

Cardiff University 2020/21 Fee and Access Plan

Executive Summary

We are pleased to present Cardiff University's 2020/21 Fee and Access Plan. This plan details how we aim to support equality of opportunity for students who are traditionally less likely to access higher education (HE) and to ensure that those students can progress, succeed and go on to achieve their full potential beyond university. The plan also details how Cardiff University continues to promote higher education, including Welsh medium provision, and provide a high-quality student experience for all students. The views of our students at Cardiff are at the heart of shaping our development. The University has an effective academic representation system, with over 1,000 student representatives. We coordinate and support a range of annual events and campaigns, including Student Voice and the Students' Union run Speak Week. These events offer opportunities to seek rich feedback from students and complement information from student surveys and course evaluations.

In order to promote equality of opportunity, widen access to higher education, increase Welsh medium learning and improve outcomes for under-represented groups and vulnerable students, we will:

1. Raise aspirations and increase access to higher education amongst under-represented groups through University-led activities and in partnership with First Campus Reaching Wider.
2. Support continuation among under-represented groups and those with additional needs. We will do this through a new emphasis on comprehensive transition support to adapt to university life and through providing financial assistance and a range of wellbeing and academic support services.
3. Implement expansion of our Welsh medium provision in partnership with the Coleg Cenedlaethol Cymraeg as part of a new, holistic Welsh Language Strategy - one that aims at increasing the take-up of our provision through the enhancement of all aspects of the University's Welsh language life. This will ultimately be felt by the student in their day-to-day experiences, encouraging positive choice in favour of a bilingual education.
4. Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements.

In order to promote higher education, improve civic engagement, ensure high quality teaching and learning and support the student voice and graduate employability, we will:

1. Deliver a community and civic engagement programme including working with schools and colleges across Wales.
2. Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs.
3. Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience.
4. Improve our students' employability through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international opportunities.

To support delivery of these objectives we will improve our planning, monitoring and evaluation processes by:

1. Clarifying our longer-term objectives by developing a new Widening Participation Strategy, which will map the pathway of the student through raising aspirations, recruitment, transition, continuation and on to successful outcomes.
2. Evaluating the effectiveness of our activities more robustly.
3. Using existing data and, if necessary, developing new data sets to support our ambitions in relation to activity set out in this plan.

Our aim is to maintain high levels of participation, continuation and success among students from a widening participation background, further improve the student experience and increase our Welsh medium provision in a strategic and sustainable way. We will know we have been successful if we achieve the targets set out in Annex G. We will monitor implementation and evaluate progress and impact throughout the year through regular updates to the Student Experience Strategy Group and Recruitment Admissions Strategy Group, escalating issues to the University Executive Board and Council where appropriate.

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[The Way Forward 2018-23](#) sets out our ambition to 'be known as a University that encourages high levels of student engagement, and that listens to our students, responding to their needs and expectations, and providing them with opportunities to shape their education and the wider student experience'.

Student engagement overview

We are committed through *The Way Forward* to supporting student engagement

Our [Education and Students strategy](#) commits us to:

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

Our [Student Charter](#) sets out the partnership between students, the University, and Students' Union

The Charter outlines what students can expect from the University and the Students' Union, and our students' responsibilities to make role in making the most of their university experience. It includes expectations of openness, honesty, equality, diversity and celebration of Welsh language and culture. It is reviewed annually by the Students' Union and University to ensure its continued relevance.

We draw on a range of policy statements and guidance to improve our engagement and participation practice

Our approach to student engagement reflects the principles of Wise Wales. We engaged with the Wise Wales Pathways to Partnership toolkit during our Students' Union-University partnership project on student representation in 2017/18 and are currently developing additional training materials for staff in Schools involved in student representation. We are finalising a new Code of Practice for Student Representation in partnership with our Students' Union.

We support the Students' Union to provide facilities and services to increase participation in all aspects of university life

The University supports the Students' Union to achieve its goals, including: engaging all students; providing developmental/volunteering opportunities; creating sector-leading facilities and providing sporting activities, societies and independent advice services. Participation in recognised activities is included in the University's enhanced transcripts for students.

We have put in place a new Centre for Education Support and Innovation to support student engagement as core business

We have established the Centre for Education Support and Innovation to provide leadership on our institutional approach to student engagement and partnership working. We have established two new (pilot) schemes to champion student engagement and partnership working. The Student Insight Team work with academic Schools and Professional Services to support them in understanding student views and enhancing communication with students. Our Student Digital Champions work with Schools on education-focused projects to help them maximise the benefits of digital approaches to learning and student engagement. In addition, we are piloting student reviewers as part of the decision-making for funds for Student Research Opportunities Projects and Education Innovation Projects, as well as student panel members for Education Innovation Funds.

Student contribution to governance and quality

Our [student academic representation system](#) is mature and embedded, including training and support.

Managed in partnership with the Students' Union, our student academic representation system enables student representatives to play an important role in decision-making in the University, drawing on feedback from the wider student body. There is an annual cycle of training for over 1,000 student representatives is led by the Students' Union and delivered in partnership with School Student Rep Coordinators, and an annual training conference. Student reps engage with their programme cohorts and speak on their behalf in a range of well-established School and College fora. These include student-staff panels and regular College meetings of student panel. During 2017/18, the Students' Union and University completed a review of the academic representation system. The review commended strengths in the current system in working in partnership and the increased understanding of students of the role the University and Students' Union play in the student experience. New agreed outputs included enhanced training for student rep coordinators, the development of resources for our online [Learning Hub](#) and a new code of practice.

[Students' Union elected officers](#) are partners in governance and decision-making, including key committees

Student officers participate as full members of major University committees, including Senate, Council, Equality, Diversity and Inclusion, and Academic Quality and Standards Committee. Student officers also serve on the steering boards for all our student-facing projects, including the Centre for Student Life. They have direct and regular access to senior decision-makers, including the Vice Chancellor and other members of the University Executive Board (UEB).

Students play an important role in quality assurance processes

As part of our quality assurance processes students are formal members of the standing panel that considers all significant programme changes and developments, our Annual Review and Enhancement Committees and all Periodic Review Panels. We provide briefing sessions to give students the confidence to participate fully in discussions, enable them to understand how the University works and help them develop transferable skills. Students' Union officers serve on our Academic Appeals, Complaints, Disciplinary and Fitness to Practice appeal panels.

Students work on projects to enhance learning, teaching and research.

[Cardiff University Student Education Innovation Projects \(CUSEIP\)](#) enable students to work directly with staff on learning and teaching enhancement projects, primarily as summer placements. This programme was originally piloted in 2016/17 and has become part of the University's ongoing investment in the student experience and strengthening the student voice. Examples of projects include:

- exploring ways to attract more students to select Welsh medium modules, as part of our Welsh medium strategy review;
- experiential learning and student engagement: live projects and their use in the development of graduate employability skills – working with the University's flagship Community Gateway engagement project
- the role of event/lecture (Panopto) capture in enhancing the student experience;
- curating a student innovation festival which became a precursor for Digital Champions/ Student Insights Teams; and
- developing a suite of student-friendly resources to raise Welsh language awareness across our study body.

[Cardiff Undergraduate Research Opportunities Projects \(CUROP\)](#) provides summer research placements. Placements are allocated competitively, and all successful applicants receive a full stipend to support participation in a placement of up to eight weeks, working on live research projects. Students and supervisors present projects at an annual poster conference. All our academic Schools host CUROP placements and interdisciplinary opportunities are particularly encouraged.

Student and staff feedback on these schemes is very positive, with academic colleagues noting the important impact of having student involvement on projects, giving it currency, and students noting the scheme gives them an opportunity to be a co-partner with academics on projects as well as providing valuable employability experience.

Student voice

The University works with the Students' Union to involve the whole student community

The University supports and collaborates with the Students' Union to make sure all students can contribute to university life and shape the student experience. This includes participation in national surveys covering the range of student cohorts, as well as our internal mechanisms at module level and for specific cohorts of students, such as those on placement.

Our Student Voice campaign highlights the importance of student views

We value our students' views and opinions and run our annual Student Voice campaign to highlight the many ways throughout the year in which students can share their views about what the University is doing well and what it can do better. We also use the campaign to communicate to students and to staff how student feedback has brought about change across the University.

An important mechanism for listening to student views is ['Speak Week'](#)

The University is a supportive partner in the Students' Union's annual 'Speak Week', which is a highlight of the student voice calendar. Students are asked what they would do if they could run the University, which results in a wide range of feedback. Engagement with Speak Week has increased each year, from 800 responses in 2015 to over 3,500 in 2019.

The [Student Written Submission](#) allows the wider student voice to be heard by the Governing Body and helps shape the University's priorities

From the student feedback gathered during Speak Week, the Students' Union produces an annual Student Written Submission (SWS) for our University Council. An institutional response to the SWS and an action plan are agreed by University Executive Board and received by University Council for scrutiny. Activities and actions are monitored and evaluated by the Student Written Submission Strategy Group which meets three times a year and is co-chaired by the Students' Union President and the Pro Vice-Chancellor for Student Experience & Academic Standards.

In the last two years, we have established a partnership project model to develop a deeper understanding of student views on specific issues in the SWS and to inform policy development and organisational change. Each project includes membership of staff and students. Examples of topics covered include improving effective communication with students; understanding the international student journey; enhancing the student representation system; and supporting student assessment literacy.

Outputs delivered as result of the feedback from students during Speak Week include the development of a new Code of Practice for Student Rep Coordinators which will take effect from September 2019; the roll out of a policy whereby all lectures are recorded unless a member of teaching staff actively opts out; refurbishment of catering outlets with a redesign of services including improved opening hours, food styles and pricing. We are also pleased to have completed the roll-out of the MyTimeTable system across all

academic Schools meaning that all students have access to an online personalised timetable of teaching activity. This has been an ongoing theme for enhancement in our feedback from students.

Students are encouraged to provide feedback through a number of mechanisms either directly via feedback tools or via their peers of student representatives or the student insight team.

The University has a range of mechanisms for regularly gathering feedback from students to support continuous improvement. These include:

- **Module evaluation:** Students give feedback on all their modules via an easy-to-use, mobile-friendly online tool. We reviewed the approach to module evaluation in 2017/18 and, as a result, strengthened our approach from 2018/19, with a standardised question set and enhanced reporting. This will enable a deeper understanding of trends in student satisfaction across the University and help to highlight priorities for responsive and appropriate action at school and University levels. Module convenors report back to students on module evaluation data and actions taken as a result of student feedback.
- **National Student Survey:** the University takes seriously the responses and feedback received via the annual NSS of undergraduate final year students. The results of the NSS are scrutinised at school, college and university levels, with priorities for action and improvement identified and monitored via the Student Experience Strategy Group
- **Student-staff panels (SSPs)** enable all student academic reps to meet with staff in their schools and share their student experiences on a regular basis. These meetings are chaired by a nominated student rep (i.e. School Chair) and minutes are taken by a student rep. SSP minutes are shared with the Students' Union who create a termly 'impact report', which outlines the key issues students are facing as well as areas of particular strength. Student-staff panel chairs are also invited to Boards of Study to discuss the feedback from students. Unresolved issues from SSPs are reported via School Chairs at College Forums, which have College Deans for Undergraduate Studies and Postgraduate Studies in attendance, as well as relevant professional service staff, who are actioned to resolve problems within their remit.
- **College Forums:** these meetings are an opportunity for student chairs of School student-staff panels to come together and raise issues which have arisen in student-staff panels with the Students' Union officers, College Deans and other members of staff by invitation.
- **Student Insight Team and Student Digital Champions** are current students employed by the University through the Students' Union Job Shop to help us to develop a deeper understanding of student views on specific issues. Both teams are supported through the Centre for Education Support and Innovation (CESI). 2018/19 has been the pilot year for these roles. The activities and impact will be subject to evaluation. To date these students have been involved in a variety of projects, including providing valuable input into the development of the student app, raising awareness of the National Student Survey and facilitating partnership projects and workshops for various initiatives relating to student experience.

Student involvement in fee and access plans

Students are involved in the development and monitoring of strategies aligned with the Fee and Access Plan

The Fee and Access Plan is aligned with the institutional strategic plan, [The Way Forward \(2018-2023\)](#) and the [Strategic Equality Plan \(2016-20\)](#), both of which were developed with significant student involvement and are discussed in the strategic review section below.

Students took part in workshops to inform the formulation of *The Way Forward*. Students' Union officers helped shape the strategy through our partnership approach and membership of Senate and Council. The Vice-Chancellor held student-led focus groups

for students from across the University to directly communicate their views and shape the strategy. The strategy is monitored through the University's normal governance structures and processes, including Council, with student involvement as described above.

Students' feedback contributes to the development of policies, programmes and activities in the plan	Feedback from students is routinely collected and analysed as part of our student experience programmes (described in the provision sections below) including Step Up, student mentoring, wellbeing champions, employability initiatives and global opportunities. Our students also help to deliver several programmes and activities set out in the Plan, for instance HE roadshows and peer mentoring. We are in the process of developing a new widening participation strategy for the University. Student engagement and consultation will be a key part of this development work. This will include working with those students who have participated in and benefited from our activities to widen access to university, and to support under-represented groups and vulnerable students in achieving successful university outcomes.
Student reps are directly involved in developing and approving the Plan	Students' Union officers contribute to the activities underpinning the development of the plan and, as full members of Council, approve the plan and hold the Vice-Chancellor and UEB to account for delivery. Council also approves the institutional strategies and investment priorities underpinning the Plan.
Student reps are involved in monitoring and developing aspects of the Plan	<p>Student representatives are involved in monitoring and developing specific aspects of the plan through membership of University committees and groups:</p> <ul style="list-style-type: none">• Policy and Resources Committee – scrutiny of capital funding for initiatives and evaluating impact;• Academic Standards and Quality Committee – oversight of student progression and attainment;• Welsh Medium Education Strategy Group – oversight of the University's Welsh medium strategy and development of further Welsh medium provision;• Equality, Diversity and Inclusion Committee – oversight of experience of under-represented groups and the environment in which they are studying; and• Student Experience Strategy Group, responsible for overall oversight of the Fee and Access Plan as part of the education and student strategy.

How proposed fee levels are communicated to students

We provide information about tuition fees, financial assistance and student support, in line with quality standards for QAA, CMA and OIA.	Cardiff University's communications are aimed at potential applicants to the University, current students, parents, staff in secondary schools and colleges including teachers and careers advisors, and University staff in order to ensure that all stakeholders receive accurate, timely and consistent information. We ensure that the information provided meets the quality standard set out in Part C of the QAA UK Quality Code for Higher Education, the requirements of the guidance published by the Competition and Markets Authority (CMA) and the good practice described in Information for Students: a guide to providing information to prospective undergraduate students ¹ . Our student complaints and appeals procedures are aligned to the CMA's advice and to the Office of the Independent Adjudicator's good practice framework.
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¹[https://www.officeforstudents.org.uk/media/2db81e6b-e4c7-4867-bc5d-ff67539d13e8/guide to providing info to students.pdf](https://www.officeforstudents.org.uk/media/2db81e6b-e4c7-4867-bc5d-ff67539d13e8/guide%20to%20providing%20info%20to%20students.pdf)

We use a wide range of methods to communicate with prospective and current students

Communication methods include:

Website

- Dedicated web pages contain information of tuition fees, funding opportunities including scholarships and bursaries, and student support. The pages include links to other related websites including Student Finance Wales/England/Scotland/Northern Ireland, as well as signposting applicants to useful University contacts.
- We continue to develop our Key Information Sets (KIS), standardised information about undergraduate courses designed to be comparable across all UK higher education institutions. This 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. Each KIS is presented as a webpage that provides information on a programme of study and includes details of; course overview, entry requirements, tuition fees, course structure, placement opportunities, accreditation, learning and assessment, and degree programme structure. Detail has recently been added on applications per place.
- We have overhauled our approach to communications with applicants to ensure that there is clearer information available for applicants and offer holders. Rather than including links to the relevant fees and student support on our applicant portal, we now more proactively confirm fees in the applicant's offer letter. We then send a series of communications to offer holders to ensure that they receive information directly relevant to their fee status.

Marketing materials/open days

- The University communicates information on fees and support available to prospective students at open days, visit days, HE Fairs and schools and colleges liaison activity. It is also available in 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.
- We use social media including Facebook, Twitter, Instagram, blogs and YouTube to communicate with prospective and current students.

Email

- Applicants to the University receive an email acknowledging receipt of their application and providing links to our online fee information.
- We communicate with all offer holders in the form of a newsletter which details scholarship and bursary provision.
- Our formal offer letter details the tuition fees payable for the first year of the programme and outlines any potential increase in fees for subsequent years of study. We communicate fee charges throughout the duration of study.

Our current annual and aggregate fee levels are in line with current Welsh Government Policy

For UK domiciled students commencing studies in 2020/21, the fee level for each year of a standard three-year undergraduate degree courses, and for each year of an Integrated Masters programme, currently £9,000 per year, is determined on approval of our Fee and Access Plan by HEFCW at the end of July.

On the basis of current Welsh Government policy, our fee levels for 2020/21 will be as follows:

Programme	Fees per year
Full time undergraduate course	£9,000
Full time undergraduate course sandwich year in industry (except MArch, see below)	£1,800
Full time undergraduate year abroad	£1,350
Masters Architecture (MArch) work-based learning year	£4,500
PCET/PGCE	£9,000

The aggregate fee for the full course is the total of the fees for each year of the course. Fees in 2020/21 may increase in line with any changes to Welsh Government policy. Where fee variations apply to courses due to a period of placement or overseas study while registered at Cardiff University, these are clearly communicated at the time of application. Cardiff University adheres to the requirements of the Competitions and Markets Authority (CMA) on consumer protection law relating to higher education students.

Rationale for Fee and Access Plan 2020/21

Our strategic plan, [The Way Forward 2018-23](#), states that ‘Cardiff University exists to create and share knowledge and to educate for the benefit of all’. It sets out our vision to be ‘a world-leading, research-excellent, educationally outstanding university, driven by creativity and curiosity, which fulfils its social, cultural and economic obligations to Cardiff, Wales, the UK, and the world’. The strategy includes our clear commitment to our civic mission, to promoting the Welsh Language and to our broader social responsibilities.

Our approach to the Fee and Access Plan is to strike a balance between our clear commitment to contributing to prosperity and social justice by widening access and participation, and improving equality in retention, progression, attainment and employability, in the context of maintaining and enhancing our World, UK, Wales and Russell Group standing, as reflected in key indicators and league tables.

We are currently revising our Widening Participation Strategy, to ensure we are ambitious and forward thinking, taking an holistic view of widening participation for students from under-represented groups, from awareness raising, engagement with and promotion of HE, through to enabling success in recruitment, transition, retention, graduation and into employment or other graduate outcomes. Our revised strategy will set a robust context and framework for future Fee and Access planning and monitoring activity and operate alongside our new contextual admissions policy.

Strategic Review

The Way Forward makes a commitment that all students should have a high quality experience.

In The Way Forward 2018-23 we have made a clear commitment to ensuring an educationally outstanding and consistently high quality student experience for all students, irrespective of their background. We want to ensure that all of our students, and particularly those from under-represented groups benefit from being in and engaging with a research-rich educational environment.

Within *The Way Forward*, our Civic Mission and

Our [Education and Students strategy](#), commits us to ‘building on our strong track record in widening participation to ensure we promote higher education for the benefit of all’, and was

Education and Students strategies set out themes and commitments underpinning the focus and content of the Fee and Access Plan

co-created with our students, through our strong partnership working with the Students' Union. Our strategy commits us to consolidate and extend our provision which supports vulnerable students and those from backgrounds with low participation rates in higher education. Our objectives are to:

- stretch and supports all our students to do the best they can
- welcome students from across the globe, and from all backgrounds, supporting them to enjoy and benefit from a rewarding university education
- to provide all our students with opportunities to engage with Welsh culture and language, in the context of being a proud Welsh University with clear commitments to the social, economic and cultural prosperity of Wales
- encourage high levels of student engagement, to listen to our students, responding to their needs and expectations, and providing them with opportunities to shape their education and the wider student experience

Our strategy recognises the importance of excellent student services to student success, and of working with our students to ensure they are well supported to make the most of their time with us. We are particularly proud of our work on student wellbeing and wider student support to enable student success.

The University strategy also includes a strong commitment to our [civic mission](#), particularly in relation to Wales. This includes:

- improving the health, wealth and wellbeing of the people of Wales
- wide and sustained engagement with schools and other education partners
- making a positive contribution to the support of the Welsh language and culture.

A refreshed widening participation (WP) strategy is in development which will support and strengthen fee and access planning and monitoring

To support and strengthen our fee and access planning and monitoring we have embarked on a process to refresh our widening participation strategy. The work will be finalised during the academic session 2019-20 and will seek to provide a holistic approach to widening participation, focused on the student journey and enabling success. The refreshed strategy will provide an institution wide framework for embedding the fee and access plan at a strategic level across the University.

We have also established a new widening participation network at the University. This network will strengthen engagement with colleagues across the University, will support the implementation and monitoring of our strategy, will collaborate and share best practice and information across the University to better support our students throughout the student life cycle. There will be strong engagement with the Students' Union and with our students from across under-represented groups to ensure we listen and respond to their voices, and to co-create actions to deliver our strategy.

The Fee and Access Plan is informed by our Strategic Equality Plan

The University is in the process of transitioning from our [Strategic Equality Plan 2016-2020](#) to a new Strategic Equality Plan (SEP). In the process of creating a new plan, we will consult with staff, students, the wider community and the third sector. The Equality and Human Rights Commission have stated the following as their priorities for HE institutions carrying out their Public Sector Equality duties and these will inform both our SEP and the FAP:

- Identity Based Violence – Providing support for students who have experienced incidents of violence and abuse. Recognising the impact on individuals with different protected characteristics and modifying our support accordingly.
- Widening our work on Gender Pay Gap to include Ethnicity and Disability
- Recruitment of disabled people

The University understands the benefits for a close relationship between the FAP and the SEP, with a two-way dialogue enabling both plans to inform each other.

Opportunities to improve the way the FAP is informed by the new SEP have already been identified. For example, the University is keen to align and streamline its strategic reporting, to ensure an evidenced based, focused and proportionate approach. Our goal is to ensure that data collected, presented and monitored within the SEP can be analysed and reported in ways that challenges the University to further improve. This work will inform future activity planning for the FAP.

We publish a publicly available Annual Monitoring Report that provides a summary of our progress against our objectives for the SEP. We will ensure that, as relevant and appropriate this will cross reference our fee and access plan.

The Fee and Access Plan draws on our work to support Vulnerable Students, providing targeted help to care leavers, estranged students, carers, asylum seekers and veterans

We have a strong and inclusive approach to student support, including a student wellbeing service and money advice. We also co-ordinate and target student support for the following specific groups, identified as likely to benefit from additional help to reach their full potential:

- students with a background in care;
- students who are estranged from their families;
- students with caring responsibilities;
- asylum seekers;
- mature students; and
- forces veterans.

This supports our aim to attract groups underrepresented in higher education, by creating a reputation for a supportive environment. It will aid retention, attainment and success in these groups. Specific success measures will be:

- more care leavers studying at Cardiff University and engaging with student support services;
- more estranged students engaging with student support services;
- identifying student carers and providing a support package

We will monitor our performance against our agreed objectives and the outcomes for specific groups. Our monitoring and evaluation will help to inform and shape future Fee and Access Plan priorities. This work will be reflected in our refreshed widening participation strategy.

The Fee and Access Plan supports our commitment to the Welsh language, including increasing and promoting Welsh medium taught provision as part of a new, holistic Welsh Language Strategy

We are proud to be a Welsh University and to provide our students with opportunities to engage with Welsh culture and language. Our ongoing commitment to the Welsh language will, from 2020, be delivered through the new, holistic Welsh Language Strategy which will be launched in Autumn 2019. The strategy will encompass operations across the entire University and will build upon developments over the last decade, and will be grounded in the planning initiated by the appointment of a Dean for the Welsh Language in November 2018. Planning has been directed through the creation of a new Welsh Language Strategy Board involving senior staff across Academic and Professional Services, which reports to the University Executive Board on a quarterly basis. Together with the Welsh Language Advisory Board it provides strategic direction, oversight and a critical voice for the current shaping and subsequent delivery of our strategy. There is sustained engagement with staff and students through the Welsh Language Staff Network and the Welsh Language arm of the Students' Union (see UMCC below).

Delivery on our Welsh language commitment has until now, and will continue to develop through:

- Welsh medium taught provision
- academic and pastoral support to Welsh speaking students
- promotion of the Welsh language and culture

These three elements reflect key strategic objectives with respect to Welsh, as set out in *The Way Forward* and our Education and Students strategy, namely creating skilled bilingual graduates, providing an enriching student experience and celebrating the Welsh language. These priorities are emphasised in the nascent Welsh Language strategy, which responds directly to the expectations of the Fee and Access Plan through its key objectives, namely:

- exceeding HEFCW targets on student numbers;
- creating innovative, high quality Welsh medium provision;
- developing 'Cynnig Caerdydd' (our Welsh language student offer) as a unique and dynamic student experience;
- developing our Welsh-language research community and
- promoting the University's Welsh language culture.

Activity with respect to current and prospective students (including the relevant scholarships – see below) will also be aligned with the University's broader Widening Participation mission by targeting Welsh language students in areas that rank highly on the WMID and ensuring that 'second-language' Welsh speakers are encouraged through adequate support to maintain and develop their Welsh language skills during their time at Cardiff University.

Our [Welsh medium taught provision](#) is focused on areas of strategic importance for the Welsh economy, preparing highly skilled graduates to contribute bilingually to Welsh economic, social and cultural life. Students can study credits through the medium of Welsh in a variety of subjects. We work closely with the Coleg Cymraeg Cenedlaethol and have a branch of the Coleg within the Centre for Education Support and Innovation. Developments in since the establishment of the Coleg include:

- Coleg Cymraeg Incentive scholarships to study 40 credits per year through the medium of Welsh in specific subjects. In 2018, these covered degree courses in Adult Nursing, Physiotherapy, Occupational Therapy, Law, Law and Welsh, Mathematics, Medicine, Journalism and Philosophy. From 2019/20 we will for the first time be contributing £18,000 to work towards increasing the scholarships available in conjunction with the Coleg and ensuring that they are branded and administered so as to maximize recruitment potential.
- Coleg Cymraeg Lead Scholarships to study LLB Degree in Law, Welsh as a Second Language, Journalism and Welsh and Law and Welsh, with over 80 credits per year through the medium of Welsh
- Welsh medium joint honours degree in Journalism and Welsh
- Joint honours degree in Business and Welsh
- Coleg-funded lectureships in other subjects; a lecturer in the School of Welsh to further develop our Welsh as a second language (ail iaith) provision ; funding under the Coleg's subject grant model to develop provision in Mathematics, Healthcare, Nursing and Midwifery, Medicine, Journalism and Philosophy.
- Following a Coleg funded feasibility study into increasing Welsh Medium provision, the Schools of Dentistry and of Social Sciences have applied for a Coleg 'Spur' Grant to enable them to further scope opportunities for Welsh medium provision.
- A range of opportunities in the Schools of Medicine, Dentistry and Healthcare Sciences to study and undertake placements in Welsh to equip them in their professional roles and meet the needs of Welsh speaking patients. Clinical Communications Skills training, rural hubs and community-based teaching also support this aim.
- The University reaffirming its commitment to Welsh medium provision in absorbing staff costs in Maths and Journalism under the new subject grant model.

Academic and pastoral services for Welsh-speaking applicants or students wishing to access them through the medium of Welsh include:

- Applicants from Wales are offered the choice to be interviewed in Welsh where interviews are held for recruitment;
- Students can request a Welsh-speaking personal tutor, and this will be provided where there are Welsh-speaking members of the teaching staff in the subject area. If there are no Welsh-speaking staff, a member of staff from another School is sought;
- Students can complete examinations and assessments through the medium of Welsh, irrespective of whether tutoring is received in Welsh. If a student wants to be assessed in Welsh, and Welsh-speaking markers are not available, we ensure that assessed coursework, examination papers and scripts are translated. These arrangements are subject to national or professional body guidance, regulations or QAA Guidance;
- Students can apply for accommodation specifically set aside for Welsh speakers at two halls of residence.

Our **promotion of Welsh language and culture** takes numerous forms including our annual attendance at the National Eisteddfod, and from 2019 we will have a presence at the Urdd Eisteddfod and sponsor some key events. Our Welsh speaking staff contribute regularly to the Welsh language media and press, in addition to their academic publications. Some also act in the capacity of advisors to the Government and contribute to external scholarly networks and third sector institutions. Our activity extends to 'Welsh for All', a unique provision in Wales giving all students the opportunity to learn Welsh alongside their studies, free of charge. 'Welsh for All' is popular and take-up is increasing. We also contribute £20,000 annually to support the opportunity for staff to learn or improve their Welsh through registering for courses run by the University's 'Welsh for Adults Cardiff', the 'Learn Welsh' provider for the capital city. These opportunities are complemented by bespoke Welsh language training for staff financed through the Coleg Cymraeg Cenedlaethol.

Undeb Myfyrwyr Cymraeg Caerdydd (UMCC) is a Union within the Students' Union which was launched in August 2018 with responsibility for representing Welsh speakers, learners, and anyone with an interest in the Welsh language and culture during their time in Cardiff University. In addition to ensuring that the Welsh language and its speakers are fairly represented within the University the UMCC works with Welsh students and societies to ensure that a wide range of events and services are offered to Cardiff's Welsh speaking students.

We also have teaching provision that is free of charge for staff who want to learn, and we have developed and rolled out an online Welsh awareness module for both students and staff.

Groups under-represented in HE and at Cardiff University

We draw on a range of evidence and intelligence to identify under-represented groups to target

To identify under-represented groups for inclusion in the Fee and Access Plan, the widening participation team work in partnership with student support, admissions team and the Admissions Strategy Group to:

- monitor evidence of participation patterns in HE and of groups experiencing barriers to HE
- analyse our admissions and progression data to understand barriers to participation at Cardiff University
- draw on Wales and UK published research
- participate in sector networks, e.g. Russell Group heads of widening participation group
- use feedback from our schools and colleges on admissions, recruitment and outreach activities
- refer to Welsh Government and Higher Education Funding Council (HEFCW) policy priorities.

Our Fee and Access Plan targets and indicators are chosen to measure progress in recruitment, continuation and success in under-represented groups.

We target support to students from disadvantaged backgrounds, from vulnerable groups or with protected characteristics

There is substantial evidence that young people from less advantaged socio-economic backgrounds are less likely to participate in HE². Our outreach programmes focus on raising the aspirations of students who have experienced socio-economic or geographical disadvantage and support access to higher education for those with the potential to succeed.

Previous educational attainment is an important determinant of participation in higher education (WISERD, 2015). This can result from barriers to education stemming from social or economic disadvantage. Our outreach programmes and academic skills support services aim to mitigate the impact of educational disadvantage on access to and success in higher education.

Some specific groups face barriers to higher education, leading to under-representation, including: we work with care leavers, students with autism, asylum seekers, refugees, carers, forces veterans, estranged students and first in the family to enter HE. Care leavers are one of the most under-represented groups in Higher Education. We were one of the first universities to engage actively with care leavers in Wales. Our care leavers support scheme has now been extended to support students who are estranged from their parents.

The objectives in our new Strategic Equality Plan (SEP) will be developed through consultation with staff, students, the wider community and the third sector. We will also take into consideration the priorities of organisations such as the Equality and Human Rights Commission and HEFCW.

We are increasing Welsh medium provision and encouraging take up

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

Evaluation and Monitoring of the FAP

Development, evaluation, monitoring and effectiveness of fee and access plan activities are regularly reviewed by the University through several structures. Throughout our approach we aim to ensure an understanding of the performance of our objectives and targets. This is achieved by tracking progress, mitigating risks and learning lessons to continuously improve.

² WISERD (2015) Access to Higher Education in Wales Available at:
<http://www.wiserd.ac.uk/research/publications/wiserd-publications/reports/>

Committee Scrutiny

FAP activities are reviewed and monitored by four strategic groups

A robust monitoring process is in place for the Fee and Access Plan, which will be aligned to our refreshed Widening Participation Strategy. Activities are monitored regularly by four strategic groups, chaired by senior leadership (University Executive Board member or University Dean) with the activities aligned to the responsibilities of those groups. These groups are arranged as below.

Strategic Group	Responsibility
Recruitment and Admissions Steering Group	<ul style="list-style-type: none"> • Raising aspirations • Recruitment • Admissions
Student Experience Strategy Group (SESG)	<ul style="list-style-type: none"> • Student support • Continuation • Successful outcomes
Equality Diversity & Inclusion Committee	<ul style="list-style-type: none"> • Establishing an inclusive culture
Welsh Language Strategy Board	<ul style="list-style-type: none"> • Developing and sustaining Welsh medium provision

The staff leads of all activities listed in the plan produce a quarterly progress report setting out their achievements, risks and issues which is presented to and discussed by the appropriate strategic group.

The Pro Vice-Chancellor Student Experience and Academic Standards (PVC SEAS) has delegated responsibility to monitor progress of all activities, to ensure activities are aligned to objectives of the plan and to alert and escalate where objectives are at risk of non-delivery. PVC SEAS is a member of the oversight groups above.

UEB has responsibility for the Fee and Access plan, providing clear strategic oversight at the highest level, with the Vice Chancellor chairing this group. Fee and Access plans, and all monitoring are scrutinised and agreed by UEB. The FAP is reviewed annually by Senate, and more often where there are risks identified. The Fee and Access Plan is reviewed annually by Council to ensure compliance with the general requirements of the plan and the fee levels set out in this fee and access plan.

Students' Union sabbatical officers are partners in the development of our fee and access plan. Students are also full members of our student experience strategy group and Welsh Language Strategy Board, as well as Senate and Council

Evaluation Framework

The pilot evaluation framework supports the understanding of impact.

We are currently piloting a new evaluation framework that aims to inform the continuous development of the University's widening participation agenda. The evaluation framework measures effectiveness of activity and assesses its impact, considering both quantity and quality. We are also joining [NERUPI](#) (Network of Evaluating & Researching University Participation Interventions) in order to further enhance our evaluation of outreach provision.

NERUPI is a partnership of Higher Education Institutes working collaboratively to create a new approach to evaluation using a framework.

The Upshot data system enables detailed tracking of attendance

One of the pivotal activities in the development of this framework is the implementation of the data system, Upshot. This is a tracking system that is used by First Campus and all Reaching Wider partnerships and enables the tracking of a student lifecycle from point of contact through to access to University and educational attainment. It can be linked to UCAS data and therefore enables the tracking of a student to any HEI. At present, Cardiff University is in the process of adopting this system. This work will be carried forward over the period of this plan.

Evidence of performance to date

Cardiff successfully combines high entry standards with strong recruitment from low participation backgrounds

The University has a long history of supporting the recruitment and retention of a wide variety of students from groups that are traditionally under-represented in higher education. Widening access has been embedded within our undergraduate recruitment operation. This ensures that widening participation audiences are considered as part of mainstream recruitment operations. This is reflected in the steady increase of students from low income and low participation backgrounds.

	2013/14	2014/15	2015/16	2016/17	2017/18
Proportion (%) of Welsh domiciled students from Communities First /WIMD ³ areas	16.6%	17.0%	17.3%	18.5%	19.3%

Proportion (%) of UK domiciled young full-time, first degree students from UK low participation areas	7.6%	9.6%	9.3%	9.2%	9.5%
Comparison to benchmark	Below	Above	Above	Above	Above

Proportion (%) of UK domiciled mature full-time, first degree students not previously in HE from UK low participation areas	13.7%	16.5%	13.6%	12.1%	15.6%
Comparison to benchmark	Above	Above	Above	Above	Above

³ Welsh Index of Multiple Deprivation. The bottom quintile is referred to as WIMD20 and the bottom two quintiles as WIMD40.

Our current contextual admissions policy uses three indicators: socio-economic disadvantage, low participation neighbourhood and 'in care'. We are reviewing this policy with a view increasing the indicators used, to broaden the under-represented groups included.

Compared with UK benchmark groups, we perform well in retention of young students from low participation backgrounds but need to improve with mature students

We monitor our continuation performance against indicators published by the Higher Education Statistics Agency (HESA)⁴. This provides a meaningful comparison of our performance with the sector average, allowing for the University's subject and entry qualifications.

Other than for 2015/16, we have been above our benchmark for retaining young students from Polar 3 backgrounds. However, we have been disappointed that since 2015/16 we have been below benchmark for mature students with no HE experience from low participation neighbourhoods.

	2013/14	2014/15	2015/16	2016/17	2017/18
Percent of young full-time first degree entrants who are no longer in HE from Polar 3	3.8%	4.0%	6.4%	4.0%	n/a
Comparison to benchmark	Above	Above	Below	Above	n/a

Percent of mature full-time first degree entrants who are no longer in HE	8.0%	8.6%	10.6%	11.4%	n/a
Comparison to benchmark	Above	Above	Below	Below	n/a

Our initial analysis has not identified any trends affecting individual academic Schools. Internal data show that, of those who leave the University, the majority do so early in the academic programme. This pattern of non-continuation highlights the initial difficulty some students may experience when making the transition to university life and study. The University is taking further steps to enhance its transition programmes to ensure students can adapt to university life. In 2018-19, we have piloted an online module 'Beginning your Life and Cardiff University' on Futurelearn for all students, aimed at helping the adjustment to living and studying in Cardiff. We are also undertaking a review of the year 1 experience including a focus on students from widening participation backgrounds to identify any relevant factors. We are also using our participation in the JISC Cymru learning analytics project to specifically focus on year one engagement and continuation.

Overall student satisfaction remains in line with both UK and Welsh sector averages but we strive to continually increase it.

Overall student satisfaction in NSS (National Student Survey) in 2018 was 83%. Although within benchmark, our overall satisfaction rate has declined gradually since our peak in 2015 of 90%. We are committed to increasing student satisfaction and have set challenging key performance indicators accordingly within our Way Forward strategy that all of our subjects should be in the top 25% of the Times Good Universities Guide subject league tables by 2023. This incorporates a basket of measures including NSS, so we will continue to have a strong focus on improving our NSS outcomes and responding to the concerns of students to ensure this.

The University is currently planning to establish a new institutional-level Survey Management Framework. This will provide a more consistent platform for all student experience survey

⁴ <https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables>

activity and enable the institution to have a holistic view of actions (and monitoring) arising out of the feedback and align resources and support to key areas that students have identified.

Following the publication of the NSS 2018 survey results an institutional action plan was developed and shared with HEFCW which identifies 11 actions to address the decline in satisfaction. This action plan is owned by the Pro Vice-Chancellor for Student Engagement and Academic Standards.

Examples of targeted developments in 2018/19 centred on student satisfaction include:

Centre for Education Support and Innovation (CESI) - has been re-established as a University-wide practice-focused resource and investment to support the delivery of excellence in learning and teaching. With two additional senior level appointments, this Centre will focus on improving curriculum design, support for academic practice, blended and digital learning and student engagement and partnership. As part of its re-organisation and to support mainstreaming the University's Welsh medium provision the branch officer for the Coleg Cymraeg Cenedlaethol also sits within the CESI. For 2020/21 the Centre's activities will be reviewed and realigned with the widening participation agenda. This includes a review of the Centre's two student project funds (CUROP and CUSEIP) to evaluate the applications (and success) according to student characteristics.

Enhancement of Module Evaluation – As detailed elsewhere, the University's approach to its 2018/19 module evaluation is to focus on a standardised and consistent question set used for all subjects and at all levels. Thresholds of satisfaction are used to identify areas marked for intensive support as well as highlight good practice. This will allow the University to better monitor student satisfaction at module and programme level, and prioritise local and institutional wide actions to support improvements.

Assessment and Feedback Commitment – much work has been on developing a set of commitments and principles on authentic, robust and innovative assessment and effective feedback. Innovations such as e-assessment are being piloted and one of the current Students' Union- University Partnership Projects is focusing on improving student feedback literacy, including the student-led development of an online student assessment passport.

Employability of
Cardiff University
graduates remains
high

Cardiff University is pleased to be supporting the employability of its students. In our Way Forward Strategy 2018- 2023, the University aims to build on our success and to provide further opportunities for students to make meaningful global connections and to access work experience which enriches their study and enables them to prepare for graduate work and successful futures. The University has committed to providing opportunities for work placement / employer engagement for all our students and will monitor its progress against a KPI of at least 50% of our undergraduate students will undertake a work placement during their studies. We have also committed to increasing the opportunities for our students to gain international experiences during their time at Cardiff University.

95.6% of students were employed, studying or both six months after graduation in the most recent year (2016/17) according to the DLHE (Destination of Leavers of Higher Education) survey. This was an increase in percentage from 2015/16.

Our 2016/17 performance in the DLHE survey for those entering graduate level employment or further study also increased, to 80.9%. This ranked us as 30th in the UK, a rise of 13 places.

TEF analysis indicates that graduate destinations for disadvantaged groups are as good as those for students from more advantaged backgrounds, which demonstrates our success in attracting widening participation students and supporting them to do well.

We have consolidated and diversified our Welsh medium provision offer and remain committed to increasing provision and take up.

424 students undertook at least 5 credits through the medium of Welsh in 2017/18, of whom 173 studied at least 40 credits in Welsh. This is an increase from 406 (5 credits) and 164 (40 credits) in 2016/17.

Cardiff University continues to work closely with Coleg Cymraeg Cenedlaethol to create opportunities for students to learn in Welsh and for staff to teach in Welsh. We have most recently made significant progress in developing modules in Welsh in Journalism and Healthcare whilst research carried out to identify areas for expansion has led to applications to the Coleg for support in the Social Sciences and Dentistry that will lead to extra teaching capacity. As part of our strategy *The Way Forward 2018-2023* we have set our aim to have 530 students undertaking part (5+ credits) of their studies through the medium of Welsh by 2023.

The University has recently established a Welsh medium strategy group and has appointed a dedicated senior strategic academic lead, A University Dean for the Welsh Language from November 2018, with a specific University-wide remit for driving further, sustainable growth in Welsh medium provision. There is senior leadership for the development of Welsh medium education provision at University Executive Board level, with a Pro Vice-Chancellor with explicit responsibility for Welsh Language.

We would like to further develop our care leaver population

The number of new care leavers that we are supporting has remained relatively low to date, with 11 new care leavers in 2017/18 and 8 new care leavers in 2018/19.. Communication with other institutions has suggested this is a trend nationally. We are committed to ensuring that young people leaving care are supported into University and are extending our focus on outreach through Confident Futures, our updated contextual admissions policy and our transition events to encourage and support students to enter Cardiff University and to succeed in their studies. The total number of care leavers in each cohort are as follows: 2015/16 – 22; 2016/17 – 28; 2017/18 – 28; 2018/19 – 25.

We are pleased to see the number of carers and estranged students being supported by the University increase.

In 2018/19 39 estranged students were actively supported by the University, an increase from 24 in 2017/18 and 17 in 2016/17. Our approach to support estranged students has been recognised by a nomination in the Stand Alone’s Excellence and Innovation Awards in the Graduation and beyond’ category.

We are working with our Students’ Union, Carers Trust Wales and with other universities in Wales to raise awareness of student carers and to improve support for carers to study and succeed at university. In 2018/19, 54 student carers have been supported by our student support services in comparison to 21 in 2017/18. Our aim is to continue to promote a carer friendly community across Cardiff University to ensure that carers feel supported in pursuing their studies

Support for forces veterans, asylum seekers and refugees are commitments which feed into our civic mission.

In 2019, the University signed the Armed Forces Covenant, which sets out our pledge to support students and staff associated with the Armed Forces community. The University has also made the appointment of an Armed Forces Champion. Our commitment to support asylum seekers and refugees is part of our strategy for civic responsibility focussed on social cohesion, health, wealth and well-being. Our Live Local Learn Local programme works specifically with the Welsh Refugee Council (WRC) to support potential students from the asylum seeker and refugee communities, with a number successfully gained places on undergraduate and postgraduate courses

Priorities and objectives for FAP 2020/21

We will improve our planning,

We have identified a need to improve the following:

monitoring and evaluation and use of data

Area for improvement	Rationale
1. The clarity of our objectives and our FAP planning over longer cycles, by developing a refreshed Widening Participation Strategy, which will map the student journey through engagement, recruitment, admission, transition, retention, graduation and into employment or other graduate outcomes.	In line with the aims of the Well Being and Future Generations act, we recognise that in addition to the shorter term goals of the FAP, a sustainable WP strategy needs to be embedded within the University's long term budget plans., covers the full student journey and combines both academic and support services.
2. Our monitoring and evaluation of FAP activity by using a more effective evaluation framework	A review of best practice with the NERUPI framework has highlighted that our own evaluation framework needs further development. This will be embedded within the implementation and monitoring of our refreshed Widening Participation strategy
3. Our data collection and analysis in relation to FAP activity	Following the efforts to collect more WP data at multiple points in the student journey including outreach and enrolment, our data model is maturing, to enable multi variate analysis is possible to help inform FAP planning.

Our priorities are maintaining high levels of participation, retention and success of students from WP backgrounds, improving the student experience and increasing our Welsh medium provision

Our Fee and Access Plan provision in 2020/21 is focused on

- Maintaining our strong performance in the recruitment and retention of students from widening participation backgrounds. Since 2015/16 Cardiff has seen an increase of WIMD40 students from just under 28% to 30.5% in 2017/18. We aim to reach 33.5% by 2020/21. This represents a steady growth recognising the decline in the recruitment market and the declining 18-year-old population across the UK.
- Improving our understanding of the impact of our provision on outcomes for under-represented groups.
- Further enhancing the employability of our graduates, with a focus on underrepresented groups, increasing the opportunities for students to undertake placements, internships or employment-rich learning experiences during their studies by 2023.
- Supporting all our students to achieve successful outcomes, by continuing to engage our students in meaningful dialogue about their learning, providing regular timely and useful feedback to inform academic progress ensuring excellent student support services.
- strategically and sustainably increasing our Welsh medium provision and take-up above the level in 2017/18, as part of a suite of measures to support Welsh language more generally across the student body.

Our equality of opportunity objectives are to widen access and improve outcomes for under-represented groups, increase Welsh medium learning

Our equality of opportunity objectives for 2020/21 are to:

- Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider.
- Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to university life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services

and support vulnerable groups

- Enhance all aspects of the University’s Welsh language life via the delivery of our institutional strategy in relation to Welsh medium provision and championing the needs of Welsh-speaking students
- Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements.

Our promotion of HE objectives are civic engagement, high quality teaching and learning, student voice and employability

Our promotion of HE objectives for 2020/21 are to:

- To help improve the health, wealth and wellbeing of the people of Wales by delivering a community and civic engagement programme.
- Provide a high-quality teaching and learning experience, environment and infrastructure that meets students’ diverse needs.
- Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience.
- Improve the employability of our students through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international opportunities.

Alignment with Welsh Government priorities

The University fully supports the goals of the Wellbeing of Future Generations (Wales) Act and has mapped the objectives to those goals with the aim of building a resilient, healthy, more equal and prosperous Wales.

FAP 20/21 objective	Wellbeing Goal
Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider.	<p>A more equal Wales</p> <p>A prosperous Wales</p> <p>A healthier Wales</p> <p>A Wales of cohesive communities</p>
Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to university life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	<p>A more equal Wales</p> <p>A prosperous Wales</p> <p>A healthier Wales</p> <p>A Wales of cohesive communities</p>
Explore routes of expansion for Welsh medium provision and implement a new Welsh Language Strategy.	<p>A more equal Wales</p> <p>A Wales of vibrant culture and thriving Welsh language</p> <p>A Wales of cohesive communities</p>
Improve the employability of under-represented groups with targeted careers support and	<p>A more equal Wales</p> <p>A prosperous Wales</p>

additional support packages for international placements.	A Wales of cohesive communities
Deliver a community and civic engagement programme including working with schools and colleges across Wales	A more equal Wales A prosperous Wales A Wales of cohesive communities
Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs	A more equal Wales A Wales of cohesive communities
Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience	A healthier Wales
Improve the employability of our students through a careers and employability service and opportunities including placements, volunteering and international opportunities.	A more equal Wales A prosperous Wales A Wales of cohesive communities

We work in partnership with the NHS, and other key stakeholders to support our students to be physically and mentally healthy. Our Counselling, Health and Wellbeing teams, work with the Students' Union to support and encourage proactive and preventative approaches to health and wellbeing, students taking responsibility not only for their own health and wellbeing but also those around them.

Our student support service includes a Disclosure Response Team and a Residence Life Team, which relates to the key objective of the Equality Act 2010, which states that services should positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities.

We provide support to students who have a variety of health, wellbeing and mental health needs, including those who experience discrimination, harassment, victimisation or violence and abuse, related to a protected characteristic. Linked to the priorities under the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, our reactive and preventative services relating to violence and abuse and will help to create a university culture of respect, safety and support. We will also provide more opportunities for restorative services to work with the students to help build more cohesive communities and increase access to interventions that repair harm.

The Welsh Government 'Nation of Sanctuary – Refugee and Asylum Seeker Plan,' recognises the government's ambition of making Wales a nation of sanctuary for all. Aligned to this plan, the current university strategic plan for vulnerable students looks to improve the financial support asylum seekers receive.

To measure our achievement of these objectives, the University has included the HEFCW National measures ⁵ which as well as being a means of tracking the progression of the plan will enable us to size our contribution to the HEFCW national priorities. These combined with UK performance indicators and internal measures will give a full picture of the plan's achievements.

Fee and Access Plan Provision 2020/21: equality of opportunity

We are proud of our commitment to widening participation and to making higher education accessible to those from backgrounds with a traditionally low level of participation in higher education. While we have for several years steadily increased the proportion of our students coming to Cardiff from under-represented groups, we have ambitions to further increase the number and to ensure that students are effectively supported throughout their time with us. We are therefore currently developing a new widening participation strategy, which maps the pathway for these students from raising aspirations through to recruitment, admission, transition to university, continuation and support to graduation and successful futures. This holistic strategy will be developed in consultation with staff, students and other stakeholders, and will be launched next academic session. An annual implementation plan will accompany this strategy.

We work with more than 300 schools and colleges in disadvantaged areas across Wales to raise aspirations and broaden awareness of higher education. Over 3,000 people each year benefit from our widening participation and outreach programmes. We collaborate with our First Campus partners to deliver outreach programmes and widening participation activity.

We support our students from non-traditional backgrounds and vulnerable students throughout their time at university to enable successful progression through programmes of study and into employment or further study.

From 2020/21 a key priority will be supporting successful transition to university. We are committed to equipping students from harder to reach or low participation backgrounds to succeed in a research-intensive university, to flourish in the company of their peers and to make a successful transition to university life and study.

Another major improvement will be the further development of the University's contextual admissions policy.

Objective: Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider.

Activity: Step Up to University

Step Up is a free, two-year academic programme for college and sixth form students that offers the opportunity to learn more about university. Through activities, events and masterclasses, the programme aims to equip students with the necessary skills and knowledge to reach their potential at university. Students on the scheme will develop a strong understanding of higher education through attending 8 masterclasses over the year, which are delivered by trained PhD tutors. Subject streams include: Medicine and Dentistry; Healthcare; Law; Psychology and Neuroscience; History and Religion; English; Sociology; Social Analytics; Biology; Physics; Journalism. Members of the scheme are also offered the opportunity to apply to attend the Step Up Summer School in July, where they work in specific subject groups to take part in an academic conference.

The new contextual admission policy will mean that those who participate in the Step Up scheme are eligible to

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https://www.hefcw.ac.uk/documents/publications/circulars/circulars_2018/W18%2030HE%20Annex%20B%20English.pdf

be considered for a lower grade offer when applying to Cardiff University.

For 2020/21, the focus will be to develop the subject streams to align with the six Areas of Learning and Experience as outlines in the Donaldson report: expressive arts; health and wellbeing; humanities; languages, literacy and communication; maths and numeracy; and science and technology. We expect 500 pupils to take part in the scheme for 2020/21. The programme will also look to expand its digital and blended learning opportunities which is being trialled in 2019 with the School of Medicine. This has been identified as being key for those learners based in South East Wales finding it difficult to travel to Cardiff for the masterclasses, for example people with caring responsibilities.

This is a Reaching Wider alignment activity.

Delivered by: Widening Participation and Community Outreach Team

Rationale: The programme aims to improve access to Cardiff University for under-represented groups by equipping students with the necessary skills and knowledge to reach their potential at University. Following feedback and consultation with learners and teachers, the programme has recently undergone major re-development and as a result has become primarily focused on developing academic skills and knowledge.

Targeted under-represented groups: To join the scheme, students must identify with one of the following:

- Living in an area of socio-economic deprivation (WIMD40, low participation neighbourhoods, eligible for free school meals)
- First in family to attend higher education
- Asylum seeker
- Young person with autism spectrum condition
- Estranged from family
- looked after child or care leaver
- young person with caring responsibilities

Evaluation development: Feedback for focus groups has identified the need for the programme to have more academic skill development content. As a result, the programme has moved away from general information, advice and guidance around university applications (e.g. UCAS talks) and now offer in-depth academic content delivered by trained PhD tutors.

Activity: Higher Education Roadshow

The [Higher Education \(HE\) Roadshow](#), delivered in partnership with Cardiff Metropolitan University, raises awareness of higher education and provides advice at an early stage about careers and subject choices. It delivers interactive presentations to pupils in years 9-11, reinforced by online material and 'Uni Inspiration Day' events on campus, run in partnership through First Campus Reaching Wider, to introduce pupils to a wide range of subjects at university level. It aims to raise awareness of higher education and its benefits and to motivate pupils. It provides careers advice relevant to HE at an early stage so that pupils make an informed choice about GCSEs and FE.

For 2020/21 we will be maintaining the current all-Wales scope with the aim to reach 20,000 pupils with a focus on schools in WIMD40 areas. We will also consider adding some targeted schools in England.

Delivered by: Widening Participation and Community Outreach Team and Cardiff Metropolitan University

Rationale: This programme has good reach in terms of numbers of learners. It provides a gateway to programmes such as Step Up to University and signposting to other events and programmes including open access open days.

Targeted under-represented groups: The Roadshow targets schools that need the most support or are in areas with low progression rates to HE. We identify these using publicly available information such as ESTYN reports, GCSE attainment, percentages of pupils eligible for free school meals and those in WIMD40 areas. Schools in low participation areas are eligible for smaller workshops with more focused attention for learners.

Evaluation development: Focus groups with teachers gave the feedback that they would like a wider selection of talks to choose from. This led to the development of a menu of talks to meet the more general needs of schools across Wales.

Activity: Confident Futures
<p>Confident Futures (for children age 14-19 with a background in care) offers mentoring and support programmes to raise aspirations and improve confidence. It combines group activities with individual support, including mentoring by current university students. The programme has run for over 10 years, and aligns with First Campus provision as it both feeds into and from the Confident Futures Summer School (First Campus funded). It also provides a progression opportunity for care leavers to continue onto the Step Up programme.</p> <p>This programme feeds directly into the Summer School, funded by First Campus Reaching Wider, where we offer additional activities and provide participants with the opportunity to experience university life in a structured and supported way. In 2020/21, we will look to engage with 30 young people on the projects pre - University.</p> <p>This is a Reaching Wider alignment activity.</p>
Delivered by: Jointly funded by Cardiff University Widening Participation and Community Outreach Team and First Campus.
Rationale: The programme exists to improve the uptake of higher education for care experienced young people
Targeted under-represented groups: Care leavers and looked after children
Evaluation development: Evaluation of the programme is constant through regular feedback from participants and gatekeepers. Additional Funding has been allocated for this programme in 2018/19 and 19/20, the purpose of which is to undergo a major review of the programme through consultation with care experienced young people and social services. We expect to implement findings for 20/21.

Activity: The Discovery Programme
<p>The Discovery Project (for young people with autism) offering mentoring and support to raise aspirations and improve confidence. It combines group activities with tailored visit days and individual support, including mentoring by current university students. The Summer School, funded through First Campus Reaching Wider, delivers additional activities and provide participants with the opportunity to experience university life in a structured and supported way. In 2020/21, we are aiming for 50 young people participating in the programme.</p> <p>This is a Reaching Wider alignment activity.</p>
Delivered by: Jointly funded by Cardiff University Widening Participation and Community Outreach Team and First Campus.
Rationale: People with autism spectrum conditions may face a variety of barriers when making the transition from school / college to university. The programme helps equip them with the skills they need to thrive at university.
Targeted under-represented groups: Young people with autism
Evaluation development: Evaluation of the programme is constant through consultation with participants and their parents / teachers, and the programme has changed over the years in response to this feedback. The programme previously only consisted of a summer school which experienced extremely high drop-out rates. Following consultation with participants and teachers, we discovered that the summer school was too intensive for a first interaction and generated a lot of anxiety. As a result, we created the mentoring project so that young people could familiarise themselves with the campus, staff and students before coming to stay overnight on campus at the summer school.

Activity: Scholars Programme - The Brilliant Club
<p>The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials, which are supplemented by two university trips. Learners take part in seven tutorials, which aim to develop academic knowledge and skills. As the Brilliant Club usually only works with high tariff / Russell Group universities, the extension to the First Campus partnership through Cardiff University offers a unique opportunity to further embed this programme in the SE Wales region.</p>

The full cost will be shared between Cardiff University and First Campus, reflecting the split across different age groups (First Campus covering the cost for KS2 – 4, and Cardiff University’s contribution covering the KS5 groups)

In 2020/21 we are aiming for 220 pupils to benefit from the Scholars Programme.

This is a Reaching Wider alignment activity.

Delivered by: Widening Participation and Community Outreach Team and The Brilliant Club

Rationale: The Brilliant Club model is a long-standing programme, operating since 2011 with data from UCAS showing that pupils completing their Scholars Programme being significantly more likely to apply to, receive an offer from and progress to a highly-selective university. From 2019 through its relationship with Cardiff University the Brilliant Club will also be working with the First Campus Reaching Wider Partnership to embed the programme across the South East region of Wales. This provides a progression route from Key Stage 2 to Key Stage 5, building on previous modules and develop the skills required for thriving in Higher Education. First Campus will focus on Key Stage 2 to 4 and Cardiff University will work with Key Stage 5.

Targeted under-represented groups:

Pupils in First Campus Reaching Wider priority schools in WIMD40.

Pupils eligible for Free School Meals

Pupils living in areas of deprivation (POLAR4)

Evaluation development: The Brilliant Club undertake evaluation of their activities and produce an annual impact report which then feeds into the redesign of the programme for the following year.

Activity: Live Local, Learn Local

Live Local Learn Local is a well-established programme that has been run by Cardiff University for many years. The programme has always been funded on a fixed-term basis. Drawing on the good practice model developed with Cardiff University, a decision was made to run the programme in partnership with First Campus from 2018/19. This allows the pooling of resources and minimising duplication of provision for adult groups in SE Wales WIMD40 areas. Through this new partnership model, we will be able to draw on tutors from USW to extend our reach further into the SE Wales valleys regions, where there is a need for more Level 3 learning opportunities. This model provides further opportunities for collaboration and development across the partnership.

The First Campus budget pays for the staff needed to run the programme. The Fee Mitigation Funding covers the cost of tutors and accreditation.

Within the programme we run the ASPIRE summer school, an adult learner summer school specifically for refugees and asylum seekers. This was trialled in August 2017 and has since been recognised as effective practice. The addition of the fee mitigation funding will allow us to run the summer school again. This provision will still target WIMD40 areas, with a sub-group focus of asylum seekers and refugees.

On completion of level 3, the project works with signposting learners towards level 4 learning such as Cardiff University’s [Pathways](#) Programme and other flexible learning routes.

For 2020/21, we plan to further review the courses being offered to ensure they meet the need of adult learners in the communities and continue to offer progression routes to level 4 education opportunities or employment. We would like to see 400 learners from WIMD40 areas taking part in level 3 accredited modules.

This is a Reaching Wider alignment activity.

Delivered by: Continuing Professional Education and Widening Participation Teams in partnership with First Campus Reaching Wider.

<p>Rationale: The opportunity for adult learners to gain more credits at level 3 will help provide access to Level 4 at University. The programme has been highlighted as example of good practice by researchers ⁶ and Welsh Government⁷ and aligns with <i>'The Way Forward'</i> civic mission ambition.</p>
<p>Targeted under-represented groups:</p> <ul style="list-style-type: none"> • community groups in WIMD40 areas • Specific groups, including: women seeking sanctuary, asylum seekers via the Welsh Refugee Council, foster carers, BME support groups
<p>Evaluation development: Based on focus groups and evaluation from adult learners in WIMD40 areas we have updated the content of modules to ensure it meets the needs / interest of learners whilst still offering progression opportunities.</p>

<p>Activity: Access to Professions</p> <p>Cardiff University is committed to improving access to the professions (specifically Medicine, Dentistry, Healthcare subjects and Law) and has a number of programmes delivered through academic schools which aim to meet this agenda. However, many of these programmes are targeted more widely, and we would like to develop specific provision for promoting access to the professions for under-represented groups.</p> <p>The funding will be used to promote and develop profession-related activities specifically in the SE Wales region for WIMD40 groups. Initially we will focus on Medicine, Law and Healthcare subjects. In addition to a number of internally-developed programmes, we have been working closely with the Sutton Trust and in 2018/19 have been successful in an application for match funding to run a Pathways to Medicine summer school, with the intention of expanding the Sutton Trust programme to include Law in 2019/20 and 20/21, subject to review. These programmes will form part of a suite of mid- to long-term interventions, offering progression pathways from First Campus activities.</p> <p>For 2020/21, the University will continue to explore the potential for Dentistry and Architecture in the programme and will continue exploring the application data to identify imbalances in applications by under-represented groups.</p> <p>This is a Reaching Wider alignment activity.</p> <p>Delivered by: Widening Participation Team</p> <p>Rationale: Analysis of internal application and student data shows that while recruitment at an institutional level from under-represented groups has improved this is not consistent across all subjects, with some subjects having significantly less applications from certain groups.</p> <p>Evaluation development: Cardiff University has a background of running successful events in this area (such as MedWales, Science in health Live and Bar Council) and these events will be reviewed in order to meet the WIMD40 criteria.</p> <p>We will monitor the percentage increase in applications and entrants from WIMD40 for Access to Professions subjects (Medicine, Healthcare and Law).</p> <p>Targeted under-represented groups:</p> <p>We already work with schools, colleges and local charities / organisations to recruit WIMD40 pupils for the Step Up programme. The Access to Professions programmes will be offered to the same group.</p>
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<p>Activity: Widening Participation Education Conference</p> <p>We propose to set up an annual education conference for the SE Wales region to encourage collaboration, partnership working, promotion of educational opportunities and the sharing of effective practice and research. Whilst hosted by Cardiff University, the conference will be collaborative in nature: First Campus and all HEIs</p>

⁶ See publication: D. Wyatt, O. Davis, C. Ancarno 'Forging Communities: the CAER Heritage Project and the dynamics of co-production' Chapter in After Urban Regeneration, D. O'Brien & P. Mathews (eds.) Policy Press.

⁷ Speech given by Minster for Education at the event 'Innovation Nation: On common ground' 15th June 2018.

in the region will work together to deliver the event and contribute to the agenda. Consultation will take place with FE colleges, secondary schools, primary schools and other key stakeholders such as Careers Wales to ensure the conference meets the need of partners and the region.

First Campus, Cardiff University, University of South Wales and Cardiff Metropolitan University and the Open University in Wales have already agreed to work together on this conference. We will work carefully with each HEI to ensure the event adds value to each individual institutions' activities and priorities. The conference will provide a unique opportunity to highlight progression opportunities across all key stages, adult learners, carers and care experienced young people.

The aim of the conference is to support the development of strategic partnerships across the region, and responds to HEFCW's requirement that all partners should work together to minimise the burden on schools, colleges and other partners. Its success will partly be measured on the engagement of key partners in Cardiff University activities and progression from First Campus activities onto Cardiff University provision.

The conference will provide a unique opportunity to highlight progression opportunities across all key stages, adult learners, carers and care experienced young people.

The conference will be developed and piloted in 2019/20 and fully established for 2020/21 with the aim of having 100% representation from priority schools and colleges (36 secondary schools plus 5 HE colleges in SE Wales)

This is a Reaching Wider alignment activity.

Delivered by: Widening Participation Team in collaboration with Reaching Wider partners.

Rationale: The annual conference would provide one collaborative forum for the region to promote institutional and First Campus Reaching Wider provision to key partners. This will help forge relationships across the region from a variety of sectors and will reduce the burden on schools, ensuring that the wide variety of provision is promoted from one place.

The conference aligns with Cardiff University's Civic Mission agenda of working more closely with schools and colleges in Wales and providing CPD opportunities for teachers.

Targeted under-represented groups:

- Teachers from First Campus Reaching Wider Priority schools and colleges (Primary and Secondary)
- Third sector workers (e.g. Carers Trust, Voices from Care, the Fostering Network)
- Education partners (e.g. Careers Wales, consortia)

Evaluation development: The conference will be developed through focus groups and consultation with the target audience.

Activity: School/college engagement activity development fund

In 2012, Cardiff University secured funding the RCUK for a schools' partnership programme. This money was used to create and develop infrastructure to enable us to offer curriculum-relevant activities in schools and colleges. The four-year programme resulted in Cardiff University developing a framework for school engagement, which provides staff with a clear structure for developing activities for local schools and colleges – all of which are supported and monitored through a central point of contact. A core element of the framework is consultation with target audience to ensure activities are developed in partnership and meet the needs of specific groups.

We will use this well-developed framework to provide seedcorn funding and invite the academic community to develop resources, workshops and activities specifically for use with WIMD40 groups, carers or care leavers. This capacity-growing fund will enable us to trial new ideas (led by academics), and potentially bid for external funding to support engagement in the future. A number of successful projects have been developed in this way within Cardiff University, for example Pharmabees, the CAER Heritage Programme, and the Community Gateway Programme. Through our school partnership framework, we have an excellent track-record of using seedcorn funding to secure large-scale funding (for example, we recently developed three projects through

seedcorn funding, and combined they now bring in £1.9m to Cardiff University for the Trio Sci Cymru programme, through WEFO and the National Science Academy).

This is a Reaching Wider alignment activity.

Delivered by: Widening Participation and Civic Mission Team

Rationale: Increasingly, universities are being asked to deliver academic activities and support schools and colleges in raising educational attainment across Wales. This fund will allow us to contribute further to the civic mission agenda develop new activities, led by academics.

Targeted under-represented groups:

- WIMD40 learners in SE Wales
- Carers
- Care Experienced young people

Evaluation development: Successful applications will be required to use our school engagement framework for evaluation, which includes the use of focus groups and teacher advisory panels in the development of activities.

Activity: Contextual Admissions Policy

Our [contextual admissions policy](#) provides our admissions teams with information about applicants' social backgrounds, allowing assessment of their potential to succeed in the context of barriers they may have encountered. The approach identifies individual applicants for 'additional consideration' based on contextual data. This makes our admissions system fairer to those from socially or educationally disadvantaged backgrounds. Using a matrix of decision making we can geospatially determine, based on internal and external data sources pertaining to measures of deprivation, whether it is appropriate to contextualise an applicant's prospective entry into Cardiff University.

For 2020/21 we expect to introduce a (weighted) points-based system (see below).

Delivered by: Admissions Team

Rationale: Changes to methodologies of determining appropriate contextualisation are necessary to incorporate a modern understanding of deprivation and its effects on entry to university.

Targeted under-represented groups:

- POLAR4
- WIMD
- School performance
- Free school meal rates
- In-care
- Carers
- Refugee/Asylum
- Whether their parents entered higher education
- Step Up participants

We are reviewing the policy and assessing the indicators we use as contextual information, exploring the possibility of using multiple (weighted) indices of deprivation and making differential (lower) contextual offers based on the resulting score. We are on course to release an updated contextual admissions policy for entry in 2019/20. We will publish the indicators that we will be using to inform our contextual scoring process.

Evaluation development: The review is taking account of new data releases and findings from external sources and research evidence and is going through rigorous statistical model testing to determine appropriate weightings for correlated variables of deprivation.

Targets for objective of:

Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	
Measure	2020/21 Target
The proportion of all Welsh domiciled students of all ages studying higher education courses at Cardiff University who are domiciled in WIMD40	33.5%
The proportion of all Welsh domiciled students of all ages studying higher education courses at Cardiff University who are domiciled in WIMD20	16.0%
The proportion of YOUNG full-time first-degree UK domiciled students studying higher education courses at Cardiff who are from UK low participation areas (Polar 3).	Above benchmark
The proportion of MATURE full-time first-degree UK domiciled students studying higher education courses at Cardiff who are from UK low participation areas (Polar 3).	Above benchmark
Number of those completing the Step Up course programme who progress to HE in 2020/21 (Upshot / HEAT data Jan 2021 will be used)	80%
Percentage change year on year in the number of part-time students compared to the equivalent figures for the UK	Meets UK benchmark

Objective: Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to university life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services

Activity: Transition Scheme to HE for under-represented groups
<p>A transition scheme specifically for WIMD40 students (both adult and young people), carers and care leavers accepting offers at Cardiff University. The scheme will help students prepare for independent student living and signposts learners to key student support services such as counselling, money advice, work experience opportunities, peer mentoring, the residence life team and skills development. The scheme will run as a 3-night residential programme for offer holders in August/ September. If successful, the University would like to widen the list of potential participants to students with BTEC and POLAR areas.</p> <p>The scheme is being piloted with students entering in the academic year 2019/20.</p> <p>In 2020/21 the University will look to further expand the programme to approximately 400 students and support a wider range of students defined as 'under-represented' or 'vulnerable'</p>
<p>Delivered by: Widening Participation and Outreach Team, Residence Life team and Student Support and Wellbeing.</p>
<p>Rationale: Students from under-represented grounds / vulnerable background need additional support during key transition points particularly when school and FE college support may not be available once results are received.</p>
<p>Targeted under-represented groups:</p> <ul style="list-style-type: none"> • Pupils from WIMD40 • Care experienced young people and • carers.
<p>Evaluation development:</p> <p>Care leavers who accept a place with Cardiff University have a structured handover session with a named link person from August onwards. Due to its success this has been extended in 2018/19 to students estranged from their families and students with caring responsibilities. This proven method is transferable and would work with other under-represented groups. A transition scheme has also been in trialled with Step Up students,</p>

whereby we run a tailored welcome event during Freshers' Week to signpost them to the range of support services available in the university. This residential transition scheme is a development of the Step Up transition event.

Activity: Student financial support

We provide and promote financial aid for undergraduates, including a range of bursaries and schemes targeted at under-represented groups. The provision is clearly explained and easy to access and ensures that financial circumstances are not a barrier to undergraduate study at Cardiff University.

- Cardiff University Bursary Scheme: £1,000 in year 1 and £500 for each subsequent year for students with a family income of less than £35,000.
- Step Up Bursary: Participants of the Step Up to University programme with household income below £35,000 may receive either a £1,000 residences fee discount or £500 travel bursary.
- Care Leaver Estranged Student Bursary Scheme: Students leaving care or irreconcilably estranged from their families may be eligible for a £3,000 bursary over duration of course. Currently around 10 new students receive this award each year.
- Asylum seekers: Two awards per year, available to asylum seekers or children of asylum seekers. Awards cover cost tuition fees and provide additional support up to £4,000 per year including book tokens, travel cards, printer credits, laptop and food vouchers.
- Carers Bursary: Students with caring responsibilities (usually young people caring for an adult) may be eligible for £3,000 over the duration of their course.
- Armed Forces Veterans Bursary: £1,000 per year to full-time students who have served in the Armed Forces to help them with costs relating to their education, travel or bond for private accommodation.
- Employability Support: New measures to improve access to work experience and other means of improving access to employment, including financial assistance and greater access to work experience opportunities.
- Financial Assistance (Hardship) programme: short term crisis grants to students in hardship and proactive help in managing their money through talks and 1:1 activities, individual action plans and online resources and videos. Total budget £500,000.

For students wanting to study through the medium of Welsh we provide:

- Coleg Cymraeg lead scholarships for students studying at least 80 credits a year through the medium of Welsh
- Coleg Cymraeg incentive Scholarships for students who intend to study at least 40 credits a year through the medium of Welsh. We are considering running Cardiff University Welsh language bursaries in parallel with these scholarships from September 2019 onwards.
- William Salesbury Scholarships for students studying 100% of their course through the medium of Welsh.

For 2020/21 we will continue to offer bursaries and scholarships to be determined based on market analysis undertaken by the recruitment team. As detailed in Table B of Annex B of the plan, the University is budgeting over £7m of financial support, of which £5.7m is for bursaries and scholarships, £500k for the hardship fund and £800k for the provision of financial management and skills. Proposals will be presented to UEB in July 2019.

We provide an integrated scheme of advice and financial support including:

- Financial advice: An accessible service to provide free, impartial, non-judgemental and confidential advice on money alongside a wide range of other matters including housing, academic issues, employment and care leave. This is supported by online information (including e-newsletters and blogs) for students about funding, budgeting, managing costs and increasing income. In addition to financial assistance provided by the University' 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 hardship 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.

Delivered by: Student Support and Wellbeing and Widening Participation and Community Outreach Teams

Rationale:

The range of bursary schemes supports widening access and retention. Several schemes support and retain specific groups of students.

The Hardship Fund and financial assistance programme are effective in helping retain students and enabling them to complete their course.

In our annual survey of feedback on the services received, 39% of students surveyed indicated that the main way in which the Advice and Money Team helped them, answered 'it helped me stay at university'.

When making a Financial Assistance Programme Awards (FAPA) application we apply a risk factor to each application, Low, Medium, High and Crisis. High is when we believe that without help from the fund, a student would be at serious risk of leaving their studies. For academic year 17-18 the percentage of high-risk students was 47%.

Targeted under-represented groups:

Cardiff University Bursary Scheme:

- Lower income families

Step Up Bursary:

- Living in an area of socio-economic deprivation (WIMD40, low participation neighbourhoods, eligible for free school meals)
- First in family to attend higher education
- Asylum seeker
- Young person with autism spectrum condition
- Estranged from family
- looked after child or care leaver
- young person with caring responsibilities

Care Leaver Estranged Student Bursary Scheme, Asylum seekers awards, Carers Bursary, Armed Forces

Veterans Bursary:

- Specific groups as indicated

Employability Support:

- Students from non-traditional backgrounds

Financial Assistance (Hardship) programme:

- Students have a range of complex needs and are usually from a widening participation background

Welsh Medium scholarships:

- Welsh speaking students wishing to continue their education wholly or partially through the medium of Welsh

Evaluation development:

An annual review of bursaries and scholarships is completed by the Recruitment and Admissions team working with colleagues in the Money advice team in Student Support. This is overseen by the Recruitment and Admissions Strategy Group. The latest review is due for completion July 2019.

The financial assistance service and hardship fund will be evaluated by comparing the level of withdrawals and interruption of studies of students receiving awards in comparison with student cohort.

Activity: Support for students with disabilities

The Disability and Dyslexia Service provides a range of support and advice to disabled applicants and students and to staff working with students. It offers:

- Pre-assessment screening services for students with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia. This can give students with no previous diagnosis of a Specific Learning Difficulty an indication of a possible SpLD, helping to ensure that reasonable adjustments and support are put in place to remove/reduce any disability-related disadvantage

- A Reasonable Adjustment Fund ensures that students who are not eligible for the DSA have equal access to support in a timely manner
- Specialist non-medical support services, such as support workers, study skills tutors, mental health mentors and workshops.
- An accredited Needs Assessment Centre, providing assessments for students applying for the Disabled Students' Allowances (DSA).
- Autistic Spectrum Condition (ASC) Project to provide specialist personalised mentoring and support to students with ASC via the software 'Brain in Hand' on the transition and retention of students with ASC. The project equips students with ASC with strategies to manage independent living and study, to retain them at University. This complements the Discovery Project. It includes a 3-day induction programme to ensure students are enrolled, can locate their School, library and accommodation, can access emails and learning central and are informed on accessing support services.
- Specialist Study Skills Service to develop strategies for disabled students to address disability related study difficulties. Programme of study skills to include one-to-one sessions, workshops and online modules. Online modules are in collaboration with the Library Services, Learning Technologist. Funded from Disabled Students' Allowance income.
- Mental Health advice and mentoring to develop strategies for students with mental health conditions to address study related difficulties. Individualised programmes of one to one support that enable access to and engagement with study activities to retain students.
- Peer support for disabled students. Student led, tutor facilitated group to share strategies and experiences. Funded from Disabled Students' Allowance income

Each Academic School has a Disability Contact who helps the School to coordinate its support, make reasonable adjustments for disabled students and refer them to specialist support from the Disability and Dyslexia Service. We have links with external organisations offering support and social opportunities for disabled people. We support the Park Place Practice in partnership with the University Health Board and a local GP practice.

For 2020/21, supported by a budget of nearly £700k we will:

- Continue to offer access to online screening tool and, where needed, , specialist screening delivered in person.
- Embed and seek further funding for the ASC project, currently scheduled to end in 2019.
- Increase the provision of mental health advice to meet growing demand.
- personal tutor training and support and info for the CESI.
- Aim for a 5% increase in one to one support and workshop attendance Specialist Study Skills Service

Delivered by: Student Support and Wellbeing Team

Rationale:

Evidence for the SPLD screening service can be found here:

https://dera.ioe.ac.uk/23654/1/HEFCE2015_spld.pdf

Specialist study skills service and mental health mentoring: Annual service evaluation and DSA support guidance

https://dera.ioe.ac.uk/23654/1/HEFCE2015_spld.pdf

ASC project: this is currently a pilot, the impact of which is being evaluated. Feedback indicates that it is very effective.

<http://www.autism-uni.org/>

<https://www.nao.org.uk/report/supporting-people-with-autism-through-adulthood/>

Targeted under-represented groups:

- Students with disabilities including with specific learning difficulties
- Students with ASC
- Students with particular health needs including mental health needs.

Evaluation development: Student feedback on ease of access to services informed developments of the online screening and online specialist study skills modules to enable out of hours access these services. Students' feedback on the difficulties starting at university have informed the ASD project which aims to support students with the transition through the support and development of independent study and living skills.

Activity: Support Packages for Care Leavers, Carers, Estranged Students, Asylum Seekers and Forces Veterans

We will provide specific support to students from identified vulnerable groups. For each group, a specific member of staff acts as the key contact for students and leads the development of support.

Care Leaver Support Package:

- Targeted pre-entry support
- Dedicated member of staff to provide targeted support
- Bursary (see [Student Financial Support](#))
- Priority group for the University Financial Assistance Programme
- University Guarantor scheme
- 52 week accommodation in University Residence

Carer Support Package:

- Targeted pre-entry support
- Dedicated member of staff to provide targeted support
- Bursary (see [Student Financial Support](#))
- Priority group for the University Financial Assistance Programme

Estranged Student Support Package:

- Dedicated member of staff to provide targeted support
- Bursary (see [Student Financial Support](#))
- University Guarantor scheme
- 52 week accommodation in University Residence
- First University in Wales to sign up to Stand Alone HE Pledge

Asylum Seekers Support Package:

- Dedicated member of staff to provide targeted support
- Specialist counselling referral if required.
- Asylum Seekers Award (see [Student Financial Support](#))
- Priority group for the University Financial Assistance Programme

Force Veterans Support Package:

- Dedicated member of staff to provide targeted support
- Bursary (see [Student Financial Support](#))
- Veterans Peer Support Group
- Cardiff University is signed up to the Armed Forces Covenant

Delivered by: Student Support Services

Rationale: To increase retention, progression and successful completion of under-represented and hard to reach groups. The support packages aim to improve their higher education experience by providing high quality welfare support.

The following research has been used in the development of the packages:

Exploring the educational experiences and aspirations of Looked After Children and young people (LACYF) in Wales⁸:

NUS (2013), 'Learning with Care: Experiences of student carers in the UK' ⁹

Stand Alone & Unite (2015), New Start. The challenges of Higher Education without a family network¹⁰

⁸ <https://gov.wales/understanding-educational-experiences-and-opinions-attainment-achievement-and-aspirations-looked-0>

⁹ : <http://www.nus.org.uk/en/news/nus-publishes-first-ever-national-research-into-the-experiences-of-student-carers/>

¹⁰ <http://standalone.org.uk/students/>

Universities UK International (2018) Higher Education and Displaced People: A guide for UK Universities¹¹:
Lord Ashcroft KCMG PC (2014) Veterans Transition Review¹²

Targeted under-represented groups: Care Leavers, Carers, Estranged Students, Asylum Seekers, Forces Veterans

Evaluation development: Our strategy for supporting students from vulnerable groups will be evaluated by the end of 2019. The outcome will feed into any changes in service provision for 20/21 for these students.

Activity: Student Mentor scheme

The [scheme](#) assigns mentors who are continuing undergraduates with groups of students in their first year of university, to meet regularly and provide support during the transitional period of starting university. The University has made a commitment for every first-year student to have the opportunity to be a mentee. This is however an 'opt in' scheme and some new students may choose not to engage with their mentor.

For 2020/21, the University will operate the scheme in 23 out of 24 Schools (one School operates its own equivalent scheme) and will further develop the scheme to prioritise under-represented groups. The scheme will monitor the number of Schools the service is offered in, number of mentors recruited and engaged and the number of first-years engaging with the scheme and reporting its benefits.

Delivered by: Academic Development and Skills in Student Support

Rationale: By connecting with a higher year mentor, new students benefit from the experience of someone who has been in their position, sharing strategies and experiences and signposting to university services. In this way, the scheme aims to contribute to the prevention of withdrawal from University. Provides higher year students with opportunities to volunteer and attend additional training and development, whilst enhancing graduate attributes and employability skills.

Targeted under-represented groups: The scheme is available to all students at the University however for 2020/21 it will have a focus on under-represented groups.

Evaluation development: The mentoring scheme has grown over the last 5 years as more schools have come on board and more mentors have been recruited.

	2016-17	2017-18	2018-19
Schools	11	11	19
Mentees	3000	3000	5180
Mentors	330	294	459
Mentor Consultants	42	40	39

In a satisfaction survey of first years for 2017/18, 75% of respondents claimed that having a mentor was useful, and 65% of respondents reported that having a mentor directly helped them settle into university and feel a sense of belonging within Cardiff University. Feedback from mentors showed that 98% felt proud to be part of the mentor scheme and 96% felt that being a mentor had enhanced their employability skills.

Targets for objective of:

¹¹ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/higher-education-and-displaced-people-final.pdf>

¹² <http://www.veteranstransition.co.uk/vtrreport.pdf>

Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to university life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	
Measure	2020/21 Target
Retention: percentage of under represented students (carers, care leavers, estranged students, asylum seekers and forces veterans) who withdraw from/do not complete studies (internal data)	Not exceeding 3%
The proportion of full-time undergraduate students at Cardiff University present in higher education one year following year of entry for YOUNG full-time first-degree entrants from low participation neighbourhoods (HESA PI table T3b)	Above Benchmark
The proportion of full-time undergraduate students at Cardiff University present in higher education one year following year of entry for MATURE full-time first-degree entrants with no previous higher education qualification (HESA PI table T3c)	Above Benchmark
The proportion of full-time undergraduate students at Cardiff University present in higher education one year following year of entry for students domiciled WIMD40.	6%
Retention: percentage of disabled students who withdraw from/do not complete studies (internal data)	Not exceeding 3%
Number of academic Schools operating a student mentoring scheme (one School operating a separate but equivalent scheme)	24 out of 24
The proportion of part-time first degree students present in higher education two years following year of entry	75%

Objective: Enhance all aspects of the University's Welsh language life via the delivery of our institutional strategy in relation to Welsh medium provision and championing the needs of Welsh-speaking students.

Activity: Welsh medium provision
<p>We have recently appointed a Dean for the Welsh Language who will foster our individual and collective contribution to the promotion and advancement of the Welsh language, have the strategic oversight of our Welsh medium provision portfolio, drive the delivery of our institutional strategy in relation to Welsh medium provision and act as a high-profile champion for the academic and wider needs of Welsh-speaking students.</p> <p>We deliver Welsh medium provision in a range of subjects and scholarships for Welsh medium students:</p> <ul style="list-style-type: none"> • We work in partnership with Coleg Cymraeg Cenedlaethol to grow sustainable provision focused on leading Welsh language research and areas of strategic importance for Wales, including professional programmes, thereby preparing highly skilled graduates with the ability to contribute bilingually to Welsh economic, social and cultural life. • We will deliver Welsh medium provision in a range of academic subjects such as: Journalism, Healthcare, Biology, Law, Maths, Music, History, Philosophy, Medicine, Nursing, Pharmacy, Social Work and Education. • We will develop and expand our provision with assistance from the Coleg's subject grants and spur grants. By 2020/21 new subject grants in the schools of Journalism, Media and Culture (JOMEC) and Law will be in place whilst at the time of writing we are awaiting confirmation of our applications for spur grants to ensure new appointments in Dentistry and Social Sciences. We will work to ensure future subject grants enhances our provision, whilst identifying other subject areas where spur grants will be successful in expanding quality provision across the University. • We will explore the opportunities for cross-disciplinary and inter-disciplinary provision within and across our three colleges and where appropriate initiate new credit-bearing modules, emphasizing

accessibility for as many students as possible.

- We will continue to work with the Coleg Cymraeg to enhance our incentive scholarships and promote them in various ways to ensure there is a recruitment dividend, whilst exploring opportunities for targeting students in WIMD40 areas.
- There will be clear information about the courses and scholarships available through the medium of Welsh for 2020-21 on the University's website.

In line with the University's obligations under the Welsh Language Standards, we are committed to treating the Welsh language no less favourably than English. Students can access a range of services bilingually including submitting written assessments through the medium of Welsh and being allocated a Welsh speaking personal tutor.

We promote the Welsh language and culture and the use of the Welsh language at the University through:

- Our **Welsh for All** scheme, which offers our students the opportunity to improve their Welsh language skills, for free. It offers courses at different levels and opportunities to experience the language beyond the classroom
- Courses for staff wishing to improve their Welsh language skills
- Provision of the Welsh for Adults programme for the capital city
- Attendance at and sponsorship of the National and Urdd Eisteddfod
- The academic and engagement activity of our Welsh speaking staff in the City-region, and at a national level through the media and the written press
- The Coleg Cymraeg Welsh Language Skills Certificate, which is accredited by the WJEC and recognises language skills required for working through the medium of Welsh
- Student Welsh language ambassadors who promote opportunities to study in Welsh and the advantages of doing so
- An interactive online Welsh language awareness module
- A refreshed marketing strategy for Welsh medium secondary schools.

For 2020/21 we will:

- Have a fully operational Welsh language strategy in place for the whole University
- Expand our provision within and across schools, with an emphasis on innovative cross-curricular teaching that provides Welsh speaking students with a unique learning experience
- Increase and give greater prominence to our Welsh language activities – academic and extra-curricular - both as part of the University's day to day life and our civic mission
- Target recruitment of Welsh speaking students in Dentistry using existing approach in MEDIC
- Continue to develop and deliver 40 credit modules especially in Schools who receive Coleg Cymraeg Subject Grants: MEDIC, HCARE, Journalism, Law, Maths
- Increase 5 credit provision and uptake across university, with new subjects introduced: Engineering, Dentistry, Pharmacy.

Delivered by: The constituent parts of the University under the guidance of the Welsh Language Strategy.

Rationale: The wider HE environment in Wales is currently a challenging one with respect to increasing the numbers of Welsh speakers on Welsh medium provision, and so the need for an integrated approach with a senior academic lead and an effective cross-institutional strategy has become essential. The work will contribute to the Wellbeing Goal (under the Wellbeing of Future Generations Act) of "A Wales of vibrant culture and thriving Welsh Language".

Other Universities have benefitted from having focal points for their Welsh language academic and student communities, and whilst Cardiff's development is along a different route, the appointment of a senior academic lead and the development of an integrated strategy will provide the focus to push through the required developments and enhance the effectiveness of the partnership with the Coleg Cymraeg.

Ensuring that we meet our targets and that the number of students studying through Welsh increases in a meaningful way requires an approach that seeks to enhance the Welsh language culture across all areas of the

University, in addition to developing our research and provision. We will work to ensure that students' quotidian experience of the Welsh language is a wholly positive one – an experience that encourages them to make a choice in favour of the array of benefits of a bilingual education, including the value *in and for itself* of studying through Welsh.

Targeted under-represented groups: Welsh speaking students wishing to continue their studies in Welsh.

Evaluation development:

Our Welsh Language Strategy is being developed on the basis of stakeholder engagement and feedback from existing provision, learning from Cardiff University and other universities and the Coleg Cymraeg Cenedlaethol.

Targets for objective of: Explore routes of expansion for Welsh medium provision and implement a new Welsh Language Strategy	
Measure	2020/21 Target
No. of students studying at least 5 credits through the medium of Welsh	550
No. of students studying at least 40 credits through the medium of Welsh	250

Objective: Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements.

Activity: Global Opportunities

We support our students' future career prospects through our international mobility activities. We offer 44 undergraduate programmes that incorporate a full-year study abroad, as well as a wide range of shorter options. Our [Global Opportunities team](#) (GO), provide a focal point for services to raise students' awareness of the developmental and employability related benefits of increasing international understanding and intercultural competence through overseas experiences, as well as working with Schools to build international opportunities into the curriculum. To ensure that international mobility is accessible to undergraduate students regardless of background or protected characteristic, opportunities are purposefully diverse: they range from 3 weeks to a full academic year, are provided in a wide range of countries, relate to varying activities (study, work, volunteer) and have different levels of funding attached. We offer online therapies to support students studying or working away from the university.

Cardiff University offers an outward student mobility bursary scheme which provides additional payments to students from widening participation backgrounds and those with disabilities to facilitate participation in outward mobility activities.

The Way Forward 2018-2023 sets a target of 30% of our home undergraduate student population spending time abroad amounting cumulatively to at least three weeks during their time at Cardiff.

For 2020/21 we will:

- continue to develop a diverse range of global opportunities focusing on underrepresented subject areas and groups of students.
- consider an enhanced bursary scheme to support students.
- develop enhanced online pre-departure resources to support students.
- increase the number of students on credit-bearing mobility opportunities
- increase International Summer Programmes participants to 525
- work with specialist departments, such as the Disability and Dyslexia Service, to provide appropriate resources and advice to support students.
- Continue to offer online therapies to students to support those studying away from the university

Delivered by: Global Opportunities Team

<p>Rationale: Research demonstrates that an international experience improves students' academic and employability outcomes. A report by Universities UK International¹³ states that 'in many cases, students from disadvantaged and underrepresented groups appear to have more to gain from mobility but are less likely to participate'</p>
<p>Targeted under-represented groups:</p> <ul style="list-style-type: none"> • Mobility bursary scheme open to those eligible for Cardiff University bursary (i.e. low income) and students with disabilities. • Wide range of options to suit variety of groups and circumstances.
<p>Evaluation development: We respond to feedback from students to ensure the quality of placements and increase the diversity of the range of opportunities available.</p>

<p>Activity: Careers and Employability</p>
<p>The Careers and Employability service is available to all students but some programmes are specifically targeted at underrepresented groups:</p> <p>GO Wales: Achieve through work experience programme - an EU funded project to create tailored, flexible work experience opportunities for specific underrepresented groups. Students who take part in the programme are supported by a dedicated placement adviser who helps them to decide what experience would work for them, to liaise with employers to secure a placement and to prepare for the experience. Opportunities range from short periods of work-shadowing and work taster sessions through to longer, paid placements. Financial support includes bursaries for students undertaking professional training years, support for travel costs and fifty paid placements.</p> <p>For 2020/21, the aim is for the same level of participation as 2019/20.</p> <p>UpReach¹⁴: - This is a career development programme targeting students from low income households. Career mentoring, advice, workshops, employer networking and placements for undergraduates is available throughout their time at university. This is a free programme with all costs covered.</p> <p>In 2020/21, the university is aiming to build this to 100 participants.</p>
<p>Delivered by: Careers and Employability team in Student Support Services</p>
<p>Rationale: Feedback from individuals attending our services 2017-2018 reported that 98% indicated they had developed skills that might be useful in obtaining future employment. The UpReach programme is being developed to enable students who are from low income backgrounds but do not fit the Go Wales eligibility to benefit from work experience support.</p>
<p>Targeted under-represented groups:</p> <ul style="list-style-type: none"> • GO Wales – These are defined by the programme. Students who have a disability or work-limiting health condition; are from a Black and Minority Ethnic background; have caring or childcare responsibilities; are in care or a care leaver or are from a low participation area can participate. • UpReach – household income below £42,620
<p>Evaluation development: UpReach – a pilot programme will run in 2019-20 (50 students registered to date)</p>

<p>Targets for objective of: Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements</p>	
Measure	2020/21 Target
Employment: The proportion of leavers from obtaining undergraduate qualifications who were employed, studying or both 15 months after leaving. (Previously 6 months after leaving. 16/17 data will be the most recent until Jan 2020)	96%
Graduate employment: The proportion of leavers who were working or working and studying who were working in a managerial/professional	82%

¹³ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/gone-international-expanding-opportunities.aspx>

¹⁴ <https://upreach.org.uk/>

job 15 months after leaving. (Previously 6 months after leaving. 16/17 data will be the most recent until Jan 2020)	
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Fee and Access Plan Provision 2020/21: Promotion of Higher Education

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

Objective: To help improve the health, wealth and wellbeing of the people of Wales by delivering a community and civic engagement programme.

Activity: Civic Mission

The Way Forward 2018-2023 renews and strengthens the University's commitment to its civic mission to help improve the health, wealth and wellbeing of the people of Wales by:

- Working with colleges, educational partners, and all schools in Wales to support teachers and work towards improved educational attainment
- Working with partners in the Cardiff Capital Region to deliver growth and productivity including the creation of 1,000 high value jobs in the Welsh economy
- Increasing both the scale and the scope of our relationships with Welsh businesses, third sector and public organisations
- Promoting and celebrating the Welsh language by ensuring the University community contributes to Welsh economic, social and cultural affairs
- Continuing to maintain our status as a Living Wage-accredited employer.

Cardiff University works in partnership with organisations and communities in the Cardiff Capital Region and across Wales to promote social cohesion and improve levels of health, wealth and wellbeing.

In 2020/21 we will continue to deliver diverse community engagement projects such as:

- Community Gateway, which is working with local partners to create a £1m community hub on the site of a former bowls pavilion in Grangetown
- Our Centre for Community Journalism, which offers networking, information and training for hyperlocal or community journalists
- The award-winning CAER Heritage project, a partnership with schools, residents, community development charity Action in Caerau and Ely and community groups to use heritage research to explore the local history and archaeology of Caerau and Ely
- Our award-winning Pharmabees project, which explores the development of drugs to tackle hospital 'superbugs' and works with schools to develop STEM-based learning tools to support the teaching of science.

The University is committed to working with colleges, educational stakeholders and all schools in Wales. We provide an extremely wide range of curriculum-linked school engagement activities, teaching resources and events. One of our most valuable resources for all teachers in Wales is a curriculum support website developed as part of a Research Councils UK-funded Cardiff University Schools Partnership Project. We are in the process of redeveloping this resource using HEFCW funding to offer new and even better content for use in the classroom that will link to the new school curriculum in Wales.

The University is providing further support for schools by:

- Encouraging and supporting more staff to become governors so that they can contribute skills and expertise to college and school governing bodies
- Building on the successful mentoring of modern foreign languages pupils led by Cardiff University. We are leading a project to mentor GCSE physics pupils across Wales to increase physics take up at A-level, particularly among girls.

The University has re-affirmed its commitment to its local communities, including supporting pupils' education, alongside 30 other universities as part of a UK-wide initiative by the [UPP Foundation](#). The University will be looking at the recommendations of the Civic University Commission report¹⁵ which sets out how universities like Cardiff have the capability, opportunity and responsibility to further support the places where they are based to solve some of their most pressing and major problems.

Delivered by: Cardiff University.

Rationale: Cardiff University has an ambition to be recognised for excellence in our civic mission activities, committed, as an equal partner, to working with schools, colleges, organisations and communities of the Cardiff Capital Region, Wales and internationally to promote social cohesion and improve levels of health, wealth and wellbeing. Our approach aligns with the recommendations in the Welsh Centre for Public Policy's report '*Maximising universities' civic contribution*'¹⁶.

Evaluation development:

The objectives and ambition for Civic Mission in *The Way Forward 2018-2023* was built on the previous strategy which successfully delivered five flagship engagement projects (Community Gateway, Community Journalism, The Phoenix project, City Region Exchange and Strong Communities Healthier People).

Targets for objective of: Deliver a community and civic engagement programme including working with schools and colleges across Wales	
Measure	2020/21 Target
Aim to work with all schools in Wales through our Schools Engagement Framework	80%

Objective: Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs

Activity: Learning and Teaching

Strategic Leads for education and students.

Cardiff University's commitment to excellence in learning and teaching is demonstrated by the recently established Centre for Education Support and Innovation (CESI) with investment in full time senior academic lead. CESI will have overarching responsibility for supporting curriculum and assessment design, digital education, online learning, student engagement and capacity building in relation to teaching and scholarship related to teaching, closely aligned to education strategy priorities. CESI's remit is to engage across the institution and beyond to drive change and provide strategic leadership and challenge. This and the appointment of College Deans for education and linked thematic areas, means that the University has the leadership in learning and teaching needed to support the PVC SEAS in delivering the ambitions of *The Way Forward* (Education and Students).

The University continues to enhance the learning and teaching environment to meet students' needs.

¹⁵ <https://upp-foundation.org/wp-content/uploads/2019/02/Civic-University-Commission-Final-Report.pdf>

¹⁶ <https://www.wcpp.org.uk/publication/maximising-universities-civic-contribution/>

Launch of Learner Analytics Project: The University has agreed to partner with JISC and all other HEI's in Wales in a 3-year Learning Analytics Cymru project. This project aligns with priorities of retention, the First Year Experience and ongoing work to enhance the Personal Tutoring system.

Launch of the University's digital education strategy – this will provide students with greater opportunities to extend their learning using digital learning technologies. Investments include: more effective use of digital platforms; e-assessment pilot; review of the University's virtual learning environment; embedded use of LearnPlus project; enhancing the digital capabilities of staff.

Academic CPD for Learning and Teaching - the University is scoping a new Academic CPD framework that will enable excellence in teaching to be recognised, rewarded and valued, at all career stages. Teaching staff and those who support learning and teaching will have access, via CESI, to an offering tailored to individual staff, to support at programme level and enhance the culture of learning and teaching more widely. The University will scope its potential for a Fellows scheme or academy to recognise those who make significant contributions to learning and teaching.

Academic Development and Skills Centre - the centre supports students, including those from groups who face barriers to learning, to progress and succeed at university. It helps ensure that students are better equipped for independent and research-based learning and teaching styles. The University integrates provision of generic study skills with other support and wellbeing services to enhance the accessibility of services for students. Resources available through this service include workshops and autonomous learning on academic skills, English language support for non-first language English speakers and mathematical study skills delivered by the School of Maths. Workshops are delivered centrally and in collaboration with academic Schools.

For 2020/21 we will continue to deliver workshops and increase the numbers of workshops and attendees and breadth of topics delivered by the CESI. We will develop our online support for teaching staff.

Physical learning space upgrade – we will continue with our investment programme of £42m over the period 2014 – 2023 to ensure that students and staff benefit from spaces that are modern, comfortable, flexible and technologically equipped. This programme is in addition to our regular cycle of estate maintenance and refreshment. The work plan has responded positively to student requests for more social, group and independent learning spaces both in the Students' Union and on our University Hospital of Wales site.

The upgrade is delivering 350 state of the art learning spaces. This is helping to standardise staff and student experience across all learning spaces with improved facilities for innovative teaching and learning styles.

For our students this programme aims to make a significant contribution to their overall student experience at Cardiff University. Students have direct input to the design process for our learning and teaching spaces, with the aim of engendering a sense of place and belonging for our students. The programme is also providing an improved range of accessibility measures, will feature technological improvements to network capability and 'bring your own device' charging as well as high-quality furnishings and environmental comfort levels in teaching and study spaces.

This programme is key to the University's commitment to be an environmentally sustainable organisation. The project aims to use high quality, innovatively recycled, environmentally sensitive and low-maintenance materials that will maximise lifetime and minimise maintenance. The use of remote temperature monitoring in all learning spaces and remote temperature and lighting control where possible will improve energy efficiency, while the improved utilisation of learning areas will lead to a more efficient use of space. The project also works with the local and regional communities and hopes to continue to pass on redundant quality furniture to local schools and engage with community projects.

Support of the Students Union through a financial grant - The University provides an annual grant to the Cardiff University Students' Union (SU) which for 2020/21 will be nearly £3m. The Cardiff University Students' Union advances the education of all students at Cardiff University by:

- Promoting the interests and welfare of students during their course of study and representing, support and advising students;
- Being the recognised representative channel between students and the University and any other external bodies; and
- Providing social, cultural, sporting, and recreational activities and forums for discussions and debate for the personal development our students

The funding provided through the block grant supports the delivery (and in many cases co-delivery with students) of services for students. The SU services create an ethos of support and community for students to thrive whilst they attend the university and prepare them for their future careers. Over 70% of students at Cardiff University students engage with the Students' Union services and activities.

The services include:

Academic Representation – in 2018/19 1,023 students undertook the voluntary role of academic representative. The academic representation system exemplifies the partnership between the University and its students through constructive conversations and proactive engagement with students to solve problems and raise the profile of positive activity of the University.

Advice Centre - An independent and confidential service led by professional advisers available to any student at Cardiff University

Skills Development - To support students in enhancing their general development and also employability the Students' Union provides a Skills Development Service. With programmes in communication, leadership, and personal effectiveness as well as sessions on First Aid, Health & Safety, and Sign Language. 2,027 students took part in the Skills Development Service in 2018/19

Student-Led Services & Student Associations - in 2018/19 provided 424 students the opportunity to provide peer-to-peer support and representation

Undeb Myfywyr Cymraeg Caerdydd - A Welsh Students' Union within the Students' Union that is entirely student-led with its own President further developing Cardiff University Students' Union as a bilingual organisation

Jobshop - acting as a recruitment agency for students at Cardiff University, allowing students to gain additional income - 3,016 students registered with our Jobshop in 2018-9.

Transition and success volunteers - 581 students volunteered their time in 2018/19 to provide a welcoming environment from answering questions of new students, to showing them around the University, and introducing the Students' Union to new students through lecture shoutouts.

Housing - Giving access to affordable homes through Cardiff Student Lettings, a service that has no letting agency fees. In 2018-9 1,623 students found a home via this service

Athletic Union & Sports Clubs –. Providing students an outlet to be physically and mentally healthy through both competitive and non-competitive sport for all skill levels. 5,493 students were members of the Athletic Union in 2018-9

Societies - 9,528 students joined the Guild of Societies in 2018-9. A diverse range of groups on everything from political, recreational, cultural, to course-based societies. These groups create a sense of community and belonging for all who join,

Further information relating to the Students' Union's impact can be found through its annual impact reports: <https://www.cardiffstudents.com/about-cusu/governance/annual-impact-reports/>

Delivered by: Academic Schools and Professional Services

Rationale: Ensuring high student satisfaction is a priority for Cardiff University. We are working both at the institutional level and at the level of individual Schools and programmes to ensure consistency in practice and high standards of teaching and student experience across the University.

Evaluation development: The Student Written Submission and the University's response provide a focal point in the year to reflect upon and act to improve the student experience. The process involved is described in detail in the Student Voice section above. Academic skills services are evaluated regularly. A task and finish group analysis for module evaluation identified the need to simplify the question set and be consistent across school for meaningful analysis.

Targets for objective of: Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs	
Measure	2020/21 Target
National Student Survey: three-year rolling average score for in the 'overall satisfaction' question	86%
National Student Survey: Student Voice scores	Meets/Exceeds benchmark

Objective: Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience

Activity: Centre for Student Life (CSL)

Our landmark 8,000m² Centre for Student Life is a partnership project with our Students' Union. It will create a fit-for-purpose hub for our extensive student advice, health, wellbeing and futures provision, together with 600+ flexible and technology-rich social learning spaces, a large auditorium, a range of flexible rooms available for students to book for group working and comprehensive online access to provide support for students across our campuses and studying away from Cardiff.

As part of the establishment of the CSL, we are redesigning our student support and wellbeing service, creating new capabilities to identify, engage and monitor vulnerable students and those at risk. Our new enquiry management system will create efficiencies by removing manual processes and duplication and increase resource available for student-facing services including counselling and student advice. The introduction of a front-line Advice Bar and equivalent online systems will also mean that students who are not located on our main campus will also have improved access to support and wellbeing services.

The Centre will not become operational until September 2021 and so 2020/21 activity will focus on finalising the build and the testing of all systems and processes. Targets for the impact of the centre for student life will be set in the 2021/22 plan, with a likely focus on student retention and engagement.

Delivered by: Student Support and Wellbeing and Professional Services

Rationale: A direct response to a 2012 Students Union commissioned survey of student capital investment priorities.

Evaluation development:
n/a - new activity.

Activity: Counselling, Health and Wellbeing

The Counselling, Health and Wellbeing Service provides a range of support to students who may be experiencing difficulties.

Mental health advice and support appropriate to a higher education setting and client-base:

- One-to-one counselling by appointment in a stepped care approach. To support our students to stay at university and address difficulties that are inhibiting them from reaching their potential;
- Short-time drop-in for initial face-to-face discussion;
- Group therapy and workshops to provide support, ideas and coping strategies for difficulties commonly faced by students;
- Online self-help materials.

Park Place Practice is a partnership with the University Health Board and a local GP practice and gives students the opportunity to register with a GP within the catchment area. **For 2020/21** we will develop enhanced service provision for students with extension of hours of provision and range of services available.

Destigmatising mental health is a priority. We work in partnership with our Students' Union on several annual wellbeing campaigns as well as reactive activity in response to student feedback. We are a signatory of the Time to Change Pledge and we have prioritised de-stigmatising talking about mental health. We run campaigns and release materials across campus across the year in line with this priority and will continue to do so in 2020-21.

We are working with key partners in the UK higher education sector on a project to implement a whole University approach to mental health, closely aligned with the Stepchange framework approach. We are a designated pilot site for Stepchange and this will have launched in mid-2019, with the implementation of a detailed action plan will be underway in 2020-21.

We are delivering a programme of work to make Cardiff University a Suicide Safer Campus. This is an ongoing activity where we are seeking to embed a structured approach to suicide awareness and to the ways in which we as an organisation respond to suicide.

Disclosure Response is our managed approach to encouraging disclosure and support in cases of harassment, abuse and hate crime which affect our students across the University. This provides referral pathways to trained staff and better access to external resources. This referral pathway is now well established and well used, with engagement with external agencies proving effective. **In 2020-21** we will maintain this approach and maximise awareness and embed referral partnerships with external agencies where appropriate.

Delivered by: Student Support and Wellbeing

Rationale: Counselling, health and wellbeing services are essential provision in all universities. The need for enhanced mental health provision and initiatives to destigmatise mental health is a high priority across the sector. Feedback described below provides evidence of effectiveness.

Evaluation development: Student feedback 2017-2018 showed 98% of students said that attending Wellbeing or Counselling improved their overall experience of university at least to a slight extent and 91% stated counselling /wellbeing helped them stay at university at least to a slight extent.

Student feedback identified registration with GP practices problematic in areas of the city when in private accommodation.

Activity: Wellbeing Champions

Wellbeing Champions and Postgraduate Peer Supporters are students who support other students to look after their wellbeing. Our Wellbeing Champions promote healthy wellbeing through campaigning, organising events and being a visible support to other students, forming a peer support community that enhances life at university for many. Equality, diversity and inclusion is included in the training, including under-represented groups, to ensure that volunteers know how to be inclusive and have a better understanding of the barriers that some students might face when engaging with support. We have set out in our Professional Services Plan that we will make Wellbeing Champions accessible in every academic School.

For 2020/21 the University is looking to increase the number of students trained as Wellbeing Champions to 250 (for 2018/18 there are 90).
Delivered by: Counselling, Health and Wellbeing, Student Support
Rationale: According to the Equality Challenge Unit (2014), 75% of students will disclose that they have a mental health condition to a fellow student.
Evaluation development: Students and volunteers alike provide feedback that this service is valued. Student engagement figures show that around 3000 peer interventions were offered to students between 2017-2018.

Activity: Residence Life
<p>In 2017/18, Cardiff University established a Residence Life team to create a holistic service to support students' transition to university through enhanced pastoral care with support, based in student halls of residence. This has involved recruiting a team of remunerated student Residence Life Assistants (RLAs). These students will be trained and skilled in areas that support the Residence Life team's work.</p> <p>The team provides:</p> <ul style="list-style-type: none"> • Pastoral care for students on-site i.e. in halls of residences • Help to resolve any conflict between residents • Promotion, signposting and timely referral to Student Support and Wellbeing services • A sense of community and belonging in halls, to support continuation and reduce isolation and unhappiness • Social activities, such as global holiday celebrations and life-skills workshops • A stronger relationship between Student Support and Wellbeing, and our Campus Services teams to ensure a joined-up, agile and responsive service for our students. <p>Early indications are promising, with the Residence Life team having held over 9,572 interactions with students in the first six weeks of launching.</p> <p>For 2020/21, we plan to:</p> <ul style="list-style-type: none"> • Expand the current student led provision from 39 RLAs (191K) to 58 (265k) • Introduce a new online platform for managing student interactions within residences (ability to allocate rooms efficiently, communicate events programme etc.) • Utilise student fees to expand Residence Life provision (events, engagement opportunities, learning opportunities within residences, peer led work/opportunities) • Create enhanced employability programme for existing RLAs (further training opportunities, job progression with additional responsibilities etc.)
Delivered by: Counselling, Health and Wellbeing (in Student Support and Wellbeing)
Rationale: Student withdrawal at Cardiff University is most likely in year 1 when students commonly live in residences. Experience through the previous student warden scheme identified the potential to expand and to provide service and support that moved beyond reporting maintenance issues and noise disturbances.
Evaluation development: Residence life only became operational in September 2018 and is due for its first evaluation in 2019 where subsequent actions will be identified. The Residence Life Team collected student feedback throughout our first semester, between September 2018 and January 2019. During that period, the Res Life Team had 13,208 interactions with students in Residences. RLA duties have provided the biggest opportunity for engagement: 774 students attending events, 950 students during drop-in, 8,519 students during rounds. As a result of student feedback throughout this engagement, the Residence Life Team expect to expand provision and streamline processes in 2020/21 as set out above, subject to findings of the programme evaluation.

Targets for objective of:	
Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience	
Measure	2020/21 Target

Retention: percentage of all undergraduate home students who withdraw from/do not complete studies (internal data)	Not exceeding 3%
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Objective: Improve the employability of our students through a careers and employability service and opportunities including placements, volunteering and international opportunities.

Activity: Careers and Employability
<p>The Careers and Employability Service supports students, throughout their time at university, to explore their future, build their skills, and achieve their ambitions. They are supported by a team of dedicated Careers Advisers linked to their academic Schools. Students can undertake extra-curricular work experience, get involved in enterprise activities, and network with employers in a huge range of recruitment activities (fairs, panel events, skills sessions, alumni talks) throughout the year.</p> <p>In 2020/21, the following will be available to all students, with the aim of increasing engagement and participation:</p> <p>Careers advice, guidance and information - Online and face-to-face career development support for all students. Includes subject-specific careers advice and outreach work in Schools. For 2020/21 the University is looking to increase the number of students on the University's online platform 'Your Career Journey to 3000 (2500 are registered to date).</p> <p>Futures Connect - work placements - The Futures Connect team acts as an 'agency' to broker various forms of work experience with all types of employer, from 2-week insights to year-long placements. For 2020/21 the aim is to fill 600 placements.</p> <p>Enterprise & Entrepreneurship education - The service helps students identify opportunities to develop entrepreneurial skills to apply either in the workplace or in developing a start-up business. This is partly funded via the Welsh Government YES programme. For 2020/21 the aim is to engage with 5500 students, empower 550 students through skills development and equip 50 students via one to one mentoring.</p> <p>The Cardiff Award - A development programme with recognition for all extra-curricular employability activities undertaken by students. Aim is to take students through a career development programme of self-awareness, activity, employer networking, work experience and reflection. For 2020/21, there will be 500-1000 students participating.</p> <p>Employer Engagement - The University organises a range of events for students to engage with employers and understand their options. They include fairs, presentations, sector events, panel events and exhibitions. For 2020/21, the University is aiming for 50 new employers on campus.</p> <p>Employability Module - Development of 20-credit modules in partnership with Schools where employability teaching and work experience are interwoven with the subject discipline. This aims to embed employability and work experience in the curriculum and reach students who traditionally do not engage with extra-curricular activities. Two modules launched in 2018/19: in English Communication and Philosophy and in Journalism. For 2020/21, we will increase the number of Schools with such a module. Initial conversations include Modern Languages, Politics and International Relations, Earth and Physics.</p> <p>Careers Readiness Survey - this is repeated each year with all students at enrolment. It was initially part of a HEFCE learning gain project, involving 16 universities. Careers Readiness data are used to analyse a student's starting point and subsequent employability journey throughout their studies. This builds a dataset of</p>

employability potential to enable effective targeting of support to students whilst they are still at university. For 2020/21, a feasibility study for an exit survey at graduation will be carried out.

Welsh medium provision is also relevant to employability of graduates – see separate activity section above under equality of opportunity.

Delivered by: Careers and Employability team in Student Support Services

Rationale: Research¹⁷ consistently shows that those students who have a career plan perform better in graduate recruitment. Research¹⁸ supports the value of work experience in terms of academic achievement and employment after graduation. It¹⁹ also suggests that it is expected by employers and used as part of the selection process. Research²⁰ by the European Commission found that students who receive enterprise education are three to six times more likely to start a business in the future

Evaluation development: We invite and collect feedback on our service as follows:

Management Team oversight: Engagement statistics are reviewed on a monthly basis, enabling data-led interventions and process/policy changes.

Careers advice, guidance and information:

A semesterly Feedback Week where we ask for feedback via questionnaire on every workshop, 1:2:1 appointment or event taking place that week and analyse the results to inform planning and delivery.

Careers and Employability Advisers undergo a peer review process each semester to encourage reflection on practice and continuous improvement.

Ad hoc focus groups: our new Student Ambassadors will be organising more of these in 2019/20 and 2020/21.

We collect ad hoc anecdotal evidence for case studies.

Futures Connect:

Each placement is evaluated by employers and students and case-studies are created for future publicity

Enterprise and Entrepreneurship education:

Feedback Week (see above)

Employer Engagement:

Feedback Week (see above)

All events are evaluated using survey tools

Employability modules:

Student feedback is sought and analysed as part of the relevant School's module feedback process.

Career Readiness survey:

Feedback is collected annually to inform School-level activities and help prioritise Your Career Journey developments.

Activity: Placements

Placement opportunities within our programmes prepare students for entry to a wide range of professions, and as part of *The Way Forward*, we are aiming for 50% of undergraduates to undertake such opportunities by 2023.

In August 2018, the new role of University Dean for Student Employability was appointed. A Placements Steering Group has now been set up to oversee the strategic and operational actions necessary to deliver both the placements KPI and the wider commitment to placement learning and employment-rich activities. We are identifying the actions necessary to deliver the KPI with initial discussions identifying the need to explore:

- The implementation of a University-wide placements management system to improve the efficiency of placement delivery, thus enhancing the student experience.

¹⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604170/Graduates_career_planning_and_its_effect_on_their_outcomes.pdf

¹⁸ https://www.educationandemployers.org/wp-content/uploads/2014/06/artess_et_al_-_impact_of_work_experience_on_the_student_outcomes.pdf

¹⁹ https://www.highfliers.co.uk/download/2019/graduate_market/GMReport19.pdf

²⁰ <https://ec.europa.eu/docsroom/documents/7465/attachments/1/translations/en/renditions/native>

- Increasing the number of work placements, particularly within the colleges of Physical Sciences and Engineering and Arts, Humanities and Social Sciences.
- The creation of employability leads within all Schools, modelled on the successful introduction of assessment and feedback leads.

From 2019, college networks of employability leads have been introduced, and work with Registry to ensure accurate recording and reporting in respect of the KPI is due to complete by April 2019. The Steering Group is developing a business case for the investment necessary to deliver the KPI (for approval in 2019). It will identify strategic priorities and include a project plan for 2019/20 onwards.

Delivered by: Academic Schools; Careers and Employability team in Student Support Services

Rationale: As stated under careers and employability above, research shows that work experience is very important to our students as it enriches their study and enables them to prepare for graduate work. Many employers now require students to have work experience for entry into graduate-level roles.

Evaluation development: Assessment of current performance against the KPI will be undertaken once the reporting mechanisms are in place. Thereafter, formal processes for monitoring progress will be implemented in respect of the strategic priorities arising from the business case.

Activity: Cardiff Volunteering

The Students' Union delivers 'Cardiff Volunteering', a service that engages students to undertake volunteer opportunities, working in close partnership with over 70 local community groups and organisations. In 2017/18, Cardiff Volunteering trained over 60 lead volunteers, all of whom gained a Certificate in Professional Development in Leadership and are undertaking a Diploma of Professional Development in Leadership.

Cardiff Volunteering began in 2015/16 and year on year has increased the portfolio of project across the 6 pillars of voluntary activity (Children, Young People, Environment, Community, Sports & Recreation and Welfare).

For 2020/21 the Union will continue to increase its portfolio of projects and to grow the number of volunteers and lead volunteers.

Delivered by: Cardiff Students' Union

Rationale: The Union identifies volunteering as a great way to make a difference in students' new local community. It also enables students to gain new skills that can be included on CVs, socialise with other students and have fun.

Evaluation development: The expansion of the portfolio of projects was required to reflect the many different reasons students chose to volunteer as well as to show the Unions' commitment to offering something for everyone.

Targets for objective of: Improve the employability of our students through a careers and employability service and opportunities including placements, volunteering and international opportunities.	
Measure	2020/21 Target
Employment: The proportion of leavers from obtaining undergraduate qualifications who were employed, studying or both 15 months after leaving. (Previously 6 months after leaving. 16/17 data will be the most recent until Jan 2020)	96%
Graduate employment: The proportion of leavers who were working or working and studying who were working in a managerial/professional job 15 months after leaving. (Previously 6 months after leaving. 16/17 data will be the most recent until Jan 2020)	82%
Student mobility: The percentage of all students who undertake study, work and volunteering experiences abroad	27%
Placements: Percentage of undergraduates who undertake a work placement during their studies	46%

Institution name:

Cardiff University

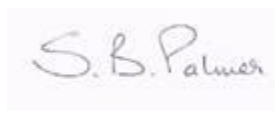

Section 3 Authorisation of 2020/21 fee and access plan application

Information provided in this section is for HEFCW and not intended for publication.

Authorisation of the 2020/21 fee and access plan application for submission to HEFCW

In authorising fee and access plan applications to be submitted to HEFCW, governing bodies:

- i. confirm that the information provided in this 2020/21 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act
- iii. understand that HEFCW reserves the right to undertake a visit to institutions to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, institutions.
- iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the institutions, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in this fee and access plan application.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirm that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original fee and access plan, as approved by HEFCW, must be honoured.

2020/21 fee and access plan application submission to HEFCW²¹	
Date of Governing Body approval:	20/3/2019
Governing Body authorised signature:	
Date:	21/3/2019
Updated/Final 2020/21 fee and access plan submission (where applicable)	
Date of Governing Body approval:	20/06/2019
Governing Body authorised signature:	
Date:	20/06/2019

²¹ Fee and access plans published on institutions' websites must only include versions submitted approved by HEFCW.

Institutional fee and access plan 2020/21

Table A: Fee levels and fee income and investment, 2020/21

Institution name: Cardiff University
 Institution UKPRN: 10007814

This Annex must be completed whether or not you have specified fee levels in your fee and access plan. Institutions that have not specified fee levels must complete this document using their forecasted fee income for 2020/21. We accept these figures are forecasts only and not a fee level commitment.

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the current fee regime in 2020/21, 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, this should be taken account of in calculating the average fee and the total fee income returned on this table.

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

Have you specified fee levels in your fee and access plan? See paragraph 75.	Enter Yes or No
	Yes

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	8,596
Full-time PGCE (QTS)	0
All FT UG/PGCE (QTS) students in plan	8,596

d) What current fee regime income do you expect to receive in 2020/21? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	139,188,375
Full-time PGCE (QTS)	0
Total	139,188,375

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 2019/20 plans the proportion of total income invested in 2020/21 must be at least the proportion invested in 2019/20. For those applicants, HEFCW has provided below the 2019/20 amount and percentage of total income.

	2020/21		2019/20	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	12,741,000	9.2%	13,627,500	9.9%
Promotion of higher education	10,432,000	7.5%	11,857,000	8.6%
Total	23,173,000	16.6%	25,484,500	18.5%

If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below (e.g. inclusion of evaluation costs in 2019/20)

Linked to discussion with Jo Pope (CU) and Diana Rowland (HEFCW)

Institutional fee and access plan 2020/21

Table B: Fee and access plan income forecast expenditure, 2020/21

Institution name: Cardiff University
 Institution UKPRN: 10007814

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

Guidance note

This table collects investment committed to achieve each objective that is specified in your fee and access plan (see paragraphs 102 to 106), investment committed to evaluate fee and access plans, investment committed for Reaching Wider Partnerships and student financial support.

Please input your **chosen objectives** in the table below and the forecasted income for 2020/21 to be invested to deliver these objectives.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

Investment to deliver objectives to improve equality of opportunity must relate only to groups under-represented in higher education.

Student financial support activities will be a part of the applicant's total investment in objectives 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 an applicant to separately identify forecast investment in student financial support activities **already included** in (a) and (b).

Applicants should set out their level of expenditure against each objective. All objectives will need to have expenditure returned against them.

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

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

2020/21 fee and access plan income forecast expenditure

a) Equality of opportunity

	2020/21	2019/20
	£	£
Objectives to improve equality of opportunity		
1. Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	3,713,000	
2. Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance	8,400,000	
3. Explore routes of expansion for Welsh medium provision and implement a new Welsh Language Strategy	42,000	
4. Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements	586,000	
5.		
6.		
7.		
8.		
9.		
10.		
Total	12,741,000	13,234,900
Percentage of forecast expenditure to be spent on Equality of Opportunity	21235.0%	

b) Promotion of HE

	2020/21	2019/20
	£	£
Objectives to promote higher education		
1. Deliver a community and civic engagement programme including working with schools and colleges across Wales	150,000	
2. Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs	8,185,000	
3. Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience	438,000	
4. Improve the employability of our students through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international experiences	1,659,000	
5.		
6.		
7.		
8.		
9.		
10.		
Total	10,432,000	11,857,000
Percentage of forecast expenditure to be spent on Promotion of higher education	17386.7%	

c) Evaluation

	2020/21
	£
Investment in evaluating the effectiveness of fee and access plans	60,000

d) Total forecast expenditure of 2020/21 fee and access plan income, a) + b) + c)

	2020/21	2019/20
	£	£
	23,233,000	25,091,900

e) Reaching Wider

	2020/21	2019/20
	£	£
Investment to support Reaching Wider Partnership	393,676	393,676

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

	2020/21		2019/20	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	63,000	7	63,000	7
Bursaries	5,650,000	6,000	4,660,000	5,880
Scholarships	18,000	12	270,000	350
Hardship funds	500,000	1,000	550,000	750
Provision of financial management advice and skills	800,000	15,000	450,000	15,381
Other financial support	0	0	0	0
Total	7,031,000	22,019	5,993,000	22,368
Percentage of forecast expenditure to be spent on student financial support	30.3%		23.5%	

If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below:

Institutional fee and access plan 2020/21

Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the current fee regime, 2020/21

Institution name: Cardiff University
Institution UKPRN: 10007814

This table should be completed where:

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

Where different fees are charged for different courses or cohorts, or you have provision that you do not validate yourself, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

The guidance below provides the categories of courses for which information should and should not be returned. Note that information about provision delivered under partnership arrangements is collected in

Guidance note

Do include information about courses:

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

Do not include information about courses:

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

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

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	138,837,375	0
Total expected student numbers	16,152	0
Average fee	8,596	0

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	PCET/PGCE	On campus	All	N	54	N		486,000
2	9,000	BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MArch, MBBCh, MChem, MEng, MEng, MESci, MMath, MPharm, MPhys	On campus	All except Year out	N	15,165	N		136,480,500
3	1,800	BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys	Sandwich year out in Industry	Year out	N	601	N		1,081,800
4	1,350	BA, BDS, BEng, BMus, BSc, BScEcon, LLB, MBBCh, MChem, MEng, MESci, MMath, MPharm, MPhys	Erasmus / Year Abroad	Year out	N	225	N		303,075
5	4,500	MArch	Sandwich year with higher attendance requirement	Year out	N	108	N		486,000

Institutional fee and access plan 2020/21

Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime for partnership provision based in the UK, 2020/21

Institution name: Cardiff University
 Institution UKPRN: 10007814

This table should be completed by all providers who franchise out to other charitable providers that are charities or are parents of charitable subsidiaries that are not submitting their own fee and access plan, for full-time undergraduate and PGCE (QTS) provision under the current fee regime. The table should be completed only where the other provider or the subsidiary is in the UK and the students are based in the UK.

Where different fees are charged for different courses, or there is provision validated by a body other than the submitting provider, the data on this table plus the data returned on Table C will in total give the same average fee and overall fee income as that returned on Table A. Where the fee level is the same for all FT UG/PGCE (QTS) courses under the current 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.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

The guidance below gives the categories of courses for which information should and shouldn't be returned.

Guidance note

Do include information about courses:

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

Do not include information about courses:

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

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

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

Where no such addendum exists, an explanation is required and should be submitted with the completed Annex A.

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	351,000	0
Total expected student numbers	39	0
Average fee	9,000	

Row	Partner name	Partner address	Please confirm that the partner is a charity (<i>Confirmed</i>)	Qualification aim Please select from drop down list	Course title	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (<i>Confirmed</i>)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Bangor University	Bangor, Gwynedd, LL57 2DG	Confirmed	(a) a first degree	MBBCH Medicine North Wales	22/03/2019		1 and 2 (course	39	9,000	351,000

Institutional fee and access plan 2020/21

Table E: Partnership arrangements and fee income for students of all modes and levels, including further education and below, for partnership provision based in the UK that is not already included on Table D, 2020/21

Institution name: Cardiff University
 Institution UKPRN: 10007814

This table should be completed by all providers who franchise out to other providers or are parents of subsidiaries that are not submitting their own fee and access plan or validate provision that is delivered by another provider which is not part of a franchise arrangement where the other provider has control of the provision. Where providers have other types of provision they deliver in collaboration with a partner, those arrangements should be included here also.

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

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

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

The guidance below gives the categories of courses for which information should and shouldn't be returned.

Guidance note

Do include information about courses:

- That you franchise out to another charitable or non-charitable provider.
- That are delivered by a charitable subsidiary, where you are the parent of that subsidiary, and the subsidiary is not submitting their own fee and access plan.
- That are delivered by a non-charitable subsidiary, where you are the parent of that subsidiary.
- That are delivered in collaboration with a partner.
- That you do not provide and that you validate only, whether or not the provider is a charity.

Do not include information about courses:

- That you provide and control which are validated by another body but are not part of a franchise arrangement.
- That you provide, control and validate yourself.
- That you provide and control, that are validated by you, your parent or another body, where you are a subsidiary of that parent.
- That you provide on behalf of another provider via a franchise agreement.
- That are delivered by a subsidiary, where you are the parent of that subsidiary, and the subsidiary is submitting their own fee and access plan. (Unless row five of the inclusions applies.)

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

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

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

Row	Type of arrangement (please choose from drop down list)	Partner or subsidiary name	Partner or subsidiary address	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, please confirm if there is an addendum that confirms the provision is	Forecast total number of students	Forecast total income from the arrangement (£)
1	Franchise	St Padarn's Institute	54-58 Richmond Road, Cardiff, CF24 3UR	30/03/2017	Y	110	99,000
2	Franchise	South Wales Baptist College	54 Cardiff Road, Cardiff, CF5 2YJ	02/03/2017	Y	5	19,700

Institutional fee and access plan 2020/21

Table F: Partnership and campus arrangements and fee income for students of all modes and levels (including level 3 and below), for partnership and campus provision based outside the UK, 2020/21

Institution name: Cardiff University
 Institution UKPRN: 10007814

This table should be completed by all providers who have partnership arrangements or campuses that are based outside the UK, including the EU, for all modes and levels of study, including levels 3 and below.

Guidance note

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

Six types of partnership provision are included in the drop down list in the 'Type of partnership arrangement' column, with an additional 'Other' category in case there are circumstances which do not fit into those six types. The types match those used in the in-year TNE survey carried out by HEFCW in 2015. Guidance notes in Section Four contain a description of these categories.

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

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

Row	Type of partnership/campus arrangement (please choose from drop down list)	Partner/campus name	Partner/campus address, including country	Date of partnership agreement/campus commencement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, please confirm if there is an addendum that confirms the provision is covered under HE Act (Y/N)	Forecast total number of students	Forecast total income from the arrangement (£)
1	Delivered at a partner - other collabor	Beijing Normal University, China	19 Xijiekou Outer St, Haidian, Beijing, China, 100	01/09/2015	N	10	90,000
2	Combination	Institute d'Etudes Politique (IEP), Borde	11 Allée Ausone, 33600 Pessac, France	01/09/2003	N	10	65,000
3	Delivered at a partner - other collabor	Singapore Workforce Development Agen	Marina Blvd, Singapore 018989	01/10/2014	N	20	180,000
4							
5	Important note: Singapore and Bordeaux partnerships are in a 'teach out' situation with the 18/19 intake being the last intake of students to these programmes						

Institutional fee and access plan 2020/21

Table G: Targets

Institution name: Cardiff University
Institution UKPRN: 10007814

Guidance note

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

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

For numerical targets, contextual information or assumptions used to calculate the target should be included, where appropriate, in the form of population numbers, or numbers or percentages from the particular group the target relates to, where these have not been included as the target. For example, if a percentage of students that are from a particular group is a target or if a change in the percentage of students from a particular group is part of the target descriptor, you should include in the contextual information the expected number from this group and/or the expected population of students that the percentage is based on. Population numbers should be consistent with other information provided in this Annex and your latest forecasts, i.e. those returned to HEFCW in July 2018, updated as appropriate if additional information is available. This is only required for the 2020/21 targets and the baseline data and not for future targets.

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

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

Row	Target description (maximum 500 characters)	Related objective (as listed in table B a) and B b)	Is the achievement of the target the responsibility of more than one fee and access plan applicant?	Baseline year		Baseline data		Contextual information for baseline year			Target		Contextual information for target			Optional longer term targets			Please provide a commentary on the 2020/21 targets where numerical descriptors are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based.	
				Y / N	If Y please provide partner name(s)	No.	%	Population	No.	%	No.	%	Population	No.	%	No.	%	2022/23		
																		No.		%
1	Widening participation: The proportion of all Welsh domiciled students of all ages studying higher education courses at Cardiff University who are domiciled in WIMD40	a1 Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	N		2017/18	3,270	30.6%	10,700				33.5%								Assumes a 0.5 percentage point increase in quintiles 1 and 2, therefore total of 1 percentage point increase each year.
2	Widening participation: The proportion of all Welsh domiciled students of all ages studying higher education courses at Cardiff University who are domiciled in WIMD20	a1 Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	N		2017/18	1,570	14.7%	10,700				16.0%								Assumes a 0.5 percentage point increase in quintile 1.
3	Widening participation: The proportion of YOUNG full-time first-degree UK domiciled students studying higher education courses at Cardiff who are from UK low participation areas (Polar 4).	a1 Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	N		2017/18	470	10.1%													Target is to be above the benchmark. HESA performance indicators provide a calculated benchmark which we can use to measure our performance against universities with a comparable student body to Cardiff University
4	Widening participation: The proportion of MATURE full-time first-degree UK domiciled students studying higher education courses at Cardiff who are from UK low participation areas (Polar 4).	a1 Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	N		2017/18	100	16.3%													Target is to be above the benchmark (as described above)
5	Widening participation: Number of those completing the Step Up course programme who progress to HE in 2020/21 (Upshot / HEAT data - Jan 2021 data will be used)	a1 Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	N									80.0%								New data system, therefore no baseline. The measure is of progression to any HE, not necessarily Cardiff University.
6	Retention: percentage of under-represented students (carers, care leavers, estranged students, asylum seekers and forces veterans) who withdraw from/do not complete studies (internal data)	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N									3.0%								No baseline data as categories introduced for 2019/20. Aiming to achieving same level as full student population.
7	Retention: The proportion of full-time undergraduate students at Cardiff University no longer present in higher education one year following year of entry for YOUNG full-time first-degree entrants from low participation neighbourhoods (HESA PI table T3c)	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N		2017/18	20	4.5%	445												Target is to be better than the benchmark
8	Retention: The proportion of full-time undergraduate students at Cardiff University no longer present in higher education one year following year of entry for MATURE full-time first-degree entrants with no previous higher education qualification (HESA PI table T3c)	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N		2017/18	45	11.6%	390												Target is to be better than the benchmark
9	Retention: The proportion of full-time undergraduate students at Cardiff University no longer present in higher education one year following year of entry for students domiciled WIMD40	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N		2017/18		7.7%					6.0%								
10	Retention: percentage of disabled students who withdraw from/do not complete studies (internal data)	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N									3.0%								Aiming to achieve same level as full student population.
11	Mentoring: Number of academic Schools operating the student mentoring scheme	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N		2018/19	19						24	24							Note: one School operates a separate but equivalent scheme
12	Welsh medium: No. of students studying at least 5 credits through the medium of Welsh	a3 Explore routes of expansion for Welsh medium provision and implement a new Welsh Language Strategy	N		2017/18	424						550								
13	Welsh medium: No. of students studying at least 40 credits through the medium of Welsh	a3 Explore routes of expansion for Welsh medium provision and implement a new Welsh Language Strategy	N		2017/18	173						250								
14	Employment: The proportion of leavers from obtaining undergraduate qualifications who were employed, studying or both 15 months after leaving. (Previously 6 months after leaving. 16/17 data will be the most recent until Jan 2022)	a4 Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements; b4 Improve the employability of our students through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international experiences	N		2016/17	3,175	95.6%	3,320				96%								HEFCW baseline figures
15	Graduate employment: The proportion of leavers who were working or studying who were working in a managerial/professional job 15 months after leaving. (Previously 6 months after leaving. 16/17 data will be the most recent until Jan 2022)	a4 Improve the employability of under-represented groups with targeted careers support and additional support packages for international placements; b4 Improve the employability of our students through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international experiences	N		2016/17	2,945	80.7%	3,650				82.0%								HEFCW baseline figures
16	Civic engagement: Am to work with all schools in Wales through our Schools Engagement Framework	b1 Deliver a community and civic engagement programme including working with schools and colleges across Wales	N									80.0%								KPI is 100% for 2023 therefore target based on trajectory.
17	Student experience: National Student Survey, three-year rolling 17 average scores for in the overall satisfaction question	b2 Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs	N		2016-2018		84.7%					86.0%								HEFCW baseline figures
18	Student experience: National Student Survey, Student Voice scores	b2 Provide a high-quality teaching and learning experience, environment and infrastructure that meets students' diverse needs	N		2019		Below benchmark													Target is to be better than the benchmark
19	Continuation and Retention: percentage of all undergraduate home students who withdraw from/do not complete studies (internal data)	b3 Provide a high-quality student support service which complements the teaching and learning environment enabling students to have the best student experience	N		2017/18		3.8%					3.0%								
20	Student mobility: The percentage of home students who undertake study, work and volunteering experiences abroad	b4 Improve the employability of our students through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international experiences	N		2017/18		22.9%					27.0%								30.0% KPI is at least 30% by 2023.
21	Placements: Percentage of undergraduates who undertake a work placement during their studies	b4 Improve the employability of our students through our careers and employability service and by providing more work experience opportunities including placements, volunteering and international experiences	N		2018/19		43.0%					46.0%								50.0% KPI is at least 50% by 2023.
22	Widening participation: Percentage change year on year in the number of part-time students compared to the equivalent figures for the UK	a1 Raise aspirations and increase access to Higher Education amongst under-represented groups through University led activities and in partnership with First Campus Reaching Wider	N		2016/17 to 2017/18		Above UK (-4%)					UK was -4.1%								Given the small figures involved, a percentage target can be hugely affected. Therefore, a comparability target is suggested.
23		a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N																	
24	Retention: The proportion of part-time first degree students present in higher education two years following year of entry	a2 Support continuation amongst under-represented groups and those with additional needs by providing comprehensive transition support to adapt to University life, providing and educating about the financial assistance available and a range of support and wellbeing services and academic support services	N		2017/18		70.6%					75.0%								Actual for 2016/17 was 79.2% so an average target applied.

