

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Institution applicant name:</b> | <b>Cardiff University</b> |
|------------------------------------|---------------------------|

## 2019/20 Fee and Access Plan: focus and contents

### Executive summary

We are pleased to present Cardiff University's 2019/20 Fee and Access Plan. The plan details how we support equality of opportunity for groups of students who are traditionally less likely to access higher education (HE) and work to ensure that those students progress and succeed at Cardiff University. The plan also details the ways in which Cardiff University will continue to promote Welsh medium higher education and provide a high-quality student experience for all students, supporting them to achieve successful outcomes as graduates.

The University's new institutional strategy, *The Way Forward 2018-23* (published in January 2018) emphasises the continuing importance of widening participation, student involvement, and our broader social responsibilities. Our vision is to 'create and share knowledge and educate for the benefit of all'. The strategy is underpinned by strong values, civic mission and a commitment to the Welsh language.

Our students have helped to shape the development and delivery of the activities included in this plan. Cardiff University has over 1,000 student representatives, and a wide range of activities to ensure we continually seek feedback from our students. This includes our annual 'Student Voice' campaign and our Students' Union's annual 'Speak Week'.

Cardiff University successfully combines high entry standards with a strong widening participation agenda. Our outreach and community engagement programmes identify potential amongst students from areas where participation in Higher Education is low and supports them to access HE. We try to ensure that finance is not a barrier to accessing or continuing in HE, including through the provision of bursaries and a financial assistance programme. We also offer bespoke packages of support for specific groups who may face barriers to HE, including care leavers/estranged students, students with autism, carers, asylum seekers and veterans. We offer study options through the medium of Welsh in a range of subject areas, as well as giving all our students the opportunity to learn Welsh and improve their Welsh language skills through our Welsh for All programme. Our peer-to-peer mentoring schemes, available across our academic schools, help students to settle in to University life and our personal tutor scheme, available in Welsh and English, provides students with academic advice and pastoral support.

Cardiff University's Fee and Access Plan includes ongoing investment in the quality of the student experience. Our new Centre for Student Life has progressed to the construction phase, and will create a hub for our student support services as well as a high number of flexible, technology-rich social learning spaces. We are also continuing to update our learning, teaching and social study spaces, and enhance the digital learning environment, including the provision of online personalised timetabling, lecture capture and off-campus access to University services. Our plan also reflects our strong commitment to supporting students to achieve their full potential after University by providing a wide

range of opportunities for work based learning, placements and entrepreneurship activities, as well as tailored career planning support. In our new institutional strategy, we commit to providing placements for all our students. At Cardiff University, students have additional opportunities to enhance their employability, including learning a language or volunteering. Our Global Opportunities team also promote and support opportunities for students to spend time overseas, including working and bursary support to ensure that under-represented groups have access to international experiences.

## The student voice

### The student voice and students as partners

Our institutional strategy 2018-23 reinforces that 'we will listen to our students and use their feedback to improve our teaching and the wider student experience'. We wish to be known as a University which encourages high levels of student engagement, and that listens to our students, responding to their needs and expectations, and providing them with opportunities to shape their education and the wider student experience.

We are committed to:

- engaging all students in meaningful dialogue about their learning, including providing regular, timely and accessible feedback to inform academic progress.
- listening actively to the student voice in order to inform future planning and create a learning environment that meets students' expectations.
- extending the opportunities through which students can actively contribute to University life and help shape their educational experience, including student-led projects and student ambassador schemes.

Our [Student Charter](#) sets out the partnership between the University, the Students' Union and students. We work together to provide a positive student experience, encourage open communication and celebrate Welsh language and culture. Our partnership is underpinned by strong shared values. Our Student Charter is reviewed annually by the Students' Union sabbatical team and University colleagues to ensure its continued relevance. For instance, most recently the Charter's commitments and expectations in relation to equality, diversity and inclusion were further strengthened in response to the findings of Professor Dinesh Bhugra's independent review of issues of racial equality in the School of Medicine.

Our [student academic representation system](#) is mature and embedded, with over 1,000 representatives. There is an annual cycle of student rep training, led by the Students' Union and delivered in partnership. In 2017-8, this was extended to include a student rep training conference organised by the Students' Union. Student reps engage actively with their programme cohorts and speak on their behalf in a range of well-established forums at School and College levels, including student-staff panels and regular College meetings of student panel chairs. These meetings are chaired by Students' Union officers and invite members of staff to attend, listen and respond to student views as well as providing information about University business. Student Rep Co-ordinators provide support to student reps in each of our Academic Schools. During 2017/18, the Students' Union and University are collaborating in a partnership project to review the academic representation system to ensure its continued fitness for purpose.

**Our annual Student Voice campaign is designed to encourage students to share their views and opinions** about what the University is doing well and what it can do better. The campaign highlights

the variety of ways in which student views can be communicated, and provides a focused opportunity to show how the University makes changes in response to the feedback it receives from students. It also seeks to use student communication channels such as Student News (the student newsletter) and social media to promote how students can use their voice at School, College and University-wide levels.

**Data gathered through student voice activities underpin our established approach to strong partnership working with our students. Data are gathered from a range of sources including:**

- Speak Week (see below for details and examples of actions taken as a result) which feeds directly into the Student Written Submission and the University's response;
- Module evaluation and cohort surveys (see below for details and actions taken as a result);
- College Forums; and
- Student-staff panels, which convene to discuss specific subject areas, providing an opportunity for a larger number of students to participate in review and discussion with staff. Outcomes from meetings are taken up by Partnership meetings/college Forums, actioned at the appropriate level or escalated to more senior staff or strategic groups as required. Analysis of the types of issues raised at SSPs are reported annually by the Students' Union (see Autumn 2017 report: <https://www.cardiffstudents.com/pageassets/your-voice/academic-reps/resources/Student-Voice-Autumn-2017-Report.pdf>). Most are course-specific, but some cross-institutional themes emerge. For instance, the decision to move to an opt-out model for lecture capture (Panopto) from 2018/19 is a response to student feedback via SSPs and other forums.

**Students' Union elected officers enjoy high-profile election campaigns with consistently good levels of engagement amongst the student body.** The Students' Union sabbatical team has direct and regular access to senior decision-makers, including meeting regularly with the Vice Chancellor and other members of the University Executive Board. The Students' Union and University Partnership Group, chaired jointly by the President of the Students' Union and the PVC Student Experience & Academic Standards, meets regularly across the academic session, to discuss issues of common concern. In 2017/18, the group focused attention on the delivery of a number of joint partnership projects agreed in response to the 2017 Student Written Submission to University Council. Projects have focused on further improving our student academic representation system, enhancing the experience of our students on our Heath park campus, supporting our postgraduate students who undertake teaching (through training, coaching and development activity), improving our social study spaces across campus and supporting student life-work balance (including sport participation and religious observance). Student Officers participate as full members of major University committees, including Senate and Council, and serve on the steering boards for student-facing projects, including the Centre for Student Life (CSL), a new landmark building marking a major investment in the student experience (See 'Promotion of Higher Education' on p.46 for more information on CSL).

**Our annual cycle of student surveys and module evaluations provides opportunities for students to share their views.** These opportunities are promoted extensively across our student communications channels, and we have invested in software and staff capability to support appropriate and detailed analysis of these data. Successive cohorts completing the optional NSS questions around engagement confirmed that students felt they have good opportunities to provide feedback about their experience of studying at Cardiff. Changes to the NSS question set from 2017 now provide sector-wide data and it is pleasing to note that we perform in line with the sector average. The impact of regular and responsive dialogue with our students is evident through both operational changes (such as introducing reading weeks, increasing social and group study spaces, altering feedback processes, increasing work placement opportunities and extending library opening hours) and

institution-wide measures, such as the implementation of teaching event capture.

**The University works collaboratively with the Students' Union to encourage the full student community to contribute to University life and to shape the student experience.** The University is a supportive partner in the Students' Union's annual 'Speak Week', which serves as a principal mechanism for listening to students. Engagement with Speak Week has increased year-on-year: in 2018 there were just over 3,300 individual responses from students (compared to 3,000 in 2017, 2,200 in 2016 and 800 in 2015). These responses tell us what we are doing well and how we might further improve the student experience. Issues raised during Speak Week are discussed in Partnership meetings and College Forums. They also inform the annual Student Written Submission (SWS), produced by the Students' Union and considered by University Council, together with an institutional response and action plans agreed by University Executive Board. This distinctive approach allows the wider student voice to be heard by the Governing Body of the University, and helps to shape the University's investment priorities. In the last three years, the SWS has directly influenced several changes across the University including the expansion of 24/7 library opening hours, gender neutral toilets, electronic coursework submission, changes to the delivery of wellbeing and careers support services for our University Hospital-based students, the roll out of teaching event capture capability across the institution and the introduction of contactless payment facilities across campus. For 2017/18, the SWS generated five partnership projects addressing social learning spaces, study-life balance, the postgraduate research experience, the experience of students studying on our health programmes and the student representation system.

**Our Students play a key role in our quality assurance processes,** including annual and periodic review, and new programme approvals. In 2016/17, almost 100 students participated formally in quality related events as panel members. We provide briefing sessions for students taking part in quality assurance processes. This gives students the confidence to participate fully in discussions, enables them to understand the wider workings of the University and helps to develop a range of transferable skills. Students' Union officers also serve on our Academic Appeals, Complaints, Disciplinary and Fitness to Practice appeal panels.

**Cardiff University Student Education Innovation Projects (CUSEIP)** enable students to work directly with University staff on learning and teaching enhancement projects during summer placements. This programme was piloted in 2016/17 with 22 projects, and is continuing in 2017/18. Projects have included exploring ways to attract more students with Welsh language to select Welsh medium modules where these were available within their programmes. This supported our Welsh medium strategy review, including approaches to recruitment. We are also piloting new student ambassador projects; in 2017-8 student groups curated a student innovation festival and developed a suite of student-friendly resources to raise Welsh language awareness.

**The University supports the Students' Union to provide facilities and services to increase students' participation in University life,** including sporting activities, societies and independent advice. The University is continuing to invest resource to facilitate the Students' Union to achieve its goals, which are underpinned by clear plans to engage all students, provide developmental opportunities for students (including volunteering) and create sector-leading facilities (see 'Promotion of Higher Education' on p.46 for developments for 2019/20). International research has found that students who participate in structured student led activities are more likely to engage in University life and have positive outcomes overall. We have worked in partnership with the Students' Union to develop frameworks that enable students to recognise and value the skills that positive engagement with clubs, societies and volunteering can help them to develop. Since 2016/17, participation in recognised activities is included within the University's enhanced transcript, itself a project that benefitted from strong University-student collaboration.

## Engagement with the student body in developing, assessing and finalising the Fee and Access Plan

**The University's Fee and Access Plan is aligned to the institutional strategic plan, *The Way Forward (2018-2023)* and the *Strategic Equality Plan (2016-20)*, both of which were developed with significant student involvement.**

**Students participated in strategy development workshops to inform the formulation of [The Way Forward 2018-2023](#).** Students' Union elected officers also had the opportunity to shape the new strategy through their membership of Senate and Council, and through our established partnership approach. The Vice-Chancellor also held a series of student-led focus group meetings through which students from across the University communicated directly their views about the University and shaped the new institutional strategy.

**The [Strategic Equality Plan \(2016-20\)](#)** includes actions that relate specifically to students, including to attract and retain students from a diversity of backgrounds by providing an inclusive and supportive learning and teaching environment. Students participated in a series of engagement events throughout the consultation period, including a dedicated student consultation event via the Students' Union. Student officers are members of the University Equality, Diversity and Inclusion Committee, which has responsibility for the plan, its actions and monitoring progress.

**Feedback from students and prospective students** participating in programmes such as Step Up, aimed at widening participation is used to inform and improve practice. This is part of the evaluation framework which includes direct feedback from participants as an evidence source (see p25 for details). Feedback from students is routinely collected and curated as part of programmes including peer mentoring, wellbeing champions, employability initiatives and global opportunities. Data can be analysed to enable a detailed focus on feedback from students in under-represented groups, important in informing the development of provision.

**Students' Union Elected Officers are involved in the draft review and finalisation of the Fee and Access Plan.** This provides an opportunity for student representatives to see how the range of activity is presented in the Fee and Access Plan. Elected Officers are also full members of University Council, responsible for approving the Fee and Access Plan for submission and holding the Vice Chancellor and University Executive Board to account in relation to plan monitoring and delivery. Our University Council approves institutional strategies and investment priorities.

**Fee and Access Plan monitoring and development is embedded within our established University committees** and this ensures continued engagement from student representatives. As members of key University committees and groups, including Senate and Council (see above) student representatives regularly review information about the University's performance against Fee and Access Plans and will continue to influence the evaluation and enhancement of its provisions:

- Policy and Resources Committee – scrutiny of capital funding for specific initiatives and evidence of impact;
- Academic Standards and Quality Committee – oversight of student progression and attainment;
- Equality, Diversity and Inclusion Committee – oversight of experience of under-represented groups and nature of environment in which they are studying; and
- Student Experience Strategy Group, responsible for overall oversight of the Fee and Access Plan as part of the education and student strategy.

**All students can view information about the University's investment of fee income on the external website and student intranet pages.** This includes information about progress in key areas of activity within the remit of the Fee and Access Plan and investment of fee income, as well as activities aimed at widening participation, enhancing the student experience and our graduates' employability. We present information in different formats (e.g. short videos, blogs, and infographics) about our key investments and initiatives. We are continually working to improve the information we make available to students about the University's performance.

## How proposed fee levels are communicated to students

**Cardiff University has a communications framework to provide consistent information about tuition fees, financial assistance and student support to its prospective and current students.** These communications are aimed at potential applicants to the University, current students, parents, staff in secondary schools and colleges, and University staff, and are designed to ensure that all stakeholders receive accurate, timely and consistent information. We ensure that the information provided about the University and its services meets the quality standard set out in Part C of the QAA UK Quality Code for Higher Education and the requirements of the guidance published by the Competition and Markets Authority (CMA). Related to this, our student complaints and appeals procedures are aligned to the CMA's advice and to the Office of the Independent Adjudicator's good practice framework. The University will continue to use a wide range of communication methods including:

### Website

- There are dedicated [web pages](#), in English and Welsh, containing information on tuition fees and student support and links to other related websites including Student Finance. Wales/England/Scotland/Northern Ireland, as well as links to key University contacts.
- Information is provided about the new student finance arrangements for Wales for courses starting from September 2018 onwards, with the caveat that these are subject to legislation being in place. Fees and funding web pages are kept under review to take account of changes, for instance in relation to Brexit and the Diamond Review.
- Our Key Information Set (KIS) has ensured that a wide range of information specific to each course of study, and on the institution in general, is made available to prospective students.
- The University also uses social media including Facebook and Twitter, blogs and YouTube to communicate with both prospective and current students.

### Marketing materials/Open days

- The University communicates information on fees and student support to prospective students at open days, visit days, HE Fairs and in schools and colleges liaison work via prospectuses, brochures, scholarship and bursary leaflets and advice from University staff. Information is included in presentations for teachers and careers advisers as well as in student finance talks for applicants.

### Email

- All students who apply to the University receive an email acknowledging safe receipt of their application and providing web links to our online fees information.
- The University communicates with all offer holders in respect of scholarship and bursary provision.
- The formal offer letter issued by the University to applicants includes details of the tuition fee payable for the first year of the programme. The letter includes a statement outlining any potential increase in fees for subsequent years of study.

### Communication of fee charges during the duration of study

- For UK domiciled students commencing studies in 2019/20, the fee level for standard three-year undergraduate degree courses, and for each year of an Integrated Masters programme, currently £9,000 per year, is determined upon approval of our Fee and Access Plan by HEFCW at the end of July.
- On the basis of current Welsh Government policy, our fee levels for 2019-20 will be as follows:
  - Full time undergraduate course - £9,000 per year
  - Full time undergraduate course sandwich year in industry £1,800 per year (except MArch, see below)
  - Full time undergraduate year abroad - £1,350
  - Masters Architecture sandwich year - £4,500
  - PCET/PGCE - £9,000 per year.
- The aggregate fee for the full course is the total of the fees for each year of the course.
- Fees in 2019/20 may increase in line with any changes to Welsh Government policy.
- Where fee variations apply to courses due to a period of placement or overseas study while registered at Cardiff University, these are clearly communicated at the time of application.
- Cardiff University adheres to the requirements of the Competitions and Markets Authority (CMA) on consumer protection law relating to higher education students.

## **The extent to which our plan reflects the principles of key policy statements and guidance**

Cardiff University is committed to supporting the Welsh Government's ambitions for the Welsh higher education sector and to the principles of **WISE** (Welsh Initiative for Student Engagement) Partnership for Higher Education in Wales. We have a strong, meaningful and action-oriented commitment to **working in partnership with our students** (see above) and our thematic strategy for Education and Students (see 'Strategic Approach' on p.34) is predicated on a strong partnership with our students. The Students' Union, supported by the University, is also working to increase participation in **student opportunities and social action** by reducing and removing identified barriers. For example, the Students' Union's 'Cardiff Volunteering' initiative offers a wide variety of different projects and one-off opportunities which students can fit around their University schedule (also see p.51 for information about volunteering opportunities for students).

## **Rationale for the Fee and Access Plan, including strategic approach**

### **Critical review of Fee and Access Plan outcomes to date**

**We regularly monitor and review our performance against the measures and targets in our Fee and Access Plan.** We benchmark our performance against comparator universities in a range of measures including widening participation and graduate outcomes. We review national and University research evidence on policy and practice in widening participation and equality of opportunity and apply findings to the development of our own provision. We also listen and respond to the views and opinions of students about what is working well and where we can make improvements to the student experience.

**In recognition of the need to ensure best value, we have put in place an evaluation framework to inform the continuous development of the University's widening participation and community outreach provision** and enable a consistent approach to gathering quantitative and qualitative

evidence to measure the impact of our portfolio of activities. The framework is structured around a set of strategic aims that underpin all our widening participation work and community outreach work: supporting transition to University and raising educational aspiration, enhancing educational knowledge and skills, promoting equality of opportunity and inclusive approaches and enhancing personal development of participants. It draws on a range of evidence including participants' feedback, emerging best practice (which the University co-creates through its involvement in sector-wide communities of practice), the identification and understanding of the needs of additional under-represented groups, and assessment of other schemes in the sector. As part of this, we have trialed and implemented a new tracking system (UpShot), which is also used by First Campus and Reaching Wider. This allows us to track attendance at a granular level for all our events and monitor targets from one central dashboard. It also enables us to calculate metrics such as average cost per hour, per pupil and per event, and compare this with Reaching Wider activities to help ensure our events are good value for money.

The evaluation process is iterative and at the end of the academic year a brief impact report is produced for each of our programmes to see the extent to which they have contributed to our Widening Participation strategic aims. This enables us to take a holistic approach to developing our widening participation and support a more coherent experience for participants (see more information on review of WP programmes below). This is reflected in the variety of developments and changes highlighted in the Fee and Access Plan submission – this year the biggest changes are to the Step Up programme (p39).

The University is also assessing the potential of HEAT (Higher Education Access Tracker) as a tool to track engagement in outreach activities and build evidence of future student achievement.

We are working with the Wales Institute of Social Research, Data and Methods (WISERD) to further develop our framework, and are inviting other Welsh HEIs to take part in a Wales-wide evaluation forum that will enable best practice to be shared.

### *Performance to date*

- **Cardiff is an institution that successfully combines high entry standards with a strong widening participation agenda.** In 2016/17, the University had a high proportion of young fulltime first degree students from UK low participation backgrounds (9.2%). We have gradually increased the proportion of all students from UK low participation areas at the University (undergraduate and postgraduate levels, full and part-time) from 21.9% in 2013/14 to 24.3% in 2016/17. We have also increased the proportion of students from Communities First (CF) cluster areas / bottom quintile of wards in Welsh Index of Multiple Deprivation (WIMD) from 16.6% of the Welsh student body in 2013/14 to 18.5% in 2016/17. Cardiff University remains committed to equality of opportunity and has steadily increased recruitment of students from low income and low participation backgrounds.
- The target we have set of at least 18.7% of Welsh students from CF/WIMD areas in 2019/20 takes account of prevailing challenges in the recruitment market, particularly the declining 18-year-old population. We have undertaken research to identify how effective the Communities First system was at targeting people living in areas of socio-economic deprivation. As a result of this research, our programmes now use multiple indicators in order to identify those most 'in need' of additional support. These indicators include: school; eligibility for free school meals; being a young carer; being the first in the family to enter HE; and asylum seeker status.

| Measure   | 13/14 | 14/15 | 15/16 | 16/17 |
|---|-------|-------|-------|-------|
| Proportion (%) of UK domiciled young full-time, first degree students from UK low participation areas | 7.6   | 9.6   | 9.3   | 9.2   |
| Proportion (%) of UK domiciled students from UK low participation areas                               | 21.9  | 23.1  | 24.0  | 24.3  |
| Proportion (%) of Welsh domiciled students from Communities First / WIMD areas                        | 16.6  | 17.0  | 17.3  | 18.5  |

**We monitor our performance against widening participation performance indicators published by the Higher Education Statistics Agency (HESA)** which enable us to assess our performance compared to the sector average, allowing for the University's subject and entry qualifications, thus providing for meaningful comparison.

- Since 2014/15, the University has been above the **benchmark for recruitment** of young, first-degree full-time students from low participation neighbourhoods, and mature students with no previous HE experience from low participation neighbourhoods.
- In 2015/16 the University exceeded the **benchmark for student retention** for both the number of young first-degree full-time students from low participation backgrounds (6.4 compared to 5.1) , and mature full-time first-degree entrants with no previous higher education qualification from low participation backgrounds, who are still in higher education the year after entry (10.6 compared to 10.3). Internal data show that, of those who leave the University, the majority do so early in the academic programme. This pattern of non-continuation highlights the initial difficulty some students may experience when transitioning into University life and study. We are introducing provision to strengthen support for student transition into HE from 2018/19 (e.g. see p.30 below).

**We have been working to establish better evidence relating to, and understanding of, barriers to progression and attainment for under-represented groups of students at Cardiff University.** During the development of our strategic equality plan, we analysed a range of equality data and evidence to inform the formulation of objectives to tackle instances where students with protected characteristics have different outcomes to their comparator groups. The University commissioned research by the Wales Institute of Social and Economic Research, Data & Methods (WISERD) to further examine the relationship between progression and attainment and protected characteristics, and other factors such as socio-economic background and domicile. The study was first carried out in 2016 and repeated in 2017 to establish trend data. As a result, we are developing standardized Business Intelligence (BI) reports that will help to inform the development and enhancement of the interventions and support services described in the Fee and Access Plan, which are aimed at closing gaps in attainment and progression between under-represented students and their comparator groups. The University is also continuing to work towards achievement of the Race Equality Charter Mark. The DVC has established a working group to consider the student experience and outcomes for BME students.

**We have consolidated and diversified our Welsh medium provision offer.** Just over 400 students undertook at least 5 credits through the medium of Welsh in 2016/17, of whom 164 studied at least 40 credits in Welsh. A number of factors have impacted our ability to increase the take up of Welsh medium provision at the pace that we would like. These include:

- the Welsh Government's withdrawal of the Masters in Educational Practice in 2016, which contributed significantly to the number of students studying at least 40 credits of Welsh Medium provision in recent years;
- the dip in the number of students taking A-levels through the medium of Welsh, and taking A-

level Welsh itself. This has impacted on our recruitment and on take up of Welsh medium provision by students who are admitted;

- Some students who may in the past have applied to study single honours Welsh are now more attracted to joint honours programmes with Welsh and growth areas such as Journalism. Our strategic plan is aimed at addressing Welsh Medium provision in some of these combinations; and
- We acknowledge that there have been some issues with our data collection in this area in the past. We have responded to this by putting in improvement measures in 2017-18 which we expect to improve accuracy and enable us to capture a fuller picture of take up of Welsh medium provision, in ways that will provide us with a more strategic steer on how to develop and grow sustainable WM provision

Despite this challenging set of circumstances we are pleased to have maintained our overall contribution. The University is developing a more strategic approach to expanding our Welsh-medium provision, focusing on areas where there is evidence of clear demand for highly-skilled bilingual graduates for the Welsh workforce (see more information about our Welsh medium policy and provision in the 'Strategic Approach' section on p. 35 and in the 'Equality of Opportunity provision' under Category 2, p. 41). The University concluded a strategic review of our approach during November 2017. As a result, we will be appointing a dedicated senior strategic academic lead for the Welsh Language from 2018/19, with a specific University-wide remit for driving further, sustainable growth in Welsh medium provision. We are pleased to be working with the Coleg to take a more strategic and sustained approach, and remain committed to engaging in meaningful and creative ways.

**Overall student satisfaction remains in line with both UK and Welsh sector averages, with overall student satisfaction in NSS (National Student Survey) 2017 of 84%.** Further analysis shows that students from disadvantaged backgrounds are as satisfied with their University experience as students from more advantaged backgrounds. Although strong, our overall satisfaction rate in 2016 and 2017 represented a dip in performance after a gradual increase over the preceding five years (culminating in a 90% student satisfaction rate in 2015). We are committed to increasing student satisfaction and have set challenging key performance indicators accordingly. We have not set a separate NSS related target in our Fee and Access Plan. One of our Key Performance Indicators within our strategy, The Way Forward 2018-23, is that all of our subjects should be in the top 25% of the Times Good Universities Guide subject league tables by 2023. This incorporates a basket of measures including NSS. NSS is a key factor in determining league table positions, so we will continue to have a strong focus on improving our NSS outcomes and responding to the concerns of students to ensure this. Our focus on subjects will ensure that we give attention to the key messages from the NSS within each subject, alongside other evidence, enabling a more granular understanding of student satisfaction and experience.

**Employability of Cardiff University graduates remains high.** 94.8% of students were employed, studying or both six months after graduation in the most recent year (2015/16) according to the DLHE (Destination of Leavers of Higher Education) survey. Our 2015/16 performance in the DLHE survey for those entering graduate level employment or further study increased to 78.9%. Graduate destinations for disadvantaged groups are as good as those for students from more advantaged backgrounds, which demonstrates our success in attracting widening participation students and supporting them to do well.

*How the review of current provision informs enhancements to provision we will deliver in 2019-20:*

**Using our new evaluation framework, we have made improvements to the coherence of prospective students' journey from their initial participation in our aspiration-raising and outreach programmes to a supported transition to higher education and access to ongoing support once at Cardiff University.**

Key changes include:

- Using multiple indicators to identify those who may be most in need of additional support. These include: school; eligibility for free school meals; being a young carer; being the first in the family to enter HE; and asylum seeker status.
- In response to pupil and teacher feedback, the balance of content of the *Step Up to University* programme has been adjusted in favour of more academic content for under-represented groups with a stronger link to access to the professions. This provides participants with subject / profession-specific activities, including in Healthcare, Law, Medicine and Journalism. It also gives more attention to the academic aspects of transition to higher education including teaching and learning styles.
- Widening the eligibility criteria for our community outreach programme, to include asylum seekers and refugees, BME groups and foster carers. This ensures that our widening participation initiatives reach more students from under-represented groups in higher education, and that a more consistent approach is taken across our different outreach activities. In-line with the University's Civic Mission, we are continuing to engage with local communities and provide educational opportunities.
- The development of stronger links between our outreach provision and the University's support and wellbeing services for when students arrive at University, for example through specific welcome events and dedicated staff for specified groups to further improve the continuity of support from participating in outreach activities through to becoming a University student.
- We continue to participate in the South East Wales regional widening participation partnership 'Reaching Wider' as a fully integrated element of our activities. In response to pupil and teacher feedback, we have helped to re-develop our GCSE English and Maths programme in conjunction with the Central South Consortium Joint Education Service, and [First Campus](#) to ensure that provision meets the needs of participants and fits with other regional provision. The new programme supports 60 trained student volunteers to visit local schools on a weekly basis throughout the school year (rather than what was an Easter revision programme) to deliver English and Maths tuition to support the raising of pupil attainment.
- We have replaced our Student Tutor Project with a new partnership with [The Brilliant Club Scholars Programme](#) in response to teacher and pupil feedback. This partnership allows us to offer more meaningful engagement with the same target age group, at a time of year that is more accessible for participants. Through it, we recruit and train doctoral and postdoctoral researchers to deliver six academically rigorous tutorials to small groups of high-potential pupils in key stages 2-5 in non-selective state schools and sixth form colleges. At least 50% of these students must meet the eligibility criteria (Free School Meals; Looked After Children; Live in an areas of socio-economic deprivation). Students also make two University visits, where they receive targeted access information, advice and guidance. Cardiff University will work with over 400 Scholars Programme pupils in 2018-19.

**We are currently undertaking a review of our contextual admissions policy to ensure that our approach continues to assess applicants' potential to succeed in the context of barriers they may have encountered.** The review is considering new data releases and findings from external sources and research evidence in consultation with Supporting Professionalism in Admissions (SPA) who are a strategic lead on fair admissions and supporting fair access for the UK sector. We are exploring the possibility of using multiple indices of deprivation to support the recruitment of students from under-represented groups. In the first instance we will be widening our current policy to include newly

established indicators of carer and parental responsibilities. This is with a view to including further indicators (with weightings), once full evidence based analysis has been completed. Applicants from disadvantaged backgrounds will be encouraged to apply based on the opportunity to receive a differential (lower) offer via a contextual score. We are on course to release an updated contextual admissions policy for entry in 2019/20 under which we will publish the indicators that we will be using to inform our contextual scoring process.

**Our bursary offer has been updated for the 2018 entry** to ensure we are providing the most effective financial support at the right time to the groups identified as likely to experience barriers to participation in higher education (see 'Equality of Opportunity provision', Category 2 on p.40). We have also created additional bursary provision for students with caring responsibilities or who are armed forces veterans responding to emerging Widening Participation priorities.

Bursaries and scholarships have been reviewed for 2019 entry, with most of the provision continuing as before. The key change is the lowering of the parental income threshold for the Cardiff University Bursary eligibility from £42k to £35k, in line with the practice of comparable universities. This will save an estimated c£350k compared with entry 2018. This saving will be invested in other areas of the fee and access plan to address recruitment and widening participation priorities and the increasing focus HEFCW is placing on outreach. The reinvestment will include:

- £50k to improve in WP data collection, analysis, evaluation and assessment of impact;
- £50k to increase the £500k Financial Assistance (Hardship) programme. This fund has not been increased for some years and applications have increased over time particularly as the University is working with more students from WP backgrounds with complex needs. The increase will also insure against any increased applications to the fund resulting from either the changes nationally to student funding or the reduced parental income threshold of the Cardiff University Bursary
- £75k to invest further in the promotion of higher education notably through increased UK schools liaison and outreach work
- Up to £50k to further support the recruitment of students from WP backgrounds to STEM subjects

**Our Welsh medium provision strategy review undertaken in 2017- 18 will inform the further growth of sustainable Welsh medium provision.** A range of actions have been agreed, including the appointment of a senior strategic academic lead, a refreshed marketing strategy for Welsh medium secondary schools, enhanced support for students with the capacity to undertake part of their programme in Welsh, and targeted support for Welsh-speaking staff not currently teaching in Welsh. We will focus on subjects of strategic importance to Wales, including professional programmes, and take a sustainable approach to preparing highly-skilled graduates with the ability to contribute bilingually to Welsh economic, social and cultural life. We continue to collaborate closely with *Coleg Cymraeg Cenedlaethol* on developments, which include new provision in Journalism, Medicine, Nursing, Pharmacy and Maths. We are also conducting a feasibility study on behalf of the *Coleg* to assess the market for new provision in Engineering, Biosciences, Dentistry and Social Sciences. (See p.35 for more information on the way in which we support and promote the Welsh language more generally at Cardiff University).

**We continue to review and enhance our student support and wellbeing activities.** We have made changes as a result of our assessment of activity, including analysis of feedback from students on our services, data on participation rates, assessments of the impact of services and sector-wide research evidence. These include the following:

- **Extended peer-to-peer student mentoring:** The scheme particularly helps to support transition to

University. Following a successful pilot in 2015/16, we have secured Welsh Government “invest to save” funding which will enable the scheme to operate across all Schools from September 2018. Satisfaction rates are high: in 2016/17, 78% of those mentored assessed the scheme as beneficial to their first year transition and 92% of mentors valued the opportunity to support their peers.

- **Enhanced induction** to support transition into University life, including providing information tailored to student needs in an engaging and interactive way: we are currently developing new induction provision, including working with the Iris Foundation and some of our leading alumni/fellows to develop a suite of high quality digital resources.
- **Increased mental health support for students:** We have invested in both early intervention and crisis support in response to sector wide increases in demand for student mental health support. We have seen a marked increase in students seeking support from our Counselling, Health and Wellbeing Services before they reach crisis point which we consider evidence of our successful early intervention, pro-active approach. Between 2013/14 and 2016/17 unique service user numbers rose from 1,187 to 3,937 individual students. During 2016/17 over 1,000 students attended our daily walk-ins and 447 students were seen via our ‘concerned about a student’ in crisis referral team. Of students who said they were considering dropping out, 89% said the support they received enabled them to continue their studies; 98% stated it had improved their resilience. We have increased our full-time counselling and wellbeing staff and have expanded our online offer, as well as extending core service delivery hours including evening availability. We work in partnership with our Students’ Union on several annual wellbeing campaigns. These are regularly reviewed but recently included *Mind Your Head* Week and awareness around the *Time to Change Pledge* to which the University recommitted in 2018. These types of campaign are designed to destigmatize mental health concerns. In 2018 we launched a specific work strand responding to harassment, abuse and hate crime on campus providing new referral pathways to trained staff and better access to external resources. We are also working with key partners within the UK higher education sector on a project which will implement a whole University approach to mental health, closely aligned with recent UUK research and the resulting *Stepchange* framework.
- **Extended Study Skills Support Service:** Our Academic Study Skills Centre helps individual students to develop their confidence and abilities with foundational concepts and skills. It is part of our student support portfolio of services. For 2017/18, the number of classes offered has increased by over 20%. In addition, longer student contact sessions mean that overall the service contact hours have increased by 50% in total. There are plans to increase capacity further by offering online study skills workshops in the coming 18 months; in 2018-19 we will pilot 3 workshops, with baseline evidence gathered before proceeding to a wider roll-out. From 2020, the service will expand further as the opening of the Centre for Student Life releases significant extra classroom space.
- **Established the student support and wellbeing enquiry management system:** As part of the establishment of our Centre for Student Life, we are redesigning our student support and wellbeing service to creating new capabilities to identify, engage and monitor vulnerable students and those at risk. Our new enquiry management system will create efficiencies by removing manual processes and duplication, and increase resource available for student-facing services including counselling and student advice. The introduction of a front-line Advice Bar and equivalent online systems will also mean that students who are not located on our main campus will also have improved access to support and wellbeing services.

**We continue to develop our provision to enhance the employability of our graduates, including for under-represented groups.** Our careers and employability services (see ‘Promotion of Higher Education’, Category 3 p.50) will benefit from additional provision from 2018/19:

- We have established a ‘**welcome event**’ for students from under-represented groups. This allows us to introduce students to all the additional services they might need to access, from Counselling

to Jobshop, and money advice to careers. To date this has been available for Step Up students and we are exploring the value of opening this up to additional under-represented groups.

- **Introduction of a Careers Readiness survey:** This survey has been piloted during 2017/18 and will be repeated each year to all students at enrolment. Careers Readiness data are used to analyse a student's starting point and subsequent employability journey throughout their studies. The data will allow us to identify the specific employability needs of groups and individuals and enable targeted interventions. These data will inform our strategic service planning. As part of this work, we are collaborating with a third-party software provider to develop proof-of-concept for an interactive, online platform to support students with career action planning, which we will be piloting with our Arts, Humanities and Social Sciences College during 2018/19 in anticipation of institution-wide roll-out in 2019/20.
- We will also pilot new employability measures to support students who experience financial barriers to accessing work experience and ensure that all students can participate in employment-rich opportunities regardless of personal circumstance.
- We have established Futures Connect, a project to develop an agency approach to working with our alumni to secure work experience and recruitment opportunities for our students, with an aim of securing 500 work placements per year by 2023.
- We have developed an employability module with colleagues in our School of English Communication and Philosophy. The module will launch in 2018-19 and will be co-delivered by academic and Careers and Employability staff. We are now working to develop a very similar module with colleagues in our School of Journalism and School of History, Archaeology and Religion, and will look to roll this out further.

### *Ongoing monitoring and evaluation on Fee and Access Plans*

Performance against the targets we have set in the Fee and Access Plan, and the activities to support progress towards them, are monitored and evaluated through University committees and strategic groups (see table below and p.23). The inclusion of and reference to institutional key performance indicators in Fee and Access Plan targets reflects the alignment of the Fee and Access Plan with *The Way Forward 2018-2023*. The approach for monitoring and evaluation will provide the appropriate level of scrutiny and assurance about the University's progress against the plan, including by students who serve as full members of committees and groups, as well as timely mitigation of risk to the achievement of the plan by identifying and addressing any areas for concern raised in regular performance reports. Fee and Access Plan progress reports will be presented to relevant committees / groups at key points in the year and on a quarterly basis to University Executive Board and University Council.

Specific areas of work in our plan (for example, widening participation outreach projects), are subject to an evaluation framework, which we are progressing in partnership with our sector partners across Welsh higher education (see p.25). We will work with partners to explore the possibility of a shared evaluation framework, which, combined with our new programme monitoring tool (Upshot) will allow us to benchmark and measure the cumulative impact of various WP interventions across Wales longitudinally. The Wales Institute of Social and Economic Research Data and Methods (WISERD) is supporting and guiding the further development of Cardiff University's current framework to support wider use across the sector.

We are investing in analytical and reporting capability to undertake empirical testing of our support interventions providing a quantitative evidence base to sit alongside the qualitative data we collect, so that we can target support at those students who need it most. These reports will be used by the University to assess progress and inform decisions about the development of future Fee and Access Plan activity and investment. For example, we anticipate having the capability by 2018/19 to evaluate

the outcomes for students with specific characteristics receiving scholarships. This will build on earlier work to analyse the efficacy of our scholarships and bursaries portfolio for specific student groups, with our new tools offering more detailed and flexible analysis.

### Summary of monitoring and evaluation approach:

|  | <b>ACTIVITY</b>   | <b>MONITORING</b>  |
|--|---|--|
| <b>Monitoring and Evaluation Reporting</b> | <b>ALL FEE AND ACCESS PLAN ACTIVITY</b>                                     | <b>University Executive Board and onwards to Governing Body (University Council)</b> |
|  | <b>ACCESS / RECRUITMENT</b>   | <b>Admissions and Recruitment Strategy Group</b>                                     |
|  | <b>STUDENT PROGRESSION /SUCCESS</b>   | <b>Student Experience Strategy Group</b>   |
|  | <b>EQUALITY AND DIVERSITY</b>   | <b>Equality, Diversity and Inclusion Committee</b>                                   |
|  | <b>SPECIFIC PROJECTS (e.g. Centre for Student Life)</b>                     | <b>Project Steering Groups onwards to Portfolio Scrutiny Group</b>                   |
| <b>Performance Data</b>                    | <b>Monitoring reports against Fee and Access Plan targets (See Table G)</b> |  |
|  | <b>Business Intelligence analysis</b>                                       |  |
|  | <b>Widening Participation monitoring and evaluation framework outcomes</b>  |  |

Monitoring and evaluation of fee and access plan activity is undertaken at the strategic level by the Student Experience Strategy Group which has overall responsibility for the Fee and Access Plan and by the Recruitment and Admissions Strategy Group which has responsibility for widening access. These groups regularly consider monitoring information and feedback reports from relevant projects and programmes and consider appropriate action in response to monitoring and evaluation information. As outlined above, we have piloted a new approach to evaluation of widening participation activities, which we are now rolling out across all activities reported upon in the Fee and Access Plan.

### Rationale for the Fee and Access Plan and how it informs the objectives, provisions and targets

We will continue to deliver and develop our Fee and Access Plan provision, including by implementing the enhancements outlined in the critical review section above. Through the delivery of these services and activities, we will continue to achieve sustained and measured improvement in our performance, which is reflected in our targets (set out in Table G at the end of this document) and underpinned by the following objectives:

#### Equality of Opportunity

- To continue to deliver and extend outreach activity to raise aspirations to HE, including for those from low participation backgrounds
- Promote and support access to HE for specific vulnerable groups, including those with a background in care and with autism
- Operate a system of recruitment and admissions that is fair, transparent and inclusive.
- Seek to remove financial barriers to HE for students from low income backgrounds, care leavers, asylum seekers, carers, armed forces veterans
- Provide support for students with disabilities to access HE
- Develop and deliver sustainable Welsh medium provision and promote the Welsh language

- Deliver high quality and timely academic skills support provision
- Support progression and attainment of students from under-represented groups, using evidence to remove barriers and increase inclusive policies and practices
- Deliver a peer-to-peer mentoring scheme to support transition into HE, including for those from low participation backgrounds
- Deliver timely health and wellbeing services to our students
- Provide and support opportunities for under-represented groups to undertake international experiences
- Provide a range of information to under-represented groups about access to HE and University services and provision
- Provide a financial assistance programme for our students, combining advice and financial information with monetary support through loans and grants
- Provide a personal tutor scheme to all our students
- Provide targeted support to vulnerable groups including students with autism, who have background in care, are estranged from their families, have caring responsibilities, are asylum seekers or are forces veterans
- Provide pastoral care provision in residences aimed at supporting transition to University life
- Provide employability support measures for disadvantaged and students from low participation backgrounds
- Undertake monitoring and evaluation of all Fee and Access Plan activity.

#### **Promotion of HE**

- Deliver a schools and colleges engagement programme to support high quality teaching and young people's learning
- Deliver a community and civic engagement programme
- Provide a high quality, modern, flexible and accessible learning environment
- Provide a learning infrastructure that supports the diverse needs of students
- Develop and maintain a framework within which the voice of students is heard and acted upon
- Develop innovative opportunities to enhance learning and teaching, in partnership with students
- Provide a careers and employability service with a range of provision to enhance student employability
- Provide an opportunity for all our students to learn a language through our Languages for All programme
- Provide an opportunity for all our students to learn / develop Welsh language through our Welsh for All programme
- Provide a range of volunteering opportunities for students
- Promote Welsh HE internationally through strategic partnerships and international recruitment (funded outside of Fee and Access Plan investment)
- Deliver sustainable HE (funded outside of Fee and Access Plan investment)
- Provide Cardiff University Scholarships and scholarships in partnership with Coleg Cymraeg Cenedlaethol.

#### **Our Fee and Access Plan provision in 2019/20 is focused on**

- Maintaining our strong performance in the recruitment and retention of students from widening participation backgrounds.
- Improving our understanding of the impact of our provision on the outcomes for different groups, particularly those who are under-represented in higher education. We wish to do this through continued development of our data capture and data analysis capacity to build a robust evidence

base for the ongoing investment in Fee and Access Plan and strategic equality activity. This is linked to regional initiatives such as Reaching Wider.

- Further enhancing the employability of all our graduates, with a focus on underrepresented groups, increasing the opportunities for students to undertake placements, internships or employment-rich learning experiences during their studies by 2023.
- Continuing to engage our students in meaningful dialogue about their learning, including providing regular, timely and useful feedback to inform academic progress, and develop further opportunities for students, particularly those from under-represented groups, to tell us how we can improve their University experience.
- Focusing on the implementation of plans to strategically and sustainably increase our Welsh medium provision above the level in 2015/16, as part of a suite of measures to support Welsh language more generally across the student body.

## Strategic approach

The focus and content section of the Fee and Access Plan derives directly from *The Way Forward 2018-2023*, the University's strategic plan, and its underpinning objectives. The Fee and Access Plan is also informed by the commitments in our [Strategic Equality Plan](#) (2016 – 2020), our Welsh Language policies and our Vulnerable Students Strategy.

### The Way Forward 2018-2023

[The Way Forward 2018-2023](#), our strategic plan, embeds the Fee and Access Plan objectives firmly within our institutional mission, where we wish to be known as a University:

- where there is a dynamic and creative relationship between our research and our teaching, through which our students engage with real-world challenges, research agendas and professional practice
- which challenges, stretches and supports all our students to do the best they can
- which encourages high levels of student engagement, and that listens to our students, responding to their needs and expectations, and providing them with opportunities to shape their education and the wider student experience
- where teaching commitment and excellence are consistently supported, valued and rewarded
- which invests in high quality facilities and infrastructure to underpin outstanding learning, teaching and the student experience
- where we welcome students from across the globe, and from all backgrounds, supporting them to enjoy and benefit from a rewarding University education
- which is proud to be a Welsh University, providing all our students with opportunities to engage with Welsh culture and language
- where our committed alumni community offers enrichment and support to our students and to each other.

Our [Education and Students sub-strategy](#) expands on our approach around the following key themes:

- Providing an inspirational education
- Supporting student life
- Valuing our students
- Planning for global futures
- Enhancing the learning environment

- Promoting teaching excellence

## Strategic Equality Plan (2016-2020)

The University's [Strategic Equality Plan](#) (SEP) addresses the needs of specific groups of students at Cardiff with protected characteristics. It directly informs the actions we prioritise to increase participation, progression and success for those groups identified in our Fee and Access Plan. We deliver activity to address barriers to participation and progress, and evaluate the impact of that activity as part of our strategic approach to equality. We will work to ensure that evidence on the impact of activities informs the development of future strategic equality and Fee and Access Planning, in ways that are aligned.

One of our strategic equality objectives is to attract and retain the brightest students from a diversity of backgrounds by providing an inclusive and supportive learning and teaching environment. We have worked to understand our admissions, progression and attainment performance relative to UK benchmarks for groups with protected characteristics. Data presented to the University as part of the 2017 Teaching Excellence Framework further informed our understanding. We have committed to reducing progression and attainment gaps between specific groups and their counterparts to align with sector benchmarks. Where our performance is already in line with UK benchmarks, our aspiration is to further reduce gaps. On this basis, we have prioritised the following issues and areas for action for 2016-2020:

- **Progression of students (focus on Year 1)** – Addressing the non-progression of students from Year 1 for all protected characteristics but with particular focus on BME students, male students, disabled students and students with mental health difficulties (with a link to learning and teaching/ curriculum, student support and wellbeing provision and also to the changes with Disabled Students Allowance). Progression data was originally derived from the WISERD report and is not available for subsequent years although continuation data are available.
- **Addressing differential attainment for some protected characteristic groups** – focus on male students and BME students who are less likely to attain a 'good' (1st or 2.1) degree. Link to looking at Year 1 average marks to see if differential attainment is present at an early stage. <sup>1</sup>
- **Student Admissions** – Addressing the balance of males and females relating to subject choice with particular emphasis on subject choices that have a very low percentage of male participants (e.g. Healthcare, Psychology and Social Sciences) and subject choices that have a very low percentage of female participants (e.g. Computer Sciences, Physics and Engineering). We have supported a Soapbox Science initiative since 2016. This includes female academic members of staff taking their work out into the community to share their discoveries with the general public and promote women scientists. The initiative aims to raise the profile of women in STEM and address unconscious bias. For the 2018 Cardiff event, 10 of the 12 speakers will be from Cardiff University. The Equality Challenge Unit has also been engaged to work with directly with our School Health Sciences, helping us to develop a case study aimed at getting more males into healthcare studies.

---

<sup>1</sup> The proportion of BME students achieving a 1<sup>st</sup>/2:1 has been lower than proportion of white students achieving the same over the years 2014/15 – 2016/17 but the attainment gap is reducing (2014/15 – 18.5%; 2015/16 – 11.8%; 2016/17 – 8%. Home students only. Benchmarking data is only available for 2015/16: UK 15%; Wales 8.5%. Prior attainment and subject choice are not factored in.

The attainment gap between male and female students: For 2014/15 – 2016/17, the percentage of female students achieving a 1<sup>st</sup>/2:1 was between 82.09% and 86.40% while for male students it was between 75.88% and 78.27%. Benchmarking data for 2015/16 suggests we are almost in line with the Wales attainment gap but higher than the UK average.

## Welsh Language policies

The University's commitment to the Welsh language is delivered through three main activities: (i) our Welsh medium taught provision, (ii) our academic and pastoral support to Welsh speaking students and (iii) our promotion of the Welsh language and culture.

- (i) The development of the University's [Welsh medium taught provision](#) is focused on areas of strategic importance for the Welsh economy, thereby preparing highly skilled graduates with the ability to contribute bilingually to Welsh economic, social and cultural life. Students can study a variety of subjects in Welsh offering the opportunity to study some credits through the medium of Welsh. The University and the *Coleg Cymraeg Cenedlaethol* work closely together with a branch of the Coleg Cymraeg within the student Engagement and Education Support Division. Positive developments in recent years include:
- Incentive scholarships for students to study a variety of subjects through the medium of Welsh. In 2017, these covered degree courses in Adult Nursing, Occupational Therapy, Law, Law and Welsh, Mathematics, Medicine and Philosophy.
  - Students can now study for an LLB Degree in Law completely in Welsh.
  - Welsh medium students can also study a new joint honours degree in Journalism and Welsh.
  - The Coleg has funded lectureships in other fields to develop our Welsh medium provision. In the School of Welsh a lecturer has been appointed to further develop our Welsh as a second language (ail iaith) provision. Funding under the Coleg's subject grant model has also recently been awarded to further develop provision in Mathematics, Healthcare, Nursing and Midwifery, Medicine and Philosophy.
  - Delivery of health services within Wales needs to take account of the needs of Welsh speaking patients and the University's Schools of Medicine, Dentistry and Healthcare Sciences are developing a range of opportunities for students to study and undertake placements through the medium of Welsh to equip them in their professional roles. New Clinical Communications Skills training will further support this objective together with development of rural hubs and increased community-based teaching.
- (ii) The University also provides a range of academic and pastoral services for any Welsh-speaking applicant or student wishing to access such services through the medium of Welsh. These services include the following:
- Applicants based in Wales are offered the choice to be interviewed in Welsh where interviews are held for recruitment;
  - Students can request a Welsh-speaking personal tutor, and this will be provided where there are Welsh-speaking members of the teaching staff in the subject area. If there are no Welsh-speaking members in the teaching staff, a member of staff from another School is sought where appropriate;
  - Students are offered the opportunity to complete examinations and assessments through the medium of Welsh, irrespective of whether tutoring is received in Welsh. If a student wants to be assessed in Welsh the University ensures that assessed coursework, examination papers and scripts are translated where Welsh-speaking markers are not available. These arrangements are subject to any national or professional body guidance, regulations or QAA Guidance;
  - Students can apply for accommodation which is specifically set aside for Welsh speakers at two halls of residence.
- (iii) In addition, the University promotes the Welsh language and culture through activities such as

'Welsh for All'. This is a unique provision in Wales which gives all students the opportunity to learn Welsh alongside their studies, free of charge. 'Welsh for All' is popular and take-up is increasing. By making provision accessible, including to those who may not have had the opportunity to learn Welsh earlier in their academic career, the University contributes to expanding the pool of Welsh speakers in Wales. The University is also developing online Welsh awareness module for all students and staff, which will be available in 2018/19.

## Support for vulnerable students

The University's approach to supporting vulnerable students addresses how we co-ordinate and target student support provision for specific groups who we have identified as likely to benefit from additional support measures to help them reach their full potential. These groups are defined as: students with a background in care; students who are estranged from their families; students with caring responsibilities; asylum seekers; and forces veterans seeking to return to study/work. This supports our commitment to recruit those who are underrepresented in higher education by creating a reputation for a supportive environment. It will deliver improvements in the support individuals receive, and ultimately aid student retention, attainment and success. The success of our approach will be measured by:

- increasing the number of care leavers studying at Cardiff University and their engagement with student support services;
- increasing the number of students who are estranged from their families engaging with student support services;
- identifying student carers and establishing a student support package in readiness for the declaration that will be available to applicants through the UCAS application from 2018/19.

In 2018/19 we are piloting new bursaries for Carers and are refreshing our Asylum Seekers Bursary to tailor more closely the support provided to their needs, we will also work with external partners to develop appropriate support for military experienced/veteran students (see Equality of Opportunity provision, Category 2, p. 40).

We will actively monitor our performance against our agreed objectives and the outcomes for specific groups. Our monitoring and evaluation will help to inform and shape future Fee and Access Plan priorities.

## Groups under-represented in HE and at Cardiff University

We actively monitor evidence of changing participation patterns in HE, including the identification of groups who experience barriers to HE. We also actively monitor our admissions and progression data to understand barriers to participation at Cardiff University. We draw knowledge and understanding from Wales and UK-level published research, staff involvement in a range of sector networks (for example, Russell Group heads of widening participation group) and feedback from our academic schools and college teams on our admissions, recruitment and outreach activities. We apply this intelligence, as well as referring to Welsh Government and the Higher Education Funding Council (HEFCW) policy priorities, to identify the under-represented groups we target in our Fee and Access Plan.

**Students who have experienced socio-economic or geographical disadvantage.** There is a robust body of evidence to indicate that young people from less advantaged socio-economic backgrounds are less likely to participate in HE than their more advantaged peers (e.g. WISERD (2015) Access to

Higher Education in Wales<sup>1</sup>). Our outreach programmes focus on raising the aspirations of students from disadvantaged backgrounds and supporting access to higher education for those with the potential to succeed.

**Students who have experienced educational disadvantage.** Previous educational attainment emerges as the most important determinant of participation in higher education (WISERD, 2015). Students face barriers to education where social or economic disadvantage prevents them from deriving as much benefit from education in schools as their more advantaged peers. In particular, our aspiration-raising and outreach programmes, and our academic skills support services, aim to mitigate the impact of educational disadvantage on opportunities to enter and succeed in higher education.

**Students from vulnerable groups, including: care leavers, students with autism, asylum seekers, refugees, carers, forces veterans, estranged students, first in the family to enter HE.** A wide range of groups are known to face barriers to higher education, leading to under-representation. For instance, care leavers are one of the most under-represented groups in Higher Education and Cardiff University was one of the first universities to engage actively with care leavers in Wales. Our acclaimed care leavers support scheme has now been extended to support students who are estranged from their parents.

**Students with protected characteristics under the Equality Act 2010 (focus on students with a disability, male students and students from BME groups as identified in our Strategic Equality Plan).** Objectives for our Strategic Equality Plan were selected on the basis of evidence from an analysis of Cardiff University's student body undertaken by WISERD and the findings about the progression and attainment of our UK undergraduate students with protected characteristics. Actions delivered over the period of the Strategic Equality Plan (2016-20) will focus on the progression of males and BME students, the attainment of BME students, and gender balance in subject choice.

Our Fee and Access Plan targets seek to measure progress in recruitment, retention and success across the breadth of these under-represented groups. They are a mixture of outcome and delivery indicators, plus some longer-term targets recognising that some changes in provision will take longer to deliver impact.

#### **Students studying through the medium of Welsh**

Those who study through the medium of Welsh are under-represented in HE and therefore are also within the scope of our Fee and Access Plan. Cardiff University supports the Welsh Government and HEFCW's priority to increase Welsh medium HE provision and enrolments on Welsh medium courses. We are committed to working strategically and in partnership with the Coleg Cymraeg Cenedlaethol to offer sustainable Welsh medium provision.

## **Fee and Access Plan Provision**

### **Equality of Opportunity – Context**

We are proud of our strong commitment to widening participation and to making higher education accessible and achievable to those from non-traditional backgrounds. We work with more than 300 schools and colleges in disadvantaged areas across Wales to raise aspirations and broaden awareness of higher education, as well as providing advice, guidance and support to students throughout their

---

<sup>1</sup> Available at: <http://www.wiserd.ac.uk/research/publications/wiserd-publications/reports/>

time at University, with access to tailor-made activities and events. In all, more than 3,000 sixth form students each year benefit from our range of widening participation and outreach programmes. We work hard to support those from backgrounds with a low level of participation in higher education, as well as providing appropriate support to enable successful progression through programmes of study and into employment or further study beyond their degree.

We are committed to supporting our most vulnerable students and are committed to further developing the evidence base on the most effective ways of widening participation for specified groups. We will continue to work collaboratively with other Universities to deliver widening participation activities. We work in collaboration with Cardiff Metropolitan University on our outreach programmes and are an active member of First Campus which delivers a series of activities for a wide cross section of pupils and adult learners.

## Equality of Opportunity provision

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

### **Step Up to University (Previously labelled Step Up Plus)**

The Step Up to University Programme is Cardiff University's flagship Widening Participation programme, and is an intensive programme designed to provide tailored support to groups under-represented in higher education. Through masterclasses, events and workshops, the programme aims to equip students with the necessary skills and knowledge to reach their potential at University. Students who join the scheme will develop a strong understanding of higher education through joining one of our five academic streams: Healthcare; Humanities; Life Sciences; Physical Sciences; and Social Science.

To join the scheme, students must identify with one of the following:

- Live in an area of socio-economic deprivation (communities first / WIMD quintile 1, low participation neighbourhoods, eligible for free school meals)
- First in family to attend higher education
- Asylum Seekers
- Young people with autism spectrum condition
- Estranged students
- looked after children or care leavers
- young people with caring responsibilities

All students who commit to the programme are invited to the Step Up summer school, where they take part in a mini academic conference, helping them to hone their skills and better prepare them for University.

**Confident Futures** and the **Discovery Project** provide specific programmes of mentoring and support for children age 14-19 with a background in care or with autism respectively. These projects are jointly funded by Cardiff University and First Campus.

- The Confident Futures and Discovery mentoring and support programmes combine group activities with individual support, including mentoring by current University students, to raise aspirations and improve the confidence of care leavers and children with autism.
- Summer Schools deliver additional activities and provide participants with the opportunity to experience of University life in a structured and supported way.

The revised **GCSE English and Maths support** project supports a team of 60 trained student volunteers to visit local schools on a weekly basis to deliver English and maths tuition to support the raising of pupils' attainment. The project was developed by Cardiff University in conjunction with the Central South Consortium Joint Education Service and First Campus to ensure that the project meets identified needs and ties in with other regional provision.

**The Higher Education (HE) Roadshow** is delivered in partnership with Cardiff Metropolitan University. We use publicly available information to target schools that need the most support, such as ESTYN reports, GCSE attainment, percentages of pupils eligible for free school meals and those in WIMD quintile 1. The Roadshow delivers interactive presentations to pupils in years 9-11, reinforced by online material and **'Uni Inspiration Day'** events on campus, which introduces pupils to a wide range of subjects at University level. The HE Roadshow is targeted at areas where there are low progression rates to HE. It aims to raise awareness of higher education, promote the benefits that higher education can provide and to motivate pupils. It provides careers advice relevant to HE at an early stage so that pupils make an informed choice about GCSEs and FE and are aware of the benefits that HE can provide.

**Our Brilliant Club partnership** recruits and trains PhD students and research staff, and then deploys them out to schools around South Wales to deliver a course over the period of 7 weeks. The courses begin with a launch event at the University and conclude with a graduation event. At least 50% of the students on the course must meet eligibility criteria (aligned to Step Up).

**Cardiff University's contextual admissions** policy better informs admissions tutors' understanding of applicants' social backgrounds, allowing assessment of applicants' potential to succeed in the context of barriers they may have encountered. The contextual admissions policy involves the identification of individual applicants for 'additional consideration' based on contextual data and enables the University to make our admissions system fair to those from socially or educationally disadvantaged backgrounds, and to mitigate against disadvantage. Subject to the availability of robust data, indicators of carer and parental responsibility will also be used in our contextual admissions policy for entry in 2018/19 as well as indicators of socioeconomic disadvantage. A working group is currently evaluating our policy and assessing the indicators we use as evidence of contextual information. The review is taking account of new data releases and how these can enable a more nuanced approach to contextual admissions (see p.26)

*Category 2: Attracting and retaining students and prospective students from underrepresented groups, which may include students from less advantaged backgrounds and students with protected characteristics;*

### **Student financial support**

Following the Diamond Review and recommendations, the University is currently reviewing bursaries and scholarships for 2019 entry. The University will aim to continue to make available and widely promote a clear undergraduate student financial aid offering that is easy to understand and access, particularly for under-represented groups. Our 2018 bursary offering ensures that financial circumstances are not a barriers to undergraduate study at Cardiff University:

- **Cardiff University Bursary Scheme:** £1,000 in year 1 and at least £500 for each subsequent year for students with a family income level of £42,000 or less. Currently, c. 5400 students benefit from this award annually.
- **Next Step Bursary:** £1,000 one-off award for students on Cardiff's Step-Up programme. Currently c. 85 students access this support annually.
- **Care Leaver Bursary:** £3,000 award for students leaving local authority care. Currently around 10

new students receive this award each year.

- Asylum seekers: Tuition fee waiver and financial support through book tokens, travel cards, printer credits, laptop and food vouchers up to the value of £4,000.
- Carers Bursary: £1,000 per year of study for qualifying carers (usually young carers caring for an adult).
- Armed Forces Bursary: £1,000 to full-time students who have served in the Armed Forces.
- Employability Support: New measures to improve access to work experience and other means of improving access to employment for students from non-traditional backgrounds, including financial assistance and greater access to work experience opportunities.

### Support for disabled students

- The Disability and Dyslexia Service provides a range of support and advice to disabled applicants and students and to staff working with their students. The service also offers pre-assessment screening services for students with Specific Learning Difficulties, such as dyslexia, dyspraxia and dyscalculia.
- Specialist non-medical help services are provided, such as support workers, study skills tutors, mental health mentors and workshops are also available to provide support. The service also houses an accredited Needs Assessment Centre, providing assessments for students applying for the Disabled Students' Allowances (DSA).
- Support the work of the Disability Contacts, which are based in all academic Schools. The role of Disability Contacts is to work with Schools on coordinating the implementation of support and reasonable adjustments for disabled students and referring students to specialist support provided by the Disability and Dyslexia Service.
- The University provides a Reasonable Adjustment Fund to ensure that students who are not eligible for the DSA have equal access to support.
- Develop links with external organisations which offer support and social opportunities for disabled people.
- Continue to support the Park Place Practice in partnership with the University Health Board and a local GP practice.

### Welsh medium provision (see also 'Welsh Language' on p. 35)

- The University will **continue to deliver its Welsh medium provision** across a range of its academic subjects which currently include: Journalism, Healthcare, Biology, Law, Maths, Music, History, Philosophy, Medicine, Social Work and Education. Students who wish to study through the medium of Welsh in 2019/20 will be able to access to clear information on available courses on the University's website and other marketing materials.
- The University will work to increase provision above the current level. The University will continue to work in partnership with Coleg Cymraeg Cenedlaethol to **grow sustainable provision focussed on areas of strategic importance** for the Welsh economy, thereby preparing highly skilled graduates with the ability to contribute bilingually to Welsh economy, social and cultural life.
- The University will continue to deliver **Coleg Cymraeg lead scholarships** for students studying at least 80 credits a year through the medium of Welsh, **Incentive Scholarships** for students who intend to study at least 40 credits a year through the medium of Welsh, and **William Salesbury Scholarship** for students studying 100% of their course through the medium of Welsh.

### Promoting the Welsh Language

- Our **Welsh for All** scheme offers the opportunity to improve students' Welsh language skills, for free, while studying at the University. Courses will be available at different levels and opportunities will be provided to experience the language beyond the classroom.

- The University will make available a range of materials and activities to **promote the Welsh language and culture and the use of the Welsh language** at the University. This will include -
  - An interactive online Welsh language awareness module;
  - The Coleg Cymraeg Welsh Language Skills Certificate. This enables students studying in Wales to gain an additional qualification (accredited by the WJEC) which demonstrates that they have the necessary language skills to work through the medium of Welsh;
  - Cardiff University students acting as Welsh language ambassadors to promote opportunities to undertake University study in Welsh and the advantages of doing so.

*Category 3: Raise the educational aspirations and skills of people from under-represented groups to support success in higher education*

**Community Outreach** brings free courses close to where people live and work in South East Wales. The programme provides attractive and flexible learning opportunities designed to help support community-based students' progress to the next stage, whether that is work, college or University. The provision focuses on those living in areas where University participation rates are low. The programme also works with refugees, asylum seekers, BME groups, foster carers and NEETs.

**The Academic Development and Skills Centre** supports students, including those from groups who face barriers to learning, to progress and succeed at University. The University integrates provision of generic study skills with other support and wellbeing services to enhance the accessibility of services for students. Resources available through this service include classes on academic skills, English language support for first language English speakers. There is a further support measure through mathematical study skills delivered by experienced staff from the School of Maths. Online guides, videos and other material across a range of topics are readily accessible to students via the intranet.

The **Step-up Programme** (p.39), **GCSE mentoring** (p. 39), **international experience** (p 43) and **Brilliant Club** (p.29) also contribute to this objective.

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

We will continue to develop our use of robust institutional data and reporting on student **progression and attainment by specified protected characteristics** to better understand the needs of these underrepresented groups. We will apply this knowledge to policies and processes that can help to remove barriers to progression and attainment for students with protected characteristics:

- Our Annual Review and Enhancement (ARE) process in Schools includes analysis of progression and attainment data for under-represented groups of students and identification of enhancement actions where necessary.
- Module evaluation data will be analysed by different under-represented groups to enable the University to provide the insights we require to make enhancements to support the progression and attainment of those students.
- The University was the first in Wales to submit an application for the Race Equality Charter Mark, which required detailed analysis of the relative experience and performance of BME students and staff. Although this application was unsuccessful the University remains committed to working towards achievement of the Mark. We have aligned the Race Equality Charter Mark action plan with our Strategic Equality Plan (2016-2020) (see p.35) to ensure they complement each other. The University is setting up a group specifically to look at the student experience and outcomes for BME students.

**Peer mentoring scheme:** The scheme is part of the Academic Development and Skills work in Student Support. It assigns mentors who are continuing undergraduates with groups of students in their first year of University to meet regularly and provide support during the transitional period of starting University. By connecting with a mentor, new students benefit from the experience of someone who has been in their position. In this way, the scheme aims to contribute to the prevention of withdrawal from University. The scheme will be available in all academic schools across the University in 2018/19, supported via Welsh Government ‘Invest to Save’ funding. We will take measures to establish the effectiveness of this operation and sustain it beyond the ‘Invest to Save’ funded period. The projected increase in participating Schools and students is set out below (based on all students including EU and international).

|                | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|
| Schools        | 11      | 19      | 24      |
| No. of mentors | 320     | 500     | 640     |
| No. of mentees | 3,000   | 4,800   | 6,300   |

The above numbers show our commitment for every first year student to have the opportunity to be a mentee. This is however an ‘opt in’ scheme and some new students may choose not engage with their mentor.

#### **Health and mental health services for students**

- The Counselling, Health and Wellbeing Service provides a range of support to students who may be experiencing difficulties. Relevant mental health advice and support is offered which is appropriate to a higher education setting and client-base. one-to-one counselling by appointment in stepped care approach; a short time drop in to initially discuss problems face-to-face; group therapy and workshops to provide support, ideas and coping strategies for difficulties commonly faced by students; self-help materials are also provided online.
- We have established an innovative supported peer to peer programme, ‘Student Wellbeing Champions’. This service is a result of research which shows vulnerable students prefer to speak to friends or fellow students before accessing formal support. The role of the Champions is to pro-actively engage with students to communicate information on a variety of health and wellbeing topics. We have set out in our Professional Services Plan that we will make Wellbeing Champions accessible in every Academic School. Equality, diversity and inclusion is included in the training, including under-represented groups, to ensure that volunteers know how to be inclusive and have a better understanding of the barriers that some students might face when engaging with support. In addition to the Wellbeing Champions, we have also set up a peer support veterans group.
- We develop links with the NHS Health Board Community Mental Health Team.
- We are delivering a programme of work which seeks to make Cardiff University a Suicide Safer Campus.
- From September 2018 we will offer a new Residence Life Service as part of our overall Student Support offer. This new service will work pro-actively in residences with new students building a sense of community, supporting an enhanced remunerated peer support effort (Residence Life Assistants) and improving first year referral to support services and early issue resolution.
- Continue to support the Park Place Practice in partnership with the University Health Board and a local GP practice.

*Category 5: Improving the experience of higher education of students from underrepresented groups including activities to promote an international experience;*

**The Global Opportunity Centre (GOC)** is a dedicated resource for all the opportunities available at Cardiff University for students to gain experience in an international setting. The Global Opportunity team is committed to ensuring that students from under-represented groups benefit from an international experience which contributes significantly to students' employability and to the quality of their University experience. A recent report by Universities UK International states that 'in many cases, students from disadvantaged and underrepresented groups appear to have more to gain from mobility period, while being less likely to participate' (UUKi (2018) *Gone International: Expanding Opportunities. Report on the 2015-16 graduating cohort*). At Cardiff University we are committed to an inclusive approach to developing international opportunities for all our students, ensuring programmes are accessible to all. We continue to develop a wide range of global opportunities in terms of duration, location and type of activity, appropriate for, and appealing to our diverse student population. To support this aim:

- An outward student mobility bursary scheme which provides additional payments to students from widening participation backgrounds, determined by their eligibility for Cardiff University bursaries is currently under review. This would also incorporate funding to support disabled students.
- To ensure that international mobility is accessible to undergraduate students regardless of background or protected characteristic, opportunities are purposefully diverse: they range from 3 weeks to a full academic year, are provided in a wide range of countries, relate to varying activities (study, work, volunteer) and have different levels of funding attached.

*Category 6: Providing effective information to students from under-represented groups before and during their courses;*

Through our widening participation work we communicate a range of information to students from widening participation backgrounds about entering higher education and the social, cultural and academic aspects of University life in a way that is understandable, supportive and comprehensive. Students gain access to the information they need to make choices about higher education through:

- The University's outreach projects (including the HE Roadshow, Step Up, Uni Inspiration days);
- Schools engagement and schools liaison activities (see promotion of HE category 1 p.48.);
- Local community information points, e.g. Community Learning (previously called Live Local Learn Local);
- local events for under-represented groups, such as careers fairs, offering site visits, and networking with relevant support groups / charities;
- The University's website, which details the support available for students from under-represented groups;
- Specific WP stand at open days to offering tailored advice to vulnerable groups (advertised in the programme); and
- Summer programmes (for care leavers, people with autism spectrum conditions and asylum seekers).

As part of our **admission process**, the University provides information about targeted support, services and relevant policies to admissions tutors regarding widening participation groups via appropriate routes such as Open Day Working Group and the annual Undergraduate Admissions Conference. The University's First Choice Project is a major initiative to improve the service we offer to prospective students. At its centre will be process improvement to ensure that prospective applicants are provided with information in an attractive and accessible form. This will help the University ensure that all those who have the ability to study at Cardiff are given the opportunity to do so.

In line with the University's obligations under the **Welsh Language Standards**, the University is committed to treating the Welsh language no less favourably than the English. Students are able to access a range of services bilingually including submitting written assessments through the medium of Welsh and being allocated a Welsh speaking personal tutor. The University has also developed a range of Welsh medium academic provision in different subject areas and continues to consider opportunities to further develop provision.

Under-represented groups are offered information and advice and are supported throughout their academic journey at Cardiff University. The Student Support and Wellbeing's Advice and Money team targets a number of under-represented groups, including asylum seekers, carers, care leavers, and veterans, offering support through a financial capability and financial assistance programmes; various bursaries, funds and scholarships; in addition to a University Guarantor Scheme. At induction stage, we run a specific induction for mature students and a welcome event for all identifiable vulnerable groups (e.g. categories that are flagged by UCAS) to introduce them to key services, such as careers, disability and dyslexia, jobshop, counselling, money advice etc. Our strategy for vulnerable students includes identifying key contacts in Student Support and in the WP team for certain vulnerable groups such as care leavers, young carers, mature students, asylum seekers, forces veterans and prisoners / ex-offenders and people with Autism Spectrum Disorders.

As part of work to re-design and enhance our Student Support and Wellbeing services, we are implementing a new Enquiry and Case Management software solution. This will establish new capabilities to **identify, engage and monitor vulnerable students and those at risk**. This will enable the University to provide the information and advice that students from under-represented groups require, in an accessible way, to support their retention and success at University. From 2018-19 we will start to roll out this functionality, we will deliver the first phase of service integration focussed on finance and registry activities as well as introducing improved case and enquiry management across Student Support and Wellbeing.

### *Category 7: Provide high quality academic and welfare support to groups underrepresented in higher education*

**The Financial Assistance Programme** is an integrated scheme combining advice and financial information with monetary support through loans or grants:

- **Financial advice:** An accessible service to provide free, impartial, non-judgemental and confidential advice on money alongside a wide range of other matters including housing, academic issues, employment and care leave. This is supported by online information (including e-newsletters and blogs) for students about funding, budgeting, managing costs and increasing income. In addition to financial assistance provided by the University's Financial Assistance Programme (see below), the Money and Advice Team signposts students to other potential sources of external funds such as from charities and trusts.
- **Financial Assistance Programme Awards (FAPA):** Eligible students who encounter financial hardships can apply for a Financial Assistance Programme Award to help with essential living or study costs. The Money and Advice team support students to complete and submit an application for a FAPA.
- **Financial Assistance Programme loans:** The University provides eligible students with an emergency loan if they run out of money and cannot get financial help from any other source. This is a short-term interest-free repayable loan, normally to cover basic food costs or travel home at the end of term.

**The Personal Tutor Scheme** provides a framework for academic support, preparation for employment

and pastoral care. All students are allocated a personal tutor. Personal tutors play a key role in identifying students whose levels of engagement give cause for concern. In collaboration with the Students' Union, we updated our Code of Practice for Personal Tutoring and in 2015/16 implemented a revised monitoring system through which to capture student engagement. Resultant dashboards of data support early identification of students potentially at risk of underperformance and/or drop-out due to low engagement. In September 2017, we launched a new online training module for Personal Tutors. Feedback so far has been very positive, with around a quarter of academic staff (approx. 350) with personal tutoring responsibilities having engaged with the content to date.

**Vulnerable students support:** Our vulnerable students support provision (see p.37) delivers a targeted support package for young people with a background in care, young people who are estranged from their families, people with caring responsibilities, asylum seekers and forces veterans seeking to return to study/work. Specific measures for each target group will be different for each group and based on evidence of their specific needs. Support will include financial incentives (e.g. scholarships or bursaries), peer to peer support and study skills where appropriate. A specific lead member of staff for each group acts as a key contact for students and the development of support for that group.

**Residence Life** will represent a significant enhancement to our pastoral care provision in residences and therefore is aimed specifically at first year students in the transition to University Life. Our Residence Life team will: develop a sense of community in residences; create a referral system (including out of hours) into our student support services; and develop a team of student volunteer Residence Life Assistants. These will be students who are trained and skilled in relevant areas that support the Residence Life team's work. As described under Category 4 above, from September 2018 we will offer a new Residence Life Service as part of our overall Student Support offer. This new service will sit within Counselling, Health and Wellbeing and will work pro-actively in residences with new students building a sense of community, supporting an enhanced remunerated peer support effort (Residence Life Assistants) and improving first year referral to support services and early issue resolution.

### *Category 8: Supporting students from under-represented groups to progress to employment or further study;*

We are pleased to be a partner with GO Wales: Achieve through Work Experience, the EU funded project to create tailored, flexible work experience opportunities for specific underrepresented student groups. The **GO Wales team** at Cardiff University is fully embedded within the University's Careers and Employability Service. Our advisors work with students who face barriers to employment and are eligible for support if they: have a disability or work limiting health condition; are from a Black and Minority Ethnic background; have caring or childcare responsibilities; are in care or a care leaver or are from a low participation area. Students who take part in the programme are supported by an adviser who helps them decide what experience would work for them, to liaise with employers to secure a placement, and helps them to prepare for the experience. These opportunities range from short periods of work shadowing and work taster sessions through to longer paid placements. The funding for this initiative will continue to 2020, after which decisions will need to be made about post-Brexit funding priorities.

**Employability support measures** are in place via the GO Wales: Achieve through Work Experience programme and a complementary programme to address the barriers that students from under-represented groups face when they wish to undertake work experience. This includes a dedicated Placement Project Officer, bursaries for students undertaking professional training years, support for travel costs and fifty paid placement opportunities.

## Category 9: Other measures to support groups under-represented in higher education.

**Monitoring and evaluation:** We will continue to monitor and evaluate the impact of our Fee and Access Plan provision on the recruitment, retention and success of under-represented groups:

- We have established a new operational, advisory Fee and Access Plan development group to ensure a joined up approach and support the development of future Fee and Access Plans and their monitoring and evaluation. Its responsibilities include monitoring, reporting (including Annual Monitoring Statement) and supporting efforts to streamline and co-ordinate the gathering of information/evidence. This group met for the first time in May 2018 and will agree its workplan and approach to supporting evaluation and development of the evidence base for planning FAP related activities.
- Following a pilot period in 2016/17, we will continue to roll out the Widening Participation and community outreach evaluation framework across all projects.
- We will further develop our approach to WP data, including scrutiny at programme, subject, School and College levels, to improve our understanding of performance in widening participation and to better target our activities. This will also include developing a new role within the Widening Participation team, specifically to focus on monitoring data and evaluating impact to ensure our programmes are evidence-based and meeting the aims and objectives they set out to achieve.
- We are undertaking a project, working with the Equality Challenge Unit, looking specifically at the most effective ways of improving access to healthcare professions for male students. This project is due to end October 2018.

See also p.31 which provides an overview of how the University will monitor and evaluate progress against the Fee and Access Plan.

## Promotion of Higher Education – Context

### Overview

The overarching ambition in *The Way Forward 2018-2023* includes being a University ‘where students have a superb study and life experience’. We are continuing to invest in the quality of our learning environment, both in terms of physical learning spaces and the virtual learning environment. We are also committed to the engagement of students through regular and responsive dialogue.

### Access to University (Uni)

The Access to University (Uni) programme is open to all college and sixth form students in Wales, and is specifically designed to raise aspirations and support progression to specific subject areas, including promoting access to the professions. Current events include: Science in Health live; Bar Council; Law Summer School; Communication Skills Workshops; Access to Healthcare Professions; the Forensic Youth Conference; and the Pathways to Journalism Conference. There are no eligibility criteria to join the scheme, which allows us to tailor the events to suit the subject (for example, encouraging female students to study STEM subjects, male students into certain healthcare professions, or Welsh students generally, into Medicine).

**The Centre for Student Life**, a landmark building marking a major investment in the student experience is a partnership project with our Students’ Union and a direct response to the results of a 2012 Students Union commissioned survey of student capital investment priorities. This new facility is

creating a hub for our student support services, together with extensive flexible and technology-rich social learning spaces, a large auditorium, and comprehensive online access to provide support for students across our campuses and studying away from Cardiff. It is scheduled to open in September 2020, with significant redesign of core student facing services ahead of this.

Our **strategic programme to update and upgrade our core teaching spaces** is ensuring that teaching and learning continues to benefit from spaces that are modern, comfortable, flexible and technologically enabled. This programme is in addition to our regular cycle of estate maintenance and refreshment. We have also responded positively to student requests for more social, group and independent learning spaces both in the Students' Union and on our University Hospital of Wales site.

Our **LearnPlus project**, is making teaching event capture technology routinely available across our learning estate. The technology also supports innovative practice including podcasting, flipped learning, live webcasts, delivery of feedback to students, the capture of off-site teaching and student-led recording. We anticipate that it will also provide a valuable, inclusive tool for supporting students with additional learning support needs.

**We prepare students for entry to a wide range of professions and work closely with employers.** In addition to clinical placement learning across our extensive undergraduate healthcare portfolio, 67 other undergraduate programmes currently have the option of a professional training/ placement year. This includes provision in the natural and applied sciences, engineering, business and management, psychology, architecture and urban planning. Many programmes offer work-related modules and placement opportunities with an extensive range of partners, including major corporations and SMEs, public bodies, local and national government and third sector organisations. We have a commitment to grow placement opportunities across the University to support our students into high skilled employment. The Way Forward 2018-2023 states that all students will have the opportunity to undertake a work placement and sets a target of at least 50% of our undergraduate students taking up such an opportunity during the course of their studies. We also have well developed provision for graduate entrepreneurship. Our student enterprise team offers training, support and guidance to current students and alumni within five years of graduating.

**The Careers and Employability Service supports students throughout their time at University to explore their future, build their skills, and achieve their ambitions.** They are supported by a team of dedicated Careers Advisers linked to their academic Schools and can undertake extra-curricular work experience, get involved in Enterprise activities, and network with employers in a huge range of recruitment activities (fairs, panel events, skills sessions, alumni talks) going on throughout the year. Students achieve recognition for their participation in employability-related activities by taking part in the Cardiff Award programme which has been developed in partnership with graduate recruiters. We also support our students' future career prospects through our **international mobility activities**. We offer 44 undergraduate programmes that incorporate a full-year study abroad, as well as a wide range of shorter options. Our Global Opportunities team (GO), provide a focal point for services to raise students' awareness of the developmental and employability related benefits of increasing international understanding and intercultural competence through overseas experiences, as well as working with Schools to build international opportunities into the curriculum. *The Way Forward 2018-2023* sets a target of 30% of our home undergraduate student population spending time abroad amounting cumulatively to at least three weeks during their time at Cardiff. An outward mobility bursary scheme to ensure personal circumstances are not a barrier to accessing international experiences is currently under review to support the new institutional target (see equality of opportunity – Category 5).

## Promotion of Higher Education provision

*Category 1: More effective engagement with private, public or voluntary bodies and*

## *communities in Wales*

**Schools and Colleges Engagement:** Cardiff University works closely with schools and colleges to support young people's learning so that they can achieve their potential. The University has developed strategic partnerships with primary and secondary schools and colleges to support and enrich the curriculum and runs a range of events and activities throughout the year which help pupils gain the necessary skills and experience needed to achieve a place at University. *The Way Forward 2018-2023* commits the University as part of its civic mission to working with colleges, educational partners, and schools in Wales through our Strategic Framework for School Engagement, supporting teachers and working towards improved educational attainment.

The University provides a wide range of curriculum-linked school engagement activities, teaching resources and events (e.g. lectures, open days, conferences, workshops, demonstrations) which are itemised on our [curriculum support](#) webpage. This extensive resource was developed as part of a Research Councils UK (RCUK)-funded Cardiff University Schools Partnership Project (CUSP) which aimed to enhance the University's provision for engagement, and partnership work, with schools and FE colleges. Our School Engagement Framework has ensured this work is now embedded within the University and continues to be developed.

**Widening Participation and Undergraduate Recruitment Schools and Colleges Outreach:** establishes and develops strategic relationships with schools and colleges throughout Wales for mutual benefit. It aims to support teachers and careers officers in preparing students for higher education by providing high quality information, advice and guidance as well as attracting applications from these schools. The Programme includes visits to schools and colleges as well as on-campus events, Step Up programme etc. The Programme also provides CPD opportunities for teachers primarily via teachers' conferences and other on campus events.

**Community and civic engagement:** Cardiff University works in partnerships with organisations and communities in the Cardiff Capital Region and across Wales to promote social cohesion and improve levels of health, wealth and wellbeing. We deliver diverse community engagement projects such as Community Gateway, which has forged productive partnerships between the University and the community of Grangetown, our Community Journalism project which supports the improvement of community news in English and Welsh, and the award-winning CAER Heritage project based around one of Cardiff's most important archaeological sites, Caerau Iron Age hillfort. *The Way Forward 2018-2023* renews and strengthens the University's commitment to its civic mission to help improve the health, wealth and well-being of the people of Wales by:

- contributing to improving the quality of education in Wales, through active participation in the education and training ecosystem, taking this as a key measure of success in our civic mission
- promoting social cohesion within Wales through a programme of targeted outreach via partnership with the NHS to help improve public health outcomes
- ensuring we make a positive contribution to the development of the Welsh language and fulfil our legal and moral obligations in this area
- increasing both the scale and the scope of our relationships with Welsh businesses, third sector and public organisations
- supporting the creation of 1,000 high value jobs in the Welsh economy.

*Category 2: Investments in improving the quality of learning and teaching, with reference to the quality of the student experience*

**Provision of a modern, flexible and accessible learning environment.** Our strategic programme to update and upgrade our core teaching spaces, is ensuring that teaching and learning continues to benefit from spaces that are modern, comfortable, flexible and technologically enabled. We will continue to deliver the programme of improvement in 2019-20, including the 8,000m<sup>2</sup> Centre for Student Life (CSL), scheduled for completion in 2020. The CSL includes 600+ individual social study spaces, a large auditorium, a range of flexible rooms available for students to book for group working and fit-for-purpose space for our extensive student advice, health, wellbeing and futures provision.

**Provision of a learning infrastructure that is effective and has the capability to support the needs of our diverse student community.**

The University will continue to invest in a range of learning technologies that will deliver the modern, accessible and interactive environment that will contribute to the delivery of a high quality student experience. This includes:

- **Providing an online timetable service** available to all students providing access to teaching timetables on the go and on any device. Students will benefit from a dynamic, reliable, fast, and flexible service which will improve the quality of the student experience.
- **Teaching capture capability across all our teaching spaces, and an ongoing programme of training and development** to maximise increasing staff and student engagement with the teaching event capture technology.
- **Consolidation and further development of technology enhanced learning and teaching provision** including the ability to deliver live and online classroom capability to distance learning students and students on placements.

**Developing and supporting opportunities for students to express their opinions about their University experience and be partners in the decision-making of the University including through:**

- **A rolling programme of national and Cardiff University student surveys** delivered to inform continuous enhancements to all aspects of the student experience. We will continually review our student survey activity to ensure that it reflects the latest evidence of good practice, and that it generates high quality student feedback to inform continuous improvement.
- **Module evaluation:** Students provide their feedback on all their modules via an easy-to-use, mobile optimised online tool. Operational since 2016/17, the potential power of the system to drive a better understanding of students' needs has already become clear. We will be reviewing the approach this academic year to ensure that the full potential can be realised by ensuring consistent question sets, alignment to the NSS and alignment to expected baseline standards of performance.
- **The student academic representation system** is managed in partnership with the Students' Union, which allows our student representatives to play an important role in the decision-making of the University using feedback from students (see p.21 for more details).
- **The Student Written Submission and the University's response** provide a focal point in the year to reflect upon the strength of our partnership working and the wider student experience. This approach has been strengthened further this academic year through the establishment of five key partnership projects (see p. 22)
- **Students' involvement in project steering groups** to ensure the student voice is represented in steering projects to successful completion. These include the Centre for Student Life, the Education Portfolio and working towards the Race Charter Mark.

**Developing and supporting opportunities to enhance learning and teaching**

- The **Centre for Education Innovation (CEI)** was launched in November 2015 as a three-year pilot

project to support excellence in learning and teaching at Cardiff University. The CEI has established an [Online Learning Hub](#), an interactive repository to bring together and share resources to support the development of good practice, as well as supporting over 30 projects that have explored and tested innovations in learning and teaching practice, including new methods of delivery, digital tools and approaches to programme design. Following an evaluation of its achievements to date, the Centre is now transitioning into a business-as-usual service that will work alongside academic Schools to drive enhancement of programme design and delivery, with key work streams addressing digital education, curriculum design and student engagement.

- **Cardiff University Student Education Innovation Projects (CUSEIP)** enable students to work directly with academic and professional services staff on learning and teaching enhancement projects that help to shape the student experience. The projects can be proposed by staff, or by staff and students working together. All Schools/divisions at the University are eligible to host CUSEIP placements.

### *Category 3: Activities which strengthen the employability of Welsh graduates*

**Our Careers and Employability team, together with our Academic Schools work with our students to enable them to achieve their full potential, by delivering the following services:**

- **Careers advice, guidance and information:** One-to-one careers advice, drop-in, workshops and masterclasses, and our open access Careers Advice pages, available to students and graduates.
- **Work Experience:** Cardiff University has always supported extra-curricular work experience led by the Careers and Employability team. The types of work experience available complement other provision such as GO Wales: Achieve through Work Experience and Santander programmes. Futures Connect, the newly developed work experience agency is delivering a range of work placements and internships as well as classroom based experience in local schools. It was created to expand our overall placements provision as placements are a strategic priority for the University. The opportunities are either directly sourced with employers or Cardiff University alumni.
- The research-focused **CUROP** programme provides summer research placements and is one of the largest undergraduate research schemes in the UK. Placements are allocated competitively and all successful applicants receive a full stipend to support participation in a placement of up to eight weeks' duration, working with supervision on live research projects. Students and supervisors present projects at an annual poster conference. All our academic Schools host CUROP placements and interdisciplinary opportunities are particularly encouraged.
- **Enterprise & Entrepreneurship education:** A range of opportunities for students to develop their own enterprise and innovation skills and abilities such as workshops, group projects, competitions, skills sessions and one-to-one start-up advice. Enterprise in this context is about having ideas, doing something about them and pursuing opportunities to bring about change. Enterprise education encompasses social enterprise and intrapreneurship as well as new business ventures.
- **The Cardiff Award:** A structured programme for students to improve their employability and gain official recognition for their development.
- **Employer Engagement:** A comprehensive programme of careers workshops, fairs, events (such as high profile guest lectures and networking events) and masterclasses to enable students to explore and develop their career aspirations and employability skills, and also to meet and network with graduate recruiters from a wide range of sectors.

**Student Mentoring Scheme:** This provides mentors with the opportunity to hone key employability skills such as communication, supervisory, organisational, time management and leadership, as well as

giving them increased confidence.

**Wellbeing Champions:** Students have the opportunity to volunteer to provide peer support and assistance to other students who are experiencing difficulties at University. Volunteers can gain a range of transferable skills in communication, leadership and self-awareness.

**Career readiness data** will inform our strategic service planning and enable Careers & Employability to work together with Schools to improve students' employability so that it leads to good employment, thus increasing our institutional graduate prospects overall.

**Languages for All (LfA)** gives students the chance to learn a language free of charge. Courses are available in a variety of languages and levels. There are also a range of study options so that students can learn in a way that suits them. Students can access advice from a Language Adviser by visiting the Languages for all Drop-in Centre or online via a live chat. **Welsh for All** also provides students with the opportunity to learn Welsh free of charge (see p.36).

**Students have access to range of volunteering opportunities at the University.** The Students' Union delivers 'Cardiff Volunteering', a service that engages students to undertake volunteer opportunities, working in close partnership with over 70 local community groups and organisations. Cardiff Volunteering has trained over 60 lead volunteers, all of whom gained a Certificate in Professional Development in Leadership and are undertaking a Diploma of Professional Development In Leadership. A range of other volunteering opportunities are provided through Fee and Access Plan provision such as the peer mentoring programme, wellbeing champions and homework club tutors and through the University's engagement activities, for example the 'Community Gateway' project in Grangetown and the Caerau community excavations. The peer mentoring scheme strengthens the employability of Welsh graduates in two ways: firstly, it supports those receiving mentoring to remain in tertiary education and increase their prospects of gaining qualifications that will be valuable in the employment market. It achieves this both as a direct result of mentoring and through building a sense of community and supporting the development of friendship networks, especially in larger course cohorts. Secondly, it helps those taking part as mentors to develop valuable interpersonal and employability skills and to demonstrate their social responsibility. The mentors receive training during which they learn to understand their role and its limitations, how to engage with the groups they are mentoring, organise and facilitate mentoring sessions and signpost students effectively to a range of support services. Mentors are required to report to the management team by the completion of progress reports and attendance at meetings, and to act as ambassadors for the service.

#### *Category 4: Promote Welsh Higher Education more effectively internationally*

**International Strategic Partnerships:** We will continue to develop the two international strategic partnerships we have established, with KU Leuven and Xiamen University. *The Way Forward 2018-2023* commits us to having established a total of five strategic partnerships with international academic institutions by 2023. We will also grow our international collaborations through individual academic endeavour, new opportunities for student mobility and initiatives at School, College and University level. This contributes to raising the global profile of higher education of Wales and promotes education and research collaborations between Wales and the partner countries. Our international strategic partnerships enable us to expand our provision of transnational and collaborative education programmes to enhance the education experience for students and staff. Our international research partnerships similarly enhance the global reputation of our work and promotes Welsh academic research on a global stage.

**International students:** We are committed to attracting talented students from all over the world to

study in Wales. The Way Forward 2018-2023 sets a target of at least 25% of our student population being international by 2023. Our vibrant international student and alumni community will continue to enrich the learning environment at Cardiff University and provide strong ambassadors for Welsh Higher Education in a global context. We will support our international students and staff in the face of changes and uncertainties in our external environment. We will also actively engage our international alumni groups in our international activities, including student recruitment and enhancement of our global opportunities. We will continue to encourage all our students to be internationally mobile by providing excellent opportunities and support for study, work or volunteering overseas (see also category 5 in Equality of Opportunity).

These activities are funded from resources other than Fee and Access Plan investment.

### *Category 5: Deliver sustainable higher education*

**Environmental and social sustainability** is a core value at Cardiff University. We have considerable research strength in sustainable development and aim to be sustainable in our travel plans, performance in energy usage and campus development. For example, Our Centre for Student Life, which is a service-led project, has been explicitly designed with sustainability in mind. It will focus on reducing energy consumption, supplying energy efficiently, and where possible, will use renewable technology to keep the building's carbon footprint to a minimum. Some of the design features include photovoltaic cells, the use of natural ventilation, a green roof and energy efficient lighting. The building will be assessed under Building Research Establishment Environmental Assessment Method (BREEAM), which measures sustainable value in a series of categories ranging from energy to ecology, and is on track to achieve a BREEAM Excellent score. The Way Forward 2018-2023 commits the University to phasing out the use of single-use plastic water bottles and improving recycling facilities of all kinds.

We support our **students and staff to become sustainable citizens** including by encouraging more sustainable modes of transport and participation in sustainability initiatives such as 'sustainability week' and 'go green week'. The University takes part in the Green Impact environmental accreditation and awards scheme (run by the National Union of Students). In June 2017, the University received six Gold level awards in recognition of staff and student action in support of sustainability and social responsibility. This activity is funded from resources other than Fee and Access Plan investment.

### *Category 6: Activities which raise awareness of the value of higher education amongst potential learners*

**Schools engagement and schools liaison** activities (see promotion of HE category 1 p.48.);

**Cardiff University Scholarships:** Cardiff University is in the process of reviewing its bursaries and scholarships for 2019 entry. Our aim will be to continue to attract high quality applicants from Wales and the UK, as we have done with our current offerings:

- The Cardiff University Scholarship awards £3,000 for UK students who attain AAA grades in their A-levels (or equivalent). Scholarships are available in a number of subjects and a list of eligible degree courses is provided on the University's website. The scheme is automatic for students in publicised subject areas who select Cardiff as their Firm Choice.
- In addition, a range of other scholarships and bursaries is available with varying entry requirements which are advertised on our website.
- Coleg Cymraeg Cenedlaethol offers a number of scholarships for students studying through the medium of Welsh: Lead Scholarships of £3,000 over 3 years for undergraduates studying at least

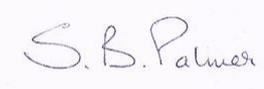
80 credits a year through the medium of Welsh. There are up to 35 scholarships available each year. Incentive Scholarships are worth £500 a year (or up to £1,500 over three years), and are open to students who intend to study at least 40 credits a year of their degree courses through the medium of Welsh.

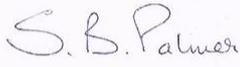
## Authorisation of 2019/20 Fee and Access Plan application

### Authorisation of the 2019/20 Fee and Access Plan application for submission to HEFCW

In authorising Fee and Access Plan applications to be submitted to HEFCW, governing bodies:

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

| <b>2019/20 Fee and Access Plan submission to HEFCW</b>                         |  |
|--|--|
| Date of Governing Body approval:   | 20/03/2018   |
| Governing body authorised signature:   |  |
| Date:  | 21/03/2018   |
| <b>Updated/Final 2019/20 Fee and Access Plan submission (where applicable)</b> |  |
| Date of Governing Body approval:   | 19/07/2018   |

|                                      |  |
|--------------------------------------|--|
| Governing body authorised signature: |  |
| Date:                                | 19/07/2018   |

**Institutional fee and access plan 2019/20**

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

Institution name: Cardiff University  
 Institution UKPRN: 10007814

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

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

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

a) What is your highest proposed fee rate for:

|                         | £     |
|-------------------------|-------|
| Full-time undergraduate | 9,000 |
| Full-time PGCE (QTS)    | 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             | 8,595 |
| Full-time PGCE (QTS)                | 0     |
| All FT UG/PGCE (QTS) students in pl | 8,595 |

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

|                         | £                  |
|-------------------------|--------------------|
| Full-time undergraduate | 137,948,400        |
| Full-time PGCE (QTS)    | 0                  |
| <b>Total</b>            | <b>137,948,400</b> |

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

|                                 | 2019/20           |                   | 2018/19           |                   |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                 | £                 | % of total income | £                 | % of total income |
| Total amount to be invested in: |                   |                   |                   |                   |
| Equality of opportunity         | 13,627,500        | 9.9%              | 12,957,000        | 9.3%              |
| Promotion of higher education   | 11,857,000        | 8.6%              | 10,043,000        | 7.2%              |
| <b>Total</b>                    | <b>25,484,500</b> | <b>18.5%</b>      | <b>23,000,000</b> | <b>16.5%</b>      |

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

**Institutional fee and access plan 2019/20**

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

Institution name: Cardiff University  
Institution UKPRN: 10007814

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

**Guidance note**

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

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

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

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

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

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

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

**2019/20 fee and access plan income forecast expenditure**

a) Equality of opportunity

|  | 2019/20           | 2018/19           |
|--|-------------------|-------------------|
|  | £                 | £                 |
| Categories of expenditure to support individuals under represented in HE to:   |                   |                   |
| 1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups                    | 896,500           | 1,139,000         |
| 2. attract and retain students and potential students from under-represented groups  | 5,661,000         | 5,393,000         |
| 3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education   | 166,000           | 250,000           |
| 4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers | 3,033,000         | 2,750,000         |
| 5. improve the higher education experience for groups under-represented in higher education  | 1,327,000         | 1,325,000         |
| 6. provide to under-represented groups effective information, before and during their studies  |                   | 0                 |
| 7. provide high quality academic and welfare support to groups under-represented in higher education   | 1,500,000         | 1,500,000         |
| 8. support the progress to employment or further study of groups under-represented in higher education   | 590,000           | 600,000           |
| 9. contribute to Reaching Wider Partnerships   | 454,000           | 0                 |
| 10. other, for example fee and access plan evaluation  |                   | 0                 |
| <b>Total</b>   | <b>13,627,500</b> | <b>12,957,000</b> |
| Percentage of forecast expenditure to be spent on Equality of Opportunity  | 53.5%             | 56.3%             |

b) Promotion of HE

|  | 2019/20           | 2018/19           |
|--|-------------------|-------------------|
|  | £                 | £                 |
| Categories of expenditure to:  |                   |                   |
| 1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales   | 249,000           | 198,000           |
| 2. improve the quality of learning and teaching, with reference to the quality of the student experience | 9,549,000         | 7,995,000         |
| 3. strengthen the employability of Welsh graduates   | 1,589,000         | 1,630,000         |
| 4. promote Welsh higher education more effectively internationally                                       |                   | 0                 |
| 5. deliver sustainable higher education  |                   | 0                 |
| 6. raise awareness of the value of higher education to potential students                                | 220,000           | 220,000           |
| 7. other, for example fee and access plan evaluation   |                   | 0                 |
| <b>Total</b>   | <b>11,857,000</b> | <b>10,043,000</b> |
| Percentage of forecast expenditure to be spent on Promotion of HE  | 46.5%             | 43.7%             |

c) Total forecast expenditure of 2019/20 fee and access plan income, a) + b)

|  | 2019/20           | 2018/19           |
|--|-------------------|-------------------|
|  | £                 | £                 |
|  | <b>25,484,500</b> | <b>23,000,000</b> |

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

|   | 2019/20          |                                       | 2018/19          |                                       |
|---|------------------|---------------------------------------|------------------|---------------------------------------|
|   | £                | Anticipated student numbers supported | £                | Anticipated student numbers supported |
| Fee waivers   | 63,000           | 7                                     | 63,000           | 7                                     |
| Bursaries   | 4,660,000        | 5,880                                 | 5,010,000        | 6,000                                 |
| Scholarships  | 270,000          | 350                                   | 220,000          | 300                                   |
| Hardship funds  | 550,000          | 750                                   | 500,000          | 750                                   |
| Provision of financial management advice and skills                         | 450,000          | 15,381                                | 450,000          | 15,381                                |
| Other financial support   | 0                | 0                                     | 0                | 0                                     |
| <b>Total</b>  | <b>5,993,000</b> | <b>22,368</b>                         | <b>6,243,000</b> | <b>22,438</b>                         |
| Percentage of forecast expenditure to be spent on student financial support | 23.5%            |                                       | 27.1%            |                                       |

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

We have increased spending in a number of other areas including contribution to Reaching Wider Programme and promotion of HE. Following a review of bursaries and scholarships, the overall cost of the UG financial support package is estimated to be c£350k less than the package currently in place for entry 2018 and this saving will be invested in other areas of the fee and access plan to address recruitment and widening participation priorities and the increasing focus HEFCW is placing on outreach. The reduction is due to lowering the parental income threshold for the Cardiff University Bursary eligibility from £42k to £35k, in line with the practice of comparable universities.

**Institutional fee and access plan 2019/20**

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

Institution name: Cardiff University  
 Institution UKPRN: 10007814

This table should be completed where:

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

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

**Guidance note**

**Do include** information about courses:

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

**Do not include** information about courses:

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

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

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

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

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

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

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

| Summary data                   | FT UG       | FT PGCE (QTS) |
|--------------------------------|-------------|---------------|
| Total expected income          | 137,768,400 | 0             |
| Total expected student numbers | 16,030      | 0             |
| Average fee                    | 8,595       | 0             |

| 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          | PCET/PGCE  | On campus  | All                 | N               | 54  | N   |  | 486,000   |
| 2   | 9,000          | BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MArch, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys | On campus  | All except Year out | N               | 15,052  | N   |  | 135,463,500   |
| 3   | 1,800          | BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys        | Sandwich year out in Industry                    | Year out            | N               | 654   | N   |  | 1,177,200   |
| 4   | 1,350          | BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys        | Erasmus / Year Abroad                            | Year out            | N               | 182   | N   |  | 245,700   |
| 5   | 4,500          | MArch  | Sandwich year with higher attendance requirement | Year out            | N               | 88  | N   |  | 396,000   |
| 6   |                |  |  |                     |                 |   |   |  |   |
| 7   |                |  |  |                     |                 |   |   |  |   |

**Institutional fee and access plan 2019/20**

**Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime for partnership provision based in the UK, 2019/20**

Institution name: Cardiff University  
 Institution UKPRN: 10007814

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

**Guidance note**

**Do include** information about courses:

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

**Do not include** information about courses:

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

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

Where partnership agreements have been signed before 1 September 2015 please confirm that they include an addendum confirming the provision is covered under the HE Act. **Where no such addendum exists, an explanation is required and should be submitted with the con**

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

| Summary data                   | FT UG   | FT PGCE (QTS) |
|--------------------------------|---------|---------------|
| Total expected income          | 180,000 | 0             |
| Total expected student numbers | 20      | 0             |
| Average fee                    | 9,000   |               |

| Row | Partner name      | Partner address           | Please confirm that the partner is a charity (Confirmed) | Qualification aim<br>Please select from drop down list | Course title               | Date of partnership agreement DD/MM/YYYY | Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed) | Year(s) of course | Forecast number of students used in calculation of average fee | Proposed fee £ | Total expected fee income (no. students x proposed fee) |
|-----|-------------------|---------------------------|--|--|----------------------------|--|--|-------------------|--|----------------|---|
| 1   | Bangor University | Bangor, Gwynedd, LL57 2DG | Confirmed  | (a) a first degree                                     | MBBCH Medicine North Wales | 22/03/2019                               |  | 1                 | 20   | 9,000          | 180,000   |
| 2   |                   |                           |  |  |                            |  |  |                   |  |                |   |

**Institutional fee and access plan 2019/20**

**Table E: Partnership arrangements and fee income for students of all modes and levels, including further education and below, for partnership provision based in the UK that is not already included on Table D, 2019/20**

Institution name: Cardiff University  
 Institution UKPRN: 10007814

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. Where providers have other types of provision they deliver in collaboration with a partner, those arrangements should be included here also.  
 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. provision franchised out to a charitable provider and provision 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, that is under the post-2012/13 fee regime, **should not be reported here**. Any provision that you only validate, that you do not provide, but that is under the post-2012/13 fee regime, and any FT UG/PGCE (QTS) provision that you franchise out to a non-charitable provider or that is not under the post-2012/13 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 charitable or non-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.
- That are delivered by a non-charitable subsidiary, where you are the parent of that subsidiary.
- That are delivered in collaboration with a partner.
- That you do not provide and that you validate only, whether or not the provider is a charity.

**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. (Unless row five of the inclusions applies.)

If FT UG/PGCE (QTS) provision under the post-2012/13 fee regime is covered by the same agreement as other provision that is not under the post-2012/13 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 whether they include an addendum confirming the provision is covered under the HE Act.

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

| 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 | Where date of partnership agreement is before 1 September 2015, please confirm if there is an addendum that confirms the provision is | Forecast total number of students | Forecast total income from the arrangement (£) |
|-----|---|-----------------------------|--|--|---|-----------------------------------|--|
| 1   | Franchise   | St Padarn's Institute       | 54-58 Richmond Road, Cardiff, CF24 3UR | 30/03/2017                               | Y   | 110                               | 99,000   |
| 2   | Franchise   | South Wales Baptist College | 54 Cardiff Road, Cardiff, CF5 2YJ      | 02/03/2017                               | Y   | 5                                 | 19,700   |
| 3   | Franchise   | Bangor University           | Bangor, Gwynedd, LL57 2DG              | 22/03/2019                               | Y   | 10                                | 180,000  |

**Institutional fee and access plan 2019/20**  
**Table G: Targets**

Institution name: Cardiff University  
 Institution UKPRN: 10007814

**Guidance note**

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

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

For numerical targets, contextual information or assumptions used to calculate the target should be included where appropriate, in the form of population numbers, or numbers or percentages from the particular group the target relates to, where these haven't been included as the target. For example, if a percentage of students that are from a particular group is a target, you should include in the contextual information the expected number from this group and/or the expected population of students that the percentage is based on. Population numbers should be consistent with other information provided in this Annex and your latest forecasts, i.e. those returned to HEFCW in July 2017, updated as appropriate if additional information is available. This is only required for the 2019/20 targets and the baseline data and not for targets further in the future.

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

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

| Row | Target description<br>(maximum 500 characters)  | Related category of expenditure (as listed in table B a) and B b))<br>Please select from drop down list   | Is the achievement of the target the responsibility of more than one fee and access plan applicant? |                                     | Baseline year | Baseline data |       | Contextual information for baseline year |                    |   | Target |                       | Contextual information for target |                   |   | Optional longer term targets |   |                   |      | Please provide a commentary on the 2019/20 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based.                                      |
|-----|---|---|---|-------------------------------------|---------------|---------------|-------|--|--------------------|---|--------|-----------------------|-----------------------------------|-------------------|---|------------------------------|---|-------------------|------|--|
|     |   |   | Y / N   | If Y please provide partner name(s) |               | No.           | %     | Population                               | No.                | % | No.    | %                     | Population                        | No.               | % | No.                          | % | No.               | %    |  |
|     |   |   |   |                                     |               |               |       |  |                    |   |        |                       |                                   |                   |   |                              |   |                   |      |  |
| 1   | Proportion of students recruited from Communities First / Quintile 1 of Welsh Index of Multiple Deprivation areas.  | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;<br>b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales.   | N   |                                     | 16/17         | 2004          | 18.5% | 10820                                    |                    |   |        | 18.7%                 |                                   |                   |   |                              |   |                   |      | Performance is influenced by the level of targeted intervention programmes we run and also our generic engagements within the locality and across Wales. To date performance varies by relatively small population figures.                |
| 2   | Number of subjects in the top 25% of Times Good University Guide subject league tables  | b2 improve the quality of learning and teaching, with reference to the quality of the student experience;<br>b3 strengthen the employability of Welsh graduates;  | N   |                                     | 2016/17       | 7             | 16.0% | 43 (all subjects)                        |                    |   |        | 13                    | 30%                               | 43 (all subjects) |   |                              |   | 43 (all subjects) | 100% | This measure is a University key performance indicator. This is a long-term target for Cardiff University in line with our institutional strategic plan (2018-23). Actions to improve performance of this measure are monitored each term. |
| 3   | Proportion of UK domiciled full-time first degree entrants from low participation neighbourhoods (HESA PI tables T1a and T2a)   | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;  | N   |                                     | 2016/17       |               | 9.6%  |  |                    |   |        | 9.70%                 | meet/exceed benchmark             |                   |   |                              |   | 10%               | 10%  | This measure is a University key performance indicator. This is a long-term target for 2023 in line with our institutional strategic plan (2018-23). Long term target is to achieve at least 10%   |
| 4   | Proportion of YOUNG full time first degree entrants from low participation neighbourhoods (HESA PIs table T1a)  | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;  | N   |                                     | 2016/17       | 445           | 9.2%  |  | Baseline was 9.1%  |   |        | meet/exceed benchmark |                                   |                   |   |                              |   |                   |      |  |
| 5   | Proportion of MATURE full time first degree entrants from Low Participation Neighbourhoods with no previous HE qualifications. (HESA PI table T2a)  | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;  | N   |                                     | 2016/17       | 75            | 12.1% |  | Baseline was 12.1% |   |        | meet/exceed benchmark |                                   |                   |   |                              |   |                   |      |  |
| 6   | Percentage of YOUNG full time first degree entrants from low participation neighbourhoods no longer in HE following year of entry. (HESA PI table T3b)                                      | a2 attract and retain students and potential students from under-represented groups;<br>a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;<br>a5 improve the higher education experience for groups under-represented in higher education;<br>a7 provide high quality academic and welfare support to groups under-represented in higher education; and<br>b2 improve the quality of learning and teaching, with reference to the quality of the student experience; | N   |                                     | 2016/17       | 25            | 6.4%  |  | Baseline was 5.1%  |   |        | meet/exceed benchmark |                                   |                   |   |                              |   |                   |      | HESA performance indicators provide a calculated benchmark which we can use to measure our performance against universities with a comparable student body to Cardiff University.  |
| 7   | Proportion of MATURE full time first degree entrants with no previous higher education qualification no longer in HE following year of entry (HESA PI table T3c)                            | a2 attract and retain students and potential students from under-represented groups;<br>a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;<br>a5 improve the higher education experience for groups under-represented in higher education;<br>a7 provide high quality academic and welfare support to groups under-represented in higher education; and<br>b2 improve the quality of learning and teaching, with reference to the quality of the student experience; | N   |                                     | 2016/17       | 45            | 10.6% |  | Baseline was 10.3% |   |        | meet/exceed benchmark |                                   |                   |   |                              |   |                   |      |  |
| 8   | Proportion of leavers in employment or further study after leaving university. Leavers obtaining first degrees from full time courses (measured by the Graduate Outcomes survey 'New DLHE') | a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;<br>a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;<br>a8 support the progress to employment or further study of groups under-represented in higher education.<br>b3 strengthen the employability of Welsh graduates;  | N   |                                     | 2015/16       |               | 93.5% |  |                    |   |        | meet/exceed benchmark |                                   |                   |   |                              |   |                   |      |  |
| 9   | Performance in the HESA Graduate Track Employment Measure (measured by the Graduate Outcomes survey 'New DLHE')   | a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;<br>a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;<br>a8 support the progress to employment or further study of groups under-represented in higher education.<br>b3 strengthen the employability of Welsh graduates;  | N   |                                     | 2015/16       |               | 79%   |  |                    |   |        | 85%                   |                                   |                   |   |                              |   |                   |      | Graduate Outcomes data for 2017/18 graduates onwards will be collected 15 months after leaving University, rather than 6 months as currently. The baseline figure shown relates to the old DLHE.   |

|    |   |   |   |                                 |         |     |     |  |  |  |  |  |  |  |  |  |         |           |   |      |    |      |   |
|----|---|---|---|---------------------------------|---------|-----|-----|--|--|--|--|--|--|--|--|--|---------|-----------|---|------|----|------|---|
| 10 | Number of Welsh-speaking students undertaking part of their studies through the medium of Welsh 5+ Credits  | a2 attract and retain students and potential students from under-represented groups;<br>a5 improve the higher education experience for groups under-represented in higher education;<br>b3 strengthen the employability of Welsh graduates;   | N |                                 | 2017/18 | 348 |     |  |  |  |  |  |  |  |  |  |         |           | Cardiff is committed to increasing the numbers of Welsh speaking students undertaking part of their studies in Welsh and this target shows the progression towards our Way Forward plan to reach 530 by 2022/23   |      |    |      |   |
| 11 | Participants on Step Up Plus Programme  | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;<br>a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;   | N |                                 | 2017/18 | 250 |     |  |  |  |  |  |  |  |  |  | 250     | 250       | The Step Up Programme (formerly known as Step Up Plus) is Cardiff University's flagship Widening Participation programme. It is an intensive programme designed to provide tailored support to groups of under-represented people. One of the key criteria for the group is that it is able to offer targeted support that delivers positive outcomes. To that end, the programme commits to ensuring groups maintain manageable numbers; hence the static targets. |      |    |      |   |
| 12 | Number of students from specific vulnerable groups targeted in the University's outreach programmes: care leavers, students with autism, asylum seekers, young carers, armed forces veterans. | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;<br>a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;<br>a5 improve the higher education experience for groups under-represented in higher education;<br>a9 contribute to Reaching Wider Partnerships | N |                                 | 2015/16 | 86  |     |  |  |  |  |  |  |  |  |  | 150     | 150       | There is currently a maximum opportunity to target 150. The number of places on these programmes is capped to maximise the quality of the engagement  |      |    |      |   |
| 13 | HE Roadshows (focussing on schools serving low participation areas) - talks delivered   | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a2 attract and retain students and potential students from under-represented groups;<br>a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;<br>a9 contribute to Reaching Wider Partnerships   | Y | Cardiff Metropolitan University | 2016/17 | 150 |     |  |  |  |  |  |  |  |  |  | 150     | 150       | There is currently a maximum opportunity to take part in 150 roadshows.   |      |    |      |   |
| 14 | Number of students enrolled on the university's community outreach programme  | a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;<br>a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;<br>a8 support the progress to employment or further study of groups under-represented in higher education.  | N |                                 | 2015/16 | 149 |     |  |  |  |  |  |  |  |  |  | 300-350 | 300 - 350 | Community Outreach at Cardiff means the operating of several programmes, targeted at specifically under-represented groups with the aim of achieving positive, educational outcomes. Numbers in the groups are managed to ensure the greatest chance of positive engagement.  |      |    |      |   |
| 15 | Number of academic schools delivering the mentoring scheme  | a2 attract and retain students and potential students from under-represented groups;<br>a5 improve the higher education experience for groups under-represented in higher education;<br>a7 provide high quality academic and welfare support to groups under-represented in higher education; and   | N |                                 | 2015/16 | 10  |     |  |  |  |  |  |  |  |  |  | 24      | 100%      | 24  | 100% | 24 | 100% | Our aim is that all schools will deliver on the mentoring scheme.   |
| 16 | Proportion of our home undergraduate student population including those from under-represented groups, who will have undertaken an international experience of at least three weeks by 2023   | a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;<br>a5 improve the higher education experience for groups under-represented in higher education;   | N |                                 | 2016/17 |     | 21% |  |  |  |  |  |  |  |  |  |         |           | 25%   |      |    | 30%  | This is a University key performance indicator which relates to activity within which specific provision is made to remove barriers to international mobility opportunities for under-represented groups.       |
| 17 | Number of Cardiff University undergraduate scholarships awarded   | b6 raise awareness of the value of higher education to potential students.  | N |                                 | 2017/18 | 107 |     |  |  |  |  |  |  |  |  |  |         |           | 90-100  |      |    |      | Target has been kept at 18/19 forecast while scholarships are under review.   |
| 18 | Number of Welsh-speaking students undertaking part of their studies through the medium of Welsh 40+ Credits   | a2 attract and retain students and potential students from under-represented groups;<br>a5 improve the higher education experience for groups under-represented in higher education;<br>b3 strengthen the employability of Welsh graduates;   | N |                                 | 2017/18 | 114 |     |  |  |  |  |  |  |  |  |  |         |           | 225   |      |    |      | Cardiff is committed to increasing the numbers of Welsh speaking students undertaking part of their studies in Welsh and this target shows the progression towards our Way Forward plan to reach 530 by 2022/23 |