



Swansea University Prifysgol Abertawe

2017/18 Fee and Access Plan

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2017/18 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 progress and achieve. The under-represented groups featured within this plan have been chosen based on current HEFCW widening access priority groups and from a review of our student profile data. 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 HE which can be summarised to 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 around 17% of the income it will generate in 2017-18 from student fees equating to £16.9 million (£13.9M in the 2016-17 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

Swansea University and Swansea University Students' Union work in partnership to support the capture of high quality feedback on the University student experience. The focus on students as partners has seen the enhancement of the student voice in University affairs through representation, participation, engagement, and the development of a Student Engagement and Partnership Team who work closely with the Students' Union. The University is mindful of the principles that underpin excellent working relationships between Higher Education Institutions and Students' Unions that have been identified in the Relationship Agreement.

The Student Charter has been reviewed and re-launched this session and sets out how working together we will:

- Ensure student representation through the full time officers
- Provide opportunities for students to give feedback on their programme of study and experience at Swansea University
- Work in partnership with the Students' Union to ensure strong student representation within decision making bodies so that students are appropriately informed, listened to and provided with feedback
- Demonstrate our commitment to the principles of the Wales Initiative for Student Engagement (WISE Wales) and the role of students as partners

This Fee & Access Plan builds upon the work undertaken to develop our previous Fee Plans and our Strategic Plan 2012-2017. Student representatives have been involved in the process of developing these documents, which share core elements regarding setting the strategy for the institution, and how we implement that strategy.

As part of an ongoing dialogue, the Swansea University Students' Union have participated in regular meetings and in discussion forums with senior University academic and administrative managers, reviewing different aspects of University business which impact upon the Fee & Access Plan (examples include how we engage with potential applicant students and managing performance) and implementing the plan, including the work of our teaching, employability and widening access academies. A full Council and Senior Management Team away day took place in April 2015, which involved our Council members and Student representatives in addition to our usual discussion forum attendees, with a full day's engagement with the issues in hand. The Student Union Chief Executive is now a part of the University's Professional Services Management Team.

Alongside our usual, sustained process of engagement with our student representatives wherein we have discussed Fee & Access Plan issues. In drafting the 2017/18 Fee & Access Plan we have engaged with the Students' Union. The approach to developing the Fee and Access Plan was discussed at the Student Partnership and Engagement Committee on the 1st of March. The Students' Union were members of the Fee & Access Plan Development Group and there has been an in-depth engagement on the plan with the Education Officer. This has

been fundamental to shaping our approach to under-represented groups in the plan and ensuring future provision or the review of future provision for these groups are included. Drafts of the Fee & Access Plan have also been circulated via email to the Students' Union Full-time Officers for comment. The final version of the Fee & Access Plan prior to publication will also be agreed by the Students Union. Student engagement at Swansea and in the development of the fee plan is aligned to the principles in the Universities UK/NUS report Breaking down the barriers to Student Opportunities and Youth Social Action.

Strengthening the Student Voice

Swansea University already has strong links with the student body across many planning and review activities to ensure the student voice is heard and informs future decisions. For example, the University's Learning and Teaching committee already benefits from student representation. However, the University is always seeking to improve these links and representation and will engage more effectively with our students through the following activities:

1. Enhancing our commitment to student engagement through the representation of the 'student voice' at all levels of the institutions decision making processes including the introduction of a Student Window at the beginning of every meeting.
2. The University has invested in a new Students' Union building on the new Bay Campus which formally opened in December 2015. This new facility provides the Students' Union with the opportunity to enhance engagement with students on the Bay Campus through formal meetings, social activities and democratic activities
3. The creation of a dedicated Student Engagement and Partnership team based within Academic Services will be a major enhancement of our ability to support and enhance the student voice across the institution. This team which works in close partnership with the Students' Union has already succeeded in delivering our best ever response rate to our NSS and other student feedback surveys.
4. We have reviewed and updated the Student Affairs Committee a formal sub-committee of the University's Council which has become the Student Partnership and Engagement Committee.
5. We have worked closely with the Students' Union on our Bay Campus facilities and services through the Bay Campus Implementation Group and a joined up approach to communication and problem solving.
6. We have developed dedicated feedback mechanisms for the Bay Campus Bayfeedback@swansea.ac.uk which channels student feedback via one route to relevant stakeholders for response and action. This has led to the set-up of a feedback@swansea.ac.uk portal for all student feedback
7. The STEP4 Excellence programme which is a major university strategic change initiative aimed at delivering ongoing improvements in the quality of the student experience. One of the 4 themes of the STEPExcellence programme is Student Engagement and this theme has made a series of recommendations to enhance student engagement, representation and participation including the phased roll out of a student voice platform, college student fora, college student engagement leads,

enhancement of student representatives and the development of an academic societies toolkit.

8. We have developed a roadmap for student feedback which shows students how their feedback opportunities are spread across the academic year and when their feedback loop will be closed.
9. We are developing a data sharing platform which will ensure that feedback from students is shared across users so we make best use of it and do not repeat requests for feedback.
10. The University is committed to the continued improvement of the Students' Union and works in partnership with the Students' Union to support this as well as supporting them financially. The university significantly increased this financial support for this year.
11. The Students' Union has delivered significant improvements to their democratic processes through online engagement, training and an election results night. This has resulted in over 23,000 votes being cast in the SU elections.
12. Include student representatives in the student feedback (NSS and other surveys) action planning process at a College and university level.
13. Continuing to engage with our student body through the Students' Union and to support the excellent work of Discovery Student Volunteering Swansea
14. Making significant improvements to our communication with students including retaining customer service excellence accreditation across our support services and the further enhancement of our online, social media and email communication.
15. Implement the behaviours referenced in our Student Charter
16. Increasing college representation at undergraduate level by recruiting more representatives per college

The contribution of the student voice, and partnership working, to governance and quality.

As set out above the 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.

Students are members of all University senior governing bodies - the Council and the senior academic decision making body, the Senate. They are also members of Senate Sub-Committees which cover academic areas including the Learning and Teaching Committee, Academic Standards and Quality, and the Academic Regulations and Cases Board. Students are also represented in the programme review and approval process on the Programme Management Board and the Programme Approval Committee. Student representatives at this level are usually full-time officers of the Students' Union but also include some College representatives and part-time officers of the Students' Union.

At College and subject levels, students are represented by College and subject representatives on the College Learning and Teaching Committees, Boards of Studies and in College Staff-Student Forums. Feedback from student representatives forms a major part of the agendas of boards of studies and college student forums.

In relation to quality processes, students are represented on the university quality review processes 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 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 which feed back to the link tutor for each college.

We involve students in the establishment of our new provision within our partner organisations and meet with them as a part of our programme approval processes.

Students are represented on the University's main governing body the Council. The Student Partnership and Engagement Committee (SPEC) is a sub-committee of Council and all the full-time officers of the Students' Union are members of the SPEC.

The Students' Union Full-Time Officers meet regularly with the University's Senior Management Team in the SMT-FTO meeting. Students are also involved with major University projects and change initiatives such as the Bay Campus Implementation Group, Travel Plan Working Group and Sports Strategy groups. The Student Union Chief Executive is also a member of the Professional Services Management Team.

Student Volunteering and Breaking down the barriers

The University actively supports student volunteering through opportunities across the university including sustainability, as student ambassadors and across our colleges as well as in the Students' Union and in our Charity - Discovery - Student Volunteering. Volunteering across these activities is aligned to the principles set out in the Breaking down the barriers document. Discovery which received the Queens Award for volunteering in 2014 celebrated its 50th anniversary in 2016 and students from throughout its history came back to Swansea to join the celebration.

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

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

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

We will write to students applying for entry from 2017/18 to notify them of the fees, the arrangements for paying fees and the support available to them. We will provide to them information on fee levels for each year of their programme of study (in order to calculate the aggregate fee for the entire programme), when that information becomes available to us. We will also write to students applying to Swansea University for entry in 2017/18 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 the fees if they choose to move to another course or have to re-sit to provide them with the appropriate information.

In addition to Tuition Fee charges and living costs, certain programmes (or modules) may attract further mandatory or optional costs necessary for students to fully participate and complete their program of choice. Students will need to budget for these costs separately as

they are not included in the overall Tuition Fee charged. Such costs can include fieldwork trips, travelling expenses for work or study placements, laboratory and equipment costs or CRB checks specific to the program. The University and its franchised partners will continue to strive to minimise the number and scale of any additional costs but details of any additional costs will be published on individual programme web pages and will be included in the programme information sent to applicants at the point of offer.

The University's Money Advice and Support Office (MASO) will provide information to current students through 'drop in' advice sessions, through the University's dedicated online portal and by telephone and email. The services available from the MASO are widely advertised via talks to students, presence at open days, Welcome Fairs, via emails and Bulletin Board announcements, and in various events and posters around campus.

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

Any changes in fee levels will be communicated to current students. This information will be made available to prospective students immediately via the website.

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..." and supports the following HEFCW Corporate Strategy 2013-14 – 2015-16 outcomes:

- Improved access and progression for people in locations where such opportunities are low
- Increased number of students who successfully complete their learning objectives
- Improved part-time learning opportunities are offered.

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.
- iv) The services and provision we provide to support students through recruitment, retention and attainment are aimed at and available to all students but we recognise particular groups of students (e.g. under-represented groups) are likely to benefit more from this support.**

Swansea University's investment in the Promotion of HE is 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, and supports the following HEFCW Corporate Strategy outcomes:

- Continuing efforts are made to deliver an excellent student experience;
- Ensuring that the student voice strengthens higher education;
- Study through the medium of Welsh takes place in a wider range of programmes and locations across Wales;
- The internationalisation of higher education in Wales, with Wales outperforming the UK-wide rate of change in the recruitment of overseas students;
- Ensuring employability is a key outcome of the higher education experience;
- Higher Education's impact on Welsh economic prosperity; and
- To ensure more people in Wales experience higher education and are equipped with higher level skills.

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 under-represented groups including money advice and academic study skills. However, where appropriate, targeted support for specific student groups has also been made available e.g. for students with disabilities. In

addition, the review of previous fee plans allowed for gaps in provision to be identified. For example, the support offered to Asylum Seekers is currently quite limited and is something the 2017-18 Fee and Access plan is seeking to address.

In terms of the outcomes and performance of the targets within previous fee plans, we are satisfied with the results achieved particularly when taken against a context of increased competition from within and outside of Wales (e.g. the removal of the recruitment cap in England, reduction in the number of overseas students across the UK, the finite widening access/participation populations that all UK universities are targeting and the differential funding arrangements that exist between Welsh and English HEIs) and the University's drive to rapidly increase student numbers to support our strategic objectives. The majority of targets over-achieved and some were set to maintain proportions (e.g. the proportions of students from widening participation areas) which is a challenge in itself given that our student population is significantly increasing (i.e. the proportion stays the same but the numbers of students attracted to achieve that proportion will increase).

In terms of the lessons learnt from previous fee plans and other widening access provision we acknowledge that student expectations are changing over time and the University needs to be responsive and maintain accessibility of provision. For example, for money advice and support, most students now prefer at the first stage to apply online for assistance rather than meet with an adviser. However, drop in sessions are still available to ensure provision is inclusive.

The University, has also acknowledged that a greater understanding of the factors impacting students in terms of participation, retention and attainment is required especially when viewed for different under-represented groups. For example, our levels of non-continuation have always been very good especially for a research intensive institution – typically less than 5% for all students. However, when viewed for different under-represented groups this can vary greatly from 5% to 10%. The exact reasons why need to be established so the University can determine what initiatives it may need to put in place to address this issue across the board or for particular under-represented groups.

Previous fee plans have been quite generic in their approach and our focus had already started to shift to examine individual student groups (i.e. BAME attainment gap). These differential outputs and outcomes for different student groups was key to the development of work to examine student analytics. This activity has led to a successful pilot of a **new attendance monitoring system** for all timetabled teaching in February 2016, the system will now be introduced across the University from September 2016. The systems enable us to see the pattern of attendance for individual students on a daily basis thereby facilitating early intervention for those not engaging. Further developments in the area of learner analytics are ongoing and the University is engaging closely with JISC (UK higher, further education and skills sectors' not-for-profit organisation for digital services and solutions).

As part of the **Enhancing Degree Outcomes Project (EDOP)** which began in 2016, a task and finish group is being set up to analyse student progression at all levels in all subject areas. The group will look at the influence of widening access and protected characteristics including **BAME** and specific **gender groups** on student progression and final degree outcomes.

With the requirement to attract more students from disadvantaged backgrounds and the increased competition for these students particularly from England; the University is also currently undertaking a **Widening Access Review** examining our activity to encourage under-represented groups to enter HE and how we can ensure that resources are utilised to maximum effect.

Our significant staff resource delivers many activities to support students in their own subject areas. In order to better understand and support the sharing of good practice we have already started to conduct activity audits to understand what is currently available, who is conducting it, when is it done and which students it is aimed at. In addition, a Community of Practice for staff has been set-up for academic and support staff to come together and discuss their activities, share experiences and contacts and more importantly provide an opportunity to work together more strategically with the intention to produce one programme of co-ordinated interdisciplinary activity that runs across multiple years that everyone will contribute to. We have also improved the way that schools can find out about the various widening access and outreach activities we have available to them from our online Schools and College Outreach Programme offering a menu of activities which they can find out about and make enquiries.

In terms of the level of investment in the categories of provision within the plan, overall the University is required to invest no less than the £13.9M invested in 2016-17 and therefore the University expects to invest £16.9M of its total fee income in 2017-18. This investment is embedded within the many services that support equality of opportunity and promotion of HE and the rationale for providing these services (e.g. Disability Office, Swansea Employability Academy, Swansea Academy of Inclusivity and Learner Support, Student Support Services, Student Recruitment) is based wholly around providing an inclusive learning experience that attracts, supports, retains and helps students attain and achieve.

This investment of £16.9M has been apportioned across the Welsh Government/HEFCW measures based on budgets and spend that relate to providing direct services/support for under-represented groups (e.g. Outreach activities, low income bursaries) or where appropriate; taking a proportion of spend based on the total proportion of under-represented groups within the University.

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

The University's Strategic Plan sits above all these other strategic plans and outlines the rationale and objectives to improve the student experience and widen access. Social inclusivity via widening participation recruiting, retaining and supporting students to achieve their potential regardless of their social, cultural or financial circumstances.

Strategic Plan 2012-17 objectives supporting improving the student experience (and widening access):

- Increase the proportion of our graduates from Communities First areas of Wales who get a first or upper second class degree.
- Further enhance participation and outcomes for students from low participation backgrounds.
- Enhance our student experience, working in partnership with our students.
- Reform and develop our already high quality research-led and practice-driven teaching and curriculum.
- Increase the proportion of our graduates who get a first or upper second class degree.
- Increase the proportion of our graduates in graduate employment.
- Increase opportunities to study through the medium of Welsh and improve take up of this provision.
- Grow and maintain international partnerships that will enhance and support our research, teaching and student recruitment ambitions.
- Provide more international opportunities for our student body to improve their university experience and employability.
- Attract more overseas students to Swansea from more countries.

The 2017-18 Fee & Access Plan will also help inform the development of the University's new strategic plan (2018-2023) which will continue and further advance the inclusivity approach we take at Swansea University.

The Fee & Access plan also reflects 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. This year we have been conscious to ensure the South West Wales Reaching Wider Partnership have played a further role in helping to develop and shape the Fee & Access plan; such as helping to determine the under-represented groups to be included in the plan and to also include joint provision. The plan also recognises the support provided between the partnership and the University in helping to resource the many activities to widen access.

Fee & Access Plan Objectives

This Fee & Access Plan has been aligned with the guidance set out by the Welsh Government and HEFCW and in doing so we have 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:

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

Promotion of higher education:

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

The extensive provision to meet these objectives is set out under the Equality of Opportunity and Promotion of HE sections below, with an investment of **£16.9M** (17.1%) from the total fee income split per objective/measure as listed in Annex Aii table B.

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

Monitoring Progress & Compliance of the Fee & Access Plan

In previous years the Fee Plans have been monitored on an annual basis via the HEFCW Annual Monitoring Statements (AMS) usually in the following April after the academic year to which the Fee Plan relates to has ended (e.g. 2014-15 Fee Plan ends in August 15 and the AMS is due April 16). Typically, this would entail evaluating whether the targets within the plan have been achieved or not.

However, in line with the WG and HEFCW guidance, there is now a further requirement to monitor progress and compliance. To this effect, the University will request a narrative update from responsible officers (around March) as to whether the planned provision has been successfully delivered and if targets have been achieved. This will better inform the future provision update in subsequent Fee & Access Plans.

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.

The following groups were selected to be included in this plan:

Under-represented Group	Reason for inclusion
Widening Access - Welsh Students from deprived areas – Communities First/Welsh Index of Multiple Deprivation	This group remains a current Welsh Government (WG) and HEFCW priority and our student profile data suggests typically around 20% of our Welsh domiciled students are from a deprived area.
Widening Participation - Students from low participation areas as defined by POLAR3 postcodes.	As above... the WG and HEFCW want to encourage students to enter HE especially from areas where traditionally there are lower levels of participation. Typically 30% of our students come from an area where there is low participation in higher education.
Students from low income households	We recognise that students who come from families with low incomes will not necessarily live in recognised deprived areas (as above) but nonetheless will face significant financial barriers. In 2014-15 around 26% of undergraduate students were eligible for our low-income bursary to help with living costs while they study. These students will remain a priority for us in the 2017-18 plan.
Looked after children/Care Leavers	This group of students (51 students in total across all modes and levels of study in 2015-16) remain a priority for WG/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 2014-15, LAC students

	represented only 0.4% of the total number of First degree students entering University.
Welsh Medium Students	Another priority group for the University, Welsh Government and HEFCW seeking to promote and advance the Welsh Language and provide Welsh speaking students with the opportunity to study their desired course through the medium of Welsh. Student profile data at Swansea indicates there are just over 300 students in total studying part of their course through the medium of Welsh.
Part Time Students	Part-time study remains a HEFCW priority that helps people achieve vocational qualifications, widen access and strengthen links with employers. Within Swansea University only around 15% of undergraduate students (first degree and non-degree) are on a part-time course. The majority of these students are undertaking a non-degree as only around 2% are of first degree, first year students are studying part-time.
Mature Students	Mature students are considered part of the widening access agenda by the Welsh Government and HEFCW who adopt an all-age approach to widening access. The student profile data indicates the proportion of mature students (+21 years) is decreasing slowly and now accounts for 14% of full time first degree undergraduates (8% for +25 years). However, the number of students is actually increasing from 500 in 2012-13 to 647 in 2015-16. The part-time provision offered at Swansea offers another avenue for mature students to undertake higher education.
Disabled Students	As part of the University's commitment to equality and diversity and as encouraged by HEFCW (including funding received to support disabled students) ensuring disabled students can study at Swansea plays a significant role in our inclusivity agenda. Within the student profile data, disabled students typically account for around 9% of our full-time, first degree, undergraduate students. While the proportion has largely stayed the same over the last several years, the number of students enrolled has increased from 262 in 2012-13 to 417 in 2015-16.
Black and Minority Ethnic (BAME) Home Students	The student profile data suggests the number of first degree, first year, UK domiciled BAME students is increasing. In 2012-13 there were 258 (10.2%) increasing to 445 (11.9%) in 2014-15 representing a 72.5% growth in just three years. However, there is a significant attainment gap (proportion of those achieving a first or two:one classification) between UK domiciled Non-BAME students and UK domiciled BAME students. While there will be many factors influencing this

	<p>gap, such as qualifications upon entry and differences in achievement across BAME sub-groups; the University recognises that this is something that requires further investigation and improvement.</p>
<p>Gender – Imbalance of Gender and attainment across provision</p>	<p>This is an area where the University wants to investigate the differences in participation levels and if there are any significant attainment differences. Early indicative data pre-investigation suggests for example that Males account for 60% of the students on STEM based subjects. However, from looking at the 11/12 and 12/13 cohorts a much larger proportion of Female STEM students seem to attain a first or 2:1 degree outcome. A project will be set up to investigate which gender sub-groups appear to be under-performing and determine what can be done to balance participation and attainment.</p>
<p>Asylum Seekers</p>	<p>Currently, unless an Asylum seeker has recourse to self-fund their undergraduate studies at the full international rate there is no fee reduction or financial student support available via the University. Our records do not indicate (or is currently able to identify) any Asylum Seekers studying a full-time undergraduate degree at Swansea University. However, there does seem to be interest in such provision. Swansea is also designated a City of Sanctuary. The University recognises a review of our approach to supporting Asylum seekers is required.</p>
<p>Other Protected Characteristics: Religion & Belief Sexual Orientation Gender Reassignment Pregnancy & Maternity</p>	<p>The University recognises that students may also possess other protected characteristics. For these groups it is important for us to provide an inclusive study environment whereby students can reach their full potential, to remove barriers to learning, to engage with students and to enhance their student experience.</p> <p>Within the student profile data, information is limited on these groups and in some cases we have no recorded data or students do not wish to declare the information. What we do know is summarised below:</p> <p>The 2015-16 student profile data currently tells us that around 30% of full time first degree students consider themselves to belong to some form of religion or belief (23% Christian, 4% Muslim, 3% other) but this could be higher as 20% preferred not to say.</p> <p>Of those willing to denote their sexual orientation, the data suggests that less than 5% of full time first degree undergraduate students have a sexual orientation other</p>

	than heterosexual. 24% preferred not to say or the question was not answered.
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Equality of Opportunity

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

In order to achieve our strategic outcomes and the relevant Corporate Strategy outcomes we are improving the availability and visibility of the many activities already taking place within Swansea University in support of equality of opportunity as demonstrated by the ongoing delivery of the **Schools and Colleges Outreach Programme** (www.swansea.ac.uk/outreach), including those delivered through joint working with partners across Wales and the region.

In addition, the Student Recruitment Office (SRO) provides a programme of talks in schools for years 12 and 13 throughout South Wales, covering areas of rural and urban disadvantage. These talks are designed to create a greater awareness of what students need to do to prepare for higher education (HE); and help build aspirations to enter HE. Talks will cover topics such as 'Why HE?', the UCAS application and Student Finance advice etc. The office also organises mock university interviews for pupils in schools and colleges to help them prepare for applying to HE institutions. The SRO also attends four annual UCAS Higher Education Conventions (Llandudno, Wrexham, Cardiff and Carmarthen), School/College careers conventions and organises School/College campus visits. Primary school programmes are also in development which will feature campus visits designed to engage and inspire future students to enter HE.

Our **foundation years** in Science and Engineering offer an alternative pathway to prospective students who have failed to achieve within the state education system. There are also specific access activities for example with adult learners, looked after children, and individuals from traveller communities or from ethnic minorities. Some of these are delivered by Swansea University staff with the South West Wales Reaching Wider Partnership (SWWRWP).

Enhancements to student transition from levels 3 to 4, through consultation with teachers, academic staff, and students, and specific academic College focused events are undertaken periodically. Highlighting and sharing good practice in inclusivity and transition with staff is undertaken by the **Swansea Academy of Inclusivity and Learner Support (SAILS)**.

A policy on the use of **contextual data in admissions** is in place for students. It is designed to ensure that students with widening access characteristics receive further consideration in relation to the offer made. We also follow the Supporting Professionalism in Admissions Good Practice Toolkit.

In an attempt to ensure equal opportunities for applicants, widen participation and maintain excellence, in 2015/16 we introduced a strategy of reviewing a range of "contextual" factors during the admissions process, with eligible applicants receiving additional consideration such as an offer at the lower end of the offer range, additional consideration during selection for

interview or at confirmation. Eligible candidates included those from low participation neighbourhoods and care leavers; and those with two or more factors such as attendance at a state school with below average performance, from families with no previous experience of HE or participation in a formal widening participation activity. The strategy and policy has been informed by a range of initiatives in place across the UK and follows recommended good practice by Supporting Professionalism in Admissions (SPA).

The **Department of Adult Continuing Education (DACE)** seeks to target adult learners in communities across South West Wales, including low affluence areas, Communities First and adults classed as asylum seekers and refugees in order to widen access to higher education. In doing so, it provides a variety of support mechanisms to promote and safeguard fair access for adult and part-time students. This includes offering free and impartial advice to prospective learners including what support is available to them (e.g. financial, fee waivers, bursaries, student loans) through a dedicated guidance worker either on campus or at venues through the communities. In addition, DACE also offers a variety of programmes to gently introduce and support adult and part-time students into higher education through:

- Non-accredited Subject Tasters – short courses with no formal assessment, aimed at introducing students to a range of subjects and encouraging progression to further/higher level studies.
- Prepare for Higher Education Programme (PREP) - as a fore-runner to the Part Time Degree programme the Department delivers a campus and community-based Prepare for Higher Education Programme (PREP). The PREP programme is designed to provide students with a supportive environment in which to begin their studies in preparation for Higher Education including the BA Humanities Part-time Degree. The programme usually begins in April and runs for 11 weeks. At DACE we understand that some students may feel anxious about undertaking higher education study so this programme provides extensive support for structuring and writing essays, referencing, note taking and other aspects of study. Study skills tutors are available for one to one sessions if required. The purpose of the programme is to build student's confidence and ensure that students are provided with the skills required to maximise the chances of success in their studies.
- Taste of Higher Education courses - a preparation course for adults who are considering studying for the BA Part-time Degree in Humanities, History or English. This provides students the experience of degree level study without committing to a full degree programme with the additional benefits of extensive study skills provision including academic writing, research and general study skills.

Proposed Asylum Seeker Bursary Scheme for 2017/2018 provision

The issue of equal access to Higher Education in respect of Asylum Seekers has been high on the agenda in recent months at the University. In order to facilitate access to our institution for such students, MASO have drafted a proposal that will offer 2+ students the opportunity to study at undergraduate level via a full tuition fee bursary and a grant for travel, books and

equipment. In addition, students who apply for a bursary but are unsuccessful will be offered a tuition fee waiver in the form of tuition fees set at the 'home' rate (as opposed to the International rate which would usually apply).

The draft proposal is quite clear in its intent to support fair access to higher education for this particular group; however, the University will have to consider if funding can be agreed for this provision along with the mechanisms to support such an initiative. This will be progressed between now and 2016-17 and if agreed should be in place for the 2017-18 academic year.

[Due to the dual purpose in measure ii) we have decided to split this into two parts addressing 'attracting' (iia) and 'retaining' (iib) separately. In addition, measures iib, iii, iv and vii will be addressed together as there is considerable overlap between the themes in these measures and the provision listed will impact them all.]

ii) ATTRACTING students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;

Attracting students from under-represented groups.

The University has a strong working relationship with the South West Wales Reaching Wider Partnership (SWWRWP) and works closely with academic Colleges to help target particular schools in South West Wales. It should be noted that although we have over 30 years' experience of outreach and community engagement work, additional activity in this area will have a long lead-in time (in terms of encouraging students to attend HE). In order to effectively increase participation from underrepresented groups, outreach work will have to influence student subject choice at GCSE as well as A level. Much of the impact of this work will therefore be seen in later years.

The University offers an extensive range of widening access activities to schools and further education college pupils both as promoted via our Schools and Colleges Outreach Programme (www.swansea.ac.uk/outreach) and as provided individually for particular schools and colleges. The activities are designed to enthuse and engage young people in a variety of subject areas as well as to impart information about university-level study and potential career pathways. For example, the annual College of Law Sixth Form Conference is attended by students (over 160 in 2015) and teachers. It gives students the opportunity to experience a little of what it would be like to study Law or Criminology at university. A new three year project funded by the Community Union and managed by the South West Wales Reaching Wider Partnership (SWWRWP) working with SAILS will start in autumn 2016 targeting more able and talented pupils in years 9 and 10 from Ysgol Newydd Bae Baglan in Neath Port Talbot.

In addition, staff from the Swansea University Academic Success Programme (ASP) teach on the SWWRWP summer university for free. They provide a 'Skills for HE' module equivalent to 30 taught hours.

Swansea University also makes a major contribution each year to the GwyddonLe (<http://www.swansea.ac.uk/gwyddonle/>) which offers interactive science activities for all age groups. The Swansea chapter of Science Girl meets monthly and provides a range of outreach activities with local schools as well as taking part in public engagement such as Soapbox Science, a public outreach platform for promoting women scientists and the science they do. **The British Science Festival** will be hosted by Swansea University in 2016 taking place from 6-9th September followed by a Family Weekend on 10th and 11th September. The latter is a legacy event which will be continued in future years.

In addition, the Student Recruitment Office provides a programme of talks in schools for years 12 and 13 throughout South Wales, covering areas of rural and urban disadvantage. These talks are designed to create a greater awareness of what students need to do to prepare for HE and help build aspirations to enter HE. Talks will cover topics such as... 'Why HE?', the UCAS application and Student Finance advice etc.

The Department for Adult Continuing Education (DACE) (<http://www.swansea.ac.uk/dace/wideningparticipation/>) coordinates outreach for adults offering a range of interventions designed to engage with learning.

DACE will also target **adult learners** in communities across South West Wales, including low affluence areas, Communities First and adults classed as asylum seekers and refugees in order to widen access to higher education. DACE offers part-time opportunities to study across the South West Wales region and collaborates with Communities First development teams, Regional Learning Partnerships and Adult Community Learning networks in order to identify prospective students. Moreover, due to the flexible nature of its part-time delivery, DACE is able to widen access to disabled students, which is overwhelmingly community-based. DACE works closely with the Swansea University Disability Office, within Student Services, to ensure that students' needs and support requirements are being met. A number of taster/introductory programmes have been developed in order to attract and encourage adult and part-time students to enter and engage with Higher Education and support any aspirations they have to pursue a degree:

- Non-accredited Subject Tasters – short courses with no formal assessment, aimed at introducing students to a range of subjects and encouraging progression to further/higher level studies.
- Stand-alone Higher Education Accredited courses - formally assessed, Higher Education (HE) 10/20 credit bearing modules, usually lasting between 10 and 20 weeks which enable learners to experience bite-size provision within a range of subject areas.
- Prepare for Higher Education Programme (PREP) - as a fore-runner to the PTD programme the Department delivers a campus and community-based Prepare for Higher Education Programme (PREP). The PREP programme is designed to provide students with a supportive environment in which to begin their studies in preparation for Higher Education including the BA Humanities Part-time Degree. The programme usually begins in April and runs for 11 weeks. At DACE we understand that some

students may feel anxious about undertaking higher education study so this programme provides extensive support for structuring and writing essays, referencing, note taking and other aspects of study. Study skills tutors are available for one to one sessions if required. The purpose of the programme is to build student's confidence and ensure that students are provided with the skills required to maximise the chances of success in their studies.

- Taste of Higher Education courses - a preparation course for adults who are considering studying for the BA Part-time Degree in Humanities, History or English. This provides students the experience of degree level study without committing to a full degree programme with the additional benefits of extensive study skills provision including academic writing, research and general study skills.

DACE will also deliver a series of Public Lectures across the region to promote engagement and recruitment. It is envisaged that DACE will deliver eight to twelve public lectures in 2017-18.

The University is committed to continuing to support **Looked After Children (LAC)** even though Buttle UK has discontinued its quality mark. Each year we attract more and more applications from care leaver students and we now have over 50 students that have declared their status to us. We will continue to offer the full range of support that we have offered since we were first awarded the QM in 2008 including: assistance with applying to the University; financial assistance to attend interviews and Open days; the Care Leavers Compact Deal – a reduction in required UCAS points (subject to terms and conditions); and assistance with applying for financial support from the Student Loans Company via a Local Authority; (<http://www.swansea.ac.uk/student-services/care-leavers/>).

The University is also committed to leveraging of resources to provide **new pathways to HE qualifications** (and graduate jobs), such as the delivery with FE partners of ESF-funded, employer-led Foundation Degrees that provide new routes into Engineering, Computer Science and other vocational areas of study at a HE level, with the potential for progression onto full time bachelors' degrees at an HEI in the region. This provision will be strengthened by the **College University Skills Partnership (CUSP)** which has the following FE institutions as partners: Pembrokeshire College, Gower College Swansea, the Neath Port Talbot College Group and Coleg Cambria.

The University will also expand its scholarship and bursary scheme for **students studying through the medium of Welsh** in order to recruit and convert students to the opportunities available to them in Welsh which will allow them to maintain their language skills and intensify their employability.

We will also intensify our work in highlighting the Coleg Cymraeg Cenedlaethol (CCC) scholarships – in particular the Incentive Scholarships which appears to best fit the needs of students in terms of allowing them to convert to Welsh-medium provision without necessarily studying the majority of their degree in Welsh. It enables students to not only build their skills and confidence in the Welsh language, but to engage with the wider provision available and to exhibit their bilingual skills to prospective employers. The University is also targeting the

CCC PhD scholarships which encourage and enable Welsh-speaking students to engage with post-graduate study.

Furthermore, the University continues to work with the SWWRWP to target schools in Communities First areas and attract them to Welsh-medium HE taster days and subject-specific activities. The Academi Hywel Teifi (AHT) holds regular Welsh-medium HE Taster Days on both our campuses, largely subject-focused, e.g. nursing and midwifery; engineering; medicine and media. Residential courses are also a staple of our activities offering prospective students a complete sense of university life.

The University will work with the CCC's Widening Access Committee to develop a Widening Access Plan for Welsh-medium activities on a full- and part-time basis.

AHT organises the University's annual activities at the Urdd National Eisteddfod, the National Eisteddfod for Wales, and Tafwyl – the Cardiff Welsh Festival, and they are all recruitment focused, with sciences given a main platform at the Urdd and the arts, humanities and social sciences largely showcased at the National Eisteddfod.

AHT also leads on the publishing of two editions a year of the University's Welsh-medium recruitment leaflet, *Arwain*, which is distributed via a national weekly publication, the national *papurau bro* and via the website and social media sites. *Arwain* platforms the success stories of the University, its staff and students in Welsh-medium education, research and employment opportunities. It offers strong role models to prospective students and serves as a useful tool to highlight the regular successes and developments seen at the University in terms of the Welsh-language.

We will also continue to distribute our 'Why Study in Welsh?' handbooks which clearly outline the various benefits of studying through the medium of Welsh, and to highlight student success stories on the University website. We will encourage more students to enlist as ambassadors for the University with a view to promoting Welsh-medium provision and activities in particular, and to enlist as CCC national ambassadors. In 2015-16, three students were successful in their applications.

A review will also be conducted of marketing and recruitment material, including the University website, to ensure that Welsh-medium provision is sufficiently promoted and that it is done so in both Welsh and English, in order to offer access to the information to non-Welsh-speaking family members of prospective students (a typical background for Swansea University students). A further strategy will be developed to highlight the University's Welsh-medium provision and activities in order to adequately reflect the developments in provision, the new opportunities available to prospective students and the Welsh and Welsh-medium ethos and environment available on both SU's campus.

The University policy on student accommodation will be reviewed in order to further consider the demands and needs of Welsh-medium students.

Through Academi Hywel Teifi (AHT), we are providing full support for Welsh language students for undergraduate, postgraduate and adult learning provision. The Academi strives

to ensure a sustained increase in the proportion of students studying through the medium of Welsh. This will be achieved through increasing the number and breadth of modules (including interdisciplinary study and a marketing campaign to highlight the opportunities available), and continuing to engage effectively with the Coleg Cymraeg Cenedlaethol (CCC) to ensure developments within the provision at Swansea and through collaborative provision on a national level. The number of modules has increased significantly and continues to do so through CCC investment and increased involvement and participation by Swansea University Colleges. Swansea University is home to 15 Coleg Cymraeg-funded lecturers and 8 PhD Scholarship holders which contribute significantly to the provision delivered in the Welsh language across the subjects.

The University will build upon existing strength of provision and through Academi Hywel Teifi proactively develop and refresh its Welsh Medium Learning and Teaching Strategy targeting the development of Welsh medium provision in areas where there is capacity and potential demand, in particular within languages, education, science, engineering, medicine and health science. Key projects include:

- continuing to build demand and capacity within the College of Engineering and School of Medicine and College of Human and Health Sciences in line with new appointments in these subjects. These subjects also answer national employer demands for graduates with Welsh-language skills;
- developing Welsh-medium degree schemes that will include a year in industry opportunities and industry accreditation;
- strengthening Welsh-medium academic success support for students. We continue to organise residential courses for languages and Welsh-medium study taster days for secondary schools for years 10 upwards. We're planning to expand activities to Year 9 also in order to influence decisions on language of delivery choices prior to choosing GCSE subjects.
- work through AHT's newly-established Welsh Centre in the Swansea Valley (Ty'r Gwrhyd) to build further community links and opportunities to attract Welsh-language students to SU – in particular those wishing to study on a part-time basis, who are returning to education, or who have additional needs. The Centre works collaboratively with Menter Iaith Castell Nedd Port Talbot, NPT Local Authority, Mudiad Meithrin, Urdd Gobaith Cymru, Welsh for Adults, Communities First and several other bodies or projects to generate Welsh-medium activities that encourage the acquisition/ increased use of the Welsh language in educational, social and workplace settings. Opportunities to offer pathways via these activities to HE courses are assured.
- Improve our system of contacting confirmed students over the summer prior to entry, in order to alert and convert them to the Welsh-medium provision.
- Further develop the SU CCC Student Forum as a useful conduit for sharing information between staff and students and for supporting students studying in Welsh.
- Continue, and intensify, the collaboration with other SU Academies and Academic Services in order to mainstream Welsh-medium activities, to address Welsh-medium student needs and wants, in terms of support services (academic success, student support and wellbeing, mobility and employability etc) offered through the medium of Welsh.

- Further develop the opportunities for students to learn/improve their Welsh, either within a degree scheme (via the Languages for All scheme), or through additional courses via AHT Welsh for Adults.

ii) RETAINING students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;

iii) Raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;

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

vii) Providing high quality academic and welfare support to students from under-represented groups;

The University is working to embed an **inclusive approach** in relation to curriculum development and review, admissions, academic and learner support, assessment and feedback, informal and formal work experience and mobility to enhance participation and outcomes for students from low participation backgrounds and/or underrepresented groups. This approach is underpinned by monitoring of admission, retention, progression, degree outcomes and destinations of individuals with widening access and/or protected characteristics under the Equality Act 2010.

To enhance our **transition support**, Swansea University has become a development partner in the **Academic Success: Skills for Learning, Skills for Life** online courses/resources being coordinated by Epigeum. These provide support for transition to university, an introduction to study skills and guidance on academic integrity. The provision is being piloted in 2016 and will be implemented fully in 2017.

Development and sharing of publications that help remove barriers to HE study such as our Guide for Parents (especially useful when the student would be the first in their family to attend HE), and the 'Thinking About University Guide' for young people.

The University introduced for 2014/15 a **periodic attendance monitoring system** in order to flag early on whether a student is engaging with their learning or not. A robust follow up process is in place. From February 2016 we have been piloting a **new attendance monitoring system** for all timetabled teaching. The new system will be introduced across the University from September 2016. It will enable us to see the pattern of attendance for individual students on a daily basis thereby facilitating early intervention for those not engaging. Further developments in this area include exploring learning analytics on which we are

engaging closely with JISC (UK higher, further education and skills sectors' not-for-profit organisation for digital services and solutions).

Currently, every student has a personal tutor who is responsible for their academic and pastoral support. In order to enhance our provision, we are in the process of consulting with staff and students on refocusing the role of the personal tutor on academic mentoring, strengthening the provision of study skills by offering students an opportunity to audit their skills and then discuss them with their personal tutor, and enhancing welfare support for students in Colleges.

Students who are considering withdrawal are referred for an immediate consultation with the Academic Services' Student Liaison Team. The team explores the options open to students and refers them on for specialist advice as appropriate. Regular monitoring takes place of student withdrawal rates including for widening access and protected characteristics.

Enabling retention through financial support and advice

Information will be provided on the University's website about the financial support available to students. This support can be crucial to enable students to continue with their studies especially those from low-income families. This will include:

- links to other sources of information and support including the Student Finance Wales website (and equivalents for students from outside Wales).
- 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.
- Information for students studying at Swansea from England, Wales, Scotland, Northern Ireland and elsewhere in the EU will be made available.

This information will also be sent to students on request to ensure that they are fully aware of the support available to them. Students will be able to access further advice and support through 'drop in' sessions, a dedicated University online portal and via telephone and email from the University's Money Advice and Support Office (MASO). MASO also run regular 'awareness raising' events to publicise the support available.

As illustrated by the following table MASO is very accessible to students throughout the year and across a variety of mediums ensuring students are aware of and receive the specific advice regarding the financial support that may be available to them:

MASO Performance 14/15

Communication Type	Student Contacts
Drop In/Appointment	1,302
Email	3,700
Telephone	598
Number of Talks	2,400 (audience figure)

Open Day Contacts	x3 UG Open Days – 1,500 Contacts
Website Hits	65,423 Hits
Social Media (500% increase in engagement across all platforms)	Twitter – 156,391 Impressions Facebook – 42,421 Engagements You Tube – 2,176 Views

A financial support package, with over 5,000 students expected to benefit from some form of financial support in 2017-18 (worth around £4M – bursaries, scholarships and hardship fund). This provision aids the recruitment, retention, successful degree outcomes and job prospects of home undergraduate students that come from households with an annual income of less than £30,000. The package focuses on supporting students along the pathway to employment and helps to break down the link between low income and low educational achievement. It includes:

- The continuation of Swansea University’s commitment to existing students through the **Welsh Bursary Scheme**.
- **Income Related Bursaries** with the amounts shown in Table A below being paid in instalments over the three years of study, with annual payments increasing as the student progresses through years 2 and 3 to aid retention.

Table A: Financial Support for Students

Household Income	Income Related Bursary
<£15k	£3,000
£15k to £25k	£2,000
£25k to £30k	£1,000

- Where **Care Leavers** are from a household income of less than £15k they will be entitled to the maximum Income Related Bursary (£3,000) and an additional **Care Leavers Bursary** of £1K per year (this complements our full package of support for students who have been in care). Following feedback garnered from those students who are also Care Leavers, 2015/2016 saw the introduction of a ‘one off’ bursary of £500 for Care Leavers undertaking post graduate study, with 3 awards made. This provision will continue into 2017-18.
- Our Student **Hardship Fund** helps to prevent the withdrawal of students due to financial difficulties. Worth over £300,000 per annum, the Swansea University Hardship Fund is available year round to provide financial assistance to students who may be considering leaving their course of study because of financial problems and to provide emergency payments to students during unexpected crises. The fund is open to all home and EU students registered on a full-time or a part-time course (equivalent to 50% or more of a full-time course) at either undergraduate or postgraduate level. The Fund is also available to students who wish to apply for a preliminary diagnostic

test, prior to applying for Disabled Students Allowance. Provision of the Fund was offered throughout 2014/2015 and will continue through 2017/18.

- **Mobility Bursaries** to help subsidise the cost of work or study abroad so that students are not precluded from involvement in these employability-enhancing opportunities for financial reasons.
- **Excellence and Merit Scholarships** to ensure that the most able students are recruited and retained whatever their financial circumstances.

Academic and Welfare Support

The **Swansea Academy of Inclusivity and Learner Support (SAILS)** provides both leadership and accountability for the achievement of our stated outcomes and targets in relation to equality of opportunity including improvements in **student welfare and study support**. It is a focal point for an area of work in which we have a proud tradition and a strong track record. SAILS is led by a part-time academic Director, full time academy Manager and Officer and by 'leads' in each of the seven academic Colleges of the University. Students are represented on the SAILS Management Group and Partnership Board by a full-time Students' Union officer.

SAILS was instrumental in enabling Student Services to set up our [Academic Success Programme](#) which is open to all students. As well as providing a suite of courses to support development of study skills, mathematics and statistics, support is now being developed further both within particular Colleges and as an open access service. The overall aim is to enhance the development of all learners and enable every student to achieve their full potential whatever their background, level or first language.

Enhanced welfare and study skills support for all our students is currently being planned with activity designed to be inclusive of students from under-represented groups and communities in order to improve the student experience and retention. Activity will include:

- Enhanced educational guidance for new students, academic study support and skills programmes.
- Improvement in the first year experience will include improved pre-arrival information for students, better early engagement with students and improved monitoring and targeting of student retention in the first year.
- Improving practice in induction, engagement, skills development and the use of assessment, at College and subject levels.
- Enhancing the effectiveness of feedback on assessment to improve student performance.
- Promoting health and wellbeing including the benefits of 'Sports Swansea' to students.

In addition, as part of the **Enhancing Degree Outcomes Project (EDOP)** which began in 2016, a task and finish group is being set up to analyse student progression at all levels in all subject

areas. The group will look at the influence of widening access and protected characteristics including **BAME** and **gender** on student progression and final degree outcomes.

For **part-time and mature students**, DACE provides various services to ensure students are retained and supported. DACE offers free and impartial information, advice and guidance for adults - including educational, careers and employability advice and guidance - to prospective and existing adult students across South West Wales; via a departmental, dedicated guidance worker. The guidance worker can visit classes on campus or in community venues.

Members of the Part-time Degree (PTD) Community Development team (four members of staff) act as venue coordinators and personal tutors for community-based and campus-based PTD programmes and other DACE programmes. In addition, Study Skills and Academic Writing support will be provided for students on a one-to-one and group basis. The Study Tips to Achieve Results (STAR) handbook, produced and written by DACE, provided free to DACE students, acts as a self-help manual to all study skills issues and academic writing demands that will be made upon students during their course of study. The STAR handbook is also available on-line.

DACE also has 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. For adult students these are often particular issues such as career, family, illness and disability concerns.

DACE will continue to support its students study needs through working in collaboration with the South Wales Miner's Library (SWML) at Swansea University, which coordinates library loans via a community-based book box system. These boxes are located at community teaching venues across South West Wales. The SWML will also offer IT support for all DACE students.

DACE will produce a part-time degree PTD brochure, a PREP brochure and an Accredited Programme brochure which also contains 'taster course' information, for the academic year 2017-18.

Swansea University has made a significant investment in meeting the wide ranging needs of **students with mental health difficulties** during 2014-15. Increased financial investment enables the service to be in a position to respond to immediate growing need as well as being fit for purpose for the future.

The wellbeing agenda has been in place for students within higher education for some time. However, a wellbeing service is not a university exclusive agenda. **Swansea University Wellbeing Service** formally incorporates the context of Wales's devolved political powers in health and social care within its annual business plan. The Wellbeing Service Business Plan clearly references the appropriate desired outcomes from within the statutory framework of the 'Together for Mental Health' Strategy 2012 and its Delivery Plan 2012-2016, clearly demonstrating that planning is inclusive and evidence based from the national mental wellbeing agenda.

It should also be noted that the University has worked hard to obtain £30M funding to support Swansea University activity from sources such as the European Social Fund (Information and Communications Technologies, skills, and Foundation Degrees), employers, and the Reaching Wider Programme that will build capacity to deliver in this area. We have had a significant impact in transforming people's lives. These activities will continue undiminished; the Academy will ensure that both existing and new investment will be put to best use to deliver for our students and communities throughout Wales.

Wellbeing has built on these achievements by establishing an Autism Spectrum Condition service (ASC) as part of Wellbeing to specifically support students in that group, particularly those with Asperger's Syndrome. In the coming year we will look to enhance this service by training a member of the ASC team to provide CBT (Cognitive Behavioural Therapy) specifically for this student group, as while it does not address the underlying syndrome, CBT has been clinically proven to be effective in addressing the associated mental health conditions such as anxiety and depression, which are often exacerbated at times of major change, for example coming to university.

We have supported delivery of the Freedom Programme, offered to groups of women who are or have experienced domestic violence, and again building around this we have offered women-only groups including assertiveness, mums at university (with care responsibilities), and women in academia specifically those in STEMM – science, technology, engineering, medicine & maths – traditionally male-dominated areas. We have also supported delivery of the ACTivate Your Life Programme in conjunction with our local NHS Board. ACTivate Your Life is a course designed by Consultant Clinical Psychologist Professor Neil Frude here in Wales, and consists of a four session taught course that aims to teach people about stress and suffering caused by emotional issues, like worry, or chronic pain.

From September 2016 we will phase-in an EMDR service (Eye Movement Desensitisation and Reprocessing) for suitable groups of students such as **asylum seekers**. EMDR is a powerful psychological treatment method and is now widely recognised as a first line treatment of trauma (PTSD), and other common presenting conditions seen in higher education such as phobias, panic disorder, obsessive compulsive disorder and generalized anxiety disorder, excessive grief due to the loss of a loved one, adolescent depression, and sexual assault victims.

Disabled Student Support

The University continues to be proactive, progressing initiatives to ensure disabled students can have equal levels of access to higher education and university life and where possible goes beyond the statutory duties under the 2010 Equality Act.

A paper outlining the changes to Disabled Student Allowance (DSA) support for currently SFE funded students was submitted to the University's senior management. In response to this paper, the University has invested in an additional full time (permanent) Disability Caseworker to support the increasing number of disabled students and support the University in meeting its legal duty and challenges that lie ahead. In addition to the Disability Caseworker position, a new fixed term post, Inclusive Practice Quality Assurance Coordinator which will

be based in the Centre for Academic Success, but will support and work across the Disability Office and Wellbeing Services to minimise the impact on students and the institution of reduced DSA funding. The new post holder will also be working and developing ideas for promoting inclusive teaching and support practices, and ensuring quality assurance processes are in place for non-medical support which will be audited some-time in the 2017.

Further progress has been made this year in relation to the dedicated Disability Link Tutor(s) for both administrative and academic roles who act as a primary contact for the Disability/Wellbeing Services and disabled students. These roles now form part of the Step4Excellence work, under the theme Academic and Pastoral Support. Step4Excellence is a major programme being undertaken by the University in collaboration with the Students' Union, which its primary aim is to substantially improve the experience for students at Swansea University. These new roles have a wider remit but will embed inclusive practices to further improve the experience, support and retention of disabled students.

The University continues to support specialist software installed on every networked PC in the library and funding has been allocated to up-grade the software as part of a rolling programme to ensure the most up-to-date software is available.

A brand new initiative and collaborative project will take place over the coming months, between the Disability Office and Epilepsy Action South West Wales to run a Volunteer Training and Development Programme. The aim of this new initiative is to run coffee and chat groups to provide opportunities for people whose lives are affected by Epilepsy; to meet up and talk with others, get advice and support, raising awareness of the support available to students and hopefully supporting students to develop their own skills.

An 'Open Day' was held in April organised by the Transcription Centre for students at The Royal National College for the Blind, Hereford for students considering applying to University in 17/18. The programme for the day was full, involving talks from the Disability Office, Assessment Centre, Admission Tutors from the various Colleges, tours of the Bay and Singleton Campus and talks from current students studying at the University. The Day was customised and tailored around the service users, with the aim of enhancing the student experience of visiting the University in advance of applying.

Swansea as a Healthy University

The Swansea University 'Healthy University Group' (HUG) was set up in January 2011 following Swansea successfully becoming the second Welsh designated World Health Organisation (WHO) Healthy City. Swansea University has been a member of the working group that developed the Welsh Government Healthy HE/FE framework.

"A Healthy University aspires to create a learning environment and organisational culture that enhances the health, well-being and sustainability of its community and enables people to achieve their full potential." Healthy Universities (2010).

This Healthy University Strategy aims to support Phase Six of the Healthy Cities programme and also deliver on the goals of the Welsh Government Healthy HE/FE framework.

HUG Progress 2014- 2016:

- University/SU signed Time to Change Pledge 2014
- Pilot institution in Home Office funded Alcohol Impact Study 2014
- Sustainability and Wellbeing Newsletter SWELL published termly
- Hosted Eid in The Park 2015
- Achieved Alcohol Impact Accreditation – 2015
- The ENRICH program (Exercise and Nutrition Research in Child Health) has been set up by Applied Sports Technology Exercise and Medicine Research Centre (A-STEM)
- Living Life to the Full Workshops x 12 (mental health issues)
- Advice and support for Revenge Porn Victims in partnership with Revenge Porn Helpline
- Purple Flag initiatives around the city via student engagement
- Student Residences recycle initiative – 1423 bags = £20k donated to British Heart Foundation
- Soil Association Food For Life Bronze Award
- Sustainable Catering Policy delivered
- Delivered vulnerability training to Security, Catering and Bar staff – Delivered in partnership with SWPCCO
- Production of Domestic Abuse and Violence Against Women and Girls Policy – to be ratified 2016
- Production of Zero Tolerance Sexual Violence and Harassment Policy – to be ratified 2016
- Initiated IRIS Model “Working with Universities” Project with SWPCC – Target tackling Sexual Violence, Consent & “Lad Culture” 2016
- Applying for “Corporate Health Standard” submission August 2016 – Hug to be the steering group top achieve this

The increase in the number of students experiencing severe and enduring mental health difficulties and in the complexity of these difficulties is recognised as being of great concern to the UK HE sector. Our Mental Health Mentoring Scheme was established 2008 to provide ‘one to one’ mentoring to students with mental health difficulties who need support in organising their lives to be study effectively. In addition, in 2012 our Student Mental Wealth Society was established, which placed us within the first cohort of 25 HEIs in the UK to take this approach (the 25 by 2012 initiative to support student-led mental health and wellbeing advocacy). We also undertook our first Student Wellbeing Survey, which will be repeated in subsequent years.

Joint University/Students’ Union Alcohol and Illegal Drug Policies were adopted in 2012. The joint University/Students’ Union working group took as its starting point the *Exemplar Policy for Welsh HE Institutions*, incorporating Universities and Students’ Unions taken from the Welsh Government publication ‘*Substance Misuse Treatment Framework for Alcohol Prevention and Education in Higher and Further Education Establishments.*’

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

The University has recently opened our 'MyUniHubs', one on the Bay Campus and one on the Singleton Campus to provide a single point of enquiry and support for all academic and student services queries and issues. These are proving hugely successful with students and we will be aiming to increase the range of services available from these moving forward.

The opening of our second campus, the Bay Campus in September 2015 was probably the most significant development for the University since its founding in 1920. The new campus which supports over 5,000 students to study and over 1,500 to live represents a massive expansion in the size and quality of our estate and the facilities we offer to students. The Bay Campus contains purpose built lecture theatres, state of the art laboratories, a new library as well as significant social, cultural and sporting provision. Our students regularly comment about the excellent standard of the learning facilities on the Bay Campus. Moving forwards we will be continuing to invest in the Bay Campus with the development of the Computational Foundry a teaching and research facility for Computer Science and Mathematics which will also provide teaching facilities for all students.

The opening of the Bay Campus gives the institution additional scope to re-develop spaces on the Singleton Campus including removing or re-purposing older facilities including the Taliesin Annexe and parts of the Talbot building. In addition, we will be able to invest in the Singleton Campus including new laboratories with the introduction of Chemistry programmes from September 2016. These will be used on a shared basis across aligned programmes; a model which we hope to roll out for all our laboratory facilities.

The Swansea student experience, and our community links, will be further enhanced by our continued partnership working in the areas of culture (e.g. Taliesin Arts Centre, Egypt Centre, and Miners' Library) this includes our newly opened Great Hall on the Bay Campus and the Taliesin at Singleton. We are also significantly expanding our sporting offering, adding our new Gym, Sports Hall and Multi Use Games Areas on the Bay Campus our access to pitches and facilities, through our partnership with Wales' only premier league football club to our existing Sports Village including the Wales National Pool, partnership with the Tennis Club and Watersports Centre (working with Swansea Council). We will also be supporting Swansea's membership of the World Health Organisation's Healthy Cities Network.

In our Student Services directorate, we have recently created the Centre for Academic Success bringing together expertise in study skills support and expanding the Academic Success Programme. This extremely successful model will be further expanded to encompass more students and also develop the discipline specific collaboration with academic Colleges to enhance participation, engagement and completion.

We will also be significantly improving our engagement with the community, of which our students are a part, through the work of our community liaison officer and the new links established as a part of the Bay Campus development. These will lead to improvements in community life for students and residents. Working in partnership with our local authorities

and First Cymru, we will deliver for students improved bus services, significant reductions to bus travel prices and improved cycling links.

Improving the student experience through employability and international opportunities.

The **Swansea Employability Academy (SEA)** works with SAILS (Swansea Academy of Inclusivity and Learner Support), Centre for Academic Success and the SWWRWP (Reaching Wider) to inform our strategies, with the Step4Excellence improvement programme providing a catalyst for developing a cohesive delivery model to provide the most appropriate employability activities. The continued development of Student College / Programme Reps and 'Student Employability Reps' to increase student access and engagement with employability networking and mentoring opportunities through extra-curricular activities (e.g. our Employability Week and our 'SEA Your Future' networking activities) will continue to play a key role in providing opportunities for all our students.

In terms of **encouraging and supporting widening access students to participate in international opportunities**, the International Development Office's (IDO) focus on expanding participation in student mobility programmes has seen it address some of the financial barriers that act to deter participation. In addition to funding from Erasmus+ that is available to students who study in Europe, the IDO offers **Widening Participation Bursaries** and Global Opportunities Bursaries of up to £1,000 to students undertaking mobility. Also available from 2016/17 are Texas Strategic Partnership bursaries worth £1,200.

In 2014/15, the IDO awarded over £180,000 in Global Opportunities Bursaries and enjoyed continued success in attracting Erasmus+ funding, with €618,045 confirmed in 2015 to support EU mobility and €171,000 to support mobility outside Europe. An additional €334K has recently been secured (April 2016) to enable the development of additional opportunities outside Europe. A **widening access supplement** is also available on top of the standard awards; this is currently set at £250 per student.

As well as year-long and semester opportunities, shorter term mobility opportunities are offered (generally between two and four weeks) to enable international experiences for students who may not be able to attend longer term programmes. Bursaries are also available for these programmes (up to £600 in 2015/16) and undergraduate students may also apply for the widening access supplement.

The criteria for eligibility for the Widening Access supplement for all mobility bursaries has been set at the same level as defined by the Erasmus programme (which provides funding for students studying/working abroad in Europe). To qualify students should have already applied for student finance and come from a household with income less than £25,000.

In 2014/15, 69 (17%) of mobile students received the Widening Participation bursary supplement (please note at the time of writing 2015/16 figures are not yet available as a number of short programmes are yet to take place). The 'Go Global' team in the International Development Office will continue to promote these opportunities and in such a way as to appeal to students with different needs.

Since 2014, Swansea University has had a partnership agreement in place with Santander, through the Santander Universities Global Division. The three-year agreement, which amounts to a minimum of £40,000 per year, focuses on international exchange, entrepreneurial activities, internships and the mobility of students and researchers within universities that already partner with Santander. The partnership will also enable Swansea to develop and strengthen collaborative links internationally as well as create new opportunities for staff and students. The agreement includes a number of bursaries for staff and students to visit overseas universities which are partners of Santander, through the Santander Universities Global Division. The agreement renewal will be negotiated in 2017 and we are hopeful that through this, the partnership will be strengthened further, enabling enhanced opportunities for staff and students.

The University also proactively seeks, on an ongoing basis, other sources of external funding to enable student participation in international opportunities.

Work is also underway to **increase mobility opportunities for disabled students**. We are working particularly closely with a Canadian partner University on this and have facilitated study abroad period for a number of disabled students.

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

Before students actually decide to study at the University we are committed to ensure they have as much information they need in order to make an informed decision. We will communicate the relevant information online, during schools and college activities and at UCAS HE conventions/fairs, in programme brochures and the prospectus, and once candidates have enquired about a place on a course or applied – via emails and brochures. In addition, candidates have the opportunity to visit the university to find out more – at general open days and post application visit days.

In addition, the Student Recruitment office provides a programme of talks in schools for years 12 and 13 throughout South Wales, covering areas of rural and urban disadvantage. These talks are designed to create a greater awareness of what students need to do to prepare for HE and help build aspirations to enter HE. Talks will cover topics such as 'Why HE?', The UCAS application, and Student Finance advice etc.

Full details of courses, including initial programmes and timetables

Programme information including details of teaching and induction timetables will be provided to students via enrolment packs, and to prospective students within the Key Information Set (KIS) for that programme. Programme-specific information will be made available through subject area websites.

Information setting out precisely what is covered by the fees charged

In line with Competition & Markets Authority regulations on Higher Education transparent information on what is covered by fees has been included in programme-related information provided to potential students and newly-enrolled students. This information will allow students to see the total aggregate fees they will be expected to pay for the duration of their course. Moreover, if there are any additional costs necessarily incurred during a student's programme of study, for example for field trips, placements or periods of study overseas, will be made available to students through our website and the programme information provided to applicants. Elements of student mobility will be supported by specific 'mobility bursaries'.

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

Information will be provided on the website about the financial support available to students. This will include:

- links to other sources of information and support including the Student Finance Wales website [and equivalents for students from outside Wales]
- 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
- Information for students studying at Swansea from England, Wales, Scotland, Northern Ireland and elsewhere in the EU will be made available

This information will also be sent to students on request to ensure that they are fully aware of the support available to them. Students will be able to access further advice and support through 'drop in' sessions, a dedicated University online portal and via telephone and email from the University's Money Advice and Support Office (MASO).

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

Details of any changes to courses will be communicated to students via email and letter if appropriate. 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 pertaining to their courses online via the student **Academic Guide** (<https://www.swansea.ac.uk/academic-services/academic-guide/>), and general information via the MyUni website (<https://myuni.swansea.ac.uk/>). Both the Academic Guide and My Uni pages are accessible through the medium of Welsh through the language selector.

To ensure full-time franchise students receive the same levels of and access to information, support and engagement; the University has agreed a contract with Further Education (FE) 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). The University defines 'FE franchise collaborations' as being applicable to those students studying for a credit-bearing award, bestowed by Swansea University but delivered in part or wholly through a further education institution (i.e. Coleg Cambria, Pembrokeshire College, Neath-Port Talbot College).

In order to ensure parity between Swansea University 'home campus' students and their peers in FE colleges, the University agrees detailed 'division of responsibility' documents between the University and each partner institution. In formulating and agreeing the content of this document every element of the students' learning experience is considered, including; the review and approval of teachers/tutors from the partner who will be delivering Swansea approved elements of the academic programme(s); a full assessment of the suitability of facilities at the partner institution, covering learning and teaching, pastoral support and student wellbeing; the curriculum is designed by Swansea University staff in collaboration with our FE partners; the University reviews the quality of and ensures that learning materials are available to students, both via the partner institutions and through Swansea University provision (e.g. Library services, Blackboard VLE); and a full approval process, including partner due diligence exercises and engaging relevant academic and professional services colleagues is undertaken before any programmes are approved for partnership delivery.

A key, ongoing element to ensuring an excellent student learning experience is achieved through continual monitoring both by academic and support staff at the FE college and their counterparts at Swansea University - these individuals interact with students and ask for feedback on their learning experience and respond to any issues if applicable. Additionally, the University uses the established practice of involving external examiners to ensure externality when considering student assessment. All programmes which lead to an award of Swansea University are subject to annual and periodic review processes to assure quality and standards are maintained, and to continually enhance provision and the student experience.

viii) Supporting students from under-represented groups to progress to employment or further study; and

In the past 12 months the **Swansea Employability Academy (SEA)** has launched at 'My Career Journey' Map, based on careers theory, which presents our support for all students in a visual '4 step' journey. Available in a range of formats, this was designed in consultation with the Students' Union to be inclusive and guide students irrespective of subject, level of study, background or protected characteristic. It underpins the consultancy service provided by SEA staff to academic colleges / schools to ensure that support is contextualised as identified by colleges / schools through the roles performed by their 'Employability Directors'.

In addition, following on from our success in being one of the first institutions to implement the Diploma Supplement, in 2011/12 we issued each of our final-year undergraduate students with a **Higher Education Achievement Report (HEAR)**. This enables our students to evidence not only their academic activity but also extra-curricular activities undertaken during study including our employability award. Over 2,000 students have registered for the Swansea Employability Award since it was introduced in 2012 and as part of the SEA Strategy review we will be considering the completion rates for compulsory modules against voluntary registration and the increase in the range and nature of other awards available. The HEAR is produced electronically and is available to employers as a searchable database via GradIntel. Continuing to work with our Students' Union, we rolled out the HEAR to all undergraduate and taught postgraduate finalists.

Swansea's main focus continues to be on ensuring that a higher proportion of our students on leaving Swansea University get a job that is viewed as an appropriate graduate occupation. The HEAR forms part of the process articulated on our 'My Career Journey' Map; further, through use of the Swansea Employability Award, students are encouraged and supported to complete levels from bronze through to platinum and see the benefit of the HEAR.

The Academi Hywel Teifi (AHT) has developed a successful **Welsh-medium Work Experience module** (20 credits) which has proved popular and has increased not only the skills of the students who have followed it but also the University's involvement with potential employers in South Wales. Working with the Swansea Employability Academy, AHT also aids students in obtaining non-credit-bearing work experience and internships with businesses and institutions across Wales. AHT fully supports the CCC's Welsh Language Skills Certificate (widely recognised by employers in Wales as a key measure of Welsh-language skills in prospective employees) for students, which is endorsed by many potential employers in Wales, with four cohorts of students having already gained the qualification.

Furthermore, working alongside SEA, AHT supports an annual Welsh-medium careers fair for students at the University, opening dialogues between employers and prospective employees, holding workshops on employability skills, and highlighting the esteem in which Welsh-language skills is held by employers.

AHT has also developed the Academi Hywel Teifi Award which recognises the extracurricular activities/contribution made by students to the University's community, the local community and on a national/international stage through the medium of Welsh. Our aim is to now implement this award which will highlight to potential employers the drive, ability and enthusiasm of individual students as they compete for employment.

Through the University's continued annual sponsorship of the National Urdd Eisteddfod's Science tent, GwyddonLe, and our coordinating of the exhibitors and events at the stand, we have managed to spark/intensify the interest of thousands of primary school children through to prospective students in STEM subjects, and to influence their potential career pathways.

Furthermore, AHT will continue to offer Welsh language and culture classes for all students via the 'Languages for All' scheme. In addition, classes will continue to be offered to our international students, to introduce them to Wales. This provision aims to improve our students' engagement with Wales and its language and culture, in addition improving to their own employability.

An important part of Swansea University's long term commitment to widening access is to ensure a sustained increase in the recruitment, retention, degree outcomes, and take up of career-enhancing postgraduate study and subsequent graduate employment for students who are from the Communities First areas of Wales and from other under-represented groups or communities across the UK. Growing our postgraduate community is directly related to a number of our other aims, including meeting employers' high level skills needs and supporting our research-led culture.

ix) Other measures to support groups under-represented in higher education such as fee and access plan effectiveness evaluation (please specify these measures).

Swansea University has just completed one year of a long term programme to enable the use of **learning analytics to support student transition, retention and attainment**. The first major step in the programme has been to pilot a new attendance monitoring system based on card readers in teaching spaces. This was successfully piloted in Semester two of the 2015/16 academic year. It will be implemented across all campuses from September 2016 providing real time data on all taught student's attendance at timetabled teaching events.

As a result, staff will be able to identify more quickly students who are not engaging at the level expected and whose progress may thereby be adversely affected. Such students will be followed up and appropriate support offered. Future developments include bringing together data on use of the Virtual Learning Environment, Blackboard, use of the Library and assessment data to build a wider view of a student's overall level of engagement.

Throughout the Fee & Access plan the University is keen to demonstrate its **inclusive approach to widening access and equality of opportunity**. One such approach is to deliver supportive activities conducive to building awareness of and to help provide an **inclusive study environment**.

The University hosts and delivers a multitude of activities and events many of which are on an annual or regular basis aimed at supporting students with **protected characteristics** often co-ordinated by the University's Equal Opportunities Unit.

LGBT+ Equality and Transgender Equality

In the area of sexual orientation and gender identity:

- **Stonewall University Guide:** Swansea University continues to be a Stonewall Diversity Champion and as such takes part in the Stonewall University Guide that measures support and information available to students and prospective students at Swansea University. During 2014/2015, the University scored 9 out of a possible 10, placing us in the top 3 gay friendly institutions in Wales and in the top 16 in the UK.
- **LGBT Champion:** Pro Vice Chancellor Professor Martin Stringer, appointed to the University in May 2015 has become the University Lead for the LGBT+ agenda.
- **Fyne Times Publications:** The University continues to place adverts and editorials in Fyne Times (a UK-based gay and lesbian magazine), aimed at increasing awareness and visibility of being a LGBT friendly institution. This has been supported by Student Services.
- The University has continued its involvement with the **Swansea Bay LGBT Forum**, which is a group of representatives from public sector organisations in Swansea, including

Swansea Council, South Wales Police, Neath Port Talbot College, and other relevant charitable organisations. The Forum meets quarterly, with the aim to share good practice, debate relevant topics and engage with the local community. The University now regularly hosts the Forum meetings along with South Wales Police, Swansea Council and the DVLA.

- In September 2015, Swansea University celebrated **Bi Visibility Day**, with an information stall in the Students Union refectory, along with a cross-campus poster and DigiSign campaign for a week leading up to Bi Visibility Day. The Bi Pride flag flew above Fulton House for the week. This event will continue annually.
- In February 2016, the University and LGBT+ Staff Network collaborated to celebrate and recognise **LGBT History Month 2016 (annual event)**, with a number of free events throughout the month open to staff, students and visitors:
 - Swansea University held an **information stall and an exhibit** of famous LGBT people throughout history on 2 separate dates in February. The stalls were well received and provided information to staff and students about LGBT history, general information about LGBT+, and information on the LGBT+ projects and support available at Swansea University.
 - The University was proud to **fly the LGBT flags** throughout February to show our commitment to our LGBT staff and students. These flags were the Gay Pride, Bi Pride, and Trans Pride flags.
 - The LGBT+ Staff Network held a panel discussion event titled **'Real Lives, Real Experiences'** featuring members of the Network, discussing issues including identity, intersectionality, coming out, and LGBT stereotypes. This was followed by a Q&A and a networking lunch. The event was well-attended and received overwhelmingly positive feedback.
- Taliesin held a **free film screening of 'Pride'** to celebrate LGBT History Month, which was incredibly well-attended. David Williams, Director of HR, provided a welcome and introduction to open the screening, and donations were collected on behalf of LGBT Helpline Cymru in the foyer after the screening. The screening was also attended by Menna Trussler, one of the actors from the film, who met with the organisers afterwards.
- The **South Wales Evening Post** ran a week-long feature to celebrate LGBT History Month, which profiled the 4 panellists from the Network discussion event, along with a friend of the Network from the trans community. A profile was published every day in the final week of LGBT History Month in print and online, each featuring a short interview with the panellist about their experiences of being LGBT at Swansea University.
- In May Swansea University celebrated **IDAHOT (International Day Against Homophobia, Transphobia and Biphobia)** for the first time. This was celebrated via a cross-campus poster and DigiSign information campaign, encouraging staff and students to get involved with LGBT+ equality work at the university.

- In August Swansea University attended **Pride Cymru** in Cardiff for the first time. The LGBT+ Staff Network held a stall at the event in Coopers Field, providing information on Swansea University's services and LGBT+ work. Almost 3000 people attended on the day.

Race

- In March this year, the University marked the **International Day for the Elimination of Racial Discrimination**, which was open to staff and students. The event was opened by PVC Iwan Davies, and our key note speaker was **Taha Idris OBE**, from the Swansea Bay Regional Equality Council.
- In March 2015 the Equality team worked with the Students Union to conduct student focus groups, in the area of Black, Asian and Minority Ethnic (BAME) attainment gap. The recommendations were useful for the Students Union to present a paper to the Higher Education Academy / Equality Challenge Unit conference, exploring the complex issue of the student attainment gap.

Religion and Belief

During the 2014-15 the following activities were held/supported (these will be conducted annually where relevant):

- Eid was celebrated on campus with Eid Prayers being held on July 17th. A significant number of staff, students and members of the community attended the prayers lead by Sheikh Mohsen. This Eid marked the end of a month of fasting for Muslims. Throughout the month of Ramadan significant numbers of staff and students opened their fast at the University Mosque, with a significant amount of funds collated for charity.
- The Equality Team along with other University Departments and Colleges participated in 'Eid in the Park', on July 19th on the Singleton Park Campus where a family fun day of activities was arranged by the charity WICAS (Welsh Islamic Cultural Awareness Swansea). With approximately 2000 people attending it was a good opportunity for the Equality Team to explain to the community the equality work at the University
- The Jewish community celebrated the Jewish New Year (Rosh Ha'Shana), in September 2014 and also celebrated 'Hanukkah' known as the 'festival of lights' in December.
- Following feedback from staff and students, female only sports, such as Pilates and Zumba have been introduced by the University Sports Centre.
- Swansea Faith Week was organised by representatives of different faiths in February 2015. Different faiths worked together to increase understanding, which encouraged debate and sharing of a diverse range of belief systems. Faith week aims to:

1. To bring together students, staff and community members of different religious backgrounds in an environment conducive to open and friendly exchange
2. To raise the profile of faith diversity at Swansea University and in the community
3. To highlight positive relations between different faiths
4. To present world faiths in a single space to raise awareness and facilitate education.

The event was very well attended by staff, students and a significant number of local schools.

Promotion of Higher Education

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

There are multiple activities within Swansea University in support of promoting higher education, working with partners across Wales and the region (employers, government, the third sector, and higher and further education institutions). These are coordinated across the entire institution through four Academies: -

- Swansea Academy of Inclusivity and Learner Support (SAILS)
- Swansea Academy of Learning and Teaching (SALT)
- Swansea Employability Academy (SEA)
- Academi Hywel Teifi (AHT)

These Academies and the College University Skills Partnership (CUSP) implement our strategy, each corralling activities to drive and encourage participants, and providing a focus for all engagement with academia, students, business and the South West Wales community. The Academies provide both leadership and clear accountability for the achievement of our stated outcomes and targets in relation to widening access, student experience, the quality of our learning and teaching and employability.

The Fee Plan builds on the Regional Strategy in identifying the differing contribution made by higher education institutions in South West Wales. It is consistent with the University's mission to fulfil its role as a driver for economic growth in the region, a strategy that is fully supported by the £80m of EU European Regional Development Framework and Interreg Funding that supports University activity. Swansea University will continue work in partnership with industry and government to grow high-technology clusters and, through this, will deliver a significant boost to high-level employment in South West Wales.

Regional Engagement

The University has established a new office with a remit of Strategic Regional Collaboration. The aim is to provide a coherent and visible interface between the university and the region, focusing on skills for growth, equality of opportunity and the promotion of Higher Education. The office works to create, coordinate and maintain partnerships and innovative projects which support the achievement of these aims. The office supports the Skills Pillar of Swansea Bay City Region and the College University Skills Partnership, the development of the new Swansea University School of Education, the Memorandum of Understanding with the City and County of Swansea and ABMU. Currently the office is undertaking a review of Widening Access recruitment activity across the university.

Swansea University is leading on important and complementary initiatives in the Swansea Bay City Region, which will contribute to economic regeneration. Swansea Bay City Region (SBCR) Skills Pillar, chaired by Professor Richard Davies, has identified the need to focus on the STEM agenda and impact on Gross Domestic Product (GDP). This will entail strategic support for

growth in engineering, computer science, life science and entrepreneurship, with underpinning development of the quality of management and leadership.

The SBCR Skills Pillar has undertaken a mapping of the region's higher education offer in these subjects to reveal the gap in a comparison with a vibrant competitor. The Bristol and Bath City Region and the South East Wales City Region were considered in this exercise. With regard to STEM (Science, Technology, Engineering and Maths) pathways, a separate analysis addressed the provision of STEM skills in schools and further education. STEM outreach in schools by higher education has also been mapped.

The College University Skills Partnership (CUSP) is a partnership with four Further Education Colleges - Neath Port Talbot Group, Coleg Cambria, Gower College Swansea and Pembrokeshire College. The partnership extends the reach of high quality higher education in the region and will be a significant force for economic growth by:

- Developing a highly skilled, talented and employable workforce
- Creating clear skills pathways supporting potential growth sectors
- Promoting employee learning

CUSP will develop and implement innovative and flexible higher education and training pathways that offer a wide range of quality training opportunities; are responsive to learners and employers; ensure effective use of resources and widen access to higher education and work. CUSP is currently supporting the development of the Talent Bank as part of the ARCH project and has developed a toolkit for working with industry.

Swansea University is leading on the UK pilot of the UNESCO Learning City Global Network and has piloted the Key Features of a Learning City. In Swansea Bay City Region the initiative is focused on the development of entrepreneurial skills and attitudes. The focus on entrepreneurship is in response to the European Commission's Entrepreneurship 2020 Action Plan, "To bring Europe back to growth and higher levels of employment, Europe needs more entrepreneurs." A case study about Swansea Bay City Region was published by UNESCO in September 2015 and as a result Swansea received the inaugural UNESCO Learning City Award, one of three in Europe and only twelve worldwide. Other cities receiving the Award include Beijing and Mexico City.

The City and County of Swansea with Swansea Bay City Region Board, in partnership with Swansea University, University of Wales Trinity Saint David and Gower College Swansea, has submitted a bid to UNESCO to host the 2017 UNESCO Learning Cities conference in Swansea. The bid was supported by the First Minister and the result will be available in June 2016.

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

The Quality of our Learning and Teaching

In our previous fee plan we shared our learning and teaching successes such as the 5-star QS Stars rating for Teaching awarded in May 2015 and the highly successful Quality Assurance Agency (QAA) outcome (October 2014) where we received a commendation for the enhancement of learning opportunities. Since then we have seen a significant increase in student satisfaction with teaching and in the 2015 NSS results 90% of students satisfied with this area ranking us joint 18th. In addition, we were ranked 1st in the UK in the Whatuni Student Choice Awards for our Courses and Lecturers in 2016. We will continue to enhance the quality of our Learning and Teaching through the following activities:

1. Our STEP4Excellence Student Experience Enhancement Programme has Learning and Teaching as one of its 4 themes. This theme has developed recommendations which are being implemented on Continued Professional Development, Co-creation, evidence based practice and institutional support for teaching development.
2. Implementing the new Learning and Teaching Strategy which will embed Research Led Learning and Inspiring Teaching across the institution.
3. Following from our successful adoption of professional values our academic community will be developing Academic Values which will inform academic practice and behaviour across the institution.
4. We have increased our investment in Swansea Academy of Learning and Teaching our institutional learning and teaching enhancement unit and have added additional capacity to develop online learning, innovative teaching and professional accreditation.
5. The two-year SALT/Planning and Strategic Projects Unit assessment and feedback review programme will deliver significant enhancement in student satisfaction with assessment and feedback.
6. We will continue to increase the number and proportion of our teaching staff with recognised teaching qualifications and have succeeded in increasing these numbers to 339 staff which is 32% of eligible staff, well in advance of our target of 20%. The Swansea Application Route, our internal route to HEA accreditation and the re-launched PGCert in Teaching in Higher Education have made significant improvements to both the quality and capacity of our learning and teaching enhancement activities.
7. There will be a review of the VLE during the 2016/17 academic year to ensure that the needs of our students in relation to online learning, communication and support are met.

Our STEP4Excellence student experience change programme has four themes where we are targeting improvements which are:

- Learning and Teaching
- Student Engagement
- Academic and Pastoral Support
- Culture Change

The programme which is both consultative and progressive will be implementing recommendations from now forwards across these themes.

In our Student Services directorate, we have the Centre for Academic Success bringing together expertise in study skills support and expanding the Academic Success Programme. This extremely successful model will be further expanded to encompass more students and also develop the discipline specific collaboration with academic Colleges to enhance participation, engagement and completion.

We will also be significantly improving our engagement with the community of which our students are a part through the work of our community liaison officer and the new links established as a part of the Bay Campus development. These will lead to improvements in community life for students and residents. Working in partnership with our local authorities and First Cymru, we will deliver for students improved bus services, significant reductions to bus travel prices and improved cycling links.

The Swansea student experience, and our community links, will be further enhanced by our continued partnership working in the areas of culture (e.g. Taliesin Arts Centre, Egypt Centre, and Miners' Library). This will also include our new cultural programme delivered across the Great Hall on the Bay Campus and the Taliesin at Singleton. We are significantly expanding our sporting offering, adding our new Gym, Sports Hall and MUGAs on the Bay Campus our access to pitches and facilities, through our partnership with Wales' only premier league football club to our existing Sports Village including the Wales National Pool, partnership with the Tennis Club and Watersports Centre (working with Swansea Council). We will also be supporting Swansea's membership of the World Health Organisation's Healthy Cities Network.

iii. activities which strengthen the employability of Welsh graduates;

Employability is our greatest opportunity. Through partnership working both across the University, with our Students' Union, and externally with employers, employer representative groups and professional bodies, we have implemented a strategy supported by significant additional investment to bring employability into the centre of the Swansea University student experience.

Our approach recognises the three priorities of the HEFCW, Higher Education Wales, CBI Wales and NUS Wales Skills and Employability Framework, chiefly:

- work placements and work experience;
- employer approved courses; and
- embedding employability skills across all higher education curricula.

Our Swansea Employability Academy (SEA), coordinates existing activity and stimulates new initiatives which support the development of employability in Swansea University students at all levels. The Academy's Strategy Board has considered SEA's first three years of operation

and developed a revised strategy to 2020 which will inform the delivery and targets for 2017/18, as detailed in the service level agreements with academic colleges/schools and SEA's partnership agreement with the Students' Union.

All academic colleges/schools and relevant professional service departments now have a named professional qualified careers adviser and a placement officer linked to them. Colleges/schools are embedding their own 'employability committees' to help further integrate the employability culture and support students and staff. Looking ahead to 2017/18, SEA contributes to the work of the Step4Excellence programme as we move to provide the guidance and support for the personal and professional development of all our students, building on the My Career Journey' Map, based on careers theory, which presents our support for all students in a visual '4 step' programme.

Our activities include:

Work placements and work experience:

- A dedicated Work Placement Team, along with targeted spend, has enabled the development of a range of branded placements that have assisted in both student and enterprise engagement: the WoW (Week of Work – a 'taster', where students are reimbursed their expenses); SPIN (Swansea Paid Internship Network – for a period of four weeks, where students receive payment at minimum wage: 50% from SEA and 50% from the host employer); and the Santander three month match funded internship programme for SME employers. These are administered by the team who manage the advertisements, prepare the students by way of 'Masterclasses', assess students by way of 'Assessment Centres' and liaise with the placement provider

The team also inform the development of the University's credit bearing placement strategy and associated documentation, thereby ensuring the capture of best practice: SEA has worked with the Academic Registry and the Swansea Academy of Learning and Teaching ('SALT') to support staff in developing credit bearing placements

Employer-approved courses:

- The University's Programme Approval process (from College Learning & Teaching through to the Programme Approval Committee) considers the potential for / requirements of employer engagement as part of new programme validation
- The SEA Strategy Board (with a membership comprised of representatives from the public sector, private organisations and not-for-profit enterprises) informs the strategy that is disseminated to each College by the College Employability Directors

Embedding employability skills across all higher education curricula:

- The SEA Management Board (representatives from across Colleges and Professional Services) provides a forum for discussing employability related issues and to capture best practice. Having identified the most appropriate set of graduate attributes (as articulated by employers e.g. the CBI/NUS 'Working Towards Your Future' 2009) applicable to the students of each College, work is underway to refine and support 'graduate mindset', which will assist the further development of our curriculum through the Step4Excellence programme.
- SEA works closely with the Institute for Entrepreneurial Leadership ('IfEL' - recognising the synergy between 'employability', 'entrepreneurship' and 'intrapreneurship') to ensure staff are supported in the development of their teaching and embedding these skills and attributes. SEA has also worked with IfEL in the creation of an 'Enterprise Champion' post from 2016 and support the Students' Union in the development of student enterprises and extra-curricular activities
- Colleges are developing their own internal structures to ensure these attributes are embedded, monitored, refined in the most appropriate way, through the creation of College Employability Committees and College 'Employability Performance Indicators' to feed into College Learning and Teaching and inform the SEA Management Board.

Contributing to our success in employability is the initiatives offered to our students to help them become global graduates, sought- after in the highly competitive graduate market place. As employers tell us of the increasing importance of global knowledge and awareness in their recruitment processes, our commitment to offer every student the chance to spend time overseas during their studies is more important than ever, and we are delighted that we have been able to achieve an 86% increase in outbound student mobility in the last 5 years.

The International Development Office's **Go Global team** offers Swansea students numerous opportunities to work or study abroad during their degree. Students benefit from a highly varied international programme of credit bearing and non-credit bearing study abroad, work abroad and short programmes. In 2014/15 the Go Global team assisted a record 451 Swansea University students to participate in 477 mobility experiences overseas. This represents an increase of 20% on 2013/14 and 437% on 2005/06.

Participation in student mobility has been boosted by innovative new short and summer programmes developed by the IDO to make mobility more accessible to students who cannot or do not wish to travel overseas for a semester or academic year. Offered in addition to study abroad options, short programmes allow students to participate in cultural, academic and voluntary experiences during the University vacation. We also provide students the opportunity to improve their employability by becoming part of our peer advisor team and we will tailor their experience to suit their needs and skills gaps.

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

Internationalisation of Higher Education

The University has a comprehensive Internationalisation Strategy to enable the University to promote Welsh HE internationally through the following activities:

1. Further increasing international student enrolments
2. Further enhancing our student support for international students.
3. Providing opportunities for all students to work or study abroad in order to enhance their employability prospects
4. Provision of 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.
5. Developing opportunities for learning additional languages
6. Promoting an understanding of other cultures and societies
7. Participating in the UK and Welsh Government's agenda of helping developing countries through targeting student scholarship offers and staff visits
8. Collaborating with overseas institutions, specifically selected for their course content and/or unique facilities to include credit recognition and joint degrees where appropriate
9. Continually improving the quality and scale of our research
10. Continue our leadership in high quality European higher education developments in mobility and accreditation
11. Continue our work to reform the curriculum so that more students can benefit from study and work abroad.

v. actions which improve delivery of sustainable higher education;

In 2015, Swansea University has embedded a new approach to Academic College planning and resource allocation. The process was developed by the Planning and Strategic Projects Unit (PSPU) in partnership with the Finance Department and working in close collaboration with Heads of Academic Colleges and five Professional Service Departments. Visible ownership of the underlying principles, approach and timeframe by the Heads of College was engendered through effective governance and regular *Building Common Purpose* Meetings – a safe environment to test and challenge through open discussion between Registrar/Chief Operating Officer, Heads of College and Directors of Finance, HR and PSPU.

The new approach includes a 10-year timeframe for planning alongside extensive UK sector benchmark information at University and academic subject level spanning research and innovation, student recruitment, student experience and resources.

In the period to 2017-18, the University will work on refining and developing this approach to ensure that detailed strategies are in place where relevant to support the University's future aspirations.

Joint provision is another area that supports the University to become more sustainable and in particular diversify the offer and opportunities to students. The University will seek to look at:

- Efficiency savings resulting from more actively managed portfolio of programmes and modules keyed to market information
- Enhanced use of educational technology – blended and distance learning
- Enhanced engagement with employers to delivery better skills and CPD opportunities for students
- Enhancement of Trans National Education provision
- Enhancement of Mobility opportunities and work placements

Supporting the above the University has also created a new Directorate in October, namely the Academic Partnerships Directorate. It is responsible for forging new links and supporting academic partnerships with universities, Colleges and organisations (including industrial partners), locally, nationally and on an international basis. As an integral part of its mission, it will aim to play an active role in implementing an institutional approach to diversifying the University's student base as well as its income stream, thus strengthening its sustainability as a HEI. It will ensure the provision of an excellent student or learner experience, wherever delivered, by increasing the number of sustainable academic partnerships with reputable external organisations and institutions.

It is leading, for instance on the establishment of an Academy for Professional Learners through which the University will develop a wide range of programmes geared for employers and meant to upskill the workforce. This will represent a new "arm" of the university, which in turn will offer a full professional service to the academic community to support the delivery of programmes for professional learners. The programmes will be flexible in nature and be mapped against the University's Qualification Pathway Framework. Within that framework, a range of recognition qualifications will be bestowed on successful learners, including: "Credit Qualifications"; Certificates; Diplomas; Foundation Degrees; and Bachelor, Master's and Doctoral degrees. In addition, for learners not pursuing credit-bearing modules/programmes, a range of formally recognised courses leading to CPD points will be offered. The portfolio of courses will be advertised under the Academy's name from September 2016.

The Academic Partnerships Directorate has already supported the development of a range of international degrees with European partners, including joint doctoral degrees with Grenoble, the Sorbonne, Amsterdam, Leiden etc. Applications have been submitted to the EC for funding to support innovative international Masters degrees offered by European consortia, which are aimed at developing elite degrees and new blended models of delivery. These models will potentially be rolled out to a range of disciplines within the university, enabling Colleges to reach out to a new market of students/learners. Collaboration with reputable international partners not only enhances the institution's international reputation, but it also widens the student applicant base making it a more sustainable institution.

Models of delivery with overseas universities have been successfully trialled in China, and there are ambitions, with the support and encouragement of the Chinese Ministry of Education, to roll these models to other universities in a range of disciplines. This form of Trans-National Education will be another base for diversifying the student base and income

to the University. A new Dual degree model is about to be launched, to be co-delivered with a Chinese university and with partners in Brunei and Malaysia.

In summary, the university is developing an exciting and innovative portfolio of programmes to be delivered either for the needs of, or in collaboration with a diverse range of partner organisations locally, nationally and internationally. These will be offered alongside the university's existing and planned new degrees.

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

This Fee & Access Plan has already extensively listed the provision and activities to promote and raise awareness of higher education amongst potential learners. In the main, Swansea University offers a wide range of activities to raise awareness of higher education and these are made available on the Schools and Colleges Outreach Programme for years 12/13 <http://www.swansea.ac.uk/outreach/year1213/>. Staff from the University also contribute to many SWWRWP activities such as the Summer University which is held annually.

In addition, the Student Recruitment Office provides a programme of talks in schools for years 12 and 13 throughout South Wales, covering areas of rural and urban disadvantage. These talks are designed to create a greater awareness of what students need to do to prepare for HE and help build aspirations to enter HE. Talks will cover topics such as...Why HE?, the UCAS application and Student Finance advice etc.

The student recruitment office also attends four annual UCAS Higher Education Conventions (Llandudno, Wrexham, Cardiff and Carmarthen), School/College careers conventions and organises School/College campus visits.

Please refer the Equality of Opportunity sections i) and iib) for more information.

vii. other measures to support the promotion of higher education such as fee and access plan effectiveness evaluation (please specify these measures).

No 'other' measures listed as all our activity is included across the previous measures.

Authorisation of 2017/18 Fee and Access Plan

In authorising the fee and access plan application to be submitted to HEFCW, the governing body:

- i. confirms that the information provided in this 2017/18 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirms that:
 - 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 submitting new, up-to-date, more recent information/data to inform HEFCW's assessment.
- iii. understands that HEFCW reserves the right to undertake a visit to the applicant to better understand eligibility related to the organisation and management of financial affairs, the data submitted on the fee and access plan and the quality of education provided on, or on behalf of, the applicant.
- iv. understands that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- v. understands that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the applicant institution, and the governing body must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirms that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in the fee and access plan application.
- vii. confirms that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- ix. understands that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.

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

Updated/Final 2017/18 fee and access plan submission	
Date of Governing Body approval:	28.07.16
Governing body authorised signature:	<p>Sir Roger Jones Chair of Council</p> 
Date:	28.07.16

Annex Aii: Data Tables

- Table A Fee Levels and fee income and investment 2017-18
- Table B Fee & Access Plan income forecast expenditure 2017-18
- Table C Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime 2017-18
- 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 2017-18
- Table E Partnership arrangements and fee income for students of all modes and levels, including further education modes and levels and below, for partnership provision based in the UK 2017-18
- Table F Partnership arrangements and fee income for students of all modes and levels, including further education modes and levels and below, for partnership provision outside the UK 2017-18
- Table G Fee & Access Plan Targets for 2017-18

**Institutional fee and access plan
2017/18**

**Table A: Fee levels and fee income and investment,
2017/18**

Institution name: Swansea University

Institution UKPRN:

1000785
5

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the new fee regime in 2017/18, are to be returned in this table.

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

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

a) What is your highest proposed fee rate for:

	£
Full-time undergraduate	9,000
Full-time PGCE (QTS)	0

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)	No

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

	£
Full-time undergraduate	8,741
Full-time PGCE (QTS)	0
All students in plan	8,741

d) What new fee regime income do you expect to receive in 2017/18? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

		£k
Full-time undergraduate		98,730
Full-time PGCE (QTS)		0
Total		98,730

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 2016/17 plans the amount invested in 2017/18 must be at least the amount invested in 2016/17. For those applicants, HEFCW has provided below the 2016/17 amount and percentage of total income.

Total amount to be invested in:	2017/18		2016/17	
	£k	% of total income	£k	% of total income*
Equality of opportunity	11,273	11.4%	7,652	9.2%
Promotion of higher education	5,613	5.7%	6,261	7.5%
Total	16,886	17.1%	13,913	16.7%

* The 2016/17 percentage has been recalculated so that it is out of total estimated income, including that from the fee below £4k.

If amount to be invested in 2017/18 is less than in 2016/17 please provide commentary below:

In previous years the amount to be invested in equality of opportunity and promotion of HE was estimated based on a 55/45 split respectively (of the total investment). However, in now trying to apportion the investment across each of the WG/HEFCW measures (based on how we believe services/budgets contribute to spend on these themes); a new proportional split has been approximated (estimated to now be a 67/33 split in favour of equality of opportunity). As a result this has seemingly decreased the level of investment in promotion of HE from that seen in 2016-17 but has significantly increased the estimated investment in equality of opportunity.

Institutional fee and access plan 2017/18**Table B: Fee and access plan income forecast expenditure, 2017/18**

Institution name: Swansea University
 Institution UKPRN: 10007855

Forecast expenditure of the fee income returned in Table A, categorised under the measures provided below, is to be returned in this table.

Guidance note

The measures 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 measures below.

Equality of opportunity measures relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to categorise similar activities under different measures.

Student financial support activities will be a part of the applicant's total investment in measures 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 measure. Not all categories will necessarily have expenditure returned against them.

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

* <http://www.hefcw.ac.uk/publications/circulars/circulars.aspx>

2017/18 fee and access plan income forecast expenditure

a) Equality of opportunity

Measures to support individuals under represented in HE:

	£
1. Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	1,534,880
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	3,168,960
3. Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	248,064
4. Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	1,917,660
5. Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	1,611,764
6. Providing effective information to students from under-represented groups before and during their courses	1,198,764
7. Providing high quality academic and welfare support to students from under-represented groups	1,160,759
8. Supporting students from under-represented groups to progress to employment or further study	431,965
9. Other	0
Total	11,272,816

b) Promotion of HE		
Measures to deliver:	£	
1. More effective engagement with private, public or voluntary bodies and communities in Wales	1,386,315	
2. Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	477,964	
3. Activities which strengthen the employability of Welsh graduates	467,729	
4. Actions which promote Welsh higher education more effectively internationally	976,515	
5. Actions which improve delivery of sustainable higher education	676,479	
6. Activities which raise awareness of the value of higher education amongst potential learners	1,628,265	
7. Other	0	
Total	5,613,267	
c) Total forecast expenditure of 2017/18 fee and access plan income, a) + b)	£	
	16,886,083	
d) Student financial support (already included in a) and b) above)		
	£	Anticipated student numbers supported
Fee waivers		
Bursaries	3,066,200	3,290
Scholarships	615,000	1,000
Hardship funds	307,500	1,200
Provision of financial management advice and skills	241,800	10,000
Other financial support		
Total	4,230,500	15,490

Institutional fee and access plan 2017/18**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime, 2017/18**

Institution name: Swansea University
 Institution UKPRN: 10007855

This table should only be completed where you propose to charge different fees for different courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the new fee regime. Where different fees are charged for different courses or cohorts, 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

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.

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	98,209,800	0
Total expected student no.s	11,228	0
Average fee	8,747	

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	3 Year H00 Bachelors Degree Honours	Academi Hywel Teifi (Cymraeg/Welsh) Accounting and Finance Biosciences Business Computer Science Chemistry Criminal Justice and Criminology Economics Education Engineering English & Creative Writing Geography Health Science History and Classics Languages, Translation and Media Legal Studies Mathematics Medicine Physics Political and Cultural Studies Psychology Social Policy / Ageing Studies Social Work and Social Care Sports Science	1,2,3	N	7,685	N		69,165,000
2	9,000	1 Year C20 Certificate of Higher Education	Health Science	1	N	25	N		225,000

			Academi Hywel Teifi (Cymraeg/Welsh) Accounting and Finance Biosciences Business Computer Science Economics Engineering English & Creative Writing Geography History and Classics Languages, Translation and Media Legal Studies Mathematics Medicine Applied Medical Science Physics Political and Cultural Studies					
3	9,000	4 Year H00 Bachelors Degree Honours	Psychology	0,1,2,3,4	N	2,148	N	19,332,000
4	9,000	4 Year H16 First degree and eligibility for Health/Veterinary	Medicine	1,2,3,4	N	323	N	2,907,000
5	9,000	4 Year H22 Enhanced First Degree	Chemistry Computer Science Engineering Health Science Mathematics Medicine Physics	1,2,3,4	N	464	N	4,176,000
6	9,000	5 Year H22 Enhanced First Degree	Computer Science Engineering Physics	1,2,3,4,5	N	203	N	1,827,000

7	1,350	<p>YEAR ABROAD</p> <p>4 Year H00 Bachelors Degree Honours (year abroad)</p> <p>5 Year H22 Enhanced First Degree (year abroad)</p>	<p>Accounting and Finance Business Economics Engineering English & Creative Writing Geography History and Classics Languages, Translation and Media Legal Studies Mathematics Physics Political and Cultural Studies Psychology</p>	3	N	236	N		318,600
8	1,800	<p>YEAR IN INDUSTRY</p> <p>4 Year H00 Bachelors Degree Honours (year 3 in industry)</p> <p>4 Year H22 Enhanced First Degree (year 3 in industry)</p> <p>5 Year H22 Enhanced First Degree (year 4 in industry)</p>	<p>Accounting and Finance Business Chemistry Computer Science Economics Engineering</p>	3 or 4	N	144	N		259,200

Institutional fee and access plan 2017/18
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, 2017/18

 Institution name: Swansea University
 Institution UKPRN: 10007855

This table should be completed by all providers who franchise out to other providers that are charities or are parents of subsidiaries that are not submitting their own fee and access plan, for full-time undergraduate and PGCE (QTS) provision under the new 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, 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 new 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 another non-charitable provider.
- That are delivered by a non-charitable subsidiary, where you are the parent of that subsidiary, and the subsidiary is not submitting their own fee and access plan.

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.

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	520,500	0
Total expected student no.s	67	0
Average fee	7,769	

Row	Partner name	Partner address	Please confirm that the partner is a charity (✓)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	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	Y	(a) a first degree	One year articulation to BEng - Aeronau	N	20/07/2016	Y	1	12	9,000	108,000
2	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Y	(c) a foundation degree	Aeronautical and Manufacturing Engine	N	20/07/2016	Y	1 and 2	30	7,500	225,000
3	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Y	(c) a foundation degree	Foundation degree in Applied Business Management To be delivered in a flexible pattern with full-time and part-time options to suit business need	N	20/07/2016	Y	1	15	7,500	112,500
4	Coleg Cambria	Kelsterton Road, Connah's Quay, Deeside, Flintshire, CH5 4BR	Y	(c) a foundation degree	Foundation degree in Manufacturing En	N	20/07/2016	Y	1	10	7,500	75,000

Institutional fee and access plan 2017/18

Table E: Partnership arrangements and fee income for students of all modes and levels, including further education modes and levels and below, for partnership provision based in the UK, 2017/18

Institution name: Swansea University
Institution UKPRN: 10007855

This table should be completed by all providers who franchise out to other providers or are parents of subsidiaries that are not submitting their own fee and access plan or validate provision that is delivered by another provider which is not part of a franchise arrangement where the other provider has control of the provision.

The table should be completed for all modes and levels of study, including further education and below.

Any provision that has already been reported on Table D, i.e. franchised out provision and provision delivered by a subsidiary where you are the parent of that subsidiary and the subsidiary is not submitting their own fee and access plan, that is under the new fee regime, **should not be reported here**. Any provision that you only validate, that you do not provide, but that is under the new fee regime, and any FT UG/PGCE (QTS) provision that you franchise out to a non-charitable provider or that is not under the new fee regime, will be reported here.

The table should be completed only where the other provider or the subsidiary are in the UK and the students are based in the UK.

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 provider.
- That are delivered by a subsidiary, where you are the parent of that subsidiary, and the subsidiary is not submitting their own fee and access plan.
- That you do not provide and that you validate only.

Do not 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.
- That you provide on behalf of another provider via a franchise agreement.
- 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.

If FT UG/PGCE (QTS) provision under the new fee regime is covered by the same agreement as other provision that is not under the new fee regime, the partnership should be reported both on this table and Table D. The forecast numbers of students and income reported on this table should exclude any already reported on Table D.

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.

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

Swansea University

Row	Type of arrangement (please choose from drop down list)	Partner or subsidiary name	Partner or subsidiary address	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	Forecast total number of students	Forecast total income from the arrangement (£)
1	Validation	New College of the Humanities Validation of two Level 7 programmes	19 Bedford Square London WC1B 3HH	14/04/2016	N	10	110,000
2		Collaborative Research Programme (EngD) leading to a single award from either Swansea University or... University of Birmingham University of Cambridge	Edgbaston, Birmingham, West Midlands, B15 2TT The Old Schools, Trinity Lane, Cambridge CB2 1TN	01/10/2009	N	7	28,840
3	Franchise	Pembrokeshire College Neath Port Talbot College Group Collaboration to deliver articulation BEng degrees in Electrical and Electronic Engineering and Mechanical Engineering for one cohort over two years	Merlin's Bridge, Haverfordwest, Pembrokeshire SA61 1SZ Dwr-Y-Felin Rd Neath Neath Port Talbot SA10 7RF	30/07//2016	Y	20	90,000

Institutional fee and access plan 2017/18**Table F: Partnership arrangements and fee income for students of all modes and levels, including further education and below, for partnership provision based outside the UK, 2017/18**

Institution name: Swansea University
 Institution UKPRN: 10007855

This table should be completed by all providers who have partnership arrangements that are based outside the UK, including the EU, for all modes and levels of study, including further education and below.

Guidance note

All types of partnership should be included in this table, including a physical presence (e.g. a campus of the provider), a local partnership (e.g. a franchise arrangement or a validation arrangement) and distance learning only where the student is based outside the UK and the course is provided in partnership with a non-UK partner.

Six types of partnership provision are included in the drop down list in the 'Type of partnership arrangement' column. The types match those used in the in-year TNE survey carried out by HEFCW in 2015. Annex D contains a description of these categories.

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

Row	Type of partnership arrangement (please choose from drop down list)	Partner name	Partner address, including country	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	Forecast total number of students	Forecast total income from the arrangement (£)
1	Combination	Erasmus Mundus Joint/Dual Masters Ecole Central de Nantes UPC Barcelona University of Stuttgart Tsinghua University University of Aarhus Danish School of Journalism University of Amsterdam City University, London University of Hamburg University of Technology Sydney University of California, Berkeley Pontificia Universidad Catolica Chile	44321 1 Rue de la Noe 44300 Nantes France Campus Nord Calle Jordi Girona 1 - 3 08034 Spain Keplerstrasse 7 70174 Stuttgart Germany 30 Shuangqing Rd Haidan Beijing China Norde Ringgade 1 8000 Aarhus C Denmark Olof Palmes Alle 11 8200 Aarhus Denmark 1012 WX Amsterdam The Netherlands Northampton Square London EC1V 0HB Mittelweg 177 20148 Hamburg Germany 15 Broadway Ultimo NSW 2007 Australia Berkeley California 420 Av Libertador Bernardo O'Higgins 328 Santiago Region Metropolitana Chile	2012 - 2017 2012 - 2017 2012 - 2017 2012 - 2017 2011 - 2017	N	26	104,000 Euros
2	Combination	Joint/Dual/Collaborative PhDs Hochschule de Medien (Stuttgart HdM) The Methodist Hospital Research Institute Texas University of Central Oklahoma l'Universite Joseph Fourier Grenoble	Nobelstrasse 10 70569 Stuttgart Germany 6670 Bertner Ave Houston TX 77030 USA 100 N University Dr Edmond OK73034 USA 621 Avenue Centrale 38041 Saint-Martin-d'Herès France	2014 - 2020 2012 - 2017 2011 - 2017 2015 - 2020	N	23	£14832 + \$240,000

3	Combination	Extended Masters	Diliman Quezon City 1101 Metro Manila Philippines				
		University of the Philippines	116 St & 85 Ave Edmonton AB T6G 2R3 Canada	2013 - 2018			
		Alberta University Canada	660 Parrington Oval Norman OK 73019 USA	2014 - 2019			
		University of Oklahoma	Allen Building 2199 Barbara Bush Dr College Station TX 77840 USA	2015 - 2020			
		The Bush School of Government and Public Service Texas A&M	Place de l'Universite 1348 Belgium	2014 - 2019			
		Universite Catholique de Louvaine	37008 Salamanca Spain	2015/16 - 2020/21			
		Universidad de Salamanca		2014/15 - 2020/21	N		12 40850 Pounds

Institutional fee and access plan 2017/18

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.

While HEFCW accepts that it is neither beneficial nor meaningful to set targets in all fee 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 further guidance and definitions used in this table, please see Annex D of the guidance.

Row	Target description (maximum 500 characters)	Measure type (as listed in table B a) and B b) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target		Optional longer term targets				Please provide a commentary on the 2017/18 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)		
			Y / N	If Y please provide partner name(s)		No.	%	No.	%	2017/18		2018/19			2019/20	
										No.	%	No.	%		No.	%
1	Widening Access - Participation - The proportion of Welsh domiciled undergraduate students (First degree, first year, all modes with Welsh Postcodes, FPE) who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or Communities First cluster areas.	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	394	22.6%	470	23.5%							
2	Widening Access - Non-completion - The proportion of full-time, first degree, first year undergraduate students (UK Domicile with Welsh postcode based on HESA PI population year 1, excluding UG Other non-degree, FPE) who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or Communities First cluster areas no longer in higher education following year of entry.	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013-14	31	9.8%	40	8.7%					17/18 target is based on data available in 16/17 for non-completion		
3	Widening Participation - The proportion of all UK domiciled undergraduate first degree, first year students (also based on all modes, country postcode, FPE) studying at Swansea University who are from UK low participation areas.	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	1,138	30.9%	1,340	31.6%							
4	Widening Participation - Non-completion - 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.	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013-14	68	7.2%	73	6.7%					17/18 target is based on data available in 16/17 for non-completion		
5	Low Income Students - The proportion of first year (first degree) undergraduate students (FPE) in receipt of the University's low-income progression bursary.	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	1,175	26.4%	1,450	28.3%							
6	Low Income Students - Non-completion - 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].	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013-14	71	6.5%	75	6.0%					17/18 target is based on data available in 16/17 for non-completion		
7	Low Income Students - International Mobility - The number of students (FPE) with household incomes of less than £25,000 taking overseas mobility opportunities as a proportion of the total number of students taking these opportunities.	a5 Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	N		2014-15	78	16.5%	87	17.4%							
8	Looked After Children (LAC) - the number of LAC undertaking an undergraduate first degree at the University (First year, FPE students).	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	19	0.4%	22	0.4%							
9	Welsh Medium - The number of students (FPE) studying higher education courses in Welsh at Swansea University; Undertaking at least 5 credits of their course through the medium of Welsh	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	328		400								
10	Welsh Medium - The number of students (FPE) studying higher education courses in Welsh at Swansea University; ii) Undertaking at least 40 credits of their course through the medium of Welsh	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	103		110								
11	Part-time Students - Participation - The proportion of first year, undergraduate first degree students (FPE) undertaking a part-time degree	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	93	2.1%	130	2.5%							

12	Part-time Students - Non-completion - 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].	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2012-13	20	34.5%	21	30.0%					17/18 target is based on data available from 14-15 cohort for non-completion reported after two years which will appear in HESA Table T3e_1617
13	Disabled Students - Participation - the proportion of undergraduate, first degree, first year students (FPE) declaring a disability.	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	417	9.4%	540	10.5%					
14	Disabled Students - Non-completion - 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].	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013-14	16	5.2%	18	5.0%					17/18 target is based on data available in 16/17 for non-completion
15	BAME Students (UK domicile) - Participation - The proportion of UK domicile, undergraduate, first degree, first year students (FPE) from a BAME background.	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014-15	445	11.9%	600	14.0%					
16	BAME students (UK domiciled) - Non-completion - 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].	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013-14	327	10.6%	352	10.0%					17/18 target is based on data available in 16/17 for non-completion
17	International Mobility - Total no. of students undertaking overseas work or study opportunities	a5 Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	N		2014-15	474		500						
18	Internationalisation - Overseas students as a percentage of all students. (FPE based on domicile in HESA)	b5 Actions which improve delivery of sustainable higher education	N		2014-15	2,310	14.4%	2,834	16.9%					
19	Student Experience - The percentage of students satisfied with the overall experience (NSS).	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014-15		91.0%		92.0%					Target result will be based on NSS survey results in July 2018
20	Graduate Employability - The proportion of leavers from Swansea University who have entered professional employment or graduate level further study six 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]	b3 Activities which strengthen the employability of Welsh graduates	N		2014-15		80.6%		82.0%					14-15 result is an estimate as full DLHE results not released until later in Jul. 17/18 target will be compared to data available in 16/17 for DLHE