2018/19 Fee and Access Plan Application Template

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Fee and access plan - Guidance note
HEFCW requires fee and access plan applicants to provide relevant, recent information and verifiable data. If the information and data provided are not sufficiently clear, or it is difficult for HEFCW to reconcile with other information it holds, HEFCW may need to contact applicants for further information and/or clarification to enable us to understand the application more fully.

Fee and access plan: focus and contents

EXECUTIVE SUMMARY

The Aberystwyth Fee and Access Plan supports student success in all its forms. 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. We have identified particular under-represented groups for whom we deliver specific provision or tailor more widely-available provision, in order to ensure that barers to success are broken down both prior to entry and during their studies.

The Fee Plan reflects major investments made by the University to support widening access, the delivery of an excellent student experience and the equipping of our students for employment and life beyond their degree. Key priorities under each section of the plan, and key initiatives which respond to these priorites are outlined below:

Ensuring Equality of Opportunity:
- At application stage:

  Key Priorities - breaking down barriers to access to higher education whether financial, social or physical; with innovative engagement with students from disadvantaged backgrounds.

  Key initiatives responding to this priority - Aberystwyth Summer University, Targeted Admissions, provision of a burary programme to break down financial barriers.

- During study:

  Key Priorities - ensuring optimum support for students with different backgrounds to achieve their best, providing financial, academic and pastoral support as required, supported by innovative IT resources.

  Key initiatives responding to this priority- : Further development of the Personal Tutor Dashboard (ALADdin), Improved data usage for attendance monitoring to address retention, Support for an Aber

Hardship Fund to provide financial support to students at risk of withdrawal.

- After graduation :
  Key Priorities - breaking down barriers to accessing excellent careers, through targeted employability support

  Key initiatives responding to this priority – Development of Integrated Degrees to encourage take-up of year out opportunities, AberForward scheme to provide work experience opportunities and skills building, AberWorks and CareerTrack.

- Ensuring opportunities to learn and to excel through the medium of Welsh.

  Key initiative : Aberystwyth Integrated Strategic Plan for the Welsh Language.

Promoting HE:
- At application stage :

  Key Priorities - undertaking innovative subject-based interactions with schools; encouraging ambition and enhancing aspiration
  .
  Key initiatives responding to this priority – Subject specific Enhancement Days, Aberystwyth Entrance Scholarships

- During study:
  Key Priorities - through the many strands of the Student Success Plan, promote student success through a range of iterative student feedback and performance review processes.
  Key initiatives responding to this priority - Personal Tutor System supported by the Personal Tutor Dashboard, electronic attendance monitoring, peer benchmarking and the ApAber mobile app.

- After graduation:

  Key Priorities - promoting student employability

  Key initiatives responding to this priority - increasing numbers of programmes with integrated years abroad, the AberForward suite of work experience programmes, AberWorks and CareerTrack data capture.

- Ensuring opportunities to learn and to excel through the medium of Welsh.

  Key initiative : Aberystwyth Integrated Strategic Plan for the Welsh Language.

THE STUDENT VOICE

The contribution of the student voice in developing, assessing and monitoring Fee and Access Plans at Aberystywth is as follows:

The priorities and content of the Fee and Access Plans have been fully discussed with our Students' Union Officers, who endorsed the planned investments described. The Students' Union Development Officer and Welsh Affairs Officer and UMCA President also sit on the University's Council, which approves the final plans.

The Student Voice has been instrumental in shaping the content of the Fee and Access Plans more widely through the plans' relationship to university-wide enhancement projects which engage fully with the student voice with a view to improving the student experience.

The Student Success Plan - a university-wide teaching and learning enhancement programme of activities. Student representation on every appropriate workstream ensure that initiatives attracting Fee Plan funding respond to student needs.

A new strand of the Student Success Plan will be implemented in partnership between the Students' Union and the University to focus on work relating to partnership issues, such as student representation.

Your Voice Matters - a university-wide approach to student engagement within the Student Success Plan, which encourages students to suggest ways in which activities and processes at the University can be improved. Your Voice Matters comprises:

- **Tell Us Now** - an anonymous online portal through which students can contribute ideas and comments. This is essential to monitor the benefits realisation of initiatives.
- **Module Evaluation Questionaires** - centrally-coordinated surveys are 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 informs decisions behind the investment into the Fee and Access Plans each year. The feedback loop to the student is closed through a regular communications campaign which keeps students informed on how their voices are driving change.

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 encapsulates this with a commitment to involve student representatives as full partners in our committees and structures.

https://www.aber.ac.uk/en/media/departmental/governance/studentsunion/Student-Charter-16.pdf

Additionally, the Students Union and University sign a Relationship Agreement, based on ten agreed principles. Principle 4 states that 'AU recognises that AberSU is the primary voice of students and will ensure that AberSU is consulted in a timely fashion before decisions are taken with impact on students'. Embedding the student voice within our governance processes is a way to ensure that this principle is responded to.

https://www.aber.ac.uk/en/media/departmental/governance/studentsunion/Relationship-Agreement.pdf

The student voice in governance and quality
At the highest level, meetings between members of the University Executive and Students' Union officers have taken place since 2011/12. These provide regular opportunities for the Students' Union to ensure that the student voice is being listened to by the University's Executive and ensure that there is close collaborative working on issues which contribute to student success.

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)
- 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)
- Departmental representatives who participate in the Staff Student Consultative Committees, where student concerns can be raised and addressed in discussion with departmental staff. The academic representatives work is an important part of the work of the Students' Union in ensuring the student voice is fully listened to. Academic Representatives receive training and support for their role from the Students' Union. They are responsible for representing students at course, year group or subject area level, or may have responsibility for representing specific cohorts such as Joint Honours students or Mature students.
- Student Success Plan – there are student representatives on the delivery groups of the relevant strands of the Student Success Plan.

The student voice and partnership
The Student Success Plan and the 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 enable students to be partners in their learning and initiatives introduced in previous fee plans and embedded or developed through the 2018/19 plans support this aim:

- Changes to the Personal Tutor system, piloted in 16/17, and embedded during 2017/18 and 2018/19, with greater emphasis on a coaching approach in which Personal Tutor and tutee **work together** on an agreed set of areas designed to support student success.

- The introduction of learner analytics through a personal tutor dashboard is greatly enhancing the **two-way learning process**. The dashboard enables 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** underpins the Career Track initiative, which encourages 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;

Aberystwyth will charge the maximum fee level for Full-time Home/EU Undergraduate and PGCE students covered by this plan, which covers the period 2018/19 only. The maximum fee level for Full-time Undergraduate Home/EU and PGCE students is governed by the Welsh Government and is currently £9,000 for the academic year 2018/19. Any increase in the FT Home/EU and PGCE fee for 2019/20 or future years of the course will be tied to the maximum inflation-linked fee rise, to be set by Welsh Government. Aggregate fees for the whole duration of the course will depend on the length of the programme (most of our UG programmes are three or four years long), and whether or not the programme includes a Study Year Abroad (current fee is £1,350) or a Year in Industry (current fee is £1,800), and whether there are inflation-linked increases as outlined above.

For Undergraduate programmes with an integrated study year abroad, the Study Year Abroad is charged at 15% of the maximum fee, in line with HEFCW guidelines.

For Undergraduate programmes with an integrated year in industry/integrated year in professional practice, the fee for the sandwich year is charged at 20% of the maximum fee, in line with HEFCW guidelines.

Fees for UG programmes which are offered at less than maximum (including those at our Franchise partners) may be subject to annual review, which could result in increases of never more than inflation or 5% year on year (whichever is the lower).

Information on fees may be found on the University's website at
https://www.aber.ac.uk/en/undergrad/fees-finance/tuition-fees/#2017-18

Tuition fees for Home/EU undergraduates are regulated by the Welsh Government. The University will amend all Home/EU undergraduate Tuition Fees in line with any alteration advised by the Welsh Government.

Students are sent individual letters as part of the admissions process in which current fee levels and possible changes in the future due to changes in Government policy are explained. 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.

The fee and access plan for 2018/19, partnership and student opportunities

Partnership and the student voice - Partnership working is embedded in the approach we have taken to engaging the student voice to shape the student experience as set out above through our work on the Your Voice Matters project and the work of the Student Success Plan. From 2017/18 the Student Success Plan will include a strand focusing on partnership activities between the University and the Students Union, incorporating work to better support the work of student representatives across the University.

The 2017/18 Fee and Access Plan built 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, were further supported through the activities included in the Fee and Access Plan. The 2018/19 plans (the SSP is reviewed in each detail annually, with the closing down of some strands and introduction of new ones) will further enhance this work, helping to embed the successes achieved.

Partnership and Franchised Provision
The University works with a number of partners to deliver Undergraduate provision across Wales and recognises its responsibilities towards those students. During 2018/19 the University will have courses franchised out to Coleg Cambria and to Coleg Gwent. The University will work closely with its partners to ensure the quality

of both the provision and the student experience;   this close working and the processes for assurance

Partnership, Community and Volunteering - 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. Examples of challenging and valuable volunteering undertaken by students includes work with women on probation, involvement in the St John's Ambulance service and as conservation volunteers.

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 'invested in volunteers' accredited. 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 for 2018/19 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).

Partnership for Employability - The Fee and Access Plan for 2018/19 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.

Partnership and Regional Collaboration
We are proud to work with regional partners to support Widening Access in Wales through the Reaching Wider partnership and through a range of other regional-working groups. We support the Regional Operational Group of Reaching Wider by hosting meetings with them in our Hub. Our Director of Widening Participation, Equality and Social Inclusion sits on the Wales-wide group of the HE Wellbeing of Future Generations Group and liaises with Welsh Government and the Commissioner through this, helping to share best practice and embed this into the curriculum. We are also active in the Wales-Wide group for Equality, sharing best practice and developing policies to achieve a degree of consensus on equality matters across Wales. We work closely with the CLASS Cymru Group to ensure better information is available to practitioners, foster parents and social workers

catering to the needs of Careleavers and Looked After Children. We also work in collaboration with colleagues in Bangor University on the Women in Universities Mentoring scheme. Each of these partnerships enables us to learn from and share good practice and feeds into the development of quality provision and support for our students.

THE RATIONALE (INCLUDING STRATEGIC APPROACH)

Our over-arching aim through the Fee and Access Plan for 2018/19 is to invest fee income strategically in activities which will support all undergraduate students from application through to graduation and beyond, promoting student success for all AU undergraduate students, regardless of background.

Background
Aberystwyth University is proud of the achievements of previous fee plans - they have led to a steady improvement in a number of our KPIs over the last four years: spectacular improvement in average NSS scores, and steady but significant improvement in graduate employability. Completion and retention rates are among the best in the sector and through strategic and targeted investment, we seek to maintain and improve on this record. Aberystwyth University continues to perform to benchmark on two of its widening participation indicators.

The investments have helped us to provide ongoing support to widening access activities (including our Summer University) and have facilitated continuous improvements 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.

The Fee and Access Plan for 2018/19 and the Student Journey

To build on the improvements we have made to our infrastructure and activities, we have, from our 2017/18 Plans, sought to develop Fee and Access Plans which enable continuous improvement in activities which support students at all stages of their University life. The objectives of the plan, set out in from page 34 onwards, respond to Welsh Government objectives for supporting students in Wales, and map onto the following stages of the Student Journey :

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 applications.

- Investing in our library and IT provision to ensure that students have access to the best quality academic 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:
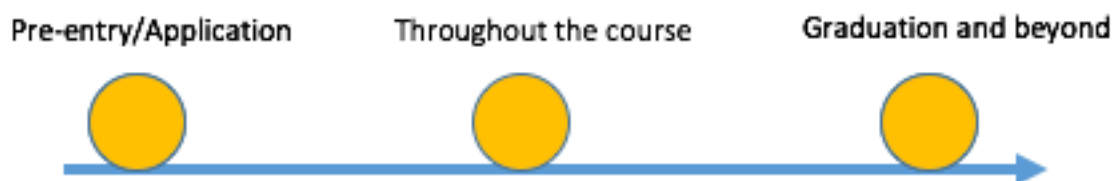
In summary, the rationale for the fee and access plan for 2018/19 is improving student success, from aspiration to employment or further study.

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 2018/19 income on our Fee and Access Plan 2018/19 activities.

b) A substantial proportion of Aberystwyth's students fall into one or more of the categories of groups under-represented in Higher Education. Around 50% of the required Fee and Access Plan for 2018/19 income expenditure will go towards Equality of Opportunity. Our work in this area recognises and responds to a number of barriers to access :

Financial Barriers – The UK government's report on 'Socio-economic, ethnic and gender differences in HE participation' (November 2015) found that in spite of rising HE participation and improvements in the participation of students from more deprived backgrounds, *socio-economic differences in HE participation remain substantial*, with pupils from the highest socio-economic quintile group around three times more likely to go to university than those in the lowest. Our fee plans include provision for bursary and hardship funds, money advice and the provision of work opportunities, to ensure that we have a package of activities which responds to the financial concerns of prospective students.

Social Barriers – Students from widening access groups often have less 'social capital' than other students. They may lack confidence in their own ability and, particularly in the case of students who are first in family to go into Higher Educaiton, may need extra support and encouragement to negotiate the application process or choose an appropriate course. We will invest in activities that address this, including schools work, activities aimed at specific learner groups (including care leavers) and aspiration-raising activiites, including some which are subject-specific.

Physical Barriers – In order to ensure that no student who may choose to study at Aberystwyth is deterred from this by inaccessibility, we invest in our physical estate and in ensuring that computing and IT equipment supports and is accessible to all students.

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. Around 50% of the required Fee and Access Plan for 2018/19 income expenditure will go towards Promotion of Higher Education.

Embedding and Aligning the Fee and Access Plan strategically

Strategic aims

At the time of writing of the Fee and Access Plan for 2018/19 (April 2017), the University is embarking on a process of evaluation, consultation and visioning, to

develop a compelling vision for the future of the University to inform its new Strategic Plan, due to be released in spring 2018. The Fee and Access Plan for 2018/19 however aligns with the student-focused strategic priorities which are already clear for the University - breaking down barriers, and promoting student success. These priorities reflect already known strengths of the University, on which successive Fee and Access Plan activities will continue to build.

Emerging areas of strategic priority are:

- Delivering student success at all stages in the student journey – as outlined above, the aim of the Fee and Access Plan for 2018/19 responds to this by identifying activities which support students from application stage through to graduation,
- Delivering an outstanding student experience – through the Fee and Access Plan for 2018/19 the University will invest in academic and welfare support, library and IT provision, Careers advice and opportunities and improvements to teaching and learning spaces to deliver and continuously improve the student experience.
- A dedicated and constant ear and feedback loop to the student voice – the Student Success Plan (which itself responds to issues identified through the National Student Survey and Module Evaluation processes, and in which Students' Union representatives are fully involved) is a key driver of the Fee and Access Plan for 2018/19.
- Breaking down barriers to entry by targeted review of information available to applicants through the Fee and Access Plan for 2018/19 we will invest in the work of our schools liaison team to ensure that information on entry to HE is accessible and will work with our web-teams, impact assessing our website to remove any potential barriers.
- Strategic use of financial support to students to break down barriers to accessing any element of the learning experience based on students' own circumstances – through the Fee and Access Plan for 2018/19 we will invest in bursaries and hardship funds to address the financial barriers to access which many students face and to provide for short-term difficulties which may affect retention.
- Strategic investment in consolidated, coherent teaching and learning facilities; IT and learning resource, and analytical capability to be able to target investment appropriately – Through our Fee and Access Plan for 2018/19 we will invest in our learning and teaching spaces and facilities.

The Student Success Plan
Since one of the drivers of the Fee and Access Plan for 2018/19 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 Recruitment Plan.

The Strategic Equality Plan
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. The Plan's Equality Objectives which relate to students and the student experience are reflected in the Fee and Access Plans for 2018/19 :

- To embed the role of Equality and Diversity data in strategic decision making – data is used to identify those groups under-represented in higher education and to monitor the University's success in attracting and retaing members of these groups. The Fee and Access Plan for 2018/19 aims to monitor the success of activities aimed at widening access groups through data-led KPIs and the University is developing and exploring new ways to collect and utilise data to help target support and improve the student experience.

- To provide inclusive Learning and Teaching (including the recruitment and retention of a diverse student body) – The Fee and Access Plan for 2018/19 includes activities to remove barriers to access for students from a widening access background, and also includes activities to support students to succeed and improve retention rates.

- To provide inclusive Estate and Facilities, encompassing Access in its widest sense – The Fee and Access Plan for 2018/19 includes commitments to developing our Estate so that it is accessible both in terms of physical accessibility but also in terms of ensuring that spaces are safe and welcoming for all students.

These priorities are reflected in the work of our Fee and Access Plan for 2018/19 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 that in order to ensure equality of opportunity we need to identify those groups which will require additional support to ensure that they have the same opportunities as their peers.

We recognise the following groups as under-represented in higher education and/or requiring additional support. These groups are either already recognised by the Higher Education Statistics Agency (HESA) as a national indicator of low participation performance in HE or identified by other external bodies as needing additional support to engage with and enter higher education, or they may be groups which Aberystwyth has traditionally found it difficult to recruit.

- Students from areas where families are likely to have no previous background of HE. These are recogniied by HESA as a national low participation

performance indicator. The latest data available from HESA (for AY 2015/16) shows that 12.4% of our entrants were from low participation neighbourhoods). Activities targeted at these students will focus on raising aspirations and ensuring transparent information to encourage application to HE, as well as providing practical support through bursaries etc.

- Students with disabilities (around 15% of our FTUG Home/EU students declare a disability). Students with disabiliites are also recognised by HESA as a national low participation performance indicator. Activities targeted at these students will focus on ensuring equality of access and responsive support throughout the student journey.

- Mature Students (around 12% of our students are registered as mature – in that they are 21 or over at age of entry. HESA recognises mature students as a national low participation group. 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 (around 40% of our incoming students qualify). As noted above, students from lower-income families are less likely to enter HE.

- Students from a care background or estranged from their family, and Young Adult Carers (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. According to a 2014 UCAS report, only 6% of care leavers enter HE (compared with 40% of the general population). UCAS identifies the barriers to entry as being lack of information about available support. We work hard through our Centre for Widening Participation, Equality and Social Inclusion to ensure that they are provided with the support they need to fulfil their potential.

- Students from minority ethnic backgrounds (around 5.7% of our FT Home/EU students). Traditionally we have found it difficult to recruit BME students.

- Welsh medium students (around 10.3% of our FT Home/EU students declare themselves as 'fluent'.) Part of our work through the Fee and Access Plan for 2018/19 is to increase the number of fluent students who take up some form of their studies through the medium of Welsh, as well as students who have good Welsh but lack confidence in using it academically and professionally.

- We also recognise the additional support which is needed by students with non-traditional qualifications and students entering on Year 0 programmes. With the correct support these students can progress to do well and much of our Fee and Access Plan for 2018/19 aims to provide opportunities for students to reach their full potential.

Fee Plan investments support these students in two ways:
- Through activities targeted at groups under-represented in higher education and intended to widen access and improve retention.

- Through activities accessible by all students but where the specific needs of students from under-represented groups are given additional attention

to ensure that all potential barriers to access are removed and where the potential benefits to students under-represented in higher education are emphasised. There are also activities which, though accessible to all students, are more likely to be accessed by students who need additional support (e.g. our Student Support services activities).

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.

Aberystwyth Summer University
Fee income will be used to provide support for the Aberystwyth 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 Aberystwyth 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, Equality 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 will 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 can include:
- Events to engage more young people with STEM subjects through, for example, Science Week exhibitions, Maths roadshows, STEM Discovery days and robotics and coding clubs;
- Weekly revision sessions in Maths and English to raise achievement in children identified as at risk of low achievement
- Mentoring activities in STEM subjects including e-mentoring and 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.
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Pre-entry/Application Throughout the course
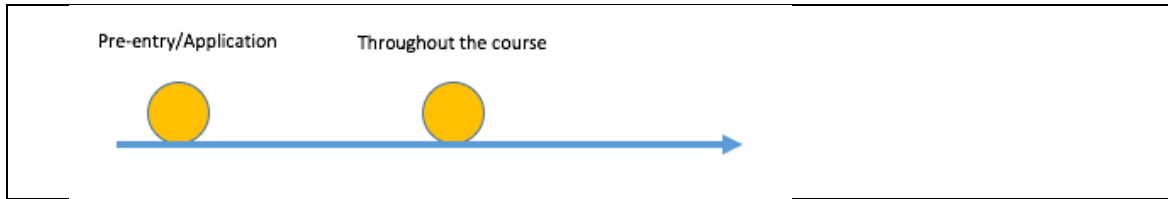
Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics.

Aber Bursaries

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 and possible changes in government-funded student support within the UK we anticipate that between 20% 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. However, we will also review our bursary provision regularly to ensure that bursaries are provided to those students who are most vulnerable to hardship during their studies and assessed on a basis of need and whether students are able to access differential levels of maintenance support from devolved jurisdiction or local authority sources.

Pre-entry/Application Throughout the course
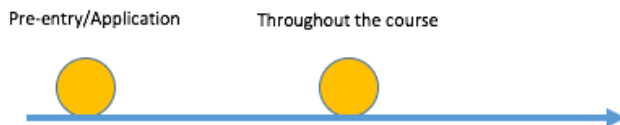
Care leaver support

Through the Centre for Widening Participation, Equality and Social Inclusion, funded through the Fee and Access Plan for 2018/19, 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 Aber Care Leaver bursaries provide financial support to ease the pressure on students who often lack other avenues of support.

Pre-entry/Application Throughout the course Graduation and beyond

Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education.

Aber Schools Talks in disadvantaged areas

Our Schools Liaison Team will work 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 will 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. Applicants receive an explanation about Aber Targeted Admissions, whereby students from Pathway Schools in Wales and the bottom 40% worse performing schools in the Rest of the UK receive reduced offers.

Aber Enrichment Days

Our Schools Liaison Team will further develop subject-based support activities through scholar-led Enrichment Days. These subject-themed days enable students to have access to curriculum enhancing talks from University teachers. Days will mostly be targeted at urban centres and will draw a cross-section of schools including pupils from under-represented groups. The Enrichment Day programme has had success in 16/17, and will continue to be rolled out and enhanced for greater effectiveness in 2018/19.

On-campus Visits and the Prifysgol Ddeuddydd

The Schools Liaison Team hosts on-campus visits for schools and college groups throughout the academic year. Learners will have the opportunity to take part in day or residential *Taste of University Life* programmes. A Welsh-Medium residential course (Prifysgol Ddeuddydd) will be running from September 2017 and the success of this will be reviewed for further development in 2018/19.

Pre-entry/Application

Aber Skills Hub

We will continue to develop and maintain an on-line Study Skills Hub, developed through a strand in the Student Success Plan, which provides students with access to a range of skills development information before arrival and throughout their first year (essay writing, presentation skills, referencing etc). The Hub aims to help students prepare for success. Engagement with the hub is encouraged through a range of student communications, including Welcome Week Information, Information Services advice, Departmental handbooks and advice and the personal tutor system. Throughout 2018/19 we will maintain and enhance Hub video content.

In particular, the Hub aims to address the problem of students not wishing to ask for help with skills through perceived stigma and embarrassment. Use of the Skills Hub is monitored through statistics provided by the AberLearn Blackboard and Content Management System Teams and surveys will be conducted to assess satisfaction with the hub. The Aber 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/or non-traditional qualification and may need additional help to improve their performance
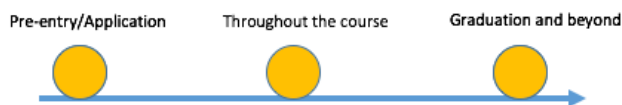
Supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers

Aber 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, aiming to reduce withdrawals due to financial pressures.

Depending on the future demand for bursary provision, particularly if government-funded support for some student groups increases, the Hardship Fund may be used to pilot support around breaking down barriers to accessing career-enhancing activities such as unpaid internships and other work experience, optional visits and fieldtrips.

Throughout the course

**Learning analytics and Attendance Monitoring to Improve Retention and Progression**

Maximising student potential supports retention by ensuring a satisfying academic experience. 2018/19 will see the final stages our extensive Learning Analytics project, which aims to improve student outcomes, progression, retention and satisfaction by providing more targeted support for students and raising awareness of levels of engagement. The project has several foci:

- Improved information on attainment, attendance and engagement to help Personal Tutors to support students. This is communicated through an annually enhanced Personal Tutor Student Dashboard (powered through ALADdin).
- Improved learning analytics for students to empower them to reach their potential.
- Improving data to help identify students at risk of non-engagement and withdrawal so that additional support may be offered.

The work on the first two areas is covered more fully later in the Promotion of Higher Education part of this plan, as the ongoing development of these systems supports all students to achieve their best potential. Widening Access students are particularly vulnerable to withdrawal, however, and as part of the learner analytics project, we will invest in activities to improve retention of these students by monitoring attendance and using other measures of student engagement (including use of online learning tools, views of recorded lectures and library statistics) to identify where students may be at likely risk of withdrawal and to enable departments to offer additional help through the personal tutor system. Students identified at highest risk of withdrawal include many 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).

Attendance metrics, expressed in the Personal Tutor Student Dashboard (ALADdin), 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.

This work is one of the targeted retention projects in the Student Success Plan. Additionally, we will be reviewing the progression rules and academic procedures

to ensure that these do not unfairly discriminate against students from particular groups.

Throughout the course
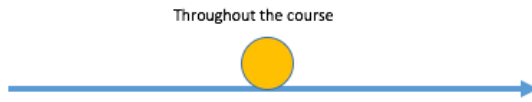
Improving the experience of higher education of students from under-represented groups, including activities to promote an international experience

Estates enhancements

We will continue to make improvements in our estate, where necessary, to ensure that the condition of the learning and teaching spaces in which our students work is as high as possible. This will include providing more 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 'threshold fear' best encapsulates the lack of confidence that many students with lower social capital experience when confronted with traditional learning spaces which they, wrongly, may not feel 'belong' to them due to their background . Making spaces both physically accessible and welcoming so that students have the confidence to make the best use of them is an important part of our estates work.

The success of this approach has encouraged us to develop plans to convert the ground floor of our Hugh Owen Library to be a Think Tank as part of a three year project to transform the library into a learning space which provides for quiet study but also provides areas where the boundary between social space and learning space is imprecise and so the learning space becomes welcoming and inviting.

We are also 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 supports inclusive curriculum, including the regular use of lecture recording (**AberCast**) 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.

Throughout the course

Industrial and International 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. From 2018/19 we expect a larger number of students to be entering years with integrated years in industry, following the development of a number of new integrated courses for entry from 2017 onwards.

As part of the employability strand of the Student Success Plan we are developing new ways to support Years Out, 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. Dedicated support is available for students considering taking an Erasmus exchange placement, with the provision of one-to-one support.

Depending on availability of funds and requirements created by student numbers, a dedicated placement unit will be set up, with strong links to the Careers Service.

Providing effective information to students from under-represented groups before and during their courses..

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, Equality 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. Depending on availability of resource, we will pilot ways of providing further support to students around additional fees, and the University is working to reduce additional charges wherever possible.
- 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.

Pre-entry/Application

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

Student Support

We will continue to invest in our student support services to ensure that all students have access to support, particularly in the first few weeks of university life. 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. Student support services also includes dedicated **Mental Health** support.

Acclimatisation for students with Aspergers/autism

We will continue to support and develop the 2-day acclimatisation event for prospective students with Aspergers/Autism and their families, to aid the smooth transition to University life. This will form 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.

Aber Mentoring

Mentoring support will be reviewed for 2018/19, with new plans for enhanced mentoring support from 2018/19 to ensure that we have identified the best way in which to support changing student needs and ensure consistency of provision. The particular needs of Postgraduate, International and Welsh-medium students will be reviewed, as well as the interface between the centralised Signpost scheme (which provides support for care leavers and other supporters who need support during the transition to university) and the specialist mentoring support for learners with disabilities or with specific learning differences, and the departmental mentoring programmes.

We will seek accreditation from the Mentoring and Befriending Foundation for our departmental mentoring programme in 2018/19.

Financial Support

We will invest in financial support through the Advice, Information and Money team, which 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.

Throughout the course   Graduation and beyond

Aber Students Union Grant

In addition to the support services offered through the University, students are able to access support through the Students' Union, including the frontline Nightline Peer Advisory 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.

Throughout the course   Graduation and beyond

Aber 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.

Pre-entry/Application   Throughout the course
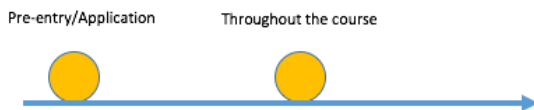
Supporting students from under-represented groups to progress to employment or further study

Aber Careers, AberForward, AberWorks and CareerTrack : 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 recognising 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 AberWorks 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 students with protected characteristics who are at increased risk of being NEET upon graduation.

The employment readiness tracking initiative Career Track will contribute 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. Data collected through Career Track will be analysed to help us identify ways to improve our careers advice to students from under-represented groups. During 2018/19 this process will be coming to maturity and we expect new interventions to be emerging from our Careers Service and personal tutor system.

From 2018/19 we expect a higher number of students to be on programmes which include an integrated year in Industry. Through developing more four-year programmes which include an integrated Year in Industry we aim 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.

Throughout the course Graduation and beyond

Other measures to support groups under-represented in higher education.

Support for Welsh Medium provision

Through investing in Welsh medium provision we will seek 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. In particular, we will continue to work to improve the availability of Welsh Medium provision in STEM subjects.

Our 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

In addition to our own investments, we acknowledge the valuable work with the Coleg Cymraeg Cenedlaethol and will maximise the opportunities presented by the Coleg, including investment opportunities funded by the Coleg for new staff and

provision, PhD scholarships and support for the take-up of the Linguistic Skills Certificate beyond those students funded through the CCC.

Pre-entry/Application   Throughout the course   Graduation and beyond
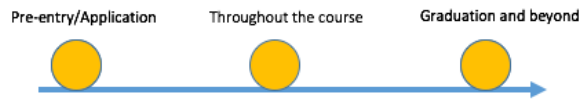
Measures to Promote Higher Education

More effective engagement with private, public or voluntary bodies and communities in Wales

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. We will work closely with bodies such as 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).

The Heritage Lottery Funded project to transform the Old College, will provide extensive opportunities for public engagement, including public lectures and curated exhibitions in partnership with National Museum Wales and the National Library of Wales as well as with other leading local and national institutions. The programme at Old College will include participative opportunities delivered in Welsh and English for schools, students, alumni and local people generally, and volunteering opportunities in a range of activities, and will include a Community Forum to inform development of the plans.

Additionally, the University will remain involved in a host of partnership activities with Schools, including engagement in the Welsh Baccalaureate Programme and Science Week.

The close working between the University and the town provides additional volunteering opportunities for students (which helps with skills-building) and also helps them to feel more closely a part of the community in which they live for three years. This close 'town and gown' partnership aids retention in helping to create a community feel on campus.

AberPreneurs and work to link more closely with industry

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 for our expanding number of progammes with integrated years abroad/in industry. AberPreneurs is funded by the Welsh Government but supported with staff management time and space by the University and offers a range of activities aimed at supporting students who are interested in starting their own business, including start-up support, enterprise events, mentoring, funding advice, networking opportunities and inspirational talks.

Pre-entry/Application   Throughout the course   Graduation and beyond
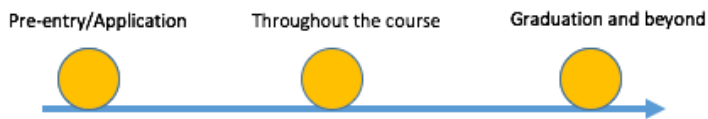
Aber Schools Talks and subject enrichment

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 will continue to 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 **Aber Enrichment Days** mentioned in the Equality of Opportunity section above provide access to curriculum enhancing talks from University teachers. Through these activities, our schools liaison team and academics will work 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.

ALADdin - Personal Tutor Dashboard

2018/19 will see further development of our work to improve the support provided to students through the personal tutor system utilising the Personal Tutor dashboard (ALADdin - see reference in retention activities in the Equality of Opportunity section above). The dashboard enables 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.

During 2018/19 we will be seeking to fully embed the following stages of the project across the University and establish monitoring procedures to ensure continuous improvement of the dashboard project.

- Development of signposting processes and support, to ensure that students can quickly access the support they need.
- Development of frameworks for specific cohorts (Joint Honours, Distance Learning students, Part-time 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 but the improvements made to the personal tutor system will also contribute to the promotion of student success more widely. 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.

Throughout the course
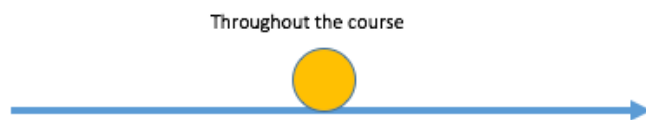
The Student Success Plan

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 reach completion in 2017/18 and 2018/19, with their findings and new developments fully implemented. Other strands will continue and we anticipate developing new strands through 2017/18 which will be in operation through 2018/19. The aim is to strategically target staff expertise to projects which can achieve an uplift in the student experience and student success, working in partnership with the Students' Union, who are represented on each strand.

The Student Success Plan, in which representatives from the Students' Union are fully involved, is enabling the University to undertaken continuous improvement of its processes and activities in response to feedback from the student body.

Your Voice Matters - Aber Module Evaluation

We will continue to invest in our modules survey programme (Module Evaluation Questionnaire), ensuring ongoing consultation with the student body which enables them to provide feedback on learning and teaching issues and facilities issues. The project is run centrally by the Student Experience and Enhancement Team, who liaise with departments to ensure that issues raised are followed up.

The feedback loop to the student will continue to be closed through direct response to all issues raised, and through a communications campaign which outlines how student feedback is used to improve the learning and teaching experience. The module surveys in particular help students to influence curriculum design and shape their education.

The Fee and Access Plan for 2018/19 will also support the **Your Voice Matters** anonymous comments portal.

2018/19 will see the University working more closely with the Students Union to use course representatives to promote the value of the MEQs to the student voice and communicate the results of the survey to students.

Throughout the course
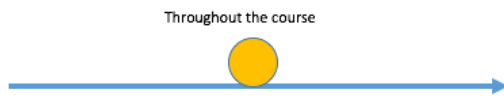
AberLearn, AberCast, ApAber and other Online Learning Technologies

Through our ApAber mobile app we will continue to support a broadening of student access to their own data. Developed in response to student requests for easier access to day-to-day information, the app supports self-directed learning through providing the student with instant access to their attendance and performance data and comparable average data for students gaining a 2:1 or above as well as giving mobile access to their data through AberLearn Blackboard. We will continue to evolve the app in response to student feedback.

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 within Information Services provides training and support to staff to ensure that Technology-Enhanced Learning (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 within Information Services works with Directors of Student Experience in the academic institutes to ensure consistency of students' experience of TEL, as well as a range of other pedagogic enhancements. An annual Technology-Enhanced Learning conference is held each summer.

AU 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.

Throughout the course
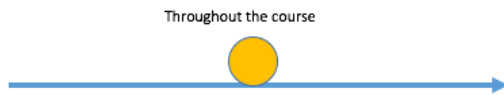
Activities which strengthen the employability of Welsh graduates

Aber Careers

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 being competitive in the graduate market 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 and industrial year degree programmes (see below)
- 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

The University's Institute-focused careers fairs will be broadened with themed fairs (business, arts, science). Our aim is to increase the size and impact of careers fairs on campus. This will enable more students to access these, removing the disincentive of the cost of travel. The themes of the fairs aims to ensure that students from across our Institutes can attend all fairs whilst enabling

us to provide a focused approach that students will recognise as being of relevance to them and their subject area.

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

- AberWorks- providing in-year paid work experience on casual and short contracts across the University, with a skills development component included in the casual work process

- 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

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 will be engaged with challenging work. Past examples of work undertaken on the scheme includes 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.

CareerTrack
We will continue to invest in the development of our CareerTrack initiative. Through CareerTrack students 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 provides valuable information about the extent and type of careers information and guidance that they will find helpful and helps personal tutors to target support appropriately. Regular check-ins with students throughout their University career informs careers staff and others how students' readiness for the options open to them after they graduate 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. During 2018/19 the success of this scheme will be monitored carefully so that the data arising from it can feed into the development of our careers services and to aid the continuous improvement of careers advice provided to students.

Placement 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.

Throughout the course   Graduation and beyond
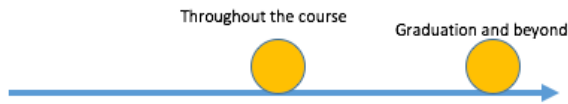
Actions which promote Welsh higher education more effectively internationally

Engagement with international exchange schemes
We will work through the mobility officers in our international office to promote international exchange schemes, including Erasmus, 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.

Throughout the course   Graduation and beyond

Actions which improve delivery of sustainable higher education

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, an award which it retained for 2016/17. 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.

Throughout the course

Activities which raise awareness of higher education amongst potential learners

Entrance Scholarships
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 and an examination.

Pre-entry/Application   Throughout the course
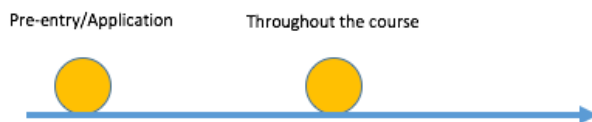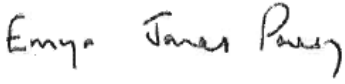
Other Activities to Promote Higher Education

Students Union Support
We will continue to support the work of our Students' Union to improve the student experience, including their work to encourage students to engage with extra-curricular activities through the provision of sports activities and other societies.

Fee Plan Evaluation
We will monitor the success of this fee plan through regular meetings at which the Students' Union will have representation. The Fee Plan Monitoring Group will receive regular reports on spend against expected budgets and on activities and progress against targets. Reports on fee plan success will also be considered by the University's Council as part of the annual review of Fee Plan activities.

2018/19 fee and access plan submission to HEFCW[1]	
Date of governing body approval:	17th May 2017
Governing body authorised signature:	*Emyr James Parry*
Date:	19th May 2017

Note. HEFCW Approved changes to the 2018/19 plan on 13th September 2018 which were approved by the Governing Body on 11th September 2018. The amendments to the plan included changes to take account of franchised provision at Coleg Cambria and minor editing changes to align fee information with the institution's 2019/20 approved plan.

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

Institutional fee and access plan 2018/19
Table A: Fee levels and fee income and investment, 2018/19

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 post-2012/13 fee regime in 2018/19, 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 B** 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	8,834
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in plan	8,835

d) What post-2012/13 fee regime income do you expect to receive in 2018/19? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	52,251,450
Full-time PGCE (QTS)	504,000
Total	**52,755,450**

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 2017/18 plans the proportion of total income invested in 2018/19 must be at least the proportion invested in 2017/18. For those applicants, HEFCW has provided below the 2017/18 amount and percentage of total income.

	2018/19		2017/18	
Total amount to be invested in:	£	% of total income	£	% of total income
Equality of opportunity	4,344,000	8.2%	5,108,000	8.5%
Promotion of higher education	4,394,000	8.3%	4,940,000	8.2%
Total	**8,738,000**	**16.6%**	**10,048,000**	**16.7%**

If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:

Institutional fee and access plan 2018/19
Table B: Fee and access plan income forecast expenditure, 2018/19
There are prompts or failed validations
Institution name: Aberystwyth University
Institution UKPRN: 10007856

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

Guidance note

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

The categories of Equality of opportunity expenditure relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to include similar activities under different categories.
Student financial support activities will be a part of the applicant's total investment in categories of expenditure to support equality of opportunity and/or the promotion of higher education (as set out in Table B (a) and (b)). Table B (d) below asks applicants to separately identify forecast expenditure on student financial support activities **already included** in (a) and (b).
Applicants should set out their level of expenditure against each appropriate category. Not all categories will necessarily have expenditure returned against them.

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

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

2018/19 fee and access plan income forecast expenditure

a) Equality of opportunity

	2018/19	2017/18
	£	£
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	381,000	150,000
2. attract and retain students and potential students from under-represented groups;	1,811,000	2,354,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	53,000	40,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	290,000	260,000
5. improve the higher education experience for groups under-represented in higher education;	200,000	810,000
6. provide to under-represented groups effective information, before and during their studies;	30,000	40,000
7. provide high quality academic and welfare support to groups under-represented in higher education; and	1,096,000	850,000
8. support the progress to employment or further study of groups under-represented in higher education.	383,000	450,000
9. Other, for example fee and access plan evaluation	100,000	154,000
Total	**4,344,000**	**5,108,000**
Percentage of forecast expenditure to be spent on Equality of Opportunity	49.7%	50.8%

b) Promotion of HE

	2018/19	2017/18
	£	£
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	53,000	180,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	2,248,000	2,070,000
3. strengthen the employability of Welsh graduates;	383,000	490,000
4. promote Welsh higher education more effectively internationally;	75,000	40,000
5. deliver sustainable higher education; and	500,000	1,480,000
6. raise awareness of the value of higher education to potential students.	785,000	570,000
7. Other, for example fee and access plan evaluation.	350,000	110,000
Total	**4,394,000**	**4,940,000**
Percentage of forecast expenditure to be spent on Promotion of HE	50.3%	49.2%

	2018/19	2017/18
	£	£
c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)	**8,738,000**	**10,048,000**

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

	2018/19		2017/18	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers			0	0
Bursaries	1,811,000	2,234	2,091,000	2,568
Scholarships	785,000	432	572,000	474
Hardship funds	200,000	320	200,000	320
Provision of financial management advice and skills			55,000	800
Other financial support			0	0
Total	**2,796,000**	**2,986**	**2,918,000**	**4,162**
Percentage of forecast expenditure to be spent on student financial support	32.0%		29.0%	

Institutional fee and access plan 2018/19
Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2018/19

Institution name: Aberystwyth University
Institution UKPRN: 10007856

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

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

Guidance note

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

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

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

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	50,553,450	504000
Total expected student no.s	5,723	56
Average fee	8,833	9000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	Undergraduate degree		All	N	5,594	N		50,346,000
2	1,350	Year Abroad		All	N	55	N		74,250
3	1,800	Sandwich Year		All	N	74	N		133,200
4	9,000	PGCE	PGCE	All	Y	56	N		504,000
5									
6									
7									

Institutional fee and access plan 2018/19
Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime for partnership provision based in the UK, 2018/19

Institution name: Aberystwyth University
Institution UKPRN: 10007856

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

Guidance note

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

Do not include information about courses:
- That you provide on behalf of another provider via a franchise agreement.
- That you provide and control which are validated by another body but are not part of a franchise arrangement.
- That you provide, control and validate yourself.
- That you provide and control, that are validated by you, your parent or another body, where you are a subsidiary of that parent.
- That you do not provide and that you validate only.
- That are delivered by a subsidiary, where you are the parent of that subsidiary, and the subsidiary is submitting their own fee and access plan.
- That you franchise out to 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. **Where no such addendum exists, an explanation is required and should be submitted with the completed Annex Aii.**

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	1,698,000	0
Total expected student no.s	192	0
Average fee	8,844	

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1 XJ	Confirmed	(c) a foundation degree	Agriculture	N	30/11/2017		1,2	0	7,500	0
2	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1 XJ	Confirmed	(c) a foundation degree	Equine Science	N	30/11/2017		1,2	20	7,500	150,000
3	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Confirmed	(c) a foundation degree	Education (Learner Support)	N	30/11/2017		1,2	24	9,000	216,000
4	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Confirmed	(c) a foundation degree	Education (SEN)	N	30/11/2017		1,2	24	9,000	216,000
5	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Confirmed	(c) a foundation degree	Childhood Studies	N	30/11/2017		1,2	24	9,000	216,000
6	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Confirmed	(a) a first degree	Education	N	30/11/2017		1,2	24	9,000	216,000
7	Coleg Cambria	Kelsterton Road, Deeside, CH5 4BR	Confirmed	(a) a first degree	Childhood Studies	N	30/11/2017		1,2	24	9,000	216,000
8	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(h) a certificate of higher education	PCET -PCE	N	30/11/2017		1	20	9,000	180,000
9	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(h) a certificate of higher education	PCET-ProfGCE	N	30/11/2017		1	20	9,000	180,000
10	Coleg Cambria	Coleg Cambria - Llysfasi , Ruthin Road, Llysfasi, Ruthin LL15 2LB	Confirmed	(c) a foundation degree	Agriculture	N	05/03/2018		1	12	9,000	108,000
11												
12												

Institutional fee and access plan 2018/19
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.

HEFCW accepts that it is neither beneficial nor meaningful to set targets in all fee and access plan area. 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 B** of the guidance.

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b)) Please select from drop down list	Y/N	If Y please provide partner name(s)	Baseline year	Baseline No.	Baseline %	Target 2018/19 No.	Target 2018/19 %	2019/20 No.	2019/20 %	2020/21 No.	2020/21 %	Commentary
1	Achieve tracking and mentoring of at lest 90% of students from previous year of Summer University to enable progression to HE, Workbased learning etc.	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		2015 Summer	73	92.4%	72	90.0%	70	90%%			
2	Provide Mentoring for up to 100 Key Stage 3/4 students for up to 3 sessions	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		2015/16	125	125%	100	100%	100	N/A			We aim annually to provide mentoring for at least 100 students. This was surpassed in 2015/16, (125% of target achieved), but the annual target remains 100). Achievement of target depends on buy in from schools
3	Provide 2 day acclimatisation events and early support for 25 prospective students with Aspergers/Autism and their families	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		2016/17	19	76%	25	30% uplift on baseline					
4	Meet or exceed our benchmark for participation of under-represented groups in HE (benchmarks change annually, so a numerical target may be in appropriate) - Low Participation Neighbourhoods HESA PI (UK Dom, Young Full-time First Degree)	a2 attract and retain students and potential students from under-represented groups;	N		2015/16	185	12.4%	175	12.7%					Higher % targets (but base student population will be lower).
5	Achieve an increase in the number of interactions with schools (visits by schools liaison team, academic visits, on campus visits) of 10%	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		2015/16	500	N/A	550	Uplift of 10% on baseline					
6	Remain below our HESA PI for retention (non-continuation following year of entry, UK domiciled full-time first degree) and remain at or below 5% for the proportion of students no longer in HE following a year out (all entrants)	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2014/15	90	5.0%	80	4.0%					We aim to remain below our benchmark for this measure. In 2015/16 we achieved 5% against a benchmark of 7.5%.
7	Proportion of students satisfied with Academic Support (NSS)	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2015/16	1,193	85.0%		86.0%					
8	Improve satisfaction rates in the Annual Accessibility Services student Survey (aiming for 88% of respondents to be satisfied or extremely satisfied).	a5 improve the higher education experience for groups under-represented in higher education;	N		2015/16	39	88.0%	40	90.0%					With such small numbers there will be fluctuations, but our aim is to remain above 90% of respondents.
9	As part of the course information review on the University's website, ensure that all pages under review undergo an equality impact assessment.	a6 provide to under-represented groups effective information, before and during their studies;	N		N/A	N/A	N/A		100% Course pages in review project					100% of course pages have been equality impact assessed.
10	Achieve accreditation from the Mentoring and Befriending Foundation for our departmental mentoring schemes.	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2015/16	Central scheme accredited	N/A	Departmental schemes accredited	N/A					
11	Reduce in-year withdrawal (Full-time H/EU Undergraduate all years)	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17	218	3.7%		3.4%					
12	Increase the Employment Performance Indicator (EPI) for the proportion of students in work or further study 15 months after graduation (Graduate Outcomes Survey, previously the DLHE Survey) from NS-SEC 4,5,6,7 to match the rate for students from all NS-SEC.	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2014/15 (note that this survey was the DLHE carried 6 months following graduation)	725	90.5% against 92%		In line with all NS-SEC, where we are aiming for 92%					
13	Increase the proportion of students in work or further study 15 months after graduation where the work or further study is of graduate level (Graduate Outcomes Survey, previously the DLHE survey) for those students from NS-SEC 4,5,6,7 to match the rate for those from all NS-SEC	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2014/15 (note that this survey was the DLHE carried 6 months following graduation)	544	62.5% against 68.2%		In line with all NS-SEC, where we are aiming for 70%					
14	% of fluent Welsh speaking FT Undergraduates studying through the medium of Welsh	a9 other	N		2015/16	405	65.0%		75.0%					New scholarships for Welsh Medium should increase engagement.
15	Number of students taking at least 5 credits through the medium of Welsh	a9 other	N		2015/16	447	N/A	500	12% uplift					
16	Number of students taking at least 40 credits through the medium of Welsh	a9 other	N		2015/16	351	N/A	400	14% uplift					
17	Increase satisfaction with the Welsh Language Experience as measured through NSS Questions	a9 other	N		2016	665	70%		80%					
18	% of students studying through the medium of Welsh who are in work or further education six months following graduation to remain at levels of 90% or higher.	a9 other	N		2014/15	95	95%		95%					
19	Engage with at least 80 employers in on-campus employment events annually.	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2015/16	100	125%	At least 80	at least 100%					
20	Proportion of students satisfied with access to general IT resources when needed (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2015/16	1,250	89.0%		90%					
21	Proportion of students satisfied with library resources (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2015/16	1,152	82.0%		84%					
22	Proportion of students satisfied with teaching (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2015/16	1,278	91.0%		91.0%					
23	Proportion of students satisfied with Feedback and Assessment (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2015/16	1,110	79.0%		82.0%					
24	Continue to exceed our Employment Performance Indicator (EPI) benchmark for the proportion of students in work or further study 15 months after graudation (Graduate Outcomes Survey, previously the DLHE survey)	b3 strengthen the employability of Welsh graduates;	N		2014/15 (note that this survey was the DLHE carried 6 months following graduation)	1,350	91.2%		92.0%					Aim is to exceed benchmark. In 2014/15 our benchmark was 93%
25	Improve the proportion of students in work or further study 15 months after graduation where the work or further study is of graduate level (Graduate Outcomes Survey, previously the DLHE survey)	b3 strengthen the employability of Welsh graduates;	N		2014/15 (note that this survey was the DLHE carried 6 months following graduation)	900	68.0%		70.0%					
26	Increase number of student undertaking international placements (Erasmus, study abroad, work abroad)	b4 promote Welsh higher education more effectively internationally;	N		2015/16	132	N/A	150	15% uplift on 2015/16					
27	Reduction in Notional energy emissions (kg CO2e) per student fte (EMR statistic)	b5 deliver sustainable higher education; and			2015/16	1,809	N/A	1,750	N/A					
28	Increase satisfaction with library spaces and furniture as measured in the Annual Information Services User Survey	b5 deliver sustainable higher education; and	N		2016	4.0	N/A	4.2	N/A					The measure is calculated to a maximum of 5. The importance of each part of the survey is also measured. Library spaces and furniture is rated at 4.25 important. We would seek to ensure that the gap between importance and satisfaction remains below 0.5.
29	Attract above 1,200 applications for entrance scholarships	b6 raise awareness of the value of higher education to potential students.	N		2017	1,436	6% uplift on 2016	1,200+	1% uplift on 2016					The 2017 application figure of 1,436 was our largest number ever. 1,200 is an increase of 6% on our 2016 figure of 1,134, and driven partly by increased EU uptake which may not be repeated. Applications will fluctuate, but we are encouraged that we will be able to continue to attract 1,200 or more applications. This target will be reviewed in the light of performance of the 2018 applications round.