Institution applicant name:	Cardiff University

2017/18 Fee and Access Plan

Fee and access plan: focus and contents

The focus and contents of fee and access plans

Guidance note

1. An applicant should provide clear, precise information about the fee and access plan's focus and contents for HEFCW, students and potential students and other interested parties. These headings may be removed once the fee and access plan has been approved and before the fee and access plan is published on an institution's website.

2. The fee and access plan application should include information the following:

3. **An executive summary**: Applicants must provide an executive summary setting out the focus and contents of its fee and access plan. Please limit the executive summary to around 500 words.

4. **The student voice:** Information should include:
   - the extent of the applicant's engagement with its student body in developing, assessing and finalising the fee and access plan, including information about engagement with the study body where higher education is provided on behalf of the applicant;
   - the contribution of the student voice, and partnership working, to governance and quality;
   - how proposed fee levels, including aggregate fee levels, are communicated to students;
   - the extent to which the fee and access plan application reflects the principles of the Wise Wales statement on Partnership for higher education; and Breaking down the barriers to student opportunities and youth social action.

5. **The rationale, including the strategic approach, of fee and access plan.** Information should set out:
   - the rationale for the fee and access plan focus and contents. Where an applicant has had fee plans in place previously, a critical review of the outcomes and lessons learnt from those plans should clearly inform the rationale;
   - how the rationale informs the fee and access plan objectives, provision and targets;
   - the fee and access plan objectives;
   - the rationale for the level of investment in categories of provision;
   - how the fee and access plan is embedded at a strategic level across the institution;
   - how the fee and access plan aligns with the applicant's institutional strategic objectives;
   - how the fee and access plan aligns with strategic and other similar documents;
   - how the fee and access plan aligns with strategic equality plans or similar documents.

- how the fee and access plan aligns with Welsh language standards and/or Welsh language commitments;
- whether/how the fee and access plan supports collaborative and/or regional coherence agendas, including, for example the Reaching Wider Programme;

6. **Groups under-represented in higher education:** Information should include:
   - the groups regarded by the applicant as under-represented in higher education to be supported by the fee and access plan and the evidence for this position. Groups under-represented in higher education may be under-represented in higher education in general or specifically in the applicant's institution.

7. **Objectives:** An applicant must set out the fee and access plan objectives of the institution and the provision to meet the objectives and targets and specify the level of fee income to be invested against the categories provided in **Annex Aii** (*2017/18 fee and access plan income forecast expenditure*: Excel table).

8. **Provision**: An applicant must describe clearly the extent to which the fee and access plan provision will support equality of opportunity and the promotion of higher education. The following provision **must** be included:
   i. attract applications from groups under-represented in higher education;
   ii. retain individuals from groups under-represented in higher education;
   iii. provide financial assistance to students
   iv. make available to students or prospective students information on financial assistance;
   v. inform prospective students of the aggregate amount of fees to be charged for the completion of the course;
   vi. monitor compliance with the provision of the plan;
   vii. monitor progress in achieving the objectives set out in the fee and access plan application.

9. Provision supporting equality of opportunity and groups under-represented in higher education should be clearly distinguished from provision supporting the promotion of higher education. Targets should be similarly clear.

10. **Measures:** Provision should be grouped into categories (or measures) as set out below. It is for applicants to decide under which category to classify provision. An applicant's provision might not include investment in all categories nor be invested equally across all chosen categories. The categories of provision are:

Equality of Opportunity measures which support groups under-represented in higher education:

i. promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds;
ii. attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;
iii. raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;
iv. supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers;
v. improving the experience of higher education of students from under-represented groups including activities to promote an international experience;
vi. providing effective information to students from under-represented groups before and during their courses;
vii. providing high quality academic and welfare support to students from under-represented groups;
viii. supporting students from under-represented groups to progress to employment or further study; and
ix. other measures to support groups under-represented in higher education such as fee and access plan effectiveness evaluation(please specify these measures).

Promotion of higher education measures to deliver:
i. more effective engagement with private, public or voluntary bodies and communities in Wales;
ii. investments in improving the quality of learning and teaching, with reference to the quality of the student experience;
iii. activities which strengthen the employability of Welsh graduates;
iv. actions which promote Welsh higher education more effectively internationally;
v. actions which improve delivery of sustainable higher education;
vi. activities which raise awareness of higher education amongst potential learners; and
vii. other measures to support the promotion of higher education such as fee and access plan effectiveness evaluation (please specify these measures).

Fee and access Plan 2017/18: Focus and Contents

1. **Executive summary**

Our fee and access plan 2017/18 reflects the commitments and principles of the University to support all students, regardless of their background, to achieve success at Cardiff University. It aligns with the University's strategic direction as set out in The Way Forward (2012-2017) and further developed in the Education and Students sub-strategy.

At Cardiff University, Students' Union representatives and senior University staff work in close partnership on the full range of University business. The content of our fee and access plan derives from that partnership working.

This plan sets out our commitment to recruiting the brightest students from all backgrounds, drawing from our widening participation strategy and our Strategic Equality Plan. Through our widening participation activity we are helping to break down barriers to a university education, and to dispel the myth that access to a Russell Group university, such as Cardiff University, is the preserve of a privileged elite. Our commitment to supporting students from underrepresented groups is grounded in our proud history as a civic university, benefiting the city of Cardiff and Wales more widely, and we are committed to reaching out to underrepresented groups in Wales with delivery of activity such as work in Communities First areas.

We want to support all groups to succeed, and we have identified particular underrepresented groups for whom we will deliver specific activities to remove both barriers to access Cardiff University through fair recruitment and admissions, and remove barriers to their success once enrolled. We have reviewed national and Cardiff University evidence about reaching and supporting under-represented, disadvantaged, and vulnerable groups of students to enter HE, to do well once they are here, and to transition successfully to employment or further study. We are committed to further developing our evidence base on the most effective ways to widen participation.

We are making major investments in innovative and widespread changes to enhance the teaching and learning experience of our students. We are investing in building capability and encouraging cultural change so that the changes are not piecemeal and disperse, but coherent and widespread, to benefit the largest possible numbers of students. Our activities and targets in the promotion of HE section are drawn from this transformational programme of work. Details of these major investments are set out in the context for the promotion of HE section, and we go on to provide detail on specific activities and targets.

We have reviewed our fee and access plan targets and have chosen targets that reflect our mission as a University for Wales, but also a world class Russell Group University. A number of targets focus on delivery of programmes that will attract and support vulnerable groups to transition into HE. Our student services are designed to be inclusive for *all* groups of students and our major investment in service re-design will provide new systems and processes which in combination with the application of analytics will establish new capabilities to identify, engage and monitor vulnerable students and those at risk to ensure that they can receive the support they need. The University's Council will monitor progress towards the achievement of the fee and access plan.

2. Information about student engagement

2.1 Engagement with the student body in developing, assessing and finalising the fee and access plan

The development of Cardiff's fee and access plan is overseen and managed by a Fee and Access Plan Steering Group chaired by the Deputy Vice-Chancellor. The Students' Union President and Vice President Education are members of this group and were thus engaged in the review of activity under previous fee plans, and the development of our approach for the current fee and access plan via two steering group meetings in March and April 2016. A separate fee and access plan briefing meeting between the elected Students Union officers and the Pro Vice-Chancellor, Student Experience & Academic Standards was also held to further support engagement with the fee and access planning process, in addition to further consultation and communication by email throughout the development period of the fee and access plan.

The Fee and Access Plan Steering Group has sought at all times to ensure that all measures set-out in the fee plan have the endorsement of the Students' Union. In particular the views of the Students' Union on student needs have helped to shape the University's student support packages and this engagement is continuing. The Students' Union President and the Vice President Education are also both members of Council, which approves the fee and access plan.

Representatives of the student body attend all University committees which oversee the development of the institutional strategies from which the fee and access plan derives its content. This includes the Widening Participation strategy (approved by the Academic Standards and Quality Committee and Senate), the Strategic Equality Plan (approved by the Equality and Diversity Committee and Council; a student representatives engagement event was also held).

In 2015/16, the University established a new Student Experience Sub-Committee to provide a function within the governance structure that is dedicated to steering the activities and policies that underpin the student experience.

Through involvement on University committees, students are involved in decisions about investment of fee income at a strategic level, leading to more effective co-ordination of objectives and targets, better outcomes, and assurances that fee income is spent in the most effective way. Students receive an annual report on how fee income was spent in the previous year, which is widely distributed through diverse student communication channels. The report ensures that students remain well-informed about the University's fee income and expenditure, and the impact of investment across the institution.

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

The Student Charter underpins the partnership between the University, the Students' Union and students, and the roles and responsibilities and expectations each has to deliver a high quality student experience. It is regularly reviewed and updated to ensure that it remains relevant and accurate.

At Cardiff, the Students' Union representatives and senior University staff work in close partnership on the full range of University business. Ongoing dialogue is enabled through Students' Union officers' frequent access to senior members of staff, and through a regular programme of meetings, for example:

- The Students' Union President meets with the Vice-Chancellor and other senior University officials alternating on a monthly basis;
- The Deputy Vice-Chancellor meets regularly with the Vice President Welfare;
- The Students' Union and University Partnership Group, Chaired by the PVC, Student Experience & Academic Standards, also meets monthly and includes all elected Student Officers as well as both academic and professional services representation;
- The Students' Union President attends the University's Senior Staff Meetings.

Through students' involvement as partners in University business, and student representation throughout the committee structure at Cardiff University, issues are raised and addressed effectively.

The Student Academic Representation system appoints Student Academic Reps who act as a link between their peers and the School, University and Students' Union.

The student voice in governance structures
Student Reps feed back students' views on their student experience (e.g. concerns, what is going well, issues or ideas) via termly meetings with their Schools, called Student-Staff panels. Through this route, the student voice is listened to and immediately acted upon at School level. Student Reps ensure that their cohort are regularly updated developments arising from student feedback. The Students' Union also hold College Forum meetings three times a year, which bring together the chairs of the all the Student-Staff Panels to discuss any e College wide issues and to share best practice. Senior members of staff also attend these meetings, including the Pro Vice-Chancellor for Student Experience and Academic Standards and Deans of Education and Students, Each School has at least one Student Rep Co-ordinator, who are key to the success of the rep system by providing a central point of co-ordination within Schools
The University also heavily participates in the Students' Unions 'Speak Week', which encourages all students to have their say about the University. This culminates in the production of a Speak Week report, reflecting the views collected from students, leading to an action plan that informs the business of all committees, including Council, and the work of the Students Union and University Partnership Group. Student feedback has led to wide range of changes to the student learning experience at Cardiff, such as the recent implementation of a 24hr library.

The student voice in quality structures
Student Reps are also a full part of the quality processes at the University. Students are full panel members of key meetings such as the Annual Review and Enhancement (ARE) meetings, and are closely involved with the development of key quality enhancement projects such as assessment and feedback and module evaluation. Elected officers of the Students' Union are also members of our Academic Appeals, Complaints, Disciplinary and Fitness to Practice appeal panels.

2.3 How proposed fee levels are communicated to students
Cardiff University will continue with its comprehensive communications plan to provide consistent information about tuition fees, financial and student support to its students. These communications are aimed at potential applicants to the University, current students, parents, staff in secondary schools and colleges and University staff in order to ensure that all stakeholders

receive accurate, timely and consistent information. We ensure that the information provided about the University and its services meet the quality standard set out in Part C of the QAA UK Quality Code for Higher Education and the requirements of the recent guidance published by the Competition and Markets Authority (CMA). Related to this, our student complaints and appeals procedures are aligned to the CMA's advice and also to the Office of the Independent Adjudicator's good practice framework.

The University will use a wide range of communication methods including:

Website
- There are dedicated web pages containing information on tuition fees and student support, frequently asked questions, links to other related websites including Student Finance Wales/England/Scotland/Northern Ireland, as well as links to useful University contacts.

- An online Student Finance Calculator is also available which provides information about fee levels, Welsh Government financial support and what other financial support may be available.

- The continuing development of our Key Information Set (KIS) has ensured that a wide range of information specific to each course of study, and on the institution in general, is made available to prospective students.

- The University's online application portal clearly displays links to relevant information on fees and student support.

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

- The University also uses social media such as Facebook and Twitter to communicate with both prospective and current students.

Email
- All students who apply to the University will receive an email acknowledging safe receipt of their application and providing web links to our online fees information.

- The University will communicate with all offer holders in respect of scholarship and bursary provision.

Communication of fee charges during the duration of study
- Students commencing studies in 2017/18 should expect a fee level of £9K per year for standard three year undergraduate degree courses, and for each year of an Integrated Masters programme, plus any inflationary uplift approved by Welsh Government.

- Where fee variations apply to courses due to a period of placement or overseas study while registered at Cardiff University, these will be subject to any inflationary uplift approved by Welsh Government. This will be clearly communicated at the time of application.

2.4 The extent to which the fee and access plan application reflects the principles of the Wise Wales statement on partnership for higher education and breaking down barriers to student opportunities and youth social action

Cardiff University is committed to the Welsh Government Policy Statement on Higher Education and supports the ambitions in Future Directions and the principles of WISE (Welsh Initiative for Student Engagement) Partnership for Higher Education in Wales. We have a strong, meaningful and action orientated commitment to working in partnership with our students. Our thematic strategy 'Education and Students' states that we will "work in partnership with our students and engage with the Student Voice at all levels". The Students' Union, supported by the University, is working to increase participation in student opportunities and social action by reducing and removing identified barriers.

3. The rationale and strategic approach for the fee and access plan measures

The University's strategic direction is set out in The Way Forward (2012-2017). This document is supported by sub-strategies in key areas, including education and students. The Way Forward will be refreshed during 2016/17 and an updated document will be produced in time for the academic year 2017/18.

The Education and Students strategy ensures a strong emphasis on supporting students through the transition to independent learning and recruiting students from all backgrounds. The strategy provides a framework for related institutional strategies and delivery plans, from which we have derived our fee and access plan activities. Provision under the equality of opportunity measures are aligned to our Widening Participation strategy and our Strategic Equality Plan. Activities in the promotion of HE measures are derived from the University's Education Portfolio of transformational change, Employability Strategy, Physical Learning Spaces project, Estates Master plan and Welsh medium strategy.

This means that provision described in our fee plan, and our ambitions in relation to those activities, are firmly embedded at a strategic level. As such, the University is committed to achieving the progress it has set out, particularly in terms of improving access, successful outcomes and progression to work or further study for groups traditionally under-represented in HE. However, it must also be noted that at the time of writing the fee and access plan the University can't be certain about the level of funding it will have in 2017/18, particularly given the current volatility in the sector. As such, although the University will always strive to fulfil stated commitments, it is necessary to balance our ambitions with the caveat that should unexpected changes to our financial position arise, our activities may need to be reviewed in light of the associated constraints. Any changes to our commitments would of course be discussed with student representatives and with HEFCW at the earliest opportunity.

The projects and initiatives that the University delivers to achieve its widening participation objectives are under continual review to ensure that they remain fit for purpose and correctly

targeted at the groups we want to reach, including by taking account of the latest research evidence of barriers to entry to HE (e.g. research produced by WISERD). For example, the development of our newer 'Step Up Plus' scheme builds on our experience of delivering 'Step Up to University' and the identification of a need for more targeted and intensive package of support for pupils from the target group to successfully apply to University. Cardiff University continually works to identify and design interventions for existing and emerging groups who face barriers to HE. We were one of the first universities to engage actively with care leavers in Wales and our acclaimed care leavers support scheme has recently been extended to support students who are estranged from their parents. We ensure that our provision reflects the development of effective practices in the sector and the University maintains strong links with Welsh and National WP networks at policy and practitioner levels. Our WP strategy sets out a commitment to further developing our capacity to monitor and evaluate the effectiveness of our provision.

We recently produced a Widening Participation Review which provides details of the University's initiatives to widen participation for key groups and to promote equality of opportunity in access to higher education. The Review shows the progress we have made in this area and includes case studies illustrating the impact of our work. It is available on our website: Cardiff.ac.uk (search 'Widening Participation Review').

4. Groups under-represented in HE

4.1 Identification of target groups

The target groups in our fee and access plan have been identified as part of the development of our newly reviewed Widening Participation (WP) strategy. To inform the WP strategy and target groups, a University group chaired by the Pro Vice-Chancellor, Student Experience & Academic Standards has reviewed national and Cardiff University evidence on the access, progression and success of under-represented groups in HE, and reviewed performance against our previous WP targets. The group reviewed key findings from the Access to Higher Education in Wales report about the progression of Welsh-domiciled students into HE (analysis carried out by WISERD)[1]. Priority objectives and actions for the WP strategy are also aligned with the University's Strategic Equality Plan. Objectives for our Strategic Equality Plan were selected on the basis of the findings from WISERD analysis for the University about the progression through undergraduate study at Cardiff University and the attainment of our UK undergraduate students with protected characteristics.

In selecting our target groups the University has acknowledged the limitation of area-based measures for identifying disadvantaged groups (e.g. as found by Taylor et al, 2013[2]) so we have broadened the range of indicators we will use to measure our success in WP, and to target our WP activities. These are reflected in the broader range of fee and access plan outcome targets we have set ourselves to measure our success in meeting our strategic

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[1] WISERD (2015) Access to Higher Education in Wales, Report to HEFCW, Cardiff: WISERD. Available at: http://www.wiserd.ac.uk/research/publications/wiserd-publications/reports/

[2] Taylor, C., Rees, G., Sloan, L., & Davies, R. (2013) 'Creating an inclusive HE system? Progression and outcomes of students from low participation neighbourhoods at a Welsh University' *Contemporary Wales*, 26, 138-161.

objectives of raising aspirations, ensuring fair recruitment and admissions (access) and student success (retention). This broader 'basket' of indicators is a more robust way of judging success in reaching and recruiting groups under-represented in HE. Another principle we have followed is to choose indicators that are relevant and suited to Cardiff University's mission. For example, we think it is a strength that we are choosing to use the UK WP performance indicator for the proportion of undergraduates from low participation neighbourhoods as a target[3] rather than the current fee plan low participation target. This will enable us to compare our performance in recruiting students from low participation backgrounds nationally (UK) and with other similar (e.g. Russell Group) Universities, rather than only compare ourselves with Welsh Universities as per the current target allows.

As well as outcome indicators that enable us to measure our progress, we will investigate the possibility of using additional indicators of disadvantage to operate key policies and activities that support the recruitment of students from under-represented groups. Subject to the availability of robust data, we will use indicators of educational disadvantage (school performance) in our contextual admissions policy as well as indicators of socio-economic disadvantage. We will use additional measures of socio-economic disadvantage (eligibility for free school meals) to target our schools outreach work, building on the current measures used (schools with a high proportion of Communities First students, Challenge Cymru schools, and schools in low participation neighbourhoods). Our rationale for this is that Chowdry et al. (2013)[4] found that *"the majority of the socio-economic difference in participation in HE — including at high status institutions—arises as a result of substantial socio-economic differences in educational achievement earlier in life"*. However Jerrim (2015)[5] points out that research findings are mixed about whether family background still has an impact on access to high status higher education institutions once school grades have been controlled. Therefore it would seem reasonable to use educational disadvantage as an additional indicator in the operation of our contextual admissions policy[6], but to continue to use a basket of indicators across socio-economic disadvantage, geographical disadvantage, and educational disadvantage to monitor the success of our WP strategy, and to implement key activities that will help us deliver the strategy.

We have not previously had retention measures specifically for under-represented groups; we will now monitor our performance in retaining young students from low participation backgrounds or mature students with no previous experience of HE (in both cases studying

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[3] The LPN measure used in our most recent fee plan is a requirement of HEFCW, however from 2017/18 Universities are able to choose their own indicators. For recruitment of students from LPN we will use the WP performance indicators collected and published by HESA (tables T1a and T2a, POLAR 3 data).

[4] Chowdry, H., Crawford, C., Dearden, L., Goodman, A., Vignoles, A. (2013) Widening participation in higher education: analysis using linked administrative data, *Journal of the Royal Statistical Society,* 176 (2) 431–457.

[5] Jerrim, J., Chmielewski, A. K., Parker, P., (2015) Socioeconomic inequality in access to high-status colleges: A cross-country comparison, *Research in Social Stratification and Mobility,* 42, 20-32

[6] We also use other indicators – more information on our contextual admissions policy is in the 'equality of opportunity measures and activities' section.

full time), and we will benchmark our performance against similar institutions and across UK borders.

We have also set ourselves a number of 'delivery' targets for both improving access to HE of under-represented groups and supporting the success of under-represented groups.

4.2 Objectives

As set out in our WP strategy our objectives are to:

- Raise aspirations and promote higher education to under-represented groups.
- Operate a system of recruitment and admissions that is fair, transparent and inclusive.
- Provide high quality, effective, timely and comprehensive support to students from transition into higher education and the achievement of successful outcomes.
- Continue to develop an evidence informed approach to our widening participation strategy, plans and actions.

Our target groups are:
- Students who have experienced **socio-economic or geographical disadvantage.**
- Students who have experienced **educational disadvantage.**
- Students from **vulnerable groups** (care leavers, students with ASD, asylum seekers, refugees, carers, forces veterans, estranged students, first in the family to enter HE).
- Students with **protected characteristics** under the Equality Act 2010 (focus on disabled, male and BME groups as identified in our Strategic Equality Plan).

Our activities and targets by which we will measure the success in meeting these objectives are described below in the 'equality of opportunity' section (grouped by measures a to i). The targets are a mixture of outcome and delivery indicators.

Fee and access plan to support equality of opportunity and promote higher education

Equality of opportunity – Context

The equality of opportunity section of our fee and access plan draws from our Widening Participation (WP) strategy. Our vision is to recruit the brightest students with a particular focus on under-represented groups and provide opportunities for them to realise their potential. In developing our strategy, we have reviewed national and Cardiff University evidence about reaching and supporting under-represented, disadvantaged, and vulnerable groups of students to enter HE, to do well once they are here, and to transition successfully to employment or further study. For more detail about the rationale and strategic approach to our fee and access plan, and the evidence for groups under-represented in HE which the fee and access plan will support, please sections see 3 and 4 above.

The University's WP activities are helping to break down barriers to a university education and dispel the myth that access to a Russell Group university, such as Cardiff, is the preserve of a privileged elite. This includes providing progression routes into HE for students from non-traditional backgrounds. We develop and deliver innovative activities to attract under-represented groups into HE and have won acclaim for our work in supporting care leavers to access HE and progress throughout their studies. We are committed to further developing the evidence base on the most effective way of widening participation. For example, the University was recently successful in a competitive award from the Equality Challenge Unit (ECU) to support work to embed equality and diversity best practice into our student recruitment. Further, we will submit an application for an ECU Race Equality Charter Mark in July 2017.

We will support success and progression to work and further study for our students, including those from under-represented groups, and remove barriers to learning. We will do this by continuing to develop integrated, accessible and innovative student support and wellbeing services. We will seek to provide students with common access to mentoring, generic study skills, counselling and other support which helps our students meet their full potential and progress to further study and employment. Access and availability (both physical and digital) and inclusivity are at the heart of the re-design our non-academic support services, which will take place during 2016/17, ready to be delivered in 2018. As we improve our data capture and analysis, we will be able to identify, engage and monitor vulnerable students.

Cardiff University is committed to continuing to work collaboratively with other Universities to deliver widening participation activities. Working collaboratively allows us to offer better and more effective widening participation programmes, offering participants greater subject choice and reducing duplication of effort allowing us to make a better use of limited resources. For example we work in collaboration with Cardiff Metropolitan University to run the Higher Education Roadshow – visiting schools and colleges throughout Wales and primarily targeting areas where there are low progression rates to higher education. Another example is First Campus which delivers a series of activities for a wide cross section of pupils and adult learners. Activities complement the curriculum, enrich studies, and encourage participation. Cardiff is also a member of University Network (UNet), a collaborative partnership of leading universities (Bath, Oxford, Reading, Southampton) aiming to widen participation to higher education.

The University provides support to the Students' Union to provide facilities and services to increase students' participation in university life, including through sporting activities and societies, and to provide access to vital support and advice services. This Students Union also facilitates a wide range of volunteering opportunities for students which helps to engender a greater sense of University community. This contributes significantly to the student experience at Cardiff which in turn supports retention. The University will continue to invest considerable resources into supporting the Students Union to achieve its goals, which are underpinned by clear plans to engage all students, to provide developmental opportunities for students (including volunteering) and to create sector-leading facilities.

Equality of Opportunity measures and activities

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

Description of activity:	Step Up to University is Cardiff University's flagship outreach programme. Following review of the programme, Step Up Plus builds on the original scheme to offer a more intensive programme of support to students who have achieved 6 GCSEs including English and Maths, or have an autistic spectrum disorder, or are a care leaver.
Purpose and impact:	Step Up aims to raise aspirations and attainment and support continuation of studies post-16 for secondary aged pupils in Wales from in Communities First Areas, Low Participation Neighbourhoods or disadvantaged areas. The schemes contribute to the University's ambition to increase the number of students recruited from areas of disadvantage and low participation.
2017/18 Target(s)	250 participants on Step Up Plus Programme 18%of students recruited from CF/WIMD areas (Outcome target)

Description of activity:	Confident Futures and the Discovery Project provide a programme of mentoring and support for children age 14-19 with a background in care and autism respectively. Two day residential summer schools are provided for young people from these groups. The Discovery project also includes a taster day specifically for young people with autism and their teachers / parents / advisors. The GCSE English and Maths support project enables the University to support the raising of attainment in schools. These projects are partially funded by First Campus.
Purpose and impact:	• The Confident Futures and Discovery mentoring and support programmes combine group activities with individual support, including mentoring by current university students, to raise aspirations and improve the confidence of care leavers and children with autism. Evidence shows that these groups are less likely to access higher education, therefore the purpose of the projects is to help them develop the skills needed to apply to and prepare for university. • Summer Schools targeted at these children with a background in care or with autism deliver additional activities that provide a vital insight into university life. • The GCSE support project will be reviewed in 2015/16 to ensure that it continues to deliver effective and continues to meet the needs of schools.
2017/18 Target(s)	Confident Futures: 20 – 30 participants; Discovery: 35 – 45 participants;

Description of activity:	The Higher Education (HE) Roadshow is delivered in partnership with Cardiff Metropolitan University and is targeted at Challenge Cymru schools and schools with a high proportion of Communities First pupils. The Roadshow delivers interactive presentations to pupils in years 9-11, reinforced by online material and 'Uni Inspiration Day' events on campus, which introduces pupils to a wide range of subjects at University level.
Purpose and impact:	The HE Roadshow is targeted at areas where there are low progression rates to HE. It aims to raise awareness of HE amongst younger age groups and provide careers

	advice relevant to HE at an early stage so that pupils make an informed choice about GCSEs and FE and are aware of the benefits that HE can provide.
2017/18 Target(s)	• HE Roadshow: 80-90 schools visited. • 18% of students recruited from CF/WIMD areas (outcome target). • To meet or exceed the sector benchmark for the percentage of full-time undergraduates from low-participation neighbourhoods (HESA PIs tables T1a and T2a, POLAR 3 data) (outcome target).

Description of activity:	Cardiff University operates a contextual admissions policy to better inform admissions tutors' understanding of applicants' social backgrounds, allowing assessment of applicants' potential to succeed in the context of barriers they may have encountered.
Purpose and impact:	The contextual admissions policy involves the identification of individual applicants for 'additional consideration' based on contextual data. The model was piloted in 2012 and has undergone regular review and analysis to ensure that it reflects the most recent evidence of effective practice. The policy enables the university to make our admissions system even fairer to those from socially or educationally disadvantaged backgrounds, and to mitigate against disadvantage.
2017/18 Target(s)	• 18% of students recruited from CF/WIMD areas (Outcome target) • To meet or exceed the sector benchmark for the percentage of full-time undergraduates from low-participation neighbourhoods (HESA PIs tables T1a and T2a, POLAR 3 data)

Description of activity:	Student Tutor Project (homework clubs) Cardiff University student tutors are recruited and trained to provide tutoring and mentoring support to pupils in Communities First and Low Participation Neighbourhoods (LPN).
Purpose and impact:	The project addresses attainment and aspiration issues for children in Communities First and LPNs. It also benefits the student tutors, many of whom are the first in their family to attend university, by providing skills that are valued by employers. The continuation of this project is subject to Communities First continuing to organise the homework club. It also contributes to Promotion of HE, measure 3: 'Activities which strengthen the employability of Welsh graduates'.
2017/18 Target(s)	Deliver support via 10 - 15 homework clubs.

Description of activity:	Live Local Learn Local provides access to free of charge courses in Community First areas in Cardiff and the surrounding areas, focused on those living in areas where university participation rates are low.
Purpose and impact:	The programme provides attractive and flexible learning opportunities designed to help support community-based students' progress to the next stage, whether into work, college or university.
2017/18 Target(s)	• 175 – 200 Communities First students enrolled in Live Local Learn Local.

- To meet or exceed the sector benchmark for the percentage of mature full time first degree entrants from LPNs with no previous HE qualifications. (Outcome target).

Measure 2: Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;

Description of activity:	**Student Financial Aid**: The University makes available and widely promotes a clear Home/EU undergraduate student financial aid offering that is easy to understand and access, particularly for under-represented groups:
	- Cardiff University Bursary Scheme: £1,000 in year 1 and at least £500 for each subsequent years for students with a family income level of £42000 or less. Currently, c. 5400 students benefit from this award annually. - Next Step Bursary: £1,000 one-off award for students on Cardiff's Step-Up programme. Currently c. 85 students access this support annually. - Care Leaver Bursary: £3,000 award for students leaving local authority care. Currently around 10 new students receive this award each year. - Asylum seekers: Support is offered through two schemes – a Tuition fee waiver and the Asylum Seekers Award. - We will also investigate the possibility of developing a new support scheme for students who are carers from 2017/18. The **Financial Assistance Programme is** an integrated scheme combining advice and financial information with monetary support through loans or grants: - Financial advice: The Advice and Money team provides an accessible service to provide free, impartial, non-judgemental and confidential advice on money alongside a wide range of other matters including housing, academic issues, employment and care leave. This is supported by online information (including in e-newsletters and blogs) for students about funding, budgeting, managing costs and increasing income. In addition to financial assistance provided by the University' Financial Assistance Programme (see below), the Money and Advice Team signposts students to other potential sources of external funds such as from charities and trusts. - Financial Assistance Programme Awards (FAPA): Eligible students who encounter financial hardships can apply for a Financial Assistance Programme Award to help with essential living or study costs. The Money and Advice team support students to complete and submit an application for a FAPA. - Financial Assistance Programme loans: The University provides eligible students with an emergency loan if they run out of money and cannot get financial help from any other source. This is a short-term interest-free repayable loan, normally to cover basic food costs or travel home at the end of term. **Support for disabled students:** - The University's Disability and Dyslexia Service is currently a provider of Non-Medical Help (NMH). These services enable the University to fulfil its duty to make reasonable adjustments that require the provision of an auxiliary service. The funding of these services is based on income from the Disability Support

	Allowance (DSA). Where students are not eligible for a DSA, the cost of reasonable adjustments which require an auxiliary service is met from the University's Reasonable Adjustment Fund. • The University will provide increased resource in 2017/18 to mitigate the removal of some NMH funds for English domiciled students from 1 August 2016 and ensure parity of support with Welsh students. • Welsh Government will consult on changes to DSA in Wales during 2016/17, therefore the policy context and funding for 2017/18 is currently not known. The University remains committed to ensuring legal compliance with the Equality Act and its duty to provide auxiliary services as a reasonable adjustment and to ensure no loss of fee income from disabled students. • Alongside the consultation on DSA, the University will review its disability support provision in 2016/17 to consider how it will continue to make reasonable adjustments in the context of changes to the DSA and to ensure disabled students' progression and attainment is not negatively affected.
Purpose and impact:	The schemes outlined above are designed to support access to HE for identified groups, and to support progression and attainment once at University. We will continue to evaluate evidence of the impact of current provision to ensure the most effective use of funds and targeting of support towards the appropriate groups.
2017/18 Target(s)	• 18% of students recruited from CF/WIMD areas (Outcome target) • To meet or exceed the sector benchmark for the percentage of full-time undergraduates from low-participation neighbourhoods (HESA PIs tables T1a and T2a, POLAR 3 data) (Outcome target).

Description of activity:	Development of the University's Welsh Medium provision
Purpose and impact:	We will continue to develop the University's Welsh medium provision, part of which will be in partnership with Coleg Cymraeg Cenedlaethol. We will review our Welsh medium provision strategy, led by a cross-university steering group, which will underpin the strategic development of Welsh medium provision from 2017/18. The purpose of this work is to ensure that the University supports, and targets resource towards, the development of sustainable Welsh medium provision in areas of strategic importance. This is for the benefit of students' employability and to serve the social and economic needs of Wales. As part of the revised strategy, we intend to focus on the development of cross-cutting Welsh medium modules applicable to multiple disciplines, and also to build critical mass of Welsh provision in specific disciplines to secure its sustainability.
2017/18 Target(s)	• 350 Students undertaking 5 or more credits through the medium of Welsh. • 250 Students undertaking 40 or more credits through the medium of Welsh.

Description of activity:	Support services to support students who face difficulties in transitioning into HE
Purpose and impact:	We are committed to supporting groups who are known to face difficulties in making the transition into HE in order to reduce the number of students who withdraw from their studies, and to increase the number of those who progress to study at

	postgraduate level. We will deliver a range of provision to support groups who need the most support to transition successfully into HE, including through to postgraduate study including:
	- Deliver mature students' induction to undergraduates including sessions on study skills and using the university's resources and facilities. This responds to the particular challenges for transition into HE for this group. - Developing a series of online tools to support postgraduate students with the transition from undergraduate study. - Undertake an exploratory study to evaluate the benefits of using online tools to support students to build communities before arrival, initially focussed on health-related programmes.
2017/18 Target(s)	To meet or exceed the sector benchmark for the percentage of first degree full time entrants no longer in HE following year of entry (mature entrants with no previous higher education qualification). (Outcome target).

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

Description of activity:	Development and use of robust institutional data and reporting on student progression and attainment by protected characteristics. This is aligned to our action plan to achieve our Strategic Equality Plan (2016-2020).
Purpose and impact:	Availability of up to date, robust data will support actions to improve the progression and attainment for specific groups as part of the university's quality processes and specific learning and teaching enhancement projects: - Annual Review and enhancement (ARE) in Schools to include analysis of progression and attainment data and identification of enhancement actions where necessary. - Through the Centre for Education Innovation (CEI) provide resources to staff to support inclusive curriculum design. *This activity also contributes to Promotion of HE, measure 2: Investments in improving the quality of learning and teaching, with reference to the quality of the student experience;*

Description of activity:	Cardiff University's Peer mentoring scheme supports first year students' transition into Higher Education.
Purpose and impact:	The scheme assigns mentors who are continuing undergraduates with groups of mentees in their first year of University to meet weekly and provide support during the transitional period of starting University. By connecting with a mentor, new students benefit from the experience of someone who has been in their position. In this way, the scheme aims to contribute to the prevention of withdrawal from University.
2017/18 Target(s)	- Mentoring scheme available in 10 schools. - To meet or exceed the sector benchmark for the percentage FT first degree entrants no longer in HE following year of entry (young entrants from LPNs and Mature entrants with no previous HE qualifications). (Outcome target).

Description of activity:	Provision of health services and mental health services for students:
Purpose and impact:	- The Counselling, Health and Wellbeing Service provides a range of support to students who may be experiencing difficulties: one-to-one counselling by appointment; a drop in service to discuss problems face-to-face with staff without booking in advance; a 24-hour online support for counselling, health and wellbeing; group therapy and workshops to provide support, ideas and coping strategies for difficulties commonly faced by students; self-help materials are also provided online. - Support the Team of Student Wellbeing Champions. This service is founded upon research that vulnerable students prefer to speak to friends or fellow students before accessing formal support. The role of the Champions is to pro-actively engage with students to communicate information on a variety of health and wellbeing topics. - Grow links with the NHS Health Board Community Mental Health Team. - Extend mental health provision for students and increase provision of mental health awareness training for University staff. - Continue to support the Park Place Practice in partnership with the University Health Board and a local GP practice.
2017/18 Target(s)	To meet or exceed the sector benchmark for the percentage FT first degree entrants no longer in HE following year of entry (young entrants from LPNs and Mature entrants with no previous HE qualifications). (Outcome target).

Description of activity:	The Personal Tutor Scheme provides a clear and consistent framework for academic support, preparation for employment and pastoral care.
Purpose and impact:	All students are allocated a personal tutor. At Cardiff, this is a clearly stated role founded upon the supportive provision of academic advice to students. Personal tutors are often the first point of contact for individual students and play an important role in helping students make sense of their academic development and their aims for the future. We will continue to monitor compliance with the personal tutor policy and evaluate and enhance the scheme.

Description of activity:	Development and use of robust data and reporting on student engagement and student feedback data, enabling the analysis of service use by under-represented groups.
Purpose and impact:	Develop analysis and reporting capability to establish patterns of access to student support and wellbeing services and to target services towards key groups, mainly via: - Use of an enquiry management system to support the gathering of data about access to non-academic support services and use of this data to support targeted actions to support specific groups, aimed at increasing success and progression for these groups; - Use of the Business Intelligence (BI) Programme to provide analytic capacity to support service design and delivery;

- Technological solutions developed as part of the Education Portfolio. For example the introduction and roll out of event capture capabilities (Learn Plus) enables the university to widen access to learning materials to students by developing interactive, online materials, which can be accessed on demand for self-paced learning *(These are described in full under promotion of HE, measure 2: Investments in improving the quality of learning and teaching, with reference to the quality of the student experience).*

Description of activity:	Study skills support for students, including those from under-represented groups
Purpose and impact:	Our study skills support provision supports students, including those from groups who face barriers to learning, to progress and succeed at University. The University will integrate provision of generic study skills with other support and wellbeing services to enhance the accessibility of services for students. Resources available through this service include classes on academic skills, English language support, and mathematical skills. Online guides, videos and other material across a range of topics are easily available to students via the intranet.

Measure 5: Improving the experience of higher education of students from under-represented groups including activities to promote an international experience;

Description of activity:	The Global Opportunities Centre (GC) is a dedicated resource for all the opportunities available at Cardiff University for students to gain experience in an international setting.
Purpose and impact:	The GC is committed to ensuring that students from under-represented groups benefit from an international experience which contributes significantly to students' employability and to the quality of their university experience: • The Global Opportunity Centre Bursary (value: £510K) provides additional payments to students from widening participation backgrounds, determined by their eligibility for Cardiff University bursaries. There is also funding built in to support disabled students. • To ensure that international mobility is accessible to undergraduate students regardless of background or protected characteristic, opportunities are purposefully diverse: they range from 4 weeks to a full academic year, are provided in a wide range of countries, relate to varying activities (study, work, volunteer) and have different levels of funding attached.
2017/18 Target(s)	• 350 Short term work, study or volunteering programmes organised by the Global Opportunity Centre (summer 2017).

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

Description of activity:	Provision of targeted information to students from under-represented groups
Purpose and impact:	In making information available about the University, we ensure that the barriers to access to information for under-represented groups are taken into account. This includes the following activity:

Outreach initiatives
- The University provides a range of accessible, comprehensive information about accessing HE, and the support available for students from widening participation backgrounds via:
  o The University's outreach projects (including the HE Roadshow, Step Up, Uni Inspiration day);
  o Schools engagement and schools liaison activities *(see promotion of HE measure 6.)*;
  o Local community information points, e.g. Live Local Learn Local;
  o The University's website, which details the support available for students from under-represented groups.

Admissions
- Provide information about targeted support, services and relevant policies to admissions tutors regarding Widening Participation groups (including care leavers, young people with Autism) via appropriate routes such as Open Day Working Group, Undergraduate Admissions Conference.

Welsh medium
- In keeping with Welsh Language legislation the University does not treat the Welsh language any less favourably that English. In line with our [Welsh language scheme](), all information about studying at Cardiff, is available through the medium of Welsh, which supports the recruitment of students studying through the medium of Welsh, and their ability to complete their University experience in Welsh. This includes information in all mediums (web, publications, prospectuses etc.) about all aspects of university, including courses, university life, accommodation, services, facilities and living costs. During their course, students can ask for a Welsh-speaking personal tutor, provided there are Welsh-speaking members of the teaching staff in their subject area. Cardiff students can also access key support services such as careers guidance, counselling, disability and dyslexia advice through the medium of Welsh.

Student support and wellbeing services
- As part of work to re-design our student support services, the new systems together with the application of analytics will establish new capabilities to identify, engage and monitor vulnerable students and those at risk. This will enable the university to provide the information and advice that students from under-represented groups require, in an accessible way, to support their retention and success at University. Service Redesign will commence in 2016/17 and from 2018 the front-line Advice Bar and supporting systems will be operational to deliver the first phase of service integration focussed on finance and registry activities.

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

Description of activity:	GO Wales Achieve Through Work Experience' project (2016-19)
Purpose and impact:	The Go Wales team will be embedded within the Work Experience team. The aim of the project, which is externally funded, is to reduce the number of students leaving HE who are at risk of becoming NEET (not in education, employment or training). The target cohort is students aged 18 to 24 years who are at risk of becoming NEET because they face particular barriers to employment. Barriers include: disabilities or

	work limiting health conditions; BME backgrounds; caring responsibilities; left care themselves; less affluent backgrounds (measured by low participation neighbourhood).

Description of activity:	Development of targeted employability support for under-represented groups
Purpose and impact:	We are currently developing our institutional employability strategy. As part of this work, we will identify the support needs of under-represented groups in the context of careers and employability and take particular account of these needs in the strategic development of our support services in this key area. We will continue to monitor data in 2017/18 about students' engagement with careers and employability services in order to understand the specific barriers to access to employability support and opportunities for underrepresented groups.

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

Description of activity:	Evaluation of effectiveness of fee and access plan activity
Purpose and impact:	We will continue to periodically review our WP activities and to implement changes to activities based on the findings of current reviews.
	Subject to successful pilot during 2016/17, in 2017/18 we will implement a new system that will improve our capability to evaluate and monitor our WP activities.
	In Summer 2016 we will be evaluating our autism (Discovery) project using focus groups and one to one interviews. The findings will be used to inform delivery of the projects in 2017/18.
	We will review the success of the revised approach to targeting our schools outreach work. (We will use additional measures of socio-economic disadvantage (eligibility for free school meals) to target our schools outreach work, building on the current measures used (schools with a high proportion of Communities First students, and schools in low participation neighbourhoods).

Promotion of Higher Education – Context

Cardiff University is committed to providing students with an inspiring and enriching educational experience. Our approach recognises that academic staff are the most important asset in the provision of an excellent student experience. We deliver a wide range of services and initiatives to realise our vision for enhancing the student experience. As a result of the University's investment in these key projects, students will:

- Have access to a **rich and varied curricula** that are research-informed, challenging, and **valued by employers**;
- **Actively participate in their learning experience** and engage with **inspirational academic scholars and researchers;**
- Have the opportunity to **spend time abroad**, **gain valuable work experience** and access **extra-curricular activities** via the students' Union.

Education Portfolio
- Our **Education Portfolio** will deliver transformational change in the student and staff experience of learning and teaching at Cardiff in the period to 2020. The Education Portfolio comprises four major programmes, each leading to a series of projects to implement specific and prioritised enhancements to the student experience:
  1. **Academic Engagement**, which will focus on supporting academics to deliver excellence in learning and teaching;
  2. **Student Engagement**, which will focus on supporting students to fulfil their learning potential and maximise their employability prospects;
  3. **Learning Environment**, focussed on making the teaching and learning environment accessible and inclusive through work to enhance the current Virtual Learning Environment and support digital learning;
  4. **Student and Programme Data Lifecycle**, focussed on improving how we capture and use programme and student data in order to better understand and respond to students' needs.

Physical learning spaces
- The University is investing in a **physical learning spaces project** to provide a modern, flexible and accessible learning environment. Most of the University's **teaching spaces** will be refurbished and reconfigured over the next five years, ensuring high levels of comfort and state of the art reliable audio-visual technology.
- Our Estates Master plan includes the development of a new consolidated, integrated and modern **library** on the Cathays, campus currently in early planning, and a blueprint for how library services are delivered within the building.
- The **Centre for Student Life** is a partnership project with the Students' Union. It is an ambitious, service-led and student centred business transformation project that will undertake end to end process and workflow reviews across some 25 functional activities, integrate all non-academic student facing services and deliver both an enquiry management and case management system. Scheduled to open in 2019, the Centre for Student Life will establish a landmark building at the heart of the Cathays campus that will include a state of the art 550 seat lecture theatre, support services and a suite of consultation spaces and workshop rooms. Service visibility and access will

be significantly increased and a culture of intelligence led continuous improvement will be established. In combination the new systems together with the application of analytics will establish new capabilities to identify, engage and monitor vulnerable students and those at risk. Service Redesign will commence in 2016/17 and from 2018 the front-line Advice Bar and supporting systems will be operational to deliver the first phase of service integration focussed on finance and registry activities.

Careers and Graduate Employability

- The **Careers and Employability Service** is structured around a clear 'careers journey' that engages and supports students to explore their future, build their skills, and progress to work or further study.

- The **Student Placement project**, currently in development, will introduce an electronic system to underpin the efficient allocation, management and recording of student placements. The project will be phased in gradually, beginning in 2017/18. The aim of the project is to facilitate access to placement opportunities for students, support an enhanced student experience across placements and eventually to facilitate the expansion of placement opportunities.

- **The Global Opportunities Centre** creates and supports opportunities for students at Cardiff to study, work or volunteer abroad as part of the university experience. This is an opportunity for all students from all backgrounds to broaden their academic knowledge, gain experience of international cultures and learn valuable skills that could contribute to their future employment.

- **Cardiff University Research Opportunities Programme (CUROP)** provides undergraduates with the opportunity to gain valuable research experience through paid summer placements of up to eight weeks *(See additional detail under Measure 3. below).*

As part of assessing our success in activities within the promotion of HE category, we will use measures related to our performance in the NSS and the employment outcomes of our graduates as measured by the Destination of Leavers from Higher Education (DLHE) survey. Both surveys are under review during 2016 and the outcomes of those reviews could impact upon our use of measures and related targets for NSS and DLHE in 2017/18. We will update these areas of the fee and access plan when the outcomes of the reviews are known.

Promotion of Higher Education measures and activities

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

Description of activity:	Developing and supporting opportunities for students to express their opinions about their university experience and be partners in the decision-making of the University.
Purpose and impact:	The University delivers a range of services and projects that are aimed at increasing the level of engagement the University has with our student body in order to empower students to become partners in their learning and to influence the development of academic provision and non-academic services . This includes the following: • The **student academic representation system** in partnership with the Students' Union, which allows student reps to play an important role in the decision-making of the University using feedback from their students. Every year, a variety of student focus groups are conducted to inform current University policy. • To improve the usefulness to students of the assessment of their work, and feedback on it from academic staff we will deliver a co-ordinated programme of enhancements under our **Assessment and Feedback project**. This work is led by an academic member of staff and delivered via a team of assessment and feedback leads in each academic school, and assessment and feedback champions in each college, in close partnership with student representatives. Appointed leads manage and promote the enhancement of assessment and feedback in their school and support the adoption of effective assessment and feedback practices. This work is reinforced by online materials fort students to support their knowledge, understanding and use of feedback and assessment ('assessment literacy)'. • A rolling programme of national and Cardiff University **student surveys** to inform continuous enhancements to all aspects of the student experience We will review our student survey activity to ensure that it reflects the latest evidence of good practice, and that it generates high quality student feedback to inform continuous improvement.
2017/18 Target(s)	• At least 90% in NSS institutional-level overall satisfaction score. • At least 70% in NSS institutional-level assessment and feedback score.

Description of activity:	Developing and supporting opportunities for academics to deliver excellence in learning and teaching.
Purpose and impact:	We will develop and embed the work of the University's **Centre for Education Innovation (CEI)** including:

- Launching a competitive call for bids from academic staff for seedcorn and medium to large grants to support the development of innovations in learning and teaching;
- Introduce and develop an online single searchable CEI resource bank to make accessible learning and teaching innovation materials across the University and externally;
- Further to a review of learning and teaching Continuous Professional Development (CPD) at Cardiff, establish and continue to develop a CPD framework for academic staff.

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

Purpose and impact:	The University will invest in a range of learning technologies that will deliver the modern, accessible and interactive environment that will contribute to the delivery of a high quality student experience. This includes:
	
	• Providing an **online timetable service** available to all students by the start of the 2017/18 academic session providing access to teaching timetables on the go and on any device. Students will benefit from a dynamic, reliable, fast, and flexible service which will improve the quality of the student experience.
	• Transitioning the **Learn Plus** project video platform (Panopto) into a supported and operational University service. The service will:
	    o Provide the capability for lecture recording, screencasting, video streaming, and video content management.
	    o encourage and support academics to engage in new and innovative ways of teaching using multimedia content.
	    o Enable students to capture video content for self- and peer-reflection.
	
	Develop and pilot innovative **learning environment tools**:
	• Virtual classroom technology (in partnership with academics). The tools will also assist with one to one meetings, for example, remotely held counselling appointments for students with difficulty attending the university.
	• Tools for students to develop an e-portfolio to record and showcase all their academic, professional and extra-curricular skills. This will enable students who have practice as a critical element of their studies (e.g. Medicine) to be able to evidence activities to future.

Description of activity:	Provision of a modern, flexible and accessible learning environment.
Purpose and impact:	To ensure that students benefit from a high quality learning environment, we will • Carry out a programme of refurbishment of the university's learning and teaching spaces with more students learning in state-of-the-art facilities. • Continue to provide 24/7 opening in the Arts and Social Studies Library • Continue to upgrade and refresh our library estate through an ongoing programme of Estates maintenance and minor works funding for specific improvement projects around the libraries.

Measure 3: Activities which strengthen the employability of Welsh graduates;

Description of activity:	Careers and Employability Service
Purpose and impact:	Our Careers and Employability team will work with our students to enable them to achieve their full potential by delivering the following services: • Careers advice, guidance and information: One-to-one careers advice, drop-in and an online resource, Career Central. • Work Experience: A range of work placements and internships as well as classroom based experience in local schools, the GO Wales programme (see measure 8 under 'equality of opportunity') and the research focused CUROP programme. • Enterprise & Entrepreneurship education (supported by Welsh Government YES funding 2016-18): A range of opportunities for students to develop their own enterprise and innovation skills and abilities such as workshops, group projects, competitions, skills sessions and one-to-one start-up advice. Enterprise in this context is about having ideas, doing something about them and pursuing opportunities to bring about change. Enterprise education encompasses social enterprise and intrapreneurship as well as new business ventures. • The Cardiff Award: A structured programme for students to improve their employability and gain official recognition for their development. • Academic Skills support: A programme of workshops supporting students in a range of skills such as academic writing skills and revision and exam techniques. Certificates are awarded for the completion of defined pathways. • Employer Engagement: A comprehensive programme of careers workshops, fairs, events (such as high profile guest lectures and networking events) and masterclasses to enable students to explore and develop their career aspirations and employability skills, and also to meet and network with graduate recruiters from a wide range of sectors. • Student mentoring scheme: This provides mentors with the opportunity to hone key employability skills such as communication, supervisory, organisational, time management and leadership, as well as given them increased confidence.
2017/18 Target(s)	• Cardiff Award: Target 450 participants. • To meet or exceed the sector benchmark for the proportion of leavers in employment or further study 6 months after leaving: Leavers obtaining first degrees from full time courses (measured by DLHE). • To maintain performance at or above 80% in the HESA Graduate Track Employment Measure.

Description of activity:	Provide opportunities for students to learn a language while they study through the Languages for all and Welsh for All programmes
Purpose and impact:	• Languages for All (LfA) gives students the chance to learn a language free of charge. Courses are available in a variety of languages and levels. There are also a range of study options so that students can learn in a way that suits them. Students can access advice from a Language Adviser by visiting the Languages for all Drop-in Centre or online via a live chat.

- Welsh for All offers the opportunity to improve students' Welsh language skills, for free, while studying at the University. Courses will be available at different levels and opportunities will be provided to experience the language beyond the classroom. We are also developing an interactive language awareness resource which will be made available to students.
- Modern languages students are given the opportunity to go into local secondary schools and teach pupils who are learning foreign languages.

6. Activities which raise awareness of the value of higher education amongst potential learners

Description of activity:	Cardiff University Schools and Colleges Engagement
Purpose and impact:	Cardiff University works closely with schools and colleges to support young people's learning so that they can achieve their potential. We want to encourage them to aspire to - and reach - higher education. We develop strategic partnerships with secondary schools to support and enrich the curriculum and run a range of events and activities throughout the year which help pupils gain the necessary skills and experience needed to achieve a place at university. During 2015/16 we are undertaking a review of our engagement work with schools and colleges and establishing a clear strategic framework to support the delivery of high quality engagement activity that meets the needs of schools, colleges and young people, and to underpin the sustainability of our activities.

Description of activity:	Cardiff University Schools and Colleges Liaison
Purpose and impact:	The Schools Liaison programme establishes and develops strategic relationships with schools and colleges with the aim of attracting applications from these schools. We provide support, information and resources for teachers and careers advisers to ensure students have access to high quality information and guidance so they can make informed choices. The Schools Liaison visit programme both supplements and complements other services offered to schools and colleges including Open Days, Teachers' Conferences, campus visits, the Step-up Scheme and individual academic school programmes of events.

Description of activity:	Cardiff University Scholarships
Purpose and impact:	We wish to recruit the very best students and to help us achieve this we will award prestigious Cardiff University Scholarships. Scholarships will be awarded to eligible UK students coming to Cardiff University in September 2017 and undertaking one of the degree programmes designated for a scholarship. Currently around 100 students per year access Cardiff University Scholarships.

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

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

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

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

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

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

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

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

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

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

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

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

2017/18 fee and access plan submission to HEFCW[7]	
Date of governing body approval:	15 July 2016
Governing body authorised signature:	S. B. Palmer.
Date:	15 July 2016

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

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

Institution name: Cardiff University
Institution UKPRN: 10007814

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

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

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

Any failed validations will appear in red text in this box

a) What is your highest proposed fee rate for:

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

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

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

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

	£
Full-time undergraduate	8,628
Full-time PGCE (QTS)	0
All students in plan	8,628

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

	£k
Full-time undergraduate	132,701
Full-time PGCE (QTS)	0
Total	**132,701**

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

	2017/18		2016/17	
Total amount to be invested in:	£k	% of total income	£k	% of total income*
Equality of opportunity	12,043	9.1%	11,800	9.4%
Promotion of higher education	9,495	7.2%	9,031	7.2%
Total	**21,538**	**16.2%**	**20,831**	**16.6%**

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

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

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

Institution name: Cardiff University
Institution UKPRN: 10007814

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

Guidance note

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

Equality of opportunity measures relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to categorise similar activities under different measures.
Student financial support activities will be a part of the applicant's total investment in measures to support equality of opportunity and/or the promotion of higher education (as set out in Table B (a) and (b)). Table B (d) below asks applicants to separately identify forecast expenditure on student financial support activities already included in (a) and (b).

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

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

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

2017/18 fee and access plan income forecast expenditure

Any failed validations will appear in red text in this box

a) Equality of opportunity

Measures to support individuals under represented in HE:	£
1. Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	1,275,000
2. Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	5,893,000
3. Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	0
4. Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	2,950,000
5. Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	1,325,000
6. Providing effective information to students from under-represented groups before and during their courses	0
7. Providing high quality academic and welfare support to students from under-represented groups	0
8. Supporting students from under-represented groups to progress to employment or further study	600,000
9. Other	0
Total	**12,043,000**

b) Promotion of HE

Measures to deliver:	£
1. More effective engagement with private, public or voluntary bodies and communities in Wales	0
2. Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	7,095,000
3. Activities which strengthen the employability of Welsh graduates	1,630,000
4. Actions which promote Welsh higher education more effectively internationally	0
5. Actions which improve delivery of sustainable higher education	0
6. Activities which raise awareness of the value of higher education amongst potential learners	770,000
7. Other	0
Total	**9,495,000**

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

	£
	21,538,000

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

	£	Anticipated student numbers supported
Fee waivers	63,000	7
Bursaries	5,010,000	6,000
Scholarships	220,000	300
Hardship funds	500,000	750
Provision of financial management advice and skills	450,000	15,381
Other financial support		
Total	**6,243,000**	**22,438**

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

Institution name: Cardiff University
Institution UKPRN: 10007814

This table should only be completed where you propose to charge different fees for different courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the new fee regime.
Where different fees are charged for different courses or cohorts, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A.
The guidance below gives the categories of courses for which information should and shouldn't be returned. Note that information about provision delivered under partnership arrangements is collected in Table D.

Guidance note

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

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

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	132,700,950	0
Total expected student no.s	15,381	0
Average fee	8,628	

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	PGCE	On campus	All	N	60	N		540,000
2	9,000	BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MArch, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys	On campus	All except Year out	N	14,540	N		130,860,000
3	1,800	BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MArch, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys	Sandwich year out in Industry	Year out	N	548	N		986,400
4	1,350	BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MArch, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys	Erasmus / Year Abroad	Year out	N	233	N		314,550
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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) £	
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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) £	
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Institutional fee and access plan 2017/18
Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime for partnership provision based in the UK, 2017/18

Institution name: Cardiff University
Institution UKPRN: 10007814

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

Guidance note

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	0	0
Total expected student no.s	0	0
Average fee		

NIL RETURN

Row	Partner name	Partner address	Please confirm that the partner is a charity (✓)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
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Row	Partner name	Partner address	Please confirm that the partner is a charity (✓)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)	
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Institutional fee and access plan 2017/18
Table G: Targets

Institution name: Cardiff University
Institution UKPRN: 10007814

Guidance note

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

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

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

Row	Target description (maximum 500 characters)	Measure type (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target 2017/18		Optional longer term targets 2018/19		2019/20		Please provide a commentary on the 2017/18 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)
			Y / N	If Y please provide partner name(s)		No.	%	No.	%	No.	%	No.	%	Any failed validations will appear in red text in this box
1	Participants on Step Up Plus Programme	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	150	n/a	250	n/a					
2	Students recruited from Communities First/bottom quintile of WIMD areas	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	1,900	17.0%	1,997	18.0%					
3	Participants on the Confident Futures programme	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	15	n/a	20-30	n/a					
4	Participants on the Discovery Project	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	30	n/a	35-45	n/a					
5	HE Roadshow - schools visited	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	Y	Cardiff Metropolitan Univers	2014/15	80	n/a	80-90	n/a					
6	Proportion of young full time first degree entrants from low participation neighbourhoods (POLAR data) (HESA PIs table T1a)	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		n/a			meet/exceed benchmark						Using the standard HESA performance indicators for widening participation gives a cross-border measure that we can use to benchmark our performance against UK-wide HEIs, including against universities with a more similar student body to Cardiff University.
7	Number of student tutor project: homework clubs	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	13	n/a	10-15	n/a					
8	Communities First students enrolled on Live Local Learn Local	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2014/15	192	n/a	175-200	n/a					
9	Proportion of mature full time first degree entrants from Low Participation Neighbourhoods with no previous HE qualifications. (POLAR data) (HESA PI table T2a)	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		n/a			meet/exceed benchmark						Using the standard HESA performance indicators for widening participation gives a cross-border measure that we can use to benchmark our performance against UK-wide HEIs, including against universities with a more similar student body to Cardiff University.
10	Proportion of mature full time first degree entrants with no previous higher education qualification no longer in HE following year of entry - (HESA PI table T3c)	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		n/a			meet/exceed benchmark						Using the standard HESA performance indicators for widening participation gives a cross-border measure that we can use to benchmark our performance against UK-wide HEIs, including against universities with a more similar student body to Cardiff University.
11	Number of academic schools delivering the mentoring scheme	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2015/16	10	n/a	10	n/a					
12	Percentage of young full time first degree entrants from low participation neighbourhoods (POLAR) no longer in HE following year of entry. (HESA PI table T3b)	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N											Using the standard HESA performance indicators for widening participation gives a cross-border measure that we can use to benchmark our performance against UK-wide HEIs, including against universities with a more similar student body to Cardiff University.
13	Number of short term work, study or volunteering programmes	a5 Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	N		2014/15	221	n/a	350	n/a					
14	Institutional-level overall satisfaction score in NSS	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15	n/a	90.0%	n/a	90.0%					
15	Institutional-level assessment and feedback score in NSS	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15	n/a	70.0%	n/a	70.0%					
16	Proportion of leavers in employment or further study 6 months after leaving: Leavers obtaining first degrees from full time courses (measured by DLHE)	b3 Activities which strengthen the employability of Welsh graduates	N		n/a			meet/exceed benchmark						Using the standard HESA performance indicators for widening participation gives a cross-border measure that we can use to benchmark our performance against UK-wide HEIs, including against universities with a more similar student body to Cardiff University.
17	Performance in the HESA Graduate Track Employment Measure (DLHE).	b3 Activities which strengthen the employability of Welsh graduates	N		2014/15	n/a	80.0%	n/a	80.0%					
18	Participants in the Cardiff Award	b3 Activities which strengthen the employability of Welsh graduates	N		2014/15	350	n/a	450	n/a					
19	Students undertaking 5+ credits through the medium of Welsh	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	233	n/a	350	n/a					
20	Students undertaking 40+ credits through the medium of Welsh	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	161	n/a	250	n/a					
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