

JOINT STRATEGIES FOR LEARNING AND TEACHING & WIDENING ACCESS

2011/12 TO 2013/14

Response to:

HEFCW Circular W10/41HE Learning and Teaching and Widening Access Strategies 2011/12 to 2013/14: Initial Guidance

HEFCW Circular W11/17HE Learning and Teaching and Widening Access Strategies 2011/12 to 2013/14: Supplementary Guidance

Pro Vice-Chancellors responsible for Learning and Teaching & Widening Access

Aberystwyth University:

Professor John Grattan

Bangor University:

Professor Oliver Turnbull

Official Contacts:

Aberystwyth University:

Dr Alan Macmillan – anm@aber.ac.uk

Bangor University:

Dr Ioan Ap Dewi - i.apdewi@bangor.ac.uk

1. SUMMARY

The Learning and Teaching Strategy and the Widening Access Strategy translate the Universities' overarching Strategic Plans into actions, and define targets by which strategic objectives can be measured.

The overarching aims of the Strategies in this document are to:

- Create an integrated plan to enhance access, participation and students' experience of learning and teaching at the Institutions.
- Identify and disseminate effective practices across the Institutions and across their Schools/Academic Departments.
- Ensure that the Institutions' activities are informed by effective practices in the UK and elsewhere.

The Universities' detailed three year strategies for Learning and Teaching and for Widening Access represent a translation of strategic aims into initiatives and enhancement projects. The aims of the strategies are informed by the Universities' goals, the priorities outlined by the Welsh Government (especially the WG priorities of social justice and supporting a buoyant economy) and by HEFCW (particularly in Circular W10/41HE), and also by current developments and priorities in the UK HE sector. The strategies also include those priorities emerging from the Higher Education Academy's engagement with Welsh HEIs through the Welsh Institutional Group (WIG) - namely Students as Partners, Learning in Employment and Learning for Employment.

The Learning and Teaching Strategy and the Widening Access Strategy have been informed by the Institutions' Fee Plans and the targets in the strategies are designed to complement the targets identified in the Fee Plans. Links between the projects and actions in the strategies and the University's Fee Plans are shown in Appendix 5.

This document covers both Learning and Teaching and Widening Access. The strategies are presented together to demonstrate the integration of these areas and to achieve an increasingly holistic approach within and across the Institutions.

2. INSTITUTIONAL MISSION AND PLANNING

2.1 Strategic Alliance and Regionalisation

Aberystwyth University and Bangor University have formed a Strategic Alliance based on the close working relationship developed over a number of years. This is particularly through the HEFCW supported 'Research & Enterprise Partnership', established in 2006 in order to promote collaboration in achieving internationally competitive research, and the 10 year collaboration between Aberystwyth and Bangor (and 3 other Welsh HEIs) on the postgraduate certificate for teaching in higher education (PGCertTHE), mandatory for all academic staff new to teaching at both Institutions. The Alliance has developed further and now encompasses other activities such as the joint 'Aber-Bangor Skills Centre' and the 'North & Mid-Wales Centre for Teacher Education'. The latter has delivered ITT as a joint course from 2010/11 and involves common modules and agreed planning of provision across the two Institutions. The Alliance also facilitated the creation of the merged 'North & Mid-Wales Reaching Wider Partnership'. In this co-operative context, the two Universities agreed to pioneer the development of joint Learning and Teaching and Widening Access Strategies.

The Alliance aims to develop a close working partnership between the two Institutions which will enable them to operate more effectively and efficiently than they could as entirely separate Institutions, and will support their drive to be internationally excellent in specified areas of activity. Both universities will seek to ensure that the Alliance's activities lead to an enhancement of the quality of current provision, to support for the maintenance of activities which might otherwise not be permanently available, or to facilitate new initiatives which individually the universities would not be able to afford, or to a combination of these.

Specifically the Alliance aims to implement:

- Common oversight of the implementation and monitoring of the strategies.
- Common enhancement projects and themes.
- Common and Institution specific targets.

The process of developing the joint strategies has already led to greater understanding by each university of the other's practices and strengths. Over the course of the three years in which the joint strategy will run, that mutual understanding will be deepened and the Institutions will converge and enhance their practices.

The two Universities have also worked closely with other partners to create CADARN, the Regional Strategy for North and Mid-Wales, written in response to the WG/HEFCW drive for a regional approach to Higher Education (W10/16HE). This regional partnership embodies a ten-year vision to be the 'learning region of, and for, Wales', and to be distinctive within and beyond Wales. Its strategic objectives are:

1. To be leaders in creating regional collaboration across all sectors.
2. To share information and best practice where necessary to improve access and provision for learners and employers.
3. To harness technology-enhanced learning to overcome geographical and time barriers to access for learners and employers.
4. To give learners control of their career planning by helping them access clear information on progression routes, career pathways, and flexible modes of learning, including distance learning.
5. To be agile and responsive to gaps in provision, market signals, and the needs and priorities of employers, communities and people of the region, and beyond.
6. To be dynamic in engaging employers, to provide an integrated regional approach, and drive-up the employability of students.
7. To promote and extend learning opportunities bilingually and through the medium of Welsh.
8. To be socially inclusive, deliver social justice, and extend widening participation and access.
9. To develop innovative approaches to the 'sharing of services' in order to be efficient in the services offered by all.

The CADARN strategy details the background to the North and Mid-Wales region, discusses the current and future provision of higher education, and then engages with employers and the shared services agenda. Innovative contributions include: the CADARN Learning Portal for learners and employers to be in 'remote control'; a breadth of relevant and innovative provision to attract and retain learners within the region; and inclusive management to build a community of shared regional practice. This document is contextualized and congruent with the CADARN strategy.

2.2 Strategic Plans and Mission Statements

Both Universities have maintained a strong commitment to the delivery of high quality student experience for many decades. Built on the pillars of linking research and teaching, personalised pastoral care, and variety and experimentation in learning and teaching, the Universities' provision has been continuously enhanced. The evidence for this is contained in successive positive Institutional Review reports from the Quality Assurance Agency (QAA) and the successful applications of the Universities for research and teaching degree awarding powers, high scoring in the National Student Satisfaction survey, and not least their reputation for sector-leading Welsh medium provision.

Aberystwyth University

Learning and Teaching is central to Aberystwyth's Strategic Plan and its mission to continue to be an internationally competitive teaching and research University which addresses global challenges and is responsive to the needs of the local community, of Wales and of the wider world.

To deliver this mission Aberystwyth University aims to:

- Provide students with learning opportunities of the highest quality and offer a distinctive environment for study.
- Respond to the changing needs of society for skilled, educated and employable graduates.
- Produce high quality research which is internationally acknowledged, responding to intellectual, cultural, social and economic needs.
- Work in partnership to serve the community, the UK, Europe and the wider world.
- Play a full part in the social, cultural and economic development of Wales, including support for the Welsh language.

Bangor University

Learning and Teaching are key elements of the University's Strategic Plan with its mission to be a leading research-led University with an international reputation for teaching and research, that fosters the intellectual and personal development of its students and staff, provides a supportive multicultural environment, promotes widening access and inclusiveness, and supports the economic, social and cultural well-being of Wales and the wider community it serves. Bangor University's aim is to be recognised regionally, nationally and internationally as a centre of excellence for a varied portfolio of academic programmes and for the high quality of the experience it provides for its students.

The University's Strategic Plan includes the following priorities:

- Access to excellent teaching and learning.
- Delivery of high quality student experience.
- Playing a leading role in Welsh language and culture.
- Partnerships with Institutions in Wales to deliver *For our Future*.

2.3 Management and Oversight

A Strategic Planning Board has been established to provide overarching management of the Strategic Alliance; this provides a strategic focus for collaboration and joint initiatives. At both Institutions, the Learning and Teaching and Widening Access Strategies are the responsibility of the University Executive, chaired by the Vice-Chancellor and reporting to the Council. The Learning and Teaching and Widening Access Strategies have been developed under the leadership of the relevant Pro Vice-Chancellor at each University, drawing on the broad principles enshrined in the previous strategies, and on internal consultation with staff and student representatives. A small task group of staff from the two Universities has met regularly to coordinate the development of the joint strategies. A similar group will continue to meet to oversee the implementation and monitoring of the strategies and will report to the Strategic Planning Board. The group will:

- Plan the implementation of projects/actions.
- Monitor progress on the completion of targets.
- Monitor key quantitative information for L&T and Widening Access.
- Review aims and objectives and opportunities for collaborative projects/actions.

Aberystwyth University

The development and implementation of the Learning and Teaching Strategy and the Widening Access Strategy are the responsibility of two Pro Vice-Chancellors with responsibility for Learning and Teaching and for Welsh Medium provision, working closely with the Deans of Postgraduate Studies and of the Faculties, the Planning Office, the Admissions Office, the Student Support Office, the Academic Office, Information Services, the Centre for the Development of Staff and Academic Practice, the Careers Advisory Service, Student Sabbatical Officers and academic departments. The strategies are developed in parallel with other University strategies, for instance on Estates, and on research, innovation and enterprise. This avoids unnecessary duplication and ensures that priorities and activities across strategies are complementary.

Within the University's structures there are several groups that discuss and disseminate information regarding the strategies including Senate, the Academic Affairs Committee, the Recruitment Committee, the Research Degrees Board, the Faculties, the Widening Participation Committee, the Aberystwyth Learning and Teaching Online Steering Group (ALTO) and departmental Learning and Teaching Committees. A regular Forum of Departmental Directors of Learning and Teaching, attended also by the Deans, Pro Vice-Chancellors and support staff, is an important think-tank and source of feedback. The Pro Vice-Chancellors work with these bodies to set targets through which implementation of the Strategies can be monitored. Fulfillment of these targets is monitored primarily by the relevant university committees, facilitated as required by officers of the Academic Office and the Admissions Office.

Allocation of resources for learning and teaching and widening access are managed by the Senior Management Team in discussion with the Planning Office and the Admissions Office. The Planning Office, through its regular engagement with academic departments and Central Support Services, ensures that resources are managed and allocated in accordance with the University's strategic aims. Responsibility for the implementation of the Strategies rests with the Senior Management Team, supported by the relevant University Committees and offices. The University's academic departments are organised within a Faculty structure, with 17 departments within 3 Faculties. At Faculty level there is oversight of learning and teaching issues with emphasis on ensuring comparability of quality and standards and sharing good practice across departments to enhance students' learning experience. At departmental level, the Head of Department, along with the departmental director of learning and teaching and admissions tutor, are responsible for ensuring that programmes and their content are appropriate, that their quality is monitored on a regular basis, and that the views of students are obtained and addressed.

Bangor University

The development of the Learning and Teaching Strategy and the Widening Access Strategy is the responsibility of the Pro Vice-Chancellor (Teaching and Learning) working closely with the Pro Vice-Chancellor (Students), Pro Vice-Chancellor (Welsh Medium & Civic Engagement), the Pro Vice-Chancellor (Research & Enterprise), the Planning and Resources Office, the Academic Registry, Information Services, the Library Service, Students Union, the Academic Development Unit, and academic Colleges and Schools. The strategies are developed in parallel with the University's strategies for research, and for innovation and enterprise. This avoids unnecessary duplication and ensures that priorities and activities across strategies are complementary and integrated.

The Learning & Teaching Strategy at Bangor is both informed by and informs the Teaching Facilities Group. This Group is chaired by the Pro Vice-Chancellor (Teaching and Learning), and its membership includes representatives from Estates, Information Services, Planning and Resources, Student Union, Timetabling, and Teaching and Learning staff. It is particularly concerned with (a) ensuring that audio-visual and e-learning resources (hardware and software) are available in all centrally timetabled rooms, (b) the resourcing of such rooms dovetails with timetabling needs (e.g. rooms where lecture capture of modules is timetabled) and (c) the prioritisation of the furnishing and refurbishment of teaching rooms. Evidence of the impact of the Learning and Teaching Strategy is a recent development of enhanced provision in the three main Libraries.

At Bangor University Executive level, there has been an on-going discussion about the provision of four new lecture rooms and a large amount of social learning space in the new £40 million 'Pontio' development. This includes a state-of-the-art room for Film Studies that will double as an Educational Cinema for the local community in evenings and weekends.

Responsibility for the monitoring of the Strategies rests with the University Executive and the Pro Vice-Chancellors, supported by members of the Teaching and Learning Task Group. The Pro Vice-Chancellor (Teaching and Learning) devolves responsibility for implementation of particular aspects of the Strategies to the Chair of the Quality Assurance and Validation Task Group, the Academic Registrar, the Directors of PGT and PGR, and the Director of the Academic Development Unit, all of whom are represented on the Teaching and Learning Task Group. The University has adopted an integrated approach to quality control, quality assurance and quality enhancement in which the Quality Assurance and Validation Task Group acts as the focal point for all activities related to quality. Through the Teaching and Learning Task Group and the Quality Assurance and Validation Task Group, there is coherent and dynamic monitoring of the way in which the Strategies are being implemented and targets are being achieved. The Teaching and Learning Task Group is the group responsible for ensuring that the strategies are informed by the results of surveys, external reviews, internal audits and examples of good practice from elsewhere in the UK HE sector.

Allocation of resources for learning and teaching and widening access is managed by the Pro Vice-Chancellor (Teaching and Learning) in discussion with the Planning Office and the Academic Registrar. The Planning Office, through its regular engagement with Colleges, Schools and Central Support Services, ensures that resources are managed and allocated in accordance with the University's strategic aims.

The University's academic departments are organised within a College structure with 22 Schools within 6 Colleges. At College level there is oversight of strategic and budgetary aims with emphasis on ensuring comparability of quality and standards across Schools. Emphasis is also placed on ensuring co-operation between Schools and Colleges to use resources efficiently and to enhance students' learning experience. At School level, the Head of School (or nominee with specific responsibility for learning and teaching and/or widening access) is responsible for ensuring that programmes and their content are appropriate, that their quality is monitored on a regular basis, and that the views of students are obtained and addressed.

2.4 Responses to the Capping of Student Numbers

Both Universities responded to the HEFCW consultation W10 26/HE on the Management of Full-time undergraduate (including PGCE) numbers from 2011/12, regarding the need to reduce pressures on the Welsh Government's Student Finance Fund. Guidance was issued in Circular W10 33/HE.

With applications buoyant at both Universities, each has reviewed the admissions protocols to be used in the 2010-11 admissions cycle and confirmation period within the context of the University's strategy and with particular attention to:

- Meeting the targets for registration in September 2011 (i.e. to be within plus 2% of the Institutional target).
- Raising entry requirements, particularly for those Departments and Schools which evidenced strong recruitment in 2010.
- Managing the transition from a largely 'recruiting' to a 'selective' university to reflect 'capping' and the increased demand for places.
- Regular monitoring of the numbers of applications and offers made to ensure timely intervention can be made where models suggest a medium or higher risk of over-recruitment.
- Reviewing admissions procedures for applicants from widening access 'target groups'.

3 THE ROLE OF STUDENTS IN THE STRATEGIES

Both Institutions have adopted inclusive policies and practices with regard to student participation and representation. Students, including Welsh Medium students, are represented, through the Guild of Students/Students Union, on all major Task Groups and Committees involved with learning, teaching, student support, widening access and the wider student experience. Student representation is also facilitated by staff-student committees in Schools/Departments. Students' views at module and programme level are regularly elicited, and responses to these student evaluations, are monitored through annual module and programme development plans. Within the context of the current Strategy, student representation and experience have been identified as projects in their own right but they also underpin the Strategy as a whole, with the National Student Survey and internal survey indicators of student satisfaction being important and measurable targets.

Through their presence on departmental and central committees, students play a key role in monitoring the implementation of the Strategies. An essential element in the Strategies is the use of statistical information from both external and internal student satisfaction surveys. The National Student Survey, the University's own surveys, and questionnaires at programme, module and service level all provide essential information on the quality of services and of teaching. The results of the National Student Survey are carefully scrutinised by the Quality Assurance and Validation Task Group (Bangor) and Academic Affairs Committee (Aberystwyth), benchmarked against other Universities, with year-on-year comparisons, resulting in recommendations on actions that are required.

Among recent initiatives to enhance the effectiveness of student representation have been, at Bangor, inclusion of student members on internal quality audit panels, and at Aberystwyth, the appointment of Student Representation and Experience Coordinator, based in the Guild of Students, whose role is to ensure that student representatives at departmental level are elected and trained early each session and can therefore participate fully. There have also been changes to ensure that student representatives on Faculties are course representatives within the relevant Faculty rather than sabbatical officers.

4 LINKS BETWEEN THE KEY ACTIVITIES/PRIORITIES AND EXTERNAL POLICIES/GUIDELINES

The HEFCW guidelines highlight the importance of developing a Strategy that addresses issues in strategic documents and reports, some in a Wales and others in a UK context. The priorities for the Strategies were therefore identified by reference to the documents listed below.

- Blackley, H., Clayton, S., Connor, C. and Lim, H. Assessing the impact of learning and teaching strategies in Wales - A guide for Institutions. Higher Education Academy (2011)
- Browne Report. Securing a Sustainable Future for Higher Education. An Independent Review of Higher Education Funding & Student Finance (2010)
- DELLS Information Document No: 077-2009. Education for Sustainable Development and Global Citizenship – a Strategy for Action (2009)
- HEA. Welsh Institutional Learning and Teaching Strategies 2007/08 to 2009/10 (2008)
- HEA. A review of Welsh institutional Widening Access Strategies 2006/07 to 2008/09 and the Reaching Wider Funded Proposals 2008/10 (2009)
- HEA. Engaging students to improve student retention and success in higher education in Wales. Higher Education Academy (2011)
- HEFCW Circular W06/52HE Study of the Extent and Effectiveness of Existing Student Representation Structures within Higher Education Institutions across Wales (2006)
- HEFCW Circular W07/42HE Enhancing Learning and Teaching through Technology: a Strategy for Higher Education in Wales (2007)
- HEFCW Circular W08/12HE. Enhancing Learning and Teaching through Technology: a Strategy for Higher Education in Wales (2008)
- HEFCW Circular W10/02HE. Mechanisms for Supporting the Enhancement of Learning Opportunities (2010)
- HEFCW Circular W10/27HE. Consultation on proposed changes to the funding system for higher education in Wales (2010)
- HEFCW Circular W10/29HE. Foundation Degrees (2010)
- HEFCW Circular W10/41HE. Learning and Teaching and Widening Access Strategies 2011/12 to 2013/14: Initial Guidance (2010)
- HEFCW Circular W11/09HE Annex A: HEFCW's Strategic Approach and Plan for Widening Access to Higher Education 2010/11 to 2012/13 (2011)
- HEFCW Circular W11/16HE. HEFCW's strategic approach to the student experience: 2010/11 to 2012/13 (2011)
- HEFCW Circular W11/14HE. Fee Plan Guidance 2012/13 (2011)
- HEFCW Circular W11/27HE. Key Information Sets: Outcomes of consultation and next steps (2011)
- HEFCW Corporate Strategy 2010/11 – 2012/13. Higher Education Funding Council for Wales (2010)
- Jones' Review of Higher Education in Wales (2009)
- Leitch Review of Skills – 'Prosperity for all in the global economy - world class skills' (2006)
- The Cox Review of Creativity in Business (2006)
- Thomas, L., Storan, J., Wylie, V., Berzins, K., Harley, H., Linley, R. and Rawson, A. Review of Widening Participation Strategic Assessments 2009. Action on Access (2010)
- Thomas, L. and Jamieson-Ball, C. Engaging students to improve student retention and success in higher education in Wales. Higher Education Academy (2011)
- UUK. 2004. *Measuring and Recording Student Achievement - the 'Burgess Report'*. Universities UK, London.
- Welsh Assembly Government. For Our Future - The 21st Century Higher Education Strategy and Plan for Wales (2009)
- Welsh Assembly Government. A living language: A language for living. A strategy for the Welsh Language (2010)
- Welsh Assembly Government. Child Poverty Strategy for Wales (2011)
- Welsh HE Institutional ESDGC Group. Towards a Common Understanding and Development of Education for Sustainable Development and Global Citizenship (ESDGC) (2010)

5 LEARNING AND TEACHING STRATEGY 2011/12 TO 2013/14

5.1 Aims of the Learning and Teaching Strategy

The overarching aims of the Learning and Teaching Strategy are to:

- Create an integrated plan to enhance learning and teaching at the Institutions.
- Identify and disseminate effective practice across Schools/Departments.
- Ensure that learning and teaching is informed by effective practice in the UK and elsewhere.

The Learning and Teaching Strategy achieves this by defining Quality Enhancement Projects each with its own clearly defined targets. Emphasis has been placed on ensuring that the targets are specific and measurable, either in qualitative or quantitative terms. The Quality Enhancement Projects address key themes (see Section 5.4) that are of importance to the Institutions and that align with WG and HEFCW priorities. Quality Enhancement Projects also provide a mechanism to co-ordinate actions and to deliver targets.

For presentational purposes, the Quality Enhancement Projects and themes have been itemised but they should be considered as strands within a cohesive and focused Strategy. This focused approach means that there are synergies between the Quality Enhancement Projects and themes. Likewise, all the priorities reflect an engagement with WG and HEFCW priorities, and such engagement is not restricted or limited to particular parts of the Strategy.

The Quality Enhancement Projects and themes are mapped to HEFCW/WG targets/objectives in Appendix 1.

5.2 Previous Learning and Teaching Strategy

Each University has evaluated its previous strategy with the aim of building and further developing successful approaches to the enhancement of learning and teaching. The decision to produce a joint strategy for 2011/12 to 2013/14 allows each University to reflect on areas where the other has made greater progress and where it can benefit from the other's experience. Both previous strategies were informed by HEFCW guidance and Welsh Government priorities, and there was significant overlap between them, but there were also differences of emphasis and direction.

Aberystwyth University

The Learning and Teaching Strategy 2007/08 to 2010/11 set out the following five key aims:

1. To facilitate enhancement of learning and teaching.
2. To improve the learning, teaching and assessment infrastructure.
3. To promote and reward excellence in the provision of learning and teaching.
4. To enhance the portfolio and develop innovative teaching methods.
5. To develop collaborative links in the delivery of learning and teaching.

Five priorities within the Strategy were:

1. Student retention.
2. E-Learning Strategy.
3. Supporting student involvement and participation in quality assurance.
4. Employability.
5. Welsh medium provision.

The priorities were addressed through projects and programmes that were subject to monitoring, reported in annual reports to HEFCW, the contents of which, with regard to specific projects, are not repeated here. Notable impacts and achievements from the strategy include:

Retention: introduction of a Personal Tutor Toolkit to strengthen the Personal Tutor system has been a major initiative during the current session, as has the targeted use of mentors to assist students whose academic progress is not satisfactory. Training by Student Support for Personal Tutors, reconfiguration of residential support to focus on student well-being and retention, and changes to the induction arrangements for new students are among other developments. Retention of year one students has improved on 2009/10 on the previous session in line with the set targets. Other initiatives, such as use of lecture capture technology, are also intended to boost student performance and so aid retention, as are the creation of Departmental Disability Co-ordinators and an Accessibility Forum.

E-Learning: the GWELLA project has had a major impact in embedding the use of technology within wider teaching development across the university. This is reported on elsewhere but includes the creation of the NEXUS website, a repository of good practice in the use of technology to enhance learning, as well as the use of lecture capture technology on a large scale, and monitoring of its impact. A learner survey during 2010/11 has investigated the attitudes and expectations of students and prospective students to the use of technology.

Student involvement and participation: the major initiative in this area in the current session has been the appointment of the Student Representation and Experience Coordinator, whose role has been to ensure that staff:student consultative committees within departments are established and meet early each session, and that representatives are trained for the role. A course reps council then meets which can draw out common themes, and this informs an annual student submission to the university as proposed in the QAA's Institutional Review Handbook for Wales.

Employability: the University has developed an employability strategy which is being rolled out to all departments, which are required to develop action plans. Under this initiative departments have been considering alternative forms of assessment geared to mirror the world of work as well as seeking to increase opportunities for work experience. Our largest department, the Institute of Biological, Environmental and Rural Sciences, which has this session restructured its undergraduate degrees schemes, has included a work experience module in all schemes.

Welsh Medium provision: work has been ongoing to enhance Welsh medium provision within e-learning, including a Welsh language pack for our e-assessment tool, question mark perception. Aberystwyth has also continued to work with other Welsh HEIs and with the new Y Coleg Cymraeg Cenedlaethol to develop links and Welsh-medium provision.

Bangor University

The Learning and Teaching Strategy 2007/08-2010/11 included 20 priorities organised within 6 Actions. The actions were:

1. Enhancing the student experience.
2. Staff development and training.
3. Recognising and rewarding teaching excellence.
4. Innovation in learning and teaching.
5. Enhancing graduate skills and attributes.
6. Engagement with Assembly and HEFCW priorities.

The priorities were addressed through projects and programmes that were subject to monitoring, reported in annual reports to HEFCW, the contents of which, with regard to specific projects, are not repeated here.

During the previous strategy, considerable emphasis was placed on developing Quality Enhancement Projects. It was recognised that they are an effective means to co-ordinate and achieve targets. The enhancement projects completed during the previous strategy were:

- 2007 to 2010: Retention
 - The overarching target for the Retention Enhancement Project was to significantly reduce non-retention. Year-on-year graphs by the Planning and Resources Office have indicated positive change in retention.
- 2007 to 2009: Pastoral Care
 - A notable outcome from the Pastoral Care Enhancement Project was the development of a Code of Practice for Pastoral Care.

Other notable outcomes from the previous Strategy (first 3 years) that have had impact include:

- Student satisfaction and experience
 - Processes for detailed analysis and response to NSS.
 - Retention enhancement project.
 - Pilot PDP, further developed into pilot Employability Award.
 - Revise CoP placement learning.
- Student voice and representation
 - Student on internal quality audit.
 - Student on module approval panel.
- Welsh medium
 - Contribution of Welsh medium teaching fellows.
 - Podcasts
 - Simultaneous translation in lectures.
 - Develop new programmes.
 - Develop WM functionality in Blackboard.
- Curriculum development
 - Audit of modules for sustainability and global citizenship.
 - Engagement with HEA research-informed teaching group.
 - Revise CoP assessment and guidelines for use of categorical marking.
 - Technology enhanced learning (GWELLA project).
- Inclusivity/equality
 - Workshops for staff.
 - Guidelines for scribes and readers in examinations.
 - Procedure implemented whereby new scribes and readers attend briefing session prior to exams.
 - Collaboration between the Disability Service and the School of Education on Fitness to Teach. Workshop delivered to highlight and discuss issues.
 - Inclusivity embedded in PGCertTHE programme, including workshops and in-house sessions.
- Employability
 - Developing and trialling the Bangor Employability Award.
 - Defining employability Mission Statement for the Unistats website, and for other internal and external purposes.

The current Strategy builds on the achievements of the 2007/08-2010/11 Strategy, and includes elements that are a progression from the themes of that Strategy. However, the current Strategy has also been influenced by student satisfaction surveys and the priorities identified in several strategic documents (Section 3.4).

Critical self-assessment suggests that the previous Strategy was based on too many disparate themes with qualitative targets. Particular emphasis has now been placed on a strategy focused by Quality Enhancement Projects, each with clearly defined aims, objectives and targets.

5.3 Enhancement Projects

The Strategy uses the widely agreed definition of quality enhancement from the QAA: "*the process of taking deliberate steps at Institutional level to improve the quality of learning opportunities*". This definition has also been adopted by HEFCW (Circular W10/02HE 2010). Such 'deliberate steps' are a continuous process and embedded within university systems and structures.

Quality Enhancement Projects facilitate the process of making quality enhancement a structurally embedded aim, process and product within the teaching and learning cycle. That is, rather than enhancement being more sporadic and spontaneous, it becomes an integral part of the overarching teaching and learning strategy, the annual cycle of planning and provision, and an expectation among staff in the practice of teaching and learning.

Quality Enhancement Projects are major interventions in current provision and practices, affecting Schools/Departments by being global across all Schools/Departments rather than local, and by being innovative and influential in a way that's an impact on the majority of students.

Ideas for Quality Enhancement Projects can derive from students, senior managers, academic and administrative staff, from Schools/Departments and various Task Groups, academic development and staff training units, and service departments such as Information Services. The role of students as initiators, consultants, evaluators and Project members is essential. Thus ideas for Projects can be 'bottom-up' or 'top-down'.

Quality Enhancement Projects can also result from an analysis of metrics, internal audits, External Examiner reports, and research (e.g. into bilingual teaching and learning). They can also arise from visits to other Universities in the UK and internationally, from conferences and meetings, from external expertise (e.g. HEA/QAA).

Each Quality Enhancement Project will normally be championed and led by a Pro Vice-Chancellor (Teaching & Learning) or another senior member of staff. It is expected that Quality Enhancement projects will run from 2 to 4 years with a small Task and End Group that has expertise in the topic and enthusiasm for transformational change.

Each Quality Enhancement Project will report progress to the appropriate monitoring body within their own Institution, but also to other Task Groups or committees where appropriate. The outcomes and impacts of each Enhancement Project will also be monitored by the joint group described in Section 2.3.

Links between Quality Enhancement Projects and themes are shown in Appendix 1.

The Quality Enhancement Projects associated with the Learning & Teaching Strategy for 2011/12 - 2013/14, which have been agreed by the two Institutions as part of the process of developing the joint Strategy, are described below:

Assessment and Feedback

General Description:

Assessment and feedback are important because of the comparatively low scores across the sector for 'feedback' in the NSS and more general concerns about assessment and feedback. It is recognised that improving the practices of staff and the perceptions and experiences of students will take time and require the involvement of different groups. Addressing the issues through a Quality Enhancement Project will allow a co-ordinated approach, drawing on the expertise of both Institutions and their academic schools/departments, IT services, staff development units (particularly through PGCertTHE courses), students and others as appropriate.

Particular elements will include:

- e-assessment
- Electronic submission of coursework.
- Audio feedback.
- Questionmark Perception
- Building in opportunities for formative feedback within modules.

The targets set for this Quality Enhancement Project will ensure that priority is given to the assessment/classification of degrees and the feedback given to students on assessed work.

Common Targets

Short Term:

- Review degree classification statistics in terms of (1) trends across years, (2) comparisons across schools/departments, and (3) comparisons with other Universities to ensure that there is relative stability, internal consistency and sector comparability.
- Continue to monitor levels of student satisfaction with 'Assessment and Feedback' in the NSS. All departments/schools will be required, as part of an agreed schedule, to discuss internally with staff and students low scores for assessment and feedback and identify any actions required. This will be overseen at Aberystwyth by the Faculties and Academic Affairs Committee and at Bangor by the Quality Assurance and Validation Task Group.

Medium/Long term:

- Promote innovative and pedagogically-effective practice in e-assessment and feedback through the PGCertTHE.

Aberystwyth Targets:

Short Term:

- Review conventions for undergraduate Honours degrees with the aim of simplifying them where possible and review the impact of the introduction of Must Pass modules for all schemes.

Medium/Long term:

- Investigate the introduction of e-submission of all coursework including the possibilities of e-feedback.

Bangor Targets:

Short term:

- Building on the experience at Aberystwyth, production and dissemination of 'Feedback guides' for staff and students. For staff these will set minimum expectations and provide guidance for providing effective feedback to students. For students these will explain what forms feedback takes, how they will receive it and how they can use it to improve future work.

Medium/Long term:

- Dissemination and uptake of the outcomes of the GWELLA project. The GWELLA project aimed to stimulate new approaches to assessment and feedback/feed forward. Working with academic staff from different disciplines it has introduced and evaluated a range of approaches including on-line formative assessment and audience response systems. A range of case studies have been developed and these will be disseminated via learning technology staff.

Graduate Attributes

General Description:

Both Institutions work with employers, the Wales Employment and Skills Board, Sector Skills Councils, industry and Trade Unions to help deliver the WG agenda for a buoyant economy. The aim is that graduates have the knowledge, skills and insight to enable them to increase their chances of gaining and succeeding in employment, and to ensure employees have fair and equitable access to learning opportunities to develop skills in the workplace, with benefits for themselves, the workforce, communities and the Welsh economy. Employability is an integral component of courses that are focused on professional training such as healthcare, teaching, law and social work. However, other courses should have an embedded employability dimension reflected in learning outcomes and module design.

The Bangor Employability Award (BEA), piloted in 2010/11 in three academic schools, has been developed into a comprehensive approach to enhancing the employability of all students. It combines career development training with reflective practice and the acquisition of transferable skills. As a student-centred scheme, award points can be gained for any extra-curricular activity where students can demonstrate the acquisition of skills transferable to an employment context. In addition, the award encourages students to identify and reflect on the transferable skills used within their degree programme, as well as providing core training in career planning, job application and interview skills. Aberystwyth intends to develop a similar award.

Aberystwyth rolled out an Employability Strategy in 2010/11 following a successful pilot the previous year. 2011/12 will see the roll out of electronic Personal Development Plans (PDPs) for final year undergraduates. First and second year electronic PDPs have been implemented in previous sessions. For six years, the University has been collecting and publishing graduate employability profiles.

Aberystwyth has also been developing the Higher Education Achievement Report, HEAR, an expanded transcript of academic achievement and other achievements to enhance the employability of graduates. This features information on scholarships and prizes as well as executive positions within the Guild of Students.

Particular elements will include:

- Bangor Employability Award
- Links to HEAR

The targets set for this Quality Enhancement Project will ensure that priority is given to the development of careers resources, including e-guidance, and embedding processes to recognise the skills possessed/acquired by students.

Common Targets

- Collaboration to develop a joint approach to online careers resources and e-learning materials.
- Continuing development of work experience opportunities, enterprise skills training and employer-led activities.
- Joint Employability Event (linked to the Aber-Bangor Skills Centre) is being planned
- As part of the Shared Services agenda, develop a regional employer portal (through the CADARN learning portal) which will provide employers with a one stop shop to advertise vacancies and interact with students/graduates via on-line presentations, on-line sector-themed 'chat' facilities and virtual careers fairs. This will provide an excellent opportunity to engage with employers and to 'showcase' our graduates and the various business-support schemes (e.g. GO Wales) that link students/graduates and organisations.

- As part of the Shared Services agenda, develop a regional Welsh-medium portal for employability resources.
- Use data on current and future skills gaps from the Aber-Bangor Skills Centre engaging directly with businesses, SSCs and other organizations.

Aberystwyth Targets:

Short Term:

- Prepare to introduce the HEAR for students from 2011/12.
- Develop a template work experience module based on experience of existing modules, for use by other departments.
- Review central provision of study skills and practices to ensure that this complements and supplements departmental embedded study skills and links to graduate employability, and work on a programme to develop academic writing, digital and information skills.
- The Careers Advisory Service (CAS) will work with the Alumni team and Information Services (IS) to develop an alumni mentoring/work experience scheme to broaden student horizons and opportunities.
- CAS will be working with IS and HR to develop an on-campus employment and work experience scheme to maximise the range, number and visibility of paid work and work experience opportunities within the university.

Medium/Long Term:

- Develop an Aber Award to recognise that extracurricular activity as well as active engagement with, and reflection on, the HE experience to enhance employability. This will link to the HEAR and ESDGC. ESDGC will be addressed through the emphasis placed in the Aber Award on co-curricular and extra-curricular activities. Both the Aber Award and ESDGC elements therein will be recorded in the HEAR. Students will have a record of how they have developed the skills and knowledge to live and work sustainably, in particular displaying community interaction, supporting and enabling others, and producing shared values.
- Continue to work with alumni to set up a wide range of internships for students.
- Review module and scheme approval processes to enhance information on the development of employability characteristics.

Bangor Targets:

Short term:

- Implement the BEA in five more academic schools.
- Develop a range blended-learning sessions for the delivery of the core career development training of the BEA.
- Develop ESDGC, Enterprise and Entrepreneurship elements within the BEA. ESDGC will be addressed through the emphasis placed in the BEA on co-curricular and extra-curricular activities.
- Review Advisory Boards (academic-employer liaison).
- Develop centralised study skills service to provide both central support that students can access directly, as well as working with academic schools to embed skills development within degree programmes.
- Extended Peer Guide scheme to include peer support for academic learning to support students' induction and progression.
- Review current provision for work-based learning to identify good practice.

Medium/Long term:

- Develop and implement Standard Operating Procedures for advisory boards.
- Implement the BEA across all Schools.
- Extend the BEA to all postgraduates, building in progression for students who have followed the BEA during their undergraduate degrees.
- Further develop skills training modules in each School.
- Disseminate good practice in Work-based learning.

Welsh Medium Curriculum

General Description:

Build on the Universities' strong portfolio of Welsh medium courses and modules by developing this provision, in collaboration with Y Coleg Cymraeg Cenedlaethol.

Particular elements will include:

- Links to Y Coleg Cymraeg Cenedlaethol.
- Links to progression and widening access.
- Joint provision and developments including collaborative projects.

The targets set for this Quality Enhancement Project will ensure that priority is given to furthering links to Y Coleg Cymraeg Cenedlaethol, facilitating student engagement with the financial and academic opportunities provided by Y Coleg Cymraeg Cenedlaethol, and improving language skills.

Common Targets:

Short Term:

- Ensure that students are aware of, and pursue, opportunities for financial support and scholarships including Y Coleg Cymraeg Cenedlaethol.
- Strengthen the contributions of the Institutions to the development and activities of Y Coleg Cymraeg Cenedlaethol.
- Development of complementary courses in Celtic Studies.
- Continue to mainstream Welsh in every development to extend the use of technology to enhance learning.

Medium/Long term:

- Integrate the proposed Y Coleg Cymraeg Cenedlaethol language certificate into the Universities' Employability Awards, courses and modules.

Aberystwyth Targets:

Short Term:

- Review Welsh medium degree schemes and modules to ensure that the Welsh-medium element is captured accurately and that the portfolio continues to contain attractive schemes.
- Monitor achievement by Departments of the targets set as part of our work with Y Coleg Cymraeg Cenedlaethol.
- Co-opt a representative of Y Coleg to the Widening Participation Committee.
- Disseminate information across the University about the operation of Y Coleg and invite applications for developments in 2012/13.

Medium/Long term:

- Integrate the proposed Y Coleg Cymraeg Cenedlaethol Language Certificate into the University's Employability Award, courses and modules.
- Continue to set and monitor targets for academic Departments to embed and extend Welsh medium provision.

Bangor Targets:

Short term:

- Develop new courses including:
 - M-Level course on Public Administration.
 - Courses and modules in areas where staff were appointed by funding from Y Coleg Cymraeg Cenedlaethol.
- Develop students' Welsh language skills and ability to access and use Welsh language resources including:
 - Audit of current skills.
 - Extending current skills.
- Develop Welsh medium research activity at Master's and PhD level in pioneering areas of study (e.g. Electronic Engineering).

Medium/Long term:

- Develop new courses through engagement with Y Coleg Cymraeg Cenedlaethol.

Curriculum design and reform of Postgraduate Taught Programmes

General Description:

There is a desire to assess the Universities' PGT portfolio in order to enable them to respond to the changing higher education environment, including changes to the tuition fee regimes, and to create the long term ability to compete in the global market. A key driver is the provision of distinctive programmes that are underpinned by research and/or professional practice, with the ultimate goal of providing students with the opportunity to gain both discipline specific knowledge and the employability skills required to succeed in the work place.

The overarching aim is to ensure a coherent and efficient approach to achieving targeted growth of postgraduate taught provision spanning schools/departments.

Particular elements will include:

- Create a cultural shift where PGT provision is seen as a more fundamental and distinct part of the Universities' core business.
- Develop further specific marketing approaches for the postgraduate portfolio.
- Develop further the Universities' international recruitment, including consideration of collaborative and distance provision.
- Develop further the Universities' Welsh medium recruitment, including part-time provision.
- Secure a reputation for nurturing a high quality experience for PGT students.
- Continue to seek out EU funding to enable widening access students to access postgraduate study opportunities.

The targets set for this Quality Enhancement Project will ensure that priority is given to reviewing the curriculum and increasing the number of PGT students.

Common Targets:

- Increase the number of PGT students by developing a PGT portfolio that is aligned with schools'/departments' research strengths and/or professional practice and where there is a definite market and/or successful recruitment.
- Disseminate the 2011 Postgraduate Student Experience Survey results in order to further inform the development of PGT programmes.

Aberystwyth Targets:

Short term:

- Assessing areas where expansion of PGT numbers can take place in terms both of subject areas and modes of delivery, linked to the International Strategy.

Medium Term:

- Review the structure and delivery of PGT courses with the aim of standardising to facilitate interdisciplinary degrees.

Bangor Targets:

Short term:

- All Schools and/or Colleges to have a PGT strategy and action plan in line with the University's PGT strategy.

Medium/Long term:

- All new PGT programmes to be fit for purpose and contemporary, with links to graduate careers and employer engagement.

Technology Enhanced Learning

General Description:

Maintain impetus in the dissemination of good practice and encourage innovative use of technology to enhance learning and teaching, taking account of the HEFCW's review of the implementation of Enhancing Learning Through Technology strategies in Wales. The GWELLA projects at each Institution introduced significant enhancements which will continue to be a key part of the learning and teaching environment at both Institutions. Technology enhanced learning is a major contributor to providing an accessible curriculum to a range of widening access students and therefore has a key role in promoting inclusivity. Staff will continue to be able to bid for funding for technology led projects.

Particular elements will include:

- Pedagogically effective use of lecture capture.
- Blended Learning.
- Mobile delivery of learning.
- Learning styles.
- Assessment tools.
- Formative feedback.
- Media-rich teaching, where appropriate.

The targets set for this Quality Enhancement Project will ensure that priority is given to spreading and further embedding the use of new learning technologies including lecture capture, and identifying the pedagogic innovation made possible by new technologies.

Common Targets:

Short term:

- Continue the peer-led dissemination of good practice and investigate opportunities for cross-Institutional activities.
- Develop pedagogically sound models of collaborative working building on the experience of the North and Mid-Wales Centre for Teacher Education and Welsh medium teaching.
- Make use of staff development, specifically the PGCertTHE, to promote and develop the pedagogically-sound integration of technology into learning.
- Continue to develop the use of lecture capture in a targeted fashion based on analysis of where it can most benefit students.

Medium/Long term:

- Understand students' use of mobile technologies and investigate mobile applications including those available via Blackboard.
- Upgrade key teaching spaces and to bring them fully into line with recent developments in lecture theatres and teaching laboratories across the HE sector. Upgrades to centrally timetabled teaching rooms will enable a greater variety of teaching spaces, allowing more collaborative and group learning.
- Develop additional learning spaces on campus to allow for more informal and flexible learning, including self-motivated small group work, and to ensure that these spaces meet student need.
- Explore standardized approaches for evaluating the effectiveness of technology use.

Aberystwyth Targets:

Short term:

- As discussed under assessment and feedback, investigate e-submission of all coursework.
- Establish a minimum presence on Blackboard for all modules with a gradual increase in required information on an annual basis.
- Use the AU student Technology-enhanced Learning Survey as evidence for future developments aiming to enhance learning.
- Obtain student feedback on new learner technologies using a pilot 'technology enhanced learning student user group'.

Bangor Targets:

Short term:

- Prepare advanced case studies, including staff/student evaluation, at programme and module level, on effective and holistic use of technology.
- Evaluate advanced e-assessment techniques.
- Initiate a pilot project to digitise selected reading list material in support of the new London-based Banking Programme within the Business School. The project will operate within the CLA licensing terms and establish and test workflows with the stakeholder community to deliver the materials via the University's virtual learning environment, Blackboard. The project will be used as a pilot to establish the feasibility and sustainability of future digitisation programmes for similar materials across other subject areas in the University.

Internationalisation of the Curriculum

General Description:

The aims are (1) to review existing provision to establish its relevance for international students and identify new programmes that would fit with the Institutions' strategic directions and relate to changes in the market and recruitment trends and (2) to review the relevance of programmes for UK students with regard to international employability, inter-cultural awareness and international perspectives.

Particular elements will include:

- Internationalisation of curriculum.
- Study abroad placements including Widening Access students.
- Promoting Modern Language training for UK students.
- Integration of International students.
- ESDGC

The targets set for this Quality Enhancement Project will ensure that priority is given to reviewing the curriculum, supporting language skills development and encouraging outward mobility.

Common Targets:

Short term:

- Increase applications from high quality international students to full-time UG and PG courses.

Aberystwyth Targets:

Short term:

- Review the available English Language and Study skills support to ensure that it can deliver flexible and appropriate support to an increasingly number of international students.

Medium Term:

- Develop a Signpost PLUS mentoring scheme to assist those from a Widening Access background to take advantage of exchange programmes and European Languages study schemes.

Bangor Targets:

Short term:

- Audit of current curriculum provision.
- Produce Study Abroad Strategy.

Medium Term:

- Set annual targets (starting in 2012/13) for the number of students engaged in study abroad.

Student Representation and Experience

General Description:

Ensure that the University has open channels for communication with students with representation at course, School/Department/Faculty and central level. To ensure that student feedback on the learning experience is incorporated in the routine evaluation, planning and responsive development of academic provision. The course representative system will continue to be strengthened and embedded throughout the Universities.

Particular elements will include:

- Considering a joint appointment of a 'Representation and Experience Coordinator' based on Aberystwyth's experience.
- Engagement with Higher Education Academy's 'development themes' - namely Students as Partners, Learning in Employment and Learning for Employment (linked to work on Graduate Attributes).

The targets set for this Quality Enhancement Project will ensure that priority is given to facilitating student engagement with quality assurance and enhancement, and to improving student experience, retention, achievement and employability.

Common Targets:

Short term:

- Pursue collaborative opportunities for work experience and work-based learning within the universities and beyond. This will involve engaging with local communities and employers and working with and alongside internal academics and practitioners to develop units of accredited learning specifically needed in the region but which importantly offer both stand-alone achievement and the progression to full academic awards. The work-related modules will appeal to a wide range of individuals and a wide range of social and economic and cultural needs.

Medium-Long term:

- Principles of inclusive design will be incorporated during course development and validation through consultation with Student Support who will provide guidance on writing inclusive learning outcomes, course descriptions and offering a range of non-discriminatory assessment options.

Aberystwyth Targets:

Short term:

- Evaluate the annual report submitted by the Guild of Students to identify agreed enhancement actions as well as embedding the report within Aberystwyth's processes.
- Continue to embed the course representative coordinator and course reps council.
- Work with the Guild to ensure maximum student participation in the 2012 NSS.
- Make external examiners' reports available to all students.

Medium term:

- Repeat the AU student Technology-enhanced Learning Survey in order to measure progress and identify emerging student needs.

Bangor Targets:

Short term:

- Ensure that learning materials are accessible and user-friendly through the adoption of a standard 'clear print' template.
- Ensure that all Schools embed a comprehensive course representation system.
- Provide induction, training and on-going support for course representatives and monitor their effectiveness.
- As part of the Internal Quality Audit process, request students to provide their own written submission alongside the self-evaluation document that Schools are required to provide.
- Require Schools to prepare, communicate to students and implement a centrally-agreed Action Plan to improve their NSS scores.
- Develop action plan to implement Student Experience Enhancement Strategy.

Medium-Long term:

- Pursue an enhanced blended provision through the development of e-learning alongside, and complemented with, face to face and or distance learning materials and support.
- Evaluate the implementation of the course representation system across the University.
- Website for feedback on staff-student committees etc.
- Review involvement of students in course development, validation and re-validation with a view to identifying when and how they can most effectively provide inputs into these processes.
- Introduce a University-wide survey similar to the NSS for year 1 and 2 students.

Recognising and Rewarding Teaching Excellence

General Description:

Build on the existing Teaching Excellence/Fellowship and CPD schemes and link these to HEA accreditation and the National Teaching Fellowships.

Particular elements will include:

- Encourage a holistic CPD Framework that engages with progression routes through the relevant UK standards for all academic and academic related roles.
- Working towards CPD Framework Accreditation with the Higher Education Academy.

The targets set for this Quality Enhancement Project will ensure that priority is given to aligning the institutions' CPD and teaching award schemes to National Frameworks and to further enhancement of the PGCertTHE.

Common Targets:

Short term:

- Review CPD provision in light of the UK Professional Standards Framework for Teaching and Support of Learning in Higher Education (UKPSF) and, wherever feasible, align across both Institutions.

Medium Term:

- Gain HEA accreditation for the CPD Framework.

Aberystwyth Targets:

Short term:

- Secure HEA re-accreditation of the PGCertTHE programme for staff new to teaching.
- Embed new development and performance review system for all staff.
- Provide accredited training for postgraduate teaching assistants.
- Align local teaching fellowships with the National Teaching Fellowship scheme and the revised UKPSF.
- Review all learning and teaching development provision, with a view to alignment with the revised UKPSF.
- Make use of the Aberystwyth Teaching Excellence Academy to better promote and share best practice within the Institution and to collaborate with the equivalent group at Bangor to share practice across Institutions.

Medium Term:

- Review peer observation of teaching model.

Bangor Targets:

Short term:

- Facilitate wider staff engagement with CPD by developing the existing PGCertTHE towards a model of Academic Practice.
- Build on the Bangor Teaching Fellowship scheme and review alignment with sector-wide accreditation schemes, the Bangor CPD Framework for Academic Development, and the internal promotion framework.
- Develop networks of staff development activity through the Academy of Teaching Fellows to disseminate effective strategies for integrating teaching and research across disciplines.

Medium-Long term:

- New Bangor staff with a teaching or learning support role to have completed an appropriate and approved teaching qualification or its equivalent.
- Bangor staff with a teaching/learning support role to be engaging with appropriate CPD as identified with line managers during Performance Development Reviews.
- Explore ways in which explicit, innovative and coherent approaches to integrating teaching and research may be put in place.

5.4 Themes

The themes that underpin the Learning & Teaching Strategy are grouped under 3 headings, widening access, student experience and skills. These are 3 of the 5 key themes identified in HEFCW's Corporate Strategy 2010/11 – 2012/13. The other themes are knowledge transfer and research.

A. Widening Access

Inclusivity and equality: The Universities aim to attract, without barriers, the widest spectrum of students. It is important to embed the Universities' policies and ensure consistency of implementation.

Widening participation: Ensure that the Universities cater for students from all backgrounds, with particular emphasis on Communities First areas.

Recognition of prior learning and experience: Ensure that prior learning and experience are appropriately recognised and accepted as an entry criterion and/or are rewarded by University credits.

Collaboration between HE and FE (inc. Foundation Degrees and Progression): Ensure that links with FE permit the development of collaborative and validated programmes, particularly focused on Foundation Degrees and progression from FE to HE.

Curriculum design (inc. Programme and subject reviews): Ensure that the suite of programmes is inclusive and fit for purpose and contemporary, both in terms of its link to graduate careers and employer engagement

Flexibility of learning: Ensure that the University's programmes permit flexible learning opportunities, facilitating distance learning, part-time learning and short-time completion, adult community learning and accrediting small amounts of learning.

Regional/local provision: Ensure that the University's programmes cater for regional and local needs, particularly in relation to the graduate attributes required by local employers.

Retention: Ensure that students are encouraged and supported so that they are offered every opportunity to successfully complete their chosen programmes.

B. Student Experience

Degree classification and achievement: Maintain an ongoing scrutiny of student achievement to ensure that the Universities' standards are comparable to National standards and informed by recent debate.

Individualisation of the curriculum: Ensure a degree of individualisation of the curriculum through personal contact in seminars, tutorials, laboratory classes, fieldwork, problem-solving activities and placements, and where appropriate with support from Learner Support Services. Students have different learning styles and learning needs, and that different lecturers within the same programme teach and assess in varied ways. Thus variety of approach to the curriculum is foundational to our principles and practices, combining pedagogic diversity with awareness that students are individual learners and not just a class.

Research Informed Teaching: Ensure that students experience learning through, and about, research and inquiry. Students should be exposed to research, in a way informed by pedagogical scholarship; that will educate them in investigative skills that prepare them for their future; and give them the opportunity to engage in research themselves.

Student participation in quality assurance and quality enhancement: Continue to develop the role of students in QA procedures including internal audits. Ensure that student feedback on courses and modules is properly addressed in annual monitoring processes.

Increasing Student Satisfaction in Learning and Teaching (inc. NSS): Central monitoring of NSS results with on-going dialogue with schools to respond to weaknesses and build on strengths. In the NSS, overall satisfaction with teaching and learning at both Universities is high. However, levels of satisfaction vary and hence current efforts are directed towards improving satisfaction in those schools and aspects of the survey in which levels of satisfaction are low.

Provision of Public Information (inc. course information & costs of studying): Ensure that University had defined and robust systems to make sure that information about courses and costs of studying are comprehensive and accurate. This theme will be addressed formally as part of the requirements for KIS, which will involve the publication of information sets on their web-sites from September 2012.

C. Skills

Acquisition of skills: Ensure that students, particularly in the first year, are equipped with skills for HE study and that on-going skills development reflects discipline and employer requirements. To support all students in the transition to HE from previous educational settings, develop resources and training for the acquisition of the skills for independent learning at degree level, both centrally and through academic Schools/Departments.

Work-based learning: Ensure that the University offers opportunities, through flexible provision, for learning whilst in employment and for future employment.

Education for sustainable development and global citizenship: Ensure that the University's programmes address the need for students to engage with the globally important issues surrounding sustainability and citizenship; but also with an appreciation of how these principles can be applied in regional and local settings.

5.5 Links between Enhancement Projects and Themes

The Enhancement Projects provide a focus for activities and a means by which the themes, as described in Section 5.4, will be addressed. This approach ensures that the themes and Enhancement projects are interwoven, so that the themes are pursued in the context of a strategic and holistic approach, rather than as individual and unrelated strands.

The links between Enhancement Projects and themes are shown in Appendix 1.

6 WIDENING ACCESS STRATEGY 2011/12 TO 2013/14

The Welsh Government's 'For Our Future: the 21st Century Higher Education Strategy and Plan for Wales' (November 2009) indicated that Welsh Universities should "*help narrow the gap in opportunities which might otherwise exist to differences in wealth, geography or background*" (page 1). Based on the two pillars of social justice and supporting a buoyant economy, universities are asked to reconsider their current policies such as part-time study, systematic progression pathways from post-16 learning, closer links with the workplace, collaborative regional partnerships in particular with Further Education as part of the Transformation Agenda, greater use of accreditation of prior learning, Foundation Degrees, more work-based learning, community regeneration and workforce development.

In particular, paragraph 44 (page 12) indicates that: "*we expect to see a co-ordinated and collaborative approach to tackling the challenge of low participation*"; while paragraph 54 (page 15) indicates that WG will renew their approach to widening access to higher education by ensuring a "*continued and concerted approach to supporting those who face the highest barriers to discovering unlocking their potential. ... we expect a renewed widening access strategy in 2010 to include stronger focus on helping those who access higher education to successfully complete their learning objectives*".

In the HEFCW 'Corporate Strategy 2010/11 – 2012/13', one of the five key themes is Widening Access, with ensuring "*equity, opportunity and success in higher education*" highlighted. The strategy includes encouraging "*higher education providers to improve the evidence base, including data collection, to inform their strategies and to demonstrate impact and success. There will be a particular emphasis on part-time (including innovative approaches to flexible and work-based) provision, fair access, including access to the professions, and retention - with an emphasis on helping students to complete their learning objectives successfully*" (p.9). One outcome of the Widening Access strategy is seen by HEFCW as raising the number of HE Welsh domiciled students in Communities First Areas by 10%. A second outcome is defined as a 2.7% rise in module completion rates in Welsh HE.

SECTION A

A.1 Mission and Purpose

Widening Access to higher education at Aberystwyth and Bangor is fundamental to the Universities' aims and forms part of their mission statements:

Aberystwyth University's mission is to continue to be an internationally competitive teaching and research University which addresses global challenges and is responsive to the needs of the local community, of Wales and of the wider world. In order to deliver its mission to the University aims to:

- Provide students with learning opportunities of the highest quality and offer a distinctive environment for study.
- Respond to the changing needs of society for skilled, educated and employable graduates.
- Produce high quality research which is internationally acknowledged, responding to intellectual, cultural, social and economic needs.
- Work in partnership to serve the community, the UK, Europe and the wider world.
- Play a full part in the social, cultural and economic development of Wales, including support for the Welsh language.

Bangor University's mission is to be a leading research-led University with an international reputation for teaching and research, that fosters the intellectual and personal development of its students and staff, provides a supportive multicultural environment, promotes widening access and inclusiveness, and supports the economic, social and cultural well-being of Wales

and the wider community it serves. Bangor University will be recognised regionally, nationally and internationally as a centre of excellence for a varied portfolio of academic programmes and for the high quality of the experience it provides for its students.

Widening Access can contribute to developing a buoyant economy and to the health of a sustainable Wales by ensuring social justice for potential and existing students. For Aberystwyth and Bangor, this is not new. The Universities' histories display a unique link to their local communities.

The establishment of Aberystwyth University was brought about by the raising of funds by both public and private subscription from the 1850s onwards, organised through 5 regional committees. The long history of Wales' oldest University institution started in 1872 and from the start it offered a wide range of subjects to a wide range of students, with a significant contribution to the education of women, being one of the first institutions to admit female students in 1884. Community engagement has been a key feature over the whole period.

Funds were also raised by public subscription to establish a University in Bangor, and an important factor in the University's foundation was the voluntary contributions made by many local people, including farmers and quarrymen, from their weekly wages. In this sense, the local community helped create economic buoyancy and social justice for the area by establishing the University. In turn, the University continues to contribute to economic buoyancy and social justice for the area by its Widening Access strategy.

A.2 Strategic Aims and Objectives

The Widening Access strategy for 2011/12 to 2013/14 is based the following aims. These aims are then translated into actions with associated impact measures and targets.

The overarching Widening Access aims are:

1. To raise aspirations and to improve attainment, in order to support Fair Admissions to Higher Education.
2. To maximise the effectiveness of transition and induction, and maximise retention and student success.
3. Widening access to higher level skills and employability
4. Integrating with the Universities equality and diversity agenda.
5. Fostering excellent collaboration and partnerships.
6. To support the Widening Access Strategy agenda of Y Coleg Cymraeg Cenedlaethol and progression to Welsh medium HE programmes and modules.
7. To articulate with the skills needs of employers in the region and aid workforce development in close collaboration with Reaching Wider.

These seven aims have been translated into actions as described in Section C.

A.3 Rationale for the Widening Access Strategy

The seven aims described in Section A.2:

- Derive from the Universities' mission statements.
- Build on successful actions in the 2007/08 – 2010/11 period.
- Respond constructively to
 - 'For Our Future: the 21st Century Higher Education Strategy and Plan for Wales'
 - HEFCW's Corporate Strategy
 - HEFCW's 'Strategic Approach and Plan for Widening Access to Higher Education' (October 2010)
 - HEFCW Circulars on L&T and Widening Access Strategies
 - Other documentation listed in Section 4.

The aims also derive from dedicated sessions of Bangor University's Widening Access Executive Group which took a fresh and critical look at its previous strategy, brainstormed for innovative ideas, sought to enhance actions that had been successful, and outlined a strategy that was aspirational, action-oriented and that represented a revitalization of the University's widening access vision and mission. At Aberystwyth, the Widening Participation Committee has provided a strong lead in determining the strategy with key input from the major institutional areas represented on that group. The vision has an emphasis on social justice and a buoyant economy and has been built on previously successful programmes viewed with a critical eye, combined with response to new and pressing areas in the changing HE arena. A review of the Committee scope, membership and frequency of meeting is part of this strategy, in order to ensure that all stakeholders are included and that it is aligned with the HE priorities.

Aberystwyth and Bangor share a common vision, developed in both Institutions' mission statements and strategic plans. That vision is for inclusive participation as a vital component of both social justice and economic buoyancy. The Universities will provide the process and context for successful entry and participation in higher education to everyone who can benefit from it, with particular attention to those for whom such participation in previous decades would have been unlikely or even impossible. This will be facilitated by community and school liaison outreach and in-reach activities, targeted widening access outreach and in-reach activities, admissions policies, induction events, curriculum design, teaching and learning, pastoral care and actions to ensure retention and attainment.

Thus the drive and ambition in our Widening Access strategy is inspired by a belief that there continues to be unjust discrepancies in the regional take-up of higher education opportunities between different social and protected groups (e.g. socio-economic class, age, disability, gender, gender reassignment, race, religion, sexual orientation). The under-representation from particular groups in Wales relates to social issues of equity, access, employment and social inclusion, and takes account of the Welsh Child Poverty Strategy, 2011, which states that "*Addressing poverty and inequality among children and young people is crucial to giving them the opportunity to make the most of their lives.*" The Widening Access strategy places strong emphasis on raising aspirations, addressing one of the key elements of the Welsh Child Poverty Strategy. This will be achieved by engaging with under-represented groups and areas of economic deprivation, including Communities First. It will also be facilitated by activities, as part of a regional strategy, to strengthen links between HE and FE.

In particular, we are aware of the specific groups mentioned in the Welsh Government Sponsored Bodies (WGSBs) recent work (July 2011) towards the drafting of the 2012 Child Poverty Strategy.

A.4 Regional Strategy Developments

Our aims relate appropriately to the geographical, economic, social, linguistic and cultural context of North and Mid-Wales. This includes integration with recent initiatives: for example, regionalisation, the higher skills agenda, Y Coleg Cymraeg Cenedlaethol, and improving student employability. We are mindful of our locations in a dispersed rural area, and of the need to offer higher education opportunities in varied economic, social and linguistic communities. Such communities often contain a strong Welsh language and cultural presence to which we respond steadfastly. These are significant features of the Universities' roles in community regeneration and economic development particularly of rural areas.

The Universities seek to respond to the needs of their respective communities through lifelong learning opportunities, part-time courses, and relationships with local employers and Forums, playing an active a role in workforce development. Developing and strengthening links with employers is part of the Institutions' mission, and the close partnership with Reaching Wider and Further Education Colleges is essential to integrate at strategic and implementation levels.

The new North and Mid-Wales regionalisation strategy (CADARN) defines the relationship with FE partners, 14-19 providers, progression, Foundation degrees and rationalisation of the curriculum to achieve the aims, as specified in HEFCW circulars, of increasing collaboration between regional partners and of "*avoiding nugatory duplication*". The North and Mid-Wales regionalisation document provides details of learner demand and labour market information. The Joint L&T/WA Strategy is directly linked to CADARN. The group that co-ordinated the development of the Strategy is a sub-group within the committee structure of CADARN. Because of this link, the Strategy addresses regional demand and developments, including progression and Foundation Degrees; co-ordinated Widening Access including activities that complement those of Reaching Wider; Welsh medium education; pre-entry and post-entry advice, guidance and support; and links to external partners including Y Coleg Cymraeg Cenedlaethol, Careers Wales, employers and Communities First.

There is also the context of the Bangor Pontio Project. Part of its mission is "*building bridges – to bring together the University and the wider community, using arts, sciences and exciting new combinations of them both. The project is ambitious and iconic, and we believe it will have a transformative effect on all the people it touches ... providing new impetus to the growth of the North Wales economy. ... It will draw the surrounding community into the University, making it accessible both physically and psychologically to people of all ages and backgrounds so that, among other things, we promote access to higher education among those from low participation groups.*"

At Aberystwyth, the Institute of Biological and Environmental and Rural Sciences (IBERS) has a major impact on the region, while its mission is local, national and international. IBERS has a suite of Widening Access provision (an innovative foundation year scheme as well as Foundation Degrees) and franchised HND provision that are relevant to the needs of the local economy and meet local demand. It is imperative that local and regional communities are able to engage with the issues arising from IBERS research. IBERS research will be communicated to learners in the community in meaningful and accessible formats through Science Circuit and other outreach modes.

Aberystwyth and Bangor will work with regional education institutions, community groups and other stakeholders, as well as national organisations to raise expectations, increase achievements and promote employability among those from under-represented social groups. We will help to prepare them to seek entry, and if admitted, to experience high quality higher education. A successful university experience for students implies not only academic success, the opportunity for advanced and postgraduate study, and opportunities to continue to learn throughout their lives, but also links with employment and the economy. In an era of regionalisation, we will play our part in developing a stronger North and Mid-Wales approach to widening access. This vision is shared and supported by the new North and Mid-Wales Reaching Wider Partnership, of which Bangor University is now the lead partner and continues the work of the Mid and West Wales Reaching Wider Partnership.

Joint meetings and transition to the wider regional Partnership during 2011 has meant a stronger collaboration in the context of HE Regionalisation, leading to full integration of the Partnership for 2011/12 and onwards. This wider Partnership's purpose is to increase participation in Higher Education by people from Communities First and other under-represented and targeted groups in Wales by raising aspirations, increasing skill levels and attainment, and creating new study opportunities and learning pathways to higher education.

Aberystwyth and Bangor will encourage participation by people from Communities First by raising awareness of HE, raising expectations, providing flexible entry and progression routes, and by supporting students. The Widening Access Strategy includes specific targets related to increasing participation by people from Communities First. Actions related to Communities First will be facilitated by active links within the regional strategy, with the Reaching Wider Partnership and with Communities First Partnerships.

A.5 Reaching Wider Partnership

The West and Mid-Wales Reaching Wider Partnership has worked collaboratively with HE and FE institutions, together with schools and other 14-19 providers in the region, as well as third sector and other local institutions and education and training partners since 2002/03. During this time it has been responsible for the increased level of participation from widening access groups and in particular those from Communities First backgrounds. It has provided a continuum of support and intervention from Primary through to Year 13 and beyond for those from the target groups.

For the last seven years, the North Wales Reaching Wider Partnership has been responsible, through collaboration, for the development of innovative progression routes to higher education. Each partner has worked to its strength, which has resulted in projects that have been greater than the sum of their parts. A partnership approach has evolved through the years and this has (within partnership activity) eradicated duplication and unhelpful competition. It has creatively and efficiently achieved that which will be expected of the new regional partnerships, namely:

- Better identification and matching of regional need against provision.
- Eradication of unnecessary competition and duplication.
- Opportunities for opening access and progression into HE through increasing coordinated provision of higher education programmes in school, community, workplace and further education venues.
- A coordinated FE and HE approach to employer responsiveness.
- Provision of workforce development.

The Strategy for the North and Mid Wales Reaching Wider Partnership is in the process of being finalized (submission date extended to 31 August 2011) and Bangor (as lead partner for administrative purposes) and other partners and stakeholders will be involved in this process. The final document will complement Institutional WA strategies and articulate with them.

A.6 The Management of Widening Access

The HEA review of Widening Access Strategies highlighted the importance of a whole institution approach with recommendations that included:

- Senior management leadership to promote cultural change.
- Working with staff to integrate widening access and equality.
- Collecting and monitoring widening access data to inform planning and development.
- Using data to evaluate impact.
- Providing sustained opportunities for listening to the student voice.

At Aberystwyth, the Widening Participation Committee is Chaired by the Pro Vice-Chancellor (Learning and Teaching and the Student Experience) who also Chaired the Mid- and West-Wales Reaching Wider Partnership, leading to alignment and avoidance of duplication. This Committee has good cross Institutional involvements from all levels reports directly to the Senate of the University and oversees the strategic development of the Institution's widening participation and social inclusion policies, in particular the Institution's Widening Access Strategy. It monitors performance and disseminates best practice. The Committee has good cross-Institutional involvement at the highest levels (see section B.2 for the composition).

At Bangor, there is a strong senior manager responsibility and leadership for Widening Access. The ultimate ownership of Widening Access strategy lies with the University's Executive (chaired by the Vice-Chancellor) which defines, helps to develop and agrees major strategic and financial decisions. The University's Widening Access Executive Group (see

section B.2 for the composition) implements, monitors and manages widening access activity. This Executive Group reports to the Teaching and Learning Task Group, which enables integration of the strategy into the larger teaching and learning strategy, is consulted on key strategic decisions, and helps communicate Widening Access strategies to all Schools and Colleges. The link between these three groups is the Pro Vice-Chancellor (Teaching and Learning) whose remit includes Widening Participation.

A.7 Structures for the relationship between Widening Access and Equality / Diversity / Admissions.

Synergy between Widening Access, equality/diversity and admissions is achieved by cross-representation on the key groups and committees that oversee these areas.

Aberystwyth:

The Centre for Widening Participation and Social Inclusion at Aberystwyth University sits within Recruitment and Admissions and the manager reports directly to the Director of Recruitment and Admissions, who sits on the Equal Opportunities Committee, representing student issues. The Projects' Co-ordinator sits on the Equality and Access Forum and works closely with Student Support Services colleagues as well as the Deans of Faculty.

Bangor:

The Pro Vice-Chancellor (T&L) chairs the Teaching & Learning Task Group, the Executive Widening Access Group and the Executive Recruitment & Admissions Group.

SECTION B

B.1 Enhancing our Strategy from the 2007/08 – 2010/11 period

At Aberystwyth, the Widening Participation Committee has supported the continuance of effective programmes, with critical review, and since the last strategy period has:

- Recommended and implemented improvements and changes in the areas of data collection and monitoring.
- Set clear and measurable targets.
- Engaged with departments to improve their work with targeted groups.
- Worked with the Arts Centre to improve access and equality of opportunity.
- Supported the extensive Bursary and Scholarship programme (including the generous support package and Looked After Children Bursary).
- Adopted targeted support for widening access students and supported and promoted the extension of the Fforddbyn/Signpost mentoring scheme more widely.
- Worked with Y Coleg Cymraeg Cenedlaethol to widen opportunities for Welsh medium study.

At Bangor, analysis of previous performance and achievements by the University's Widening Access Executive Group suggested that enhancements were possible in the following areas:

- Better quality data on which to make evidence-based decisions.
- More emphasis on impact.
- Clearer target setting that is based on actions and outcomes and less on process.
- The need for qualitative as well as quantitative evaluation of actions.
- Working closely with Y Coleg Cymraeg Cenedlaethol.
- To improve study skills, re-consider the availability of Study Support information and consider the use of Peer Guides in peer academic support.
- Dedicating more resources to pastoral support/counselling of those in WA groups.

B.2 Alignment of Widening Access with related University Policies

The composition of the Widening Participation Committee at Aberystwyth ensures a co-ordinated approach with the key Institutional departments and services, and is as follows:

- Pro Vice-Chancellor (Learning and Teaching and the Student Experience) in the Chair.
- Head of the School of Education and Lifelong Learning or his/her representative.
- Director of Recruitment and Admissions.
- Director of Student Support.
- Director of Information Services.
- Representative from the Learner Support Centre.
- Co-ordinator of the Centre for the Development of Staff and Academic Practice.
- Director of the Arts Centre or his/her representative.
- The Dean from each Faculty.
- Chair of the School of Welsh-medium Studies or his/her representative.
- The Director of the Reaching Wider Partnership.
- The Projects Co-ordinator for the Centre for Widening Participation & Social Inclusion.
- A representative from the Guild of Students.
- Up to 3 co-opted members (one of whom has been the Equalities Adviser, HR).

At Bangor, alignment of Widening Access with related University policies is achieved by a management structure that ensures a coordinated approach. This is achieved by the responsibilities of the Pro Vice-Chancellor (Teaching & Learning) and by channelling Widening Access issues through the Teaching & Learning Task Group. The Widening Access Executive Group (the group that coordinates all operational matters) is built around key staff from different services in the University:

- Director of Student Services who has responsibility for Disability, Equality, Employability and many aspects of the student experience.
- Director of Recruitment and Marketing who leads the Talent Opportunities Programme (TOP) initiative, schools liaison and widening access events for schools in the University.
- Director of Reaching Wider and a senior member of the School of Lifelong Learning who has responsibility for delivering Study Skills Support and ensures alignment with part-time provision in that School and outreach.
- The President of the Students' Union and the Vice President for Education and Welfare ensure a strong student presence and input.
- Pro Vice-Chancellor (Teaching & Learning) with responsibility for recruitment, admissions, retention, the student experience, teaching and learning and internationalisation.

B.3 The Relationship between Widening Access and Marketing and Recruitment

Widening Access in the Alliance is a core activity and benefits from a close relationship with the Recruitment & Admissions Departments, including Schools Liaison colleagues who work with different but complementary target groups. Whilst both areas of work seek to promote HE and raise aspirations, widening participation activity targets a wider age group (primary and up) and focuses on raising attainment in targeted schools and colleges. There is a dedicated Schools Liaison officer in both Institutions with a discrete remit for Communities First areas who will work closely with colleagues in WP to share information and avoid duplication.

There is also an effective working relationship with the wider Marketing Team and includes the provision of materials, web page CMS support and design input for promotional materials, advertising and educational information. All of these are produced bilingually in accordance with the Welsh Language policies, and the Widening Access perspective is brought to bear on mainstream materials.

B.4 Key Target Groups

The key target groups are:

- (a) Pre Entry

The entire 'Applicant Journey' is now recognised widely as integral to the Student Experience and the protected groups and part-time students are targeted and supported at the Pre-Entry stage. The Strategy places emphasis on direct engagement with potential and successful applicants pre-entry with activities that include support, advice and guidance; taster sessions and summer schools; work with parents, carers and schools; pre-entry induction events; and targeted activities with underrepresented groups such as care leavers and Communities First.
- (b) Entry

Students from Communities First areas, those from other areas with relative economic deprivation, those with disabilities, those from protected groups, those coming from care, Welsh speaking students, part-time students, FE and other 14-19 students on progression routes, and refugees/asylum seekers.
- (c) Transition and Induction

Target groups (as defined in (b) above), as well as local students who will be living at home (including mature age students, with or without children / other family responsibilities), part-time students, and other identified vulnerable groups.

- (d) Retention and success
Students from Communities First areas, those from other areas with economic disadvantage, those who need greater emotional support, pastoral care or counselling, those from a public care background, part-time students, and students needing extra academic/study skills support for a variety of reasons.
- (e) Post-graduation
Additional support is often required for those from Widening Access backgrounds in order to access equality of opportunity both to and in the workplace.
- (f) Equality and Disability
This is a cross-cutting theme for all groups and encompasses those students detailed above, with specific reference to the Single Equality scheme. This Scheme builds on the three former equality schemes for gender, race and disability. It also focuses on the additional strands of religion and belief /non-belief, age, sexual orientation and transgender issues.

B.5 Measures of Success

Monitoring and Evaluation

- (a) Evaluation Monitoring of the Actions

The Universities will trial a 'traffic light' system of monitoring each of the Actions with responsibility. There will be immediate intervention when an evaluation of any of the actions reaches the 'traffic light' of red.
Green = Action at least satisfactory
Orange = Action at risk and monitored more closely
Red = Action needing intervention and enhancement
- (b) Quantitative Monitoring
Statistically monitoring the application and admission rates for geographical origin, gender, disability, ethnicity, care leavers, language and age on a yearly basis, and take immediate actions when proportions are regarded as below externally or internally defined appropriate levels and benchmarks. 'Geographical origin' will include data on areas of relative economic deprivation.
- (c) Outcomes at module and degree level
At Bangor, use of the ARQUE statistical program and Banner analyses to monitor (a) successful module completions by gender, language, coursework / examinations, and (b) degree results for entry grades, gender, course / School / discipline. At Aberystwyth, scrutiny is through the AStRA system supplemented by a dedicated statistician and data analyst. Analysis includes reports on applications, offers, enrolment and retention/non-retention by targeted criteria.

Impact Measurement

The measures listed below relate to 'For Our Future: the 21st Century Higher Education Strategy and Plan for Wales'. The relationship between the Actions and the impact measures will be complex, not necessarily causal, and context bound. The impact measures will have multiple and interacting influences and causes. Thus, the Actions are regarded as creating the essential ingredients and environment to create the process by which the impacts can occur. Such impacts will be affected by influences that are external to the Universities: economic, political, social, cultural, linguistic. Nevertheless, we recognise that the Universities play a major role alongside other stakeholders in delivering these impacts.

The table below provides a matrix of performance indicators derived from HESA data in order to establish baselines and enable monitoring of improvements in performance.

Matrix of performance indicators derived from HESA data.

		Aberystwyth University	Bangor University	Wales Institutions
HESA Student Records for Wales 2008/09				
Communities First as % of Welsh Domiciled Students		12.7%	8.9%	15.7%
Full-Time First Degree Entrants HESA 2008/09				
Non-Continuation - Young Entrants		5.1%	5.9%	6.1%
	Benchmark	6.5%	7.4%	
Non-Continuation - Mature Entrants		11.2%	9.2%	11.9%
	Benchmark	13.9%	12.7%	
Non-Continuation - All Entrants		5.6%	6.7%	7.4%
	Benchmark	7.1%	8.6%	
Full-Time First Degree Students HESA 2009/10				
Low Participation - POLAR2 data		9.3%	9.9%	9.8%
	Benchmark	11.0%	12.1%	
NS Socio-Economic Classification				
Classes 4, 5, 6, 7		29.8%	31.8%	30.2%
	Benchmark	31.5%	32.9%	
All HE Students HESA 2009/10				
Male		46.1%	42.3%	46.5%
20 and under		50.7%	43.1%	38.0%
21-24		19.6%	21.3%	24.8%
25-29		7.0%	9.1%	11.8%
30 and over		22.7%	26.5%	25.4%
Known Disability		9.4%	8.6%	8.2%
HEFCW 2011/12				
Communities First as % of total students		6.0%	4.5%	10.8%
Low Participation as % of total students		19.5%	25.0%	29.9%
Assembly Learning Grants as % of total students		8.4%	11.9%	11.5%
Communities First, Low Participation, ALG Total		33.9%	41.4%	52.2%

Author: Jan Howard - Data Analyst, Recruitment and Admissions, Aberystwyth University (July 2011)

Common Impact Measures

1. The number of young people in named Regional and Wales-wide communities (specifically Communities First areas) applying for higher education generally in the UK and Wales, and in our region specifically.
2. The number of part-time and full-time students from Regional and Wales-wide targeted groups completing modules at the Universities.
3. The number of students taking part, or all, of their courses through the medium of Welsh.
4. The number of students in STEM subjects.
5. The number of students admitted to the University in 'equality' groups to include, where possible, disability, ethnicity, care leavers, gender, mature age and refugees/asylum seekers.
6. The number of students who permanently withdraw from University studies, by group as outlined in 5 above.

The quantitative data and impact measures, as defined in this section, will be used to monitor achievement of targets and will also be used to inform the development of targets on an annual basis. Monitoring and strategic developments will be co-ordinated and managed under the structures described in Section A.6.

B.6 Management of Risk

At both Institutions the Risk Registers include specific sections on Widening Access and Participation. The Risk Registers also include related sections involving student representation, student experience, quality of teaching and learning, student satisfaction, portfolio of courses, academic support, and the enhancement of teaching and learning.

B.7 Other funds (internal and external) in support of WA activities

At Aberystwyth, the Centre for Widening Participation has had a long history of raising additional external funding to support widening access work. Currently, there are sources of funding which cross to the new funding period (2011/12) and include:

- 14-19 Partnership funding to support the new Welsh Bacalaureate Centres in Ceredigion.
- 14-19 Partnership funding to support the second version of the Welsh BacPacks.
- National HE STEM funding to support a 'Physics Roadshow' event.
- National HE STEM funding to support a 'Maths at Work' event.
- National HE STEM funding to support a series of 'Fun Maths Roadshows'.

Bangor has a tradition of successfully attracting additional external funding to support widening access work. Confirmation of funding for 2011/12 is still being sought, but recent collaborative projects (2010-11) have included:

- Funding from Magnox to support a Nuclear Engineering event.
- National HE STEM funding to support Chemistry workshops for Year 7 and Year 9 pupils.
- National HE STEM funding to support the 'Discover Science' workshops for girls.
- National HE STEM funding to support the 'Spectroscopy in a Suitcase' project.
- National Science Academy funding to support a series of Chemistry roadshows.

SECTION C

The strategic aims and objectives, as agreed by the Institutions and as listed in Section A.2, will be achieved by defined actions and initiatives. These are listed, for both Institutions, in the following sections.

The actions and initiatives have been divided into short term and medium/long term. However, it should be noted that many of the short-term actions are ongoing (maintained from previous strategies) and are likely to be pursued in the medium/long term. To avoid duplication of text, such ongoing/maintained actions are not duplicated under short term and medium/long term.

Actions for Aberystwyth

Aberystwyth will put learners throughout the region at the heart of the Strategy, by:

(a) Raising aspirations and improve attainment, in order to support Fair Admissions to Higher Education.

Short term:

1. Provide information, raise expectations and promote the progression of learners from Communities First areas in our local area and the wider Wales context to the range of higher education provision and the access routes to higher education (both in Wales and beyond). This will enable us to raise the proportion of Welsh Communities First domiciled students above the 'For Our Futures' target of 13.2%.
2. Target the use of "Graham Funding" in the recruitment and support of Welsh Communities First domiciled students who wish to study part-time.
3. Provide a programme of Adult Extra non-award bearing courses in local Community First areas, to encourage adults to return to education, re-train and re-skill, with progression into FE and HE courses in the region.
4. Work with School of Education and Lifelong Learning to advise and guide potential part time learners who wish to study out of 'normal' hours, with provision of extra specialist support (using "Graham funding").
5. Continue to provide specific Community First based marketing for part-time provision (both accredited and gateway non-accredited provision), in line with Graham Funding strategy.
6. Provide information, raise expectations and promote the progression of learners from lower socio-economic groups and other disadvantaged backgrounds (e.g. in receipt of ALG, or using POLAR II area information).
7. Continue to offer aspiration raising 'Taste of University Life' (TOUL) visits to schools and colleges in Communities First areas (or those schools and colleges that have a significant proportion of Communities First domiciled pupils) by providing in-reach and out-reach to years 8, 9 and 10, and where appropriate years 11, 12 and 13.
8. Provide bilingual materials and Welsh speaking role models as part of this TOUL programme in order to promote Welsh medium Higher Education in Welsh speaking schools and bilingual schools.
9. Continue to provide opportunities for people of all ages within Communities First and other socio-economic deprived areas to explore new learning opportunities and progression to award bearing courses at Aberystwyth and partner institutions.

Medium-Long term:

10. Utilise the expertise within the University to support and promote Modern Foreign Languages and to support the Wales, Europe and the World module of the Welsh Baccalaureate, promoting internationalisation and citizenship.

11. Work with the parents / carers / professionals of young people who are in care, at risk of being in care, at risk of becoming NEET in raising aspirations in education.
12. Promote STEM subjects through other outreach work, particularly using the flagship 'Cylch Gwyddoniaeth/Science Circuit' brand and continue to work closely with the UK HE STEM hub and the Welsh 'spoke' in Swansea.
13. Introduce the University to our local Communities First primary schools by offering visits to events on Campus and by offering specialist activity in schools – particularly for years 5 and 6, and in STEM subjects.

(b) Transition, Induction, Retention and Success

Short term:

1. Provide in school / college support for study skills towards transition for Communities First areas (or those schools and colleges that have a significant proportion of Communities First domiciled pupils).
2. Provide application process support to those from non-traditional backgrounds in an appropriate and tailored way.
3. Provide individualised responses to applicants to assist them in making good choices and to prepare them for starting higher education.
4. Continue to provide induction events for new students which are appropriate, for example, those living at home, mature students, students with young families, students with no parental support (from a care background).
5. Continue to train and utilise peer guides – the 'Freshers Heroes' and departmental 'Student Ambassadors' by working closely with the Students' Guild throughout the Welcome Week period.
6. Provide pastoral support through the 'Resident tutor' system in all Halls of Residence, where post-grads and junior staff have responsibility for a set area / number of new students and provide both induction and continuing support.
7. Monitor the numbers of students with seen and un-seen disabilities. Provide specialist support and provision as required, in terms of level access, physical adaptations and learner support.
8. Continue to monitor and develop the Buttle UK Quality Mark scheme with a named Looked After Children mentor, from pre-application through to graduation.
9. Continue to support, monitor and develop the 'Fforddhyn/Signpost' peer mentoring scheme, by facilitating, training, managing and supporting student peer mentors from the senior student body, in order to increase both retention and student success in terms of module completion and progression.
10. Mentees from widening access backgrounds will be pro-actively targeted to utilise this scheme, but will also be self-referring and referred in from mainstream internal networks (such as Students' Guild counselling service, student health centre, resident tutors, academic personal tutors, Deans of Faculty, etc.).
11. Work with UCAS Welsh Standing Group and Society for Promoting Professionalism in Admissions (SPA) to improve the quality and range of fair admissions criteria, including CF data, available to HEIs at the admissions stage.
12. Provide advice on admissions in a variety of ways for these groups, including APEL, Access to HE courses and other appropriate educational qualification.
13. Work with Reaching Wider partners and internal Institutional partners to recognise the diverse learning backgrounds of potential students, such as (but not exclusively) those from families with no history of post compulsory education; asylum seekers, refugees and new to Wales communities; those from home educated backgrounds; those from a public care / fostered background.
14. Provide Study Skills sessions, including in HE literacy, numeracy, statistics and information handling, to support students from non-traditional and other widening access backgrounds.

15. Monitor and evaluate all provision to encapsulate the 'Student Voice' and use this to provide feedback to the on-going development and measurement of the strategy targets.

Medium-Long term:

16. Develop 'Signpost PLUS' to support students from Widening Access backgrounds to take advantage of ERASMUS and other European Union supported schemes.

(c) Widening Access to Higher Level Skills

Short term:

1. Provide part-time provision for adult learners through the School of Education and Lifelong Learning.
2. Utilise Graham Funding to target and increase support for this group.
3. Provide innovative STEM based activities in partnership with key players such as the HE STEM (UK hub and Welsh spoke), the National Science Academy, Welsh Institute of Mathematical and Computational Science, and others.
4. Develop awareness of programmes, modules and part-modules delivered in the Welsh language to increase competence and confidence to participate and to improve employability.
5. Assist in implementing the Aberystwyth Employability Strategy.
6. Provide opportunities for students from Widening Access backgrounds to develop employability skills through employment within Widening Participation and Social Inclusion programmes and projects.

Medium-Long term:

7. Work with the new Reaching Wider partnership to strengthen links with major industries through the Employer Engagement STEM Forum.
8. Work with the employer and employee groups (including WEA, TUC, etc.) in the region to assist access to higher level skills.
9. Encourage former Wales summer University students (WSU Alumni) to mentor 3rd year students who have entered through this programme, to assist them to prepare for and access high quality employment.

(d) Integrating with the Equalities and Diversity Agenda

Short term:

1. Continue to monitor and develop the University strategy for Looked after Children, in particular maintaining the high levels of financial bursary available and individual support and mentoring, thereby increasing the numbers of young people entering and succeeding in higher education.
2. Provide pre-entry guidance and advice for under-represented groups such as students from care, students from BME backgrounds and 'New to Wales' communities, those with disabilities (seen and unseen), refugees and asylum seekers, and others as indicated by the monitoring of intake and student success.
3. Continue to work with the University community, as well as the local and regional communities, on aspirational and celebratory events for all strands of the Single Equality Strategy (the three traditional areas of gender, race and disability, and the additional strands of religion or belief / non-belief, sexual orientation and age) in order to achieve a holistic approach to equality and diversity, and valuing the individual.

Medium-Long term:

4. Develop aspirational programmes for science / STEM subject areas to groups who are under-represented (such as women in computer science or certain BME background groups in some science areas) as identified by using the WG statistical digests.

(e) Collaboration and Partnerships**Short term:**

1. Continue to work across the sectors to ensure the successful implementation of the Transformation Agenda and Regionalisation Strategy.
2. Work closely with regional partnerships such as 14-19 networks, ACL partnerships, Careers Wales, children and young people's networks, in order to ensure relevant and meaningful progression.
3. Work closely with science / STEM partner organisations such the BA (for National Science and Engineering Week), the Nuffield Foundation, the Salters' Company, the National Science Academy, the Welsh STEM spoke, Centre for Alternative Technology (as NSA hub), the Ddyfi Biosphere and other science leaders to develop collaborative, added value activity for schools, colleges and the local community.
4. Continue to work with Buttle UK to maintain the Quality Mark already attained, by ensuring that students from Care receive appropriate and high quality support and guidance from pre-application through to graduation.
5. Work closely with the new Reaching Wider North and Mid- Wales Partnership to ensure alignment of strategies and to avoid duplication of provision.
6. Through the Reaching Wider Partnership, continue to work collaboratively with our regional FE and HE partners to provide pathways to HE for those target groups identified by HEFCW.

Medium-Long term:

7. In collaboration with Reaching Wider Partnership, strengthen links with regional businesses and industry to provide higher level learning opportunities (especially in those areas where there are skills gaps and more specifically those related to STEM).
8. Work with UALL Cymru in building strategic widening access links and partnerships within the HE sector across Wales.
9. Work closely with CILT to promote Modern European Languages and seek to develop schemes which would support progression into this discipline.
10. Continue to work closely with the local Communities First Partnerships (and, from 2012, the new clusters / hubs once new structures have been agreed on) to add value to local strands and themes, particularly the Education and Training programmes and the Youth programmes.

(f) To support the WA Strategy of Y Coleg Cymraeg Cenedlaethol and progression to Welsh medium HE programmes and modules.**Short term:**

1. Provide bilingual materials and Welsh speaking role models as part of Widening Access programme and projects in order to promote Welsh medium Higher Education in Welsh speaking schools and in bilingual delivery schools.
2. Liaise closely with 'Welsh for Adults' provision to provide progression.
3. Provide support through the Graham funding for part-time opportunities in Welsh language courses.

Medium-Long term:

4. Work closely with the Y Coleg Cymraeg Cenedlaethol on the promotion and development of Welsh medium Higher Education.
5. Develop Welsh medium learning opportunities to enable current and potential employees to work through the medium of Welsh.

(g) To articulate with the skills needs of employers in the region.**Short term:**

1. Work closely with Aberystwyth's 'Commercialisation & Consultancy Services' and innovation unit to share information on local skills shortages and employer needs.
2. In collaboration with Reaching Wider Partnership, strengthen links with regional businesses and industry to provide higher level learning opportunities (especially in those areas where there are skills gaps and more specifically those related to STEM).

Medium-Long term:

3. Develop the original Cylch Gwyddoniaeth/Science Circuit strategy group of local employers to inform provision in this area.
4. Develop Welsh medium employability skills to enable current and potential employees to work through the medium of Welsh; liaise closely with 'Welsh for Adults' provision to provide progression.

Actions for Bangor***(a) Raising aspirations and improve attainment, in order to support Fair Admissions to Higher Education.*****Short term:**

1. Provide information, raise expectations and promote the progression of learners from Communities First areas in North Wales to the range of higher education provision on offer in Wales and beyond.
2. Extend and develop the University's Talent Opportunities Programme (TOP) as well as its other outreach activities aimed at schools and colleges, with the aim of raising aspirations and awareness of Higher Education amongst pupils from low-participation areas.
3. Work with parents of TOP children and parents of young people involved in Reaching Wider programmes. This is important for ensuring that increasing aspirations to HE is developed at the family and community level as well as that of the individual student.
4. Raise aspirations and awareness of Higher Education amongst the young people involved in TOP through a programme of activities for Year 9, 10 and 11 pupils.
5. Through TOP and other outreach activities, target schools in bilingual/Welsh-speaking areas, in line with the Welsh Government's aim of increasing participation rates amongst Welsh-speakers.
6. Promote interest and participation in Welsh medium Higher Education, for example, through roadshows, video-conferencing and conferences, in addition to the work with TOP schools.
7. Promote STEM subjects through other outreach work (for example, the programme of activities and events delivered by the School of Chemistry).
8. Promote the concept of HE as an option amongst younger age pupils, e.g. events aimed at primary school pupils as well as an *Aspirational Mentoring* programme for Year 7 pupils.
9. Promote opportunities for part time and flexible Higher Education including work based and workplace learning.

Medium-Long term:

10. Target learners from socio-economic groups 4 to 8 in the National Statistics Socio-economic Classification, and specifically those from disadvantaged backgrounds who live in areas of relative economic deprivation where participation in HE is relatively low.
11. Target potential applicants from lower socio-economic classes who have little or no history of going on to University through the University's *Talent Opportunities Programme (TOP)*.

(b) Transition, Induction and Retention and Success**Short term:**

1. Create appropriate induction events for new students, for example, those living at home.
2. Provide Study Skills sessions, including in HE literacy, numeracy, statistics and information handling, to support students from non-traditional backgrounds, if required.
3. Monitor the numbers of disabled students. Provide specialist support and provision, if required.
4. Continue to liaise with the Bangor University Access Centre, which assesses the study support needs of disabled applicants and students.
5. Implement the University's Retention Strategy and monitor retention performance indicators.

Medium-Long term:

6. Using POLAR data, UCAS contextual data, the Welsh Index of Multiple Deprivation and Communities First data, flag the diverse learning backgrounds of potential students and sensitise Admissions Tutors to such applicants.
7. Provide advice on admissions for non-traditional learners, for example Access Courses, APEL and open access entry.
8. Train Peer Guides and Academic Study Support Guides to support students from non-traditional backgrounds.
9. Provide appropriate academic, pastoral and administrative support for students studying part-time, flexibly and in community locations.
10. Provide dedicated counselling hours for students from economic relatively disadvantaged backgrounds and other categories where inequality exists, if required.
11. Provide particular support where needed to students who are the first in their family to enter HE.

(c) Widening Access to Higher Level Skills**Short term:**

1. Provide part-time provision for adult learners so as to offer a bridge into HE.
2. Provide part-time provision for adult learners to develop employability skills.
3. Develop Welsh medium learning opportunities and employability skills to enable current and potential employees to work through the medium of Welsh.
4. Develop Welsh language competence and confidence to participate in HE and to improve employability.
5. Strengthen links with industry and SMEs to enable employees to develop higher level skills in the workplace.
6. Strengthen links with major North Wales industries through membership of the Reaching Wider North Wales Employer Engagement STEM Forum.

Medium-Long term:

7. Develop provision to raise aspirations for higher level learning and to create learning cultures in Communities First locations.
8. Work in collaboration with Trade Unions and Sector Skills Councils to widen access to higher level work based learning.
9. Implement the Bangor Employability Award across all Schools with consultation to include employers, Sector Skills Councils and Trade Unions.

(d) Integrating with the Equalities and Diversity Agenda**Short term:**

1. Develop the University strategy for Looked after Children, maintaining close links with the statutory and voluntary agencies throughout North Wales via the Care Leavers Forum.
2. Ensure that the University Disability Equality Scheme is widely disseminated throughout the University and beyond.

Medium-Long term:

3. Provide pre-entry guidance and advice for under-represented groups such as students from care, students from BME communities, disabled, and dyslexic students.
4. Develop aspirational programmes for Foster carers and relevant staff in Children's Homes.
5. Promote widening access to Higher Education for refugees and asylum seekers.

(e) Collaboration and Partnerships**Short term:**

1. Work closely with the Reaching Wider North Wales Partnership to ensure alignment of strategies and to avoid duplication of provision.
2. Work closely with regional partnerships such as 14-19 networks, ACL partnerships, children and young people's networks in order to ensure relevant and meaningful progression.
3. Through the Reaching Wider Partnership, continue to work collaboratively with our FE and HE partners to provide pathways to HE for those target groups identified by HEFCW.
4. Work with the Careers Company in North West Wales on joint initiatives to encourage under-represented groups to consider the wide range of courses and careers available to them.
5. Continue to work with the Frank Buttle Trust to maintain the Quality Mark already attained, by ensuring that students from Care receive appropriate support and guidance.
6. Work with the current Centre for Welsh Medium HE and the new Y Coleg Cymraeg Cenedlaethol in the provision of Welsh medium opportunities.

Medium-Long term:

7. Continue to work across the sectors to ensure the successful implementation of the Transformation Agenda and Regionalisation Strategy.
8. In collaboration with Reaching Wider Partnership, strengthen links with local businesses and industry to provide higher level learning opportunities (especially in those areas where there are skills gaps and more specifically those related to STEM). These part-time opportunities will be flexibly provided to ensure optimum access and will, ultimately contribute to economic buoyancy.

9. Continue to work closely with the Wales Employment and Skills Board and Business in the Community to inform policy and provision.
10. Work more closely with Trade Unions to ensure all employees have fair and equitable access to learning opportunities to develop skills in the workplace.
11. Increase strategic linkages and actions with other Student Services such as the Disability Unit, the Welsh Language Scheme, Money Support Service, Dyslexia Unit and the Students' Union.
12. Work with UALL Cymru in building strategic widening access links and partnerships within the HE sector across Wales.

(f) To support the WA Strategy of Y Coleg Cymraeg Cenedlaethol and progression to Welsh medium HE programmes and modules.

Short term:

1. Work closely with Y Coleg Cymraeg Cenedlaethol on the promotion and development of Welsh medium Higher Education.
2. Provide bilingual materials and Welsh speaking role models as part of Widening Access programme and projects in order to promote Welsh medium Higher Education in Welsh speaking schools and in bilingual delivery schools.
3. Liaise closely with 'Welsh for Adults' provision to provide progression.
4. Provide support for part-time opportunities in Welsh language courses.

Medium-Long term:

5. Continue to develop Welsh medium learning opportunities to enable current and potential employees to work through the medium of Welsh.

(g) To articulate with the skills needs of employers in the region.

Short term:

1. Share information with Aberystwyth University on local skills shortages and employer needs.
2. In collaboration with Reaching Wider Partnership, strengthen links with regional businesses and industry to provide higher level learning opportunities.

Medium-Long term:

3. Develop Welsh medium employability skills to enable current and potential employees to work through the medium of Welsh.

7 LINKS BETWEEN L&T AND WIDENING ACCESS STRATEGIES

The Table below shows the links between the L&T Enhancement Projects (as described in Section 5.3) and the Widening Access Aims (as described in Section 6.C)

Table to show how L&T Quality Enhancement Projects are linked to the Widening Access Aims

L&T Quality Enh. Projects	Widening access aims						
	(a) Expectations , Attainment & Entry to HE	(b) Transition, Induction, Retention & Success	(c) Higher Level Skills	(d) Equality & Diversity	(e) Collaboration & Partnerships	(f) Y CCC & Welsh Medium studies	(g) Employers' needs & Skills
Assess. & Feedback		✓	✓			✓	
Graduate Attributes			✓	✓	✓	✓	✓
WM Curriculum	✓	✓		✓	✓	✓	✓
PGT Curriculum	✓	✓	✓				✓
Technol. Enh. Learn.		✓	✓	✓		✓	✓
Internationalisation	✓	✓		✓	✓		✓
Student Rep. & Exp.		✓		✓		✓	
Teaching Excellence	✓	✓	✓	✓		✓	✓

Appendix 1: Table to show links between Quality Enhancement Projects and Themes and how Projects and Themes map onto HEFCW/WG targets/priorities for Learning and Teaching

Theme	Quality Enhancement Projects									HEFCW & WG *
	Assesst. & feedback	Graduate Attributes	WM Curriculum	PGT Curriculum	Tech.Enh. Learning	Internation.	Student Rep. & ExpeL.	Teaching Excellence		
HEFCW & WG	13 22	11 12 24	14 15	2 11	19	22	16	13 19		
Widening Access										
Inclusivity and equality			✓ ¹		✓ ⁴	✓ ¹	✓ ^{4,6, 1}	✓ ²		1
Widening participation			✓ ¹		✓	✓ ^{1,1}				1,4
Recog. Prior Learn. & Expe.	✓	✓		✓ ^{1,2}						2,3,8
HE/FE Collaboration		✓ ²	✓	✓ ^{1,3, 4}						2,4 10
Curriculum design	✓	✓ ²	✓ ^{2,5, 8,9,10, 3,4}	✓ ^{1,3, 1,2}	✓ ^{2,9, 10,4}	✓ ^{1,4}		✓ ^{2,8}		3
Flexibility of learning	✓ ¹	✓ ^{2,1 3}		✓	✓ ^{1,3, 4,6,1}		✓ ³			1,2,3, 6
Regional/local provision		✓ ^{2,6}	✓ ^{3,5, 9}		✓					1,2,4 15
Retention / success	✓	✓ ^{1, 16}			✓ ⁴		✓	✓ ^{2,5, 6,8,9}		18
Student Experience										
Degree classn. & achieve.	✓ ^{1,3, 4}	✓ ⁷						✓		24
Individualisation of curric.	✓ ¹	✓ ¹	✓	✓	✓ ^{7,9}		✓			19
Research Informed Teach.		✓		✓		✓	✓	✓ ^{1, 10,1,4, 5}		12,13
Student part. in QA & E	✓ ²						✓ ^{2,3, 4,7,8,9, 4,5,6,7}			16,23
Student Satis. In L&T	✓ ^{2,5, 2,3}			✓ ²	✓ ^{8,2, 3}	✓ ^{3,4}	✓ ^{2,7, 10,11,2}	✓ ^{2,3, 4,7,8,9, 1,2,3,4}		13
Provision of public info.		✓								7,13
Skills										
Acquisition of skills	✓	✓ ^{1,3, 5,9,10, 12,16,1 3,5,6,7}	✓ ^{11, 1,2}	✓ ²		✓ ^{2,4}				10,12
Work-based learning		✓ ^{2,4, 6,8,11, 12,15,2 4,8}					✓ ¹			9,10 12
ESDGC	✓	✓ ^{1,4}	✓	✓ ^{1,2}		✓ ^{5,2}	✓	✓		14,20

The numbers in the highlighted grey cells show links to HEFCW/WG priorities as listed below. The numbers following tick-marks show links between the Themes and the Measurable Outcomes (in the order they are listed for each Enhancement Project in Appendix 3). Short-

term outcomes in normal font and Medium-term outcomes underlined. Where there are no numbers following a tick-mark, the links between Themes and Enhancement Projects are inherent.

Key-words in HEFCW and WG documents – Learning & Teaching

1. Participation
2. Progression pathways
3. Flexibility
4. Links to FE
5. Y Coleg Cymraeg Cenedlaethol
6. Part-time provision
7. Knowledge exploitation and transfer
8. Accreditation of prior learning
9. Work-based learning
10. Foundation degrees
11. Employability
12. Graduate attributes/skills
13. Student experience
14. Welsh cultural awareness
15. Regional/local provision
16. Student voice
17. Welsh medium provision
18. Retention
19. Technology enhanced learning
20. Education for sustainable development and global citizenship
21. NSS
22. International students/Internationalisation
23. Quality assurance
24. HEAR

Appendix 2: Table to show how Aims and Actions map onto HEFCW/WG targets/priorities for Widening Access and how they link to the North and Mid-Wales Reaching Wider Partnership's Actions

Widening Access Aims	HEFCW/WG targets/priorities !
To raise aspirations and to improve attainment, in order to support Fair Admissions to Higher Education	3, 4, 7, 9, 10, 11, 12, 17, 18, 21, 22, 24
To maximise the effectiveness of transition and induction, and maximise retention and student success	2, 3, 4, 5, 6, 10, 11, 15, 16, 22, 23, 25
Widening access to higher level skills and employability	3, 4, 7, 8, 9, 12, 17, 18, 19, 21, 24
Integrating with the University's equality and diversity agenda	1, 3, 4, 12, 16, 20, 21
Fostering excellent collaboration and partnerships	13, 14, 17, 18, 20, 21, 22, 23
To support the WA Strategy of Coleg Cymraeg Cenedlaethol and encourage progression to Welsh medium HE programmes and modules.	2, 5, 8, 10, 11, 13, 17, 18, 21, 22
To articulate with the skills needs of employers in the region.	3, 4, 7, 8, 9, 10, 17, 18, 19, 21, 22, 23

! Key-words in HEFCW and WG documents – Widening Access

1. Equality and diversity *
2. Student voice
3. Communities First areas *
4. Under-represented groups *
5. Learning success *
6. Retention
7. Access to the professions
8. Access to high level skills *
9. Access to priority sectors inc. STEM *
10. Flexible learning opportunities *
11. Part-time provision
12. Articulation and progression pathways into HE *
13. Collaborative, cross-sectoral, multi-agency approaches *
14. Regional framework *
15. Evidence base *
16. Impact assessment *
17. Work-based learning *
18. Vocational learning *
19. Skills-focused opportunities *
20. Strategic and sustained activities *
21. Welsh medium and bilingual provision *
22. Information, advice and guidance *
23. Promoting and disseminating effective practice *
24. Child poverty *
25. Care Leavers/Carers *

*** North and Mid-Wales Reaching Wider Partnership's Actions**

Appendix 3: Outcome Templates for Learning & Teaching

Learning & Teaching - Short-term Outcomes

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
Assessment and Feedback	<p><u>Common</u></p> <ul style="list-style-type: none"> Review degree classification statistics Continue to monitor levels of student satisfaction with 'Assessment and feedback' in the NSS <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Review conventions for undergraduate degrees Review the impact of introducing Must Pass modules <p><u>Bangor</u></p> <ul style="list-style-type: none"> Produce and disseminate 'Feedback guides' for staff and students 	<ul style="list-style-type: none"> Degree classification statistics to be discussed by internal committees and by joint T&L Committee NSS outcomes to be considered by internal committees and disseminated to departments/schools Bring forward proposals to simplify the conventions. Amend conventions as required in respect of Must Pass modules Guides produced and circulated 	£5,000	£15,000
Graduate Attributes	<p><u>Common</u></p> <ul style="list-style-type: none"> Develop joint-approach to online careers resources and e-guidance Develop work experience opportunities 	<ul style="list-style-type: none"> Produce joint action plan Produce joint strategy document for work experience 	£10,000	£5,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<ul style="list-style-type: none"> • Arrange Joint Employability Event • Regional employer portal • Regional Welsh medium portal – employability resource • Engage with businesses, SSCs and other organizations <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> • Prepare to introduce HEAR • Develop template work experience module • Review central provision of study skills • Alumni mentoring • On-campus employment/work experience scheme <p><u>Bangor</u></p> <ul style="list-style-type: none"> • Implement the BEA in 5 more academic schools • Develop blended-learning sessions for the delivery of the core career development training of the BEA • Develop ESDGC, Enterprise and Entrepreneurship elements within the BEA • Review Advisory Boards (academic-employer liaison) • Develop centralised study skills 	<ul style="list-style-type: none"> • Event Arranged • Portal template developed and trialled • Portal template developed and trialled • Produce joint strategy document for work experience • Be in position to issue the HEAR from 2011-12 • Make template available to all departments • Amend central study skills/departamental provision as required to achieve synergy • Scheme to be ready to operate • System to be operational • BEA implemented in 5 more schools • Blended-learning sessions developed in BEA • ESDGC, Enterprise and Entrepreneurship elements in BEA developed • Guidelines for Advisory Boards developed and disseminated • Centralised study skills website 		

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<ul style="list-style-type: none"> service Extended Peer Guide scheme Review work-based learning to identify good practice 	<ul style="list-style-type: none"> developed Peer Guide scheme extended Produce joint strategy document for work experience 		
Welsh Medium Curriculum	<p><u>Common</u></p> <ul style="list-style-type: none"> Raise students' awareness of opportunities for financial support and scholarships Strengthen contributions to the development and activities of Y Coleg Cymraeg Cenedlaethol Development of complementary courses in Celtic Studies Continue to mainstream Welsh in every development to extend the use of technology to enhance learning <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Review Welsh medium degree schemes and modules Monitor achievement by Departments of the targets set as part of work with Y Coleg Cymraeg Cenedlaethol. Co-opt representatives of Y Coleg Cymraeg Cenedlaethol to Widening Participation Committee. Disseminate information about the 	<ul style="list-style-type: none"> Prepare information bulletin for distribution to students Apply for fellowships/scholarships Strategic Plan for course developments prepared Relevant committees at both Institutions to review provision Ensure accurate information and up-to-date portfolio Achievement of departmental targets Committee to confirm co-opted members Have in place plans for continued 	£5,000	£10,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<p>operation of Y Coleg and invite applications for developments in 2012/13</p> <p><u>Bangor</u></p> <ul style="list-style-type: none"> • Develop new courses and modules • Develop students' Welsh language skills • Develop Welsh medium research activity at Master's and PhD level in pioneering areas of study 	<p>development in 2012/13</p> <ul style="list-style-type: none"> • Develop new Master's level programme in Public Administration • Development of new modules by Y Coleg Cymraeg Cenedlaethol funded Teaching Fellows. • Plan implementation of Y Coleg Cymraeg Cenedlaethol's Welsh Language skills modules • Review activities and plan dissemination of best practice 		
Curriculum design and reform of Postgraduate Taught Programmes	<p><u>Common</u></p> <ul style="list-style-type: none"> • Increase the number of PGT students • Dissemination of 2011 Postgraduate Student Experience Survey <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> • Assess areas where expansion of PGT numbers can take place 	<ul style="list-style-type: none"> • Identify options for Institutional and subject-area targets • Survey results disseminated • Plan to be completed for targeted growth of PGT 	£5,000	£5,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<u>Bangor</u> <ul style="list-style-type: none"> All Schools and/or Colleges to have a PGT strategy and action plan in line with the University's PGT strategy 	<ul style="list-style-type: none"> College/School strategies developed 		
Technology Enhanced Learning	<u>Common</u> <ul style="list-style-type: none"> Peer-led dissemination of good practice Develop pedagogically sound models of collaborative working Promote and develop pedagogically-sound integration of technology into learning Continue to develop the use of lecture capture <u>Aberystwyth</u> <ul style="list-style-type: none"> As discussed under assessment and feedback, investigate e-submission of all coursework Establish a minimum presence on Blackboard for all modules with a gradual increase in required information on an annual basis Use the student Technology-enhanced Learning Survey as evidence for future developments aiming to enhance learning 	<ul style="list-style-type: none"> Joint group to review examples of good practice Joint group to review examples of good practice Integrate elements into PGCertTHE Joint group to review use of lecture capture and develop strategic plan for further developments Produce report on options for consideration All FT UG modules at least to have minimum required information Identify areas for development derived from survey results 	£30,000	£10,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<ul style="list-style-type: none"> Seek student feedback on new learner technologies using a pilot 'technology enhanced learning student user group'. <p><u>Bangor</u></p> <ul style="list-style-type: none"> Prepare advanced case studies, including staff/student evaluation, at programme and module level, on effective and holistic use of technology. Evaluate advanced e-assessment techniques Digitisation of selected reading list material 	<ul style="list-style-type: none"> Feedback to be obtained Case studies produced and disseminated Review and evaluate current use of techniques and evaluate Materials for 'London Centre' digitised 		
Internationalisation of the Curriculum	<p><u>Common</u></p> <ul style="list-style-type: none"> Increase applications from high quality international students to full-time UG and PG courses <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Review the available English Language and Study skills support Develop SignpostPlus 	<ul style="list-style-type: none"> Review options for Institutional and subject-specific targets Assessment completed of requirements for English language support Mentoring scheme developed and implemented. 	£10,000	£20,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<u>Bangor</u> <ul style="list-style-type: none"> • Audit of current curriculum provision • Produce Study Abroad Strategy 	<ul style="list-style-type: none"> • Complete audit and prepare action plan • Study Abroad Strategy produced 		
Student Representation and Experience	<u>Common</u> <ul style="list-style-type: none"> • Pursue collaborative opportunities both internally and externally <u>Aberystwyth</u> <ul style="list-style-type: none"> • Evaluate annual report submitted by Guild of Students • Continue to embed course representative coordinator and course reps council • Work with Guild of Students to ensure maximum student participation in the 2012 NSS • Make external examiners' reports available to all students <u>Bangor</u> <ul style="list-style-type: none"> • Ensure that learning materials are accessible • Ensure that all Schools embed a course representation system • Provide induction, training and on- 	<ul style="list-style-type: none"> • Develop work-related modules • Agree with Guild of Students actions to be taken and future format of annual report • Course reps coordinator to provide further training for reps and refine role of Council • Higher participation than 2011 baseline (65%) achieved earlier in survey period • Agree best means of making reports available • Production and dissemination of template for accessible learning materials • T&L Task Group to review implementation of system • Training/support provided to course 	£30,000	£30,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<ul style="list-style-type: none"> going support for course representatives As part of IQA, students to provide submission alongside School SED Schools to implement a centrally-agreed Action Plan to improve NSS scores Develop action plan to implement Student Experience Enhancement Strategy 	<ul style="list-style-type: none"> representatives Pilot student submission process in selected Schools Chair QA&V TG to oversee implementation Action Plan produced 		
Recognising and Rewarding Teaching Excellence	<p><u>Common</u></p> <ul style="list-style-type: none"> Review CPD activities <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Secure HEA re-accreditation of the PGCertTHE Embed new staff performance review system Consider accredited training for postgraduate teaching assistants Align fellowship recognition to National schemes Review L&T development provision Develop role of Teaching Excellence Academy 	<ul style="list-style-type: none"> Joint Review completed (with links to UK Professional Standards Framework for Academic Practice) Course to be re-accredited To operate across university for all staff Recommendations to be brought forward Applications for AU Excellence awards to map on to NTFS Provision to be mapped against UKPSF Plan to work with Bangor and utilise Academy to be approved 	£25,000	£5,000

Area of Strategic Focus	Actions to Achieve Outcomes ¹	2011/12 Measurable Outcomes	Financial Resources	
			Aberystwyth	Bangor
	<u>Bangor</u> <ul style="list-style-type: none"> • Develop PGCertTHE towards a model of Academic Practice • Align TF scheme with internal and sector-wide accreditation schemes • Develop networks of staff development activity 	<ul style="list-style-type: none"> • Review and develop model • Strategy developed by Academy of Teaching Fellows • Develop plan facilitated by Academy of Teaching Fellows 		
Total Funding			£119,622	£100,603

¹ Outcomes are described in detail in Section 5.3

Learning & Teaching - Medium-term Outcomes

Area of Strategic Focus	Actions to Achieve Outcomes ¹	Measurable Outcomes
Assessment and Feedback	<p><u>Common</u></p> <ul style="list-style-type: none"> Promote innovative and pedagogically-effective practice in e-assessment and feedback <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Investigate introduction of e-submission of all coursework <p><u>Bangor</u></p> <ul style="list-style-type: none"> Dissemination and uptake of the outcomes of the GWELLA project. 	<ul style="list-style-type: none"> Elements introduced into PGCertTHE Produce report on options for consideration Disseminate case studies
Graduate Attributes	<p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Investigate Award to recognise extracurricular activity and link this to HEAR Work with alumni office to set up internships for students Review module and scheme approval processes to include information on employability characteristics <p><u>Bangor</u></p> <ul style="list-style-type: none"> Develop and implement Standard Operating Procedures for advisory boards Implement the BEA across all Schools Extend the BEA to all postgraduates Further develop skills training modules in each School Disseminate good practice on work-based learning 	<ul style="list-style-type: none"> Produce scoping report on an Aber Award Make progress towards target number of internships Complete revision of approval forms Operating Procedures produced and disseminated BEA implemented across all Schools BEA implemented for all postgraduate students T&L TG to review skills training across Institution Good practice guidelines produced and disseminated

Area of Strategic Focus	Actions to Achieve Outcomes ¹	Measurable Outcomes
Welsh Medium Curriculum	<p><u>Common</u></p> <ul style="list-style-type: none"> Integrate the proposed Y Coleg Cymraeg Cenedlaethol Language Certificate into the Universities' Employability Award, courses and modules. <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Integrate Y Coleg Cymraeg Cenedlaethol language certificate into University's Employability Award, courses and modules Set and monitor targets for academic Departments to embed and extend Welsh medium provision <p><u>Bangor</u></p> <ul style="list-style-type: none"> Develop new courses through engagement with Y Coleg Cymraeg Cenedlaethol 	<ul style="list-style-type: none"> Relevant Committees at each Institution to review integration of language certificate Scoping report on Aber Award to incorporate language certificate All departmental targets to be met Plan and implement new course development
Curriculum design and reform of Postgraduate Taught Programmes	<p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Review structure and delivery of PGT courses <p><u>Bangor</u></p> <ul style="list-style-type: none"> New PGT programmes to be fit for purpose and contemporary, with links to graduate careers and employer engagement 	<ul style="list-style-type: none"> Report on areas where delivery can be standardised Employability elements in new PGT programmes to be scrutinised by Validations Scrutiny Group
Technology Enhanced Learning	<p><u>Common</u></p> <ul style="list-style-type: none"> Understand students' use of mobile technologies and investigate mobile applications including those available via Blackboard Upgrade key teaching spaces Develop additional learning spaces on campus 	<ul style="list-style-type: none"> Joint Group to oversee developments and their implementation Develop phased plan for upgrade of facilities Develop phased plan for developments

Area of Strategic Focus	Actions to Achieve Outcomes ¹	Measurable Outcomes
	<ul style="list-style-type: none"> Explore standardized approaches for evaluating the effectiveness of technology use. 	<ul style="list-style-type: none"> Joint Group to oversee developments and their implementation
Internationalisation of the Curriculum	<p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Develop a Signpost PLUS mentoring scheme to assist those from a Widening Access background to take advantage of European exchange programmes and European Languages study schemes <p><u>Bangor</u></p> <ul style="list-style-type: none"> Students engaged in study abroad 	<ul style="list-style-type: none"> Produce proposal for the Signpost scheme Set annual targets for the number of students engaged in study abroad
Student Representation and Experience	<p><u>Common</u></p> <ul style="list-style-type: none"> Incorporate principles of inclusive design during course development and validation <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> Repeat the AU student Technology-enhanced Learning Survey in order to measure progress and identify emerging student needs <p><u>Bangor</u></p> <ul style="list-style-type: none"> Pursue an enhanced blended provision Evaluate implementation of the course representation system Website for feedback on staff-student committees Review involvement of students in course development and (re)validation Introduce University-wide survey (similar to NSS) for year 1 and 2 students 	<ul style="list-style-type: none"> Joint T&L to ensure that inclusive design becomes part of course approval processes Re-conduct the survey in Spring 2012 Develop and disseminate case studies Relevant committee, reporting to T&L TG, to conduct evaluation Website developed Relevant committee, reporting to T&L TG, to conduct review Survey introduced

Area of Strategic Focus	Actions to Achieve Outcomes ¹	Measurable Outcomes
Recognising and Rewarding Teaching Excellence	<p><u>Common:</u></p> <ul style="list-style-type: none"> • Investigate HEA accreditation for the CPD Framework <p><u>Aberystwyth</u></p> <ul style="list-style-type: none"> • Review peer observation of teaching model <p><u>Bangor</u></p> <ul style="list-style-type: none"> • Staff with teaching/learning support role to complete teaching qualification (as prescribed by CPD Framework) • Staff with teaching/learning support role to engage with appropriate CPD • Explore ways to integrate teaching and research 	<ul style="list-style-type: none"> • Establish feasibility of accreditation • Report on operation of peer observation • Rolling programme planned and implemented • Rolling programme planned and implemented • Continue engagement with HEA nexus and disseminate good practice

¹ Outcomes are described in detail in Section 5.3

	<p>delivery in 2010-11 to increase 2011-12 participants.</p> <ul style="list-style-type: none"> • Provide one training day for regional CF school staff in a STEM subject area • <i>Deliver high quality residential revision for GCSE core subjects (English and Welsh medium) for 150 targeted year 11 pupils</i> • <i>Provide MEL support and 'Wales Europe and the World' support to 2 Welsh Bacculaureate centres in the region; support phase II of the 'BaccPacks'</i> • Measure the number of careleavers applying to HE and take steps to improve application and entry for this group (as outlined in the agreed Buttle UK action plan for 2011/2014) • Proactively address carers, teachers and professionals – a minimum of 3 activities. • Provide individualised support from a single named person to 100% of applicants from a care background (as indicated by UCAS data) • Provide one Taste of University Life visit for foster carers and professionals and contribute to carer CPD • Report overall progress to Widening Participation Committee to facilitate appraisal and review of strategy on an annual basis. 	<p><i>Increase the number of CF / targeted regional Yr 11 pupils who pass core subjects at grade C or above (85% of participants / 128 to achieve improved grades - actual against predicted), enabling improved progression to KS5</i></p> <p>Increase the number of LAC applicants by 10% from 32 (2011 figures) to 35 (2012)</p> <p>Improve the percentage uptake of offered places by 2.5% points from 37.5% (12- 2011) to 40% (14 - 2012)</p>	<p><i>Funding from central institutional resources £55,000</i></p> <p><i>Funding from Ceredigion 14-19 £11000</i></p>
--	--	--	---

<p>Transition, Induction, Retention and Success</p>	<p>Deliver the short term actions in the WA strategy above, including:</p> <ul style="list-style-type: none"> • Work in Partnership with Reaching Wider to enable effective transition from FE to HE in the region, ensuring no nugatory competition. • <i>Re-introduce the Aberystwyth Summer University programme for CF domiciled and other target group students (primarily year 12) to prepare them for Higher Education (c. 70 participants)</i> • Support, guidance and specialist teaching to STEM foundation level students on entry to HE • Train 30 student mentors to work with new students from CF and other protected groups as part of the peer mentoring scheme. Respond to requests for support from c. 200 new students, both those from targeted CF backgrounds, protected groups, and those who self-identify as at risk from non-completion / withdrawal. • Provide intensive peer mentor support to a minimum of 60 students from CF areas and other protected groups • Provide support from a single named person to those from a care background on entry to HE • Monitor the progression of care leavers from year 1 to year 2, year 2 to 3, and to graduation in order to improve rates once UK benchmark and Aberystwyth baseline has been established 	<p>Increase progression to HE from this WA provision by 2.5% (2010 WSU 52 [70%] progression to HE, 2012 ASU 75% of participants – approx.. 51)</p> <p>To maintain the 2010-11 95% (20 / 21 students in 2011) pass rate for the WA foundation and encourage progression to full STEM degree course</p> <p>Maintain module completion rates at AU in order to contribute to the medium and long term outcomes of increasing the overall percentage of module completion rates in the sector (rise from 87.6% in 2008/09 to 90% in 2012/13 for HE in Wales)</p> <p>Poll 100% (in 2011-12, 26 students) of self-identified care leavers for feedback</p>	<p>£28,000 WA</p> <p><i>Fee Plan income for Summer 2012 / preparation to be funded from institutional funds.</i></p> <p><i>Funding from Disability</i></p>
---	---	--	--

	<ul style="list-style-type: none"> • Work closely with mainstream student support to ensure consisting of support but avoid overlap. Where possible arrange joint sessions and staff training. 	and improvement to services. Contributes to medium and long term outcomes – awaiting sufficient data to set realistic targets (31/08/2012)	<i>Premium etc used to fund core infrastructure for student support and equality measures (see also below **)</i>
Widening Access to Higher Level Skills	<p>Raise awareness of facilities amongst key stakeholders in schools, colleges and Careers Wales officers in CF areas to increase knowledge of HE and career opportunities. Activities to increase progression opportunities and careers regionally and nationally in all subjects, particularly STEM and MFL careers, including (for example, but not exhaustively)</p> <ul style="list-style-type: none"> • WA to part time HE courses through School of Education and Lifelong Learning and other provision regionally • Provision of innovative STEM activities in partnership with key players nationally • Assist in implementing the employability strategy for skills shortage subjects • Employ and train students from WA backgrounds to work on WA programmes improving employability skills • Work with local authority and Community First Partners on entrepreneurship pilot programme • Work with Community First partners to link local micro-businesses with the young people in their area 	Work intensively with 10 ex-Summer University undergraduates to improve opportunities for employment and/or further study in order to contribute to medium and long term strategies to improve progression of WA groups to postgraduate courses and to high quality employment opportunities	£10,000 WA
Integrating with the Equalities and Diversity Agenda	<p>Activities to promote statutory responsibilities in relation to equality and diversity, including :</p> <ul style="list-style-type: none"> • Provide pre-entry guidance to those groups from the Single Equality Strands, those from care, refugees/asylum seekers and 'New to Wales' communities • Improve staff awareness of any equality and diversity 	Contributes to medium and long term goals – to be firmly established once	£3,000 WA <i>(** see also note</i>

	<ul style="list-style-type: none"> implications arising from teaching and learning practices Establish base line data for this group in order to monitor and improve student success, including work with the Equality Forum Work with the University community and our local community to promote a community cohesion event for a strand of the Single Equality Scheme 	baseline data has been determined	<i>above)</i>
Collaboration and Partnerships	<p>In order to align with the HE Regional Strategies and the future of HE in Wales, play an active part in regional and Wales-wide partnerships to promote progression, collaboration, reduction of nugatory duplication and enhancement of provision, by</p> <p>(a) working collaboratively with HE and FE partners through Reaching Wider and</p> <p>(b) working with CF areas and the new 'clusters' as developed during 2012</p> <ul style="list-style-type: none"> Continue to work closely with STEM partners to deliver innovative programmes (NSEW, NSA, UK STEM, WIMCS, etc) Deliver at least 4 STEM based partnership activities involving at least 10 CF schools (Fun Maths Roadshows, Maths at Work with employers, National Science and Engineering Week, Salters' Festival of Chemistry) Develop working relationship with Centre for European Studies to include WA groups in its work and improve the uptake of modern foreign languages (including a year abroad) with this group <p>Establish links with UHOVI with particular reference to Summer University (HE preparation).</p>	Measurable outcomes for Collaboration and Partnership outcomes are included within the other strands of Strategic Focus and will enable us to deliver those outcomes.	£10,000 WA

<p>Welsh medium programmes and to align with Y Coleg Cymraeg Cenedlaethol developments</p>	<p>Activities to enable study through the medium of Welsh to take place in a wider range of programmes and locations, specifically for Widening Access participants, including</p> <ul style="list-style-type: none"> • Provide bilingual resources for 100% of primary school activity and all secondary activity where appropriate (e.g. for schools studying through the medium of Welsh, and for specific subjects in Bilingual school delivery). • Working closely with 'Welsh for Adults' to provide language opportunities in CF areas for all ages • Provide Welsh speaking student role models to work on WA programmes • Provide Welsh speaking student mentors for those wanting mentoring through the medium of Welsh • Refer potential entrants who could study STEM subjects through medium of Welsh to appropriate Institutional contacts / specialists 	<p>Work with institutional and regional CCC representatives to measure current and ongoing numbers to set SMART goals for the medium and long term, thereby contributing to the medium and long term goals to increase the percentage of modules or part modules studied through the medium of Welsh</p>	<p>£4,000 WA</p>
<p>Skills needs of employers</p>	<p>Collaborate with the North and Mid-Wales Reaching Wider Partnership to develop regional links with industry, particularly a sub-regional STEM Employers' Forum.</p> <p>Work closely with 'Commercialisation and Consultancy Services' and the innovation unit at Aberystwyth University to share information on skills shortages and employer needs, with the aim of developing provision for Widening Access students.</p>	<p>Hold 1 pilot event for this Forum</p>	<p>£4000</p>

Bangor

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
<p>Raising Aspirations, improve attainment and support Fair Admissions to Higher Education</p>	<p>Promote progression of learners to HE from Communities First areas and from low-participation areas/communities.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Extend and develop the University’s Talent Opportunities Programme (TOP). • Work with parents of TOP children and parents of young people involved in Reaching Wider programmes. • Conduct programme of activities for pupils in years 9-11. • Promote opportunities for part time and flexible Higher Education including work-based and workplace learning. <p>Actions are linked to: FP-T1, FP-T3, FP-T4, FP-T5, FP-T6, [1], [4] & [5]</p>	<ul style="list-style-type: none"> • Increase participation of Welsh domiciled students from Communities First areas to 10.0% from baseline of 8.9%. • Increase participation of UG students from low participation neighbourhoods to 10.2% from baseline of 9.9%. • Increase number of Schools participating in TOP from 14 to 16. • Provide bursaries to facilitate entry to part time courses and increase the number of students receiving bursaries to 200 from 165 (2010/11) • Maintain and further develop suite of campus- and community-based part time modules and programmes. • Provide community-based part time courses in Communities First areas. • Maintain programme of skills sessions for secondary school children. • Maintain programme of subject-specific day and summer schools for potential part time students. 	<p>£78,100 (inc. 40k of part time element)</p>

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
Transition, Induction, Retention and Success	<p>Support students from non-traditional backgrounds to facilitate transition to and success in HE.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Ongoing implementation of the University's Retention Strategy. • Induction event for students living at home. • Extend Peer Guide system to provide study support and support for postgraduate students. <p>Actions are linked to: FP-T1, FP-T10, FP-T11, [3], [4], [5] & [7]</p>	<ul style="list-style-type: none"> • Improve non-continuation following year of entry (young entrants from low participation neighbourhoods) to 6.4% from current baseline of 6.6%. • Improve non-continuation following year of entry (mature entrants with no previous HE experience) to be 7% below benchmark (12.6%) from current baseline of 7.9%. • Provide bursaries to 3,200 undergraduate students including 875 new students (2011/12 entry) (3,546 in 2010/11). • Increase number of Schools using study leader peer guides and/or PG Ambassadors from 5 (2010/11) to 10 (2011/12). • Conduct external evaluation of peer guide scheme including impact on WA • Maintain induction event for home based students • Reorganise student support service to facilitate holistic advice. • Review the organisation and provision of skills support. • Maintenance/enhancement of study skills website. • Maintain and extend course specific and general "drop-in" study skills sessions. 	£30,000
Widening Access to Higher Level Skills	<p>Develop higher level skills with a particular focus on employability.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Employability skills for adult learners. 	<ul style="list-style-type: none"> • Increase number of UG students studying STEM subjects from low participation neighbourhoods and Communities First areas from 507 (2009/10) to 520 (2011/12). • Maintain membership of the Reaching Wider 	£50,700 (inc. 40.7k of part time element)

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
	<ul style="list-style-type: none"> • Develop Welsh medium employability skills. • Promote STEM subjects including strengthened links with major North Wales industries and SMEs. <p>Actions are linked to: FP-T7, FP-T18, [1], [2], [5] & [6]</p>	<p>North Wales Employer Engagement STEM Forum.</p> <ul style="list-style-type: none"> • Increase number of BU Schools participating in Employability Award from 3 (2010/11) to 8 (2011/12). • Increase number of participants from low participation neighbourhoods attending Summer School from 22% to 40% • increase number of participants from families with no experience/tradition of HE attending Summer School from 52% to 60% • Provide bursaries to facilitate entry to part time courses and increase the number of students receiving bursaries to 200 from 165 (2010/11) • Introduce work-based learning modules in new degree programmes and for employees in SMEs. 	
Integrating with the Equalities and Diversity Agenda	<p>Provide support for students from under-represented groups.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • University strategy for Looked after Children. • Links with agencies via the Care Leavers Forum. • Maintain Frank Buttle Quality Mark. <p>Actions are linked to: [1], [3], [5] & [7]</p>	<ul style="list-style-type: none"> • Create links to enable support for refugees, asylum seekers and travellers. • Maintain specific and targeted support for care leavers. • Maintain induction event for home based students. • Reorganise student support service to facilitate holistic advice. • Extend women's studies courses to include delivery in a Communities First area. 	£12,000

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
Collaboration and Partnerships	<p>Ensure relevant and meaningful progression including pathways from FE to HE.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Involvement in Reaching Wider Partnership. • Links to and via Y Coleg Cymraeg Cenedlaethol. • Engagement with the Careers Company in North West Wales. <p>Actions are linked to: [1], [2] & [5]</p>	<ul style="list-style-type: none"> • Maintain close involvement with regional partnerships and involve Director of Reaching Wider in University Task Group. • Maintain Bursary Scheme for students at Coleg Llandrillo to facilitate progression to HE. • Develop science-based skills training. 	£20,000
Welsh medium programmes and to align with Y Coleg Cymraeg Cenedlaethol developments	<p>Promote interest and participation in Welsh medium Higher Education by students from disadvantaged backgrounds.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Bursaries that incentivise students to study through the medium of Welsh. • Raise students' awareness of opportunities for financial support and scholarships. • Activities in schools in bilingual/Welsh-speaking areas to increase participation rates • Maintain and develop progression routes for Welsh speakers and learners. • Welsh medium part time opportunities. • Strengthen contributions to the development and activities of Y Coleg Cymraeg Cenedlaethol. • Develop students' Welsh language skills. <p>Actions are linked to: FP-T2, [1] & [5]</p>	<ul style="list-style-type: none"> • Increase the number of Welsh domiciled students undertaking some element of their course through the medium of Welsh from 1294 (2009/10) to 1320 (2011/12). • Prepare information bulletin for distribution to students regarding support and scholarships. • Development of 7 new 20-credit modules by Y Coleg Cymraeg Cenedlaethol funded Fellows and Scholarship holders. • Trial Y Coleg Cymraeg Cenedlaethol's Welsh language skills certificate (5-10 Bangor students as part of national trial) • Summer School – continuation of activities that target Welsh medium Schools. • Welsh medium community-based part time courses. 	

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
Skills needs of employers	<p>Identify and respond to the skills needs of employers by strengthening links with regional businesses and industry.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Identify skills shortages and employer needs. • Provide higher level learning opportunities. • Extend work-based learning through Foundation Degrees. <p>Actions are linked to: [1] & [5]</p>	<ul style="list-style-type: none"> • Provide 3 Widening Access scholarships specifically for Master's courses (None provided previously). • Extend links with Coleg Llandrillo to provide vocational training via Foundation Degrees. • Increase number of BU Schools participating in Employability Award from 3 (2010/11) to 8 (2011/12). 	£15,700

Links to the Institution's Fee Plan are denoted by FP and Fee Plan target number

Links to other funding sources are denoted by numbers in square brackets for the following:

1. Reaching Wider
2. STEM Wales (links to previous/ongoing projects from 2010/11 funding round and proposals for 2011/12)
3. Financial Contingency Fund
4. Widening Access Premium
5. Institution's L&T Strategy
6. EU Funding
7. Disability Premium

Note: The links represent complementary activities with emphasis on bridging activities and support, both pre-HE and in HE.

Widening Access - Medium-term Outcomes

As noted in Section 6.C many of the short-term actions described in the tables above are likely to be pursued in the medium/long term.

Aberystwyth

Area of Strategic Focus	Actions to Achieve Outcomes	Measurable Outcomes
Raising Aspirations, improve attainment and support Fair Admissions to Higher Education	<p>Actions as shown above and developed in short term, reviewed, developed and evaluated. In addition:</p> <ul style="list-style-type: none"> • Take account of the 2012 Child Poverty Strategy and work to develop programmes to support this, including out-reach, advice and support for parents / carers / professionals working with those groups identified in the Child Poverty Strategy 2012 • Take account of the new communities First 'clusters' and targets and respond to developments • Update strategy for new outcomes based on short term strategy review (including school attendance for at risk / CF domiciled pupils) 	<p>Contribute to a 10% rise in the proportion of all Welsh domiciled students studying higher education courses at higher education institutions and further education institutions in Wales who are domiciled in the Welsh Communities First Areas from 15.6% in 2008/09 to 17.2% in 2012/13</p> <p>For Aberystwyth, increase the proportion of Welsh domiciled students studying HE courses at Aberystwyth who are domiciled in the Welsh Communities First areas above the target set for 2012/13 of 13.3% (For our Future indicator).</p>
Transition, Induction, Retention and Success	<p>In addition to short term programmes and measures above :</p> <ul style="list-style-type: none"> • Develop, with relevant institutional partners, mentors to support Widening Access students who want to take advantage of ERASMUS and other EU / year abroad / year in employment schemes 	<p>Contribute to the Wales-wide outcome of increasing the overall percentage of module completion rates in the sector (rise from 87.6% in 2008/09 to 90% in 2012/13 for HE in Wales) by maintaining institutional rates of success.</p> <p>For Aberystwyth, increase the module completion rate for undergraduates to 96% (For our Future indicator).</p>

Widening Access to Higher Level Skills	<p>In addition to short term programmes and measures above :</p> <ul style="list-style-type: none"> • Work with Reaching Wider partners to develop a relevant model for a STEM / Employer engagement forum in a rural, public sector dominated sub-region • Track former Wales Summer University graduates to act as mentors for 3rd year students who entered through this (and subsequent) scheme to prepare for and access high level employment 	<p>Contribute to increasing the proportion of leavers obtaining first degrees from full-time courses who were employed, studying or both six months after leaving to above the target set for 2012/13 of 89% (For our Future indicator), by focussing on support for WA groups.</p>
Integrating with the Equalities and Diversity Agenda	<p>Actions as shown above and developed in short term, reviewed, developed and evaluated.</p> <ul style="list-style-type: none"> • Based on baseline data for equality groups, develop aspirational programme(s) to address inequalities and set targets to improve these for self-declared groups • Based on baseline STEM subject data, develop aspirational programme(s) to address inequalities (based on WG and institutional data) 	<p>Measurable targets to be set 31/07/2012 after establishing relevant baseline data</p>

<p>Collaboration and Partnerships</p>	<p>Actions as shown above and developed in short term, reviewed, developed and evaluated.</p> <ul style="list-style-type: none"> • Strengthen links to employer and employee organisations • WA & LLL to work closely with UALL Cymru and other education and training groups to build strategic partnerships • WA & LLL to work closely with CILT and CES (Centre for European Studies) to promote Modern European Languages and develop schemes to assist in progression • Continue to work closely with CF partnerships (and clusters) to add value to local strands and themes • LLL to continue to work closely with Regional Learning Partnerships • LLL to initiate activity with local employer groups. Continue to work closely with Communities First partnerships • LLL to continue to work with Software Alliance Wales (SAW) 	<p>Partnership outcomes are included within the other strands of Strategic Focus and will enable us to deliver those outcomes</p> <ul style="list-style-type: none"> • LLL to Attend 2 UALL Meetings annually • LLL to undertake 2 Meetings with CILT annually, with emphasis on progression • LLL to undertake 3 Meetings with CES annually, emphasising ESOL activity • Enterprise, Skills & Development Officer (ESDO) (LLL) to join Aberystwyth Chamber of Commerce • LLL to attend 3 Chamber of Commerce meetings annually • LLL to undertake 5 meetings with Communities First Partnerships • LLL to attend 3 SAW events annually
<p>Welsh medium programmes</p>	<ul style="list-style-type: none"> • Continue to work to align with Y Coleg Cymraeg Cenedlaethol as provision and strategy develops 	<p>Increase the number of Welsh domiciled students undertaking some element of their course through the medium of Welsh above the target set for 2012/13 of 13.9% (For our Future indicator).</p>

	<ul style="list-style-type: none"> • Work with local providers to encourage WA / CF residents to take up learning opportunities in order to enhance work opportunities • LLL to continue to work with ACLs in Ceredigion and Carmarthen, with focus on delivery of Welsh medium courses • LLL to continue to work with RLP SWW • LLL to develop links with ACL Powys and ACL Pembrokeshire • LLL to develop new links with RLP NW 	<ul style="list-style-type: none"> • LLL to undertake 3 meetings with Y Coleg Cymraeg Cenedlaethol • LLL to undertake 6 meetings with ACL Ceredigion • LLL to undertake 4 meetings with ACL Carmarthenshire • LLL to undertake 4 meetings with RLP SWW • LLL to undertake 2 meetings with RLP NW • Create online survey to assess demand for LLL Welsh medium courses (20/10/11-28/10/11) • Analyse results of online survey for LLL Welsh medium courses (28/10/11-3/11/11) • Develop Welsh medium LLL programmes in areas of demand (as identified by survey) (4/11/11-14/1/12) • Confirm 10 credit p/t LLL course with greatest demand (4/11/11) • Develop 2 Welsh medium LLL courses (4/11/11-14/1/12) • Deliver minimum 1 Welsh medium LLL course (2/4/12-31/8/12)
--	--	--

<p>Skills needs of employers</p>	<ul style="list-style-type: none"> • Develop a local strategy group to capture the employer and employee voice, unique to the rural nature of the sub-region • Utilise the skills in relevant departments and work with CCS to assist in capturing this data and develop a relevant skills programme • LLL to continue close liaison with ABSC • Contact local employers • LLL to create local strategy group 	<p>Develop challenging targets by 31/07/2012 with RW and local groups, based on work carried out in short term</p> <ul style="list-style-type: none"> • LLL to undertake 10 meetings with CCS • LLL to undertake 3 meetings with RLP SWW • Use LMI from RLP and CCS to identify and contact suitable local employers (14/1/12-28/2/12) • LLL with CSS support to create framework for local strategy group (28/2/12-4/3/12) • LLL to invite Chamber of Commerce, Ceredigion County Council – Trade and Leadership and Management Wales to participate (4/3/12-31/8/12)
----------------------------------	--	---

Bangor

Area of Strategic Focus	Actions to Achieve Outcomes	Measurable Outcomes
<p>Raising Aspirations, improve attainment and support Fair Admissions to Higher Education</p>	<p>Promote progression of learners to HE from Communities First areas and from low-participation areas/communities.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Improve participation from disadvantaged backgrounds and areas of relative economic deprivation. • Target potential applicants who have little or no family history of HE. 	<ul style="list-style-type: none"> • Increase number of Schools participating in TOP from 14 to 18 Schools in 2012/13 (FP-T3). • 400 schools students to attend GCSE revision from current baseline of zero (FP-T4). • Increase participation of UG students from low participation neighbourhoods to benchmark of 12.3% by 2014/15 from baseline of 9.9% (FP-T5). • Increase participation of Welsh domiciled students from Communities First areas to 12.5% by 2014/15 from baseline of 8.9% (FP-T6). • Review/adapt provision of part time bursaries to complement loans for part time students. • Maintain and further develop suite of campus- and community-based part time modules and programmes.
<p>Transition, Induction, Retention and Success</p>	<p>Support students from non-traditional backgrounds to facilitate transition to and success in HE.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Further develop admissions processes for applicants from diverse learning background. • Provide advice on admissions for non-traditional learners. • Support for WA students through academic, pastoral/counselling, administrative and Peer Guide support. 	<ul style="list-style-type: none"> • Produce and disseminate guidance/training on admissions processes. • Provide enhanced means tested bursaries to 1000 new students in 2012/13 rising to 2750 students by 2014/15 (from 875 new students in 2011/12) (FP-T1). • Improve non-continuation following year of entry (young entrants from low participation neighbourhoods) to 5.0% (2014/15) from current baseline of 6.6% (FP-T10). • Improve non-continuation following year of entry (mature entrants with no previous HE experience) to be 5% below benchmark (12.6%) from current baseline of 7.9% (FP-T11).

Widening Access to Higher Level Skills	<p>Develop higher level skills with a particular focus on employability.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Raise aspirations for higher level learning and create learning cultures in Communities First areas and low participation neighbourhoods. • Implement the Bangor Employability Award across all Schools. 	<ul style="list-style-type: none"> • Increase participation of UG students from low participation neighbourhoods to benchmark of 12.3% by 2014/15 from baseline of 9.9% (FP-T5). • Increase participation of Welsh domiciled students from Communities First areas to 12.5% by 2014/15 from baseline of 8.9% (FP-T6). • Increase number of UG students studying STEM subjects from low participation neighbourhoods and Communities First areas from 507 (2009/10) baseline to 600 (2014/15) (FP-T7). • Peer Guides – increase number of Schools using study leader peer guides and/or PG Ambassadors from 15 (2011/12) to all (21) Schools (2013/14). • Increase number of BU Schools participating in Employability Award from 3 (2010/11) to all (21) by (2012/13) (FP-T18). • Review/adapt provision of part time bursaries to complement loans for part time students. • Extend provision of modules and courses with work-based elements.
Integrating with the Equalities and Diversity Agenda	<p>Provide support for students from under-represented groups.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Provide pre-entry guidance and advice for under-represented groups. • Develop aspirational programmes for Foster carers and relevant staff in Children’s Homes. • Promote widening access to Higher Education for refugees and asylum seekers. 	<ul style="list-style-type: none"> • Maintain specific and targeted support for care leavers • Maintain induction event for home based students • Maintain and further develop women’s studies courses including delivery in Communities First area.
Collaboration and Partnerships	Ensure relevant and meaningful progression including pathways from FE to HE.	<ul style="list-style-type: none"> • Maintain close involvement with regional partnerships and involve Director of Reaching Wider

	<p>Actions will include:</p> <ul style="list-style-type: none"> • Implementation of the Transformation Agenda and Regionalisation Strategy. • Links with/through: <ul style="list-style-type: none"> ○ Reaching Wider Partnership. ○ Local businesses and industry. ○ Wales Employment and Skills Board. ○ Business in the Community. ○ HE sector across Wales. ○ UALL Cymru. 	<p>in University Task Group.</p> <ul style="list-style-type: none"> • Further develop links with FE in, particularly in relation to validated programmes.
<p>Welsh medium programmes and to align with Y Coleg Cymraeg Cenedlaethol developments</p>	<p>Promote interest and participation in Welsh medium Higher Education by students from disadvantaged backgrounds.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Bursaries that incentivise students to study through the medium of Welsh. • Enable current and potential employees to work through the medium of Welsh. 	<ul style="list-style-type: none"> • Increase the number of Welsh domiciled students undertaking some element of their course through the medium of Welsh to 1400 by 2014/15 (Current baseline estimate 2009/10: 1294). 2012/13 interim target: 1350 students. (FP-T2) • Development of 8 new 20-credit modules (by 2013/14) by staff funded through Y Coleg Cymraeg Cenedlaethol's Academic Staffing Scheme. • Integrate the proposed Y Coleg Cymraeg Cenedlaethol Welsh language skills certificate into the Universities' Employability Award. 25% of students taking the skills certificate nationally to be from Bangor by 2013/14. • Develop Welsh medium study skills resources (website and podcasts) • Welsh medium community-based part time courses.

Skills needs of employers	<p>Identify and respond to the skills needs of employers by strengthening links with regional businesses and industry.</p> <p>Actions will include:</p> <ul style="list-style-type: none"> • Enable current and potential employees to work through the medium of Welsh. • Implement the Bangor Employability Award across all Schools. 	<ul style="list-style-type: none"> • Increase number of BU Schools participating in Employability Award from 3 (2010/11) to all (21) by (2012/13) (FP-T18). • Maintain Widening Access scholarships specifically for Master's courses (introduced 2011/12). • Further develop links with FE, particularly in relation to validated programmes.
---------------------------	---	---

Part time learners

Aberystwyth only (Bangor combined into Widening Access table above)

Area of Strategic Focus	Actions to Achieve Outcomes	2011/12 Measurable Outcomes	Financial Resources
Raising aspirations and widening access	<p>Activities to widen access for part-time learners, including:</p> <ul style="list-style-type: none"> • WA & LLL to continue close links with Communities First partnerships • Targeted marketing and advice sessions for Welsh CF domiciled residents • Short courses / workshops as 'taster' sessions for part time study through Lifelong Learning Certificates, Diplomas and progression to degree • Work with Welsh domiciled CF 	<ul style="list-style-type: none"> • LLL to undertake 6 meetings with Communities First partnerships <p>Provide up to 10 marketing and advice sessions</p> <ul style="list-style-type: none"> • Provide 30 taster sessions(following consultation and survey – see below) • Recruit 80 part time students from CF 	<p>£92,609</p> <p>£3000</p>

	<p>residents to widen access to programmes in science within Lifelong Learning and Foundation years in departments</p> <ul style="list-style-type: none"> • Refine focus of Lifelong Learning Certificates and Diplomas aimed at CF students • LLL to continue to work with RLP SWW • LLL to continue to work closely with ACLs in Ceredigion and Carmarthen • LLL to develop links with ACL Powys and ACL Pembrokeshire • LLL to develop new links with RLP NW • LLL to use LMI from RLP and CCS to identify suitable local employers 	<p>areas (and aim to achieve completion rate of 80%)</p> <ul style="list-style-type: none"> • LLL to undertake 4 meetings with RLP • LLL to undertake 6 meetings with ACL Ceredigion • LLL to undertake 4 meetings with ACL Carmarthenshire • LLL to set up 2 meetings with ACL Powys • LLL to set up 2 meetings with ACL Pembrokeshire • LLL to set up 2 meetings with RLP NW • Set up LMI meeting with Wales Learning Observatory (12/1/12 – 28/2/12) • LLL to create online survey to assess demand for Lifelong Learning /Widening Access courses. Survey to focus on CF based micro-business (20/10/11-28/10/11) • Analyse results of online survey (28/10/11 – 3/11/11) 	<p>£1500</p> <p>£2500</p>
--	--	--	---------------------------

Welsh medium education	<ul style="list-style-type: none"> • WS & LLL to work closely with Mid Wales Regional Centre for Welsh for Adults to signpost adult and family learners to appropriate Welsh learner's courses • Work with Y Coleg Cymraeg Cenedlaethol (CCC) to support their WA & LLL part time progression routes • LLL to continue to implement action plan (developed in 2010-11) for delivery of part-time course through the medium of Welsh • Work with CCC to develop cross mapping for widening access part time progression routes • 	<ul style="list-style-type: none"> • On an on-going basis, based on 2010-11 action plan • LLL to undertake 4 formal curriculum monitoring meetings with WfA • LLL to undertake 3 meetings with Y Coleg Cymraeg Cenedlaethol 1/9/11 – 31/8/12 • Create online survey to assess demand for Welsh medium LLL courses (20/10/11-28/10/11) • Analyse results of online survey for Welsh medium LLL courses (28/10/11 – 3/11/11) • Complete curriculum cross mapping exercise LLL/CCC (14/1/12 -28/1/12) • Create signpost progression map document for Welsh medium courses, in collaboration with WFA. Distribute via Communities First (14/1/12-28/1/12) • Develop and write 2 Welsh medium LLL courses including resources (4/11/11-14/1/12) • Deliver minimum 1 Welsh medium LLL course (2/4/12-31/8/12) 	<p>(included in above)</p> <p>£3000)</p>
TOTAL FUNDING AVAILABLE for PART TIME LEARNERS			£102,609

Appendix 5. Table to show how L&T Quality Enhancement Projects and the Widening Access Aims are linked to the Institutions' Fee Plans 2012/13

L&T Quality Enh. Projects	Widening access aims						
	(a) Expectations, Attainment & Entry to HE	(b) Transition, Induction, Retention & Success	(c) Higher Level Skills	(d) Equality & Diversity	(e) Collaboration & Partnerships	(f) Y CCC & Welsh Medium studies	(g) Employers' needs & Skills
Assess. & Feedback	7	7, 8					
Graduate Attributes			6		10		11, 12
WM Curriculum						4	4
PGT Curriculum			11				11
Technol. Enh. Learn.							9
Internationalisation					10		
Student Rep. & Exp.		9		13			11
Teaching Excellence		9, 13					11
	1, 2, 3, 5			1, 2, 3	2		

The numbers in the table refer to themes in the Fee Plans as listed below.

Note: For simplicity, the table shows primary links and other secondary links are not shown.

Fee Plan themes

1. Bursaries to support widening access	8. Student satisfaction (NSS)
2. Students from low-participation neighborhoods	9. Quality of teaching spaces and facilities
3. Aspirations and recruitment from Communities First areas	10. Study abroad
4. Students undertaking elements of course in Welsh	11. Employment/employability
5. Engagement with schools and colleges	12. Recruiting to target in quota subjects
6. STEM subjects	13. Student support
7. Retention and module completion rates	

Full details of the Fee Plan Targets are in the Plans submitted to HEFCW by both Institutions.

Appendix 6. Table to show the links between the L&T Quality Enhancement Projects and other sources of funding.

Note: Links to the Institutions' Fee Plans are shown in Appendix 5.

Quality Enhancement Projects	Other Sources of Funding *
Assess. & Feedback	5, 6, 8
Graduate Attributes	3, 8
WM Curriculum	1, 2
PGT Curriculum	7
Technol. Enh. Learn.	9
Internationalisation	
Student Rep. & Exp.	2, 3, 4, 5, 6, 8
Teaching Excellence	

***Other Sources of Funding (£k)¹**

Source of Funding	Aberystwyth	Bangor
1. Y Coleg Cymraeg Cenedlaethol	475	925
2. Reaching Wider *	5	20
3. STEM Wales	14	127
4. Financial Contingency Fund	149	195
5. Access and Retention Premium	486	387
6. Institutions' Widening Access Strategy funding (See Appendix 4)	222	206
7. Access to Master's (EU-ESF)	406	3,309
8. Disability Premium	87	111
9. JISC 'Building Capacity Funding'		40 (10/11)

¹ For 2011/12 unless specified otherwise

* Funding directly linked to L&T Strategy Enhancement Projects