Institution applicant name:	**Aberystwyth University**

2017/18 Fee and Access Plan

Fee and access plan: focus and contents

The information provided in this section is for HEFCW, students, prospective students and other interested parties and, once approved by HEFCW, it should be published on the institution's website within one week of publication.

An applicant may replace this cover sheet, to reflect its own branding, once the fee and access place is approved by HEFCW and before publishing it on a website. A published fee and access plan must be easily accessible to students, prospective students and other interested parties, however the published text must not vary from the text in the in this section of the plan as approved by HEFCW.

EXECUTIVE SUMMARY

Our 2017/18 Fee and Access Plan focuses on a package of activities and initiatives aimed at the following:

- Improving the quality of the learning and teaching environment of our students.
- Breaking down barriers to study, whether financial, social, or physical.
- Ensuring quality support to enhance retention and ensure that students can make the most of their time at University
- Enhancing online learning, including lecture capture and the provision of up-to-date IT resources
- Investing in schemes to enhance graduate employability.

The activities supported through the plan have been chosen in order to develop a timeline of support for all our students from application through to graduation and employment or further study. The Fee and Access Plan reflects our mission of ensuring that all students who can benefit from Higher Education are enabled to do so and that our graduates are equipped with the skills they need to flourish and excel.

THE STUDENT VOICE

Aberystwyth Students' Union oversees a team of 300 academic student representatives, elected each year to represent subject areas, student categories (e.g. Joint Honours students), year groups or individual courses. This ensures that the learning experience at Aberystwyth is constantly shaped by the student voice. These representatives are vital to the continued development of the University. Above the 300 academic representatives are 12 Institute Representatives who report to the Students' Union Education Officer.

The process of Student Engagement with the Fee and Access Plan was as follows:

a) The Fee and Access Plan is underpinned by an Aberystwyth University multi-strand enhancement programme - the Student Success Plan, a university-wide teaching and learning enhancement programme of activities, which form the implementation vehicle of the University Learning and Teaching Strategy.

b) The Student Success Plan has been informed by student representation on every appropriate workstream of the project. These representatives have played an important role in inputting into the desired outcomes of the Student

Success Plan. For example, student engagement was an important part of decisions for investment in e-feedback, minimum Blackboard standards and the enhanced use of Panopto lecture recording.

c) Many strands of the Student Success Plan have been informed by a university-wide approach to student engagement called 'Tell Us Now', an open-invitation to all students, and a series of module-level surveys distributed to all second and third years. The 'Tell us Now' initiative ran in 2015/16 and invited students to suggest ways in which activities and processes at the University could be improved. In addition to the open website through which students could contribute ideas and comments, centrally-coordinated surveys were run for each module, enabling a wealth of data and information to inform both departmental and the overall AU approach to improving the student experience This information has fed into further iterations of the Student Success Plan.

d) The Students' Union Executive meet regularly with the University Executive. They have discussed the Fee and Access Plan with the University's Executive, and agreed that many elements of the Student Success Plan are to be included in the Fee and Access Plan.

e) In addition, at drafting stage of the Fee and Access Plan, an extensive meeting was held between university staff drafting the plan on behalf of the Executive and a group of students convened by the Sabbatical Vice-President, Learning and Teaching. Institute Student Academic Representatives were given the opportunity to comment on each section of the plan. Their comments were included in the final drafting process of the plan which was presented to Council (which has student representation through the presidents of the Students' Union and Undeb Myfyrwy Cymraeg Aberystwyth) in May.

f) There is student representation on Council which discusses and signs-off the Fee and Access Plan.

The contribution of the student voice, and partnership working, to governance and quality;
Aberystwyth University recognises the importance of effective student representation at many levels within our structure in contributing to student success and enhancing the student experience. Our Student Charter (https://www.aber.ac.uk/en/governance/su/student-charter/) encapsulates this with a commitment to involve student representatives as full partners in our committees and structures. At the highest level, monthly meetings between the University Executive and Students' Union officers have taken place since 2011/12, alternately chaired by the VC and the Students' Union president. Within the University's formal structure there are student representatives appointed by the Students' Union on most of our major committees, including Council and its sub-committees, Senate (which is the main body responsible for the Student Success Plan) as well as Institute level representatives who participate in discussions of key elements of quality assurance (including approval of new study schemes and their annual monitoring and review),

and departmental representatives who participate in the Staff Student Consultative Committees to raise student concerns. Student feedback on employability was a driver for greater investment in our careers department, as students identified a need for careers contacts based in each of our 5 academic institutes.

The Student Success Plan and the new Fee and Access Plan reflect the core principle of the *Wise Wales Statement on Partnership for Higher Education* that '*students should be active participants in the learning process, rather than passive recipients of knowledge*'.

- We have sought to ensure that changes are made which continue to enable students to be partners in their learning.

- A key element of this is changes to the Personal Tutor system, piloted in 16/17, and embedded during 2017/18, with greater emphasis on a coaching approach in which Personal Tutor and tutee will work together on an agreed set of areas designed to support student success.

- The introduction of more learner analytics through a personal tutor dashboard will greatly enhance the two-way learning process. This will enable students to discuss their attendance, performance and projected learning outcomes with their personal tutor and develop approaches to help them to improve their performance.

- A partnership approach also underpins the new Career Track initiative, which will encourage students to work closely with the careers service and with their personal tutors throughout their university career to develop their employability and to ensure that our provision adapts to the needs and ambitions of our student body.

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

Students are sent individual letters as part of the admissions process in which the fee level for their course is confirmed. Fees, bursaries and awards are also widely advertised through our Open Days and Visiting Day and through our virtual Open Day presentations on the web. Details of fees and the financial support available is included in the 'Information for Successful Applicants' booklet which is sent by post to applicants at the point of their being made an offer.

Communicating fees to prospective applicants, particularly those from widening-access backgrounds who may be more fee-averse, is vital in order to ensure that students make an informed, confident choice about University and we explain the fee levels and student support available through our schools liaison activities, including presentations to schools and colleges and as part of our commitment to Looked after Children.

The fee levels for each course and the bursary provision available is also available through our fees and bursaries webpages and our Key Information Sets.

The fee and access plan, partnership and student opportunities

The Aberystwyth University Fee and Access Plan for 2017/18 is named the Fee and Access Plan for Student Success and reflects a partnership approach to enhancing the learning environment with and for our students. The Student Success Plan, our multi-strand approach to improving the student experience and success of our students and graduates, was developed over the first half of 2015/16 with strong academic and student input. Through our student voice project, Tell us Now, we have identified priority areas for development and enhancement. Supported by teams of academic and support staff on 17 working parties, all of which have Students' Union representation, the Plan has seen improvements to, among other things, the Personal Tutoring system, support for Joint Honours Students, online skills support, e-submission and feedback, community development and employability and skills support).

The 2017/18 Fee and Access Plan builds on this work, taking the priorities of the Student Success Plan as its lead to ensure that the issues raised by our students, which we are aiming to address through the Student Success Plan, are further supported through the activities included in the Fee and Access Plan.

The University acknowledges the value of volunteering to the student experience and the development of transferable skills for future employment. Previous fee plans have reflected this, with support for Aberystwyth University Students' Union and their work in supporting volunteering and coaching opportunities, and also through provision of the Higher Education Achievement Report (HEAR), an enhanced transcript through which student volunteering and achievements in extra-mural activities can be recognised and validated for future employers.

We acknowledge the barriers to volunteering identified in the UUK report '*Breaking Down the Barriers to Student Opportunities and Youth Social Action*', and we work through the Students Union and our Careers Advisory Service to provide a range of advice and support to students interested in volunteering and to encourage more students to see the value of taking up volunteering roles. The aim is to remove barriers such as poor perception, lack of expert support and bureaucracy by providing readily available advice and making it as easy as possible for our students to sign up for volunteering positions.

The Aberystwyth University Students' Union is signed up to the Millennium Volunteers scheme, in partnership with Ceredigion Association of Voluntary Organisations (CAVO). Through this, students can record their volunteering work and work towards certificated awards. Aberystwyth students contribute their time in a range of ways, from working for their peers as academic representatives, to helping to run sports teams and societies, to volunteering with local organisations such as the sea cadets and scouts or political parties. The University's Fee and Access Plan provides support to the Students' Union and to the Careers Advisory Service, both key sources of financial information and support to our student volunteers. Through

engaging with volunteering our students gain valuable skills which can be expressed through the HEAR (which is also supported through the plan).

The Fee and Access Plan includes support for the sourcing and supporting of meaningful work experience in partnership with local, national and international employers – in integrated 4-year programmes, or for shorter periods.

THE RATIONALE (INCLUDING STRATEGIC APPROACH)

Our over-arching aim through the 2017/18 Fee and Access Plan is to invest fee income strategically in activities which will support students from application through to graduation and beyond, and to provide an uplift in student success.

Aberystwyth University is proud of the work that we have achieved through previous fee plans - they have led to a steady improvement in a number of our KPIs over the last three years: improvement in average NSS scores (especially feedback), graduate employability and degree outcomes. Completion and retention rates are among the best in the sector, and Aberystwyth University continues to perform to benchmark on two of its widening participation indicators.

The investments have helped us to provide ongoing support to our widening access activities (including our Summer University) and have facilitated uplifts to the quality of the learning and teaching environment. A progressive upgrading of our learning and teaching rooms, including the introduction of lecture capture equipment and technology enhanced learning facilities, is being achieved through strategic investment in these areas in successive fee plans.

To build on the improvements we have made to our infrastructure and activities, we want to build a Fee and Access Plan which will, through the work it earmarks for investment, enable continuous improvement in activities which support students at all stages of their University life:

Pre-entry
- Ensuring equality of opportunity and breaking down barriers to study, whether social, finance, linguistic or physical, through the provision of bursaries and scholarships responsive to student need, through extensive widening access activities aimed at raising aspirations and breaking down conceptual barriers to University, and through imaginative and scholar-led school activities to engage students with University life and help them make the right choices for their future.
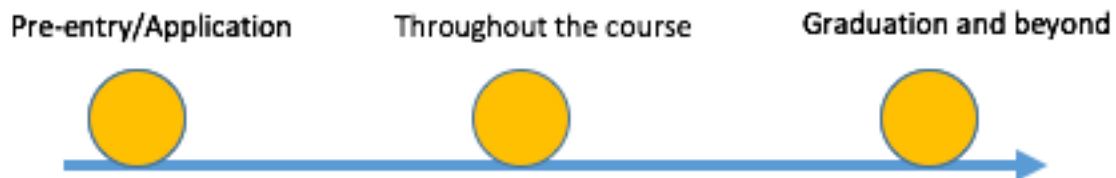
During study
- Improving the quality of the learning and teaching environment to ensure that our learning spaces are accessible, facilitate modern learning techniques and are fully equipped with up-to-date electronic resources.

- Ensuring quality support to all students, to enhance retention and ensure that students are able to make the most of their time at University and removing barriers to success. Supporting the work of our Director of Equality to ensure that students with protected characteristics are provided with appropriate information and support.

- Supporting the work of our Students' Union and working in partnership with them to respond to the changing needs and concerns of students.

- Enhancing on-line learning, including lecture capture and the provision of up-to-date IT resources.

- Investing in our library and IT provision to ensure that students have access to the best quality resources.

As a graduate
- Investing in schemes to enhance graduate employability, including placements and work experience, and in the work of our Careers Advisory Service.

This timeline for support, informed by consultation with our students through Tell Us Now and building on the work of the 2015 – 2017 Student Success Plan, provides a clear rationale for the investments we have earmarked for the plan. Throughout the plan, the activities supported will indicate which part of the student journey they, in particular, are focused on using a simple key as below

Pre-entry/Application   Throughout the course   Graduation and beyond

In summary, the rationale for the fee and access plan is improving student success, from aspiration to employment or further study.

Objectives:

The Fee and Access Plan objectives are as follows:

Equality of Opportunity
- Break down financial barriers to access through a bursary programme designed to target the greatest need and support students from lower-income families.

- Widen Access to higher education and improve progression routes for students from groups under-represented in Higher Education.
- Support students from a care background from pre-entry through to graduation.
- Raise achievement through schools outreach work, working in partnership with schools and colleges, particularly in low participation areas, to help students reach their full potential.
- Ensure that students (particularly those from a widening access background) have access to support for the skills they will need to achieve their full potential.
- Provide a student support fund to support students in need and reduce withdrawal due to financial pressures.
- Improve retention through better identification of students who are likely to be at risk of withdrawal
- Develop a world-class learning environment to ensure the best possible student learning experience, in an inclusive way which meets the needs of all learners.
- Achieve greater take-up of year out opportunities, including Year Abroad and Year in Industry, particularly for those students with low social capital.
- Ensure that students are properly aware of the fees for their courses and are able to make fully-informed choices about University.
- Improve retention through schemes to provide intensive targeted support to students in the first few weeks of University life and ongoing support thereafter, particularly those identified as under-represented groups or groups considered at risk of withdrawal.
- Work in partnership with the Students' Union to provide counselling and support services and ensure that the student voice is engaged and strong and is able to feedback on its experience.
- Achieve an uplift in the employability and skills of our graduates, particularly those identified as under-represented in Higher Education.
- Broaden Welsh-medium provision and an increased take-up of courses.
- Estate enhancements to improve accessibility.

Promotion of Higher Education
- Develop closer links with community and industry groups, both local and national, to the benefit of our students.
- Work closely with schools on programmes to enrich and enhance the school curriculum and introduce outputs to the link between curriculum and Higher Education.
- Develop a revised student dashboard which promotes student success, supported by a redesigned personal tutor system
- Ongoing consultation with the student body about ways to enhance learning and teaching through further development of meaningful surveys and online interactions.
- Provision of up-to-date learning technologies to support student success and enhance retention.
- Develop a world-class learning environment to ensure the best possible student learning experience
- Develop a more international experience for our students.

- Develop a world-class learning and living environment to ensure the best possible learning experience in an estate which is sustainable for the future.
- Provide a scholarship portfolio which encourages and rewards academic excellence and aspiration.
- Provide high quality careers support to encourage all students to fulfil their potential and have the skills to equip them for their future careers.

Levels of Investment

The anticipated level of investment in the categories of provision is based on the following principles :

a) We plan to spend between 15% and 17% of Fee and Access plan income on our Fee and Access Plan activities.

b) A substantial proportion of Aberystwyth's students fall into one or more of the categories of groups under-represented in Higher Education. We also have a large proportion of students from state schools. Although state school students are not under-represented in HE in Wales, they are still recognised by HESA as a national marker of widening access and we will continue to track our performance against the benchmark set for us by HESA to ensure that the Fee and Access Plan supports equality of opportunity for students from all regions of the UK. c. 50% of the required Fee and Access Plan income expenditure will go towards Equality of Opportunity.

c) The work of the Student Success Plan, which has highlighted areas which will benefit from additional investment in order to achieve an uplift in student recruitment, retention, achievement and employability. c. 50% of the required Fee and Access Plan income expenditure will go towards Promotion of Higher Education.

Embedding and Aligning the Fee and Access Plan strategically

Since one of the drivers of the Fee and Access Plan is the Student Success Plan, the activities outlined in the plan are already embedded in a strategic approach to improving processes and activities across the University. The plan also relates to our emerging Recruitment Plan and our published Strategic Equality Plan.

The University's Strategic Plan runs to 2017. Its first aim is '*Creating Opportunities',* which it expresses as *'breaking down barriers to access, supporting students and staff to succeed and grow, embedding employability across our curriculum and promoting experiences that allow our students to test and develop their skills, valuing people and maximising their potential.*' The priorities of the Fee and Access Plan reflect this, with the emphasis on widening access, enhancing success and developing skills for employment and further study.

The Aberystwyth University Strategic Equality Plan runs to 2020 and commits us to providing an inclusive learning and teaching environment, promoted through

our recruitment processes, estates management student support approaches and communications. These priorities are reflected in the work of our Fee and Access Plan and the activities we outline in our Strategic Equality Action Plan will support the success of the Fee and Access Plan.

Groups Under-represented in Higher Education

We believe that all students should have an equal opportunity to access higher education, benefit from the provision on offer and fulfil their potential to succeed. We recognise, however, that in order to ensure equality of opportunity we need to identify those groups which will require additional support to ensure that they are have the same opportunities as their peers.
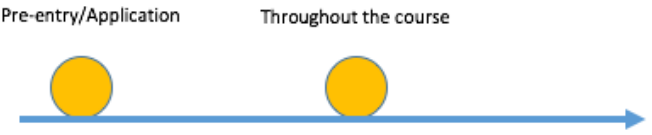
We recognise the following groups as under-represented in higher education and/or requiring additional support :

- Students from areas where families are likely to have no previous background of HE, as measured in the low participation performance indicator by HESA. The latest data available from HESA (for AY 2014/15) shows that 12.9% of our entrants were from low participation neighbourhoods).
- Students from the lowest socio-economic groups (NS-SEC 4,5,6,7) as measured in the low participation performance indicator by HESA – the latest data available from HESA (for AY 2014/15) shows that 33.8% of our entrants were from NS-SEC classes 4,5,6 or 7.
- Students with disabilities (around 15% of our students declare a disability).
- Mature Students (around 14% of our students are registered as mature – in that they are 21 at age of entry. These students may have particular support needs having been out of education, entered via non-traditional routes, or have additional care responsibilities).
- Students from lower income families who qualify for our means-tested bursaries (In 2014/15 this supported c.41% of our entrants).
- Students from a care background (these students make up a small number of our student cohort, but have particular needs as they lack the support that most of our students receive from family. We work hard through our Centre for Widening Participation and Social Inclusion to ensure that they are provided with the support they needs to fulfil their potential).
- Young Adult Carers
- Students from minority ethnic backgrounds (around 7.3% of our students)
- Welsh medium students (around 9.3% of our students declare themselves as 'fluent'. Part of our work through the Fee and Access Plan is to increase the number of fluent students who take up some form of their studies through the medium of Welsh).
- We also recognise the additional support which is needed by low tariff students and students entering on Year 0 programmes (around 27% of our students enter on lower tariffs. With the correct support these students can progress to do well and much of our Fee and Access Plan aims to provide opportunities for students to reach their full potential).

- At subject level we are seeking to do more for young men, who traditionally underperform both at A-level and at University level, and are also at greater risk of dropping out of their studies than their female peers (non progression rate in each year of study is 2-3 percentage points higher for males than for females). These are issues which the UK and Welsh governments have begun to show an interest in. The needs of these students vary and there is often over-lap between the categories.
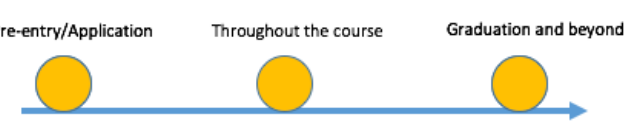
Objectives and Provision

Measures to support individuals under-represented in Higher Education and ensure Equality of Opportunity
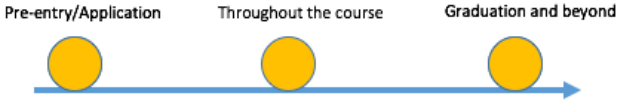
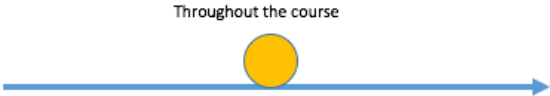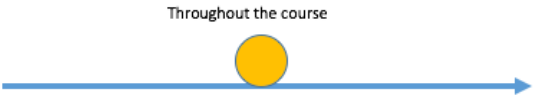| *Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds.*	
Objective	**Provision**
Widen Access to higher education and improve progression routes for students from groups under-represented in Higher Education. Pre-entry/Application Throughout the course	**Summer University** Fee income will be used to provide support for our Summer University, a programme with a proven track record of raising aspirations and confidence among students with no family history of HE attendance and encouraging these students to apply to Higher Education. The Summer University is provided for up to 80 students from groups or communities under-represented in HE and offers a guaranteed progression route into HE for those successful in the course, subject to their fulfilling the general admission requirements. The Summer University also contributes to the employability of the student mentors on the programme. **Aspiration raising activities** Fee income will support our Centre for Widening Participation and Social Inclusion in its work in schools and the wider community, working in partnership with schools and colleges to develop the academic aspirations and achievement of children and young people. These activities contribute to raising the aspirations of students from groups under-represented in higher education, encouraging children to see Higher Education as a viable choice.

	Activities include:
	- Events to engage more young people with STEM subjects through Science Week exhibitions, Maths roadshows, STEM Discovery days; - The Taste of University Life programme which provides an opportunity for pupils to visit campus to learn about university life and build aspiration to application to HE - Welsh Baccalaureate work with Widening Access schools - Weekly revision sessions in Maths and English to raise achievement in children identified as at risk of low achievement - Mentoring activities in STEM subject including e-mentoring and drop-in advice sessions at University events bespoke to Widening Access Groups, after school revision for local schools (year 11 GCSE maths and English), Advice and guidance sessions for year 9s, Advice and guidance sessions for year 12s and 13s. - The 'University Discovery Project', targeted to Widening Access Cohorts to be piloted in 2016/17 and rolled out in 2017/18. - Developing a Black and Minority Ethnic Groups (BME) strategy; to ensure that groups under-represented in Aberystwyth are fully reached.

Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics.
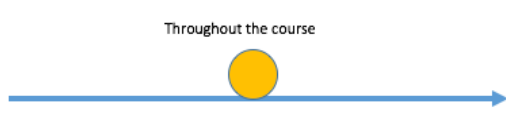
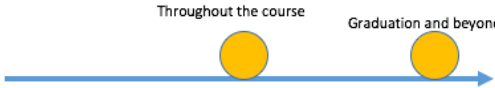| Objective	Provision
Break down financial barriers to access through a bursary programme designed to target the greatest need and support students from lower-income families. 	**Bursary Provision** Our bursary and awards programme is targeted to support widening participation and student success to ensure that, as much as possible, there is equality of opportunity for all prospective students. We will continue to offer a broad package of support, reviewing take-up of bursaries to ensure that this responds to student need. Depending on the profile of our student body, we anticipate that between 35% and 50% of our FTUG Home/EU entrants will receive means-tested bursary support as part of a targeted overall package designed to address the risk of non-continuation of students from low-income or LPN areas.
Support students from a care background from pre-entry through to graduation. 	**Care leaver support** Through the Centre for Widening Participation and Social Inclusion, funded through the Fee and Access Plan, we will ensure that students from a care background have access to support pre-application (with support at Open Days and Visit Days as well as travel and accommodation support, and support through the application process), and on arrival, with named contacts to help students settle in and ongoing support through their university career. Our care leaver bursaries provide financial support to ease the pressure on students who often lack other avenues of support.

Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education.	
Objective	**Provision**
Raise achievement through schools outreach work, working in partnership with schools and colleges, particularly those in low participation areas, to help students reach their full potential. Pre-entry/Application 🟡 ────────────────▶	**Schools Liaison Work** **Schools Talks** Our Schools Liaison Team works in partnership with schools to provide talks and workshops to students, teachers and advisors on a range of university-related topics, to ensure that students from all backgrounds have access to the information and tools they need to make the right choices about higher education, seeking in particular to engage with students who are first in their family to go to University or who, for some other reason, lack the social capital of their peers. The team works to help students make sense of the UCAS process and navigate the complicated journey of choosing and applying to universities, provides advice on sources of funding and helps with drafting personal statements. Mock Interview sessions help students to build confidence and talks on money management help to break down financial barriers. The aim is to ensure that no student is disadvantaged at application stage through lack of access to information or support. **A-level Enrichment Days** Our Schools Liaison Team also develops subject-based support, with scholar-led A-level Enrichment Days. These subject-themed days were

	introduced in 2015/16 as a new initiative and have proved popular with schools as they enable students to have access to curriculum enhancing talks from University teachers. Days held so far have been mostly in urban centres and draw a cross-section of schools including pupils from under-represented groups This initiative will be further developed, working in partnership with schools to ensure that the delivery enhances the A-level curriculum.
Ensure that students have access to support for the skills they will need to achieve their full potential. Pre-entry/Application Throughout the course Graduation and beyond	**Study Skills Hub** We will continue to develop and maintain an on-line Study Skills Hub which will provide students with access to a range of skills modules before arrival and throughout their first year (essay writing, presentation skills, referencing etc). The aim is to help students prepare for success. Engagement with the hub will be encouraged through a range of student communications, including Welcome Week Information, Information Services advice, Departmental handbooks and advice and the personal tutor system which we are also revising. In particular, it will help address the problem of students not wishing to ask for help with skills through perceived stigma and embarrassment. Use of the Skills Hub will be monitored through statistics provided by the Blackboard and Content Management System Teams, surveys will be conducted via Information Services and the Students' Union. The use of the Study Skills Hub will feed into the Student Dashboard. The Skills Hub in particular addresses the needs of those students who are from low participation neighbourhoods or are the first in their family to go to University, as well as providing additional support to those students who entered University on a low tariff and may need additional help to improve their performance

Supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers	
Objective	**Provision**
Provide a student support fund to support students in need and reduce withdrawal due to financial pressures. Throughout the course	**Student Hardship Fund** To supplement our widening access activities, including means-tested bursaries, which are aimed at ensuring equality of opportunity by removing the barriers to access that face students from lower income backgrounds, we are committed to providing support for those who find themselves in financial difficulties whilst at University. To this end, we will provide a hardship fund aimed at providing relief to students who need small maintenance grants.
Improve retention through better identification of students who are likely to be at risk of withdrawal. Throughout the course	**Retention Monitoring** We will invest in work to improve retention by monitoring attendance and using other measures of student engagement to identify where students may be at likely risk of withdrawal and enabling departments to offer supplementary help through the personal tutor system. Students identified at highest risk of withdrawal include most of those identified as under-represented in Higher Education (students from low income families, students entering with low tariff points, students from low participation neighbourhoods etc).

	Engagement metrics, expressed in a student dashboard which will be piloted in 2016/17 and fully implemented from 2017/18, can also help to identify times of the year when students are under greater pressure and assist us to respond through changes to our processes or timetabling. There are three targeted Retention projects as part of the Student Success Plan, which will continue to run in 2017/18.

Improving the experience of higher education of students from under-represented groups, including activities to promote an international experience	
Objective	**Provision**
Develop a world class learning environment to ensure the best possible student learning experience, particularly for those students with low social capital. Throughout the course 	**Estates enhancements** Over successive plans Aberystwyth University has invested in an extensive programme of upgrades to our estate to ensure that the condition of the learning and teaching spaces in which our students work is as high as possible. We will continue to make improvements where necessary, including providing informal study spaces (building on the very successful Think Tank in Llandinam Tower) to encourage group work and collaborative learning, as well as improvements to learning spaces and library spaces, ensuring that spaces are welcoming and comfortable for study. The notion of 'Schwellenangst' (threshold fear) best encapsulates the fear that many students with low social capital experience when confronted with traditional learning spaces which they do not feel 'belong' to them due to their background and all too common 'imposter syndrome'. We will continue during 17/18 to develop learning spaces where the boundaries are blurred so that students are not intimidated. The Think Tanks are a good example of this – areas fully equipped for learning where the boundary between

	social space and learning space is imprecise and so the learning space becomes welcoming and inviting. We are also fully committed to continuing to improve access to our Estate for our students, staff and visitors and to ensuring that our students encounter no physical barriers to accessing education. Our estates work will support an inclusive curriculum, including the regular use of lecture recording and hearing loops, enabling students with a wide range of physical and learning needs to access their study materials when and how best suits their particular needs. We will continue to invest in accessibility infrastructure to assist with this.
Achieve greater take-up of year-out opportunities, including Year Abroad and Year in Industry. Throughout the course Graduation and beyond	**Year out Placements Support** Students benefit greatly from integrated years out abroad or in industry. The skills and confidence that students gain from these experiences are valued by the students and by employers and feed back into performance in their remaining study years. As part of the employability strand of the Student Success Plan we will, over 2016/17, be developing new ways to support Years Out, including consideration of more centralised support and better ways to support work in departments. Throughout 2017/18 we will implement the outcomes of this work, with the aim of achieving an uplift in the number of students who benefit from the integrated year out experience. This work in particular is of use to students from lower income backgrounds or from backgrounds in the lower NS-SEC groupings, as they may never have been encouraged to consider world travel as an opportunity; or are unable to profit from connections, or confidence, to source work placements informally. Again, there are limiting thresholds which we, as a university, wish our students to cross and we are committed to helping them so that they can fulfil their potential. Not all these thresholds are physical.

Providing effective information to students from under-represented groups before and during their courses..	
Objective	**Provision**
Ensure that students are properly aware of the fees for their courses and are able to make fully-informed choice about University. Pre-entry/Application 	**Comprehensive advice and information for students.** In addition to the comprehensive pre-entry advice and guidance provided through our Schools Liaison Office and Centre for Widening Participation and Social Inclusion, we will ensure that information provided through the following media is clear and accessible: - Our website (aber.ac.uk) has details for all our courses, showing content of programme, delivery and the skills which will be gained. We are continuously improving our website to ensure that it is as easy to use as possible and that the information available is current and clear. - Information on any additional charges (such as field courses, visits to theatres, galleries and museums etc) which are not included in the overall University fee will be declared on the University website at https://www.aber.ac.uk/en/student-finance/undergraduate-uk/additional-fees/ and we will continue our policy of ensuring that for any fieldtrip which is a required element of the course, a low-cost or free option is available to students. - Details of financial support available will be distributed at contact events (open and visiting days, HE fairs, national cultural events, schools liaison events etc). An email campaign will also highlight the provision available at Aberystwyth.

	Any changes will be communicated on our website in line with Competition and Marketing Authority (CMA) guidelines.

Providing high quality academic and welfare support to students from under-represented groups	
Objective	**Provision**
Improve retention through schemes to provide intensive targeted support to students in the first few weeks of University life and ongoing support thereafter, particularly those identified as belonging to under-represented groups or groups considered at risk of withdrawal. Throughout the course Graduation and beyond	**Student Support** We will continue to invest in our student support services to ensure that all students have access to advice and help. The services available from Student Support Services are advertised via talks to new students, presence at open days, Freshers' Fairs, student handbooks and in various events around campus. Our support services focus on supporting academic excellence while promoting social and emotional development, so that our students leave university with a toolkit of skills and competencies for their life after graduation **Acclimatisation for students with Aspergers/autism** Continue to support the 2-day acclimatisation event for prospective students with Aspergers/Autism and their families, to aid the smooth transition to University life. This forms part of our work to ensure equality of opportunity for students with particular and often complex learning support needs to ensure that they are still able to demonstrate their ability and fulfil their potential.

<table>
<tr>
<td></td>
<td>

Mentoring

Currently we provide two mentoring schemes within Student Support Services: one provides specialist support for disabled learners and those with specific learning differences, whilst the Signpost Mentoring Scheme supports care leavers and other students who find the transition to university problematic. In recognition of the quality of support both of these schemes were accredited for three years by the Mentoring and Befriending Foundation in March 2015.

In recognition of the benefits mentoring brings in 2017/18 we aim to:
- Extend the support available from the Signpost Mentoring Scheme to estranged students
- Establish departmental mentoring schemes in more academic departments, providing mentoring for all new students in those departments who choose to engage with the offer
- Re-submit for and retain our accreditation of both schemes to include departmental mentoring schemes in March 2018

Mental Health Provision

We acknowledge the need for mental health support for our students and throughout 2017/18 our welfare services will work closely with the Students' Union to identify the best way in which to provide mental health and wellbeing services for our students.

Financial Support

The University's Advice, Information and Money team administers the University's Student Hardship fund and provides a range of advice and information to students through 'drop in' advice sessions, and by telephone and email.

</td>
</tr>
<tr>
<td>Work in partnership with the Students' Union to provide counselling and support services and to</td>
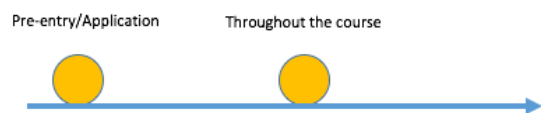<td>**Students Union Grant**</td>
</tr>
</table>

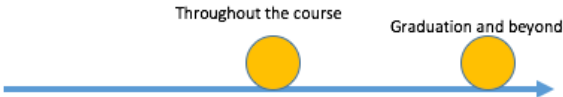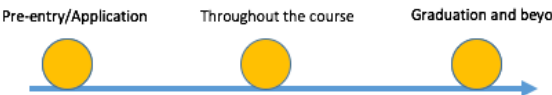|	
ensure that the student voice is engaged and strong and is able to feedback on its experience. Throughout the course Graduation and beyond	In addition to the support services offered through the University, students are able to access support through the Students' Union, including the frontline Nightline Counselling Service and academic support *via* the support of over 300 course and departmental representatives. We will work to ensure that we follow best practice and HEFCW guidance in the funding of our Students' Union to ensure that it is able to support students and contribute effectively to the development of an excellent student experience at Aberystwyth.
Promote an inclusive environment in which all students are able to flourish and ensure that students with protected characteristics are provided with appropriate information and support. Pre-entry/Application Throughout the course	**Equality Champions** In addition to the activities which are supported through this plan to support equality of opportunity, we acknowledge the need to embed equality across all our activities and encourage a culture in which the needs of all staff and students are recognised, and any barriers and bias (conscious and unconscious) can be removed. Part of our work to ensure equality of opportunity is cultural. Our Strategic Equality Plan and Equality Action Plans run to 2020 and set out our work to ensure and promote an inclusive environment, valuing the diversity of our staff, students and community. We will support this work through investing in our equality provision, including the network of Equality Champions across the University, in staff training events and in enhanced data gathering and working closely with our Students' Union to ensure that we are able to provide appropriate information and support to students with protected characteristics. We will continuously examine our processes to identify and remove any areas of indirect discrimination and ensure that Aberystwyth University Campus is a safe space for all.

Supporting students from under-represented groups to progress to employment or further study

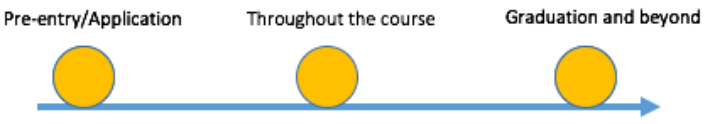| Objective	Provision
An uplift in the employability and skills of our graduates, particularly those identified as under-represented in Higher Education. Throughout the course Graduation and beyond	**Careers Activities and Under-represented Groups** Our range of Careers support activities is open to all and is fully described in the Promotion of Higher Education section of this plan below, but there are particular benefits to students from under-represented groups and our priority of equality of opportunity is supported through our careers staff 24ecognizing the particular needs of under-represented groups and ensuring that the provision on offer responds to these: • bespoke advice and guidance services offered to them in collaboration with Student Support and taking into account that students with low social capital will have particular needs, including issues of confidence and access to information, which must be met in order for them to take advantage of the opportunities offered to them, • work experience opportunities of AberTemps to alleviate financial pressure, • AberForward summer placements for those lacking prior work related experience, • commitment being given to improve the tutorial process to further enhance personal development and the recognition of transferable skills,

	- externally funded GO Wales Achieve through Work Experience project focused on supporting students from areas of low participation in HE, disabled students, care-leavers, carers, and BME students who are at increased risk of being NEET upon graduation. (There is a question-mark post-EU referendum of the level of funding available for 2017/18). Our new initiative, CareerTrack, will provide particular support to students with low social capital and will make a significant contribution to equality of opportunity by enabling us to focus employability interventions on those students who do not have the opportunities and support structures that many of their peers have. This type of information will be captured by CareerTrack. We are also working to develop more four-year programmes which include an integrated Year in Industry to encourage more students who might not consider a Year in Industry to benefit from it. Again, this is a threshold problem – students with low social capital may lack the confidence to pursue a year in industry and may lack the skills to secure a placement. By providing guidance and support we can help these students to succeed.

Other measures to support groups under-represented in higher education.	
Objective	**Provision**
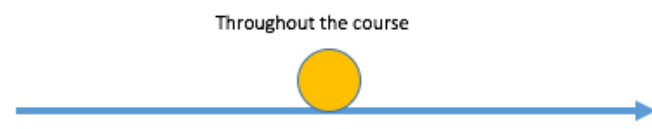
Broadening of Welsh-medium provision and an increased take-up of courses Pre-entry/Application Throughout the course Graduation and beyond	**Support for Welsh Medium provision** Working with the Coleg Cymraeg Cenedlaethol we will maximise the opportunities presented by the Coleg, encouraging take-up of the Linguistic Skills Certificate beyond those students funded through the CCC. Investing in Welsh medium provision aims to protect the provision already available and also to develop further modules so that as broad a range of subject areas as possible can be delivered through the medium of Welsh. The Welsh Medium Strategy is an integral part of the Student Success Plan and the integrated strategic plan may be found at https://www.aber.ac.uk/en/media/departmental/cwls/pdfs/IntegratedStrategicPlanForTheWelshLanguage.pdf

Measures to Promote Higher Education

More effective engagement with private, public or voluntary bodies and communities in Wales	
Objective	**Provision**
Closer links with community and industry groups, both local and national, to the benefit of our students.	**Work to link more closely with public and voluntary bodies** The University is proud to have already close links with a range of public bodies, including (locally) the Citizens Advice Bureau and St John's Ambulance, National Library of Wales and Royal Commission on Ancient Monuments, as well as many national organisations. We work in partnership with Ceredigion County Council on a wide range of initiatives. Our staff and students choose a Charity of the Year annually and working

Pre-entry/Application Throughout the course Graduation and beyond	closely with the chosen charity provides opportunities for our students to volunteer either directly with the charity or in fundraising. We work closely with bodies such as the Urdd, the Young Farmers Clubs and the Rugby Union, identifying ways in which these partnerships can provide volunteering opportunities and can encourage greater participation in Higher Education (with a view to exploring whether it is possible to identify the impact of this). **Work to link more closely with industry** The number of students on programmes with integrated years abroad will have increased by 2017/18. We will draw on already extensive links with industry *via* the Careers Department, the AU Research Business and Innovation Department, the AberPreneurs network and extensive academic-led links to build an appropriate portfolio of placements.
Close working with schools on programmes to enrich and enhance the curriculum and assist students with the transition from school to Higher Education.	**Schools Liaison Work** **Schools Talks and subject enrichment** As well as work to ensure students from all backgrounds have access to the information and tools they need to make the right choices about higher education, our schools liaison teams work with schools across the UK providing curriculum-enhancing work and facilitating access to academics to help foster academic engagement and enthusiasm for their subject amongst A-level students. The subject based A-level enrichment days mentioned in the Equality of Opportunity section above provide access to curriculum enhancing talks from University teachers. Additionally, the AU SusNEt initiative, embedded in the Institutes, delivers research-led, bite-size sessions for A-level students, aimed at enhancing the curriculum and encouraging students to

be enthusiastic about the potential of research and further study. SusNEt takes a blended approach to teaching and learning, including online modules and e-submission and feedback, and provides a taster to many of the teaching and learning techniques used in university. It also provides A-level students with an opportunity to access university-level laboratory equipment and try out courses beyond those subjects offered in school.

Through these activities, our schools liaison team and academics aim to help the widest range of students to make the change from A-level to University.

Investments in improving the quality of learning and teaching, with reference to the quality of the student experience.	
Objective	**Provision**
A revised personal tutor dashboard which promotes student success. Throughout the course	**Personal Tutor Dashboard** Throughout 2016/17 we will have been working to implement a new Personal Tutor system which is more effective in ensuring that key issues and ideas are raised through the personal tutor system with all students. We have outlined in the Equality of Opportunity section how the dashboard may be used to help those students at greater risk of withdrawal or failure The dashboard will also be used to support and promote student success more widely. The dashboard will enable students to see their performance and attendance data, benchmarked to demonstrate where they may be able to improve in order to enhance their chances of attaining the classification of degree for which they are aiming.

	The dashboard should enable personal tutors to tailor the personal tutor system so that all students are adequately supported and potential problems are addressed as soon as possible and the student can get on with making the most of their studies.
Ongoing consultation with the student body about ways to enhance learning and teaching. Throughout the course	**Modular Surveys** Launched in 2015/16, our modular surveys are a programme of ongoing consultation with the student body which enables them to provide feedback on learning and teaching issues and facilities issues. The feedback loop to the student is closed through direct response to all issues raised, and through a more targeted information campaign called 'You Said, We Did' which outlines how student feedback is used to improve the learning and teaching experience. The two main channels are a centrally-monitored email/we form and the roll out of centrally-coordinated module level surveys. **The Student Success Plan** Through the Student Success Plan we will continue to work to improve the student experience and identify new areas for improvement. Some strands of the plan will have been completed by 2017/18 and their findings and new developments will be being fully implemented. Other strands will continue and we anticipate developing new strands through 2016/17 which will be in operation through 2017/18. The aim is to strategically target staff expertise to projects which can achieve an uplift in the student experience, working in partnership with the Students' Union, who are represented on each strand.
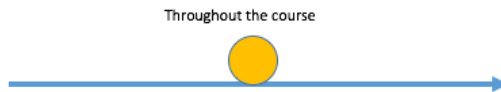
Provision of up to date learning technologies to support student success and enhance retention. Throughout the course	**Online Learning Technologies** We will continue to invest in work which enhances the teaching and learning environment, including our virtual learning environment including handouts and other support materials, lecture recordings (using lecture capture facilities) and reading lists. The E-learning Group provides training and support to staff to ensure that TEL initiatives reflect best practice in learning design and offers support in the area of curriculum re-design. We will continue to develop the provision of lecture capture technology, including training and support for staff. On-line learning enables a more flexible approach to learning to support retention and achievement. Tutors are able to use physical lectures/seminars as enrichment and enhancement opportunities rather than pure delivery of content, and students are able to access scheduled teaching sessions for revision and completion The Aber Academy unit within Information Services works with Directors of Student Experience in the academic institutes to ensure consistency of students' experience of Technology-Enhanced Learning (TEL) as well as a range of other pedagogic enhancements. AU already delivers several programmes using Distance Learning and on-line methods and will continue to support AU academic units wishing to deliver content through on-line and other distance learning techniques. **Upgrades to IT Provision and Library resources** We will invest funding for our library provision and learning resource, including additional texts and electronic resources, so that key texts set for courses are easily accessible, support for reading list software and

	associated services and information literacy skills development opportunities for students. We will ensure our opening hours meet the needs of our students, including investment in 24/7 opening during term time.
	We will invest in IT infrastructure and services to meet the needs of our students and the changing use of technology in Higher Education.

Activities which strengthen the employability of Welsh graduates	
Objective	**Provision**
An uplift in the employability of our graduates	**Careers development** We will work to improve the employability skills of our students, equipping them with the competencies that employers seek and providing them with opportunities to grow and develop these skills so that employability is a recognisable outcome of the HE experience. We will ensure that all students are able to access a broad range of opportunities to meet and network with employers, via such activities as: • Employer-led workshops and presentations on campus • Facilitation of attendance at recruitment and postgraduate fairs across the UK • eMentoring system for linking with Alumni • Internships, Year in Employment Scheme (YES) and industrial year degree programmes • Curriculum based employer contributions • Professional skills development events • Promotional information and events highlighting all employer,

research and partnership links with organisations across the UK and the globe

AberForward, AberTemps and Integrated schemes.
We recognise the value of practical work experience. We will continue to invest in our three distinct opportunity options at Aberystwyth :

- AberTemps - providing in-year paid work experience on casual and short contracts across the University.

- AberForward – Summer placements as well as year-long internships. These provide paid work experience on specific projects within academic and service departments, along with an associated skills-training programme aimed at enhancing employment readiness.

- Integrated employment schemes. – a flexible approach offered to all degree programmes that provides students with the chance to take a 12 month internship prior to completing their degree programme

These schemes have all received excellent feedback from participants over the years. The aim of all the schemes is to build confidence and help participants both to identify and develop the skills they have gained during their time as students and to demonstrate these to future employers.

Participants based at the University have engaged with challenging work including assisting with the alumni mentoring scheme, analysing sector-wide datasets, writing press releases, assisting with and taking a lead in events organisation, website development, supporting research projects and providing project management support for some of the University's

large projects.
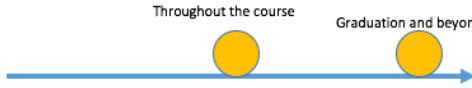
Those based with external organizations have had placements across the globe and with such diverse organizations as ExxonMobil, Disney, Majestic Wines, Tararu Valley Sanctuary & Conservation (New Zealand), GlaxosmithKline, UN World Food Programme, Royal Botanic Gardens Kew, and the National Centre for Young People with Epilepsy.
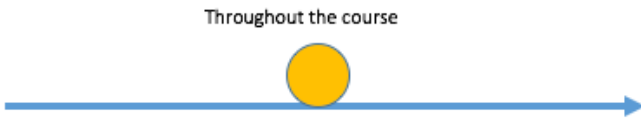
CareerTrack
As part of our ongoing enhancements to careers provision we will, throughout 2016/17, be developing a new initiative to be fully embedded in 2017/18. CareerTrack will invite students to indicate at the beginning of their course where they feel they are in terms of their career readiness and what career they may have in mind. This will provide valuable information about the extent and type of careers information which they will find helpful and will help personal tutors to target support appropriately. Regular check-ins with students throughout their University career will inform careers staff and others how students' readiness for employment is improving as they move through their university career, and will help them to be mindful of the skills they need to develop and the steps they need to take in order to fulfil their ambitions.
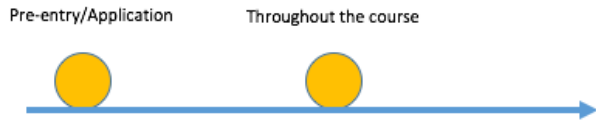
Year out Support
As noted earlier in this plan, we are investing in more provision of degree schemes with an integrated Year in Industry or Year Abroad. We are also working to encourage greater take-up of placements to enhance employability and to provide sustainable support for students on placement.

Actions which promote Welsh higher education more effectively internationally	
Objective	**Provision**
The development of a more International experience for our students	**Engagement with international exchange schemes** We will work through the mobility officers in our international office to promote international exchange schemes to our students, encouraging greater take-up of opportunities to work or study abroad. These experiences are known to develop valuable work skills and build confidence.

Actions which improve delivery of sustainable higher education	
Objective	**Provision**
A world class learning and living environment to ensure the best possible learning experience in an estate which is sustainable for the future.	**Estates enhancements** We will continue to invest in our estate, ensuring that our learning and teaching spaces are fit for purpose and keep in step with changing demands for flexible spaces required by modern teaching techniques. We will also develop our estate so that the student experience is supported by spaces which encourage group working, quality leisure experiences and sporting activities for health and mental well-being.

	A sustainable estate In 2015/16 the Penglais Campus became the first University campus in Wales to be awarded a Green Flag in recognition of the quality of its green spaces. We consider the management of our estate to be an important factor in the health and wellbeing of our students and in supporting the Education for Sustainable Development and Global Citizenship agenda. We will support initiatives such as Green Impact, working in partnership with our Students' Union, as well as home-grown initiatives to promote biodiversity, reduce waste and encourage energy efficiency.

Activities which raise awareness of higher education amongst potential learners	
Objective	**Provision**
A scholarship portfolio which encourages and rewards academic excellence and aspiration. Pre-entry/Application Throughout the course	In addition to those bursaries which are developed with widening access to University as a focus, we offer scholarships and awards to encourage excellence and aspiration. These are not means-tested but are based on competitive application.

Authorisation of the 2017/18 fee and access plan application for submission to HEFCW

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

i.   confirms that the information provided in this 2017/18 fee and access plan application is accurate at the time of writing, and is based on verifiable data.

ii.   confirms that:
      a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;

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

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

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

vi.   confirms that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in the fee and access plan application.

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

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

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

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

2017/18 fee and access plan submission to HEFCW[1]	
Date of governing body approval:	31st July 2017
Institution's authorised signature:	*Emma*
Date:	31st July 2017

---

[1] The fee and access plan published on an institution's website can include only the date of the version submitted by the governing body and approved by HEFCW.

Institutional fee and access plan 2017/18
Table A: Fee levels and fee income and investment, 2017/18

Institution name: Aberystwyth University
Institution UKPRN: 10007856

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

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

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

a) What is your highest proposed fee rate for:

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

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

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

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

	£
Full-time undergraduate	8,902
Full-time PGCE (QTS)	9,000
All students in plan	8,902

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

	£k
Full-time undergraduate	60,032
Full-time PGCE (QTS)	450
Total	**60,482**

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2016/17 plans the amount invested in 2017/18 must be at least the amount invested in 2016/17. For those applicants, HEFCW has provided below the 2016/17 amount and percentage of total income.

Total amount to be invested in:	2017/18		2016/17	
	£k	% of total income	£k	% of total income*
Equality of opportunity	5,108	8.4%	3,247	6.0%
Promotion of higher education	4,940	8.2%	5,763	10.7%
Total	**10,048**	**16.6%**	**9,010**	**16.7%**

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

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

There has been some rebalancing between the two sections to recognise the contribution made by some of our central support services to the area of Equality of Opportunity, but the overall amount invested in 2017/18 aims to be £1m more than in 2016/17.

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

Institution name: Aberystwyth University
Institution UKPRN: 10007856

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

Guidance note

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

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

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

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

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

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

2017/18 fee and access plan income forecast expenditure

Any failed validations will appear in red text in this box

a) Equality of opportunity

Measures to support individuals under represented in HE:	£
1. Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	150,000
2. Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	2,354,000
3. Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	40,000
4. Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	260,000
5. Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	810,000
6. Providing effective information to students from under-represented groups before and during their courses	40,000
7. Providing high quality academic and welfare support to students from under-represented groups	850,000
8. Supporting students from under-represented groups to progress to employment or further study	450,000
9. Other	154,000
Total	**5,108,000**

b) Promotion of HE

Measures to deliver:	£
1. More effective engagement with private, public or voluntary bodies and communities in Wales	180,000
2. Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	2,070,000
3. Activities which strengthen the employability of Welsh graduates	490,000
4. Actions which promote Welsh higher education more effectively internationally	40,000
5. Actions which improve delivery of sustainable higher education	1,480,000
6. Activities which raise awareness of the value of higher education amongst potential learners	570,000
7. Other	110,000
Total	**4,940,000**

c) Total forecast expenditure of 2017/18 fee and access plan income, a) + b)

	£
	10,048,000

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

	£	Anticipated student numbers supported
Fee waivers		
Bursaries	2,091,000	2,568
Scholarships	572,000	474
Hardship funds	200,000	320
Provision of financial management advice and skills	55,000	800
Other financial support		
Total	**2,918,000**	**4,162**

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

Institution name: Aberystwyth University
Institution UKPRN: 10007856

This table should only be completed where you propose to charge different fees for different courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the new fee regime.
Where different fees are charged for different courses or cohorts, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A.

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

Guidance note

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

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

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	59,696,000	450,000
Total expected student no.s	6,704	50
Average fee	8,905	9,000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	1,000	UG Sandwich		3	N	80	N		80,000
2	9,000	UG Academic Year		0,1,2,3,4,5	N	6,624	N		59,616,000
3	9,000	PGCE		1	Y	50	N		450,000
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
...									
100									

Any failed validations will appear in red text in this box

Institutional fee and access plan 2017/18
Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime for partnership provision based in the UK, 2017/18

Institution name: Aberystwyth University
Institution UKPRN: 10007856

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

Guidance note

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

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

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

Where partnership agreements have been signed before 1 September 2015 please confirm that they include an addendum confirming the provision is covered under the HE Act.

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	336,000	0
Total expected student no.s	40	0
Average fee	8,400	

Row	Partner name	Partner address	Please confirm that the partner is a charity (✓)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)	
													Any failed validations will appear in red text in this box
1	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1XJ	Yes	(c) a foundation degree	Agriculture	N	14/11/2016		1	8	7,500	60,000	
2	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1XJ	Yes	(c) a foundation degree	Equine Science	N	14/11/2016		1	8	7,500	60,000	
3	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Yes	(c) a foundation degree	Education (Learner Support)	N	21/10/2016		1	4	9,000	36,000	
4	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Yes	(c) a foundation degree	Education (SEN)	N	21/10/2016		1	8	9,000	72,000	
5	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Yes	(c) a foundation degree	Childhood Studies	N	21/10/2016		1	4	9,000	36,000	
6	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Yes	(a) a first degree	BA Education	N	21/10/2016		1	4	9,000	36,000	
7	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Yes	(a) a first degree	BA Childhood Studies	N	21/10/2016		1	4	9,000	36,000	
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													
31													
32													
33													
34													
35													
36													
37													
38													
39													
40													
41													
42													
43													
44													
45													
46													
47													
48													
49													
50													

Institutional fee and access plan 2017/18
Table G: Targets

Institution name: Aberystwyth University
Institution UKPRN: 10007856

Guidance note

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

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

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

Row	Target description (maximum 500 characters)	Measure type (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant? Y / N	If Y please provide partner name(s)	Baseline year	Baseline data Please provide numbers and/or percentages where appropriate No.	%	Target 2017/18 No.	%	Optional longer term targets 2018/19 No.	%	2019/20 No.	%	Please provide a commentary on the 2017/18 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)
1	Achieve tracking and mentoring of at least 90% of students from previous year of Summer University to enable progression to HE, employment, Work Based Learning etc.	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014 students	75	94.0%	72	at least 90%	72	90.0%			
2	Meet or exceed our benchmark for participation of under-represented groups in HE (benchmarks change annually, so a numerical target may be inappropriate) - Low Participation Neighbourhoods HESA PI (UK Dom, Full-time First Degree)	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	215	12.9%	235	12.9%					As the benchmarks change annually, a target is not entirely appropriate. We will aim to meet or exceed the benchmark. In 2014/15 our performance was 12.9% against a benchmark of 12.4% We have set a target for 12.9% in 2017/18, but will take into account the benchmark established for us by HESA in consideration of our performance against this target."
3	Achieve an increase in the number of interactions with schools (visits by schools liaison team, academic visits, on campus visits) of 10%.	a3 Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	N		2015/16	554		610	10% uplift					
4	Attendance at 2 day acclimitisation events for prospective students with Aspergers/Autism and their families	A2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		Annual Average (2014/15 and 15/16)	15		25	66% uplift					
5	Provide mentoring for up to 100 Key Stage 3/4 students for up to 5 sessions	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	100		100						
6	Remain below our HESA Performance Indicator for retention (non-continuation following year of entry, UK domiciled full-time first degree), and remain below 5% for the proportion of students no longer in HE following a year out (all entrants).	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013/14	90	4.6%	84	4.0%					Predictions subject to changes in student profile. We are pleased to remain below our benchmark for retention. 2013/14 is the most recent HESA data available and shows us at 4.6%, well below our benchmark of 7.1%. We will aim to improve performance still further and to remain well below the benchmarks set for us.
7	Achieving completion of the student dashboard project, with the use of a dashboard in student mentoring implemented across the University, including the use of learner analytics.	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2016/17 target	Use of attendance data		Use of VLE data						Improvements to the personal tutoring system for all student, including the student dashboard, are an important plank of our work to improve student retention. This will include provision and analysis of attendance data, assessment data and use of learner analytics. By the end of the project we aim to have the new dashboard incorporated into the personal tutor system in all departments. In 2016/17 attendance data will be included. In 2017/18 learner analytics in Blackboard will be included.
8	Improve satisfaction rate in the Annual Accessibility Services Student Survey (aiming for 88% of respondents to be satisfied or extremely satisfied).	a5 Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	N		2014/15	63	86.0%		88.0%		90.0%			A population target is difficult to predict as it depends on response rate for the survey.
9	% of fluent Welsh speaking FT Undergraduates studying through the medium of Welsh	A9 Other	N		2014/15	371	45.0%	450	75.0%					
10	Increase satisfaction with the Welsh Language Experience as measured through NSS questions.	A9 Other	N		2015		55.0%		80.0%					
11	% of students studying through the medium of Welsh who are in work or full time education six months following graduation to remain at levels of 90% or higher	A9 Other	N		2013/14	108	97.0%		90% or higher					We note that, subject to the ongoing consultation, graduate outcomes are likely to be measured using different methods and this target may need to be adjusted in the light of changes to the DLHE survey, to be kept under review
12	Proportion of students satisfied with access to general IT resources when needed	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15		89.0%		90.0%					Baselines to be adjusted according to 2016 NSS outcomes
13	Proportion of student satisfied with library resources (NSS)	B2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15		82.0%		84.0%					Baselines to be adjusted according to 2016 NSS outcomes

Institutional fee and access plan 2017/18
Table G: Targets

Institution name: Aberystwyth University
Institution UKPRN: 10007856

Guidance note

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

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

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

14	Develop an auditing process for the University's lecture capture and Blackboard Required Minimum Presence policies. Combining automated reporting and a commentary from each department or Institute, the audit will be presented to the Technology Enhanced Learning Group for its consideration	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2015/16	Audit takes place through mid-module survey and student feedback.		Formal audit in place monitored centrally						In successive fee plans we have invested in lecture capture technologies. In 2016/17 a new policy will be rolled out across the University, requiring all lectures (subjected to agreed exceptions) to be recorded. In 2017/18 the success of this will be robustly tested as part of this long-term project. An auditing process, with both qualitative and quantitative data will be undertaken and the results used to encourage best practice in relation to the use of our VLE and to develop future plans
15	Improve the Proportion of students in work or further study 6 months after graduation (DLHE Survey).	b3 Activities which strengthen the employability of Welsh graduates	N		2014/15	1,350	92.0%		92.0%		92.0%			We note that, subject to the ongoing consultation, graduate outcomes are likely to be measured using different methods and this target may need to be adjusted in the light of changes to the DLHE survey. We have not included a population number for the targets as this is dependent upon three unknowns - the size of graduating class, the number of respondents to the survey from that cohort and the the changes which may be made to the survey itself.
16	Improve the proportion of students in work or further study 6 months after graduation where the work or further study is of graduate level (DLHE Survey)	b3 Activities which strengthen the employability of Welsh graduates	N		2014/15	900	68.0%		70.0%		70.0%			We note that, subject to the ongoing consultation, graduate outcomes are likely to be measured using different methods and this target may need to be adjusted in the light of changes to the DLHE survey. We have not included a population number for the targets as this is dependent upon three unknowns - the size of graduating class, the number of respondents to the survey from that cohort and the the changes which may be made to the survey itself.
17	Proportion of students satisfied with teaching (NSS)	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15		86.0%		88.0%		90.0%			
18	Proportion of entrants engaging with the Career Track initiative.	b3 Activities which strengthen the employability of Welsh graduates	N		N/A	N/A	N/A	1,892	70.0%					