



Swansea
University
Prifysgol
Abertawe

2019/20 Fee and Access Plan

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2019/20 Fee and Access Plan

Focus and Contents

Executive Summary

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

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

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

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

In addressing the Equality of Opportunity and Promotion of HE measures, the University has committed 17.6% of the income it will generate in 2019/20 from student fees equating to

¹ Wider definitions:

Access – Gain entry to Higher Education

Progress – Move successfully from one year to the next of a course

Retained – Stay in Higher Education

Outcomes – Final qualification and employment or further study

£20.3 million (estimated £18.5m in the 2018-19 plan). This investment will be used to provide a variety of services and functions that attract, support, retain, develop and help students from under-represented groups (and all students) succeed in higher education. In addition, the investment will also be used to promote and improve the impact of Welsh higher education at a local, regional and international level.

The Student Voice

Engagement with the Swansea University student body in developing, assessing and finalising the fee and access plan.

Swansea University and Swansea University Students' Union work in close partnership to support a high quality student experience, with the student voice continuing to remain a strategic focus in University affairs through representation, participation and engagement.

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

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

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

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

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

Governance

The Council and the Senate, the University's senior academic decision making body, both contain student members. Students are also members of Senate Sub-Committees which cover academic areas including the Learning and Teaching Committee, Academic Standards

and Quality, Welsh Language Strategy Board, and the Academic Regulations and Cases Board. The programme review and approval process on the Programme Management Board and the Programme Approval Committee also contains student representation. At this level, student representatives are usually Full Time Officers of the Students' Union, however this can include some College representatives and Students' Union Part Time officers.

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

Quality

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

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

The University has a relatively small amount of provision which is provided by partners. Students are represented on Boards of Studies in these partner organisations and meet regularly with members of the University faculty to provide feedback to the institution. The student voice and student feedback is also captured by Learner Voice surveys within our partner institutions that feed back to the link tutor for each college 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. The Students' Union Full-Time Officers meet regularly with the University's Senior Management Team in the SMT-FTO meeting and also take part in the Student Engagement and Partnership Committee. Students are also involved with major University projects and change initiatives such as the Bay Campus Experience Group, Travel Plan Working Group and Sports Strategy groups. The Students' Union Chief Executive is also a member of the Professional Services Management Team.

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

Student engagement at Swansea and in the development of the fee and access plan is aligned to the principles in the Universities UK/NUS report 'Breaking Down the Barriers to Student Opportunities and Youth Social Action'. As referenced in our Student Charter Swansea University is committed to the Welsh Government Policy Statement on Higher Education and

works closely with students to ensure these principles are upheld and roles and responsibilities clearly defined. The introduction of the Student Partnership and Engagement Services team supports the University's commitment to embedding student engagement in all processes.

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

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

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

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

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

At the time of writing this plan (March 2018), the maximum fee level for full-time undergraduate and PGCE (QTS) courses for 2019-20 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). If this happens we will write to students as soon as is practically possible to notify them of any changes to future fees they may be charged. 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.

Differential Fee Levels

The University applies different fee levels for different types of provision. As stated above, our website for specific courses will provide students with all the information they need to know before applying including fees. In addition, as stated in Annex Aii, 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.

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 £1350 for the year abroad	£28,350
4 year degree with year in industry	3 x £9,000 plus £1800 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 2019-20 to notify them of the fees, the arrangements for paying fees and the support available to them. We will provide to them information on fee levels for each year of their programme of study (in order to calculate the aggregate fee for the entire programme). We will also write to students applying to Swansea University for entry in 2019-20 deferred from the previous year to notify them of the fees.

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

In addition to Tuition Fee charges and living costs, certain programmes (or modules) may attract further **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 can be found [here](#).

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

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

Rationale for Fee & Access Plan Strategic Approach and Objectives

Swansea University adopts an inclusive approach to the provision of higher education in line with the Welsh Government's policy statement relating to widening access "*Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study, country of origin and background...*". Our approach is further supported by the 2017 report 'What Works? Student Retention and Success', which recommends, "*Other institutions seeking to develop excellence in learning and teaching and improve the student experience and outcomes adopt a whole institution approach*"²

Our rationale is also based on the following:

- i) Swansea University has been a very successful widening access institution for more than 30 years, and has already attained a high level of performance in attracting students from under-represented groups.
- ii) In terms of active recruitment in Wales, competition from English HEIs for Widening Access students has been stronger than expected, and more than in previous years.
- iii) Our levels of student retention have also been consistently high (95.3% in 2015-16 against a benchmark target of 93.8%³).
- iv) The services and provision we provide to support all students through recruitment, retention and attainment are designed to be accessible to particular groups of students (e.g. under-represented groups).

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

² Supporting student success: Strategies for institutional change. What Works? Student Retention & Success programme. April 2017, *Paul Hamlyn Foundation*

³ HESA UKPI Table T3a 2015-16 – non-continuation following year of entry, UK domiciled full-time first degree entrants 2014-15

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

University Strategic Plan 2020

The University has recently published its new Strategic Plan that will take the University up to its centenary year in 2020. The plans strategic intent around widening access and participation was informed by the Fee & Access Plan:

Vision:

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

- *We will increase the participation of students from **under-represented groups** and communities and provide the **quality of support** needed to enable their success.*
- *We will provide a **safe, inclusive, and supportive environment** that upholds our commitment to **improving diversity** and enables people to fulfil their potential.*
- *We will support our students to achieve the **highest personal, academic, and employment outcomes**.*
- *We will create a **supportive and enriching learning environment** for all our students.*
- *We will respect and value our **students as partners**.*
- *We will deliver a range of cultural and arts activities and **work to enrich the Welsh culture and language**.*
- *We will create and enhance **global and local partnerships** that deliver benefits for our students, staff and the wider economy, society, and community.*
- *We will contribute to **driving economic growth**, productivity and prosperity in the region, Wales, and the UK.*

Thematic Approach to Widening Access/Participation:

The University continuously works on thematic interventions focused on the areas of **Access, Retention, Progression** and **Outcomes**. The rationale for working thematically is to give greater strategic alignment for key university objectives. The work with each academic College/School will reflect their current position in relation to each theme taking into account the diversity of students for different subject areas and programmes. This approach

recognises that Colleges/Schools have varying priorities in terms of the four themes; so for one College, widening access may be an issue but for another, degree outcomes may vary for different groups of students. The four themes are listed below:

- **Access** concerns raising the aspirations of individuals from underrepresented groups who have the potential to benefit from higher education study.
- **Progression** is focussed on supporting and equipping students with the necessary knowledge and skills to progress through their courses.
- **Retention** relates to supporting students to continue and complete their studies and involves intervening as early as possible when a student appears to be at risk and ensuring timely access to effective support.
- **Outcomes** is about providing the scaffolding to ensure that students achieve the best degree outcomes they can and effectively transition to employment or further study regardless of their circumstances and/or characteristics.

Performance of Previous Fee Plan

Reflecting on the content, focus and performance of previous fee plans it has been acknowledged that our level of support to students is of a high standard. Due to our inclusive approach, we already provide support to students from a wide range of under-represented groups including financial support, academic study skills and now with an increasing focus on welfare support to support early resolution of any student barriers or issues.

In terms of the performance of metric targets within previous fee plans, the University is satisfied with the results achieved and we argue this and data from the Teaching Excellence Framework demonstrates the effectiveness of our approach and initiatives. In the most recent **Annual Monitoring Statement 2015-16 (AMS)** reporting on performance of the 2015-16 Fee Plan, the University achieved 10 out of 12 metric targets, narrowly missing out on two:

Increasing Participation – The University overachieved against its target for the proportion of students from widening access (20.8%) or low participation areas (32%) in 2015-16. However, more recent data shows that maintaining these proportions will be challenging due to a number of factors – our strategic growth in student numbers (making the proportion target harder for the University to achieve), increased competition for the same students from both other Welsh and English HEIs and the decline in 18-24 year olds in the demography in Wales. The work of the Reaching Wider Partnership, our Colleges' Outreach Programme and our promotional engagements at Schools in low participation areas will be key to ensuring these proportions are maintained despite these challenging conditions.

Retention – Only 4.6% of students were no longer in higher education following the year of entry compared to a target of 5%. The University consistently achieves higher than average retention levels indicating the student and financial support available to students is effective. This has been further evidenced through the **Teaching Excellence Framework metrics** that show over the last three years the University is performing above its benchmark target and

significantly above for students from the most deprived areas in the WIMD, BME students, disabled students and Welsh medium students (5-40 credits).

Degree Classification – The gap in degree attainment (First class honours and Upper Second class) between students from widening access areas (76.8%) and all students (78%) has decreased significantly in 2015-16 and is now only 1.2% points. In 2013-14 the gap was 11% points. Improved teaching quality and assessment, student academic and welfare support as well as opportunities provided by the Centre for Academic Success has helped reduce this gap.

Welsh Medium – The numbers of students studying through the medium of Welsh and undertaking at least 5 credits or at least 40 credits have achieved their targets in 2015-16. However, these targets remain a challenge for the University to significantly increase these numbers in line with national expectations. The challenges in expanding provision to a wider range of subjects is in part due to difficulties in recruiting Welsh-medium lecturers and then the delay in impact of these on future statistics; identifying suitable demand and promoting Welsh medium at Swansea amongst Welsh speakers.

In terms of the University's strategy to improve the Welsh-medium provision at the University; this is very much based around working in partnership with the Coleg Cymraeg Cenedlaethol. This includes discussions with the Coleg around the approach the University should take and what further provision could be developed in the future (e.g. Psychology and Education). However, the main focus of the University is to highlight the current opportunities available to prospective students and expanding the number of credits available within each subject.

Furthermore, the University is also focussing on ensuring it has relevant structures and systems in place to support Welsh-medium education. The University's Academi Hywel Teifi is working across the University to ensure Welsh medium students have the same opportunities for academic and student support such as all Welsh speaking students who request a Welsh speaking academic mentor will be allocated one. Increasing the number of students taking up these opportunities will be achieved through a range of activities such as holding Welsh-medium Taster Days and Welsh Baccalaureate Days; ensuring academic skills support programme; and offering the Academi Hywel Teifi Award and the Coleg Cymraeg Cenedlaethol's Welsh Language Skills Certificate.

Student Satisfaction – The University is dedicated to ensuring all students are satisfied with all aspects of their learning and experience and have a planned approach to improvements. The University has overachieved against its overall satisfaction target of 87% in the 2015-16 AMS with 90% (NSS 2016). In the most recent Teaching Excellence Framework assessment the satisfaction metrics for students from underrepresented groups also show that these students groups are quite satisfied across Teaching, Assessment & Feedback and in particular Academic Support receiving positive flags (significantly above benchmark target) in BME, Young & Mature and those in Communities First areas.

Internationalisation – The University narrowly missed out on both these 2015-16 fee plan targets in the AMS but still shows signs of strong performance. The number of students taking

up a work or study placement was 426 compared to a target of 460. However, this was mainly due to a change in structure to one of our programmes which meant that for one year only overseas placements did not take place. Had this been in place the target would have been achieved. However, to help boost numbers the University will also be looking at doubling the additional bursary given to students from low-income households from £250 to £500 to try and help remove finance as a barrier to overseas experiences. The other target narrowly missed was the proportion of overseas students studying at Swansea. The University achieved 15.3% against an ambitious target of 16%. While the proportion was not achieved the numbers of students involved was achieved with 2,670 against a target of 2,600. This shows the University growth in overseas student numbers is still very strong.

Employability – The University also overachieved against its two employability targets with 93.2% (target of 92.8%) of students in employment or study 6 months after graduation and 81.2% (target of 76.7%) in a professional level job/further study. Employability has become a Swansea University key strength driven by the Swansea Employability Academy and related activities to equip all our students with the knowledge and skills employers need. The Teaching Excellence Framework metrics also provide further evidence of our success with under-represented groups - Mature, POLAR, Communities First, BME and Disabled students all achieving significantly higher than benchmark target outcomes (positive flags) for Highly Skilled Employment/Further Study.

Evaluation Process for Fee & Access Plans from 2017-18 onwards

The University's Fee & Access Planning Working group has further discussed how evaluation of the next Fee & Access Plan (2017-18) should be undertaken and how this method will be used to evaluate the 2019-20 plan. It was recognised that it is impractical to evaluate the entire 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 procedure:

- 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 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 in Nov/Dec 2018 to review the evaluation and identify developments that will inform the 2020-21 plan. This will also be reported to Council.

Evaluation of Previous Plans (up to 2016-17)

The University recognises the requirement and need to evaluate its Fee & Access Plan beyond the level applied in the Annual Monitoring Statements. In developing the 2018-19 Plan a pilot Compliance and Evaluation template was produced to help the University review the performance of the 2016-17 Fee Plan. This review showed that the majority of its activities should continue unchanged with others requiring greater involvement from academic colleges and other internal/external partners in order to have a greater impact. The review also revealed the need to establish appropriate methods of assessing the impact of initiatives ranging from greater data intelligence; identifying appropriate targets to gauge impact/success and where necessary gathering student feedback to determine what difference has been made. Many of these considerations have informed the development of the 2018-19 and 2019-20 Fee and Access plan provision such as the doubling of the bursary available to low income students wishing to undertake an overseas placement.

In developing the 2019-20 Fee & Access Plan, a working group is tasked with reviewing the guidance from HEFCW and in effect evaluating our approach and options for development. The working group comprises of key representatives from all areas of the University with a remit that is within the responsibility of the Fee & Access plan:

Pro-Vice-Chancellor (Chair)	Planning Unit	Admissions and Student recruitment
South West Wales Reaching Wider Partnership	Swansea Employability Academy	Equality Unit
Centre for Academic Success	Swansea Academy for Inclusivity and Learner Support	Student Services e.g. Campus Life, Disability Office, Wellbeing
Students' Union	Swansea Academy of Learning & Teaching	Student Engagement
Finance	Academi Hywel Teifi	Management Information
Continuing Adult Education	Academic partnership Unit	Academic Services

This group meets to review current content, discuss the need to expand or reduce the under-represented groups covered by the plan, and discuss priorities and any areas for development. The group agreed that the range of under-represented students covered by the plan was extensive and testament to our diversity. It was agreed that the list should remain unchanged for 2019-20. The main evaluation activity of the Fee & Access plan working group this year was targeted at starting a review of the Income-related bursaries.

Review of Income Related Bursary offer for 2019-20

At the time of writing the plan, the University is currently in the process of reviewing its offer of Income Related bursaries. These are University grants given to students from low-income households to help with living costs while they study. The purpose of these bursaries are therefore to help retain these students by minimising the financial pressure these students are likely to face. With the introduction of the new student support arrangements for

students in Wales in September 2018, the University has decided to review its offer for 2019-20 onwards.

This review of offer is informed by an earlier evaluation of our bursaries in 2014 (including significant student survey and focus groups) which found our bursaries are very effective at supporting students to stay in study:

- Over 90% of the students surveyed agreed the income related bursaries encourage students to apply and remain in University.
- For students in receipt of a bursary the top two most important aspects the bursary supports them with is providing supporting with general day to day living costs (98% agreed) and relieving the financial pressure on their families (91%).
- The focus group of students agreed they were important to enable students to be able to afford to come to university.
- One third of income related bursary students came from a Community First/POLAR 3 area. The University believes the current policy to base eligibility on low-income as opposed to a postcode measure is correct as students can be from low-income families anywhere.

The evaluation concluded our bursaries play a very important and crucial role in supporting students from low-income backgrounds to have the financial confidence in order to apply to university. They also play a key role in supporting them with general day to day living costs which is a significant factor in supporting student retention and progression. Based on this previous review we are confident that our bursaries are effective.

However, we have also recognised the generous student support package offered by the Welsh Government (from 2018-19) to Welsh domiciled students and the offer of significant maintenance loans for English students in particular. Given this, we feel students will be provided with sufficient financial support and therefore we question if the significant sum of fee income we spend on our Income-related bursary could now be better utilised to support and improve other Fee & Access plan initiatives. We have therefore decided to continue with this review and consider options for utilising this money to increase our widening access provision aimed at encouraging students from under-represented groups to study at University. The University will review its options between July and Dec 2018 to inform developments in the next Fee & Access plan in 2020-21. **While this review is underway the last co-hort to receive an income related bursary will be the 2019-20 cohort who will benefit from one year's support in their first year only.** More information for students on this will be available at the University's bursaries web page closer to the time of entry in 2019-20: [Scholarships and Bursaries web page](#).

The University has also recognised that its progress in **Learning Analytics** developments particularly in relation to card reader attendance monitoring for all taught students has now enabled early identification of students at risk of progressing poorly based on analysis of their engagement with scheduled teaching. The focus in 2017/18 has been on bringing all assessment data, electronic and paper based, into the Virtual Learning Environment. Together with attendance data, this will bring us nearer to our strategic goal of a single view for staff and students of student engagement with their teaching, virtual learning

environment and assessment. Learning analytics will support the potential for enhanced progression, retention and outcomes for all students through the academic and pastoral support system.

Across the Fee & Access plan, the University expects to invest £20.3m (17.6%) of its total fee income in 2019/20 across the categories of provision listed within the plan. This investment is embedded within the many services that support equality of opportunity and promotion of HE and is based wholly around providing an inclusive learning experience that supports student **Access, Progression, Retention and Outcomes**. Examples include:

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

The Fee & Access plan also reflects on the provision, co-operation and joint activity delivered inside and outside of the institution particularly those efforts to create an inclusive study environment and widen access/participation. Our close partnership with the **South West Wales Reaching Wider Partnership** (SWWRWP) exemplifies this approach providing a joint dedicated outreach initiative. The SWWRWP is primarily funded by HEFCW but is also resourced by the University providing office space and a contribution to the salary budget.

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 ensures the University can support the work of the SWWRWP but also focus its attention on other widening access/participation priorities. For example, the SWWRWP focuses on work with young people from Communities First postcodes studying in schools/colleges while the University leads on work targeting in addition other underrepresented groups such as mature students in the community via its adult community education programme including tasters to generate interest and engagement. The partnership also aligns activities so that efforts by the SWWRWP to inspire students from a care background to enter HE for example are supported by the University to access (reduced grade offer), progress (Academic Success programme opportunities), retain (bursaries and dedicated mentor) and achieve (Swansea Employability Academy). Similarly, the University's

contextual admissions policy aligns with SWWRWP target groups and those that have taken part in Reaching Wider activities are eligible for additional consideration.

For 2019-20 the University has been instructed by HEFCW to match fund HEFCW's contribution to the Partnership which would equate to around £280,000. However, this is a fairly new development (May 2018) and the University and the SWWRWP are in discussions with HEFCW about the exact arrangements and requirements of this match funding. A separate University activity plan (due September 2018) utilising this match funding to target potential students aged between 16 and 21 living in the bottom two quintiles of the Welsh Index of Multiple Deprivation will be developed. To complement this new activity and to avoid duplication the SWWRWP will target students under 16 and over 21 living in the bottom two quintiles of the Welsh Index of Multiple Deprivation. This activity may be added to this plan at a later date.

Fee & Access Plan Objectives

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

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

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

Promotion of Higher Education:

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

Due to the overlapping nature of the Welsh Government/HEFCW measures, it should be recognised that provision under one measure/objective will also directly support others. An example of this would be where the provision to offer low income bursaries will support many measures such as those to ensure fair access and those to attract and retain students. This has been recognised when trying to approximate how the Fee & Access Plan investment has been split across the 14 measures/objectives.

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 – Students from the bottom two quintiles of the Welsh Index of Multiple Deprivation	During the writing of the 2019-20 plan, HEFCW began to make the University aware of the Welsh Governments 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 will develop plans to target students from these areas. As these plans have yet to be developed (by Sept 2018) activity for this will have to be added to this plan at a later date.

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.
Students with 'additional considerations'	<p>Looked After Children (LAC) - This group of students (72 students in total across all modes and levels of study in 2016-17, +15 on 15-16) remain a priority for Welsh Government/HEFCW, the University and the South West Wales Reaching Wider Partnership as the proportions of Looked After Children and Care Leavers progressing through GCSEs to HE is extremely low. In 2016-17, LAC students represented only 0.5% of the total number of first degree students entering University.</p> <p>Estranged Students - Students who are estranged from their parents are a group the University recognise as experiencing specific challenges. 15 students in 16-17 are currently receiving support that is directly linked to their status. A number of initiatives, including the provision of financial support and targeted advice, are in place. Publicising of the support available will encourage estranged student to self-identify and access relevant services.</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>
Welsh Medium Students	Another priority group for the University, Welsh Government and HEFCW seeking to promote and advance the Welsh Language and provide Welsh speaking students with the opportunity to study their desired course through the medium of Welsh. Student profile data at Swansea indicates there are just over 340 students in total studying part of their course through the medium of Welsh. Swansea works in partnership with the Coleg Cymraeg Cenedlaethol to set targets for the delivery of key subject areas in Welsh with a view to addressing industry/sector strategic needs e.g. Nursing, Engineering, and Medicine.
Part Time Students	Part-time study remains a HEFCW priority that helps people achieve vocational qualifications, widen access and strengthen links with employers. Within Swansea University only around 10% of undergraduate students (first degree and non-degree) are on a part-time course (16-17). The majority of these students

	are undertaking a non-degree as only around 1.4% of first degree, first year students are studying part-time.
Mature Students	Mature students are considered part of the widening access agenda by the Welsh Government and HEFCW who adopt an all-age approach to widening access. The 2016-17 student profile data indicates the proportion of mature students (+21 years) is decreasing slowly and now accounts for 12% of full time first degree undergraduates (7% for +25 years). However, the number of students has largely remained the same over the last several year e.g. 589 in 2013-14 and 593 in 2016-17. The part-time provision offered at Swansea also offers another avenue for mature students to undertake higher education.
Disabled Students	As part of the University's commitment to equality and diversity and as encouraged by HEFCW (including funding received to support disabled students) ensuring disabled students can study at Swansea plays a significant role in our inclusivity agenda. In 2016-17 around 11.7% of our full-time, first degree, undergraduate students have declared themselves to have a disability. The actual numbers of students declaring a disability is increasing from 347 in 2013-14 to 603 in 2016-17 (73% increase).
Black and Minority Ethnic (BAME) Home Students	<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 (8.5%) increasing to 539 (10.5%) in 2016-17 representing a 62% growth in four years.</p> <p>However, there is an attainment gap (proportion of those achieving a first or upper second classification) between UK domiciled Non-BAME students and some UK domiciled BAME student groups (recognised within the University's Strategic Equality Plan). However, there will be many factors influencing this gap such as qualifications upon entry, subject studied and differences in achievement across BAME sub-groups.</p>
Asylum Seekers	Currently, unless an Asylum seeker has recourse to self-fund their undergraduate studies at the full international rate there is no fee reduction or financial student support available via the University. Our records do not indicate any Asylum Seekers studying a full-time undergraduate degree at Swansea University. However, there does seem to be interest in such provision. Swansea is also designated a City of Sanctuary.
Other Protected Characteristics: Religion & Belief Sexual Orientation Gender Reassignment Pregnancy & Maternity	<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</p>

	<p>do not wish to declare the information. What we do know is summarised below:</p> <p>The 2016-17 student profile data currently tells us that around 32% of full time first degree students consider themselves to belong to some form of religion or belief (24% Christian, 4% Muslim, 3.5% other) but this could be higher as 15% preferred not to say.</p> <p>Of those willing to denote their sexual orientation, the 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>
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Equality of opportunity measures which support groups under-represented in higher education:

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

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

- Providing UK **Student Recruitment Office visits to schools and FE colleges** with high proportions of pupils from under-represented groups.
- Maintaining the online [Schools and Colleges Outreach](#) programme which offers a range of activities to schools and FE colleges to support access to higher education.
- Continue to support the provision of the **South West Wales Reaching Wider Partnership (SWWRWP)** in 19-20 through match funding of budget for Swansea University focussed activities (£45,000), housing the partnership and contribution towards salary costs.
- Offer a [contextual admissions policy](#) with reduced grade offers in specific circumstances.
- Provide progression pathways in the form of **foundation years** in Engineering, Science and Arts & Humanities for individuals unable to gain direct entry to the first year of a full time undergraduate degree.
- Enhanced guidance on **support for disabilities** and other conditions for prospective students including enhanced support for students with a declared disability when attending open days. Students are contacted in advance of their visit and invited to attend an appointment with the Disability/Wellbeing Service during the visit day. There is also a [guide for prospective students with disabilities](#).
- [Community of practice network for staff](#) to share good practice and collaborate on activities that promote opportunities for under-represented groups.
- A proposed scheme providing funding support for Asylum Seekers for 20-21 is currently being discussed and will be considered as part of a widening access recruitment review.
- Activities to promote **part-time higher education to adult learners** including promotional materials, brochures, posters, social media and web-based activity to

<p>promote opportunities to study with Adult Community Education in the College of Arts & Humanities at Swansea University.</p> <ul style="list-style-type: none"> • Delivery of community based open events, community based public lectures, taster sessions (1.5 to 2 hours) and free taster courses (2 hours x 2 weeks) to encourage mature students who have been out of education for some time to progress to further study opportunities. • Part-time bite-size 10 and 20 credit HE accredited modules offered across the whole of the part-time adult learner curriculum, both during the day and evening on the Park Campus and in the Community. • Delivery of the accredited Taste of Higher Education (part-time) and the Preparation for Higher Education Programme (Part-time) for mature students. • Provision of seven part-time undergraduate programmes delivered on campus and at community venues to support widening participation.
<p>Responsible Service Units: Swansea Academy of Inclusivity and Learner Success (SAILS), College of Arts & Humanities, Marketing – UK Student Recruitment Office, Disability Service, Student Services.</p>
<p>Rationale for activities:</p> <ul style="list-style-type: none"> • To meet the Welsh Government’s policy statement relating to widening access... “Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study and country of origin and background...” • To achieve Swansea University’s strategic objective of widening access to higher education. • Contributing to the SWWRWP in order to raise aspirations, promote access to the professions, prepare students for further/higher education and promote HE is an effective way of adding value to activities which target under-represented groups.
<p>Student group(s): Individuals from groups under-represented in higher education</p>
<p>Targets Activities listed above will support the achievement of the participation targets for under-represented groups listed in Table G in Annex Aii.</p>

- 2) **attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;**
- 3) **raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;**
- 4) **supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers;**
- 7) **providing high quality academic and welfare support to students from under-represented groups;**

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

ACCESS:**Activity:**

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

- A **Foundation Degree** in Health and Social Care is being developed by Pembrokeshire College at present and will include a fee bursary reducing the cost of the course over the two years.
- We are continuing to explore the provision of **Higher and Degree Apprenticeships** to be developed and delivered in partnership with industry and FE colleges.
- In addition, the Adult Continuing Education within College of Arts and Humanities (COAH) are currently planning to introduce a **foundation year** in Humanities to support access to a full undergraduate degree programme by 2019-20.

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 are developed with employers in response to their skills needs and provide a progression route into Higher Education and potentially into Degree Apprenticeships. 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. Degree Apprenticeship developments will be initiated as information about available resources and frameworks becomes available and if employers are supportive.

Student group(s):

The profile of students on the Foundation Degrees shows that 53% of students have widening access characteristics, particularly attracting young white males from low participation areas. Degree apprenticeships may not attract a similar high widening access profile.

Targets:

- Delivery of two Degree Apprenticeships schemes in Engineering (Airbus and Regional SMEs), and one in Software Engineering with DVLA and other SMEs (ICT).
- Development of one Degree Apprenticeship scheme in Advanced Manufacturing.
- Development of a baseline data for Degree Apprenticeship take-up in order to identify targets for 2020/21.
- Expand partnership to include Cardiff and Vale College. (APU)
- Explore with Coleg Cymraeg Cenedlaethol the potential introduction of elements of Welsh-medium delivery of HE programmes in FE. (APU)

Increase recruitment of Welsh-speaking students

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

Activities to attract and retain Welsh-speakers include:

- Welsh-language Taster Days for Yrs 12 and 13 across a range of academic subjects
- Partnership between Tŷ'r Gwrhyd and Swansea University's Reaching Wider to support Welsh-medium schools with pupils of disadvantaged backgrounds
- Taster Days for Able and Talented Pupils in Medicine and Engineering
- Residential Summer School for Modern Languages and Media students
- Welsh-medium Welsh Baccalaureate Academic Skills Days
- Work to identify funding to continue to support scholarships and bursaries for converting Welsh-speaking students to Welsh-medium provision in 19/20. (16-17 total allocated was £5,300 which led to 23 students awarded for varying levels of credits studied in Welsh)

Provided by: Academi Hywel Teifi

Rationale: To encourage students from Welsh-medium schools 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

Targets:

- Increase in numbers studying 5+ credit (from 342 in 2016-17 to 440 in 2019/20) or 40+ credits (from 97 in 2016-17 to 155 in 2019/20) in Welsh for 2019-20.
- **Tŷ'r Gwrhyd Project**
2019-20- Ensure we maintain the increase numbers to 50 Welsh-speakers engaging with the project across 5 schools as identified in the 2018/19 Fee and Access Plan.
- **Welsh-medium HE Taster/Skills Days-** Continue to offer 4 days per year, targeting 400 prospective students in total. Explore opportunity to organise off-campus roadshow across Wales in 2019/20.
- **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.

Support Packages for students with additional considerations:**Care Leavers Support Package:**

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

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

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

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

Provided by: Student Services

Rationale for provision:

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

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

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

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

Targets:

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

Care Leavers Support Package:

- Expected student numbers in 2018/19: 57, including continuing students. (18 current students are due to graduate in 2018/19).
- Expected number of care leavers to be supported in 2019/20 is 45. We anticipate that in 19-20 we will have fewer new starters and a number of students graduating in the AY 2018/19.

Estranged Student Support:

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

Numbers of Estranged students anticipated to be accessing support in 2019-20: 7. This takes into account as per the above that we estimate a lower number of new starters. In addition, we have factored in the possibility that some estranged students will become reconciled with their parents (we have had two instances of this in 2017/18).

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

- **The University is currently reviewing its Income Related Bursaries** for student from low-income families due to the changes in the HE funding landscape within Wales. In 2019-20 a 'living cost bursary' will be available to first year students only from household incomes of less than £18,370 of £500.
- **Care leaver bursary** of £1,000 per year (in addition to any income related bursary entitlement).
- **A £300,000 Student Hardship Fund** to help prevent the withdrawal of students due to financial difficulty (and to assist Disabled Students applying for preliminary diagnostic testing prior to applying for Disabled Student Allowance).
- **Mobility Bursaries** of £1,000 to help subsidise the cost of working or studying abroad as part of a student's course including an extra £250 top up (to a total of £1,500) for students from low income families or who are carers, care leavers and estranged students.
- **Excellence and Merit Scholarships** awarded to students regardless of background based on prior academic attainment.
- **Advice and support** available from the University's **Money@CampusLife** office in person or online – 18 hours per week (split equally across both Singleton and Bay Campuses) of drop-in services as well as appointments face to face or over the telephone.

Provided by: Student Services

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 2016/17, we anticipate that in 2019/20 that we will support:

- 820 students via Hardship Funds (based on our assumed increase in student population)
- 12,000 students supported or advised by our Money@CampusLife office (inclusive of queries raised by prospective students)
- Work to establish the new "living cost grant" that is currently being developed

PROGRESSION:

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

Provided by: Academi Hywel Teifi and Centre for Academic Success

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

Student Group: Welsh-speaking students

Targets:

- Increase in numbers studying 5+ credit (from 342 in 2016-17 to 440 in 2019/20) or 40+ credits (from 97 in 2016-17 to 155 in 2019/20) in Welsh for 2019-20.

Welsh-language Academic Success Programme

- We are continuing to work towards supporting an increasing number of students with their academic skills in Welsh but as recent up take has been low, we are anticipating a slower increase numbers for 19-20 than identified last year. In order to address this, Academi Hywel Teifi is working in collaboration with the Centre for Academic Success to increase the awareness and future uptake in the service. We anticipate that we will hit 80 users by 19-20

Coleg Cymraeg Cenedlaethol Welsh Language Certificate

- Continue to work towards achieving an Increase student numbers participating from to 50 by 2019-20.
- Increase student success rate to 90% with 60% achieving Distinction.
- Increase in degree achievement amongst Welsh-speaking student body
- Increase in student numbers requesting Welsh-language pastoral care

Supporting students to develop academic study skills and become independent learners

- **Widening Participation Bridging Course**
Week-long 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.
- **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. Welsh translation of Course one, which introduces students to the world of higher education, is underway and will be available to confirmed students early September, just prior to entry.
- **Small-group workshops for students with specific learning differences (SpLDs).**

Workshops will be piloted during term 3 of the 2017/18 academic year. The programme will continue into 2018/19 and, subject to evaluation; the workshops will be developed and extended for 2019/20.

- **Maths and Stats Workshops**

Workshops have been developed based on the most common queries coming through the drop-in service. These will be in 2017/18 for evaluation and development into the academic year 2018/19. The workshops will be developed and extended for 2019/20 to provide bespoke support embedded in academic colleges.

Provided by: Centre for Academic Success (CAS)

Rationale:

- 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.
- 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.
- 50% of students qualifying for one-to-one specialist support take it up. Discussions with other institutions suggests that the addition of workshops may increase take-up. Helps to reduce feelings of isolation amongst students with learning needs.
- Evaluation of Maths and Stats Success (MASS) one-to-ones shows a pattern of common queries; workshops added to address these. Will help students to build confidence in maths skills and support progression and retention.

Student Group: Particularly relevant to under-represented groups e.g. mature students, students from low-participation backgrounds, students with additional learning needs. Elements of the above applicable to all students.

Targets:

- Students feel better prepared for HE and supported through their learner journey.
- Online Courses embedded within 4 academic colleges. Course 1 in Welsh and English. Increase number of students accessing the online courses by 25% to 4,500.
- 2 x STAS workshops per term. Positive student feedback. Undertake evaluation.
- 6 x Maths/Stats workshops per term. 70% of attendees notice improved confidence.

Progression: ensure that students have the **academic and pastoral support** to progress from level to level.

- **Progression data analysis** to identify patterns and trends to ensure that students with particular characteristics are not performing less well than the rest of the cohort as a result of those characteristics.
- **Focus on changes to improve attainment** of particular BAME groups and white working class males.
- The amount and type of assessment is under consideration in 2016-17 with a view to ensuring that the assessment for a programme is appropriate in terms of volume, inclusive in design and authentic as far as practicable for the subject.
- **Dedicated Welfare@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

<p>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.</p> <ul style="list-style-type: none"> • 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.
<p>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.</p>
<p>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.</p>
<p>Student Group: All students but with specific focus on attainment of Black/Asian/Minority Ethnic (BAME) individuals and white working class males.</p>

RETENTION:

<p>Retention: support students to continue to study and to complete their programmes of study</p> <ul style="list-style-type: none"> • The University is currently reviewing its Income Related Bursaries for student from low-income families due to the changes in the HE funding landscape within Wales. In 2019-20 a 'living cost bursary' will be available to first year students only from household incomes of less than £18,370 of £500. • In 2017-18 the academic and pastoral support framework was implemented as a transition process by SAILS in order to provide inclusive support for all students. The framework is being embedded and evaluated over a number of years up to 2020. It has 3 main components: firstly, a Student Life Network for welfare support for students delivered in partnership by trained professional services staff in academic Colleges; Welfare@CampusLife a central service; and the MyUniHubs on the Park and Bay campuses. Secondly, personal tutoring has been refocused on academic mentoring by academic staff and students are being supported to develop as directed independent learners. In 2018/19 work will commence on embedding academic study skills in programmes of study. This will continue for several years and indeed into 2019/20. • The Disability and Wellbeing Service are working in collaboration with colleagues in ISS to produce and develop an enhanced on-line management system for ensuring reasonable adjustments in relation to academic support required under equality legislation are recorded and implemented to better support staff and students. • Learning analytics will continue to be developed in order to enhance the availability of data on students' engagement with their learning and teaching for both staff and students. In 2016-17 a card reader attendance monitoring system was successfully implemented in all teaching spaces in the Bay, Park and Carmarthen campuses. This has enabled the use of attendance data for pastoral support by identifying those students engaging poorly with timetabled teaching. Effective student engagement is at the heart of student experience. By offering early individual support for issues impacting

negatively on engagement, the intention is to enhance student learning. In 2017-18 the emphasis has been on making assessment data available to students and staff in a timely and accessible way. Priorities for 2018-19 and 2019-20 have yet to be determined but are likely to include a single view of student data for staff and students.

- **Enhanced support for students with disabilities**, mental health conditions and other medical conditions including resources and a [community of practice network for staff](#), staff training, and improved [guidance](#) for prospective students. This area of work includes the Swansea Employability Academy and the International Development Office's placements team.
- Colleges are evaluating **their induction and transition provision for students** and through tools and workshops being encouraged to enhance their provision in partnership with students. This work will continue over a number of years.
- Every academic College is being supported to provide **peer mentoring by students** for students using the [online toolkit](#) developed by SAILS.
- Annually in conjunction with the **Swansea Academy of Learning and Teaching**, SAILS offers up to £3,000 in total of small grants to staff to enhance their learning, teaching, assessment and inclusivity resources, practices and processes to benefit students.
- **For part-time mature students within Adult Continuing Education within the College of Arts and Humanities there is a dedicated Study Skills and Retention Officer** who will offer support by introducing students to the demands of their scheme of study and finding ways to overcome them. This is provided both face to face with students and also via the STAR Handbook (Study Tips to Achieve Results). In addition, members of the community development team will act as venue coordinators and academic mentors for community-based and campus-based programmes.

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

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

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

Targets:

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

Mental Health & Wellbeing Support – Initiatives and activities that support student mental health and wellbeing

ACTivate Your Life

ACTivate Your Life is a collaborative venture between Swansea University, Consultant Clinical Psychologist Professor Neil Frude (who designed the course), and Abertawe Bro Morgannwg Wales Health Board designed to support student mental wellbeing. ACTivate Your Life is in the process of being embedded as part of undergraduate induction programmes to support student mental wellbeing with the aim of being completely embedded by 2019/20.

The course is based on mindfulness techniques to help manage stress, low self-confidence, anxiety and depression. The course helps to improve emotional intelligence so that students are better equipped to cope with the normal stresses of life and academic work.
<http://www.wales.nhs.uk/sitesplus/863/page/47545>

Embedding The Stress Control course

Embedding The Stress Control course was designed by Consultant Clinical Psychologist Jim White and is being progressively worked into the curriculum. Stress Control is an evidence-based cognitive-behavioural therapy (CBT) course for anxiety, low mood/depression, anger, low self-confidence and self-esteem, panic, poor sleep and burnout - in other words 'stress'. Mindfulness and Positive Psychology skills are used to boost wellbeing.
<https://stresscontrol.org/home>

Mindfulness Groups for students

Offering specific mindfulness groups for students referred by the Wellbeing service and identified as benefiting from the group. It runs every term, once a week and is run by a mental health nurse/mindfulness teacher.

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. These are held in the summer for prospective students to familiarise themselves with the University environment.

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 19/20.

Provided by: Specialist Support Services

Rationale: In light of the significant increase in students requiring mental health support over the past 2 years, the University is adopting a more proactive approach to best support students. This involves collaborative ventures to help students develop resilience and coping strategies alongside the 1:1 support offered

Student Group: All students but particularly relevant to those who have and disclose identified characteristics regarding a disability prior to arriving at the University

Targets:

- Fully embed ACTivate Your Life into as part of undergraduate induction programmes by 19/20
- Offer a rolling programme of Stress Control throughout the academic year and continue to embed in the curriculum into 19/20
- To offer solution focused brief therapy for students to encourage self-awareness, develop resilience and improve ability to thrive in the academic environment

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

<p>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.</p>
<p>Languages for All - Opportunity to learn/improve skills in a new language, including Welsh, as part of the student's degree scheme.</p>
<p>Provided by: Academi Hywel Teifi</p>
<p>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.</p>
<p>Student Group: Welsh-speaking students</p>
<p>Targets: Increase in numbers studying 5+ credit (from 342 in 16-17 to 440) and 40+ credits (from 97 in 16-17 to 155) in Welsh for 19-20.</p>

<p>The Go Global Team in the International Development Office is responsible for sourcing, developing and promoting a wide range of international student opportunities (study, work or volunteering abroad) which are made available to all students. The Go Global team is committed to ensuring that students from under-represented groups benefit from an international experience. As such we:</p> <ul style="list-style-type: none"> • Offer a wide range of opportunities, from 2-week long summer and short programmes to full year study abroad placements in a range of countries, appealing to a wide range of students. • Provide bursaries to all participating students including an additional Widening Access bursary for students from low-income backgrounds, carers, care leavers and estranged students to encourage uptake in these groups. • Work closely with the disability office at SU and at our partner universities to ensure suitable additional support is given to disabled students participating in Global Opportunities.
<p>Provided by: Go Global Team, International Development Office</p>
<p>Rationale: Participation in one or more of the available Go Global opportunities has a significant effect on students' employability as well as adding to the quality of their student experience. Data shows that 51% of students taking a mobility opportunity have at least one under-represented characteristic featured in this plan.</p>
<p>Student Group: All students (including students from low income families, carers, care leavers, estranged students and students with disabilities).</p>
<p>Targets:</p> <ul style="list-style-type: none"> • In line with the UK national strategy for outward mobility, the Go Global Team uses the percentage of mobile students from each academic year's graduating cohort as well as the actual number of students mobile from this cohort. The same process will be used to establish baseline statistics for participation by students from all under-represented

groups for the 2016/17 academic year. We will continue to monitor the total number of students participating with one or more WA characteristics, with the aim of maintaining an average in line with the university's overall proportion of students from under-represented groups.

- Monitor the effect of the larger Widening Access bursary supplement (increased from £250 in 2016-17 to £500 in summer 2018) on the uptake of International Opportunities.

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

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

- Admissions and Course Information updated online
- Programme Brochures and prospectus (including funding support available at the University)
- At UCAS HE conventions and fairs
- Direct contact with students making enquires
- Open Days and post application visits
- Student Recruitment Office talks in schools for years 12 and 13 throughout South Wales and covering areas of rural and urban disadvantage
- The Student Recruitment Office are exploring a transport initiative to help widen participation at our organised open days. The initiative intends to target traditional rural and low participation areas in Wales and offer paid for return transport to our open days on all campuses. 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 barriers of attending a HE open day and experiencing our campuses. We will have this initiative established by 19/20 with a minimum of 50 students supported per open day held
- Welsh-language undergraduate prospectus, key webpages and other publications including 'Why Study in Welsh?', *Arwain* (University biannual leaflet about Welsh-language SU activities and stories). The University also works in collaboration with the Coleg Cymraeg on a variety of recruitment activities to attract students to Welsh-medium provision, including via key national events such as the GwyddonLe at the Urdd Eisteddfod and a range of activities at the National Eisteddfod each year
- Student Services support arrangements and Finance/funding information available online and at talks at open days setting out the support available for students from under-represented groups or disadvantaged backgrounds
- Enrolment packs outlining full details of courses including programmes and timetables
- Information setting out precisely what is covered by the fees charged in line with Competition & Markets Authority so that students can see the total aggregate fees they will be expected to pay is available online and within programme related information given to prospective and newly enrolled students. If there are any

additional charges for course related expenses such as field trips then these are also made available to understand the total costs expected

- Pre – arrival online chat sessions provided by Money@CampusLife allowing students to access expert advice, information and support on all things student money related with a view to promoting equality of access via the provision of relevant information and advice
- To ensure full-time franchise students receive the same levels of and access to information, support and engagement. The University agrees contracts with all providers outlining responsibility to provide students with the necessary information regarding enrolling, applying, fee levels and the support available to them (including financial support packages), compliant with the University's expectations for ensuring the quality of the student learning experience.
- Money@CampusLife Drop-in Sessions allowing students to access expert financial advice, promoting retention via practical advice and support.
- Financial Capability Talks and Engagement Events to help students prepare, plan and maintain funds whilst studying
- Swansea University Coleg Cymraeg Branch Student Forum gives Welsh-language students a voice and is a means of sharing information between students, the University and the Coleg Cymraeg
- Welsh-medium students will be offered a Welsh-speaking personal tutor as per the newly established Welsh language standards
- 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

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

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

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

OUTCOMES:

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

- **Promoting International Work Placements** – the creation of International SPIN’s (Swansea Paid Internships) run by the Swansea Employability Academy and the International Development Office offering **students from low-income families** a top-up to the mobility bursary of £500.
- **Care leavers** will be offered £1,000 over the duration of their further study course (e.g. Masters Full time or Part-time including PhD).
- **Swansea Employability Academy** co-ordinates a comprehensive employability resource delivered both centrally and at College level which empowers students to achieve good graduate outcomes. This not includes oversees the delivery of the Go Wales: Achieve through Work Experience Programme, 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 as we look at further improve our approach to ‘positive outcomes for all’ in light of TEF.
- **Care leavers and Estranged Students** will also be given priority access to careers advice/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 mindset 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:

<ul style="list-style-type: none"> ○ The office has produced a guidance leaflet around disclosure of a disability to potential employers and how students can approach this. ○ Established a University-wide group to enhance existing support for learners with disabilities who want to undertake a work placement or study/work aboard. This also includes a pilot scheme with the School of Management to include information in the Undergraduate Student Placement Handbook on supporting students whilst undertaking placement opportunities advising of the adjustments that can be made and around the benefits of disclosing. ● For Welsh Medium Students, provide Welsh-language Work Experience modules; increase provision in Welsh on degree schemes that have industry/sector accreditation e.g. nursing, midwifery, medicine, media and PR. Development of a pilot Welsh-medium degree schemes that will include a year in industry opportunities and develop CPD provision across various subjects delivered in Welsh.
<p>Provided by: SEA, Academi Hywel Teifi, Disability Office, College of Arts & Humanities and Student Services.</p>
<p>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.</p>
<p>Student Groups: Low-income families, care leavers, estranged students, mature part-time students, disabled students, Welsh medium students.</p>
<p>Targets:</p> <p>DLHE targets:</p> <p>2015-16 graduates (reported 2017)</p> <ul style="list-style-type: none"> ● Employment & Further Study = 95.5% ● Graduate Level Employment = 82.6% <p>2017-18 graduates (will be reported in 2020 under Graduate Outcomes)</p> <ul style="list-style-type: none"> ● Employment & Further Study = 96% ● Graduate Level Employment = 85.5% <p>Welsh Medium Work Experience module - Continue to explore the opportunities to build Welsh-language work experience/internships/year in industry opportunities into our Welsh-medium degree schemes.</p> <p>Welsh-language provision on vocational degrees – Continue to offer at least 40 credits per year on each scheme.</p>

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

In line with the corporate objectives noted in the university's **Strategic Equality Plan (2016-20)**, the following activities have been planned for 2019-20.

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.
- The University is working towards its first submission of the Institutional Race Equality Charter Award. The application will be submitted to the Equality Challenge Unit during July 2018 and if successful, implemented in 2019/20.

Religion:

- Holocaust Memorial events in January – remembering and helping to ensure that past atrocities are not re-visited.
- Ramadan – university supports staff and students during Ramadan by providing facilities via specifically commissioned marquees.
- Eid – Coordinated via the Mosque Management committee to celebrate the last day of the Dhul Hijjah festive season of worship.
- The Bigger Picture – Focuses on Religion, Faith, Culture and Community during February/March.

Gender:

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

LGBT+:

- Pride Cymru – the University hosts a stall every August
- Bi-Fest Wales – represented to support awareness raising
- LGBT History month, including a range of internal events and activities – February
- IDAHOBIT (International Day against Homophobia, Transphobia & Biphobia) – held during May as a solidarity event for LGBT+ staff and students.

- Bi Visibility Day – Hosted by the LGBT+ Staff Network during September to welcome in a new academic year
- Swansea Sparkle – Hosting a stall at the largest Transgender event in Wales, every November

Disability:

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

Annual Equality Lecture:

- Continued implementation of an Annual Equality Lecture. For 2018, this will take place on 4th April – Rosaleen Moriarty Simmonds (Thalidomide campaigner on her battle and achievements) with each annual lecture addressing a different theme to the last.

Provided by: Equality Team, Student Union

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

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

Promotion of higher education measures to deliver:

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

Strategic regional collaboration activities:

- Support the Memorandum of Understanding with City and County of Swansea, including partnership with City and County of Swansea, University of Wales Trinity Saint David and Gower College Swansea to further develop the **Swansea Learning City within the United Nations Educational Scientific Cultural Organisation (UNESCO) Global Network of Learning Cities.**
- **InterReg bids** with Waterfront Museum and City and County of Swansea for heritage trail in Copperopolis area.
- Development of **Swansea University School of Education (SUSE)** Initial Teacher Education Partnership with schools in Neath Port Talbot, Swansea and Pembrokeshire and regional consortia.
- Support the implementation of the **Skills Programme of the City Deal** as the HE rep on the Regional Learning Skills Partnership Board and to HEFCW which will develop skills pathways and contribute to economic regeneration.
- Support the **Talent Bank initiative within the ARCH project.**
- **Tŷr Gwrhyd Project** - A joint initiative between Swansea University and Neath Port Talbot Borough Council, established with Welsh Government funding to support the

Welsh language in terms of educational and community-based initiatives to actively stem the decline of the Welsh language in the Swansea and Neath Valleys. Tŷ'r Gwrhyd work with schools, businesses and community-based initiatives to make a difference to the level of engagement with the Welsh language and to contribute to the Welsh Government target of a million Welsh speakers by 2050.

- **Establishing the Academy for Professional Development** to co-ordinate and promote the delivery of continuing professional development education and training to businesses in Wales and nationally. To align the University's CPD education and training provision with the future skills requirements of the region.
- Active members of the **Regional Learning and Skills Partnerships, South West and Mid-Wales (RLSP)**
- **The College University Skills Partnership (CUSP) will continue to** strengthen partnerships and collaborations with regional FE Colleges and with industry.
- Support the development and implementation 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 post-European Social Fund funding.

Targets:

- Embedding Education for Sustainable Development and Global Citizenship (ESDGC) into Entrepreneurial Learning throughout primary, secondary FE and HE in the region.
- Delivering the UNESCO Regional Meeting 2017 (Europe and North America) and representing Swansea at the 3rd International Conference of Learning Cities.
- 3 InterReg bids –results 2017
- Establish Swansea University School of Education Initial Teacher Education partnership and successfully bid for PGCE ITE numbers
- Ensure that HE representation on RLSP Board, to HEFCW and in response to City Deal Skills Project is fair and impartial, with a focus on collaboratively developing skills pathways to meet the needs of regional employers with growth potential.
- Support ARCH/ Talent Bank and explore employer's appetite for a wider Science Technology Engineering and Mathematics (STEM) Talent Bank model.
- Increased numbers of regular users of services and participants at events in Tŷ'r Gwrhyd with engagement from pupils increasing from 4 schools to 8; 5 groups/charities/businesses to 10 and securing audiences of between 30 and 50 per cultural/academic community-facing event. Increase numbers of Welsh learners from to 70 to 120 by 19/20
- Increase the number of CPD short courses from 15 to 30
- Increase the number of enrolled professional learners to 200

- Introduce 2 Welsh-medium CPD courses in partnership with Academi Hywel Teifi by 19/20

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.

Swansea Science Festival

- Continuation of the Swansea Science Festival into our centenary year of 2020. The festival is an annual showcase of new exciting and innovative research taking place at Swansea University. Designed for people of all ages, the festival offers the chance for people to enjoy a hands on experience of science whilst learning more about the research being conducted at the institution. <http://www.swansea.ac.uk/alumni/newsandevents/events/science-festival-2017/>
- The 2017 Science Festival drew in 9000 visitors and we intend to grow in scale and size annually, leading up to our centenary year in 2020. The festival harnesses local collaborations, working in partnership with the public engagement forum, marketing and estates teams at the University and the National Waterfront Museum in Swansea Marina.
- Our 2017 visitor data demonstrated that 21% of our attendees came from one of the 25% most deprived areas in Wales and that 81% of visitors had declared themselves “more interested” in science after attending the event.

Oriel Science

- Oriel Science was established as a pop up science centre 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. Our first exhibition, ‘The Story of Time’, ran from September 2016 to June 2017 attracting 17,000 visitors from the public. Oriel Science hosted schools, workshops and sought to further develop the scientific literacy of older visitors. The exhibition is designed to encourage younger visitors to choose STEMM subjects at school leading to STEMM degrees in University. An analysis of our visitors’ postcodes showed that they exactly matched the profile of the Swansea community based on the “Welsh Index of Multiple Deprivation” socio-economic indicator. Our visitor demographics were similarly gender- and age-balanced.

Discovery

- Continued development of the Discovery project into 19/20. 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. The project’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 in 17/18 to provide a buddying orientation scheme for Autistic students and expect to do the same next year. This meant that student volunteers were trained and supported to provide orientation

support to Autistic students starting university. Discovery also provides intensive support to students with additional needs to enable them to volunteer alongside their peers.

- Discovery provides a range of volunteering programmes supporting all sections of the community or improving the environment. This includes 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 3 bursary places to low income students to take part in our annual summer programme in Zambia

City Deal

- Formally signed in 2017, the Swansea Bay City Deal has created the foundation for Swansea University to develop and engage with a number of transformational projects across the South Wales region.
- The City Deal programme encompasses 11 projects across 4 key themes of Economic Acceleration, Life Science and Well-being, Energy, and Smart Manufacturing and work will continue on the collaboration in 2019/20. An enhanced Digital Infrastructure, next generation wireless networks and the development of workforce skills and talent will underpin each. The City Deal is expected to give the Swansea Bay City Region a permanent uplift in its GVA of £1.8billion and will generate almost 10,000 new jobs and secure approximately 8,000 existing jobs over the next 15 years.

S4 – Swansea University Science for Schools initiative

- Continuation of S4’s externally funded inclusivity driven initiatives, delivering ‘taster days’, workshops, residential and non-residential summer schools to school pupils aged between 7 and 17. S4’s “interventions” are ‘inclusivity’ driven and cover the subjects of bioscience, computer science, geography and geoscience, mathematics, and physics. S4 also offers ‘transition interventions’ for Year 6 pupils transitioning into Year 7.
- The S4 programmes follow a familiar STEM outreach methodology, using hands-on science engagement activities to reach out to low STEM participation demographics with the overall aim of improving STEM uptake and attainment through bolstering science capital in low-participation demographics. The Scheme has interacted with over 4,000 pupils between 2012 and 2016.

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:

- Establish a permanent venue for Oriel Science by 2019/20 and increase the number of visitors to 30,000 per annum
- By 2019/20, we will increase the number of visitors to the Swansea Science Festival to 12,000 an increase from the 9,000 received in 2017
- By 2019/20, the Discovery initiative will increase its reach and establish a presence on Bay Campus. This will help increase the number of volunteers engaging with the initiative and in order to support this, we will also increase the number of social opportunities and activities for volunteers

ii. investments in improving the quality of learning and teaching, with reference to the quality of the student experience;

Improvements to Teaching Quality:

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

Provided by: Swansea Academy of Learning & Teaching

Rationale:

- Drive to improve teaching to an excellent standard aligned to the Teaching Excellence Framework
- Engagement with improving the student experience at Swansea through excellent teaching
- 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 and to 88% (upper quartile) by 2019-20. This revision is based on our 2017 figure of 86% achieved.
- HEA accreditation target = 80% of all teaching staff, grade 7 and above by 2020 (currently 35%, 50% by 17-18, 65% by 18-19).

Student Improvement Initiatives:

- **Co-creation (staff and students) of the digital delivery of formative learning.**
In 2017-18 we are running two pilots of students using a digital reflective diary in which they capture all of their assessment feedback. Students use the diary in their academic mentor sessions to discuss patterns in their feedback, work through ways to use the feedback to improve future work, which results in higher confidence and attainment

levels. A midway evaluation of students and staff has been very positive and we will produce an evaluation report at the end to determine whether full roll-out would benefit all students and is feasible from a resource perspective. If successful, the process of rollout and embedding will take place over the academic years of 18-19 and 19-20

- **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.**

In 2017-18 we are running pilots within three Colleges, which will be evaluated. Learning Ambassadors have been created as volunteering roles and will play a key role in developing undergraduate symposiums. Evaluation and embedding if successful will take place over the academic years of 18-19 and 19-20

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

We have worked 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 be included within the module catalogue and programme handbooks in future.

- **Student exchange**

Students will continue to have the opportunity to go on a week-long exchange to another University to experience how another institution runs. In this way, the student can act as a change agent, as they bring ideas back to enhance the student experience. Pilot was successfully conducted in 17/18 with a Swansea University student visiting Newcastle University: <http://www.raise-network.com/picnic>

The number of HEIs within this consortium is growing, which will provide more opportunities for our students to visit other HEIs across the UK going forward and bring back a variety of ideas for enhancing their experience at Swansea University. Students will also visit us on exchanges from other HEIs, which will be mutually beneficial in sharing of best practice.

Provided by: Planning and Strategic Projects Unit

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:

- Increased number of academic societies - 44 in May 2017 to 45-50 by 2020.
- Should the relevant pilots be successful, we will work towards embedding digital reflective diaries, departmental undergraduate symposiums and learning ambassador roles by 19/20

iii. activities which strengthen the employability of Welsh graduates;

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

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

Swansea Academy of Employability (SEA):

Implementation of a clear one page 'My Career Journey' Map, relevant to students of any level, from any discipline. This map underpins all employability activity across the University and provides a consistent and clear message to students helping them to 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 and a specific staff guide has been developed alongside a new website for staff resources.

Employability support from 2018/19 onwards will be further strengthened with the planned 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) and the development of the **Swansea Employability Award** to increase the opportunities for all students to benefit (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).

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

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

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

Rationale: All the initiative listed above are designed to promote a wider student experience that also focuses on the knowledge and skills employers seek in new recruits allowing students to keep pace and where possible gain a competitive advantage improving their employability.

Targets:

- **Mobility Opportunities:** Target a total number of participating students of 570 for 2019-20 (500 in 2016-17) and to develop statistics based on the percentage of UG graduating cohort in line with the UK national strategy for outward mobility.
- **Employment Zone and Placements:**
 - 2015-16: 546 achieved
 - 2016-17: 741 achieved (target 573)
 - 2017-18: 800 target
 - 2018-19: 1000 target
 - **2019/20: 1250 target**
- **SEA Award:** numbers of students registering for and completing the SEA Award:
 - **2015-16- Registering:** 1,900; Completing: 993 (actual)
 - **2016-17- Registering:** 2,150; Completing: 882 (actual)
 - **2017-18- Registering:** 2,200; Completing: 1,200
 - **2018-19- Registering:** 2,500; Completing: 1,500
 - **2019-20-** It is envisaged that the Award will be repackaged, ensuring the key components are capable of delivery to all students, via the 'employability learning outcomes'. 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).
- **DLHE targets:**

2015-16 graduates (reported 2017)

 - Employment & Further Study = 95.5%
 - Graduate Level Employment = 82.6%

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

 - Employment & Further Study = 96%
 - Graduate Level Employment = 85.5%

iv. actions which promote Welsh higher education more effectively internationally;

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:

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

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

Rationale: Continue to develop Swansea University's global footprint, in line with its position as a highly ranked, internationally focused institution.

Targets:

- Increase the number of international students (FPE) from 2,734 (14%) in 2016-17 to 3,300 (14%) in 2019-20.
- Continue to develop active, sustainable and mutually beneficial international partnerships across the spectrum of internationalisation activity
- Enhanced global profile and reputation

The Academic Partnerships Directorate (APD) is capitalising on opportunities to promote Welsh HE Sector through the following:

- The Director is a Higher Education Reform Expert for the European Commission, promoting European Education in countries outside the EU (e.g. Jordan, Azerbaijan Representing UK on EC Advisory Committees and has served on Working Groups established by the European University Association.
- Representing UK on EC Advisory Committees and has served on Working Groups established by the European University Association.
- Representing the University on a high-level consortium of UK and Chinese Universities under the “World-Class Universities Initiative”
- SeedCorn funding 2016/17 and 2017/18 – taken up by 9 academics resulted in a conference, networking opportunities, discussions to develop joint Masters’ and research funding applications.

The Academic Partnerships Directorate has developed a number of innovative partnership models (e.g. joint and double postgraduate degrees with universities such as the Sorbonne Paris, Grenoble, Cape Town, Wuhan University and through involvement in British Council initiatives throughout the world. Through these exciting initiatives, Welsh HE is continually being promoted.

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

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

Provided by: Academic Partnerships Directorate

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

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

Targets:

- Negotiate a new strategic partnership in China with Wuhan University
- Develop 1 new joint degree with Grenoble
- Increase the number of joint PhD students in Grenoble by a further 20% (from 50% increase in 2018/19)
- Develop 2 dual degree arrangements with existing partners

- Expand CPD short course provision for overseas delegations
- Develop and expand academic partnerships in Australia and South America

v. actions which improve delivery of sustainable higher education;

The Academic Partnership Directorate has 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.

APD has established 5 new academic partnerships with high quality partners.

The University is active in supporting Welsh government degree apprenticeship developments and intends to pilot 2 programmes in Phase 1 of the implementation plan.

Provided by: Academic Partnership Directorate

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

Targets:

The intention is to expand the application of these models with existing partners, with new partners and in countries where no TNE activities currently exist. The targets are to:

- Develop two new dual degrees with our partner University in Canada
- Expand the delivery of HE activities in FE with existing and new partners by incorporating 2 degree apprenticeships into the portfolio and possibly introducing Welsh-medium modules into programmes
- Developing one double Bachelor degree with an European partner and one in Asia
- Enrolling 50 double PhD candidates
- Enrolling 25 new double Masters' candidates
- Establish new partnerships in Australia and South America
- Establish 10 new academic partnerships with high quality partners (in addition to the 10 new partnerships identified in the 2018/19 plan)

vi. activities which raise awareness of higher education amongst potential learners; and

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

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

**Institution
Applicant name:**

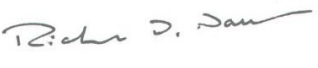
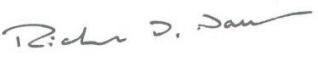
Swansea University

Authorisation of 2019/20 Fee and Access Plan

Authorisation of the 2019/20 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 2019/20 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;
 - b. it is not acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant for purposes of regulation under the 2015 Act; and
 - c. it is submitting new, up-to-date, more recent information/data to inform HEFCW's assessment.
- iii. understand that HEFCW reserves the right to undertake a visit to applicants to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, applicants.
- iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the applicants, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original 2018/19 fee and access plan, as approved by HEFCW, must be honoured.

2019/20 fee and access plan submission to HEFCW⁴	
Date of governing body approval:	19.03.18
Governing body authorised signature: (delegated power to the Vice Chancellor for sign-off)	
Date:	21.03.18
Updated/Final 2019/20 fee and access plan submission (where applicable)	
Date of Governing Body approval:	02.07.18
Governing body authorised signature:	
Date:	02.07.18

⁴ 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 Aii: Data Tables

- Table A Fee Levels and fee income and investment 2019-20
- Table B Fee & Access Plan income forecast expenditure 2019-20
- Table C Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime 2019-20
- Table D Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime for partnership provision based in the UK 2019-20
- Table G Fee & Access Plan Targets for 2019-20

Institutional fee and access plan 2019/20**Table A: Fee levels and fee income and investment, 2019/20**

Institution name: Swansea University
 Institution UKPRN: 10007855

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the post-2012/13 fee regime in 2019/20, are to be returned in this table.

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

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

a) What is your highest proposed fee rate for:

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

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

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

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

	£
Full-time undergraduate	8,467
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in pl	8,476

d) What post-2012/13 fee regime income do you expect to receive in 2019/20? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	113,222,550
Full-time PGCE (QTS)	1,935,000
Total	115,157,550

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2018/19 plans the proportion of total income invested in 2019/20 must be at least the proportion invested in 2018/19. For those applicants, HEFCW has provided below the 2018/19 amount and percentage of total income.

	2019/20		2018/19	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	13,046,845	11.3%	12,415,458	11.6%
Promotion of higher education	7,255,489	6.3%	6,059,819	5.7%
Total	20,302,334	17.6%	18,475,277	17.3%

Institutional fee and access plan 2019/20

Table B: Fee and access plan income forecast expenditure, 2019/20

Institution name: Swansea University

Institution UKPRN: 10007855

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

Guidance note

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

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

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

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

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

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

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

2019/20 fee and access plan income forecast expenditure

a) Equality of opportunity

	2019/20	2018/19
	£	£
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	2,900,989	2,919,324
2. attract and retain students and potential students from under-represented groups	3,159,854	3,003,982
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education	421,088	442,695
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers	2,371,864	2,025,848
5. improve the higher education experience for groups under-represented in higher education	1,361,047	1,304,420
6. provide to under-represented groups effective information, before and during their studies	1,410,411	1,539,410
7. provide high quality academic and welfare support to groups under-represented in higher education	662,889	683,264
8. support the progress to employment or further study of groups under-represented in higher education	476,372	496,514
9. contribute to Reaching Wider Partnerships	282,332	0
10. other, for example fee and access plan evaluation	0	0
Total	13,046,845	12,415,457
Percentage of forecast expenditure to be spent on Equality of Opportunity	64.3%	67.2%

b) Promotion of HE		2019/20	2018/19
Categories of expenditure to :		£	£
1.	deliver more effective engagement with private, public or voluntary bodies and communities in Wales	942,741	806,150
2.	improve the quality of learning and teaching, with reference to the quality of the student experience	842,798	829,366
3.	strengthen the employability of Welsh graduates	453,556	400,637
4.	promote Welsh higher education more effectively internationally	3,560,125	2,848,274
5.	deliver sustainable higher education	692,642	544,404
6.	raise awareness of the value of higher education to potential students	763,627	630,988
7.	other, for example fee and access plan evaluation	0	0
Total		7,255,489	6,059,819
Percentage of forecast expenditure to be spent on Promotion of HE		35.7%	32.8%

c) Total forecast expenditure of 2019/20 fee and access plan income, a) + b)		2019/20	2018/19
		£	£
		20,302,334	18,475,276

d) Student financial support (already included in a) and b) above)				
	2019/20		2018/19	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers			0	0
Bursaries	3,383,000	3,100	3,300,000	3,300
Scholarships	906,647	1,100	645,000	1,100
Hardship funds	323,000	1,100	315,000	1,200
Provision of financial management advice and skills	291,947	12,000	253,900	12,000
Other financial support			0	0
Total	4,904,594	17,300	4,513,900	17,600
Percentage of forecast expenditure to be spent on student financial support	24.2%		24.4%	

If the proportion to be invested in 2019/20 is less than in 2018/19 please provide commentary below:

The proportion of financial support is slightly lower than last year but still represents an increase of around £400,000. The number of students supported is anticipated to be lower than the previous year mainly due to the refocus of income related bursaries targeted at students from the lowest household income brackets in 2019-20.

Institutional fee and access plan 2019/20

Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2019/20

Institution name: Swansea University
 Institution UKPRN: 10007855

This table should be completed where:

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

Where different fees are charged for different courses or cohorts, or you have provision that you do not validate yourself, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A.

The guidance below gives the categories of courses for which information should and shouldn't be returned. Note that information about provision delivered under partnership arrangements is collected in Table D.

Guidance note

Do include information about courses:

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

Do not include information about courses:

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

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

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	112,598,550	1,935,000
Total expected student numbers	13,296	215
Average fee	8,469	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	12,329	N		110,961,000
2	1,350	Bachelors Degree Honours - year abroad Enhanced First Degree - year abroad		Year 3	N	229	N		309,150
3	1,800	Bachelors Degree Honours - year in industry (year 3) Enhanced First Degree - year in industry (year 4)		Year 3 or 4	N	738	N		1,328,400
4	9,000	PGCE		Year 1	Y	215	N		1,935,000

Institutional fee and access plan 2019/20

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, 2019/20

Institution name: Swansea University
 Institution UKPRN: 10007855

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

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	624,000	0
Total expected student numbers	76	0
Average fee	8,211	

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	(a) a first degree	BEng Aeronautical and Manufacturing Engineering	20.07.16	Confirmed	1	10	9,000	90,000
2	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdSc Applied Business Management	31.07.17	Confirmed	1 and 2	30	7,500	225,000
3	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(a) a first degree	BEng Advanced Manufacturing Engineering	31.07.17	Confirmed	1	17	9,000	153,000
4	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	9	9,000	81,000
5	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Confirmed	(c) a foundation degree	FdEng Aeronautical and Manufacturing Engineering	20.07.16	Confirmed	1 and 2	5	7,500	37,500
6	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	5	7,500	37,500

Institutional fee and access plan 2019/20

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. Applicants will want to satisfy themselves that they have sufficient targets to provide a full account of, and return on, the level of public investment to which the plan relates. The level of public investment will differ between institutions, as will the quantity of targets.

For 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 haven't been included as the target. For example, if a percentage of students that are from a particular group is a target, 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 2017, updated as appropriate if additional information is available. This is only required for the 2019/20 targets and the baseline data and not for targets further in the future.

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 category of expenditure (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data		Contextual information for baseline year			Target		Contextual information for target			Optional longer term targets				Please provide a commentary on the 2019/20 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.	%	Population	No.	%	2019/20		2019/20			2020/21		2021/22		
											No.	%	Population	No.	%	No.	%	No.	%	
1	Widening Participation - The proportion of all UK domiciled undergraduate first degree, first year students (also based on all modes, country postcode, FPE) studying at Swansea University who are from UK low participation areas.	a1, a2, a3, a6, b6			2016-17	1,356	31.6%				1,582	31.8%								
2	Widening Participation - Non-continuation -The proportion of full-time, first degree, first year undergraduate students [UK Domicile based on postcode using HESA PI population year 1, excluding UG Other non-degree, FPE] who are no longer in higher education following year of entry.	a2, a4, a7			2015-16	81	7.1%				94	6.5%								
3	Low Income Students - The proportion of first year (first degree) undergraduate students (FPE) in receipt of the University's low-income progression bursary.	a1, a2, a3, a6, b6			2016-17	1,137	22.1%				1,194	20.0%								
4	Low Income Students - Non-continuation - The proportion of full-time, first year (first degree) undergraduate students in receipt of the University's low-income progression bursary no longer in higher education following year of entry [based on UK domicile, HESA PI population year 1, excluding other undergraduate, FPE].	a2, a4, a7			2015-16	60	5.4%				63	5.4%								
5	Looked After Children (LAC) - the number of LAC undertaking an undergraduate first degree at the University [First year, FPE students].	a1, a2, a3, a6, b6			2016-17	26	0.5%				35	0.6%								
6	Welsh Medium - The number of students (FPE) studying higher education courses in Welsh at Swansea University; Undertaking at least 5 credits of their course through the medium of Welsh	a1, a2, a3, a6, b6			2016-17	342					440									
7	Welsh Medium - The number of students (FPE) studying higher education courses in Welsh at Swansea University; ii) Undertaking at least 40 credits of their course through the medium of Welsh	a1, a2, a3, a6, b6			2016-17	97					155									
8	Part-time Students - Participation - The proportion of first year, undergraduate first degree students (FPE) undertaking a part-time degree	a1, a2, a3, a6, b6			2016-17	71	1.4%				119	2.0%								
9	Part-time Students - Non-continuation - The proportion of part-time undergraduate students no longer in higher education two years following year of entry [HESA Table T3e_1415 using rounded data).	a2, a4, a7			14-15 cohort	25	31.5%				30	31.7%								
10	Disabled Students - Participation - the proportion of undergraduate, first degree, first year students (FPE) declaring a disability.	a1, a2, a3, a6, b6			2016-17	603	11.7%				717	12.0%								

11	Disabled Students - Non-continuation - The proportion of full-time undergraduate, first degree, first year students (FPE) declaring a disability no longer in higher education following year of entry [based on UK domicile, HESA PI population year 1, excluding other undergraduate].	a2, a4, a7	N		2015-16	31	7.6%				42	7.0%							
12	BAME Students (UK domicile) - Participation - The proportion of UK domicile, undergraduate, first degree, first year students (FPE) from a BAME background.	a1, a2, a3, a6, b6	N		2016-17	539	10.5%				687	11.5%							
13	BAME students (UK domiciled) - Non-continuation - The proportion of full-time UK domicile, undergraduate, first degree, first year students (FPE) from a BAME background no longer in higher education following year of entry [based on HESA PI population year 1, excluding other undergraduates].	a2, a4, a7	N		2015-16	27	5.9%				33	5.5%							
14	International Mobility - Total no. of students undertaking overseas work or study opportunities	a5, b2, b3	N		2016-17	500					570								
15	Internationalisation - Overseas students as a percentage of all students. (FPE based on domicile in HESA)	b4, b5	N		2016-17	2,734	14.3%				3,300	14.0%							
16	Student Experience - The percentage of students satisfied with the overall experience (NSS).	a5, b2	N		2016-17		88.0%					91.0%							
17	Graduate Employability - The proportion of leavers from Swansea University who have entered professional employment or graduate level further study fifteen months after leaving. [Based on the Times University Guide calculation relating to full time, first degree, UK domiciled leavers using SOC 2010 codes for professional employment]	a8, b3	N		2015-16 cohort		82.6%					85.5%							
18	Continuing Professional Development (CPD) - Number of CPD short courses	b1, b3, b5	N								30								No baseline data until 2018-19
19	Continuing Professional Development (CPD) - Number of enrolled professional learners	b1, b3, b5	N								200								No baseline data until 2018-19
20	Widening Access / Reaching Wider - The proportion of all Welsh domiciled, undergraduate first degree, first year students (all modes, FPE) studying at Swansea University who are from the bottom two quintiles (40% most deprived areas) in the Welsh Index of Multiple Deprivation.	a2, a3, a9	N		2016-17	699	34.6%				36.0%	844							