

Institution applicant name:	Aberystwyth University
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2019/20 Fee and Access Plan Application Template

Fee and access plan: focus and contents

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

Applicants may replace this cover sheet and format the headings provided, to reflect their own branding at an early stage in developing their plans and prior to submitting them to HEFCW for approval. The published text must not vary from the text in this section of the plan as approved by HEFCW.

Published fee and access plans must be easily accessible to students, prospective students and other interested parties.

The focus and contents of fee and access plans

Guidance note

1. Applicants should provide relevant, recent information and verifiable data for HEFCW, students and potential students and other interested parties.
2. The fee and access plan application should include the following information:
3. **An executive summary:** Applicants must provide an executive summary setting out the focus and contents of its fee and access plan. Please limit the executive summary to around 500 words.
4. **The student voice:** Information should include:
 - the extent of applicants' engagement with their student body in developing, assessing and finalising the fee and access plan, including information about engagement with the student body where higher education is provided on behalf of applicants;
 - the contribution of the student voice, and partnership working, to governance and quality;
 - how proposed fee levels, including aggregate fee levels, are communicated to students;
 - the extent to which fee and access plan applications reflects the principles of the [Wise Wales statement on Partnership](#) for higher education; [Breaking down the barriers to student opportunities and youth social action](#); and the [Guide to providing information to prospective undergraduate students](#).
5. **Making the case for the focus and contents, including the strategic approach, of plans.** Information should set out:
 - the justification for the fee and access plans' focus and contents to 'make the case' for the institution's approach to supporting equality of opportunity and the promotion of HE. Where applicants' have had fee plans in place previously, a critical review/assessment of the outcomes of, and lessons learnt from, those plans should be included in the focus and contents;
 - how the justification of the plan's focus and contents informs the objectives, provision and targets;
 - the objectives of fee and access plans;
 - the basis for the level of investment in categories of provision to explain approaches to investment;
 - how the plans are embedded at a strategic level across the institution;
 - how the plans align with applicants' institutional strategic objectives;
 - how the plans align with strategic and other similar documents;
 - how the plans align with strategic equality plans or similar documents.
 - how the plans align with Welsh language strategies or similar strategic commitments, Welsh language standards and/or Welsh language commitments;
 - whether/how the plans support collaborative and/or regional coherence agendas, including, for example the Reaching Wider Programme.
6. **Groups under-represented in higher education:** Information should include:
 - the groups regarded by applicants as under-represented in higher education to be supported by fee and access plans and the evidence for this position. Groups under-represented in higher education may be under-represented in higher education in general or specifically in individual applicants' institutions.

7. **Objectives:** Applicants must set out their plans' objectives, the provision to meet their objectives and their targets. They must specify the level of fee income to be invested against the categories provided in **Annex Aii** (2019/20 fee and access plan income forecast expenditure: Table B).
8. **Provision:** Applicants must describe clearly the extent to which fee and access plan provision will support equality of opportunity and the promotion of higher education. The following provision **must** be included:
 - i. attract applications from groups under-represented in higher education;
 - ii. retain individuals from groups under-represented in higher education;
 - iii. provide financial assistance to students
 - iv. make available to students or prospective students information on financial assistance;
 - v. inform prospective students of the aggregate amount of fees to be charged for the completion of the course;
 - vi. monitor compliance with the provision of the plan;
 - vii. monitor progress in achieving the objectives set out in the fee and access plan application.
9. Provision supporting equality of opportunity and groups under-represented in higher education should be clearly distinguished from provision supporting the promotion of higher education. Targets should be similarly clear.
10. **Categories of provision:** Provision should be grouped into categories, as set out below. It is for applicants to decide under how to categorise their provision. Applicants' provision might not include investment in all categories nor be invested equally across all chosen categories. The categories of provision are:

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

- i. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;
- ii. attract and retain students and potential students from under-represented groups;
- iii. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;
- iv. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;
- v. improve the higher education experience for groups under-represented in higher education;
- vi. provide to under-represented groups effective information, before and during their studies;
- vii. provide high quality academic and welfare support to groups under-represented in higher education;
- viii. support the progress to employment or further study of groups under-represented in higher education; and
- ix. other measures to support groups under-represented in higher education such as evaluating fee and access plans' effectiveness, supporting the regional Reaching Wider Partnership and/or other relevant provision, (please specify these measures).

Promotion of higher education measures to deliver:

- i. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;
- ii. improve the quality of learning and teaching, with reference to the quality of the student experience;
- iii. strengthen the employability of Welsh graduates;
- iv. promote Welsh higher education more effectively internationally;
- v. deliver sustainable higher education;
- vi. raise awareness of the value of higher education to potential students; and
- vii. other measures to support the promotion of higher education such as evaluating fee and access plans' effectiveness, supporting the regional Reaching Wider Partnership and/or other relevant provision, (please specify these measures).

1. EXECUTIVE SUMMARY

The Fee and Access Plan for 2019/20 reflects the values of our 2018-23 Strategic Plan – Transformational, Creative and Innovative, Inclusive, Ambitious and Collaborative. The sub-strategy of the Strategic Plan, the Learning and Teaching Strategy forms the basis of many of the specific activities outlined in this FAP.

The Aberystwyth University Fee and Access Plan for 2019/20 supports transformational student success in all its forms. The activities supported through the plan have been chosen in order to develop a timeline of support for all our undergraduate students from application through to graduation and employment or further study. We have identified particular under-represented groups for whom we deliver specific provision or tailor more widely-available provision, in order to ensure that barriers to success are broken down both prior to entry and during their studies.

The Fee and Access Plan for 2019/20 reflects major investments to be made by the University to support widening access, the delivery of excellent student experience and student success and the equipping of our students for employment and life beyond their degree. Key priorities under each section of the plan, and key initiatives which respond to these priorities are outlined below:

1.1 Ensuring Equality of Opportunity:

- At application stage:

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

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

- During study:

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

Key initiatives responding to this priority - Further development of the Personal Tutor Dashboard (ALADdin), Improved data usage for attendance monitoring to address retention, an Aber Hardship Fund to provide financial support to students at risk of withdrawal. Free access to health and wellbeing support.

- After graduation :

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

Key initiatives responding to this priority – development of Integrated Degrees to encourage take-up of integrated year in industry opportunities, AberForward scheme to provide work experience opportunities and skills building, AberWorks and CareerTrack data capture.

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

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

1.2 Promoting HE:

- At application stage :

Key Priorities - undertaking innovative subject-based interactions with schools; encouraging ambition and enhancing aspiration

Key initiatives responding to this priority – Subject specific Enhancement Days, Aberystwyth Entrance Scholarships

- During study:

Key Priorities - promote student success through a range of iterative student feedback and performance review processes, innovative teaching methods and excellent learning resources.

Key initiatives responding to this priority - Personal Tutor System supported by the Personal Tutor Dashboard, electronic attendance monitoring, peer benchmarking and the ApAber mobile app, learning spaces and library resources. Free access to health and wellbeing support.

- After graduation:

Key Priorities - promoting student employability

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

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

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

2. THE STUDENT VOICE

Aberystwyth University engages with its Students Union and the wider student body throughout the year in a wide range of ways, both formal and informal. All students are encouraged to feedback on their experiences and contribute ideas and suggestions to help shape their education. Our Strategic Plan 2018-23 commits to 'further improve the student experience in close partnership with the Students' Union, putting the student voice at the heart of our activity.' We uphold the core principle of the *Wise Wales Statement on Partnership for Higher Education (2014)* that '*students should be active participants in the learning process, rather than passive recipients of knowledge*'.

2.1 The Student Charter

The annually updated Student Charter encapsulates the importance of effective student representation, with a commitment to involve student representatives as full partners in our committees and structures.

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

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

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

2.2 The Student Voice in Quality Assurance, Quality Enhancement and Governance

At the highest level, regular meetings between the University Executive officers and Students' Union officers take place. These provide opportunities for the Students' Union to ensure that the student voice is being listened to by senior management and ensure that there is close collaborative working on issues which contribute to student success. As well as these meetings of the two executives, there are informal frequent meeting between the Vice-Chancellor and the Students' Union president.

Within the University's formal structure there are student representatives appointed by the Students' Union on most of our major committees, including:

- Council and its sub-committees,
- Senate (which is the main body responsible for Learning and Teaching Strategy)
- Institute (Faculty)-level representatives who participate in discussions of key elements of quality assurance (including approval of new study schemes and their annual monitoring and review)
- Departmental representatives who participate in the Staff Student Consultative Committees, where student concerns can be raised and addressed in discussion with departmental staff. The academic representatives work is an important part of the work of the Students' Union in ensuring the student voice is fully listened to. Academic Representatives receive training and support for their role from the

Students' Union. They are responsible for representing students at course, year group or subject area level, or may have responsibility for representing specific cohorts such as Joint Honours students or Mature students.

- Learning and Teaching Strategy (Student Success Plan). The Learning and Teaching Strategy is implemented through various work strands. There are student representatives on the delivery groups of all relevant strands.

2.3 Listening to the wider Student Voice for the Fee and Access Plan.

The Aberystwyth University Learning and Teaching Strategy (Student Success Plan) is a university-wide teaching and learning enhancement programme of activities. Student representation on every appropriate workstream ensures that initiatives attracting Fee and Access Plan funding respond to the student voice and student needs. Partnership-working with the SU and the wider student body is embedded in this approach.

The Student Experience and Enhancement Group (SEE), which is comprised both of students and staff, has a remit of triaging and analysing student comment and feedback received through the following main routes:

- Staff Student Consultative Committees (the academic representative system)
- The University's Your Voice Matters feedback scheme.

Your Voice Matters is a university-wide approach to student engagement which encourages students to suggest ways in which activities and processes at the University can be improved. Your Voice Matters comprises two elements:

- *Tell Us Now* - an anonymous online portal through which students can contribute ideas and comments. This is essential to monitor the benefits realisation of initiatives.
- *Module Evaluation Questionnaires* - centrally-coordinated surveys are run for each module, enabling a wealth of data and information to inform both departmental and the overall AU approach to improving the student experience.

The SEE Group analysis, and recommendations from the Group, is provided to all staff involved in academic leadership and planning, and feeds up to senior management. The analysis informs strategic decisions about levels of investment, including Fee and Access Plan expenditure. The feedback loop to the student (about action taken) is closed through a regular communications campaign which keeps students informed on how their voices are driving change.

2.4 The Student Voice in agreeing the Fee and Access Plan 2019/20

The priorities and content of the 2019/20 Fee and Access Plan has been fully discussed with our Students' Union Officers, who endorsed the planned investments described. The SU is kept abreast of the responses to the Student Voice achieved through the SEE Group. Meeting with the Student's Union enables clarity on where the Fee and Access Plans align with the priorities, campaigns and concerns of the Students Union.

The close alignment of the FAP with the Learning and Teaching Strategy (Student Success Plan) which is subject to student review and refresh through its management structures also ensures that activities in the FAP are responding to student input.

The Students' Union President and Welsh Affairs Officer/UMCA President also sit on the University's Council, which approved the final version of the 2019/20 Fee and Access Plan.

The University works with a number of partners to deliver Undergraduate provision across Wales and recognises its responsibilities towards those students. During 2018/19 the University will have courses franchised out to Coleg Cambria and to Coleg Gwent. We work closely with all our partners to ensure the quality of both the provision and the student experience. The requirement to engage appropriately with the student voice is embedded in our partnership agreements and in developing the 2019/20 Fee Plan we have held discussions with franchise partners and are assured that their processes for student representation are robust and that students have a mechanism through which their needs can be expressed and met. We are also confident that the level of investment at the Partner Colleges meets Fee Plan requirements. Both partners participate, for example in our Module Evaluation Questionnaires, as well as having other ways of engaging with the student voice. At Coleg Cambria this takes the form of Student representation on the Higher Education Operational Group. Student feedback is also received via the Module Evaluation Questionnaires and through 'mock NSS' surveys. Additionally, our Students Union is active with students at our franchise partners.

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

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

At the time of writing this fee also applied to student from non-UK EU countries; this may have changed before the Fee Plan comes into force.

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

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

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

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

Tuition fees for Home/EU undergraduates are regulated by the Welsh Government. The University will amend all Home/EU undergraduate Tuition Fees in line with any alteration advised by the Welsh Government. We will comply with CMA guidelines in the development of all communications.

Clarity on the level of fee and available financial support is provided through:

- Prospectus information
- Dedicated pages on the University website
- Key Information Sets on course pages (which are linked to UCAS pages)
- Presentations and designated enquiry desk at Open Days and Visiting Days; and dedicated area on the Virtual Open Day.
- Applicants receiving offers of a place at Aberystwyth University are sent individual letters as part of the admissions process in which the fee level for their course is confirmed.
- Offer holders are also informed of the Terms and Conditions which are applicable to all students commencing their course during their year of entry, making the contract between the University and the student more transparent. These terms and conditions include detailed information on fees, including fee status and any changes to fees. This is in line with Competition and Marketing Authority guidelines.
- Fees, bursaries and awards are widely advertised through our Open Days and Visiting Day and through our virtual Open Day presentations on the web.
- Details of fees and the financial support available is included in the 'Information for Successful Applicants' booklet which is sent by post to applicants at the point of their being made an offer.

Communicating fees to prospective applicants, particularly those from widening-access backgrounds who may be more debt-averse, is vital in order to ensure that students make an informed, confident choice about University. We are acutely aware of the pressures which students face. Additional communications include:

- We explain the fee levels and student support available through our schools liaison activities (including the details of the different levels of support available to Wales and Rest of UK domiciled students), including presentations to schools and colleges;
- Specific communications to students from a care background or estranged from their family, Young Adult Carers and students with disabilities who may be able to access additional support.
- Applicants are provided with information about support they can receive during their studies, including access to on-campus work opportunities (AberWorks), the hardship fund and financial planning advice.

3. PARTNERSHIP WORKING

The new Aberystwyth University Strategic Plan places a great emphasis on civic mission, with a dedicated sections on "Our Place in Society":

"We are a bilingual university rooted in Wales and open to the world. We have always made a significant contribution to Wales and beyond, benefitting our communities and society as a

whole through the impact of our research, education and the myriad of activities of our staff, students and alumni. We imbue our graduates with an academic training and the values of a global and national citizenship. We understand our responsibility, indeed accountability to society. We want to be accessible and relevant to, and engaged with our communities and stakeholders. Above all we must be a source of inspiration. We will strengthen and better communicate this dimension of our work over the next five years.”

Working in partnership with external groups, community and organisations is central part of our Fee and Access Plan 2019/20.

3.1 Student Partners in the Community

The University acknowledges the value of volunteering to the student experience and the development of transferable skills for future employment, but also in expressing the University’s duty of civic mission. Examples of challenging and valuable volunteering undertaken by students has included work with women on probation, involvement in the St John’s Ambulance service and as conservation volunteers with the Aberystwyth Beach Buddies, as well as working with AberAid to support refugees, sea cadets and scouts, lifeboats/life saving, supporting after-school clubs, providing free legal advice clinics, and with the Penparcau Community Forum.

We acknowledge the barriers to volunteering identified in the UUK report ‘*Breaking Down the Barriers to Student Opportunities and Youth Social Action*’ (July 2015), and we work through the Students Union and our Careers Advisory Service to provide a range of advice and support to students interested in volunteering and to encourage more students to see the value of taking up volunteering roles. The aim is to remove barriers such as poor perception, lack of expert support and bureaucracy by providing readily available advice and making it as easy as possible for our students to sign up for volunteering positions.

The Aberystwyth University Students’ Union is ‘invested in volunteers’ accredited. The University’s Fee and Access Plan 2019/20 provides support to the Students’ Union and to the Careers Advisory Service, both key sources of financial information and support to our student volunteers.

3.2 Partnership with Employers.

The Fee and Access Plan 2019/20 includes support for the sourcing and supporting of meaningful work experience in partnership with local, national and international employers – in integrated 4-year programmes, or for shorter periods, as well as for working with employers to come onto campus to interact with students, and to provide Career Fairs and on-campus interviews. Partnerships with local employers include: Network Rail, Rachel’s Dairy, the local hospitality industry, Marks and Spencer, Tesco, local health board, Wales-wide legal firms, Welsh Government, the Royal Commission, the National Library of Wales.

3.3 Regional Partners for Widening Access

We are proud to work with regional partners to support Widening Access in Wales through the Reaching Wider partnership and through a range of other regional-working groups. We support the Regional Operational Group of Reaching Wider by hosting meetings with them in our Hub. The Aberystwyth University Director of Widening Participation and Social Inclusion sits on the Wales-wide group of the HE Wellbeing of Future Generations Group and liaises with Welsh Government and the Commissioner through this, helping to share best practice and embed this into the curriculum. Reaching Wider funding is allocated on an annual basis and has, in previous years, been used to help support students on residential courses and

contribute to work with students on the Welsh Baccalaureate. In return, we provide office space and supplies for one member of Reaching Wider staff based in Aberystwyth as funding in kind.

We are also active in the Wales-Wide group for Equality, sharing best practice and developing policies to achieve a degree of consensus on equality matters across Wales. We work closely with the CLASS Cymru Group to ensure better information is available to practitioners, foster parents and social workers catering to the needs of Careleavers and Looked After Children. Each of these partnerships enables us to learn from and share good practice and feeds into the development of quality provision and support for our students.

3.4 Partnership and Franchised Provision

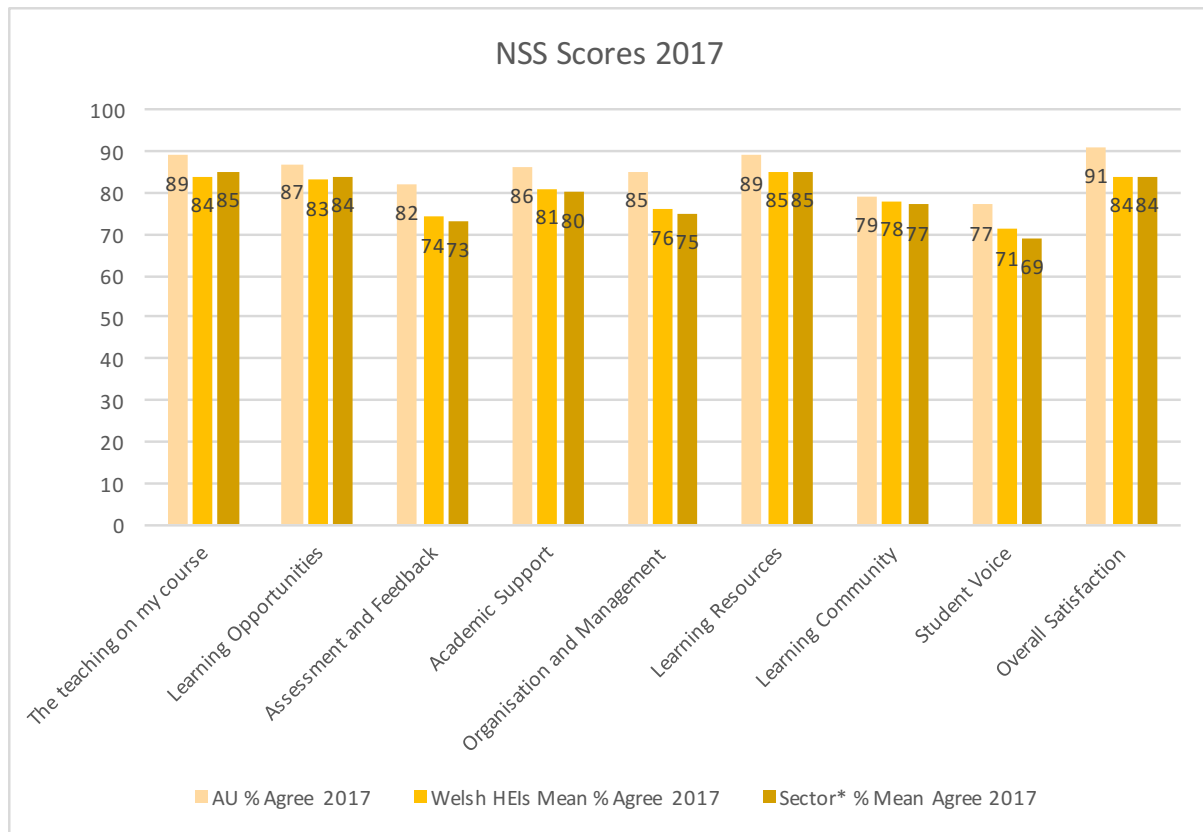
The University works with partners to deliver Undergraduate provision across Wales and recognises its responsibilities towards those students. During 2019/20 the University will have courses franchised out to Coleg Cambria and to Coleg Gwent. We work closely with all our partners to ensure the quality of both the provision and the student experience. The requirement to engage appropriately with the student voice is embedded in our partnership agreements between AU and the franchisee. In developing the 2019/20 Fee Plan, agreements with partners have been reviewed. Our quality assurance processes ensure that processes for student representation are robust and that students have a mechanism through which their needs can be expressed and met. At Coleg Cambria, for example, this takes the form of student representation on the Higher Education Operational Group.

4. THE RATIONALE (INCLUDING STRATEGIC APPROACH)

Our over-arching aim through the 2019/20 Fee and Access Plan is to invest fee income strategically in activities which will support all undergraduate students from application through to graduation and beyond, promoting student success for all AU undergraduate students, regardless of background. Our new Strategic Plan 2018-23 also provides a stronger focus on the University's place in society, making it clear that we *'imbue our graduates with an academic training and the values of a global and national citizenship.'*

4.1 Review of Previous Fee and Access Plans

Aberystwyth University is proud of the achievements of previous fee plans - they have led to a steady improvement in a number of our student success Key Performance Indicators over the last four years. Investment in the student experience and working closely with our students in partnership and in response to student feedback has resulted in spectacular improvement in average NSS scores. In the 2017 NSS (the last results available at the time of writing this plan), Aberystwyth scored above the average for Welsh HEIs in all question banks. This reflects investments from fee plans in online learning, continuous improvement of our learning and teaching environment, activities to improve our personal tutor systems and investment in our library and IT systems.



*Note that in the above 'sector mean' represents the mean scores from the 133 HEIs included in the Sunday Times Good University Guide

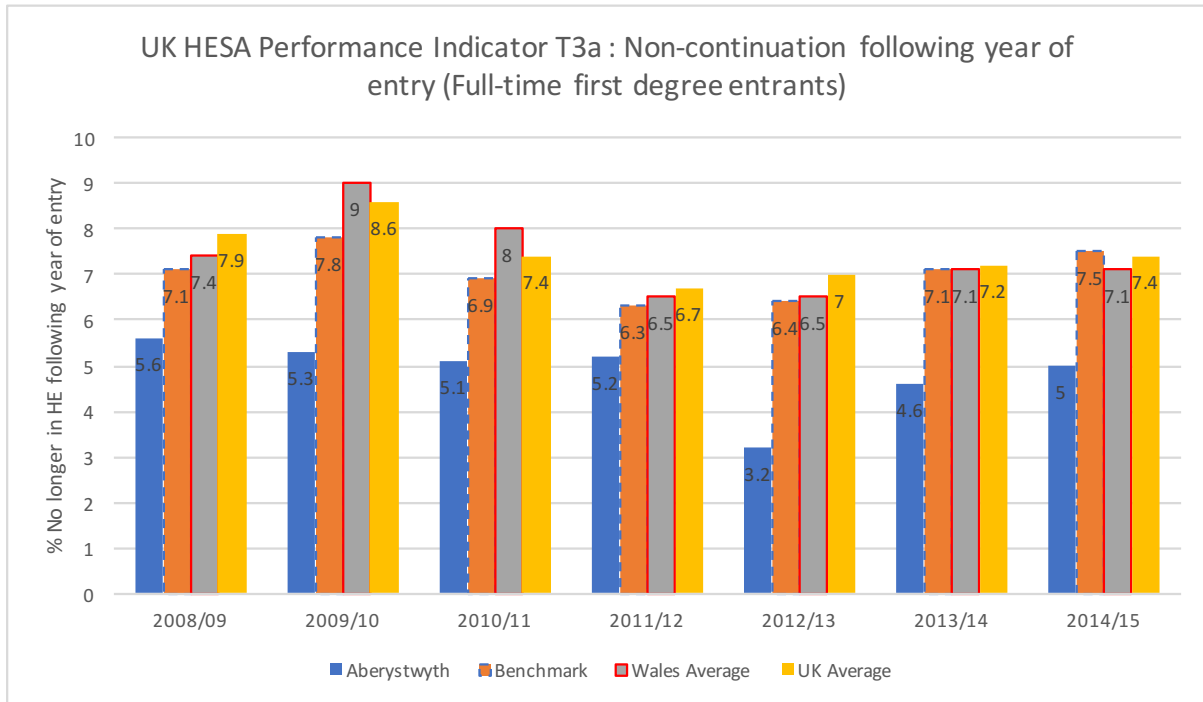
We have also used successive Fee Plans to invest in activities that support graduate employability and have seen steady but significant improvement in the metrics that measure this. There are two measures of graduate employment. The Employment Prospects Indicator (EPI) measures the proportion of graduates who are in work or further study six months following their graduation. This has steadily improved over the past three years :

Students Graduating in	% in work or further study
2014	93.2%
2015	93.9%
2016	95.1%

We have also seen an increase in the proportion of those in employment or further study which where the employment or further study is of professional level (the Graduate Prospects Indicator).

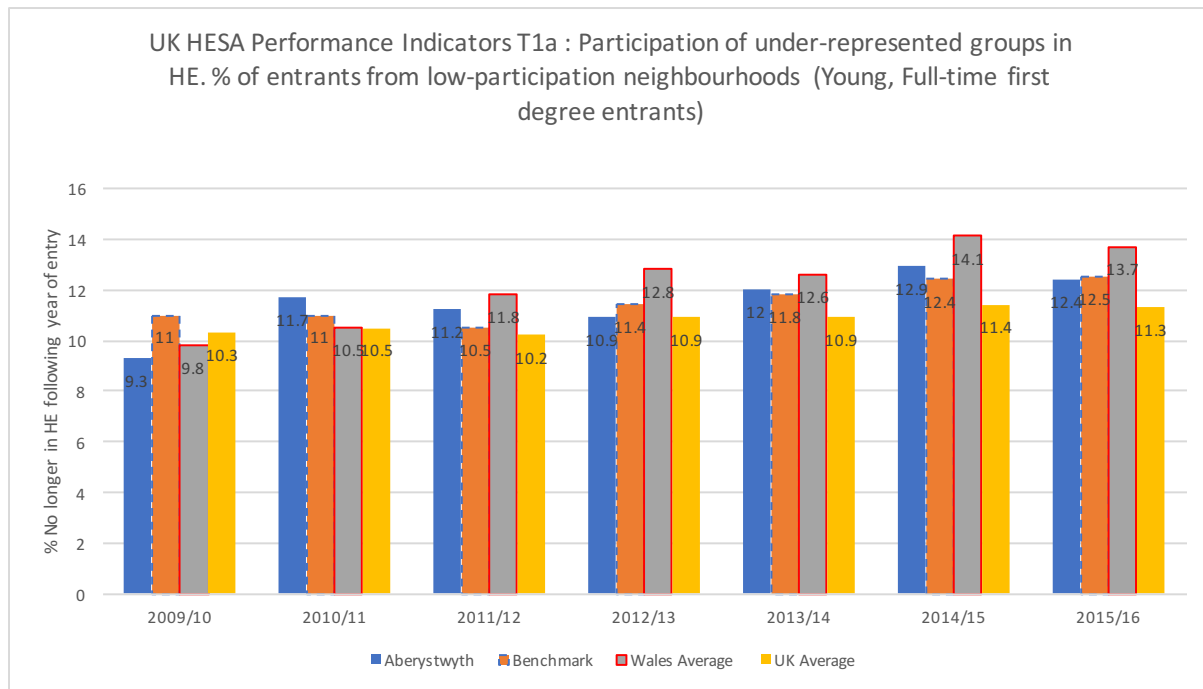
Students Graduating in	% in work or further study where this is of professional level
2014	62.5%
2015	68.2%
2016	74.3%

Completion and retention rates, as measured by the Higher Education Statistics Agency as part of its annual Performance Indicators, are among the best in the sector and through strategic and targeted investment, we seek to maintain and improve on this record. As can be seen from the following graph, Aberystwyth has performed better than the UK average, Welsh Average and the benchmark set for it by HESA, consistently performing 2% points better.



However, it is clear to us that we are not yet seeing the improvements that we would expect from the investment made to date. The retention strand of the Learning and Teaching Strategy is being strengthened for the 2019/20 Fee and Access Plan onwards, as a direct result of our evaluation of the effectiveness of our interventions to date.

The investments from Fee and Access Plans have helped us to provide ongoing support to widening access activities (including our Summer University). In the UK performance indicator measuring the participation of under-represented groups in HE, we have followed national and Welsh trends in the proportion of students from low-participation neighbourhoods that we have succeeded in recruiting to study at Aberystwyth. We work to remain above the benchmarks set for us by HESA in this indicator, which take into account contextual factors which can affect success in this indicator.



4.2 Levels of Investment

To build on the improvements we have made to our infrastructure and activities, we have, from our 2017/18 Plans, sought to develop Fee and Access Plans which enable continuous improvement in activities which support students at all stages of their University life. The objectives of the plan, set out in from page 40 onwards, respond to Welsh Government objectives for supporting students in Wales, and map onto the student journey from pre-entry and aspiration to graduate employability and further study.

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

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

A substantial proportion of Aberystwyth's Undergraduate students fall into one or more of the categories of groups under-represented in Higher Education. Our work to support Equality of Opportunity for these students through the Fee and Access Plan recognises and responds to a number of barriers to access :

- Financial Barriers – The UK government's report on 'Socio-economic, ethnic and gender differences in HE participation' (November 2015) found that in spite of rising HE participation and improvements in the participation of students from more deprived backgrounds, *socio-economic differences in HE participation remain substantial*, with pupils from the highest socio-economic quintile group around three times more likely to go to university than those in the lowest. Our Fee and Access Plan for 2019/20 includes provision for bursary and hardship funds, money advice and the provision of work opportunities, to ensure that we have a package of activities which responds to the financial concerns of prospective students.

- **Social Barriers** – Students from widening access groups often have less ‘social capital’ than other students. They may lack confidence in their own ability and, particularly in the case of students who are first in family to go into Higher Education, may need extra support and encouragement to negotiate the application process or choose an appropriate course. We will invest in activities that address this, including schools work, activities aimed at specific learner groups (including care leavers) and aspiration-raising activities, including some which are subject-specific.
- **Physical Barriers** – In order to ensure that no student who may choose to study at Aberystwyth is deterred from this by inaccessibility, we invest in our physical estate and in ensuring that computing and IT equipment supports and is accessible to all students.

Areas of investment identified by the Learning and Teaching Strategy will be reviewed annually and will focus on improving performance in, promotion of Higher Education through responsiveness to student voice and satisfaction, retention, achievement and employability. (See 4.4, The Learning and Teaching Strategy).

4.3 Embedding and Aligning the Fee and Access Plan strategically

Strategic aims

The Aberystwyth University Strategic Plan 2018 -23 aims to “empower students to develop as independent learners in a supportive, inclusive and creative bilingual community in order to achieve their potential. Students will graduate as independent critical and free thinkers with both discipline-specific and transferable skills.”

Emerging areas of strategic priority from our new Strategic Plan are:

Learning and teaching

- Continual development of undergraduate provision to ensure attractive, high-quality courses, leading to graduate level employment.
- Development of innovative teaching and learning (including flexible learning) that is recognised as a sector benchmark of best practice in both languages.
- Embed employability skills including opportunities for work experience, volunteering international experience and transferable skills etc.
- Emphasis on staff development in pedagogy to drive continual improvement.
- Further improve the student experience in close partnership with the Students’ Union, putting the student voice at the heart of our activity.

Partnerships and widening participation and civic mission

- Use our expertise to foster economic development locally, and in selected locations.
- Create a pan-disciplinary offer for all students, also involving the community, to debate wider issues and be stretched beyond their own curriculum.
- Work with schools, FE colleges and employers enhancing 14 to 19 cross-curricula learning across Wales.
- Continue to encourage participation in wide-ranging opportunities including the Arts Centre.

- Strengthen working between town and gown, developing activities such as student volunteering.

Welsh language and culture

- Promote the development of Welsh-medium academic provision, including the discipline of Welsh
- Ensure an environment that enables students to live and learn through the medium of Welsh.
- Ensure Welsh language opportunities in factors such as employment placements and industrial years.
- Encourage new staff and students to take up Welsh language learning opportunities and appreciate the socio-economic and cultural context of Wales.

A sustainable infrastructure

- Delivery of the academic mission of the university is underpinned by a robust financial strategy that delivers financial sustainability and enables planned investment in the estate and learning and teaching infrastructure improving the experience of students and staff.

4.4 The Learning and Teaching Strategy

The Fee and Access Plan also draws on our Learning and Teaching Strategy, which is a sub-strategy of the Strategic Plan and contains emphasis on the following:

- Listening to and responding to the Student Voice
- Improving the learning experience through excellent teaching and innovative teaching methods.
- Improving assessment and feedback.
- Promoting retention
- Promoting student achievement through learning resources, academic support and learner analytics.
- Promoting employment experience and employability skills.
- Supporting the implementation of Welsh Language Integrated Strategic Plan.

4.5 The Strategic Equality Plan

The Aberystwyth University Strategic Equality Plan runs to 2020 and commits us to providing an inclusive learning and teaching environment, promoted through our recruitment processes, estates management, student support approaches and communications. The Plan's Equality Objectives which relate to students and the student experience are reflected in the 2019/20 Fee and Access Plan :

- To embed the role of Equality and Diversity data in strategic decision making – data is used to identify those groups under-represented in higher education and to monitor the University's success in attracting, retaining and promoting the success of members of these groups.
- To provide inclusive Learning and Teaching (including the recruitment and retention of a diverse student body) – The Fee and Access Plan includes activities to remove barriers to access for students from a widening access

background, and also includes activities to support students to succeed and improve retention rates.

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

These priorities are reflected in the work of our Fee and Access Plan 2019/20.

4.6. Groups Under-represented in Higher Education

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

- Students from areas where families are likely to have no previous background of HE. These are recognised by HESA as a national low participation performance indicator. The latest data available from HESA (for AY 2015/16) shows that 12.4% of our entrants were from low participation neighbourhoods). Activities targeted at these students will focus on raising aspirations and ensuring transparent information to encourage application to HE, as well as providing practical support through bursaries etc. WISERD's report on *Access to Higher Education in Wales* (2015) noted that students from the most deprived areas of Wales are up to 7.5% less likely to participate in HE than those from the least deprived areas.
- Students with disabilities (around 15% of our FTUG Home/EU students declare a disability). Students with disabilities are also recognised by HESA as a national low participation performance indicator. Activities targeted at these students will focus on ensuring equality of access and responsive support throughout the student journey.
- Mature Students (around 12% of our students are registered as mature – in that they are 21 or over at age of entry. HESA recognises mature students as a national low participation group. These students may have particular support needs having been out of education, entered via non-traditional routes, or have additional care responsibilities.
- Students from lower income families who qualify for our means-tested bursaries (around 40% of our incoming students qualify). As noted above, students from lower-income families are less likely to enter HE.
- Students from a care background or estranged from their family, and Young Adult Carers (these students make up a small number of our student cohort, but have particular needs as they lack the support that most of our students receive from family. According to a 2014 UCAS report, only 6% of care leavers enter HE (compared with 40% of the general population). UCAS identifies the barriers to entry as being lack of information about available support. We work hard through our Centre for Widening Participation and Social Inclusion to ensure that they are provided with the support they need to fulfil their potential.

- Students from minority ethnic backgrounds (around 5.7% of our FT Home/EU students).
- Welsh medium students (around 10.3% of our FT Home/EU students declare themselves as 'fluent'.) Part of our work through the 2019/20 Fee and Access Plan is to increase the number of fluent students who take up some form of their studies through the medium of Welsh, as well as students who have good Welsh but lack confidence in using it academically and professionally.
- We also recognise the additional support which is needed by students with non-traditional qualifications and students entering on Year 0 programmes. With the correct support these students can progress to do well and much of our Fee and Access Plan aims to provide opportunities for students to reach their full potential.

Fee Plan investments support these students in two ways:

- Through activities targeted at groups under-represented in higher education and intended to widen access and improve retention.
- Through activities accessible by all students but where the specific needs of students from under-represented groups are given additional attention to ensure that all potential barriers to access are removed and where the potential benefits to students under-represented in higher education are emphasised. There are also activities which, though accessible to all students, are more likely to be accessed by students who need additional support (e.g. our Student Support services activities).

Objectives and Provision

A) Measures to support individuals under-represented in Higher Education and ensure Equality of Opportunity

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

Aberystwyth Summer University

Fee income will be used to provide support for the Aberystwyth Summer University, a programme with a proven track record of raising aspirations and confidence among students with no family history of HE attendance and encouraging these students to apply to Higher Education. The Summer University is provided for up to 80 students from groups or communities under-represented in HE and offers a guaranteed progression route into HE for those successful in the course, subject to their fulfilling the general admission requirements.

The Aberystwyth Summer University also contributes to the employability of the student mentors on the programme. Our target is to ensure that we track 90% of Summer University participants for a year to track progress to higher level education.

Aspiration raising activities

Fee income will support our Centre for Widening Participation and Social Inclusion in its work in schools and the wider community, working in partnership with schools and colleges and with Reaching Wider to develop the academic aspirations and achievement of children and young people. These activities, targeted at young people identified at risk of low achievement, will contribute to raising the aspirations of students from groups under-represented in higher education, encouraging children to see Higher Education as a viable choice.

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

Aber Bursaries

Our bursary and awards programme is targeted to support widening participation and student success to ensure that, as much as possible, there is equality of opportunity for all prospective students. We will continue to offer a broad package of support, reviewing take-up of bursaries to ensure that this responds to student need. Depending on the profile of our student body and possible changes in government-funded student support within the UK we anticipate that between 20% and 50% of our FTUG Home/EU entrants will receive means-tested bursary support as part of a targeted overall package designed to address the risk of non-continuation of students from low-income or LPN areas. However, we will also review our bursary provision regularly to ensure that bursaries are provided to those students who are most vulnerable to hardship during their studies,

assessed on a basis of need and whether students are able to access differential levels of maintenance support from devolved jurisdiction or local authority sources.

Care leaver support

Through the Centre for Widening Participation and Social Inclusion, funded through the Fee and Access Plan, we will ensure that students from a care background or estranged from their families and young carers have access to support pre-application (with support at Open Days and Visit Days as well as travel and accommodation support, and support through the application process), and on arrival, with named contacts to help students settle in and ongoing support through their university career. Our Aber Care Leaver bursaries provide financial support to ease the pressure on students who often lack other avenues of support.

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

Aber Schools Talks in disadvantaged areas

Schools Liaison staff work in partnership with schools to provide talks and workshops to students, teachers and advisors on a range of university-related topics, to ensure that students from all backgrounds have access to the information and tools they need to make the right choices about higher education, seeking in particular to engage with students who are first in their family to go to University or who, for some other reason, lack the social capital of their peers. The team works to help students make sense of the UCAS process and navigate the complicated journey of choosing and applying to universities, provides advice on sources of funding and helps with drafting personal statements. Mock Interview sessions help students to build confidence, and talks on money management help to break down financial barriers. The aim is to ensure that no student is disadvantaged at application stage through lack of access to information or support. Applicants receive an explanation about Targeted Admissions, whereby students from Pathway Schools in Wales and the bottom 40% worse performing schools in the Rest of the UK receive reduced offers.

Aber Enrichment Days

Our Schools Liaison Team will further develop subject-based support activities through scholar-led Enrichment Days. These subject-themed days enable students to have access to curriculum enhancing talks from University teachers. Days will mostly be targeted at urban centres and will draw a cross-section of schools including pupils from under-represented groups. The Enrichment Day programme has had success in 16/17 and 17/18, and will continue to be rolled out and enhanced for greater effectiveness, although it also is reviewed regularly as school curricula change.

On-campus Visits and the Prifysgol Ddeuddydd

The Schools Liaison Team hosts on-campus visits for schools and college groups throughout the academic year. Learners will have the opportunity to take part in day or

residential *Taste of University Life* programmes. A Welsh-Medium residential course (Prifysgol Ddeuddydd) will be running in September 2017 and the success of this is being reviewed for further development.

Aber Skills Hub

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

In particular, the Hub aims to address the problem of students not wishing to ask for help with skills through perceived stigma and embarrassment. Use of the Skills Hub is monitored through statistics provided by the AberLearn Blackboard and Content Management System Teams. The Aber Skills Hub in particular addresses the needs of those students who are from low participation neighbourhoods or are the first in their family to go to university, as well as providing additional support to those students who entered university on a low tariff and/or non-traditional qualification and may need additional help to improve their performance.

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

Aber Student Hardship Fund

To supplement our widening access activities, including means-tested bursaries, which are aimed at ensuring equality of opportunity by removing the barriers to access that face students from lower income backgrounds, we are committed to providing support for those who find themselves in financial difficulties whilst at University. To this end, we will provide a hardship fund aimed at providing relief to students who need small maintenance grants, aiming to reduce withdrawals due to financial pressures.

The Hardship Fund is also used to help with optional additional course costs, and for help with costs in setting up work placements (attending interviews).

Learning Analytics and Attendance Monitoring to Improve Retention and Progression

Maximising student potential supports retention by ensuring a satisfying academic experience, the Learning Analytics and Attendance Monitoring initiative aims to improve student outcomes, progression, retention and satisfaction by providing more targeted support for students and raising awareness of levels of engagement. The activity focuses on:

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

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

Attendance metrics, expressed in the Personal Tutor Student Dashboard (ALADdin) also identify times of the year when students are under greater pressure and assist us to respond through changes to our processes or timetabling. The intention is to have the full suite of learning and attainment analytics available through the Dashboard.

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

Estates enhancements

Welcoming, accessible spaces are essential to promote success in students from under-represented groups. This will include providing more informal study spaces (building on the very successful Think Tank in Llandinam Tower and our transformation of the ground floor level of our Hugh Owen Library into a learning space during 2017/18) to encourage

group work and collaborative learning, as well as improvements to learning spaces and library spaces, ensuring that spaces are welcoming and comfortable for study.

We are also committed to continuing to improve access to our Estate for our students, staff and visitors and to ensuring that our students encounter no physical barriers to accessing education. Our estates work supports inclusive curriculum, including the regular use of lecture recording and hearing loops, enabling students with a wide range of physical and learning needs to access their study materials when and how best suits their particular needs. We will continue to invest in accessibility infrastructure to assist with this.

Industrial and International Placements Support

Students benefit greatly from integrated years out abroad or in industry. The skills and confidence that students gain from these experiences are valued by the students and by employers and feed back into performance in their remaining study years. From 2018/19 we expect a larger number of students to be entering years with integrated years in industry, following the development of a number of new integrated courses for entry from 2017 onwards; by 2019/20 a significant number of students will be out on placement.

As part of the employability strand of our Learning and Teaching Strategy, we are developing new ways to support Integrated Years Out, with the aim of achieving an uplift in the number of students who benefit from the integrated year out experience. This work in particular is of use to students from lower income backgrounds or from backgrounds in the lower NS-SEC groupings, as they may never have been encouraged to consider world travel as an opportunity; or are unable to profit from connections, or confidence, to source work placements informally. Again, there are limiting thresholds which we, as a university, wish our students to cross and we are committed to helping them so that they can fulfil their potential. Not all these thresholds are physical. Dedicated support is available for students considering taking an Erasmus exchange placement, with the provision of one-to-one support.

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

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

Comprehensive advice and information for students

In addition to the comprehensive pre-entry advice and guidance provided through our Schools Liaison Office and Centre for Widening Participation and Social Inclusion, we will ensure that information provided through the following media is clear and accessible:

- Our website (aber.ac.uk) has details for all our courses, showing content of programme, delivery and the skills which will be gained. We are continuously improving our website to ensure that it is as easy to use as possible and that the information available is current and clear.

- Information on any additional charges (such as field courses, visits to theatres, galleries and museums etc) which are not included in the overall University fee will be declared on the University website at <https://www.aber.ac.uk/en/student-finance/undergraduate-uk/additional-fees/> and we will continue our policy of ensuring that for any fieldtrip which is a required element of the course, a low-cost or free option is available to students. Depending on availability of resource, we will pilot ways of providing further support to students around additional fees, and the University is working to reduce additional charges wherever possible.
- Details of financial support available will be distributed at contact events (open and visiting days, HE fairs, national cultural events, schools liaison events etc). An email campaign will also highlight the provision available at Aberystwyth.

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

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

Student Support

We will continue to invest in our student support services to ensure that all students have access to support, particularly in the first few weeks of university life. The services available from Student Support Services are advertised via talks to new students, presence at open days, Freshers' Fairs, student handbooks and in various events around campus. Our support services focus on supporting academic excellence while promoting social and emotional development, so that our students leave university with a toolkit of skills and competencies for their life after graduation. Student support services also includes dedicated **Mental Health** support.

Acclimatisation for students with Aspergers/autism

We will continue to support and develop the 2-day acclimatisation event for prospective students with Aspergers/Autism and their families, to aid the smooth transition to University life. This will form part of our work to ensure equality of opportunity for students with particular and often complex learning support needs, to ensure that they are still able to demonstrate their ability and fulfil their potential.

Aber Mentoring

Mentoring support will be reviewed for 2018/19, with new plans for enhanced mentoring support from 2018/19 to ensure that we have identified the best way in which to support changing student needs and ensure consistency of provision. At the time of writing this plan (March 2018), we plan to continue this activity into 2019/20, but will update as the results of the review become available. The particular needs of Postgraduate, International and Welsh-medium students will be reviewed, as well as the interface between the centralised Signpost scheme (which provides support for care leavers and other supporters who need support during the transition to university) and the specialist mentoring support for learners with disabilities or with specific learning differences, and the departmental mentoring programmes.

Financial Support

We will invest in financial support through the Advice, Information and Money team, which administers the University's Student Hardship fund and provides a range of advice and information to students through 'drop in' advice sessions, and by telephone and email. This may include providing access to a specialist programme, Blackbullion.

Aber Students Union Grant

In addition to the support services offered through the University, students are able to access support through the Students' Union, including the frontline Nightline Peer Advisory Service and academic support *via* the support of over 300 course and departmental representatives.

We will work to ensure that we follow best practice and HEFCW guidance in the funding of our Students' Union to ensure that it is able to support students and contribute effectively to the development of an excellent student experience at Aberystwyth.

Aber Equality Champions

In addition to the activities which are supported through this plan to support equality of opportunity, we acknowledge the need to embed equality across all our activities and encourage a culture in which the needs of all staff and students are recognised, and any barriers and bias (conscious and unconscious) can be removed. Part of our work to ensure equality of opportunity is cultural. Our Strategic Equality Plan and Equality Action Plans run to 2020 and set out our work to ensure and promote an inclusive environment, valuing the diversity of our staff, students and community.

We will support this work through investing in our equality provision, including the network of Equality Champions across the University, in staff training events and in enhanced data gathering and working closely with our Students' Union to ensure that we are able to provide appropriate information and support to students with protected characteristics. We will continuously examine our processes to identify and remove any areas of indirect discrimination and ensure that Aberystwyth University Campus is a safe space for all.

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

Aber Careers, AberForward, AberWorks and CareerTrack : Careers Activities and Under-represented Groups

Our range of Careers support activities is open to all and is fully described in the Promotion of Higher Education section of this plan below, but there are particular benefits to students from under-represented groups and our priority of equality of opportunity is supported

through our careers staff recognising the particular needs of under-represented groups and ensuring that the provision on offer responds to these:

- bespoke advice and guidance services offered to them in collaboration with Student Support and taking into account that students with low social capital will have particular needs, including issues of confidence and access to information, which must be met in order for them to take advantage of the opportunities offered to them,
- work experience opportunities of AberWorks to alleviate financial pressure,
- AberForward placements for those lacking prior work related experience,
- commitment being given to improve the Personal Tutor process to further enhance personal development and the recognition of transferable skills,

The employment readiness tracking initiative Career Track contributes to equality of opportunity by enabling us to focus employability interventions on those students who do not have the opportunities and support structures that many of their peers have. Data collected through Career Track is analysed to help us identify ways to improve our careers advice to students from under-represented groups. By 2019/20 this process will have reached maturity and we expect new interventions to be emerging from our Careers Service and personal tutor system to respond to this data.

From 2018/19 we expect a higher number of students to be on programmes which include an integrated year in Industry. Through developing more four-year programmes which include an integrated Year in Industry we aim to encourage more students who might not consider a Year in Industry to benefit from it. Again, this is a threshold problem – students with low social capital may lack the confidence to pursue a year in industry and may lack the skills to secure a placement. By providing guidance and support we can help these students to succeed.

Through the GO Wales Achieve programme we work with employers across Wales to create tailored, flexible work experience opportunities for students, including work shadowing, work experience tasters and work placements. The programme is targeted at students with a disability or work limiting health condition, from a BME background, from a care background, those students with caring responsibilities and those from low HE participation neighbourhoods. As well as helping to find opportunities we provide coaching and mentoring to prepare students for their work experiences and raise confidence.

9) Contribute to Reaching Wider Partnerships.

The University's contribution to the work of Reaching Wider is outlined in Section 3.3 above (page 32).

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

Support for Welsh Medium provision

Through investing in Welsh medium provision we will seek to protect the provision already available and also to develop further modules so that as broad a range of subject areas as possible can be delivered through the medium of Welsh. In particular, we will continue to work to improve the availability of Welsh Medium provision in STEM subjects.

Our Welsh Language Integrated Strategic Plan (approved in 2015) aligns to a very distinct strand of our new Strategic Plan, but runs parallel and closely aligned to the Learning and Teaching Strategy. The integrated strategic plan may be found at <https://www.aber.ac.uk/en/media/departmental/cwls/pdfs/IntegratedStrategicPlanForTheWelshLanguage.pdf>

In addition to our own investments, we acknowledge the valuable work with the Coleg Cymraeg Cenedlaethol and will maximise the opportunities presented by the Coleg, including investment opportunities funded by the Coleg for new staff and provision, PhD scholarships and support for the take-up of the Linguistic Skills Certificate beyond those students funded through the CCC.

As part of our scholarship offerings, we will, from 2018/19, provide scholarships to students studying specific numbers of credits through the medium of Welsh.

B) Measures to Promote Higher Education

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

Work to link more closely with public and voluntary bodies

The University is proud to have close links with a range of public bodies, including (locally) the Citizens Advice Bureau and St John's Ambulance, National Library of Wales and Royal Commission on Ancient Monuments, as well as many national organisations. We work in partnership with Ceredigion County Council on a wide range of initiatives. We will work closely with bodies such as the Young Farmers Clubs, Rugby Union and the local football club, identifying ways in which these partnerships can provide volunteering opportunities and can encourage greater participation in Higher Education (with a view to exploring whether it is possible to identify the impact of this).

The Heritage Lottery Funded project to transform the Old College, will provide extensive opportunities for public engagement, including public lectures and curated exhibitions in partnership with the National Museum Wales and the National Library of Wales as well as with other leading local and national institutions. The programme at Old College will include participative opportunities delivered in Welsh and English for schools (such as the Glastonbury Goes Global language and music industry challenge held in March 2018 which challenged students in Year 9 to a range of tasks relating to

organising an international music festival), students, alumni and local people generally, and volunteering opportunities in a range of activities, and will include a Community Forum to inform development of the plans.

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

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

AberPreneurs and work to link more closely with industry

We will draw on already extensive links with industry to build an appropriate portfolio of placements for our expanding number of programmes with integrated years abroad/in industry. AberPreneurs offers a range of activities aimed at supporting students who are interested in starting their own business, including start-up support, enterprise events, mentoring, funding advice, networking opportunities and inspirational talks.

Aber Schools Talks and subject enrichment

As well as work to ensure students from all backgrounds have access to the information and tools they need to make the right choices about higher education, our schools liaison teams will continue to work with schools across the UK providing curriculum-enhancing work and facilitating access to academics to help foster academic engagement and enthusiasm for their subject amongst A-level students. The subject based **Aber Enrichment Days** mentioned in the Equality of Opportunity section above provide access to curriculum enhancing talks from University teachers. Through these activities, our schools liaison team and academics will work to help the widest range of students to make the change from A-level to University.

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

ALADdin - Personal Tutor Dashboard

2019/20 will see continued implementation of the support provided to students through the personal tutor system utilising the Personal Tutor dashboard (ALADdin - see reference in retention activities in the Equality of Opportunity section above). The dashboard enables students and their personal tutors to see their performance and attendance data, benchmarked to demonstrate where they may be able to improve in

order to enhance their chances of attaining the classification of degree for which they are aiming.

By 2019/20 we will be fully reviewing the benefits of a system which will have been operating for 3 years (a full cohort), and making recommendations for enhancements in the light of the latest good practice.

We have outlined in the Equality of Opportunity section how the dashboard may be used to help those students at greater risk of withdrawal or failure but the improvements made to the personal tutor system will also contribute to the promotion of student success more widely. The dashboard enables personal tutors to tailor the personal tutor system so that all students are adequately supported and potential problems are addressed as soon as possible and the student can get on with making the most of their studies.

The Student Experience and Engagement strands of the Learning and Teaching Strategy

Through our Learning and Teaching Strategy we will continue to work to improve the student experience and identify new areas for improvement. The aim is to strategically target staff expertise to projects which can achieve an uplift in the student experience and student success, working in partnership with the Students' Union, who are represented on each strand.

Your Voice Matters - Module Evaluation Questionnaires

We will continue to invest in our modules survey programme (Module Evaluation Questionnaire), ensuring ongoing consultation with the student body which enables them to provide feedback on learning and teaching issues and facilities issues. The project is run centrally by the Student Experience and Enhancement Team, who triage and analyse information and who liaise with departments to ensure that issues raised are followed up. The feedback loop to the student will continue to be closed through direct response to all issues raised, and through a communications campaign which outlines how student feedback is used to improve the learning and teaching experience. The module surveys in particular help students to influence curriculum design and shape their education.

The Fee and Access Plan will also support the **Your Voice Matters** anonymous comments portal, Tell us Now.

In 2019/20 we will be evaluating the success of a focused drive to standardise and improve course representation during 2017-19. The University is working closely with the Students Union to use course representatives to promote the value of the MEQs to the student voice and communicate the results of the survey to students.

AberLearn and ApAber and other Online Learning Technologies

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

We will continue to invest in work which enhances the teaching and learning environment, including our virtual learning environment including handouts and other support materials, lecture recordings (using lecture capture facilities) and reading lists. The E-learning Group within Information Services provides training and support to staff to ensure that Technology-Enhanced Learning (TEL) initiatives reflect best practice in learning design and offers support in the area of curriculum re-design. We will continue to develop the provision of lecture capture technology, including training and support for staff.

On-line learning enables a more flexible approach to learning to support retention and achievement. Tutors are able to use physical lectures/seminars as enrichment and enhancement opportunities rather than pure delivery of content, and students are able to access scheduled teaching sessions for revision and completion.

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

AU delivers several programmes using Distance Learning and on-line methods and will continue to support AU academic units wishing to deliver content through on-line and other distance learning techniques.

Upgrades to IT Provision and Library resources

We will invest funding for our library provision and learning resource, including additional texts and electronic resources, so that key texts set for courses are easily accessible, support for reading list software and associated services and information literacy skills development opportunities for students. We will ensure our opening hours meet the needs of our students, including investment in 24/7 opening during term time.

We will invest in IT infrastructure and services to meet the needs of our students and the changing use of technology in Higher Education.

3) *Activities which strengthen the employability of Welsh graduates*

Aber Careers

We will work to improve the employability skills of our students, equipping them with the competencies that employers seek and providing them with opportunities to grow and develop these skills so that being competitive in the graduate market is a recognisable outcome of the HE experience. We will ensure that all students are able to access a broad range of opportunities to meet and network with employers, via such activities as:

- Employer-led workshops and presentations on campus
- Facilitation of attendance at recruitment and postgraduate fairs across the UK
- eMentoring system for linking with Alumni
- Internships and industrial year degree programmes (see below)
- Curriculum based employer contributions
- Professional skills development events
- Promotional information and events highlighting all employer, research and partnership links with organisations across the UK and the globe

The University's Institute-focused careers fairs will be broadened with themed fairs (business, arts, science). As resources allow, we aim to increase the size and impact of careers fairs on campus. This will enable more students to access these, removing the disincentive of the cost of travel. Use of themes for the fairs aims to ensure that students from across our Institutes can attend all fairs whilst enabling us to provide a focused approach that students will recognise as being of relevance to them and their subject area.

AberForward, AberWorks and Integrated schemes.

We recognise the value of practical work experience. We will continue to invest in our three distinct opportunity options at Aberystwyth :

- AberWorks- providing in-year paid work experience on casual and short contracts across the University, with a skills development component included in the casual work process
- AberForward paid work experience placements. . These provide paid work experience on specific projects within academic and service departments, along with an associated skills-training programme aimed at enhancing employment readiness.
- Integrated employment schemes. – a flexible approach offered to all degree programmes that provides students with the chance to take a 12 month work placement prior to completing their degree programme, but which is integrated in to the learning experience.

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

Participants based at the University on AberFoward schemes will be engaged with challenging work. Past examples of work undertaken on the schemes includes assisting with the alumni mentoring scheme, analysing sector-wide datasets, writing press releases, assisting with and taking a lead in events organisation, website development, supporting research projects and providing project management support for some of the University's large projects.

CareerTrack

We will continue to invest in the development of our CareerTrack initiative. Through CareerTrack students indicate at the beginning of their course where they feel they are in terms of their career readiness and what career they may have in mind. This provides valuable information about the extent and type of careers information and guidance that they will find helpful and helps personal tutors to target support appropriately. Regular check-ins with students throughout their University career informs careers staff and others how students' readiness for the options open to them after they graduate is improving as they move through their university career, and will help them to be mindful of the skills they need to develop and the steps they need to take in order to fulfil their ambitions. By 2019/20 the success of this scheme should be embedded, and up for review. An evaluation will be undertaken to enhance data capture and how the data is used to promote student success around employability.

Placement Support

As noted earlier in this plan, we have invested in more provision of degree schemes with an integrated Year in Industry or Year Abroad. We are also working to encourage greater take-up of placements to enhance employability and to provide sustainable support for students on placement. Support for students pursuing a year in industry, or in education abroad is provided both centrally and through work in departments tailored to the subject specialism of the student and can include :

- Assistance in identifying opportunities (including through the YourFuture website and AberFutures, the Careers Service Portal)
- Elearning modules to prepare for job interviews
- Mock interviews
- Visits whilst on placement
- Assessment on return to help students articulate the benefits of their experience to future employers

4) Actions which promote Welsh higher education more effectively internationally

Engagement with international exchange schemes

We will work, through the mobility officers in our international office, to promote international exchange schemes, including Erasmus or its replacement scheme as the UK prepares to exit the EU by 2019/20, to our students, encouraging greater take-up of opportunities to work or study abroad. These experiences are known to develop valuable work skills and build confidence.

5) *Actions which improve delivery of sustainable higher education*

Estates enhancements

We will continue to invest in our estate, ensuring that our learning and teaching spaces are fit for purpose and keep in step with changing demands for flexible spaces required by modern teaching techniques. We will also develop our estate so that the student experience is supported by spaces which encourage group working, quality leisure experiences and sporting activities for health and mental well-being. A notable success has been achieved through the refurbishment of the Ground Floor of the Library in 2017/18; 2019/20 will build on the experience of this approach to learning spaces to other areas of the campus.

A sustainable estate

We consider the management of our estate to be an important factor in the health and wellbeing of our students and in supporting the Education for Sustainable Development and Global Citizenship agenda. We will work in partnership with our Students' Union, as well as home-grown initiatives to promote biodiversity, reduce waste and encourage energy efficiency.

6) *Activities which raise awareness of higher education amongst potential learners*

Entrance Scholarships

In addition to those bursaries which are developed with widening access to University as a focus, we offer scholarships and awards to encourage excellence and aspiration. These are not means-tested but are based on competitive application and an examination.

7) *Other Activities to Promote Higher Education*

Free access to Sports Centre for students resident on campus

Fee and Access Plan funds will be used to continue free membership of the on-campus Sports Centre to resident students. Since introducing this innovation in 2017/18, use of the Sports Centre has doubled; and specific sessions have been put on to encourage all students, whatever their previous background in terms of physical activity, to participate in Sport.

Students Union Support

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

Monitoring and Evaluating the Effectiveness of our Fee and Access Plans

The progress and impact of our Fee and Access Plans activities is carefully assessed to ensure that the investments we are making in measures to widen access, increase opportunities and provide an excellent student experience are effective and to inform decisions in developing future Fee and Access plans.

We will monitor the success of this fee plan through regular meetings of our Fee and Access Plan monitoring Group. This group has Students Union Representation to ensure that our student body is kept informed of student fee plan expenditure and progress of activities set out in the plan. The Group receives regular reports on spend against expected budgets and on activities and progress against targets. Reports on fee plan success will also be considered by the University's Council as part of the annual review of Fee Plan activities.

Additionally we will continue to use a range of measures to evaluate the effectiveness of fee and access plans year-on-year, looking at trend patterns for recruitment from low participation backgrounds, student success and student satisfaction through external and internal surveys. We will also use responses to our student engagement activities (including Tell us Now and Module Evaluation Questionnaires) as part of our evaluation processes.

Authorisation of the 2019/20 fee and access plan application for submission to HEFCW

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

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

2019/20 fee and access plan submission to HEFCW ¹	
Date of Governing Body approval:	06 July 2018
Governing body authorised signature:	<i>E. Roberts</i>
Date:	16 th July 2018

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

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

Institution name: Aberystwyth University
 Institution UKPRN: 10007856

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

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

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

a) What is your highest proposed fee rate for:

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

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

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

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

	£
Full-time undergraduate	8,852
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in plan	8,853

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

	£
Full-time undergraduate	50,979,450
Full-time PGCE (QTS)	405,000
Total	51,384,450

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

	2019/20		2018/19	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	3,968,000	7.7%	4,344,000	8.3%
Promotion of higher education	4,625,000	9.0%	4,394,000	8.4%
Total	8,593,000	16.7%	8,738,000	16.7%

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

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

Institution name: Aberystwyth University
 Institution UKPRN: 10007856

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

Guidance note

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

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

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

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

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

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

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

2019/20 fee and access plan income forecast expenditure

a) Equality of opportunity

	2019/20	2018/19
	£	£
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	385,000	381,000
2. attract and retain students and potential students from under-represented groups	1,500,000	1,811,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education	85,000	53,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers	285,000	290,000
5. improve the higher education experience for groups under-represented in higher education	188,000	200,000
6. provide to under-represented groups effective information, before and during their studies	28,000	30,000
7. provide high quality academic and welfare support to groups under-represented in higher education	900,000	1,096,000
8. support the progress to employment or further study of groups under-represented in higher education	360,000	383,000
9. contribute to Reaching Wider Partnerships	147,000	0
10. other, for example fee and access plan evaluation	90,000	100,000
Total	3,968,000	4,344,000
Percentage of forecast expenditure to be spent on Equality of Opportunity	46.2%	49.7%

b) Promotion of HE

	2019/20	2018/19
	£	£
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales	85,000	53,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience	2,400,000	2,248,000
3. strengthen the employability of Welsh graduates	360,000	383,000
4. promote Welsh higher education more effectively internationally	70,000	75,000
5. deliver sustainable higher education	470,000	500,000
6. raise awareness of the value of higher education to potential students	640,000	785,000
7. other, for example fee and access plan evaluation	600,000	350,000
Total	4,625,000	4,394,000
Percentage of forecast expenditure to be spent on Promotion of HE	53.8%	50.3%

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

	2019/20	2018/19
	£	£
Total	8,593,000	8,738,000

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

	2019/20		2018/19	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers			0	0
Bursaries	1,500,000	2,700	1,811,000	2,234
Scholarships	650,000	730	785,000	432
Hardship funds	200,000	320	200,000	320
Provision of financial management advice and skills	40,000	400	0	0
Other financial support			0	0
Total	2,390,000	4,150	2,796,000	2,986
Percentage of forecast expenditure to be spent on student financial support	27.8%		32.0%	

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

Automatic cash bursaries have been reviewed in the light of the Diamond funding settlement coming into force from 2018/19.

Institutional fee and access plan 2019/20

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

Institution name: Aberystwyth University
Institution UKPRN: 10007856

This table should be completed by all providers who franchise out to other charitable providers that are charities or are parents of charitable subsidiaries that are not submitting their own fee and access plan, for full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime. The table should be completed only where the other provider or the subsidiary is in the UK and the students are based in the UK.

Where different fees are charged for different courses, or there is provision validated by a body other than the submitting provider, the data on this table plus the data returned on Table C will in total give the same average fee and overall fee income as that returned on Table A. Where the fee level is the same for all FT UG/PGCE (QTS) courses under the post-2012/13 fee regime, as indicated on Table A, the fee levels returned on this table will all be equal and the same as the fee level returned on Table A.

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

Guidance note

Do include information about courses:

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

Do not include information about courses:

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

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

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

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	2,064,000	0
Total expected student numbers	236	0
Average fee	8,746	

Row	Partner name	Partner address	Please confirm that the partner is a charity (Confirmed)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (Confirmed)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1 XJ	Confirmed	(c) a foundation degree	FdSc Agriculture	N	30/11/2017		1	10	7,500	75,000
2	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1 XJ	Confirmed	(c) a foundation degree	FdSc Agriculture	N	30/11/2017		2	10	7,500	75,000
4	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1 XJ	Confirmed	(c) a foundation degree	FdSc Equine Studies	N	30/11/2017		1	10	7,500	75,000
5	Coleg Gwent	Usk Campus, Usk, Monmouthshire, MP15 1 XJ	Confirmed	(c) a foundation degree	FdSc Equine Studies	N	30/11/2017		2	10	7,500	75,000
6	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(c) a foundation degree	FdA Education (Learner Support)	N	05/12/2017		1	12	9,000	108,000
7	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(c) a foundation degree	FdA Education (Learner Support)	N	05/12/2017		2	12	9,000	108,000
8	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(c) a foundation degree	FdA Education (SEN)	N	05/12/2017		1	12	9,000	108,000
9	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(c) a foundation degree	FdA Education (SEN)	N	05/12/2017		2	12	9,000	108,000
10	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(c) a foundation degree	FdA Childhood Studies	N	05/12/2017		1	12	9,000	108,000
11	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(c) a foundation degree	FdA Childhood Studies	N	05/12/2017		2	12	9,000	108,000
12	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(a) a first degree	BA Childhood Studies	N	05/12/2017		1	12	9,000	108,000
13	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(a) a first degree	BA Childhood Studies	N	05/12/2017		2	12	9,000	108,000
14	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(a) a first degree	BA Childhood Studies	N	05/12/2017		3	8	9,000	72,000
15	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(a) a first degree	BA Education	N	05/12/2017		1	12	9,000	108,000
16	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(a) a first degree	BA Education	N	05/12/2017		2	12	9,000	108,000
17	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(a) a first degree	BA Education	N	05/12/2017		3	4	9,000	36,000
18	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(h) a certificate of higher education	ProfGCE - PCET	N	05/12/2017		1	20	9,000	180,000
19	Coleg Cambria	Coleg Cambria - Deeside, Kelsterton Road, Deeside, CH5 4BR and/ Coleg Cambria Yale, Grove Park Road, Wrexham, LL12 7AB	Confirmed	(h) a certificate of higher education	ProfCE-PCET	N	05/12/2017		1	20	9,000	180,000
20	Coleg Cambria	Coleg Cambria Llysfasi, Ruthin Road, Ruthin, Denbighshire, LL15 2LB	Confirmed	(c) a foundation degree	Agriculture	N	21/03/2018		1	12	9,000	108,000
21	Coleg Cambria	Coleg Cambria Llysfasi, Ruthin Road, Ruthin, Denbighshire, LL15 2LB	Confirmed	(c) a foundation degree	Agriculture	N	21/03/2018		2	12	9,000	108,000

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

Institution name: Aberystwyth University
Institution UKPRN: 10007856

Guidance note

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

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

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

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

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

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant? Y/N	If Y please provide partner name(s)	Baseline year		Contextual information for baseline year			Target		Contextual information for target			Optional longer term targets		Please provide a commentary on the 2019/20 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based.	
					Baseline data							2019/20			2020/21			
					No.	%	Population	No.	%	No.	%	Population	No.	%	No.	%		No.
1	Achieve tracking and monitoring of at least 90% of students from previous year of Summer University to enable progression to HE. Workbased learning etc.	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups.	N		2016 Summer cohort	82	100.0%	82	82	100.0%	73	92.0%	80	73	90%			
2	Meet or exceed our benchmark for participation of under-represented groups in HE (benchmarks change annually, so a numerical target may be in appropriate) - Low Participation Neighbourhoods HESA PI (UK Dom, Young Full-time First Degree).	a2 attract and retain students and potential students from under-represented groups.	N		2015/16	185	12.4%	1,490	185	12.4%	170	12.7%	1,345	170	12.70%			We aim to remain above our benchmark for this measure. In 2015/16, we achieved 12.4% against a benchmark of 12.5%.
3	Provide at least 700 tailored Advice and Guidance sessions to students from Pathway Schools or Schools and Colleges in the Lowest 2 quintiles of the WIMD.	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education.	N		2017/18	715	N/A	N/A	715	N/A	730	N/A	N/A	730	N/A			
4	Remain below the benchmark set for us by HESA in their Performance Indicator measure of retention (non-continuation following year of entry, UK domiciled full-time first degree) and remain at or below 5% for the proportion of students no longer in HE following a year out (all entrants)	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers.	N		2015/16	95	5.4%	1,740	95	5.4%	70	4.1%	1,570	65	4.10%			We aim to remain below our benchmark for this measure. In 2015/16 we achieved 5.4% against a benchmark of 7.8%
5	Ensure that, on an annual basis, we remain at or above 98% of respondents to our Annual Accessibility Services student Survey being satisfied or extremely satisfied.	a5 improve the higher education experience for groups under-represented in higher education.	N		2016/17	66	94.0%	70	66	94.0%	54	90.0%	60	54	90%			With such small numbers there will be fluctuations, but our aim is to remain above 90% of respondents.
6	Achieve an increase in the proportion of respondents to our post-confirmation surveys who confirm they were aware of bursaries available to them.	a6 provide to under-represented groups effective information, before and during their studies.	N		Baseline will be developed in 2018, following the introduction of a new survey for students entering in 2018					N/A	5% above baseline	N/A	5% above baseline	N/A			In 2018 we are reviewing our post-confirmation surveys to ensure that we are fully capturing information to help us develop useful pre-entry information for students (including bursary information). This target will be further developed once new surveys are available.	
7	Reduce in-year withdrawal (Full-time HEU Undergraduate all years)	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17	218	3.7%	5,892	218	3.7%	180	3.5%	5,960	180	3.5%			We are keen to continue our good performance in this indicator once the survey changes from the DLHE to Graduate Outcomes. However, we note that, at time of publication of this Fee and Access Plan, there remain technical decisions to be made regarding the capture of data for graduates in further study. Of the graduates in work or further study six months following graduation, 33% of Aberystwyth's are in Further Study, a higher proportion for the UK as a whole (17.8%). With the change to timing of the survey, graduates may have completed their period of further study but be looking for work following this, and it is not yet clear what impact this will have on these indicators. We will continue to work to exceed the national benchmarks set in
8	Increase the Employment Performance Indicator (EPI) for the proportion of students in work or further study 15 months after graduation (Graduate Outcomes Survey, previously the DLHE Survey) from NS-SEC 4.5,6,7 to match the rate for students from all NS-SEC.	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2015/16 (note that this was the DLHE survey, carried out six months following graduation)	245	94.6% against 95%	259	245	94.6%	235	94.6%	250	235	94.6%			Please note the further information for target 7.
9	Increase the proportion of students in work or further study 15 months after graduation where the work or further study is of graduate level (Graduate Outcomes Survey, previously the DLHE survey) for those students from NS-SEC 4.5,6,7 to match the rate for those from all NS-SEC	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2015/16 (note that this was the DLHE survey, carried out six months following graduation)	167	72.5% against 74%	258	167	72.5%	178	72.5%	250	178	72.5%			Please note the further information for target 7.
10	Number of students taking at least 5 credits through the medium of Welsh	a10 other	N		2016/17	447	5.5%	8,097	447	5.5%	500	5.9%	8,340	500	5.9%			
11	Number of students taking at least 40 credits through the medium of Welsh	a10 other	N		2016/17	348	4.3%	8,097	348	4.3%	400	4.8%	8,340	400	4.8%			
12	Increase satisfaction with the Welsh Language Experience as measured through NSS Questions	a10 other	N		2017	123	79%	155	123	79%	115	82%	140	115	82%			
13	% of students studying through the medium of Welsh who are in work or further education six months following graduation to remain at levels of 90% or higher.	a10 other	N		2015/16	96	98%	98	96	98%	We will aim to exceed the national benchmarks set in the new DLHE dataset for students graduating from 2018 onwards							
14	Achieve an increase in the number of interactions with schools (visits by schools liaison team, academic visits, on campus visits) of 5%	a1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2016/17	415	N/A	N/A	415	N/A	435	Uplift of 5%	N/A	435	Uplift of 5%			
15	Proportion of students satisfied with general IT resources (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience.	N		2017	1,208	89.7%	1,361	1,208	89.7%	1,073	90%	1,192	1,073	90%			
16	Proportion of students satisfied with teaching (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience.	N		2017	-	89.4%	1,361	-	89.4%	-	95%	1,192	-	95%			
17	Proportion of students satisfied with Feedback and Assessment (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience.	N		2017	-	82.5%	1,361	-	82.5%	-	90%	-	-	90%			
18	Proportion of students satisfied with Academic Support (NSS)	b2 improve the quality of learning and teaching, with reference to the quality of the student experience.	N		2017	-	86.0%	1,361	-	86.0%	1,192	88.0%	1,192	-	88%			
19	Continue to exceed our Employment Performance Indicator (EPI) benchmark for the proportion of students in work or further study 15 months after graduation (Graduate Outcomes Survey, previously the DLHE survey).	a3 strengthen the employability of Welsh graduates;	N		2015/16 (note that this was the DLHE survey, carried out six months following graduation)	1,073	95.0%	1,128	1,073	95.0%	95.0%			95.0%				Please note the further information for target 7.
20	Improve the proportion of students in work or further study 15 months after graduation where the work or further study is of graduate level (Graduate Outcomes Survey, previously the DLHE survey)	a3 strengthen the employability of Welsh graduates;	N		2015/16 (note that this was the DLHE survey, carried out six months following graduation)	833	74.3%	1,121	833	74.3%	74.3%			74.3%				Please note the further information for target 7.
21	Increase proportion of IT students (UG and PG) at AU recruited from outside the UK (new entrants)	a4 promote Welsh higher education more effectively internationally;	N		2016/17	371	18.0%	2,046	371	18.0%	390	19.0%	2,046	390	19.0%			
22	Increase satisfaction with library spaces and furniture as measured in the Annual Information Services User Survey	a5 deliver sustainable higher education; and	N		2017/18	Score 3.87	N/A	905 respondents	Score 3.87	N/A	Score 4	N/A	905 respondents	Score 4	N/A			The 2017 application figure of 1,456 was our target number ever. 1,200 is an increase of 6% on our 2016 figure of 1,134. Applications will fluctuate, but we are encouraged that we will be able to recruit over 1,200 in 2018/19.
23	Attract above 1,200 applications for entrance scholarships	a6 raise awareness of the value of higher education to potential students.	N		2018	1,238	N/A	N/A	1,238	N/A	1,200+	N/A	N/A	1,200+	N/A			
24	Improve student engagement with clubs and societies by increasing the proportion of campus based students taking up society membership by 5%	a7 other	N		2017/18	2,445	34.0%	7,024	2,445	34.0%	2,500	36.0%	6,800	2,500	36.0%			