



Prifysgol
Abertawe
Swansea
University

2020-21 Fee and Access Plan Application Template

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2020-21 Fee and Access Plan

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1) 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 main focus and content of the plan is based around achieving our strategic themes (key priorities) and those of the Welsh Government relating to **Equality of Opportunity**. In the plan, we address how the University will support under-represented groups to:

- **ACCESS** higher education
- Provide support and opportunities to **PROGRESS** through higher education
- Provide support to **RETAIN** students so that they can complete their studies
- Provide support and opportunities to help students achieve positive **OUTCOMES**

The plan also has a responsibility to address how the University meets other Welsh Government Fee & Access Plan commitments more generally around the **Promotion of Higher Education**. A full list of the plan's objectives are below:

Equality of Opportunity Objectives:

- **EOP 1 - Attract:** Inspire and recruit more students from under-represented groups to study at Swansea University.
- **EOP 2:** Ensure students from under-represented groups are provided with **effective information** (including information on financial assistance) before and after they decide to study at the University.
- **EOP 3 - Retention:** Deliver inclusive welfare and financial support services to support students from under-represented groups to stay in HE and complete their studies.
- **EOP 4 - Progression:** Deliver high quality, inclusive academic and pastoral support services that support more students from under-represented groups to progress through their studies at HE.
- **EOP 5 - Outcomes:** Support more students from under-represented groups to achieve positive outcomes in HE leading to employment or further study.
- **EOP 6 - Equality:** Advancing equality of opportunity and fostering good relations amongst the diverse staff and student groups at the University and wider community.

Promotion of Higher Education Objectives:

- **PoHE 1 - Regional Strategic Partnerships:** Deliver partnerships within Wales that deliver the Institutions HE mission, expand opportunities for students and advances our Civic Mission aspirations.

- **PoHE 2 - Student Experience:** Deliver services, facilities and activities that enhance the student experience including improvements to the quality of teaching.
- **PoHE 3 - Employability:** Provide services, support and activities for students in partnership with employers that strengthen the employability of Welsh Graduates.
- **PoHE 4 - Internationalisation:** Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment and international partnerships.
- **PoHE 5 - Raise awareness** of the value of Higher Education to potential students generally.

The **under-represented groups** supported by this plan have been selected based on current Welsh Government/HEFCW priority groups, a review of our student profile data and through reference 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:

- Student from low participation areas (as defined by POLAR)
- Students from the bottom 40% of the Welsh Index of Multiple Deprivation (WIMD)
- Students from low-income households
- Welsh Medium Students
- Part-Time Students
- Mature Students
- Disabled Students
- Black and Minority Ethnic (UK) students
- Looked After Children, care leavers and carers
- Estranged students
- Students with other protected characteristics – Religion & Belief, Sexual Orientation, Gender Reassignment and Pregnancy & Maternity.

In addressing the Equality of Opportunity and Promotion of Higher Education objectives, the University has committed 17.6% of the income it will generate in 2020-21 from student fees equating to an estimated £18.8m (17.5% and an estimated £20.3m for the 2019-20 plan). This investment will be used to provide a variety of services, functions and activities that attract, support, retain, develop and help students from under-represented groups 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.

Some of the main priorities identified for the 2020-21 plan include:

- Continuation of the Institution's Outreach Unit as part of the Reaching Wider Programme aimed at attracting and inspiring young people aged 17 and above and adults without level 4 qualifications living in South West Wales within the bottom 40% of the WIMD.
- Further investment in and development of the Swansea University Outreach Unit to extend the activities delivered above, and complement those of the South West Wales

Reaching Wider Partnership, with a focus on attracting individuals from under-represented groups from right across Wales (not just limited to South West Wales).

- Additional targeted financial support provided in the form of bursaries to students with additional considerations (Looked after Children/Care Leavers/Carers/Estranged students).
- Increase in the Swansea University Opportunity Award (hardship fund) to support retention and help students facing acute financial difficulties.
- A greater focus on Well-being and Mental Health support.
- Implementation of a civic mission strategy (first year).

2) Duration of the Fee and Access Plan

This Fee and Access Plan will be “in effect” from the 1st August 2020 until 31st July 2021.

3) Fee Levels

The University applies different fee levels for different types of provision. 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.

For specific courses our website (www.swansea.ac.uk) will provide students with all the information they need to know before applying including fees. In addition, as stated in Annex B, table C and D the University typically charges the following fees to its UK/EU full time undergraduate students:

- A full time undergraduate degree or PGCE is charged at £9,000 per year.
- However, if the degree includes a year abroad or a year in Industry then the fee payable in that particular year will only be £1,350 for a year abroad or £1,800 for a year in industry.
- The University also has a number of foundation degree programmes delivered in partnership with Further Education Colleges and these fees are charged at £7,500 per year.
- We also have franchise arrangements with key FE colleges and at these locations the following fees (as seen in Table D in the appendix) would apply:
 - Coleg Cambria
 - Foundation Degree - £7,500 per year
 - Bachelor Degree - £9,000 per year

At the time of writing this plan (March 2019), the maximum fee level for full-time undergraduate and PGCE (QTS) courses for 2020-21 is £9,000 per year. This maximum fee level is set by the Welsh Government and may be subject to change in subsequent years (e.g. an inflationary increase). Fees we set at our partner institutions such as those through franchise (listed on page 5 and in Table D at the end of the document) may also be subject to

future change (e.g. based on inflation or adjusted to keep in-line with sector changes). If this happens we will write to students by email as soon as is practically possible to notify them of any changes to future fees they may be charged at the start of their course or in-course if applicable. Approval of this Fee & Access plan by the Higher Education Funding Council for Wales (HEFCW) permits the University to set fees at the current maximum fee level stated above.

Total cost of tuition fees across course duration (aggregate fees)

Using the information from our course pages it is possible for students to calculate the total or aggregate tuition fee they will pay across their chosen degree. Some typical examples are listed below:

Typical degree type (UK/EU full time undergraduate)	Calculation	Total tuition fee across the duration of the course*
3 year full time undergraduate degree/PGCE	3 x £9,000 per annum	£27,000
4 year degree with year abroad	3 x £9,000 plus £1,350 for the year abroad	£28,350
4 year degree with year in industry	3 x £9,000 plus £1,800 for the year in industry	£28,800
4 year degree	4 x £9,000	£36,000
Foundation Degree	2 x £7,500 per annum	£15,000

*does not include additional cost incurred from studying particular courses (see below).

Regardless of the fee level, we will...

- Write to all students applying for entry from 2020-21 to notify them of the fees, the arrangements for paying fees and the support available to them.
- We will provide information on fee levels for each year of the programme of study (in order to calculate the aggregate fee for the entire programme).
- We will also write to students applying to Swansea University for entry in 2020-21 deferred from the previous year to notify them of the fees.
- We will also write to current students who may be affected by fee changes 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 **additional 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/DBS 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**. More information on our website can be found [here](#).

4) Student Partnership

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 also members of University senior governing bodies which shape strategic development.

Student Involvement in Developing Plans

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. In developing the 2020-21 Fee and Access Plan, Students' Union Officers sit on the Fee & Access Plan Working Group and help inform and steer the development of the plan. This has involved an individual, meeting with the President and Education Officer to discuss the evaluation of the 2017-18 Fee and Access Plan including developments for the 2020-21 plan as well as attending scheduled Fee & Access Plan meetings. Student Union officers were also involved in supporting and helping to shape business case proposals for the part re-investment of income-related bursary funds back into the Fee & Access plan.

The Students' Union will review the first draft of the plan and subsequent HEFCW feedback. Union Officers will also play a role in endorsing the plan when it is submitted for Senior Management Team/Council approval. In addition, the Union President is a member of Council and will help endorse the plan for ultimate approval.

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.

Contribution of the student voice, and partnership working, to governance and quality

A specific Student Partnership and Engagement Services team continues to improve partnership working between the University and Students' Union.

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.

In addition, the programme review and approval process on the Programme Management Board and the Programme Approval Committee also contains student representation.

A Welsh Affairs Officer will provide representation and support for students who are Welsh speaking and/or are from Wales and/or are studying part of their course through the medium of Welsh, working closely with Academi Hywel Teifi, the Swansea Branch of the Coleg Cymraeg, the University's Welsh Language Policy Officers and Translation Unit, in addition to the Student Union student societies and sports clubs.

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. Student Reps commitment to Governance is recognised in the opportunity to gain HEAR award accreditation. 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 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 and individual surveys for doctoral candidates. 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.

Student Partnership and Engagement Services and Academic Quality teams are working on a new Student Review Community initiative to assist in the effort to embed student engagement into our quality enhancement work. These student reviewers will participate in specific committees, review teams and projects over a medium to long-term period and work in partnership with the University to develop enhancements to programmes of study.

5) Strategic Review

The Strategic Review of the University's approach to Widening Access is a key process that underpins and informs the development of the Fee and Access Plan. The review considers four key elements:

- 1. Relevant sector research and publications that outline our approach**
- 2. Welsh Government/HEFCW priorities**

3. Institutional Review - Evaluation of previous Fee & Access Plan

4. F&A Plan Working Group Discussions/Review

Relevant sector research and publications that outline our approach

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..."*¹

Our approach is further supported by the 2017 report 'What Works? Student Retention and Success'^[2], which recommends, *"Other institutions seeking to develop excellence in learning and teaching and improve the student experience and outcomes adopt a whole institution approach"*. The services and support on offer at Swansea University are available to all our students and where identified we work to reduce or remove barriers for individuals who would benefit most. Where possible these services are mainstreamed and are therefore seen as University support open to all as opposed to branded and targeted at individual groups. The University also recognises improving access to HE for students from under-represented groups is a long-term objective where potential students are supported to aspire to HE level study. This is encapsulated perfectly by Chris Millward, Director for Fair Access and Participation for the Office for Students:

*"We know that one thing that is essential to this is **targeted, sustained and progressive outreach** that offers inspiration, increases aspiration and supports teenagers to make the right choices that open the doors to higher education. It helps young people to navigate a complex and often unfamiliar system, and to prepare them properly for life as a student if that is the path they choose to take at 18."*²

The University has also reflected on the Higher Education Academy's toolkit for practitioners on Higher Education Outreach to Widen Participation³ to help inform our provision which states:

- Outreach is most effective when delivered as a progressive, sustained programme of activity and engagement over time.
- Outreach programmes need to be directed towards young people at different stages of their educational career, beginning at primary level.
- The effective delivery of outreach programmes requires the full, adequately resourced involvement and engagement of higher education institutions (HEIs), further education colleges (FECs) and schools.

The University has striven to offer a wide range of outreach activities. However, we recognise that sometimes these engagements have not been sufficiently progressive or sustained. Our approach and commitment is to build on the progressive and sustained outreach being delivered through the South West Wales Reaching Wider Partnership and the University's complementary Institutional Reaching Wider Strategy. Both target students of different ages, in South West Wales, who live in areas appearing in the bottom 40% of the Welsh Index of

¹ WISERD – Access to Higher Education in Wales – A report to HEFCW 2015 – available [here](#)

² What Works? Student Retention & Success – available [here](#)

³ National Collaborative Outreach programme: The First Year, Office for Students, available [here](#)

³ Higher Education Outreach to Widen Participation – Toolkits for practitioners – available [here](#)

Multiple Deprivation. We recognise that there is a gap in our provision and a lack of effective co-ordination and therefore our commitment to progressive and sustained, targeted outreach will be expanded in 2020-21 to activities for the rest of Wales through our newly established Swansea University Outreach Unit (see evaluation section for more detail).

The University also recognises that *“Outreach activity that focuses on engaging learners’ interest in higher education and supporting their transition to it is only one part of a WP [Widening Participation] strategy. Other parts include supporting the WP cohort to remain on programmes (retention), to achieve the best result that they are capable of (attainment) and supporting them to progress into further learning and employment (progression).”*⁴

There is a plethora of research into Widening Access that reaffirms the notion that there are numerous barriers to the successful completion of degree programmes by students from under-represented groups. There is also a wealth of evidence to suggest that providing more effective support can help enhance both the student experience and student outcomes, thus contributing to improved student retention, progression and attainment rates. For example, key research has shown that there are four general themes for the reasons why students do not complete:

- Flawed decisions about HE study;
- Overall experience of the course and university;
- Not managing to cope with study; and,
- External events.

Factors which contribute to students not continuing with HE study include: a student’s sense of belonging; the extent to which a student engages with learning; prior attainment; financial resources; a student’s personal characteristics including the level of human capital on arrival; and the level of student satisfaction scores in the NSS – lower scores equate with higher drop out.⁵

In consideration of these factors and reflecting on our evaluation findings, we will strengthen our widening access and outreach provision for under-represented groups by working in a sustained and progressive way with individuals through an extended ‘Step Up to Swansea University’ programme. We will strive to improve inclusivity and academic and pastoral support for students by extending and deepening the work of the Swansea Academy of Inclusivity and Learner Success (SAILS) by increasing the staff resource through sabbaticals and engagement with external subject experts, enhancing staff CPD; and, supporting more College/subject based innovative project work to address specific issues.

Our approach will also work to facilitate access to higher education for adults without level 4 qualifications by offering innovative and supportive outreach and short courses via Adult Continuing Education. In addition, we will work to ensure that students with additional

⁴ Higher Education Outreach to Widen Participation – Toolkits for practitioners – available [here](#)

⁵ Claire Crawford, October 2014, Socio-economic differences in university outcomes in the UK: drop-out, degree completion and degree class, IFS Working Paper W14/31, University of Warwick and Institute for Fiscal Studies; Yorke, Mantz and Longden, 2004, Retention and Success in Higher Education, Open University Press; Ruth Woodfield, 2014, Undergraduate Retention and Attainment across the Disciplines, HEA; On course for success? Student retention at university, Social Market Foundation funded by the UPP foundation

considerations such as care leavers and carers have sufficient financial support through bursaries in order to continue with their studies; and, that students in financial hardship have access to emergency funds.

Welsh Government/HEFCW priorities

The University's approach to this Fee and Access Plan, the content within and the identification of underrepresented groups targeted within the plan has been informed by the priorities of the Welsh Government, HEFCW and other significant organisations.

Key Welsh Government priorities such as the seven wellbeing goals and five core aspects of development from the Well-being of Future Generations (Wales) Act 2015 have been actively considered in the production of this plan and are evidenced within the content. An example of this within the plan is our increasing commitment to developing the University's Civic Mission offering both in terms of the number of activities to be delivered in 2020-21 and the implementation of a Civic Mission strategy in 2020.

In identifying the underrepresented groups targeted within the plan, for 2020-21 we have once again focussed on the Welsh Government priority groups (see page 19). In addition, we will once again target students within the bottom two quintiles (40% of the population) in the Welsh Index of Multiple Deprivation.

We have also taken account of HEFCW's new **National Measures** being developed as these also signal the under-represented groups that are important to target through Fee & Access Plans. We have added a number of these National Measures to our KPI table as can be seen in Table G in the appendix. In doing, so we have decided to remove a number of institutional metrics that are similar to those being replaced by the National Measures to reduce duplication and ensure we can effectively compare against the sector.

The University continues to support the implementation of the Welsh Government's Welsh Language Strategy: Cymraeg 2050 and its vision for reaching a million speakers by 2050. Our Academi Hywel Teifi has made significant progress in increasing the number of Welsh Medium students studying at the University in recent years and our ambition in contributing to the wider objectives of the Welsh Government is evidenced within the plan.

The priorities of NUS Wales and the University's Students Union have also been actively considered and the provision within the plan reflects this. For example, our consideration of the emerging importance placed on the provision of mental health support across institutions in Wales is evidenced within this plan through an increased number and range of activities.

Fee & Access Plan Development Group Discussions/Review

The University's Fee & Access Plan Working group meets throughout the year to discuss the development of the next iteration of the plan and the evaluation. During these discussions, the group challenges if the Fee & Access Plan is sufficiently providing the right provision to its stakeholders. The most recent discussions have helped shaped the development of this plan by:

1. Raising the issue of the need for more progressive and targeted outreach activity to complement the Reaching Wider Partnership and the Institutional Reaching Wider

Strategy. Effectively the group agreed a Swansea University Widening Access Unit was required to advance our outreach capability, better co-ordinate outreach across the institution and expand our reach significantly across Wales. (This was further developed into a business case – see the re-investment of income-related bursaries section below).

2. Our Money@CampusLife service highlighted the pressures being faced by the service in terms of demand for the opportunity award (hardship fund) and with the winding down of the income-related bursaries, there will be added pressure on this budget. The 2017-18 F&A plan evaluation highlighted that the service was already 60% up on applications to the fund compared to a typical year. The group agreed that more support would need to be provided particularly when the income-related bursaries are no longer available in 2020-21 to support retention and mitigate this removal.
3. The group also considered the range of under-represented groups targeted by the Fee & Access plan. The range will not change but it was decided in particular 'most at need' groups would need to have additional support. Whilst enhanced bursaries will continue to be available for care leavers, estranged students and student carers after the removal of the income-related bursary, a number of specific student groups may be more disadvantaged as a result of its removal. Groups such as homeless/foyer students, commuter students, student parents, Gypsy, Roma, Traveller students, refugee students and ex-offender students often require additional financial support whilst at university.

The group agreed the University should expand the remit of the [Opportunity Award](#) through increased investment and enable students from these groups to be appropriately supported via **designated special assistance grants**. This will ensure that there is no negative impact on the ability for the Opportunity Award to deliver its core services and further mitigate against the removal of the income-related bursaries.

4. The working group acknowledged the greater emphasis on student wellbeing and mental health by HEFCW, the Welsh Government and the NUS Wales. Reflecting on these priorities and that of the Institution's, including discussions with our own Students Union the plan this year will reflect greater support.

Evaluation of previous Fee & Access Plan

In accordance with the Fee & Access plan guidance from HEFCW, the University was required for the first time to conduct a self-evaluation of the 2017-18 Fee & Access Plan. This detailed evaluation reviewed the plan for:

- Compliance – did we deliver what we planned to deliver
- Investment – did we invest the required amount of fee income
- Critical Review – how effective were our initiatives/activities within the plan
- Performance – did we achieve our Fee & Access plan targets
- Effectiveness – how effective was the Fee & Access plan in meeting its objectives

The evaluation was conducted in line with our approach set out in the 2018-19 and 2019-20 Fee and Access Plans. This suggested the Fee & Access plan was too detailed to be effectively evaluated in one go and therefore we would evaluate several objectives each year while also reflecting on overall investment and key performance metrics (table G).

Overall, the self-evaluation reflected the 2017-18 Fee and Access plan had been mostly successful as the initiatives evaluated had been effective, investment expenditure had been achieved and 15 out of the 20 Key metrics were either achieved, showed signs of improvement or performance was holding despite difficult operating contexts.

The evaluation also highlighted several areas for development (some of which have been further refined since the evaluation was submitted to HEFCW in Jan 2019) informing this iteration of the Fee & Access Plan:

Area for Improvement/Development	Response to feature in the 2020-21 F&A plan
A review of Adult Continuing Educations provision will help meet the developing needs of adult learners in South Wales.	The development of a new innovative curriculum (see page 23 for more details)
Schools and College Outreach programme. Numbers of students from Widening Participation and Widening access areas has grown but more recently this has slowed and proportionally we are now out of step with the sector.	Re-investment of funds (£300k) to establish a Swansea University Outreach Unit to co-ordinate and deliver progressive outreach to attract under-represented students. We will have also established a suitable collection process to capture all our engagements with schools/colleges using a CRM system to allow us to better co-ordinate efforts and understand the reach of our activities. (see pages 22-23 for more details)
Pathways to HE qualifications	More emphasis on medium/large employers so that greater numbers can be identified and recruited as Degree Apprenticeships become a more established route into Higher Education for students from all backgrounds. (see pages 24-25 and 57-58 for more details)
Improving the numbers of Welsh Medium students (also a under-achieved target)	The evaluation identified opportunities for this initiative to become more effective through the application of additional resources in 2018-19 onwards (£27,300 allocated to student scholarships and bursaries for those studying in Welsh). The evaluation has identified certain subjects that may be able to offer additional provision in the future, thus increasing the scope of Welsh medium provision. (see pages 25-26 for more details)
Support for Looked After Children, Carers and Care Leavers and estranged students.	Re-investment from the closing of the income related bursaries budget (£140k) to provide more bursaries available for these specific groups and a higher offer. (see pages 31-33 for more details)
Hardship Fund Investment to mitigate removal of other financial support and increased demand.	In recognition that the closing of the income related bursary offer may result in some students still struggling financially (despite the WG student support package and loans available from the English Government) we have invested a further £100,000 in the hardship fund (called Opportunity Fund at Swansea). (see page 30-31 for more details)

Disabled Students – Non-completion (unachieved target)	As set out in the evaluation, improvements will be delivered through the development of the SMARTwatch initiative along with efforts to provide additional resources and more equitable support services across both campuses. (see page 36 for more details)
The numbers of students from low income households/under-represented groups undertaking International Mobility.	As set out in the evaluation the University will now expand the eligibility criteria, household income bracket, include care leavers, carers and estranged students and increase the value of the bursary depending on the length of the programme to an additional £500. (see page 43 for more details)

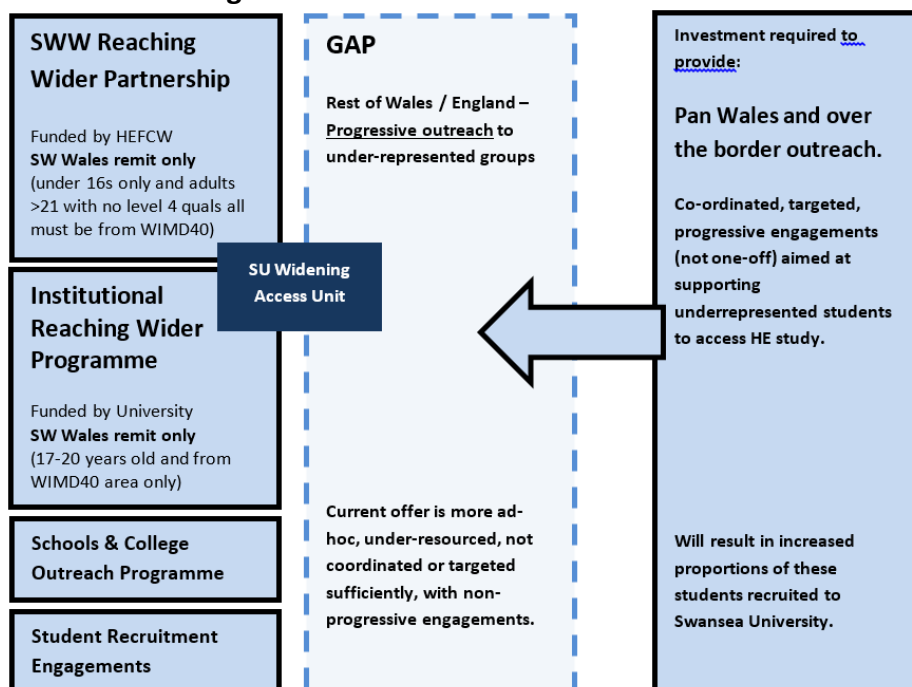
Re-investment of funds from the Income-Related Bursaries

As indicated in our evaluation of the 2017-18 Fee & Access plan the University was considering if it should re-invest funds from the removal of the Income-related bursaries back into key areas of the Fee & Access Plan. In particular, the 2017-18 Fee & Access Plan evaluation indicated that there were improvements needed to the co-ordination of outreach activities and for these to be less ad-hoc. The evaluation showed:

- Data for the numbers of students being attracted from Widening Access (WIMD) and Low Participation areas had shown good growth (in numbers) over the last five years.
- However, viewed as a proportion of all students, more recent data showed signs of slowing and even falling.

Post evaluation, a deeper dive into the data comparing our performance to other institutions and the sector was conducted. This showed our proportional growth in these groups of students was not in line with the sector and needed improvement. This added weight to the evidence-based argument that further investment in progressive outreach was required. As part of this, the University considered our total outreach offer and could clearly identify a gap. Chart 1 below shows the University has identified more planned, targeted and progressive outreach activity across Wales and potentially into England is required.

Chart 1 – Outreach Coverage



A business case outlining the need to develop a **Swansea University Widening Access Unit** (see page 24) was developed and agreed with the University's Senior Management Team along with additional elements:

- As highlighted in F&A Plan Working Group discussions above, additional investment in the University's Opportunity Award (hardship fund) was sought to mitigate against the removal of the income-related bursaries generally, provide for designated special assistance grants and increase the budget (to meet demand) for enhanced bursaries for care leavers, estranged students and student carers (see page 31).
- Additional investment for the Swansea Academy of Inclusivity and Learner Support (SAILS) to enhance activities aimed at supporting retention and progression of students from under-represented groups (see page 34).

The strategic and targeted re-investment of funds from the winding down of the income-related bursaries based on evidence is a major step forward for the Institution in terms of demonstrating our commitment to widening access. This should not be under-estimated given the current financial context within the Welsh HE sector where institutions are having to consider their expenditure and make savings.

Strategic level linkage

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 and Students' Union and Reaching Wider representation. Secondly, the targets and key provision is also included in the University's Strategic Plan, the Strategic Planning and Engagement Document. 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. The current Strategic Plan is effective until our centenary year in 2020, containing a number of key commitments including strategic intent around widening access and participation. The development of this strategic approach to widening access was significantly influenced by the University's Fee and Access Plan even reflecting the terminology.

The Strategic Plan's vision embeds our strategic approach to widening access:

"Together, 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 that is enabled by effective regional and global collaborations."

The following 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.

The Fee and Access Plan is also underpinned by the **SAILS (Swansea Academy of Inclusivity and Learner Success) Strategy and portfolio delivery programmes.** Approved by the Institution's Learning and Teaching Committee, the SAILS strategy provides both direction and prioritisation for the Institution's approach to widening access activities, detailing the methodology, data and focus areas for delivery. The strategy and the achievement of its aims is then delivered via the activities detailed in the portfolio delivery programme.

The current SAILS and delivery portfolio strategies run through to 2020. Whilst both address a wide number of underrepresented groups, high priority has been placed on targeting the poorest performing groups and subject areas and providing activities to address these. For example, the current strategy focuses on improving student progression from level to level and has identified a need to improve disabled student support via delivering additional support training to staff in academic and professional services. The development of the next iteration of the strategy, effective from 2020 onwards will be based on a similar, targeted approach.

The Fee & Access plan also reflects the University's commitment to the **Welsh Language** and the University is proud to be a bilingual Institution. The standards that came into operation on the 1st April 2018 replaced our previous Welsh Language Scheme. In particular, the Fee & Access Plan includes the activity of the **Academi Hywel Teifi (AHT)** – the Welsh-language powerhouse of the University and is responsible for developing opportunities for students to study elements of their course through the medium of Welsh. They are also home to the Learn Welsh Swansea Bay centre, and the Welsh department itself. The Director of the AHT is a member of the Fee & Access Plan Development Group.

Finally, the Fee & Access plan aligns with the University's **Strategic Equality plan (2016-2020)** and reflects the major role it has to play in promoting equality of opportunity. Outcome 1 within the plan reflects the main aim of the Fee & Access Plan to achieve equality of opportunity:

“As a consequence of eliminating discrimination, **advancing equality of opportunity and fostering good relations amongst the diverse staff and student groups** the University will have achieved external recognition and/or accreditation through Athena Swan 4 awards;

Race Charter Mark awards; Stonewall Workplace Equality Index; and Disability Standard awards.”

The Outcome above is embedded in one of our plans objectives around Equality and activity delivered by the Equal Opportunities Team is included in the plan as well as membership of our Fee & Access Plan Development Group.

Fee and Access Plan Objectives

The University has developed a set of objectives for the 2020-21 Fee & Access Plan that reflects the various strategies listed above, our priorities and also accounts for the Welsh Government Measures that have previously been adopted as objectives.

Equality of Opportunity Objectives

- **EOP 1 - Attract:** Inspire and recruit more students from under-represented groups to study at Swansea University.
- **EOP 2:** Ensure students from under-represented groups are provided with **effective information** (including information on financial assistance) before and after they decide to study at the University.
- **EOP 3 - Retention:** Deliver inclusive welfare and financial support services to support students from under-represented groups to stay in HE and complete their studies.
- **EOP 4 - Progression:** Deliver high quality, inclusive academic and pastoral support services that support more students from under-represented groups to progress through their studies at HE.
- **EOP 5 - Outcomes:** Support more students from under-represented groups to achieve positive outcomes in HE leading to employment or further study.
- **EOP 6 - Equality:** Advancing equality of opportunity and fostering good relations amongst the diverse staff and student groups at the University and wider community.

Promotion of Higher Education Objectives

- **PoHE 1 - Regional Strategic Partnerships:** Deliver partnerships within Wales that deliver the Institutions HE mission, expand opportunities for students and advances our Civic Mission aspirations.
- **PoHE 2 - Student Experience:** Deliver services, facilities and activities that enhance the student experience including improvements to the quality of teaching.
- **PoHE 3 - Employability:** Provide services, support and activities for students in partnership with employers that strengthen the employability of Welsh Graduates.
- **PoHE 4 - Internationalisation:** Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment and international partnerships.
- **PoHE 5 - Raise awareness** of the value of Higher Education to potential students generally.

Regional Coherence

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 (SWWRWP) exemplifies this approach providing close collaboration on outreach initiatives. The SWWRWP is primarily funded by HEFCW but is also resourced by the University providing office space and funding for the partnership managers post.

Currently, 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. In addition, the partnerships manager is also a member of the SAILS Management Group and community of practice for widening access across the University.

The partnership between the University and the SWWRWP provides an opportunity for regional coherence and shared commitment to regional improvement across the remit of the RWP. This has been further improved by responding to the HEFCW directive for institutions to match fund its investment into these partnerships and fund an Institutional Reaching Wider Programme.

Established in 2018-19 the University's Reaching Wider Programme also focuses progressive and targeted outreach activity in the South West Wales area aimed at prospective students from WIMD 40 areas. Both the SWWRWP and the Institution's Reaching Wider Programme will work together to provide outreach activities to a wide spectrum of age groups in this area ensuring long-term interventions have the opportunity to inspire these prospective students to HE level study:

HEFCW Welsh Government Reaching Wider Priority Groups	SWWRWP (HEFCW funded, WIMD40 unless stated otherwise)	SU Outreach Unit (University funded)	
		Reaching Wider Programme (WIMD40 unless stated otherwise)	All-Wales focus (All under- represented groups)
Young People in the final years of Primary School to Key Stage 4	✓		✓
16 Years plus		✓	✓
Young adults without level 4 qualifications (<21 years of age)		✓	✓
Adults over 21 years of age without level 4 qualifications ⁶	✓		✓
Wales-wide: Carers, Looked After Children, Care Leavers	✓	✓	✓

⁶ For the All-Wales focus this is delivered by the University's Adult Continuing Education department

6) 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 Participation - Students from low participation areas as defined by POLAR3 (will be updated to POLAR4) 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.
Widening Access – bottom two quintiles of the Welsh Index of Multiple Deprivation (WIMD40)	During the writing of the 2019-20 plan, HEFCW began to make the University aware of the Welsh Government's commitment to improving the proportions of HE students from the most deprived areas in Wales. This has now been identified as the bottom two quintiles (40% of the population) in the WIMD. Working in collaboration with the South West Wales Reaching Wider Partnership, the University has developed an Institutional Reaching Wider Programme within a new Swansea University Outreach Unit to target students from these areas. Currently around 34% of our Welsh domiciled first year students are from a WIMD40 area (17-18 data).
Students from low income households	We recognise that students who come from families with low incomes may live in any area and will face significant financial barriers. In 2017-18 around 28% of new undergraduate students were eligible for our low-income bursary to help with living costs while they study.

<p>Students with 'additional considerations'</p>	<p>Looked After Children (LAC) - This group of students 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 are extremely low. In 2017-18, LAC students represented only 0.4% of the total number of first degree students entering Swansea University (20 students).</p> <p>Estranged Students - Students who are estranged from their parents are a group the University recognise as experiencing specific challenges. 14 students in 2017-18 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.</p> <p>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).</p>
<p>Welsh Medium Students</p>	<p>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 452 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, Medicine, Social Work and Education.</p>
<p>Part Time Students</p>	<p>Part-time study remains a HEFCW priority that helps people achieve vocational qualifications, widen access and strengthen links with employers. Only around 9% of our undergraduate students are on a part-time course (2017-18). The majority of these students are undertaking a qualification below degree level as only around 1.7% of first degree, first year students are studying part-time.</p>
<p>Mature Students</p>	<p>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 2017-18 student profile data indicates the proportion of mature students (+21 years) now accounts for 12% of full-time first-degree undergraduates (7% for +25 years). The part-time provision offered at Swansea also offers another avenue for mature students to undertake higher education.</p>

<p>Disabled Students</p>	<p>As part of the University’s commitment to equality and diversity and as encouraged by HEFCW (including funding) ensuring disabled students can study at Swansea plays a significant role in our inclusivity agenda. In 2017-18 around 10% of our full-time, first degree, undergraduate students have declared themselves to have a disability. The actual numbers of students declaring a disability has increased over the last three years from 448 in 2015-16 to 526 in 2017-18 (17% increase).</p>
<p>Black and Minority Ethnic (BAME) Home Students</p>	<p>The student profile data suggests the number of first degree, first year, UK domiciled BAME students is increasing. In 2013-14 there were 332 (10.4%) increasing to 620 (14%) in 2017-18 representing an 86% growth in five 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). There will be many factors influencing this gap such as qualifications upon entry, subject studied and differences in achievement across BAME sub-groups.</p>
<p>Other Protected Characteristics: Religion & Belief Sexual Orientation Gender Reassignment Pregnancy & Maternity</p>	<p>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 can reach their full potential, to remove barriers to learning, to engage with students and to enhance their student experience.</p> <p>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:</p> <p>The 2017-18 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 13% preferred not to say.</p> <p>Of those willing to denote their sexual orientation, the 2016-17 data suggests that around 2.4% of all students have a sexual orientation other than heterosexual. 50% preferred not to say or the question was not answered.</p>

7) Objectives, activities and targets

Equality of opportunity objectives, measures and targets which support groups under-represented in higher education:

EOP 1 - Attract: Inspire and recruit more students from under-represented groups to study at Swansea University

Institutional Outreach Delivery

Informed by both our Strategic Review and the recommendations of the 2017-18 Fee and Access Plan Monitoring and Evaluation process, the University's approach to widening access to higher education for under-represented groups in 2020-21 will be delivered by:

- **Swansea University Outreach Unit delivering on the Institutional Reaching Wider Programme (IRWP) in South West Wales.** Funded by the University (£282k) and complementing the activities delivered by the South West Wales Reaching Wider Partnership (SWWRWP), the Unit works with young people over the age of 16, adults without level 4 qualifications living in WIMD40 postcodes in South West Wales, and together with the SWWRWP, the Outreach Unit also targets carers, looked after children and care leavers Wales-wide.

The programme for individual learners, branded as 'Step up to Swansea University', works extensively with Schools and Colleges, providing a progressive programme of study pathways to HE through a variety of taster days, masterclasses, Welsh medium provision, and short residentials, and working with Adult Continuing Education. All delivery will have been evaluated for impact by early in the 2020-21 academic year. Lessons learned will be used to develop and refine the programmes and initiatives on offer over time to ensure maximum impact and best use of resources.

- **Investment in and development of the Swansea University Outreach Unit, new for 2020-21.** As identified in the evaluation and strategic review, the University has re-invested funds (£318k) to close the gap in its provision of targeted and progressive outreach in Wales. The unit will build on and extend the progressive outreach activities of the Outreach Unit which is delivering on the institutional Reaching Wider Programme (IRWP see above). It will widen its targets to include primary school age to adults across Wales and a wider range of under-represented groups. As this unit has only just been approved by the University the programme may vary by the time full delivery has been planned in 2020-21. However, it will be based on and extend the IRWP activities detailed above.
- **Contribution to the South West Wales Reaching Wider Partnership (SWWRWP).** Using HEFCW funding, the SWWRWP is responsible for targeting young people aged 16 and below (young people in the final years of primary school to Key stage 4) and adults over 21 without level 4 qualifications living in the bottom two quintiles of the

Welsh Index of Multiple Deprivation (WIMD) and other hard to reach groups wales wide (carers, looked after children and care leavers).

In 2020-21, the University will continue to **work as the lead partner** of the SWWRWP, ensure seamless transition of targeted students from SWWRWP activities to the University's Reaching Wider Programme (IRWP) activities, house the partnership at the University and contribute to staffing costs by funding the manager's post and providing academic staff time to deliver activities together. The SWWRWP reports separately to HEFCW and therefore not targets have been included in this plan.

Other activities to attract students from under-represented groups include:

- Working with the **Student Recruitment Office in relation to school and FE College visits**, targeting pupils from under-represented groups.
- Appointment of **London based Student Recruitment Officer to assist with growing first generation and BAME population of prospective students.**
- 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. These activities and all outreach will be captured in our CRM system for recording and reporting.
- Maintaining an active **community of practice** for staff supporting widening access and outreach across the University.
- Providing a **guaranteed offer** to all applicants regardless of their predicted grades.
- Providing progression pathways in the form of **foundation years** in Engineering, Science Arts & Humanities and the School of Management for individuals unable to gain direct entry to the first year of a full-time undergraduate degree.
- Offering 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 Adult Community Education in the College of Arts & Humanities at Swansea University. This also includes the development and delivery of a new innovative curriculum.
- Delivering community based open events, community based public lectures, taster sessions (1.5 to 2 hours), reading groups, and free taster courses (1-2 hours x 2-4 weeks) to encourage mature students who have been out of education for some time to progress to further study opportunities.
- Making available part-time bite-size 10 and 20 credit HE accredited modules across the whole of the part-time adult learner curriculum, both during the day and evening on the Park Campus and in the community as preparation to higher education.
- Providing seven 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), SWWRWP, SU Outreach Unit, College of Arts & Humanities, Marketing – UK Student Recruitment Office

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...”
- Expand the outreach offer to all Wales based on Strategic Review of the Fee & Access plan.
- To achieve Swansea University’s 2020 Centenary Commitment: “We will increase the participation of students from under-represented groups and communities ...”

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 in Annex Aii.

In addition, our institutional Reaching Wider Programme includes some key targets that we will monitor the progress and achievement of in 2020-21:

- The proportion of undergraduate, first degree, first year Welsh domiciled students (all modes, FPE) studying at Swansea University who are from the bottom two quintiles (WIMD40, 40% most deprived areas) in the Welsh Index of Multiple Deprivation: **Achieve 35% in 2020-21 from 2017-18 baseline of 33.6%.**
- To recruit up to 100 individual year 12 students from WIMD40 postcodes in south West Wales.
- Recruit 100 individual students from under-represented groups Wales-wide to the subject based Swansea Step Up Programme.

Increasing the recruitment of Welsh-speaking students

The University will 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. Subject areas yet to deliver credit-bearing provision in Welsh but which offer potential new markets include psychology and education.

Activities to attract and retain Welsh-speakers include:

- Welsh-language HE Taster Days for Years 9 to 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.
- Taste of HE days in Nursing, Midwifery and Social Work.
- Welsh-medium Welsh Baccalaureate Academic Skills Days.
- Workshops to support English-medium schools in south-west Wales with their delivery of Welsh language initiatives and their students as they study Welsh language and literature.

<ul style="list-style-type: none"> • Continue to promote the Coleg Cymraeg Main and Incentive Scholarships with a view to attracting increased numbers studying in Welsh (currently we receive 4 Main Scholarships and at least 30 Incentive Scholarships on an annual basis to award to students). • Maintain level of incentive and support to those studying in Welsh in 20-21 by offering AHT scholarships and bursaries (55 scholarships and 8 bursaries available for varying levels of credits studied in Welsh). • Work to increase the number of subjects/departments that ensure automatic registration of students on Welsh-language versions of modules/seminar groups in a bid to normalise and mainstream the provision. This will be an opt-out system rather than an opt-in.
Provided by: Academi Hywel Teifi
Rationale: To encourage students from Welsh-medium schools and FE Colleges 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
<p>Targets:</p> <ul style="list-style-type: none"> • Increase in numbers studying in Welsh: <ul style="list-style-type: none"> - 5+ credits (from 356 in 2017-18 to 400 in 2019-20 and 500 in 2020-21 and an annual increase of 5% thereafter). - 40+ credits (from 182 in 2017-18 to 200 in 2020-21 and an annual increase of 5% thereafter). • Coleg Cymraeg Cenedlaethol Successfully award the 4 Main Scholarships and at least 30 Incentive Scholarships to students studying 40+ credits in Welsh. • Tŷ'r Gwrhyd Project 2020-21 - Continue to engage with more than 50 Welsh-speakers across 5 schools as identified in the 2018-19 Fee and Access Plan via workshops, school visits and after school clubs. The Reaching Wider Partnership offers a contribution to this project of £1,000 and the remaining £8,000 is funded by the University. • Welsh-medium HE Taster/Skills Days- Continue to offer 4 days per year, targeting 400 prospective students in total. Review feedback on, and success of, the off-campus roadshow across Wales planned for 2019-20 and respond accordingly for implementation in 2020-21. • Baccalaureate Academic Skills Days – Continue to offer 2 days one in south Wales, the other in north Wales. Aim to attract 250 prospective students in total.

EOP 2: Ensure students from under-represented groups are provided with effective information (including information on financial assistance) before and after they decide to study at the University

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

Prior to arriving at the institution, the University will provide effective information to students regarding their studies:

- Admissions and Course Information updated online.
- The production of programme brochures and prospectus (including information on funding support available at the University in 2020-21).
- Continued presence at UCAS HE conventions and fairs.
- Direct contact with students making enquires.
- Continued hosting of 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 and course webpages are provided. In addition, Academi Hywel Teifi's new app, *Arwain*, provides information on Welsh-medium courses and modules, the financial support available and opportunities for students to socialise through the medium of Welsh. The University also works in collaboration with the Coleg Cymraeg on a variety of recruitment activities to attract students to Welsh-medium provision, including day workshops and events, the Coleg's student ambassador scheme and 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.
- Open days and taster experiences at community venues to support adult learners to access and understand HE opportunities at Swansea University.

Whilst at University, the University will ensure that it provides effective information to students and to raise awareness of the support available:

- 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 are offered a Welsh-speaking academic mentor as required by the Welsh language standards placed on universities.
- 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.

- Campus Life web pages dedicated to students studying away from the main campus on franchised programmes.
- Bespoke handbooks for students studying at partner institutions.
- Working with student ambassadors to help new students settle into life at Swansea University by making videos and involving themselves in other marketing projects. Student ambassadors also offer student life presentations and question and answer sessions to prospective students, family and teachers/college advisers as well as visiting schools and colleges to talk about studying at our institution.

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

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

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

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

Prior to arriving at the institution, the University will ensure that it provides effective financial information to students through committing to:

- Write to all students applying for entry in 2020-21 to notify them of the fees, the arrangements for paying fees and the support available to them.
- 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). In line with the Competition & Markets Authority regulations for Higher Education, students will be able to clearly see the aggregate or total cost of their chosen degree.
- Provide 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.
- Provide 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.
- Run 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.
- The Student Recruitment Office are exploring the viability of providing financial assistance to prospective students with regards travel expenses from 2020 onward. The initiative is designed to assist those who would typically find it difficult to travel to University open days and to also remove the logistical and financial barriers of attending a HE open day and experiencing our campuses. The initiative will be open

to students who meet the same criteria as those targeted by the Institutional Reaching Wider Programme (as mentioned in EOP1).

- **Student finance talks (videos)** at University Open Days 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 make this information available to prospective students and their parents through their work in Schools and HE recruitment fairs and conventions. *Note: Videos are utilised to ensure information is provided via Welsh language and covers all relevant funding streams including SFW, SFE and NHS).*
- The University website includes a 'cost of living page' which details average costs for accommodation, utilities, leisure spending, parking etc. The information includes a disclaimer that living costs will depend on factors such as lifestyle and individual circumstances.
- 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.
- The University and its franchised partners continue to strive to minimise the number and scale of any additional costs but details of any additional costs are published on individual programme web pages and is included in the programme information sent to applicants at the point of offer.
- Participation in all general and UCAS Open Days (delivering providing funding information talks, videos, providing written information as well as having advisors present to answer specific queries) and were involved in a variety of Welcome Events including Arrivals Weekend and specific College events.
- Delivery of funding talks to prospective students from under-represents groups (such as young carers).

Whilst at University, the University will ensure that it provides effective information to students through committing to:

- Money@CampusLife Drop-in Sessions allowing students to access expert financial advice, promoting retention via practical advice and support as well as a dedicated online portal and by telephone and email. The services available from the Money@CampusLife are widely advertised via student talks, presence at open days, welcome fairs, via emails, social media and bulletin board announcements, and in various events and posters around campus.
- Financial Capability Talks and Engagement Events to help students prepare, plan and maintain funds whilst studying.
- The University website includes a 'cost of living page' which details average costs for accommodation, utilities, leisure spending, parking etc. The information includes a disclaimer that living costs will depend on a variety of factors such as lifestyle and individual circumstances.
- Write to students who have deferred from the previous year to notify them of the fees and current students who may be affected by changes to the fees if they choose to move to another course or have to re-sit to provide them with the appropriate information.

- The University's Money Advice and Support Office (MASO) Money@CampusLife Team provided information 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 MASO Money@CampusLife are widely advertised via talks to students, presence at open days, Welcome Fairs, via emails and Bulletin Board announcements, and in various events and posters around campus. During 2017-18, Money@CampusLife provided information, support and advice via 12,960 contacts with students. This includes emails, telephone calls and 1,475 face 1-2-1 drop-in visits and appointments.
- Money advice pages on the website (which includes information for prospective and current students). In 2017-18 these pages received 62,702 hits.
- Student engagement events including new student induction talks, financial capability events and workshops, and service promotion events. In 2017-18, we undertook 35 of these events.
- Ensure full-time franchise students receive the same levels of and access to information, support and engagement. The University agrees contract 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.
- 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.

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

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

EOP 3 - Retention: Deliver inclusive welfare and financial support services to support students from under-represented groups to stay in HE and complete their studies.

Financial Support Packages

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

- **Income Related Bursaries for existing students (those who entered the University in 2018-19 and before)** for student from low-income families. These students will continue to receive a relevant bursary depending on the level of their household income until their course is completed.
- **Care leaver bursary** of £1,000 per year (in addition to any existing income related bursary entitlement). We have also increased the Care Leaver bursary budget to ensure any increases match the number of eligible students attending Swansea University can be comfortably funded in the future.

- **A £431,000 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). Increased in 2020-21 by £100,000 to help students who may still struggle without an income-related bursary as this scheme has ended.
- **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 (to a total of £1,500) for students from low income families or who are carers, care leavers and estranged students.
- **Provide Excellence and Merit Scholarships** awarded to students based on prior academic attainment to attract and support students to study at Swansea University. This forms part of the University's financial support package and we are expecting to invest over £900,000 and support over 1,000 students. Our data shows that these scholarships have significant reach to under-represented groups with 80% of students in receipt of one of these scholarships coming from a low participation (POLAR) area.
- **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, over the telephone and via a dedicated email service available 5 days per week.
- **Awareness raising initiatives for staff** will take place in 2020-21. The University's Money@CampusLife will run a programme of 'Roadshows' for staff in Colleges and in Professional Services to promote the awareness of issues relating to underrepresented groups such care leavers, estranged students as well as raising awareness of the additional issues (financial and otherwise) that students from disadvantaged backgrounds face.

Provided by: Student Services, Money@CampusLife

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:

Based on the assumption of one contact for support is made per student and on predicted figures baselined from 2017-18, we anticipate that in 2020-21 that we will support:

- 900 students via Hardship Funds (based on our assumed increase in student population).
- 13,000 students supported or advised by our Money@CampusLife office (inclusive of queries raised by prospective students).
- In order to improve service provision we will seek to obtain feedback from applicants regarding the process of applying for a hardship fund award and the impact of any award made.

Support Packages for students with additional considerations (extra £140k invested):**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.
- Retaining our commitment to the Stand Alone Pledge which recognises and promotes the support we offer.
- Staff information talks to raise awareness of the specific needs of, and challenges faced by, estranged students.

Go Wales – Funded by the European Social Fund and the Welsh European Funding Office, the University will continue to work as part of the Go Wales project until at least 2021. As part of the initiative, GoWales offers financial support with regards to work placements, including travel expenses, reasonable adjustments in the workplace and care/childcare costs.

Provided by: Student Services, Money@CampusLife, Swansea Employability Academy

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:

- We expect the number of care leavers to be supported in 2020-21 to be between 44-50. (This ranged figure takes into account the 18 anticipated students who will be graduating in 2018-19, new starters and the potential for a small number of students to withdraw).
- Continue publicity of the eligibility criteria and awareness raising of the support available throughout the year to provide as much opportunity as possible for eligible students to take up the scheme.
- Provide one formal feedback opportunity per year to allow care leavers the opportunity to reflect upon and inform service provision.
- Provide peer to peer pre-entry support in the form of a dedicated student Ambassador available to deal with queries via scheduled online chat Sessions.
- Development of a bespoke pre-entry information booklet.

Estranged Student Support:

- For the year 2020-21, we will endeavour to support between **15-19** Estranged Students. (This ranged figure into account current students accessing support who will graduate in either the academic year 2018-19 or 2019-20 or a potentially lower number of new starters. In addition, we have factored in the possibility that some estranged students will become reconciled with their parents.
- Provide one formal feedback opportunity per year to allow students who are estranged the opportunity to reflect upon and inform service provision.
- Provide peer to peer pre-entry support in the form of a dedicated student Ambassador available to deal with queries via scheduled online chat sessions.
- Development of a bespoke pre-entry information booklet.

Support for students to continue and complete their programmes of study

Reinvestment in the Swansea Academy of Inclusivity and Learner Success

By reinvesting £87,450 into SAILS, the university will be able to provide more enhanced student support to positively impact student retention, progression and attainment,

particularly for students from under-represented groups. The funds reinvested will be used to:

- To provide the funds for a one semester sabbatical annually of an academic member of staff to work with SAILS in their College. The SAILS initiative to provide funding for staff sabbaticals, one semester full time per annum, forms part of our approach to enabling a step-change in an academic College to improve access, retention and progression within areas of need across the institution. Priority will be given to subject areas where the need for enhancement has been identified as part of the quality review processes. The academic staff sabbatical will involve working creatively and purposefully with course teams and students to identify solutions and changed or new practices which will significantly improve inclusion. Ongoing monitoring and evaluation will be undertaken by SAILS and Academic Services Quality. The outcomes of this initiative will impact positively on all students but directly benefit individuals from under-represented groups which tend to be at more risk of progressing poorly. Good practice will be shared amongst academic Colleges and colleagues through workshops, case studies and peer support.
- To provide a budget for staff training and CPD in inclusivity and academic and pastoral support.
- To pay for educational specialists from other universities facilitated by Advance HE, working with course teams to embed inclusivity in curricula, teaching, learning and assessment (to support underperforming subject areas).
- Increase the small grants budget to fund innovation; and, funds for an annual conference to avoid asking Colleges for money to cover the costs.

Learning Analytics and Attendance Monitoring (funded from University core funds)

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. As of February 2019, the University has committed to being part of the JISC Learner Analytics Cymru initiative; a (HEFCW) funded intervention to achieve a step-change in the ability of the Welsh HE sector to improve student retention and success through the implementation of data-informed approaches, particularly learning analytics.

The programme of work will include a distinctive focus on improving assessment and feedback, and building in the student voice and is the world's first national learning analytics service developed to address the key strategic goals of HE and FE organisations. The work will enable:

- The reduction of non-continuation rates.
- Delivery of national priorities around widening access.
- Insights into factors and behaviours associated with differential outcomes.
- Assessment of the success of the interventions institutions put in place to support students.
- Early identification of possible issues
- Identification and tracking of improvements in teaching and learning on individual programmes.

As this work is pan-Wales, it will also make Wales the most advanced UK nation in this area, ensuring that students in Wales receive the best possible support throughout their studies. The community of practice will support collaboration and the sharing of lessons on how learning analytics can best be used to really make an impact for students, and will enable the sector to accelerate the pace of adoption.

Linked to the delivery of the learning analytics initiatives, the University will continue to develop the **attendance monitoring system**. The system is designed to promote inclusive academic and pastoral support by measuring student engagement with learning sessions using student card reading hardware and software. Further to its implementation in 2017, the attendance monitoring system will both run a student portal trial and launch additional card readers in 2018-19 with the intention of embedding these into core services by 2020-21.

Other measures to support students during their study

- **Student engagement and belonging** is created “through supportive peer relations, meaningful interaction between staff and students, developing students’ capacity as successful higher education (HE) learners, and providing an HE experience that is relevant to students’ interests and future goals”.⁷ We will continue to enhance student retention through improving student induction and transition, supporting Colleges/Schools to set up student peer mentoring schemes, working with staff on using our **Directed Independent Learning toolkit** to support students to become independent learners, further developing staff training and resources for academic mentoring, strengthening the Student Life Network providing welfare support across the University, and taking forward student interventions work on monitoring engagement to identify early those at risk of non-continuation. The outcome will be an inclusive and effective approach to retention and completion for all student arising from increased levels of student engagement, belonging and confidence.
- Annually, 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. The SAILS small grants of £3,000 in total per year are established to provide funding for around 6 pilot projects (up to £500 per project) to run pilot projects aimed directly at improving the access, retention and progression of students from under-represented groups, including individuals with protected characteristics, across the institution. Whilst the outcomes of the pilot projects will impact positively on all students, it is those from under-represented groups who will benefit the most. Examples of previous small grant projects include: Virtual field course – widening access to ecosystems; Developing a support framework for student nurses with learning needs in clinical practice; and, Exploring the perceptions and stigma faced by male candidates applying to study nursing.
- **For part-time mature students within Adult Continuing Education within the College of Arts and Humanities there is a dedicated Study Skills and Retention**

⁷ L. Thomas, M. Hill, J. O’Mahony and M. Yorke (April 2017), Supporting student success: strategies for institutional change, What Works? Student Retention & Success programme, Paul Hamlyn Foundation, Higher Education Academy and Action on Access

<p>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 every student on a programme has an academic mentor to support them in their academic skills and knowledge development as well as orientation into student expectations and wider support services.</p>
<p>Provided by: Swansea Academy of Inclusivity and Learner Success (SAILS), Student Services, Academic Colleges, Information Services and Systems, College of Arts & Humanities.</p>
<p>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.</p>
<p>Student Group: All students including students from low-income families, with disabilities (physical and learning), mature students.</p>
<p>Targets: Please see the under-represented group targets in Annex B relating to non-continuation (retention).</p>

Support provided by the Disability and Wellbeing Service

- The Disability and Wellbeing Service is working to produce and develop an **enhanced on-line management system for ensuring reasonable adjustments** in relation to academic support required under equality legislation and to ensure adjustments are recorded and implemented to better support staff and students. The project is currently in line to be integrated within a wider CRM launch as part of a rolling programme of work and anticipate that this should be live by 2021.
- Further to the identification of a **SMARTWatch** that has the capability of detecting seizures in 2017-18, the Disability and Wellbeing Service will continue to test the viability of these by undertaking a review of the functionality of the SMARTWatch, gaining feedback from users and evaluating how effective they have been in supporting users .If successful, we will look to integrate this into the core service offering by 2020-21.
- **Enhanced guidance on support for disabilities** and other conditions for prospective students including enhanced support for students with a declared disability when attending open days. Students were previously contacted in advance of their visit and invited to attend an appointment with the Disability/Wellbeing Service during the visit day. However, changes to GDPR it is no longer possible to collect this information at invitation stage. The Disability Office and Wellbeing Service do however have a continued presence at the University Open Days, meeting and greeting families and answering any questions that they may have. Cover is provided at both location to ensure an equitable service and there is also a guide for prospective students with disabilities with copies now available on the University webpages in both English and Welsh.
- **Community of practice network for staff** to share good practice and collaborate on activities that promote opportunities for under-represented groups. The group continues to meet regularly and has an increasing membership to help support staff

<p>supporting disabled students. Feedback from all sessions held have been extremely positive and is clearly helping colleagues in all different roles and capacities.</p> <ul style="list-style-type: none"> • The addition of an extra Disability Caseworker has resulted in greater flexibility and service across both campuses. It has been possible to increase the number of appointments on Bay to provide an equitable service across both sites allowing students to access support regardless of their location and improvements in this area will continue into the year 2020-21. • Enhanced support for students with disabilities, mental health conditions and other medical conditions including resources and a <u>community of practice network for staff</u>, staff training, and improved <u>guidance</u> for prospective students. This area of work includes the Swansea Employability Academy and the International Development Office's placements team.
<p>Provided by: Student Services, Academic Colleges</p>
<p>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.</p>
<p>Student Group: All students including students from low-income families, with disabilities (physical and learning), mature students.</p>
<p>Targets: Please see the under-represented group targets in Annex B relating to Disabled students non-continuation (retention).</p>

<p>Mental Health & Wellbeing Support – Initiatives and activities that support student mental health and wellbeing</p> <p>In light of the significant increase in students requiring mental health support in recent years, the Wellbeing Service will be running the following initiatives and activities to support student mental health and wellbeing in 2020-21:</p> <p>Mental Health Advice, Guidance and Support - The Wellbeing Service continues to offer assessment, advice, support and interventions to assist students in managing their mental wellbeing. In order to manage an increasing demand, the Wellbeing Service has recruited additional mental health professionals to ensure the needs of students are met going forward.</p> <p>Silvercloud Online CBT Self-Help - Silvercloud is an online self-help platform available to students at Swansea University, with the aim of improving student mental health. Informed by clinical expertise and research, Silvercloud allows students to confidentially work through a range of self-paced modules, which can be customised in line with the issues the individual is experiencing and what they would like to achieve.</p> <p>Stress Control Course - The Stress Control programme is a 6-week course run by the University's Wellbeing Service; it teaches participants CBT (Cognitive Behavioural Therapy) techniques to help reduce stress with an overall aim of improving coping strategies to support and boost an individual's wellbeing.</p>

Autism Spectrum Condition Service - The service supports students with ASC conditions or Asperger's syndrome has seen an annual increase in the number of students accessing the service since 2016. The service continues to offer an orientation package for students to prepare them for University life. The orientation programme also has a residential option for students with ASC or Aspergers.

SMART Recovery Programme - Swansea University is a SMART recovery programme provider, offering informal support and advice for students wishing to seek help for drug/alcohol issues. The SMART approach is secular and science based; using motivational, behavioural and cognitive methods and will continue to run into 2020-21.

Wellbeing Champion Programme - The Service has launched a Wellbeing Champion Scheme, coordinated by mental health professionals and using student volunteers to promote student welling to both staff and students.

Group Drama Therapy - Through the Service's drama therapist, a number of drama therapy groups have been delivered with students experiencing a range of mental health-related difficulties, including anxiety and social anxiety. The intention is to equip students with the skills to understand and self-manage their difficulties.

EMDR (Eye Movement Desensitisation Reprocessing Therapy) - Through the Wellbeing Service's EMDR specialist, the Service is delivering this therapy to students experiencing a range of mental health difficulties. As a therapy primarily design to address post-traumatic stress disorder, it is also used one-to-one with students to successful treat anxiety, panic, depression, stress, phobia grief and addictions that are impacting on academic performance.

Counselling - The University has brought the counselling service back in-house and as such is now offering counselling to students which is conducted on campus. Based on recent demand within the University has doubled the amount of counselling time available.

Sexual Violence Support - The Wellbeing Service now has a qualified IDSVA practitioner who is able to provide specialist support for victims of Sexual violence and abuse. The Service is also developing a support group for survivors of sexual assault, due to be launched in 2019. The Wellbeing Service is also working with colleagues with Student Services and the Students' Union to develop the policies and procedures for students reporting sexual assaults and the resources available this group.

Bereavement Support - The Wellbeing Service is in the process of developing a support group for students who have experienced bereavement: this initiative is being developed with colleagues from within Student Services (Chaplaincy).

Suicide Prevention - The Wellbeing Service is involved in leading the delivery of Suicide Prevention training for students and staff at the University.

College Collaboration - Work has commenced with the College of Engineering at the start of the 2018-19 academic year to provide more enhanced and joined up advice, guidance,

assessment and support to students within the College. Following an evaluation, this approach may subsequently be rolled-out across other colleges, subject to funding and college engagement.

Solution focussed Brief Therapy - In response to heightened demand, Wellbeing practitioners, counsellors and mentors have completed solution focussed brief therapy training to allow them to offer this therapeutic intervention to students.

Provided by: Inclusive Student Support Services

Rationale: In light of the significant increase in students requiring mental health support over the past 2 years, the Wellbeing Service is adopting a more proactive and preventative approach to supporting students. This involves collaborative ventures to help students develop resilience and coping strategies, alongside the one-to-one support offered.

Student Group: All students but particularly relevant to those who have and disclose identified characteristics regarding a health condition/disability prior to arriving at the University or have experienced mental ill health during their time at Swansea.

Targets:

- Offer a rolling programme of Stress Control throughout the academic year and continue to embed in the curriculum into 2019-20: 8 courses of 6 sessions to be delivered through the 2020-21 academic year (2 per campus per teaching block).
- Continue to promote to appropriate students the online self-help material (Silvercloud) to self-manage issues associated with depression, anxiety, stress, panic and body image: evaluation report to be produced at the end of the 2020-21 academic year to demonstrate increase utilisation of self-help material and the positive impact this has had on managing both student mental health and the student-facing demands placed on the Wellbeing Service.
- Further roll-out of the suicide prevention training to staff and students, in collaboration with colleagues from across the University and the Student Union: Wellbeing staff to deliver a minimum of 2 suicide prevention courses during the 2020-21 academic year. Student Union (i.e. the Lead on this project) to evaluate roll-out and impact of this training, with a view to informing delivery in 2021-22.
- To increase the quantity and range of therapeutic interventions offered by the Wellbeing Service to students, adopting a preventative and proactive model to managing student mental health: introduction and delivery of group interventions in academic year 2020-21 to include (although not limited to) bereavement support group, survivors of sexual assault group, mindfulness group, suicide prevention training, resilience training and student-led peer support.
- The continuation and increase of the delivery of solution focused brief therapy by Wellbeing staff to students to encourage self-awareness, develop resilience and improve ability to thrive in the academic environment. Evaluation report to be produced at the end of the 2020-21 academic year to demonstrate the increased delivery and positive impact of this therapeutic intervention, with a view to informing future operations and practice.
- To increase the quantity and range of group therapy and support groups to actively and effectively address the need for mental health support within the student population.
- To proactively promote resilience and wellbeing via the Wellbeing Champion Project to increase student and staff understanding of mental health and the awareness of

support available through the delivery of events, training and activities. End of academic year evaluation report to demonstrate the range of activities undertaken and the impact that these actions have had on increasing mental health awareness, signposting and management.

EOP 4 - Progression: Deliver high quality, inclusive academic and pastoral support services that support more students from under-represented groups to progress through their studies at HE

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

Welsh-language Academic Success Programme

The uptake for this support service has been disappointingly low. It is heavily marketed by AHT and the Centre for Academic Success, and lecturers actively promote and encourage students to make good use of it. However, student engagement is lacking. For 2019-20, we will review the service and identify new means of encouraging students to identify weaknesses in their academic skills and to take action with a view to improving their academic work and achievements. Progress with this programme for 2020-21 will rely on the success of revisions made for 2019-20. With the appointment of a new Welsh Affairs Officer to the Student Union, AHT will request the support of that officer to address this area of work and targets.

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 in Welsh:**
 - 5+ credits (from 356 in 2017-18 to 400 in 2019-20 and 500 in 2020-21 and an annual increase of 5% thereafter).
 - 40+ credits (from 182 in 2017-18 to 200 in 2020-21 and an annual increase of 5% thereafter).

Coleg Cymraeg Cenedlaethol Welsh Language Certificate

- Continue to work towards achieving an increase in student numbers participating. Targeting 50 in 2019-20, 55 in 2020-21.
- Maintain student success rate of over 90% with 60% achieving Distinction.
- Increase in degree achievement amongst Welsh-speaking student body.

Supporting students to develop academic study skills and become independent learners

- **Embedded Academic Skills Development Project**
An institution-wide project to support academic staff to embed academic skills development into programmes of study.
- **Widening Participation Bridging Course**
3 day orientation and academic skills programme for identified WP students, during the week before Fresher's followed by a series of learner development workshops at key points during the academic year. The 2018 pilot attracted 23 invited student who were care leavers or living in polar 1 & 2 postcodes within a 30 mile radius of Swansea. This is being delivered again in 2019 and will be further developed for 2020-21.
- **Skills for Learning, Skills for Life**
Three online courses supporting transition to HE available to all students online. Embedded into skills programmes in some colleges. Course one, which introduces students to the world of higher education, has been translated into Welsh. Course one will be offered to confirmed students approx. two weeks prior to University entry to enhance transition. This will be ready for delivery in 2020-21.
- **Small-group workshops for students with specific learning differences (SpLDs).**
Workshops were piloted during term 3 of the 2017-18 academic year. The programme continued into 2018-19 and is currently being evaluated with continued delivery in 2019-20. The intention for 2020-21 is to expand the delivery into a suite of scaffolded workshops to offer developmental support to students with identified learning needs.
- **Maths and Stats Workshops**
Workshops have been developed based on the most common queries coming through the drop-in service. These were piloted and evaluated. The workshops will be developed and extended for 2019-20 with the aim of providing bespoke support embedded in academic colleges for 2020-21.

Provided by: Centre for Academic Success (CAS)

Rationale:

1. Proactively embedding learning development across programmes of study ensures development takes place at an appropriate stage and in an inclusive manner, while catering for different learning needs. It also enables hard-to-reach students and URGs to actively participate in learning, supporting retention and progression.
2. To give widening participation students a head start on gaining access to essential skills for HE and create a support network of staff and peers early in their university journey. Informing them of all support services available.
3. To assist students from all backgrounds to adjust to their new academic experience as they enter university. The courses are interactive and provide information in a range of accessible formats to support inclusivity.
4. Offering small group workshops alongside funded one-to-one DSA Specialist Tuition helps to reduce feelings of isolation amongst students with learning needs, while consolidating learning techniques in a progressive manner.
5. Evaluation of Maths and Stats one-to-ones shows a pattern of common queries; workshops have been added to address these. Will help students to build confidence

in maths skills and support progression and retention. Embedded support will make the provision more personalised to students' specific disciplines.

Student Group: Available to all students, however, such interventions are particularly relevant to under-represented groups e.g. mature students, students from low-participation backgrounds, students with additional learning needs.

Targets:

- Advice and guidance document and online toolkit for staff. Academic skills embedded at Stage 4 of the project framework in 3 programmes by 2020-21.
- Feedback demonstrates 75% of students feel better prepared for HE and supported through their learner journey.
- Course 1 (Introduction to University) in Welsh and English, available to students for completion in the weeks prior to entry. Course 2 (Study Skills) and Course 3 (Academic Integrity) available to current students online and embedded into 5 academic colleges. Increase number of students accessing the online courses to 5,000.
- 3 x scaffolded workshops per term. 80% positive student feedback. Undertake evaluation.
- 6 x Maths/Stats workshops per term. 75% of attendees notice improved confidence. Workshop embedded into 1 x academic programme.

Activities to ensure students have the academic and pastoral support to progress from level to level.

- Student progression varies across and within disciplines and is affected by curricula, cultures and practices at a subject level as well as student characteristics.⁸ Academic preparedness for study is a key focus alongside motivation, the extent of staff and student diversity, the pedagogical relationship between teaching staff and students, and the role of student community.
- In order to respond to subject contexts, SAILS is developing resources such as the Directed Independent Learning toolkit for staff at a university level but working with specific course teams to embed the learning and approach.
- Academic preparedness is being addressed through enhanced induction and transition which is clear on academic expectations and through our long term project to embed key academic study skills within programmes of study whilst maintaining our Centre for Academic Success.
- Motivation to study is supported through academic mentoring, the Swansea Employability Academy, and ongoing work on peer learning.
- Building a student community involves a range of provision including subject focused societies, Students' Union societies and sports, peer mentoring, physical space and meaningful interactions between students and students and staff.
- The effectiveness of academic mentoring and enhanced support for welfare via the whole University Student Life Network, implemented in 2017-18, will continue to be evaluated and enhancement put in place as required.

⁸ R Woodfield and J O'Mahoney, (2016) Undergraduate student retention and attainment, HEA

- **Dedicated Welfare@Campus Life Service** (outside of our current Wellbeing, Disability and Money Services) will oversee training for 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 in Adult Continuing Education, 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, Student Services, 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.

EOP 5 - Outcomes: Support more students from under-represented groups to achieve positive outcomes in HE leading to employment or further study.

The University has a range of services supporting students to **progress to employment and further** study, most notably the Swansea Employability Academy and the Go Global Team. 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 £500.
- **Care leavers** will be offered between £500 - £1,000 over the duration of their further study course (e.g. Masters Full time or Part-time including PhD).
- **Swansea Employability Academy** co-ordinates a comprehensive employability resource delivered both centrally and at College level which empowers students to achieve good graduate outcomes. This includes the continued delivery of the *Go Wales: Achieve through Work Experience* Programme until the end of 2021. 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 work of SEA which focusses on supporting 'positive outcomes for all' in light of TEF.

- Development of the SEA Award and Employability Learning Outcomes, combined with a new Student Enterprise strategy, all informing the refreshed Learning & Teaching Strategy to further reach students via the curriculum, thereby reducing access barriers resulting from lack of time / other commitments.
- **Care leavers and Estranged Students** will continue to be given priority access to careers advice/further study in the form of an introduction and facilitated meeting if required.
- For prospective and continuing **mature part-time students** continuing education with Adult Continuing Education, 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. This will develop a strong theme of employability and entrepreneurship in each year of study for the PT degree supporting development of a flexible and resilient graduate mind-set for 2019-20.
 - Accredited CPD modules in conjunction with the Adult Continuing Education 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 abroad. 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**, the University will ensure degree-specific work placements are provided in Welsh-medium locations for Welsh-speaking students, especially those studying medicine and health care courses. We will continue to increase provision in Welsh on degree schemes that have industry/sector accreditation e.g. nursing, midwifery, medicine, law, media and PR. Assess potential of offering CPD provision delivered in Welsh across various subjects and offering accredited Welsh-language adult education provision.

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:

2017-18 graduates (will be reported in 2020 under Graduate Outcomes)

- Employment & Further Study = 97%
- Graduate Level Employment = 85.5%

Welsh-medium Work Experience- Continue to support the development of Welsh-language work experience/internships/year in industry opportunities.

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

EOP 6 - Equality: Advancing equality of opportunity and fostering good relations amongst the diverse staff and student groups at the University and wider community.

In line with our strategic commitments and the corporate objectives noted in the University's Strategic Equality Plan (2016-20), the following activities have been planned for 2020-21:

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 Athena Swan Silver award and both the School of Medicine and College of Human and Health Studies have achieved Athena Swansea Silver awards. In addition, the College of Engineering and Biosciences department currently hold a bronze award whilst the department of Physics has successfully obtained a JUNO award. A number of Colleges and departments are working towards obtaining further awards by the year 2020-21. Please note these awards are not funded from investment in the Fee and Access Plan.

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 in October of each year.

Annual Equality Lecture:

- Continued implementation of an Annual Equality Lecture with each annual lecture addressing a different theme to the last.

Provided by: Equality Team, Students' 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:

- By 2020, the College of Engineering hopes to achieve a silver award. The School of Management and College of Arts and Humanities and the Hilary Rodham Clinton School of Law hope to have achieved their bronze awards. In addition to this, the Computational Foundry and Geography Department are also working towards achieving a bronze level award by 2020.
- Impact will be measured by feedback questionnaires (including qualitative responses) attendance numbers (in comparison with previous years, if applicable).

Promotion of higher education objectives, measures and targets:

PoHE 1 - Regional Strategic Partnerships: Deliver partnerships within Wales that deliver the Institutions HE mission, expand opportunities for students and advances our Civic Mission aspirations.

Strategic regional collaboration activities

- The University will continue to develop the **Swansea Learning City initiative** within the United Nations Educational Scientific Cultural Organisation (UNESCO) Global Network of Learning Cities. The initiative is viewed by UNESCO as an effective way to implement the UN's Sustainable Development Goals at the local level. The Swansea Learning City collaboration has a focus on meeting the well-being goals of the Wellbeing of Future Generations (Wales) Act. Swansea University is on the Steering Group of the first Swansea Learning Festival as part of the Swansea UNESCO Learning City to be held in April 2019 and repeated annually into 2020, 2021 and beyond. Swansea Learning Festival will offer over 200 free learning opportunities in 2019 across the county of Swansea, with a special focus on learners in communities suffering multiple deprivations.
- Continued development of **Swansea University School of Education (SUSE) Initial Teacher Education Partnership** with schools in Neath Port Talbot, Swansea and Pembrokeshire and regional consortia. A revised bid will be submitted in March 2019.
- 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.
- **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.
- **The Academy for Professional Development** will continue to co-ordinate and promote the delivery of continuing professional development education and training to businesses in Wales and nationally.
- **The College University Skills Partnership (CUSP) will continue to** strengthen partnerships and collaborations with regional FE Colleges and with industry.
- Continue to support the development and roll out of degree apprenticeships in Wales.

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

Rationale: Partnership approach to focus on sustainability, innovation, and entrepreneurship providing clear, flexible pathways for learning from school to career

development, raising standards in education and driving productivity. To also contribute to the development of the economy in Wales through the provision of high-level training and education which is employer-led and seeks to address skills gaps identified by the Regional Skills Partnerships. These activities will help to improve accessibility to higher education, diversify the student base and establish a University-wide infrastructure to support sustainable Continuing Professional Development provision.

Targets:

- Continue to embed Education for Sustainable Development and Global Citizenship (ESDGC) into Entrepreneurial Learning throughout primary, secondary FE and HE in the region. Deliver the second Swansea Learning Festival in 2020 as part of the annual commitment.
- Develop the Swansea University School of Education Initial Teacher Education partnership.
- Continue to 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.
- Increased numbers of regular users of services and participants at events in Tŷ'r Gwrhyd and maintain engagement with pupils from at least 8 schools; secure audiences of between 30 and 50 per cultural/academic community-facing event; increase numbers of Welsh learners from 120 in 2019-20 to 130 in 2020-21.
- Increase the number of CPD short courses from 15 to 20 by 2021.
- Increase the number of enrolled professional learners to 150 by 2021.
- Introduce two Welsh-medium CPD courses in partnership with Academi Hywel Teifi by 2021.

Civic Engagement

Initiatives and activities that demonstrate our commitment to making a difference within our immediate and local communities in terms of well-being, innovation and skills and knowledge transfer

Following internal and external consultation, including an analysis of how Swansea University is meeting the UN Sustainable Development Goals through the seven goals of the Wellbeing of Future Generations (Wales) Act, a formal Swansea University Civic Mission Strategy will be launched in the year 2020, our Centenary year. The established Civic Mission Strategy will provide the foundation for the University's wider approach and objectives in relation to Civic Mission. **By 2025, the University aims to "...have delivered a coordinated approach to the Civic Mission and be recognised for excellent civic engagement which "partners equity with excellence" and "contributes to the University's local, national and international profile."**

As requested by the Secretary of State for Wales, our Civic Mission strategy will help the Institution further develop our city and regional and Wales-wide outputs within the following priority areas:

- Leading place

- The contribution to raising school standards
- Developing active citizenship
- Acting as the engine of social enterprise and innovation

In 2020-21, we will continue to enhance a number of existing Civic Mission initiatives as well as delivering the identified projects as part of the Civic Mission and Engagement Funding made available by HEFCW in August 2018. In addition, we will also undertake new activities tying in with our centenary year celebrations.

Swansea Science Festival

The Swansea University Science Festival in 2020 will be a truly cross-university cultural event, showcasing research from all Colleges, and creating broad opportunities to involve and engage research partners, learned societies, business partners, alumni, the media and the wider community. In 2020-21, The Swansea Science Festival aims will:

- Aim to replicate the size and scale of the British Science Festival in 2017 and aim to engage with audiences in excess of 10,000 through hosting events on campus as well as in the City centre.
- Enthuse young people and those who influence them, and to encourage positive aspirations around science and higher education.
- The event will spread over the space of a week and aims to celebrate and promote the breadth and quality of Swansea University research ultimately shining a light on the region's innovation, culture and heritage. Work is already underway by engaging with external partners such as the National Waterfront Museum, City and County of Swansea as well as local businesses and organisations.

Oriel Science

- Originally established as a pop up science centre, Oriel Science showcasing Swansea University's STEMM research housing a thematic science-based exhibition based on our University's science research aimed at two target audiences: the general public and school students. An analysis of the first exhibition's visitors' postcodes (2016-17) showed that they exactly matched the profile of the Swansea community based on the "Welsh Index of Multiple Deprivation" socio-economic indicator.
- For 2020-21, our ultimate aim is to establish a permanent venue for Oriel Science if internal and external funding can be achieved within the timescale of this plan. If successful this would enable an increased annual footfall to 40,000 visits.

Discovery (funded by University)

- Discovery is a Student led volunteering charity that provides opportunities for students to help enrich the lives of people in Swansea in order to fulfil their potential as empowered individuals and as members of groups and communities. Discovery's student led activities in the community have helped develop mutual understanding and equality as well as promoting the development of valuable life and employability skills in students.
- Discovery has partnered with the Wellbeing service to provide a buddying orientation scheme for Autistic students and expects to do the same 2020-21. This

meant that student volunteers were trained and supported to provide orientation support to Autistic students starting university.

- Discovery provides intensive support to students with additional needs to enable them to volunteer alongside their peers. The range of opportunities available mean that students who may struggle to access other employability related activities can get involved in volunteering.
- Discovery provides a range of volunteering programmes supporting all sections of the community or improving the environment. This includes a number of projects where students interact with children from under-represented backgrounds, part of the purpose of these projects is to broaden the horizons of those children and introduce them to the idea of University as something they could achieve.
- Internationally, Discovery has worked with the International Development Office to provide bursary places to students who fit Widening Participation criteria to take part in our annual summer programme in Zambia.

S4 – Swansea University Science for Schools initiative (Trio Sci Cymru) (funded by College of Science)

- S4 has provided interactive and hands-on science workshops to young people in South Wales to increase numbers studying science in higher education and taking up STEM careers. S4 has developed expertise in this domain since our formation in 2012 in 2018, will transition to a new S4 brand under the umbrella of Trio Sci Cymru. The £8.2m Trio Sci Cymru project will help to increase take up and grades in STEM subjects among young people living in West and North Wales and the South Wales Valleys. More than 5,600 young people aged 11 to 19 from 30 schools will be encouraged to study STEM subjects – in particular triple Science (Biology, Chemistry and Physics) – at GCSE level and beyond, helping to create a skilled workforce and a prosperous economy.

GwyddonLe

- Swansea University has been sponsoring and organising the science pavilion at the annual National Urdd Eisteddfod since 2011 and in that time the pavilion has attracted over 200,000 visitors. Whilst the Urdd Eisteddfod is predominantly an arts festival, at the GwyddonLe, the focus is on inspiring children and young people to engage with STEM subjects and to consider them for an university and career pathway.
- The GwyddonLe also works in partnership with external science-focused societies, institutions and businesses to further enrich the visitor experience and platform exciting scientific developments. The pavilion generates daily media coverage for its activities and attracts visits by politicians from the Welsh Assembly and Westminster including the First Minister of Wales.

Swansea Law Clinic (funded by Hilary Rodham Clinton School of Law)

- Launched in October 2017, Swansea Law Clinic provides an innovative approach to learning, teaching and research through the delivery of free legal services by students to the public. Since the Clinic’s establishment, 206 students have volunteered assisting 114 clients. In addition, over 300 people have been helped directly by our public legal education initiatives including outreach events and Street

Law. Winning the LawWorks Cymru Pro Bono Award 2018 recognised these achievements. The Swansea Law Clinic will once again run in 2020-21 with the intention of upscaling the services offered.

Centenary 2020 Activities

- To celebrate 100 years of Swansea University we will provide a variety of events to showcase the University, its research and connect further with the local community.

At the time of writing, these events are still being planned and could therefore be subject to change but is likely to include (and not limited to): Varsity Homecoming weekend, Staff and Student recognition event and a VIP visit and concert to mark our 100th birthday. We are also planning closing celebrations along the lines of a Swansea University Jamboree/Festival 100 weekend in Singleton Park and the City. This will provide an opportunity to engage with multiple stakeholders and open the University and its research up to the local community. A celebration filled with song and dance and an opportunity to enhance the University’s reputation in the City.

Provided by: The University

Rationale:

- The University is committed to ensuring it engages with the local community, schools, third sector, local companies, industrial partners and commercial partnerships to promote economic growth and development within both the immediate and wider communities it serves.

Student Group: All students and the wider communities of South West Wales.

Targets:

- Launch the institutional Civic Mission Strategy in 2020.
- By 2020-21, we will increase the number of visitors to the Swansea Science Festival to 10,000 through hosting events both on campus and in the city centre.
- In 2020-21, the Discovery initiative will provide a buddying orientation scheme for Autistic students and look to engage with 600 student volunteers.

Foundation Degrees (delivery funded by Colleges)

Foundation Degrees and Articulation Bachelors, accredited by Swansea University and delivered in partnership with Colleges of Further Education. These programmes are designed to address identified skills gaps and are providing alternative routes into higher education, with progression onto bachelors’ degrees.

In order to provide opportunities for seamless progression and further skills training that is flexible in order to meet employer needs, the Foundations degrees in Engineering and Advanced Manufacturing and Business Management have corresponding one year articulation bachelor degree. Therefore students/apprentices who complete the foundation degree are eligible to progress to the articulation level 6 degree. This option for progression affords employers the flexibility to ensure staff have the level of higher education training most suited to the needs of the business. It is envisaged that the current

foundation degree and articulation bachelors in Engineering and Advanced Manufacturing programmes will be replaced by degree apprenticeships in those areas.

- A **Foundation Degree** in Health and Social Care has been developed and is being delivered by Pembrokeshire College. The College of Human and Health Science have offered a fee bursary, reducing the cost of the course over the two years. Students will be able to progress into Level 6 provision within the University.
- We are working with our FE partners and InstructUs to ensure that our provision is mapped onto an approved higher degree framework (Wales).
- We are delivering a **Degree Apprenticeships** in Applied Software Engineering for 50 employees, the majority of whom as employed in an SME.
- We will continue to engage in the Degree Apprenticeship agenda in Wales.
- We are continuing to explore further opportunities for work-based learning in partnership with industry and FE colleges.

Provided by: This provision is initiated and coordinated by the College University Skills Partnership (CUSP) and Adult Continuing Education within the College of Arts and Humanities.

Rationale: The Foundation Degrees and Degree Apprenticeships are developed in collaboration with employers and in response to business needs such as skills development or creating a talent pipeline. They are providing access to higher education for full-time employees. 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. The University is delivering Degree Apprenticeships and will continue to engage in this agenda as information about available resources and frameworks becomes available and if employers are supportive.

Student group(s):

The previous profile of students on Foundation Degrees have shown that around 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. Students enrolling on foundation degrees and degree apprenticeships are largely in full-time employment and therefore unable to access standard full-time campus based higher education. Foundation degrees and degree apprenticeships provide a flexible route to HE training that benefits both the individual and the business.

- Delivery of two Degree Apprenticeships schemes in Engineering (one in North Wales and one in South Wales), and continue to deliver one in Applied Software Engineering with our FE partner.
- Development of one Degree Apprenticeship scheme in Advanced Manufacturing.
- Development of a Foundation degree in Industrial Science in collaboration with TATA Steel and Gower College.
- Development of a baseline data for Degree Apprenticeship take-up in order to identify targets for 2020-21.
- Expand partnership to include other FE partners.
- Continue to explore with Coleg Cymraeg Cenedlaethol the potential introduction of elements of Welsh-medium delivery of HE programmes in FE.

PoHE 2 - Student Experience: Deliver services, facilities and activities that enhance the student experience including improvements to the quality of teaching.

Improvements to Teaching Quality

- Teaching Development across the staff/college spectrum. The awareness of this will be increased through the continued running of the L&T conference, seminars to promote teaching improvement, workshops to promote new skills and technology.
- Continued development of flexible teaching provision Institutional Technology Enhanced Learning and proactive support and development, evolving pedagogy.
- Teacher Recognition – Continued development of the Higher Education Academy (HEA) accreditation routes, working towards an ultimate target of 80% of all teaching staff, grade 7 and above by 2020 (60% in 18-19, 70% in 19-20 and 80% by 20-21), building incrementally to maximum capacity by 2022).
- The Creation of additional Institutional Teaching and Course Awards.
- PGCE - pedagogic development for new teachers extending the authenticity of their teaching and assessment practice to be implemented, by 2020-21.
- Enhanced CPD agenda that promotes the PGC and its openness to all staff, the practice of “Open Door” teacher observation, Technological development in teaching and the practice of self-directed CPD facilitation.

Provided by: Swansea Academy of Learning & Teaching

Rationale:

- Drive to improve teaching to sustain excellent standards aligned to the Teaching Excellence Framework.
- Engagement with improving the student experience at Swansea through excellent teaching, learning and assessment.
- Commitment to parity of Teaching and Research in our upward trajectory – support, resource and development.

Targets:

- NSS Teaching Quality – Increase to 87% in 18-19 (86% achieved in 17-18) and to 88% (upper quartile) by 2019-20, 89% in 2021 and so on.
- HEA accreditation target = 80% of all teaching staff, grade 7 and above by 2020 (60% in 18-19, 70% in 19-20 and 80% by 20-21), building incrementally to maximum capacity by 2022).

Student Experience Improvements

- **Co-creation (staff and students) of the digital delivery of formative learning.**
Digital student reflective feedback journals were piloted in two Colleges (COAH and CoS) in 2018-19, using pebble pad to help students record and reflect on their assessment feedback, to identify trends and enhancement opportunities. Students discussed their feedback in their academic mentor sessions with academic staff. Staff and students commented how positive this experience was for them and as a

result, this reflective diary will form part of the delivery plan (for 2020-21) for the updated University Learning and Teaching Strategy to ensure it is adopted University-wide.

- **Development of departmental undergraduate symposiums and learning ambassador roles. This will enhance students as researchers in scholarly activity and inspire peers as well as promoting cross-phase learning and security.**

Undergraduate symposiums and learning ambassadors were piloted in three Colleges (COAH, Engineering and CHHS) in 2018-19. Each College approached this slightly differently to meet the needs of their student cohort. Feedback was positive in the main, with areas for future enhancement identified from the evaluations. These Colleges are going to continue to run these. This practice will form part of the delivery plan (for 2020-21) for the updated University Learning and Teaching Strategy to ensure it is adopted University-wide.

- **Further enhance and embed academic societies.**

We will continue to work in partnership with the Students' Union to produce FAQs, a Governance chart and a best practice video for academic societies, which are available on the Students' Union website. Academic Society Champion roles have been created within each College; an academic member of staff who is the point of contact for students with any Academic Society queries.

- **Develop the feedback culture to promote 'closing the loop' at various levels through 'Together We Changed'.**

Together We Changed messages are now included at various levels throughout the University, including on the MyUniHub webpages, in College student-staff committees and will continue to be included within the module catalogue and programme handbooks in future.

- **Student exchange**

In 2018-19 we hosted two students from Newcastle University. In 2019-20 we will be sending two students to other HEIs - one to London South Bank University to find out about best practice in peer learning and one to Durham University to find out about their combined honours programmes. Both of these are focus areas for us as an institution and the students attending will be able to inform the future shaping of these elements at Swansea. Both students also have elements that they would like to experience. This is now built into business as usual (under the remit of our Student Partnership and Engagement Team and with a formal application process) and we will continue to send two students each year, subject to interest.

- **Swansea Learning and Teaching Enhancement Scheme (SLATES)**

In 2018-19 we piloted a project in student emotional resilience, designed in partnership with a student volunteer and facilitated by an academic member of staff. It was advertised as a trial to COAH students and was oversubscribed with high volume of interest from students. 100% of attendees said that they enjoyed the event and that there was nothing that wasn't covered that they would have liked. These sessions were delivered in a relaxed and friendly environment that

encouraged the students to talk about their concerns but also gave them the skills to face challenges and bounce back.

General feedback was overwhelmingly positive. The majority of students liked best the open discussion with their peers in a structured environment. Other positives from students were: the practical advice, the interactive and relaxed nature of the event and time for self-reflection.

We will re-launch this in the 2018-19 academic year (and the following years) with minimum of two projects to be funded, students and staff to be trained in basic Change Management and Project Management and be more student-led with support from PSPU.

This will form part of the delivery plan for the updated University Learning and Teaching Strategy.

Provided by: Planning and Strategic Projects Unit in conjunction with University partners

Rationale: We 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:

Should the relevant pilots be successful, we will work towards embedding digital reflective diaries, departmental undergraduate symposiums and learning ambassador roles. As described above these will form part of the delivery plan (2020-21) for the updated University Learning and Teaching Strategy to ensure they are adopted University-wide.

PoHE 3 - Employability: Provide services, support and activities for students in partnership with employers that 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 performance with stimulating and supporting proactive workplace learning through practice-linked teaching, experiential

pedagogy and authentic assessment, enabling teachers to integrate employability in their pedagogic engagements with students.

Swansea Academy of Employability (SEA):

Implementation of the refreshed ‘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 engage with employability, through the work of a central service and supported College delivery. The maps allows students to see their progress through the stages of the map at their own pace, in a guided manner. The map supports staff across the University in supporting student development of skills and experiences through the addition of online staff resources, developed by College-linked Careers Advisers and Placement Officers.

Employability support has been strengthened following the introduction of “**Career Registration**” at enrolment/re-enrolment for all students (to capture effective data on career readiness and progression and assist in refining the delivery of employability through the curriculum) – this will inform new ‘graduate outcomes’ dashboards to assist in contextualising messaging and identifying peridotites in Colleges.

The **Swansea Employability Award** is being reviewed as part of the new Learning & Teaching Strategy to provide Colleges will more flexibility in its delivery i.e. either as a standalone module or spread as a series of leaning outcomes in existing modules (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 and has its greatest impact where it is embedded as part of College delivery, supported by SEA advisers acting as ‘consultants’).

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. In 2019, SEA took on the running of the University’s Student Ambassador Scheme – this currently offers 450 students paid part-time employment in University support activities; the delivery plan is to grow both internal and external opportunities, and increase the number of Ambassador roles.

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

Targets:

- **Mobility Opportunities:** Target a total number of participating students of 600 for 2020-21 (increasing from a baseline of 531 in 2017-18)
- **Employment Zone and Placements:**
 - 2017-18: 623 achieved
 - 2018-19: 800 target
 - 2019-20: 1000 target
 - **2020-21: 1200 target**
- **SEA Award:** numbers of students registering for and completing the SEA Award:
 - **2017-18- Registering:** 1,526; Completing: 832 (actual).
 - **2018-19- Registering:** 2,000; Completing: 1,000.
 - **2019-20 and beyond- As part of the new Learning & Teaching Strategy and College TEF plans,** it is envisaged that the Award will offer more flexibility in delivery, either as a standalone module or repackaged as a series of employability learning outcomes, ensuring the components are capable of delivery to all students. All our students will therefore be able to explore who they are and gain experience and develop skills to better equip them as they move towards securing graduate level employment. The marks gained and the experiences that follow will continue to appear on a student's Higher Education Achievement Report (HEAR).

Whilst the number registering for the Award has decreased, the percentage completing has increased. This is part of the discussions around how to ensure the award is accessible, as once accessed it is engaging and supporting students.

Graduate Outcome targets:

2017-18 graduates (will be reported in 2020 under Graduate Outcomes)

- Employment & Further Study = 97%
- Graduate Level Employment = 85.5%

PoHE 4 - Internationalisation: Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment and international partnerships.

The University is committed to promoting 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 international 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.

In addition, the University is:

- Engaging with Global Wales and other Wales wide stakeholders to promote Welsh HE internationally.
- 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.
- 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.

Targets:

- Increase the number of international students (FPE) from 2,808 (13.7%) in 2017-18 to 3,257 (14%) in 2020-21.
- Continue to develop active, sustainable and mutually beneficial international partnerships across the spectrum of internationalisation activity.
- Enhanced global profile and reputation.

Promoting Welsh Higher Education

The Academic Partnerships Directorate (APD) is capitalising on opportunities to promote Welsh HE Sector through the establishment of collaborative partnerships with high quality education institutions and research centres around the world. Such collaborations involve joint study and supervision at PhD, Masters and Undergraduate level, which facilitate the exchange of ideas, cultural understanding and language. The success of these partnerships is reflected in research outputs, successful joint funding applications, and graduates, who highly employable.

The University is:

- Providing SeedCorn funding to develop opportunities with strategic partners – taken up by 9 academics resulted in a conference, networking opportunities,

discussions to develop joint Masters' and research funding applications. Further funding has been made available for 2018-19.

- Working within European consortia to continue to delivery Erasmus Mundus programmes into 2020-21.
- Continuing to supporting Welsh government degree apprenticeship developments, piloting a programme in the digital stream. The University continues to engage in the development of a framework for the Engineering and Advanced Manufacturing stream and intends to deliver degree apprenticeships against this framework.

The Academic Partnerships Directorate has developed a number of innovative partnership models (e.g. joint and double undergraduate and postgraduate degrees) with universities in Europe, Asia, Africa and North America. These initiatives actively raise the profile of Wales and Welsh HE internationally.

The Directorate has:

- Launched a new joint Masters' degree with Grenoble in Computer Science.
- Developed and launched one dual degree with Trent University.
- Identified a proposed new strategic partnership in China.
- Developed 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. Some such degrees include work-based learning programmes (delivered both independently and with FE partners), dual bachelor degrees, double doctoral and masters' degrees and "flying-Faculty" programmes.
- Established 5 new academic partnerships with high quality partners.

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: To continue to develop collaborative partnerships with high quality institutions around the world. To continue to explore and develop innovative degrees designed to attract high quality students and enhance the international employability of graduates.

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

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

Targets:

- Negotiate a new strategic partnership in China with Wuhan University.
- Develop a new joint degree with our strategic partner, Grenoble Alps.
- Increase the number of joint PhD students in Grenoble Alps by a further 10%
16 enrolled in 2017-18.
18 enrolled in 2018-19.

- Develop two dual/double degree arrangements with existing partners.
- Develop and pilot an undergraduate double degree with a new partner in China.
- Develop and pilot a distance learning/teleconference Masters' degree in India.
- Develop and grow academic partnerships in Australia and New Zealand.
- Develop two new dual/double degrees with our partner University in Canada.
- To review existing professional development training in order to ensure continued sustainable provision, post European funding.
- Expand the delivery of HE activities in FE with existing and new partners by:
 - Incorporating two degree apprenticeships into the portfolio and possibly introducing Welsh-medium modules into programmes.
 - Establishing a higher apprenticeship in Management in South Wales.
- Developing one double Bachelor degree with a partner in China.
- Enrolling 25 new double Masters' candidates.

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. The Award also aims to deliver further employability skills for students and encourage their engagement with the University's new Civic Mission Strategy.

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 in Welsh:
 - 5+ credits (from 356 in 2017-18 to 400 in 2019-20 and 500 in 2020-21 and an annual increase of 5% thereafter).
 - 40+ credits (from 182 in 2017-18 to 200 in 2020-21 and an annual increase of 5% thereafter).
 - Register 5 students on the Academi Hywel Teifi Award for 2019-20 and 10 for 2020-21.
- Register 15-20 students on the Languages for All – Welsh module for 2020-21.
- Register 5 students on the Academi Hywel Teifi Award for 2019-20 and 10 for 2020-21.

PoHE 5 - Raise awareness of the value of Higher Education to potential students generally

This objective has been included in the plan but has largely been covered in full across the other sections in the plan. For example, all the Marketing and Recruitment activities to attract students from under-represented groups (apart from targeted outreach) will also apply to this section. These activities have been listed but the investment for general or core marketing/student recruitment cannot be included in Equality of Opportunity and has therefore been included here. To save duplication these activities have not been repeated here.

8) Fee Income Investment

In the 2020-21 Fee & Access Plan the institution has estimated it will invest £18.8m or 17.6% (17.5% in 2019-20) of the total expected fee income. This investment is shared between Equality of Opportunity £12.46m and £6.35m for Promotion of Higher Education. This investment also includes the £282,332 match funding (for the Reaching Wider Partnership) used to develop and deliver the Institutions Reaching Wider Strategy.

An estimation of how this total investment is broken down across the objectives in the plan can be seen in Annex B (excel spreadsheet – table B).

9) Monitoring of Fee and Access Plans

As the Fee & Access plan is an annual plan, it is not practical to give Council regular updates throughout the year. However, the relevant plan will be monitored through the evaluation process which will be presented at Council meetings from now on each November before submission to HEFCW. This will give Council greater oversight in terms of how the plan is being complied with and its performance in key areas as well as their views on how the plan may be developed in the next iteration. In addition, the Council meetings in March will play a key role as the first draft of the next plan will be presented for discussion and approval. For the 2020-21 plan, the authors of the plan are presenting at the Council meeting in March.

10) Evaluation of the effectiveness of Fee & Access Plans

The University submitted to HEFCW for the first time its self-evaluation of the 2017-18 Fee and Access Plan. Until we receive feedback from HEFCW on our approach to this evaluation the University will continue with the following approach:

The University's Fee & Access Plan Development Group has agreed the following approach as broadly outlined in the 2018-19 and 2019-20 plans. It was recognised that it is extremely difficult to evaluate such an extensive plan and assess compliance/impact of all activities/initiatives. As a result, the University will adopt the following approach which will

offer a high level evaluation via assessment of targets and a more targeted assessment aimed at 3-4 objectives based on evaluation of key initiatives underpinning those objectives.

Evaluation methodology:

- Identification of 3-4 Fee & Access Plan objectives for evaluation.
- Identification of the key activities and initiatives underpinning these objectives.
- Each key activity/initiative will be evaluated using an internal evaluation template that assesses compliance, identifies key aims and targets/outputs and reports on what has been achieved against identified measures of impact/success. The template also attempts to identify any issues or options for improvement/development for future Fee & Access plans.
- Meet with responsible owners of key activities and initiatives to guide them through the evaluation process.
- When target data becomes available, the Fee and Access Plan targets will be reviewed to identify areas for improvement and help target future activity.
- The results of the evaluation will be reported to the Fee & Access Plan Working Group (includes Students' Union representation) and Council in November 2021 to review the evaluation and identify developments that will inform the 2020-21 plan.

Institution name:	Swansea University
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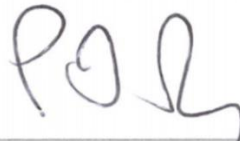
Section 3 Authorisation of 2020-21 fee and access plan application

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

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

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

- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original fee and access plan, as approved by HEFCW, must be honoured.

2020/21 fee and access plan submission to HEFCW⁹	
Date of governing body approval:	25 March 2019
Governing body authorised signature: (delegated power to the acting Vice Chancellor for sign-off)	
Date:	25 March 2019
Updated/Final 2020/21 fee and access plan submission (where applicable)	
Date of Governing Body approval:	9 September 2019
Governing body authorised signature: (delegated power to the Vice Chancellor for sign-off)	
Date:	9. 9. 19

⁹ Fee and access plans published on institutions' websites can include only the date of the final version submitted by the governing body and approved by HEFCW.

Annex Ai – How the Objectives of the 2020-21 Fee & Access Plan link to the Welsh Government Categories as featured in the HE (Wales) Act 2015

Equality of Opportunity

		Objectives	
Welsh Government Category	Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	EOP1 – Access -Enable access to HE by engaging, inspiring and raising the skills of students from under-represented groups to take up University-level study.	EOP2 - Ensure students from under-represented groups have available to them information on financial assistance before and after they decide to study at the University.
	Attract and retain students and potential students from under-represented groups	EOP1 – Access -Enable access to HE by engaging, inspiring and raising the skills of students from under-represented groups to take up University-level study.	EOP3 - Retention - Deliver inclusive welfare, disability, wellbeing and financial support to enable students from under-represented groups to stay in HE and complete their studies.
	Raising the educational aspirations and skills of people from under-represented groups in higher education	EOP1 – Access -Enable access to HE by engaging, inspiring and raising the skills of students from under-represented groups to take up University-level study.	
	Supporting and increasing progression and completion of people from under-represented groups	EOP4 - Progression – Deliver high quality, inclusive academic support that enables students from under-represented groups to progress through their university studies and achieve their potential.	
	Improving the higher education experience for groups under-represented in higher education	EOP6 - Equality – advancing equality of opportunity and fostering good relations amongst the diverse staff and student groups at the University and wider community.	EOP1-5

Providing effective information to under-represented groups, before and during their studies	EOP2 - Ensure students from under-represented groups have available to them information on financial assistance before and after they decide to study at the University.	
Providing high quality academic and welfare support to groups under-represented in higher education	EOP4 - Progression – Deliver high quality, inclusive academic support that enables students from under-represented groups to progress through their university studies and achieve their potential.	EOP3 - Retention - Deliver inclusive welfare, disability, wellbeing and financial support to enable students from under-represented groups to stay in HE and complete their studies.
Supporting the progress to employment or further study of groups under-represented in higher education	EOP5 - Outcomes – Support students from under-represented groups to achieve positive outcomes in Swansea University leading to employment or further study.	

Promotion of Higher Education

		Objectives	
Welsh Government Category	Delivering more effective engagement with private, public or voluntary bodies and communities in Wales.	PHE1 - Regional Strategic Partnerships – Working in partnerships across Wales deliver the Institution’s HE mission, expand opportunities for students and advance our Civic Mission aspirations.	
	Improving the quality of learning and teaching, with reference to the quality of the student experience	PHE2 - Student Experience – Deliver services, facilities, interventions and activities that enhance the student experience including improvements to the quality of teaching.	

Strengthening the employability of Welsh graduates	PHE3 - Employability - Provide services, support and activities for students in partnership with employers that strengthen the employability of Welsh graduates	
Promoting Welsh higher education more effectively internationally	PHE4 - Internationalisation – Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment, mobility and international partnerships.	
Delivering sustainable higher education	PHE1 - Regional Strategic Partnerships – Working in partnerships across Wales deliver the Institution’s HE mission, expand opportunities for students and advance our Civic Mission aspirations.	PHE4 - Internationalisation – Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment, mobility and international partnerships.
Raising awareness of the value of higher education to potential students	PHE5 – Raise awareness of Swansea University and the value of Higher Education to potential students generally.	

Institutional fee and access plan 2020/21**Table A: Fee levels and fee income and investment, 2020/21**

Institution name: Swansea University
 Institution UKPRN: 10007855

This Annex must be completed whether or not you have specified fee levels in your fee and access plan. Institutions that have not specified fee levels must complete this document using their forecasted fee income for 2020/21. We accept these figures are forecasts only and not a fee level commitment.

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the current fee regime in 2020/21, 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, 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 **Section Four** of the guidance.

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

a) What is your highest proposed fee rate for:

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

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

	Enter Yes or No
	No
	Yes

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

	£
Full-time undergraduate	8,748
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in plan	8,751

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

	£
Full-time undergraduate	105,305,100
Full-time PGCE (QTS)	1,350,000
Total	106,655,100

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

	2020/21		2019/20	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	12,462,346	11.7%	13,046,845	11.3%
Promotion of higher education	6,352,811	6.0%	7,255,489	6.3%
Total	18,815,157	17.6%	20,302,334	17.5%

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

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

This table collects investment committed to achieve each objective that is specified in your fee and access plan (see paragraphs 102 to 106), investment committed to evaluate fee and access plans, investment committed for Reaching Wider Partnerships and student financial support.

Please input your **chosen objectives** in the table below and the forecasted income for 2020/21 to be invested to deliver these objectives.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

Investment to deliver objectives to improve equality of opportunity must relate only to groups under-represented in higher education.

Student financial support activities will be a part of the applicant's total investment in objectives 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 an applicant to separately identify forecast investment in student financial support activities **already included** in (a) and (b).

Applicants should set out their level of expenditure against each objective. All objectives will need to have expenditure returned against them.

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

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

2020/21 fee and access plan income forecast expenditure

a) Equality of opportunity

	2020/21	2019/20
	£	£
Objectives to improve equality of opportunity		
1. Attract - Inspire and recruit students from under-represented groups to study at Swansea University	4,373,972	
2. Ensure students from under-represented groups are provided with effective information (including information on financial assistance) before and after they decide to study at the Uni	726,881	
3. Retention - Deliver inclusive welfare and financial support services to support students from under-represented groups to stay in HE and complete their studies.	4,211,080	
4. Progression – Deliver high quality, inclusive academic and pastoral support services that support students from under-represented groups to progress through their studies at HE.	1,997,456	
5. Outcomes – Support students from under-represented groups to achieve positive outcomes in HE leading to employment or further study.	1,102,958	
6. Equality – advancing equality of opportunity and fostering good relations amongst the diverse staff and student groups at the University and wider community.	50,000	
7.		
8.		
9.		
10.		
Total	12,462,346	13,046,845
Percentage of forecast expenditure to be spent on Equality of Opportunity	11.7%	

b) Promotion of HE		2020/21	2019/20		
		£	£		
Objectives to promote higher education					
1. Regional Strategic Partnerships – Deliver partnerships within Wales that deliver the Institutions HE mission, expand opportunities for students and advances our Civic Mission aspirati		450,000			
2. Student Experience – Deliver services, facilities and activities that enhance the student experience including improvements to the quality of teaching.		480,000			
3. Employability - Provide services, support and activities for students in partnership with employers that strengthen the employability of Welsh Graduates		421,125			
4. Internationalisation – Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment and international partnerships.		2,617,112			
5. Raise awareness of Swansea University and the value of Higher Education to potential students generally.		2,384,573			
Total		6,352,811	7,255,489		
Percentage of forecast expenditure to be spent on Promotion of higher education		6.0%			
c) Evaluation		2020/21			
		£			
Investment in evaluating the effectiveness of fee and access plans		5,000			
d) Total forecast expenditure of 2020/21 fee and access plan income, a) + b) + c)		2020/21	2019/20		
		£	£		
		18,820,157	20,302,334		
e) Reaching Wider		2020/21	2019/20		
		£	£		
Investment to support Reaching Wider Partnership		282,332	282,332		
f) Student financial support (already included in a) and b) above)					
		2020/21		2019/20	
		£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers				0	0
Bursaries		2,106,000	1,600	3,383,000	3,100
Scholarships		929,312	1,100	906,647	1,100
Hardship funds		431,144	900	323,000	1,100
Provision of financial management advice and skills		291,947	13,000	291,947	12,000
Other financial support				0	0
	Total	3,758,403	16,600	4,904,594	17,300
	Percentage of forecast expenditure to be spent on student financial support	20.0%		24.2%	
If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below:					
The amount in student financial support is anticipated to be less than in 2020-21 due to the closing of the income related bursary scheme in 2019-20. This budget will continue to decrease as the scheme is wound down and commitments to existing students are completed. However, for 2020-21 the University has chosen to re-invested nearly £1,000,000 of this budget previously set aside for income-related bursaries for activities aimed at addressing underperformance or enhancing current offerings for under-represented groups . £240,000 has been included in the table above (increased budget for care leavers, estranged students and carers) and the other £760,000 appears in other parts of the plan such as the funds to set up a University Widening Access Unit and our match funded Institutional Reaching Wider Programme.					

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

Institution name: 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 current fee regime.
- you propose to charge the same fee for all courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the current 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.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

The guidance below provides the categories of courses for which information should and should not be returned. Note that information about provision delivered under partnership arrangements is collected in

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 current 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 **Section Four** of the guidance.

Summary data	FT UG	FT PGCE (QTS)
Total expected income	104,822,100	1,350,000
Total expected student numbers	11,976	150
Average fee	8,753	9,000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	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 Diploma and eligibility for Health/Veterinary Enhanced First Degree (4 year degree leading to a Masters qualification)		All years except a year out abroad or in industry	N	11,575	N		104,175,000
2	1,350	Bachelors Degree Honours - year abroad Enhanced First Degree - year abroad		Year 3	N	166	N		224,100
3	1,800	Bachelors Degree Honours - year in industry (year 3) Enhanced First Degree - year in industry (year 4)		Year 3 or 4	N	235	N		423,000
4	9,000	PGCE		Year 1	Y	150	N		1,350,000

Institutional fee and access plan 2020/21

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

Institution name: 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 current 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 current fee regime, as indicated on Table A, the fee levels returned on this table will all be equal and the same as the fee level returned on Table A.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

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 a 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 A.

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	483,000	0
Total expected student numbers	62	0
Average fee	7,790	

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdSc Applied Business Management to be delivered flexibly to allow for full-time and part time study	31.07.17	Confirmed	1 and 2	30	7,500	225,000
2	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdEng Advanced Manufacturing Engineering	31.07.17	Confirmed	1 and 2	20	7,500	150,000
3	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(a) a first degree	BSc Applied Business Management	31.07.17	Confirmed	1	12	9,000	108,000

Institutional fee and access plan 2020/21

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 areas. Plans should contain 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 numerical targets, contextual information or assumptions used to calculate the target should be included, where appropriate, in the form of population numbers, or numbers or percentages from the particular group the target relates to, where these have not been included as the target. For example, if a percentage of students that are from a particular group is a target or if a change in the percentage of students from a particular group is part of the target descriptor, you should include in the contextual information the expected number from this group and/or the expected population of students that the percentage is based on. Population numbers should be consistent with other information provided in this Annex and your latest forecasts, i.e. those returned to HEFCW in July 2018, updated as appropriate if additional information is available. This is only required for the 2020/21 targets and the baseline data and not for future targets.

In monitoring targets that have a number or percentage as the target, we will base our judgement of whether the target has been met or not met on the target statistic. The contextual information will be used to understand more fully whether any increases or decreases in the target translate to differences in numbers of students from particular groups where percentages are given or in percentages where numbers are given.

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

Row	Target description (maximum 500 characters)	Related objective (as listed in table B a) and B b))	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data		Target		Optional longer term targets				Please provide a commentary on the 2020/21 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based. (maximum 500 characters)
			Y / N	If Y please provide partner name(s)		No.	%	2020/21		2021/22		2022/23		
								No.	%	No.	%	No.	%	
1	Low Income Students - Non-continuation - The proportion of full-time, first year (first degree) undergraduate students from a low income household (less than £30k) no longer in higher education following year of entry [based on UK domicile, HESA PI population year 1, excluding other undergraduate, FPE].	EoP3	N		2016-17	86	7.7%	71	6.7%		6.2%		5.7%	
2	Looked After Children (LAC) - the number of LAC undertaking an undergraduate first degree at the University [First year, FPE students].	EoP1, PoHE5	N		2017-18	20	0.4%	24	0.4%	26	0.4%	28	0.4%	
4	National Measure 7a - Welsh Medium - The number of students studying higher education courses at Swansea University undertaking a) at least 5 credits of their course through the medium of Welsh, per annum.	EoP1, EoP4	N		2017-18	340		500		520		540		
5	National Measure 7b - Welsh Medium - The number of students studying higher education courses at Swansea University undertaking b) at least 40 credits of their course through the medium of Welsh, per annum.	EoP1, EoP4	N		2017-18	175		200		210		220		
6	Disabled Students - Participation - the proportion of undergraduate, first degree, first year students (FPE) declaring a disability.	EoP1, PoHE5	N		2017-18	526	9.9%	559	10.2%		10.3%		10.4%	
7	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 undergraduates].	EoP3	N		2016-17	40	7.4%	34	6.8%		6.6%		6.4%	
8	BAME Students (UK domicile) - Participation - The proportion of UK domicile, undergraduate, first degree, first year students (FPE) from a BAME background.	EoP1, PoHE5	N		2017-18	620	14.0%	685	15.0%		15.5%		16.0%	
9	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].	EoP3	N		2016-17	41	7.7%	48	7.0%		6.5%		6.0%	

10	Internationalisation - Overseas students as a percentage of all students. (FPE based on domicile in HESA)	PoHE3	N		2017-18	2,802	13.7%	2,942	14.0%		14.2%		14.4%	With UK market contracting the competition for overseas students will be greater - slow growth targets added
11	Student Experience - The percentage of students satisfied with the overall experience (NSS).	PoHE2	N		2017-18		89.0%		90.0%		90.5%		91.0%	
12	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]	PoHE3, PoHE5	N		2016-17		85.6%		85.5%		86.5%		87.5%	2016-17 co-hort is baseline 2017-18 co-hort will be reported in 2020 under new Graduate Outcomes survey
13	Graduate Employability - WIMD - The proportion of leavers from Swansea University who are domiciled in the bottom two quintiles of the WIMD who have entered professional employment or graduate level further study fifteen months after leaving (using the new Graduate Outcomes Survey). [Based on the Times University Guide calculation relating to full time, first degree, UK domiciled leavers using SOC 2010 codes for professional employment]	EoP5, PoHE5	N		n/a		n/a		85.5%		86.5%		87.5%	2016-17 co-hort is baseline 2017-18 co-hort will be reported in 2020 under new Graduate Outcomes survey
14	Continuing Professional Development (CPD) - Number of CPD short courses	PoHE1, PoHE5	N		2017-18	15		20						
15	Continuing Professional Development (CPD) - Number of enrolled professional learners	PoHE1, PoHE5	N		2017-18			150						
16	National Measure 1a - The number and proportion of all Welsh domiciled students of all ages studying higher education courses at Swansea University who are domiciled in a) the bottom two quintiles of Lower Super Output Areas in the Welsh Index of Multiple Deprivation 2014 (WIMD)	EoP1, PoHE5	N		2017-18	3,020	33.8%	3,129	34.0%		34.3%		34.6%	Our 2020-21 target has been set in mind with the UK market contracting, greater competition for Welsh students from a wider competitive field. Despite our efforts and initiatives we still think growth will be very slow for the next several years.
17	National Measure 1b - The number and proportion of all Welsh domiciled students of all ages studying higher education courses at Swansea University who are domiciled in b) the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation 2014 (WIMD)	EoP1, PoHE5	N		2017-18	1,400	15.7%	1,472	16.0%		16.3%		16.6%	As above
18	National Measure 2 - Participation - The number and proportion of all UK domiciled students of all ages studying higher education courses at Swansea University who are from UK low participation areas.	EoP1, PoHE5	N		2017-18	5,130	30.9%	5,325	31.2%		31.5%		31.8%	As above but with reference to English and Welsh students and potential impact of Augar
19	National Measure 3a - Retention - The proportion of full-time undergraduate students at Swansea University present in higher education one year following year of entry for a) UK domiciled students	EoP3	N		2016-17	4,150	95.9%	4,277	96.0%		96.0%		96.0%	
20	National Measure 3b - Retention - The proportion of full-time undergraduate students at Swansea University present in higher education one year following year of entry for b) students domiciled in the bottom two quintiles of WIMD	EoP3	N		2016-17	660	94.7%	687	96.0%		96.0%		96.0%	

21	National Measure 3c - Retention - the proportion of part-time first degree students at Swansea University present in higher education two years following year if entry, for c) UK domiciled students	EoP3	N		2015-16	30	82.4%	40	70.0%					This metric result can fluctuate significantly as there are usually low numbers involved. The UKPI benchmark for Swansea is 67.9% - we would expect to achieve at least or improve upon the benchmark therefore we have put in a target of 70% for 2020-21.
22	National Measure 3d - Retention - the proportion of part-time first degree students domiciled in the bottom two quintiles of WIMD at Swansea University present in higher education two years following year if entry				2014-15	20	65.0%	15	70.0%					2014-15 base line data used as no result for 2015-16 due to low numbers. The proportion target for 2020-21 is based on same target as all part-time UK students at Swansea as we would not expect this to be any less.
23	National Measure 4a - Part-Time - The number and proportion of students attending higher education courses at Swansea University that are part-time	EoP3, PoHE5	N		2017-18	2,455	12.1%	2,709	13.0%		13.5%		14.0%	
24	National Measures 8a - Student Mobility - The number and percentage of students at Swansea University taking up study, work and volunteering experiences abroad, for a) all students	PoH2, 3, 4	N		2017-18	545	2.7%	650	2.8%		3.0%		3.2%	
25	National Measures 8b - Student Mobility - The number and percentage of students at Swansea University taking up study, work and volunteering experiences abroad, for b) students domiciled in the bottom two quintiles of WIMD	PoH2, 3, 4	N		2017-18	35	1.1%	70	2.0%		2.5%		3.0%	
26	Equality - Foster good relations amongst the diverse staff and students and wider community by hosting, co-ordinating and being involved in a number of Equality related events and awareness days/activities.	EoP6	N		2017-18	20		16						Currently 16 events planned for 2020-21 - this may increase as new activities and events are identified.
27	Student engagement events provided by Money @ Campuslife including new student induction talks, financial capability events and workshops and service promotion events.	EoP2	N		2017-18	35		38						
28	Student Recruitment Office talks in schools for years 12 and 13 throughout South Wales and covering areas of rural and urban disadvantage.	EoP2, PoHE5	N		2017-18	65		75						Includes mock interview sessions, campus visits, HE Fairs and Taster days (excluding UCAS Exhibitions)