Ada Lovelace Day – October, to share thoughts on the equality agenda and discuss how the number of women in senior positions at the university can be increased.
- The university is highly committed to improving the Gender representation within all of our seven colleges. The university holds an institutional bronze award, while the School of Medicine and College of Human and Health Studies have both achieved Silver awards. Science and Engineering have bronze awards. The remaining three colleges are all working towards submitting applications for their own awards.

LGBT+:
- Pride Cymru – the University hosts a stall every August
- Bi-Fest Wales – represented to support awareness raising
- LGBT History month, including a range of internal events and activities – February
- IDAHOBIT (International Day Against Homophobia, Transphobia & Biphobia) – held during May as a solidarity event for LGBT+ staff and students.
- Bi Visibility Day – Hosted by the LGBT+ Staff Network during September to welcome in a new academic year.
- Swansea Sparkle – Hosting a stall at the largest Transgender event in Wales, every November

Disability:
- Hate Crime Awareness Week, focuses on raising awareness of those who are victims of prejudice because of their identity, e.g. disability, gender identity, race, ethnicity, religion/faith/belief or sexual orientation. This is run in collaboration with Swansea's Student union, every October.

Provided by: Equality Team, Student Union

Rationale: To raise awareness, promote equality and to ensure that all staff and students are treated fairly with dignity and respect, allowing them to be the best that they can be in a caring and secure environment.

Targets: Impact will be measured by feedback questionnaires (including qualitative responses) attendance numbers (in comparison with previous years, if applicable).

Promotion of higher education measures to deliver:

1)   more effective engagement with private, public or voluntary bodies and communities in Wales;

Strategic regional collaboration activities:

- Support the Memorandum of Understanding with City and County of Swansea, including partnership with City and County of Swansea, University of Wales Trinity Saint David and Gower College Swansea to further develop the **Swansea Learning City within the United Nations Educational Scientific Cultural Oranisation (UNESCO) Global Network of Learning Cities.**
- **Three InterReg bids** with Waterfront Museum and City and County of Swansea for heritage trails, sea-cities and ecotourism.
- Development of **Swansea University School of Education** (SUSE) Initial Teacher Education Partnership with schools in Neath Port Talbot, Swansea and Pembrokeshire and regional consortia.
- Support the implementation of the **Skills Programme of the City Deal** as the HE rep on the Regional Learning Skills Partnership Board and to HEFCW which will develop skills pathways and contribute to economic regeneration.
- Support the **Talent Bank initiative within the ARCH project**.
- **Tŷ'r Gwrhyd Project** - A joint initiative between Swansea University and Neath Port Talbot Borough Council, established with Welsh Government funding to support the Welsh language in terms of educational and community-based initiatives to actively stem the decline of the Welsh language in the Swansea and Neath Valleys. Tŷ'r Gwrhyd work with schools, businesses and community-based initiatives to make a difference to the level of engagement with the Welsh language and to contribute to the Welsh Government target of a million Welsh speakers by 2050.
- **Establishing the Academy for Professional Development** to co-ordinate and promote the delivery of continuing professional development education and training to businesses in Wales and nationally. To align the University's CPD education and training provision with the future skills requirements of the region.
- Active members of the **Regional Learning and Skills Partnerships, South West and Mid-Wales (RLSP)**
- **The College University Skills Partnership (CUSP) will continue to** strengthening partnerships and collaborations with regional FE Colleges and with industry

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Provided by: Strategic Regional Collaboration, Academi Hywel Teifi, Academic Partnership Unit

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Rationale: Partnership approach to focus on sustainability, innovation, entrepreneurial skills and inclusion throughout learning in Swansea Bay area, raising standards in education and increasing progression to Swansea University. To also contribute to the development of the regional economy through the provision of high level training and seek to address skills gaps identified by the Regional Learning and Skills Partnership – South West and Mid-Wales. These activities will also help to diversify the student base and establish a University-

wide infrastructure to support sustainable Continuing Professional Development provision post-European Social Fund funding.

Targets:
- Embedding Education for Sustainable Development and Global Citizenship (ESDGC) into Entrepreneurial Learning throughout primary, secondary FE and HE in the region.
- Delivering the UNESCO Regional Meeting 2017 (Europe and North America) and representing Swansea at the 3rd International Conference of Learning Cities.
- 3 InterReg bids –results 2017
- Establish Swansea University School of Education Initial Teacher Education partnership and bid for PGCE numbers in December 2017
- Ensure that HE representation on RLSP Board, to HEFCW and in response to City Deal Skills Project is fair and impartial, with a focus on collaboratively developing skills pathways to meet the needs of regional employers with growth potential.
- Support Talent Bank and explore employer's appetite for a wider Science Technology Engineering and Mathematics (STEM) Talent Bank model.
- Increased numbers of regular users of services and participants at events in Tŷ'r Gwrhyd with engagement from pupils increasing from 4 schools to 8; 5 groups/charities/businesses to 10 and securing audiences of between 30 and 50 per cultural/academic community-facing event. Increase numbers of Welsh learners from to 70 to 120
- Increase the number of CPD short courses from 15 to 30
- Increase the number of enrolled professional learners to 200
- Introduce 2 Welsh-medium CPD courses in partnership with Academi Hywel Teifi

2) **investments in improving the quality of learning and teaching, with reference to the quality of the student experience;**

Improvements to Teaching Quality:
- Teaching Development across the staff/college spectrum including L&T conference, seminars (Teaching improvement) and workshop (new skills/tech) programme
- Institutional Technology Enhanced Learning – support and development
- Teacher Recognition –Higher Education Academy (HEA) accreditation routes, trajectory for all teachers, target = 80% of all teaching staff, grade 7 and above by 2020 (currently 35%, 50% by 17-18, 65% in 18-19).
- PGCE - pedagogic development for new teachers
- New CPD agenda – PGC open to all, Open Door teacher observation, Technological development

Provided by: Swansea Academy of Learning & Teaching

Rationale:
- Drive to improve teaching to an excellent standard
- Engagement with improving the student experience at Swansea
- Commitment to parity of Teaching and Research in our upward trajectory
- Lower than sector average for teacher recognition

Targets:
- NSS Teaching Quality - 89% satisfaction (upper quartile) by 18-19 (86% in 2016)
- HEA accreditation target = 80% of all teaching staff, grade 7 and above by 2020 (currently 35%, 50% by 17-18, 65% in 18-19).

STEP4Excellence (a University and Student Improvement Programme):
- **Co-creation (staff and students) of the digital delivery of formative learning.** This is designed to enable students to recognise the various ways in which they receive feedback and through discussions with their academic mentor will work through how the feedback can be used for future (feed forward).
- **Develop departmental undergraduate symposiums to enhance students as researchers in scholarly activity and inspire peers.** The focus here is on providing students with the opportunity to present their research to their peers, but also provides the second year undergraduates with the opportunity to see not only the outcome of final year projects but understand the processes of researching from the student perspective. This will improve the student experience by giving them more confidence.
- **Create learning ambassador roles for students to promote cross-phase learning and inclusivity.** This will giving students a role linked to improving the teaching and learning experience of all students across the University.
- **Further enhance and embed academic societies.** Providing opportunities for all students to be part of an academic society and enhancing the functioning of the societies, by working with the students and the Students' Union to share best practice.
- **Develop the feedback culture to promote 'closing the loop' at various levels through 'Together We Changed'.** Ensuring students feel that their feedback is valued and responded to, which is essential is maximising the student experience.
- **Student exchange** - students will have the opportunity to go on a week-long exchange to another University to experience how another institution runs. In this way, the student can act as a change agent, as they bring ideas back to enhance the student experience. Pilot was successfully conducted in 17/18 with a Swansea University student visiting Newcastle University: http://www.raise-network.com/picnic

Provided by: Planning and Strategic Projects Unit

Rationale: The STEP4Excellence project will continue to enhance the student experience of all groups at Swansea University by working in partnership with the students. The two themes (Student Participation in Learning and Student Empowerment for Learning) this year aim to do this by:
- Enhancing the digital culture in learning and teaching amongst staff and students.
- Improving and increasing the opportunities for successful and meaningful student-student interactions.
- Building a culture and community of practice amongst staff and students.
- Empowering the student voice and empowering staff and students with a culture of co-creation.

Targets:
- Improved NSS overall satisfaction to 92% by 18-19 (90% in 15-16)
- Improved student outcomes. The proportion of students obtaining a first or upper second to be 80% (upper quartile) by 18-19
- Increased number of academic societies - 44 in May 2017 to 45-50 by 2020.

- Annual student representative review.

3) activities which strengthen the employability of Welsh graduates;

Mobility Opportunities - The Go Global Team in the International Development Office is responsible for sourcing, developing and promoting a wide range of international opportunities (study, work or volunteering abroad) which are made available to all students.

Teacher development co-ordinated by the Swansea Academy of Learning & Teaching (SALT) - Linking theory to practice through workplace experience, applied teaching and integrated assessment. Also Extending the assessment range to include authentic assessment, linked to employability and workplace performance.

Swansea Academy of Employability (SEA):

Implementation of a clear one page 'My Career Journey' Map, relevant to students of any level, from any discipline. This map underpins all employability activity across the University and provides a consistent and clear message to students helping them to engaging with employability. The maps allows students to see their progress through the stages of the map at their own pace, in a guided manner.
The map also supports staff across the University in supporting student development of skills and experiences.

Delivery of the SEA Award – The Swansea Employability Academy works in partnership with academic staff to provide the Swansea Employability Award for both undergraduate and postgraduate students. The Award helps students explore who they are and gain experience and develop skills to better equip them as they move towards securing graduate level employment. The Award will also appear on a student's Higher Education Achievement Report (HEAR).

Employment Zone - A branded process for employer engagement to facilitate the growth of student and graduate placements, graduate jobs and part-time jobs. It also offers a more scalable mechanism to more effectively promote and provide funded placements for students and graduates in UK organisations, particularly Welsh organisations. Placement hosts can vary year by year but there is always a wide range industries and roles – from local SMEs and charities through to large multi-national corporations.

Higher Education Achievement Report - records student achievement in higher education and provides more detailed information about a student's learning, achievement and skills acquisition than the traditional degree classification system. It can be accessed by students whilst studying or after graduation and can help demonstrate to employers the necessary skills for appointment.

Provided by: Go Global Team, International Development Office, SEA, Academic Partnership Unit

Rationale: All the initiative listed above are designed to promote a wider student experience that also focuses on the knowledge and skills employers seek in new recruits allowing

students to keep pace and where possible gain a competitive advantage improving their employability.

Targets:

- **Mobility Opportunities**: Continue to grow the total number of participating students to 550 for 2018-19 (426 in 2015-16
- **Employment Zone and Placements** – 15-16 achieved - 546, 16-17 target 573, 17-18 target 602, **18-19 target 632.**
- **SEA Award** - numbers of students registering for and completing the SEA Award:
  - **2015-16 - Registering:** 1,900; Completing: 993 (actual)
  - **2016-17 - Registering:** 2,000; Completing: 1,000
  - **2017-18 - Registering:** 2,200; Completing: 1,200
  - **2018-19 - Registering:** 2,500; Completing: 1,500

- **DLHE targets:**
  2014-15 graduates (reported 2016)
  - Employment & Further Study = 93.2%
  - Graduate Level Employment = 80.6%

  2017-18 graduates (will be reported in 2020 under New DLHE)
  - Employment & Further Study = 96%
  - Graduate Level Employment = 85%

4) actions which promote Welsh higher education more effectively internationally;

The University has an **Internationalisation Strategy** through which it promotes Swansea University and Welsh HE internationally. The International Development Office is responsible for promoting Swansea University overseas; recruiting high quality international students, identifying overseas opportunities for Swansea students and establishing partnerships with international HE institutions, scholarships bodies, governmental organisations and other key stakeholders to develop mutually beneficial partnerships relating to internationalisation activities. The success of this is reflected in the numbers of international students who choose to study at Swansea. We also maintain an excellent alumni network with advocates for Swansea all over the world.

The University is also involved with a number of high-level strategic partnerships, for example, with universities in Texas and Grenoble. These partnerships are both broad and deep, covering joint research, teaching and student activity across a wide range of academic areas. The publicity and positive impact on reputation of these is significant; in May 2017, the US Charge d'Affaires (Acting US Ambassador) visited the University to learn more about the Texas link.

In addition, the University is:
- Working to further increase international student enrolments
- Working to further enhancing our student support for international students.

- Providing opportunities for all students to work or study abroad in order to enhance their employability prospects
- Providing mobility bursaries to help incentivise students and insulate them from the effects of any further disruptive changes in the fees and bursaries for semesters or years spent studying abroad, including through the ERASMUS+ scheme.
- Promoting an understanding of other cultures and societies
- Collaborating with overseas institutions, specifically selected for their course content and/or unique facilities to include credit recognition and joint degrees where appropriate
- Continually improving the quality and scale of our research
- Continuing our work to reform the curriculum so that more students can benefit from study and work abroad.

Provided by: International Development Office working in partnership with academic Colleges and other Professional Services departments

Rationale: Continue to develop Swansea University's global footprint, in line with its position as a highly ranked, internationally focused institution. This will support student recruitment and funding opportunities for the University.

Targets:
- Proportion of international students – 17% by 2018-19 (15% in 2015-16)
- Continue to develop active, sustainable and mutually beneficial international partnerships in place across the spectrum of internationalisation activity
- Enhanced global profile and reputation

The Academic Partnerships Directorate (APD) is capitalising on opportunities to promote Welsh HE Sector through the following:
- APD Director is a Bologna Expert representing Swansea and Wales in national and European conferences
- Appointed of director as a Higher Education Reform Expert for the European Commission, promoting European Education in countries outside the EU (e.g. Jordan, Azerbaijan)
- Representing UK on EC Advisory Committees and has served on Working Groups established by the European University Association.

The Academic Partnerships Directorate has developed a number of innovative partnership models (e.g. joint and double postgraduate degrees with universities such as the Sorbonne Paris, Grenoble) throughout the world. Through these exciting initiatives in countries such as Canada, America, China and European countries, Welsh HE is continually being promoted.

The Academy for Professional Development is also working with colleagues to develop and promote continuing professional development training for the overseas market.

Provided by: Academic Partnerships Directorate

Rationale: Through the Bologna Reforms, universities were encouraged to collaborate and develop innovative degrees designed to enhance the international employability of students. Swansea University was one of a few UK universities to embrace the Bologna Reforms and became one of the leading UK institutions in implementing collaborative degrees with universities throughout Europe. Learning from these programmes, the innovative degree models are now being rolled out to other countries such as China, USA and Canada.

The delivery of CPD training courses to overseas markets impacts the Welsh HE sector in terms of overseas recruitment, international research opportunities and income generation.

Targets:
- Identify and negotiate a new strategic partnership in China
- Develop 2 new joint degrees with Grenoble
- Increase the number of joint PhD students in Grenoble by 50%

5) actions which improve delivery of sustainable higher education;

The Academic Partnership Directorate is **developing a range of innovative degrees** offered: by the University itself; in collaboration with industry (EngD through to Foundation Degrees); in collaboration with FE Colleges; in collaboration with other universities throughout the world; for professional learners.

Provided by: Academic Partnership Directorate

Rationale: These activities will support the University to diversify its student base and income generation, respond to the changing nature of education (i.e. degree apprenticeships, mobility) and the needs of industry as the University seeks to further expand the role it plays in leading the regions' knowledge economy.

Targets:
- Develop 3 Degree Apprenticeships in Engineering, Advanced Manufacturing and ICT, if the resource available makes this a viable proposition.
- Establish 10 new academic partnerships with high quality partners

6) activities which raise awareness of higher education amongst potential learners; and

Activities that contribute to this objective have already been covered elsewhere.

7) other measures to support the promotion of higher education such as evaluating fee and access plans' effectiveness (please specify these measures).

n/a

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

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

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

ii.   confirm that: **[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 applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;

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

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

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

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

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

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

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

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

Updated/Final 2018/19 fee and access plan submission (where applicable)	
Date of Governing Body approval:	02.08.17
Governing body authorised signature: Vice Chancellor Professor Richard B. Davies	*Richard D. Davies*
Date:	02.08.17

Annex Aii: Data Tables

Table A   Fee Levels and fee income and investment 2018-19

Table B   Fee & Access Plan income forecast expenditure 2018-19

Table C   Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime 2018-19

Table D   Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime for partnership provision based in the UK 2018-19

Table G   Fee & Access Plan Targets for 2018-19

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

Institution name: Swansea University
Institution UKPRN: 10007855

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the post-2012/13 fee regime in 2018/19, are to be returned in this table.

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

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

a) What is your highest proposed fee rate for:

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

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

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

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

	£
Full-time undergraduate	8,432
Full-time PGCE (QTS)	
All FT UG/PGCE (QTS) students in plan	8,432

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

		£
18346302.6	Full-time undergraduate	106,664,550
	Full-time PGCE (QTS)	
	Total	**106,664,550**

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

	2018/19		2017/18	
Total amount to be invested in:	£	% of total income	£	% of total income
Equality of opportunity	12,415,458	11.6%	11,272,816	11.4%
Promotion of higher education	6,059,819	5.7%	5,613,267	5.7%
Total	**18,475,277**	**17.3%**	**16,886,083**	**17.1%**

Institutional fee and access plan 2018/19
Table B: Fee and access plan income forecast expenditure, 2018/19
There are prompts or failed validations
Institution name: Swansea University
Institution UKPRN: 10007855

Forecast expenditure of the fee income returned in Table A, provided against the categories below, is to be returned in this table.

Guidance note

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

The categories of equality of opportunity expenditure relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to include similar activities under different categories.

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

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

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

*Annex A Part 2 of HEFCW circular W16/03HE

2018/19 fee and access plan income forecast expenditure

a) Equality of opportunity

Categories of expenditure to support individuals under represented in HE to:	2018/19 £	2017/18 £
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	2,919,324	1,534,880
2. attract and retain students and potential students from under-represented groups;	3,003,982	3,168,960
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	442,695	248,064
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	2,025,848	1,917,660
5. improve the higher education experience for groups under-represented in higher education;	1,304,420	1,611,764
6. provide to under-represented groups effective information, before and during their studies;	1,539,410	1,198,764
7. provide high quality academic and welfare support to groups under-represented in higher education; and	683,264	1,160,759
8. support the progress to employment or further study of groups under-represented in higher education.	496,514	431,965
9. Other, for example fee and access plan evaluation	0	0
Total	**12,415,458**	**11,272,816**
Percentage of forecast expenditure to be spent on Equality of Opportunity	67.2%	66.8%

b) Promotion of HE

Categories of expenditure to :	2018/19 £	2017/18 £
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	806,150	1,386,315
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	829,366	477,964
3. strengthen the employability of Welsh graduates;	400,637	467,729
4. promote Welsh higher education more effectively internationally;	2,848,274	976,515
5. deliver sustainable higher education; and	544,404	676,479
6. raise awareness of the value of higher education to potential students.	630,988	1,628,265
7. Other, for example fee and access plan evaluation.	0	0
Total	**6,059,819**	**5,613,267**
Percentage of forecast expenditure to be spent on Promotion of HE	32.8%	33.2%

	2018/19 £	2017/18 £
c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)	**18,475,276**	**16,886,083**

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

	2018/19		2017/18	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	0	0	0	0
Bursaries	3,300,000	3,300	3,066,200	3,290
Scholarships	645,000	1,100	615,000	1,000
Hardship funds	315,000	1,200	307,500	1,200
Provision of financial management advice and skills	253,900	12,000	241,800	10,000
Other financial support		0	0	0
Total	**4,513,900**	**17,600**	**4,230,500**	**15,490**
Percentage of forecast expenditure to be spent on student financial support	24.4%		25.1%	

If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:

The proportion invested in student financial support is marginally lower than in 17/18 but the actual value is over £280,000 pounds more. In addition, there is expected to be an increase in the numbers of students supported by these funds.

Institutional fee and access plan 2018/19

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

Institution name: Swansea University
Institution UKPRN: 10007855

This table should be completed where:
- you propose to charge different fees for different courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime.
- you propose to charge the same fee for all courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime, but you have provision that you do not validate yourself.

Where different fees are charged for different courses or cohorts, or you have provision that you do not validate yourself, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A.
The guidance below gives the categories of courses for which information should and shouldn't be returned. Note that information about provision delivered under partnership arrangements is collected in Table D.

Guidance note

Do include information about courses:
- That you provide and control which are validated by another body but are not part of a franchise arrangement.
- That you provide, control and validate yourself.
- That you provide and control, that are validated by you, your parent or another body, where you are a subsidiary of that parent, and your parent is not including the courses in their fee and access plan.

Do not include information about courses:
- That you franchise out to another provider.
- That you provide on behalf of another provider via a franchise agreement.
- That you do not provide and that you validate only.
- That are delivered by a subsidiary, where you are the parent of that subsidiary, whether or not the subsidiary is submitting their own fee and access plan.

If you provide courses that have a year out, such as a year out on an industrial placement, or a year abroad, and different fee levels are charged for these years, then you should return data on this table to reflect the different fee levels charged. For example, this might mean that you return one row of data for all courses and cohorts that are charged a £9,000 tuition fee and one row of data for cohorts who take a year out and are charged an £1,800 fee

You should categorise your provision into different fee levels by qualification aim and/or subject and/or year(s) of course as appropriate below. The fields (qualification award and subject) are free text fields so if another grouping is more appropriate then please provide information on this grouping in these fields.

In completing the year(s) of course column, please specify all years that the fee applies to, for example, '1, 2' or 'All'. A '0' should be used for foundation years.

If you charge the same fee for all courses or cohorts but have provision that you do not validate yourself then you should include all your full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime. A row of data should be included for each validating body plus a row of data for any provision that you validate yourself.

For each category included please provide details of your forecast student numbers.

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

Summary data	FT UG	FT PGCE (QTS)	
Total expected income	105,929,550	0	106,664,550
Total expected student no.s	12,555	0	12,650
Average fee	8,437		8432

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	Bachelors Degree Honours Certificate of Higher Education (1 year full-time course) First degree in Health/Veterinary or eligibility based on previous qualifications to start course in years 2 or 3 Enhanced First Degree (4 year degree leading to a Masters qualification)		All years except a year out abroad or in industry	N	11,588	N		104,292,000
2	1,350	Bachelors Degree Honours - year abroad		Year 3	N	229	N		309,150
3	1,800	Bachelors Degree Honours - year in industry (year 3) Enhanced First Degree - year in industry (year 4)		Year 3 or 4	N	738	N		1,328,400

Institutional fee and access plan 2018/19

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

Institution name: Swansea University
Institution UKPRN: 10007855

This table should be completed by all providers who franchise out to other charitable providers that are charities or are parents of charitable subsidiaries that are not submitting their own fee and access plan, for full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime. The table should be completed only where the other provider or the subsidiary is in the UK and the students are based in the UK.
Where different fees are charged for different courses, or there is provision validated by a body other than the submitting provider, the data on this table plus the data returned on Table C will in total give the same average fee and overall fee income as that returned on Table A. Where the fee level is the same for all FT UG/PGCE (QTS) courses under the post-2012/13 fee regime, as indicated on Table A, the fee levels returned on this table will all be equal and the same as The guidance below gives the categories of courses for which information should and shouldn't be returned.

Guidance note

Do include information about courses:
- That you franchise out to another charitable provider.
- That are delivered by a charitable subsidiary, where you are the parent of that subsidiary, and the subsidiary is not submitting their own fee and access plan.

Do not include information about courses:
- That you provide on behalf of another provider via a franchise agreement.
- That you provide and control which are validated by another body but are not part of a franchise arrangement.
- That you provide, control and validate yourself.
- That you provide and control, that are validated by you, your parent or another body, where you are a subsidiary of that parent.
- That you do not provide and that you validate only.
- That are delivered by a subsidiary, where you are the parent of that subsidiary, and the subsidiary is submitting their own fee and access plan.
- That you franchise out to another non-charitable provider.
- That are delivered by a non-charitable subsidiary, where you are the parent of that subsidiary.

In completing the year(s) of course column, please specify all years that the fee applies to, for example, '1, 2' or 'All'. A '0' should be used for foundation years.

Where partnership agreements have been signed before 1 September 2015 please confirm that they include an addendum confirming the provision is covered under the HE Act.
Where no such addendum exists, an explanation is required and should be submitted with the completed Annex Aii.
For further guidance and definitions used in this table, please see **Annex B** of the guidance.

Summary data	FT UG	FT PGCE (QTS)
Total expected income	735,000	0
Total expected student no.s	95	0
Average fee	7,737	

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 Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdEng Aeronautical and Manufacturing Engineering	N	20.07.16	Confirmed	1 and 2	30	7,500	225,000
2	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(a) a first degree	BEng Aeronautical and Manufacturing Engineering	N	20.07.16	Confirmed	1	15	9,000	135,000
3	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdSci Applied Business Management to be delivered flexibly to allow for full-time and part time study	N	31.07.17	Confirmed	1 and 2	30	7,500	225,000
4	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdEng Manufacturing Engineering	N	31.07.17	Confirmed	1 and 2	20	7,500	150,000

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

Institution name: Swansea University
Institution UKPRN: 10007855

Guidance note

A fee and access plan should contain SMART institutional targets that contribute to demonstrating the applicant's commitment to increasing and/or maintaining the number of students from under-represented groups in higher education, or other fee and access plan objectives, as appropriate. Targets should demonstrate the level of ambition, pace of progress and distance to be travelled by applicants as a result of fee and access plan provision and investment.

HEFCW accepts that it is neither beneficial nor meaningful to set targets in all fee and access plan area. Applicants will want to satisfy themselves that they have sufficient targets to provide a full account of, and return on, the level of public investment to which the plan relates. The level of public investment will differ between institutions, as will the quantity of targets.

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

15-16

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target		Optional longer term targets				Please provide a commentary on the 2018/19 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)
			Y / N	If Y please provide partner name(s)				2018/19		2019/20		2020/21		
						No.	%	No.	%	No.	%	No.	%	
3	**Widening Participation** - The proportion of all UK domiciled undergraduate first degree, first year students (also based on all modes, country postcode, FPE) studying at Swansea University who are from UK low participation areas.	a1, a2, a3, a6, b6	N		15-16	1,174	30.8%	**1,356**	**31.6%**					
4	**Widening Participation - Non-continuation** -The proportion of full-time, first degree, first year undergraduate students [UK Domicile based on postcode using HESA PI population year 1, excluding UG Other non-degree, FPE] who are no longer in higher education following year of entry.	a2, a4, a7	N		14-15	61	5.7%	**86**	**6.7%**					
5	**Low Income Students** - The proportion of first year (first degree) undergraduate students (FPE) in receipt of the University's low-income progression bursary.	a1, a2, a3, a6, b6	N		15-16	1,112	23.6%	**1,145**	**21.6%**					
6	**Low Income Students - Non-continuation** - The proportion of full-time, first year (first degree) undergraduate students in receipt of the University's low-income progression bursary no longer in higher education following year of entry [based on UK domicile, HESA PI population year 1, excluding other undergraduate, FPE].	a2, a4, a7	N		14-15	67	6.1%	**64**	**5.6%**					
8	**Looked After Children (LAC)** - the number of LAC undertaking an undergraduate first degree at the University [First year, FPE students].	a1, a2, a3, a6, b6	N		15-16	21	0.4%	**27**	**0.5%**					
9	**Welsh Medium** - The number of students (FPE) studying higher education courses in Welsh at Swansea University; Undertaking at least **5 credits** of their course through the medium of Welsh	a1, a2, a3, a6, b6	N		15-16	299		**430**						
10	**Welsh Medium** - The number of students (FPE) studying higher education courses in Welsh at Swansea University; ii) Undertaking at least **40 credits** of their course through the medium of Welsh	a1, a2, a3, a6, b6	N		15-16	102		**150**						
11	**Part-time Students - Participation** - The proportion of first year, undergraduate first degree students (FPE) undertaking a part-time degree	a1, a2, a3, a6, b6	N		15-16	50	1.1%	**133**	**2.5%**					
12	**Part-time Students - Non-continuation** - The proportion of part-time undergraduate students no longer in higher education two years following year of entry [HESA Table T3e_1415 using rounded data).	a2, a4, a7	N		13-14	15	22.4%	**33**	**25.0%**					
13	**Disabled Students - Participation** - the proportion of undergraduate, first degree, first year students (FPE) declaring a disability.	a1, a2, a3, a6, b6	N		15-16	449	9.5%	**557**	**10.5%**					
14	**Disabled Students - Non-continuation** - The proportion of full-time undergraduate, first degree, first year students (FPE) declaring a disability no longer in higher education following year of entry [based on UK domicile, HESA PI population year 1, excluding other undergraduate].	a2, a4, a7	N		14-15	27	7.2%	**32**	**5.8%**					
15	**BAME Students (UK domicile)** - Participation - The proportion of UK domicile, undergraduate, first degree, first year students (FPE) from a BAME background.	a1, a2, a3, a6, b6	N		15-16	462	9.8%	**742**	**14.0%**					

#	Indicator	Links			Year	Baseline	Baseline %	Target	Target %					Notes
16	**BAME students (UK domiciled) - Non-continuation** - The proportion of full-time UK domicile, undergraduate, first degree, first year students (FPE) from a BAME background no longer in higher education following year of entry [based on HESA PI population year 1, excluding other undergraduates].	a2, a4, a7	N		14-15	25	5.8%	43	5.8%					
17	**International Mobility** - Total no. of students undertaking overseas work or study opportunities	a5, b2, b3	N		15-16	426		550						
18	**Internationalisation** - Overseas students as a percentage of all students. (FPE based on domicile in HESA)	b4, b5	N		15-16	2,670	15.3%	2,976	16.9%					
19	**Student Experience** - The percentage of students satisfied with the overall experience (NSS).	a5, b2	N		15-16		90.0%		92.0%					
20	**Graduate Employability** - The proportion of leavers from Swansea University who have entered professional employment or graduate level further study fifteen months after leaving. [Based on the Times University Guide calculation relating to full time, first degree, UK domiciled leavers using SOC 2010 codes for professional employment]	a8, b3	N		15-16		82.6%		85.0%					The 2018-19 target relates to the 2017-18 co-hort of students who will be the first to be surveyed 15 months after graduation. Results will be available in Jan 2019.
22	**Continuing Professional Development (CPD)** - Number of CPD short courses	b1, b3, b5	N		15-16	15		30						
23	**Continuing Professional Development (CPD)** - Number of enrolled professional learners	b1, b3, b5	N		15-16	0		200						