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EXECUTIVE SUMMARY

Cardiff Met's 2019/20 Fee and Action Plan is consistent with our purpose, which is to deliver high quality and high impact practice-focused and professionally recognised education, research and innovation in partnership with our students and industry. Central to this purpose is an unwavering commitment to social justice. We nurture an environment where everyone is valued as an individual, and where students and staff can work, learn, flourish and develop their skills and knowledge in an atmosphere of dignity and respect. Through this we will enable every student to fulfil their full potential to make outstanding graduate-level contributions and generate sustainable economic growth and social cohesion for our City, Wales and the wider world.

This Plan aligns with and is integral to the University Strategic Plan 2017/18 – 2022/23 and provides information on how the University will meet its commitment to invest 16.7% (£10M) of 2019/20 fee income in ensuring equality of opportunity and the promotion of higher education. The Plan clearly articulates the tuition fee levels for the University's 2019/20 provision and is framed in the context of providing targeted support to ensure a level playing field for learners and potential hard-to-reach learners from group under-represented in higher education, including those with protected characteristics and those who have experienced socio-economic and/or geographic disadvantage.

Cardiff Metropolitan University regards the following as being groups which are under-represented in higher education:

- Welsh domiciled students who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in former Communities First¹ cluster areas.
- UK domiciled students studying higher education courses who are from UK low participation areas (i.e. students whose postcode falls within wards from the bottom quintile of participation using the POLAR3 method).
- Learners and potential hard-to-reach learners who have experienced socio-economic disadvantage.
- Learners and potential hard-to-reach learners who have experienced geographic disadvantage (including, but not exclusively, asylum seekers and refugees).
- Learners and potential hard-to-reach learners with protected characteristics.
- Learners and potential hard-to-reach learners from vulnerable groups (including, but not exclusively, care leavers, estranged students and carers).

The Student Voice is at the heart of all that we do. Consequently the nature and scope of the significant investment commitments signalled in this Plan is informed through a process of review which is undertaken in partnership between the University and the Students' Union. Through this process of review the University identified opportunity to increase the proportion

¹ Whilst recognising that the Communities First scheme is scheduled to be phased-out by Welsh Government by March 2018 the University commits to providing targeted, transitional support to former Communities First areas in 2019/20.

of its 2019/20 Fee and Access Plan investment directed at ensuring equality of opportunity for groups under-represented in higher education from 63% to 66% of total investment.

The Plan also provides detailed commentary on those aspects of provision which, through the process of review, were identified as most challenging, as well as those which have been identified by the student body as of primary importance. The outcomes of the process of critical review determine that the emphasis of this 2019/20 Fee and Access Plan should be placed upon establishing and maintaining systematic, innovative approaches to addressing the three priorities of Aspiration, Access and Achievement. To facilitate this the Plan sets out clear objectives which are underpinned by SMART targets.

The Objectives of Cardiff Metropolitan University's Fee & Access Plan 2019/20 are:

Objectives relating to Equality of Opportunity	
i	To promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups
ii	To attract and retain students and potential students from under-represented groups
iii	To raise the educational aspirations and skills of people from under-represented groups to support success in higher education
iv	To support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers
v	To improve the higher education experience for groups under-represented in higher education
vi	To provide to under-represented groups effective information, before and during their studies
vii	To provide high quality academic and welfare support to groups under-represented in higher education
viii	To support the progress to employment or further study of groups under-represented in higher education
Objectives relating to Promotion of Higher Education	
i	To deliver more effective engagement with private, public or voluntary bodies and communities in Wales
ii	To improve the quality of learning and teaching, with reference to the quality of the student experience
iii	To strengthen the employability of Welsh graduates
iv	To promote Welsh higher education more effectively internationally
v	To deliver sustainable higher education
vi	To raise awareness of the value of higher education to potential students

The Plan also provides a clear expression of the activities that the University will undertake against a range of investment categories. These activities include the establishment of a Cardiff Open Schools initiative which will promote the development of strong partnerships with schools and colleges to deliver clearly articulated progression routes into higher education. This will be accompanied by a systematic approach to removing financial barriers to participation through the provision of bursaries, scholarships and a financial hardship scheme. The University is also implementing a Student Engagement Programme which offers enhanced personal tutorial support and maximise the value of 'big data' to facilitate an increasingly personalised approach to learning.

SECTION ONE: THE STUDENT VOICE

Overview

Student tuition fees pay for the direct education that students receive, together with the ancillary services, such as libraries and student welfare, which provide elements of the support necessary to ensure that each individual in a diverse population of students is able to reach their full potential. However, the life of a student is not merely the sum total of lectures and seminars and the student experience extends well beyond the core activities of teaching and student support. Tuition fees also contribute towards the cost of providing bursaries and scholarships, hardship funds, overseas mobility opportunities, social and sports facilities, student transport and the Students' Union. Fees also contribute towards the cost of major investments in the University which benefit students such as new Students' Union facilities at Cyncoed and Llandaff, and the buildings which house the Cardiff School of Art and Design and the Cardiff School of Management.

Student fees represent a significant personal investment. For most students their time at University will have a significant influence in shaping who they become and what impact they will have on the wider world. The professional focus of our programmes ensures that a Cardiff Met education prepares students for the world of work. However, the University provides students with opportunities to develop a wider array of aptitudes and skills than those expected by accrediting bodies or for specific career pathways. A unique and vibrant student experience - the Cardiff Met Student EDGE - is being developed to nurture those Ethical, Digital, Global and Entrepreneurial skills which will enhance and future-proof the social, economic and cultural capital of our learners.

This degree of personal investment requires a commensurate level of representation. Cardiff Met prides itself on the level of engagement it has with its student body and, in alignment with Welsh Government expectation², is committed to maximising students' involvement in the shaping of their education. The University provides a wide-range of opportunities for learners to express their individual and collective opinions, and to be partners and joint decision-makers within the University. The University systematically seeks and acts upon evaluative feedback from students on their experience at module, programme, School, and institutional levels and via the 'Have Your Say' campaign. More broadly it engages with all national surveys during a well-established "Survey Season" and has invested in establishing its own Student Satisfaction Survey to capture feedback from all other students who are not represented in national surveys. Students are represented on University-level committees, such as Learning and Teaching Committee, as well as on Programme- and School-level committees. Student-staff liaison committees provide feedback on a range of academic and non-academic issues, supported by a well-established student representation framework at course, year, and school level. These support the work of two sabbatical officers, the SU President and Vice-President, who are both full members of the University's Board of Governors and also meet regularly with the Vice-Chancellor and senior staff.

The University provides regular Fee and Access Plan monitoring reports to the Board of Governors thereby providing formal opportunity for the student voice to be represented

² https://www.hefcw.ac.uk/documents/about_he_in_wales/WG_priorities_and_policies/27Mar2017%20WG-HEFCW%20Remit%20letter%202017-18.pdf

through the membership of the sabbatical officers. The Students' Union contributed to further enhancing the representation structure recently through recruiting a team of passionate and motivated students for six new part-time roles covering the key themes of Equality and Diversity, Health and Wellbeing, International Students, Communication, Welsh Language and Events and Activities. This enhancement has facilitated deeper formal and informal engagement with students. In 2018/19 the Students' Union will develop the team of Part-Time Officers further through introduction of an additional role covering the theme of the Environment.

The University's Student-Led Teaching Fellowship Scheme is promoted and managed by the Students' Union in partnership with the Learning and Teaching Development Unit and offers a platform for the dissemination of best practice to both staff and students. The impact of the scheme has been significant not only across the University but also on the sector through dissemination of a case study on how the scheme can engender positive change. Positive change is also at the heart of the joint commitment made when the University and Students' Union signed the Time to Change Wales pledge to tackle mental health stigma and discrimination.

The outcomes of the Fee and Access Plan monitoring process also feed into the development of the new initiatives and activities undertaken by the University. Most recently, students have been integral to the university's inclusive Strategic Conversations initiative that directly inform the development of the University's new strategic plans. Subsequently, through mechanisms such as the Employability Steering Group, the University and Students' Union work in close partnership to ensure that, through co-design, the student is placed at the heart of strategic service development and delivery at Cardiff Met.

The University also publishes regular reports on how its fee income is deployed. The University recognises an opportunity to enhance student engagement in evaluating fee plan implementation and therefore publishes such reports alongside its Fee and Access Plans to ensure that all students and prospective students have access to this information at all times³. Furthermore, the introduction of the more detailed and explicit monitoring of fee income investment required through the new Fee and Access Plan arrangements provides a greater degree of information to facilitate student engagement.

Student Representation

The University benefits from an effective, independent and democratic system of student representation. The University recognises students both as partners and as experts in the learning process whose feedback is actively sought and valued and, in so doing, supports the objectives of the Wales Initiative for Student Engagement (WISE).

The University has worked with Cardiff Met Students' Union to implement good practice published by HEFCW on funding effective, democratic student unions, and student representation. As part of that process, the University and the Students' Union have

³ The University's approved Fee and Access Plans and its reports on the use of fee income can be accessed via the following link: <http://www.cardiffmet.ac.uk/study/finance/Pages/Fee-Plans.aspx>

established a relationship agreement and a Student Charter both of which are reviewed and renewed periodically.

The Student Charter is developed by the University in partnership with the Students' Union and sets out the University's commitment to working in partnership to provide a student experience which is consistent worldwide with the principles and priorities of the University Strategic Plan. In essence the Charter outlines what students can expect from the University and the Student's Union and, in turn, what is expected of students.

The Student Charter was most recently reviewed in the spring of 2017 in a comprehensive process involving the Students' Union and the University's main academic and management boards before final ratification by the University's Governing Body. In response to feedback arising from this process this latest iteration of the Charter has been significantly recast in order to arrive at a more visible and easily communicated document that is accompanied by an interactive on-line version. The Charter, which is available bilingually, has been incorporated into the University's staff induction programme and the Students' Union is developing a communication plan to increase the profile of and engagement with the Charter amongst students.

Cardiff Met Students' Union operates a well-established, effective and structured system of student representation encompassing elected Sabbatical representatives, School representatives, and course representatives. In recognition of the increasingly systematic embedding of the student voice into the University's planning and management activities the Student's Union enhanced the representation structure through introduction of six new part-time offer roles in 2017/18. The student representation structure is linked to the University at multiple points:

- Cardiff Met Students' Union sabbatical representatives are members of the Board of Governors, Academic Board and other academic committees, and the University's Management Board.
- Student-staff liaison committees operate in each of the University's academic Schools.
- Cardiff Met Students' Union participates in the annual planning process used for setting objectives and budgets for the University's Schools and Professional Services. This is undertaken in a way consistent with the independent status of Cardiff Met Students' Union
- Members of the Vice-Chancellor's Board (i.e. the top tier of the University management) meet with Cardiff Met Students' Union representatives on a termly basis.
- Annual meetings between a cross-section of second year students, the Vice-Chancellor and senior student experience professionals.
- University managers are invited to attend meetings of Cardiff Met Students' Union Board of Trustees and School Representatives.

Fee & Access Plan

The University provides the Students' Union with an annual report on progress and the use of fee income, including its contribution to course development. Further Education colleges delivering franchised provision are required to provide the University with an annual report

reporting their use of fee income. The University encourages its partners to communicate the outcomes of their reports internally to students and their equality committee/equivalent body.

The Fee & Access Plan has been developed in dialogue with students. In addition to a specific discussion between the Trustees of the Students' Union and University representatives on the development of this 2019/20 Fee and Access Plan, this has involved utilisation of the University's annual planning process and meetings to identify and evaluate key issues of interest to students, and the agreement of actions in meetings of the Vice-Chancellor's Board and Students' Union sabbatical and school representatives.

As members of the Board of Governors sabbatical representatives of the Students' Union have also been involved in the approval of the Fee & Access Plan.

The University and the Students' Union continue to build upon the experience of the Future Directions initiative (co-ordinated by the Higher Education Academy) to jointly facilitate enhancements in the student learning experience. The Students' Union plays a full and active role in academic governance, the development of academic policy and monitoring of academic performance as members of the University by virtue of its membership of the University academic committees and participation in the University's academic monitoring and review processes for academic courses. Additionally the Students' Union undertakes its own annual review of the University, conclusions and recommendations from which feed into the University's academic governance and management mechanisms.

As a condition of partnership with the University, Further Education colleges providing franchised provision are required to mirror the University's internal approach to communications and engagement. The University's Fee & Access Plan proposals are discussed with Further Education partners who cascade information and consult with their students through local mechanisms, and provide feedback to the University. Additionally, the University is working in partnership with the Students' Union to strengthen links with student representatives in all the University's collaborative provision partners (i.e. within the UK and overseas). To this end the Students' Union hosts annual focus group events designed to identify and facilitate consideration of issues of interest to the breadth of the student body, and discuss these with the University's management.

Through the process of consultation for the University's 2019/20 Fee and Access Plan the Students' Union identified opportunity for students to play a much more prominent and impactful role in providing prospective students with advice on a range of issues across the breadth of the student experience. Opportunity for students to play a more prominent role in providing pre-induction support to students from under-represented groups was also identified, particularly in respect of providing opportunities for applicants to develop the resilience necessary to thrive in higher education.

Communication of Fee Levels to Potential Students

The overall objective of the University's communications is to provide transparent and accessible information in a timely fashion. In accordance with best-practice advice provided by the Competition and Marketing Authority, the University employs a variety of methods for

communicating the fee levels (annual levels and the aggregate level of fees paid by a student during the full duration of a course). These include: websites, printed materials, and material information provided orally to prospective students. Communications are undertaken in line with the University's Student Charter, the University's Strategic Equality Plan and Welsh Standards.

The following mechanisms are used to communicate with prospective students before they enter the University:

- Fee information will be included in the University's Key Information Set (KIS) and Universities and Colleges Admissions Service (UCAS) Entry profile, which is a direct link from various sections of the University's website.
- Fee information will be prominent on the University's website, and will include links to information on fees, additional charges, bursaries/scholarships, financial advice & welfare services, and student hardship support.
- An annual report on the use of fee income will be published alongside Fee and Access Plans on the University's website.
- Some students will incur additional costs (i.e. costs on top of fees) to pay. Additional costs will apply to some courses, and are necessary to meet the costs of Disclosure and Barring Service checks, materials/consumables, printing, field trips and other activities. The University and its franchised partners will continue to strive to minimise the number and scale of any additional costs. Additional costs are specific to individual courses. Details of additional courses will be available under the 'Finance & Tuition Fees' section of the University's website, and the corresponding part of its franchised partners' websites.
- Course information web pages will also include links to information on fees and any additional costs.
- Applicants will be signposted to the web-based information on fees via their applicant acknowledgement email. Their offer correspondence will include a programme specification and a copy of the tuition fees applicable to their year of entry.
- Confirmed applicants will receive student planner/joining instructions on how to access key information about joining the University – i.e. enrolment, paying tuition fees etc.
- Student finance advice sessions will be offered at all Open Days. These will include details of financial support available to students as well as providing information on tuition fees.
- When undertaking Schools and College liaison activity, University staff will signpost prospective students to the locations of fee information.
- Visit Days are targeted at schools in low participation neighbourhoods. The University will provide these groups with focused student finance sessions providing information on the support available and tuition fees.
- Prospective students can access the University's Advice for Applicants web pages which include core pre-joining information on topics such as such as tuition fees & finance, accommodation, student support services.
- Emails will also be sent at key points throughout the year to both enquirers and applicants highlighting key information about student finance – tuition fees, how and when to apply, Frequently Asked Questions (FAQ) etc.

Fee levels for 2019/20 are set out in Annex Aii Tables C & D of this Fee & Access Plan. At the time of publication of this Plan there are no mechanisms through which the maximum fee could rise above £9k however, should this change, the University may increase fees by any permitted level of inflation allowed by the Welsh Government.

Any such fee changes will be communicated to students as follows:

- Proposals will be discussed with the Students' Union prior to being put to Governors for approval.
- Changes will be communicated to returning students in the correspondence they receive from the University Academic Registry with regards to enrolment, and will be signposted to the University Website, Student Web-Portal, and the Virtual Learning Environment as appropriate for full details. The Student Portal is the main repository for information while a student is studying at the University.
- Students who wish to ask questions or seek clarification on changes to Fees will be able to do so at the iZone, the University's 'one stop shop' for information on all aspects of student life.
- Additionally, the Student Financial Advisory Service will be available to students in financial difficulty and to students who have more general queries relating to budgeting or accessing financial support, including the University's Hardship Fund.

The University will levy the maximum fee of £9k for full-time, undergraduate and PGCE Qualified Teacher Status (QTS) courses for 2019/20. In the case of provision for which fees are set below the maximum permissible level, i.e. where the University's full-time undergraduate courses are provided on a franchise basis at Bridgend College and Cardiff and Vale College, no inflation will be applied for 2019/20 entrants returning in 2020/21, nor for subsequent years of study. A summary of fee information in Annex Aii is provided below:

Item	Fee 19/20
FT Undergraduate	9,000
FT PGCE	9,000
FT Undergraduate Sandwich Placement Year	1,800
Bridgend College FT first degree	8,000
Bridgend College FT HND/ FD	7,500
CAVC FT HND/ FD	7,500

As an illustrative example, the aggregate fee for a student starting a three year full time undergraduate programme at a Cardiff Met campus in 19/20, would be £9,000 per year or £27,000 for the duration. Similarly, a student on a four year sandwich programme would be expected to pay £28,800 over four years. This would be reduced for Welsh students (Welsh Government fee grant) and/or those in receipt of University bursaries. This amount is at current fee levels, should universities be allowed to revise fees in line with inflation (e.g. 2%) the aggregate fee would be £27,545 for a three year full-time undergraduate programme.

Further Education colleges that franchise full-time undergraduate courses from the University are expected to mirror the quality and scope of the University's approach to the provision of information on fees to students. This means that information for students who

will be studying under franchise arrangements will be provided face-to-face by Further Education college staff as well as via a variety of publication media at their site(s) of study. These arrangements include learners at Bridgend College and Cardiff and Vale College.

SECTION TWO: CRITICAL REVIEW AND DIRECTION OF TRAVEL

Cardiff Met's fundamental approach to enhancing equality of opportunity is values-driven and the mechanisms through which the University operates are subject to regular review to ensure that they remain effective. The University, together with the Students' Union, is committed to continuous improvement and, as such, strategy development and planning is informed by the review of historic and current performance across the range of objectives articulated throughout our strategic framework.

A cornerstone of this review process in 2017 has been a comprehensive programme of 'Strategic Conversations', involving students and staff across the breadth of the University. This engaging process has informed the development of the University's Strategic Plans, for the period 2017/18 to 2022/23, which will lead to a step change in impact and effectiveness, not least through the establishment of the Cardiff School of Technologies which will stimulate both economic development and social cohesion. The Strategic Plan also aligns closely with the Welsh Government's vision of a reformed post-compulsory education and training sector⁴ in setting out the University's intention to develop Cardiff 'Open Schools' which will establish and enhance progression routes into each Cardiff Met School from schools and colleges across Wales and the wider UK.

Cardiff Met's Strategic Plan positions it as a Civic University that is proactive in promoting mutually beneficial engagement between the community, region and the University. We also seek to look beyond our immediate horizon and establish Cardiff Met as an anchor institution that connects global, regional and local interests to the benefit of all. This clearly articulated strategic purpose is fundamental to our continuing evolution as a Civic University. As a direct consequence of our Global Academies initiative we are seeing the emergence of new groups and collaborations across the University and these, in turn, are increasing the scale and impact of our external engagement. This is of fundamental importance as global challenges are becoming increasingly complex and solutions can only be realised through holistic, collaborative approaches.

Whilst, as described above, we seek greater global impact our Strategy communicates a strong sense of place. Our local communities are increasingly taking advantage of opportunities to utilise our on-campus facilities and the University, through ambitious developments such as the planned Cardiff School of Technologies, is forging effective relationships with local enterprises which facilitate the emergence of new opportunities for research, community development and flexible learning.

Cardiff Metropolitan University has a strategic approach to widening access activity ensuring it is embedded into its core programme of outreach activities and provides progression routes and support for learners at all stages of the learner journey.

We actively engage in and support a collaborative approach to widening access and supporting equality of opportunity and are committed to the communities we work with.

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https://consultations.gov.wales/sites/default/files/consultation_doc_files/170620_reformed_pcet_system_final_en.pdf

Through collaboration we play a key role in regional agendas including the Reaching Wider Programme and aligning with national priorities to support raising attainment and ambition. Building upon the good practice and expertise developed by the Reaching Wider Programme, we have adopted a long-term sustainable approach to widening access and are able to highlight through case studies the effectiveness of some of these approaches.

By developing programmes through a structured and aligned approach with academic schools and professional services across the university, we are able to demonstrate clear pathways to further study and highlight opportunities available in HE.

The University also maintains a suite of enabling strategies which, underpinned by annual action plans, seek to enhance the University's performance across a range of themes including Equality and Diversity, Student Engagement, and Civic Engagement and Social Responsibility.

Development of the University's Strategic Plan 2017/18 – 2022/23, together with a formal evaluation of the impact and effectiveness of our thematic strategies and existing Fee and Access Plans, has closely informed this critical review. The activities that the University commits to undertake in support of ensuring equality of opportunity and the promotion of higher education have been directly informed by this review process which has enabled the University to refocus its activities and resources as described below.

Student Retention

The University places great emphasis upon enhancing student retention and is implementing effective strategies and interventions that support all students. The University monitors its non-continuation rates routinely and these are embedded into annual and periodic review processes. Detailed analysis has also been undertaken to identify 'at-risk' student cohorts and individuals to better ensure that these students are given appropriate targeted support. This information has helped to inform enhancements in specific programmes and also contributes to extending the efficiency and effectiveness of our support services.

Whilst our retention performance has scope for improvement we have consistently invested in initiatives designed to support improvement. Through a process of review the University:

- Established that the Christmas break consistently corresponds with a spike of student withdrawals. Consequently the structure of Cardiff Met's academic calendar has been reviewed and opportunity has been identified to enhance retention through a shortening of the Christmas break. Consequently the academic year has been lengthened by two weeks to allow for an additional teaching week and the introduction of an 'enhancement week' which provides time for activities designed to maximise student engagement.
- identified a need to offer a more holistic integrated approach to induction across the University which focuses on students' needs during transition to university. As a consequence induction is being reimagined as part of a

longer process of transition that extends beyond the first weeks of a student's programme of study.

- identified a requirement for more peer-learning opportunities which foster student collaboration and improve belonging. The University has responded by establishing two important initiatives. These being: (i) *Global Campus Peer Learning Network* – an online network, which was developed to enhance links between student groups, encourage placement abroad and enhance students' understanding of global and cultural perspectives; (ii) *Mature Students Peer Learning Network* – mature students often face particular pressures, such as a lack of peer support and difficulties balancing home/work/study. This network was developed to provide a platform where mature learners were able to collaborate, forge friendships/social groups, and share academic experiences.
- identified opportunity to establish a more co-ordinated institutional approach to student success. Consequently the University partnered with the Higher Education Academy Wales in taking forward the *Transition, Retention and Attainment* Project. This ongoing work has already resulted in the development of new Good Practice Guides, published in spring 2017, which supplement a '*Transition to University*' workshop which is provided for frontline staff.
- identified changing patterns in demand for welfare and advice services the University has established a new 'digital triage' system which enables student services professionals to better assess the risk presented by the students approaching the service. To support this innovative service, we have also introduced preventative mental health first aid training, supporting staff to support students and students to support each other.

Notwithstanding the enhancement activities described above, the challenge of maximising the retention of students remains at the heart of the University's planning activities. In reviewing the effectiveness of our provision the University has identified, in particular, some inconsistency in the student experience. There is now opportunity to enhance consistency whilst also delivering a more personalised student experience, particularly through defining better the role of Personal Tutor, and through better management and utilisation of hitherto untapped sources of information.

The University is therefore in the process of implementing a cross-cutting Student Engagement Programme which will increasingly have a material impact upon student retention. As described in greater detail below, the cornerstones of this Programme will include a remodelled personal tutor role, the establishment of the Cardiff Met 'EDGE' and the introduction of learning analytics.

The University is also investing in the Cardiff Met EDGE, a core part of the Cardiff Met experience that enables students to develop Ethical, Digital, Global and Entrepreneurial skills, experience, knowledge, confidence and resilience. The Cardiff Met EDGE ensures

improvement in the quality and outcomes of learning, teaching and the wider student experience to ensure all students graduate with high levels of knowledge, skills and experience as ethical, digital, global and entrepreneurial individuals. This initiative serves to rebalance opportunity and attainment between students entering the University with different levels of social, cultural and economic capital. The provision of a rich, vibrant and supportive experience will cater for the needs and expectations of an increasingly diverse student population.

The Cardiff Met EDGE initiative links aspects of learning and teaching within academic programmes with aspects of the student experience delivered by student services. The EDGE will enable all students to develop additional skills, experience, confidence and resilience through a coherent and core package of placements, projects, internships, volunteering and study abroad activities that will be a central part of the Cardiff Met experience rather than an optional 'added extra'.

A remodelled Personal Tutor role is ensuring that all students are supported in developing the Cardiff Met EDGE as well as their own personal academic profile and attainment. The Personal Tutor is, alongside the Programme Director and other specified academic responsibilities, regarded as a key role within the University's structure and within the academic promotion and progression routes.

The remodelled Personal Tutor role is also integral to the success of the University's introduction of learning analytics. Cardiff Met was in the first cohort of U.K. universities to participate in a Jisc-led learning analytics project, which seeks to use student engagement data to improve retention and student outcomes through both empowering learners and enabling tutors to better understand and improve education processes and provide targeted support. The University is currently engaged in the pilot phase of the analytics project.

The long-term value of learning analytics will ultimately be dependent upon the capture and analysis of 'digital footprints' arising from the experiences of each student. It is anticipated that data pertaining to the use of newly introduced lecture capture facilities will prove to be an important retention indicator. The Panopto system provides staff with the opportunity to create electronic learning content with the following benefits for students: improved revision; more detailed note-taking; greater accessibility/flexibility to learning; 'flipping the classroom' to improve student engagement; and the support of students for whom English is not their first language and students with additional learning needs.

The student voice is at the heart of the University's strategic development and, as such, there's significant opportunity for students to help shape and develop the Student Engagement programme. This increased opportunity also represents a challenge and, having reviewed the changing landscape, Cardiff Met Students' Union is committed to enhancing student representation and has established six new part-time officer roles which enable passionate and motivated students to make a full contribution to the University's plans and activities in respect of:

- Communication
- Equality and Diversity
- Health and Well-being

- International Students
- Events and Activities
- Welsh Language

Having reviewed the impact of these new representative roles the Students' Union is further augmenting representation through the establishment of an Environmental Officer role.

The University has also recently reviewed the effectiveness of its approaches to assessment. Following participation in the Jisc-funded Feedback and Assessment evaluation project, '*Making Assessment Count*', Cardiff Met developed resources to support staff on assessment alignment, authentic assessment and how to build assessment at the programme design and review stage, as well as a range of enhancement sessions and activities designed to share best practice and innovation.

National Student Survey feedback from students has highlighted inconsistency in some feedback practices, especially online marking. In response the University launched a bespoke educational change programme on online submission, marking and feedback for each School to ensure consistency of practice and to promote quality, and effective, feedback for all assessed work.

Examples of support for enhancement of assessment include delivering road-shows to engage staff on best practice in assessment and feedback, and developing associated posters on effective practice, online marking and, for students, guidance posters on how to use feedback and explaining the marking/moderation system. A further successful intervention within the University has been '*Feedback-Feedforward*' developments in the School of Sport and Health Sciences that continue to be implemented across the University.

The University also recognises that in order to have positively engaged students it is necessary to ensure that staff are similarly engaged. In order to ensure that talented teachers remain engaged in directly enhancing the student experience the University has sought to establish teaching career paths with equal status to those for research and enterprise activity. In 2016 the University participated in a Higher Education Academy funded project designed to clarify expectations about a portfolio of achievement that leads to senior promotion via the teaching route, and to support staff in evidencing excellence. Cardiff Met has also invested in a number of mechanisms for bringing staff together to share good practice, develop excellence in teaching, and foster a culture of innovation. These include an annual Learning and Teaching Conference, a Learning and Teaching focused '*Inspiring Excellence*' Seminar Series, podcasts, a Programme Directors Symposium and Leadership Series, and the '*Talking about Teaching*' peer-learning development scheme.

Graduate Employability

Our students consistently inform us that securing graduate-level employment is a top priority and, as such, our performance in this area is subject to particular scrutiny. Such scrutiny indicates that performance is systematically improving, as evidenced by an 11% increase in graduate employability for our 2014/15 leavers and the maintenance of this performance for 2015/16 leavers.

This scale of improvement can be attributed to a renewed focus to this area of work under new leadership. The University recently asked students how they would like to access and receive centralised careers support and, following the consultation, the University has facilitated an improved central service including: open access support on both ends throughout term time, specialist appointments available in Schools; large-scale careers fairs hosting employers across a range of sectors; workshops delivered in curriculum time as well as alongside taught programmes. As a result of this the University's careers service has doubled the volume of its interactions with students.

An increased emphasis in the use of technology has also proven to be effective. The University's 'Your Career' e-module is highlighted in the University's Institutional Review as an example of good practice. The module supplements use of the *CareerHub* database, to record and report on employability. *CareerHub* has also undergone recent enhancement to engage students and relevant staff in employment activity and is now used for Careers Service appointments, job advertising, placement record-keeping, careers fairs, and entrepreneurship events booking. A further initiative, 'GradSpace', has been developed to complement the University's employability efforts, by engaging alumni to access a web service to add value during their transition to, and progression within, the workforce. It is populated with learning resources together with a personal e-portfolio to help them plan and record their professional achievements.

All undergraduate programmes have benefitted from the input of industry and employers at validation, revalidation and periodic review. The majority of programmes continue this involvement from employers throughout their development and delivery and include guest speakers and lecturers to expose students to the reality of working in industry. The opportunity for credit-bearing work experience is also available to all undergraduate students as part of a wider programme that enables all students to graduate as employable, digital, global and ethical graduates.

Through a process of consultation the University has identified those graduate attributes most commonly valued by employers and all programmes now provide opportunities for students to develop these. In 2016, the University launched the Cardiff Met Higher Education Achievement Report (HEAR). As part of the validation process for activities to be included in this extra-curricular provision, the activity must demonstrate how it supports students to develop at least two of the University's designated graduate attributes. The 'Cardiff Met Award', operated by Cardiff Met Students' Union, also enables students to receive formal recognition for a range of employability-related activities. To enhance this work further, the University has approved the development of an overarching framework for skills acquisition and articulation, which will develop clear and consistent processes for measuring and supporting learning gain at Cardiff Met.

The University is aware that a significant proportion of its learners are recruited from a relatively local catchment area and that this has the potential to place limitations upon the extent to which graduates are prepared to participate in a global employment market. Consequently outward mobility is a key priority for the University as it has a role to play in developing graduates who are equipped to compete on the global labour market. Cardiff Met is the leading UK University in the co-ordination of Erasmus Mundus Action 2 projects and,

building upon this, the University has invested in an outward mobility platform which supports students and staff to gain an international experience through exchange programmes such as Erasmus Mundus and Erasmus+. In 2016/17, the Outward Mobility Team supported 300 student mobility experiences. The University is also a member of the *garagErasmus* generation professional network connecting former Erasmus students to find suitable jobs and create new businesses.

Having identified a requirement to prepare graduates not only for employment but also for the prospect of establishing their own businesses the University was proactive in establishing a Centre for Student Entrepreneurship, The Centre is Cardiff Met's dedicated department for supporting and encouraging entrepreneurship amongst students and graduates and, was awarded the *Guardian Higher Education Award* in 2015 for 'Excellence in Entrepreneurship Education'. The Centre operates in partnership with Cardiff Met Students' Union and provides a range of opportunities for the development of entrepreneurial skills and knowledge, including one-to-one business start-up support, developmental workshops, networking events, and experiential learning opportunities, with active engagement of over 10% of on-campus students during 2016/17.

We now seek to consolidate and build upon the developments and initiatives which have underpinned this improved performance. Our new Strategic Plan sets out plans for the establishment of a fifth School. The Cardiff School of Technologies, or '4D', will represent a new collaborative approach to a global industry-education partnership and is designed to:

- develop the future of digital media, data sciences and design technologies
- deliver a catalyst for economic growth
- devise an engine for educational aspiration and social cohesion

The School of Technologies will support innovation in the digital economy, a key growth sector as the UK prepares to exit the European Union, and will deliver international and national education, research and innovation alongside transformational education and enhanced social cohesion.

Cardiff School of Technologies will specialize in education, research and higher-level skills development in *digital media*, *data science* and *design technologies*. These are key sectors of national and international student demand, lead to highly paid graduate-level employment and have been identified⁵ as having significant growth potential in South-East Wales, the UK and internationally.

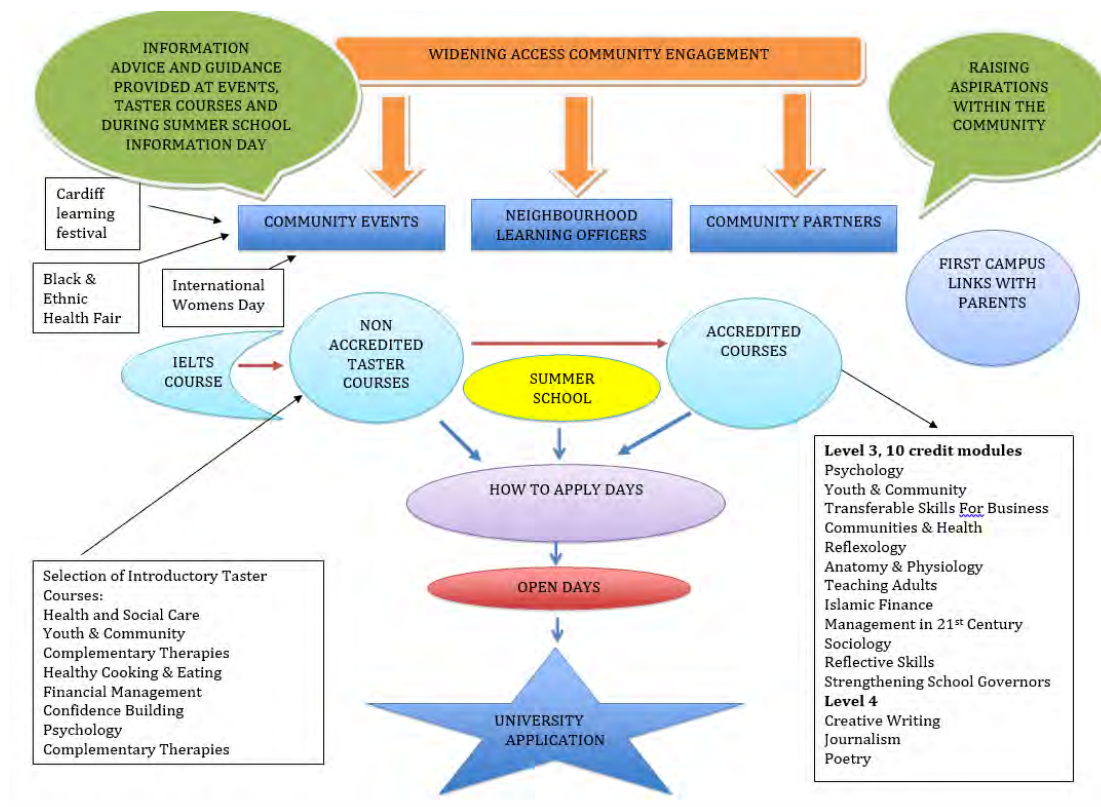
The School will contribute directly to extending the *Arc of Innovation* that stretches from Cambridge through Oxford to Bristol along the M4 corridor. It will expand the innovation core of Cardiff City Centre to connect with the corridor of commercial research and development from Newport to Bridgend and will develop connectivity and new SMEs in Valley communities spreading wealth generation to areas not traditionally seen as locations for commercial investment.

⁵ *Cardiff Capital Region Growth and Competitiveness Commission Report, 2016; Tech Nation 2016: Transforming UK Industries, 2016; South West England and South East Wales Science and Innovation Audit, 2016; Building Our Industrial Strategy, 2017*

The School of Technologies will complement and supplement the creative industries focus of Bristol and will generate new research and enterprise in areas aligned with current and future industry and commerce in the Cardiff Capital Region including data science and data analytics required by Government offices such as the Office for National Statistics, Intellectual Property Office and Her Majesty’s Revenue and Customs and by the growing financial services sector. The School will strengthen the digital economy cluster, act as a test bed for new technology development and offer an attractive environment for graduate start up and university spin-out companies.

Widening Participation

Cardiff Metropolitan University Widening Access Team aims to ensure that people of any age, background or ethnic group are given a fair and equal opportunity to study with us in a supported manner. The University is committed to ensuring that everyone with the determination, skills and desire to access Higher Education should be able to do so. The diagram below gives a strategic overview of our activities and higher level provision in this area.



Widening Access – Adult Education

Our courses are delivered in the most disadvantaged areas of multiple deprivation throughout Cardiff and other priority areas in SE Wales.

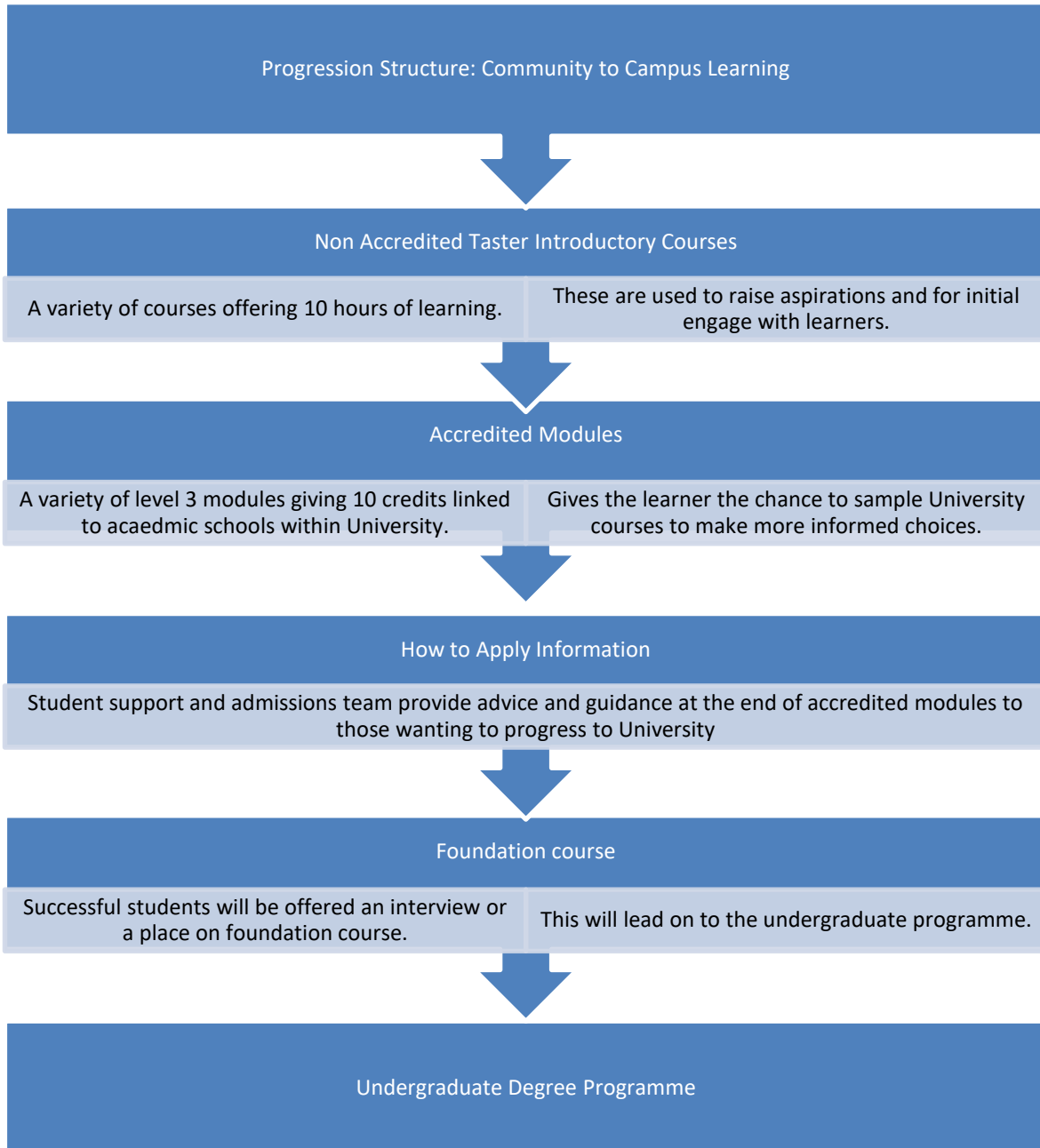
Support is offered by providing outreach learning opportunities, both non-accredited (taster) and accredited courses. The non-accredited taster courses are used for initial engagement and to find and support those who are ready to progress. In 2016-17 the University provided 50 introductory taster sessions and a Summer School for initial engagement and delivered

13 accredited level 3, 10 credit modules. 293 students attended the accredited modules and 20 of these learners enrolled on to the foundation programme.

Courses are provided in partnership with local community organisations. By working with partners based in the communities, we are able to develop sustainable relationships with the learners supporting their confidence to engage with education. Learners are appropriately signposted to the most relevant courses to support their learning skills and raising future aspirations.

All courses have pathways that represent the academic subject areas of the university. Courses are designed and written by academics at the university, the accredited courses are validated through the university credit committee.

Widening Access removes the financial barrier to learning as all the courses are offered at no cost to the learner. This includes accredited learning where successful students can receive ten university credits at either level three or four.

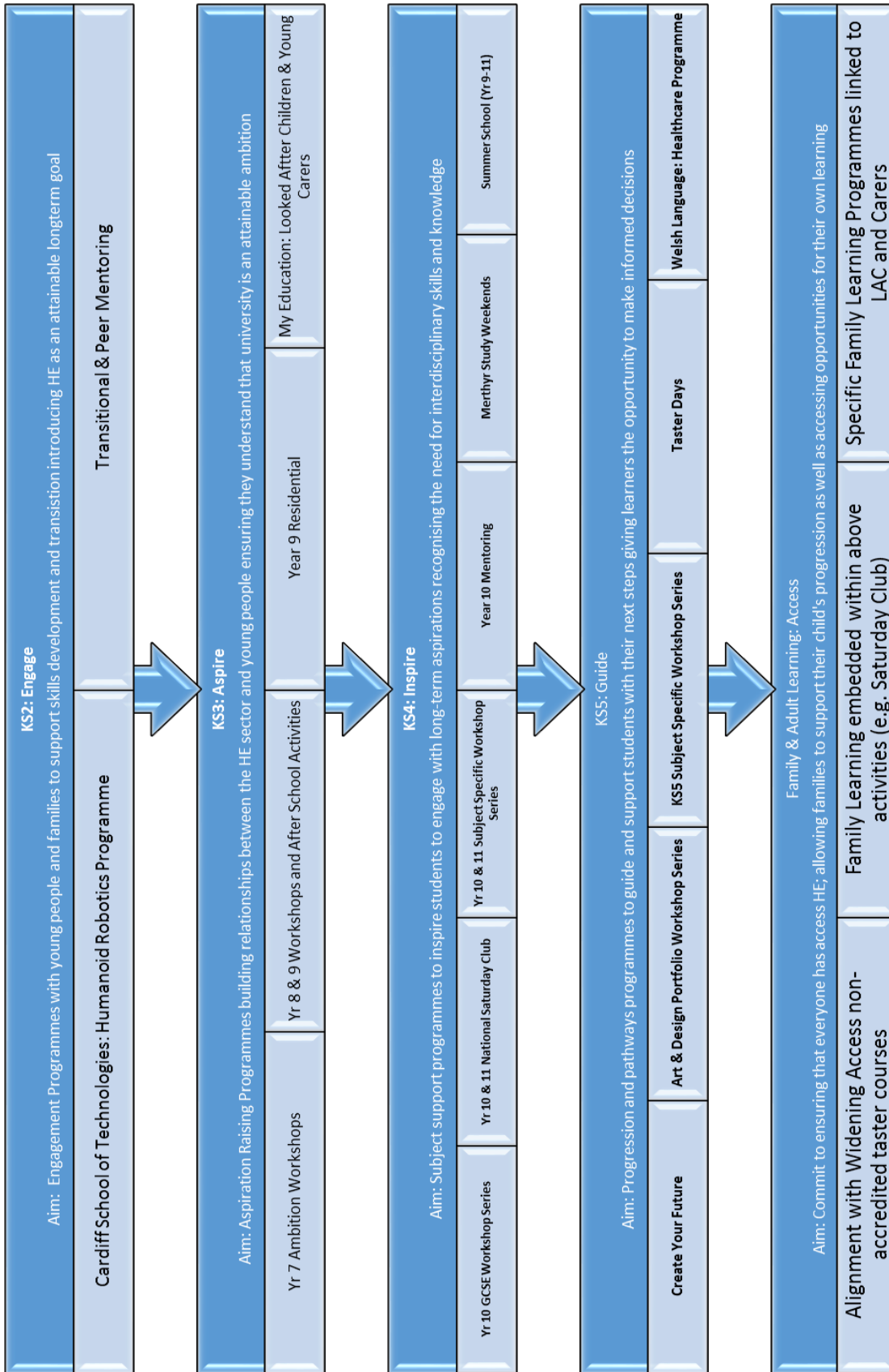


Reaching Wider

The university is committed to spending £175,242 in 19/20 in support of the Reaching Wider programme. Activities will support the efforts to widen access to Higher Education for those from WIMD40 (Welsh Index of Multiple Deprivation, bottom two quintiles) regions and for care leavers and carers. More specifically we intent to raise awareness and access levels for young people from WIMD40 regions and adults with no previous HE experience. The University will do this via a mix of community outreach programmes, schools liaison and on campus initiatives. The University will ensure alignment and continued partnership with the regional RW programme and draw on its successes in planning future activity. The University will contribute a more detailed RW strategy over the summer.

The University works in partnership with First Campus to support the coordination and delivery of the programme.

A summary of Reaching Wider activity can be seen below, the diagram also demonstrates the coherent, incremental approach of Engage, Aspire, Inspire and Guide:



The partnership approach allows Cardiff Metropolitan to share good practice, evaluate programmes and track learner's progression in order to respond to individual needs and strategically align with regional and national agendas.

Based on the First Campus Data Report 2016-17, the structured approach developed by Cardiff Metropolitan has ensured continual engagement with learners from former Communities First wards:

First Campus Data Report 2016 – 17

The First Campus partnership averages 46% of participants with a CF Postcode. CMET excels with 61% of participants having a CF postcode.

Project	Yes CF Postcode	No CF Postcode	Unknown*	TOTAL
USW	908 (44.3%)	1087 (53.1%)	53 (2.6%)	2048
CU	63 (27.9%)	132 (58.4%)	31 (13.7%)	226
CMET	305 (61.2%)	192 (38.6%)	1 (0.2%)	498
RWCMD	0	0	0	0
Total	1276 (46%)	1411	85	2772

CMET had the highest percentage of trackable participants 82%

Partner	Total participants engaged	PPDF (Register) Participants	Head count Participants	% of trackable participants
USW	3614	2048	1566	57%
Cardiff	992	226	766	23%
CMET	606	498	108	82%
RWCMD	1673	0	1673	0%
TOTAL	6885	2772	4113	41%

50% of CMET's trackable participants have repeated engagement.

Partner	PPDF Participants (trackable)	No of repeated* engagement participants	% of trackable participants
USW	2048	395	19%
Cardiff	226	0	0%
CMET	498	250	50%
RWCMD	0	0	0%
TOTAL	2772	645	23%

Based on 2017-18 figures the university has demonstrated its investment in and contribution to their Regional Reaching Wider Partnership and it is level of contribution it has ambitions to sustain into 19/20:

- Over 400 hours of 'in-kind' academic delivery and preparation time contributed to the delivery of the First Campus Programme;
- Financial contribution to First Campus Programmes such as Create Your Future, Art & Design Portfolio Development Workshops and Taster Days
- Year 9 Residential Graduation; delivering to parents/carers on course choices and finance

- Residential Progression Day; follow on for participants who attend residential events;
- Higher Education Roadshow

The University has well-developed partnerships with schools & colleges based in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation to deliver support and general information and guidance to learners.

This contributes to supporting fair access to higher education and equality of opportunity and is open to all learners regardless of choice of destination. Support offered through a series of tailored presentations includes:

- Choosing the right course and university;
- The UCAS application;
- Personal statement workshop;
- Student Finance (including highlighting bursaries and scholarships);
- Student Life;
- Visits Days & Taster Days.

Notwithstanding this established activity, in developing its new Strategic Plan the University has identified that the scope and impact of its local civic engagement is hidden from view to a significant extent. Cardiff Met believes that, at a time when political structures and constitutional arrangements are in a state of flux, and long established ways of working and social consensus are being challenged, there is a renewed need for the University to connect to and support the development of resilient local communities and champion an internationalist outlook.

Consequently, a significant new initiative in the form of *Cardiff Open Colleges* will act as a pipeline from recruitment to research by strengthening undergraduate recruitment from schools and colleges in Wales. *Cardiff Open Colleges* will develop strong partnerships with schools and further education colleges to deliver clear progression routes to University entry, promote the expansion of Welsh medium provision, and foster civic engagement.

The University continues to enhance its data maturity and thereby the utility of data gathered in respect of students with protected characteristics. Through this the University has identified a particular need to give greater prominence and attention to the interests of learners and potential learners from a black and minority ethnic (BME) background. This will involve ensuring that, where necessary, changes are made to process and practice to ensure that BME students are as likely as students from other demographic groups to participate and succeed in higher education. In support of this the University is committed to working towards achieving Bronze level accreditation in the Equality Challenge Unit's Race Equality Charter by 2020/21.

Flexible Study

The University, in common with the sector as a whole, has found the development of a part-time market to be particularly challenging. In the absence of viable student finance arrangements for part-time study the University has focused its efforts on addressing growing demand from employers and learners for more flexible vocationally-focused part-time opportunities through development of Continuing Professional Development, work-based learning opportunities, and, working in partnership across the region, through the development of a systematic, regional approach to recognised prior learning that significantly

increases opportunity for entry into and progression through the regional system of higher education. The strategic decision to establish a Centre for Work-based Learning, which has recently been recognised as a national exemplar, and a framework for Recognition of Prior Learning was guided by an intention to develop capacity and infrastructure to deliver in this area. The University has recently had its first Higher Apprenticeship Framework approved by Welsh Government.

Whilst the University has encountered difficulty in meeting its targets for growing the volume of home/EU undergraduate part-time activity our review of progress has identified cause to be cautiously optimistic about the future.

Firstly, the introduction of long-awaited new student finance arrangements in Wales will be of vital importance in stimulating demand and therefore establishing a more sustainable market for part-time study. Furthermore, having already established systems to support work-based learning and to recognise prior learning experience, the University, working through its strategic partnerships with Cardiff & the Vale College, Bridgend College and the commercial provider Acorn Learning, is ideally positioned to take a lead in extending the scale and scope of flexible learning opportunities. In planning the Cardiff School of Technologies the University has assessed the scope of existing higher apprenticeships and identified areas in which there is unmet demand and/or gaps in supply. Through this the University has identified opportunity to capitalise on the growth in high-value employment expected to arise as a consequence of the Cardiff Capital Region City Deal and develop a suite of higher and/or degree apprenticeships.

Monitoring of Performance

The University recognises that information is a valuable strategic asset and a pervasive enabler underpinning all that we do. However, it remains the case that, in common with much of the sector, management information is not always comprehensive or provided in a format that supports decision making and planning effectively. The University has identified important equality-related information gaps. The University is committed to overcoming these shortcomings and, through providing managers with the means of evaluating and monitoring equality-related data, continually enhancing the focus and impact of its Fee and Access Plans.

The University performs a formal monitoring process of Fee Plan Targets each term with updates of progress to date or actual year end outcomes presented to Management Board with context and assessment. As the plan is linked and aligned with University strategies, all items of work have owners that can provide feedback and updates on activity and progress. Such updates inform any interventions required. Annual monitoring goes through a similar process before being reported to University Governors and HEFCW. Our targets remain SMART, giving us the opportunity for evaluation of progress of initiatives as well as developing good practice and ensuring we learn lessons that could benefit other projects. The evaluation process is an iterative one, which will improve with time.

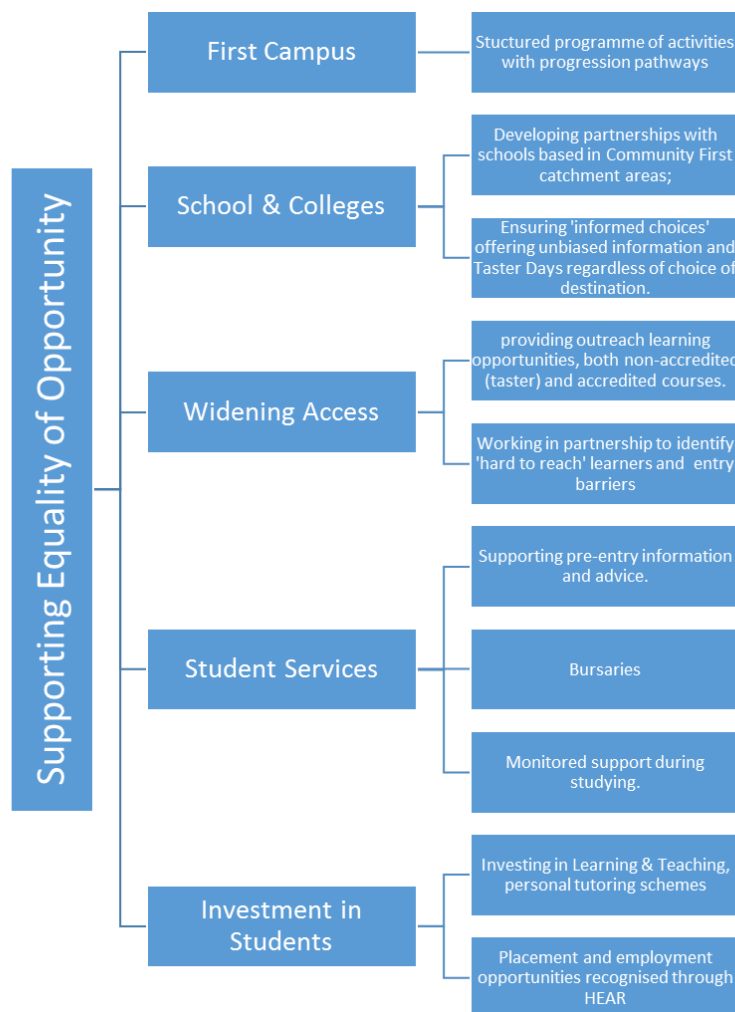
Delivery of the Plan and performance against objectives and targets will be monitored as follows:

- The Deputy Vice-Chancellor will provide overall leadership and management oversight for the delivery of the Plan. This will involve utilising a range of mechanisms including:
 - The Annual Planning Round – performance review, objective setting and budget setting for all academic schools and professional services.
 - Cascading actions into the plans of schools and professional services with day-to-day delivery overseen by local managers.
 - Termly updates on the progress in relation to strategic changes identified in the University's strategies, the outcomes of which will be shared with the Executive in order to address any difficulties or short-comings.
 - The University's Risk Management procedures.
- A member of the University's Management Board owns and is accountable for each category of Provision articulated in the Plan and, through this, an annual assessment of the effectiveness of the activities undertaken is created. The outcomes of the assessment are provided for the consideration of the Board and Students Union and directly inform the development of the University's subsequent Fee and Access Plan. Key lessons learned arising from the annual review process are also articulated in the subsequent iteration of the Fee and Access Plan.
- The Board of Governors is responsible for agreeing the Fee & Access Plan and evaluating delivery. The Strategic Planning & Performance Committee (a sub-committee of the Board of Governors) receives termly progress reports on the delivery of the University's Strategic Plan in the autumn each year. As previously mentioned the Fee & Access Plan is derived from the Strategic Plan, and is therefore an important component of the Strategic Plan. The Strategic Planning & Performance Committee also receives information on performance against Fee & Access Plan objectives targets and investment commitments in the spring of each year. Both reports are provided to the Board of Governors, which also receives risk management reports on a termly basis. Progress and performance information are also shared with appropriate academic and management committees prior to Governor-level scrutiny.
- KPIs, accessed via a visual business intelligence platform, facilitate the monitoring and evaluation of performance against targets.

SECTION THREE: RATIONALE AND STRATEGIC ALIGNMENT

Cardiff Metropolitan University is committed to providing an environment where everyone is valued as an individual, and where students and staff can work, learn, flourish and develop their skills and knowledge in an atmosphere of dignity and respect. We recognise and embrace our role in delivering the objectives promoted by the Funding Council and thereby contributing to a more equal, healthy, resilient, globally responsible and prosperous Wales that takes pride in a vibrant culture and the Welsh language⁶.

Promoting equality is more than a statement of how the University will meet statutory requirements: it is an essential and integral part of the University operations, a reflection of what it values, and helps to create improvements for everyone. We believe that equality supports quality and that ensuring equality of opportunity and embracing diversity is necessary if we are to achieve our strategic goals and develop the full potential of all our students and staff. Accordingly, Cardiff Met’s Fee & Access Plans are embedded at a strategic level across the University and are wholly consistent with the aims and objectives of the University’s Strategic Plan 2017/18 to 2022/23. Our overall model for supporting equality of opportunity is delineated in the diagram below.



⁶ HEFCW Corporate Strategy 2017-2020

Taken collectively Cardiff Met's strategies demonstrate that an unwavering commitment to social justice is core to the University's purpose and, informed by Welsh Government and Higher Education Funding Council for Wales priorities, is a key driver of our Fee and Access Plan. The University's approach to enhancing equality of opportunity coheres around the three core themes of Aspiration, Access and Achievement.

Aspiration

Research on the aspirations of young people⁷ suggests that, whilst low aspirations can place limitations upon the chances of people achieving their full potential, the greater challenge is of enabling those with higher aspirations to realise them. The University is, therefore, committed to ensuring that its schools intervention and outreach activities are targeted at areas of traditionally low participation. As signposted in the University's recently published Strategy, our Cardiff Open Schools initiative will promote the development of strong partnerships schools and colleges to deliver clear progression routes to University entry whilst also promoting expansion of Welsh medium provision and fostering civic engagement. Through these partnerships and activities we will promote, not just the benefits and opportunities of higher education, but also provide clearly articulated flexible learning pathways and progression routes which provide the necessary framework to translate the raw ambition of hard-to-reach learners into realised potential. Through this we will contribute to the realisation of the more cohesive and learner-centered post-compulsory skills ecosystem system that resides at the heart of *Public Good and a Prosperous Wales*⁸.

Access

This 2019/20 Fee and Access Plan is predominantly designed to create a level playing field for those learners and potential learners from vulnerable groups, those with protected characteristics and those who have experienced socio-economic and/or geographic disadvantage. Cardiff Met is committed to widening access and participation for all prospective students irrespective of background, gender, age, ethnicity, disability or any other factor. In support of this ethos the University will operate fair and equitable admissions processes which correspond with national best practice guidelines. The University will continue to play a leading role in introducing and operating mechanisms, including the recognition of prior learning, to facilitate the admission of students with non-standard entry qualifications. The University will also seek to minimise any financial barriers to participation through the provision of bursaries and scholarships, the operation of a financial hardship scheme and committing to meet reasonable additional costs of study such as mandatory field trips, Disclosure and Barring Service (DBS) checks, studio/equipment/printing fees and uniforms. The University also will provide subsidised transport to/from campus.

Achievement

⁷ Archer, L., S. Hollingworth, et al. (2010). *Urban Youth and Schooling: the identities and experiences of educationally 'at risk' young people*. Buckingham, Open University Press. Carter-Wall, C. and Whitfield, G. (2012) *The role of aspirations, attitudes and behaviour in closing the educational attainment gap*. York: JRF.

⁸https://consultations.gov.wales/sites/default/files/consultation_doc_files/170620_reformed_pcet_system_final_en.pdf

Recent work undertaken by the Higher Education Academy⁹ confirms the University's experience that regular and effective engagement with a personal tutor can enhance the likelihood of successful completion, and help students from low participation neighbourhoods and particularly those with little family support to navigate critical and transitional phases of their university experience. In recognition of this the University will operate a Student Engagement programme with the objective of improving student retention, enhancing student attainment, maximising the opportunity for students to achieve their potential through supporting them to engage more actively in learning and other activities, and improving student retention. This increased emphasis upon student engagement will, amongst other outcomes, provide enhanced personal tutorial support and make better use of technology and 'big data' to facilitate an increasingly personalised approach to learning. The University will develop its approach to personal tutorial support in-line with best practice, taking due account of Cardiff Met Students' Union input and emerging UK-wide developments.

University Strategic Plan 2017/18 – 2022/23

Cardiff Met's purpose is to deliver high quality and high impact practice-focused and professionally recognised education, research and innovation in partnership with our students and industry. In working together, and by championing creativity and diversity, we will enable every student to fulfil their full potential to make outstanding graduate-level contributions and generate sustainable economic growth and social cohesion for our City, Wales and the wider world.

Our Strategy¹⁰ is one of improvement, growth and diversification that is designed to secure Cardiff Met a place in the top 50 UK universities by 2022/23 and a place in the global university rankings for the first time. Our reputational enhancement will make Cardiff Met a university of first choice for students wishing to study art and design, business and management, education and public services, sport and health sciences, and digital, data and design technologies.

Investment in the student journey and in our estate and facilities will enhance our student experience and outcomes. This will be achieved by extending our reach to partner schools and colleges in Wales through our new Cardiff 'Open Colleges' model, improving our learning, teaching and student support on campus, and integrating our global partners. A new model of curriculum delivery will enable students to develop the Student EDGE - Ethical, Digital, Global and Entrepreneurial skills, experience, knowledge, confidence and resilience - in addition to subject specialist skills and knowledge.

Our reputation as the university judged to have the highest quality research amongst 'post 92' universities in the most recent UK Research Excellence Framework (REF 2014) will be strengthened through the creation of 'Global Academies' for world leading interdisciplinary and international research and innovation with impact. Ours is a truly international university with students from over 140 countries and our growing reputation and size will ensure more leading international academics and students choose to work and study at Cardiff Met.

⁹ https://www.heacademy.ac.uk/system/files/hub/download/what_works_2_-_summary_report.pdf

¹⁰ <http://campaigns.cardiffmet.ac.uk/documents/hr/3Page-Strategic-Plan.pdf>

Strategic Equality Plan

Cardiff Met recognises that people might suffer discrimination and be disadvantaged for many reasons. The University's Strategic Equality Plan¹¹ (SEP), and associated Action Plan, set out Cardiff Met's commitment and approach to nurturing an environment where everyone is valued as an individual and where stakeholders can work, learn and develop in an atmosphere of dignity and respect. Through building upon the firm foundations established through previous iterations of the Plan, and clear alignment with our Healthy University Strategy, the University is increasingly moving beyond meeting its statutory requirements. We recognise that equality underpins excellence and that ensuring equality of opportunity and embracing diversity is fundamental to the realisation of our strategic goals and the full potential of our students and staff.

The scope of the Strategic Equality Plan correlates with the Equality Act 2010 and the nine protected characteristics upon which grounds it is unlawful to discriminate. Whilst not part of the Act, the Plan also applies equally to the Welsh Language. The Strategic Equality Plan aligns directly with the University's Fee and Access Plan through inclusion of target groups which explicitly incorporates the provision of targeted support for learners and potential hard-to-reach learners with protected characteristics.

In developing the Strategic Equality Plan an opportunity was identified to increase impact through changing our approach from one of helping individuals overcome the way in which the University operates to one where we are committed to making fundamental changes to the way in which the University is designed and operates. Through the Plan we are also taking steps to improve the scope, quality and monitoring of the data collected by the University in order to understand better how we can provide more targeted support to individuals from underrepresented groups. The University is also committed to working with external bodies and seeking external accreditation, such as Athena Swan and the Race Equality Chartermark, to both document progress and further change institutional culture. The Fee and Access Plan is one mechanism through which the University is able to effect these changes in approach and emphasis.

Healthy University Strategy

The University, working in partnership with the Students' Union, has developed a 'Healthy University Strategy'¹². The Strategy, which is closely aligned with both our Strategic Equality and Fee and Access Plans, sets out the University's approach to corporate social responsibility and, in so doing, articulates how Cardiff Met is going beyond legal, regulatory and contractual requirements to act in the wider interests and welfare of society. The scope of the Strategy encompasses factors such as environmental responsibility, promoting health and wellbeing, ethical ways of working, and supporting social cohesion. The immediate or direct beneficiaries of the Strategy include communities, students, stakeholders, and staff. The development of the Strategy has been informed by the principles enshrined in the joint Universities UK/National Union of Students report *Breaking Down the Barriers to Student Opportunities and Youth Social Action*¹³ and consequently assigns high priority to the development of student volunteering.

¹¹ <http://campaigns.cardiffmet.ac.uk/documents/strategicplan/sep.pdf>

¹² <http://campaigns.cardiffmet.ac.uk/documents/strategicplan/Healthy%20University%20Strategy%202016-20.pdf>

¹³ <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf>

Cardiff Met has a long tradition of delivering high quality Welsh-medium provision and the Healthy University Strategy provides a vehicle for ensuring that the University continues to go beyond statutory requirements. The University works closely with the *Coleg Cymraeg Cenedlaethol* to enhance its provision and to develop new areas of study. Over the last five years, having secured funding from the *Coleg*, the number of students studying at least part of their programme through the medium of Welsh has grown significantly. Provision in Welsh is now available across each academic School with over 50 programmes offering at least a third of Welsh medium content and delivery. The University has an established Welsh Language Unit which provides direct support to our Academic Schools in developing provision and support for Welsh speaking students, as well as meeting the requirements of the Welsh Language Scheme and preparing the University for the introduction of the Welsh Language Standards. Together, these ensure that services supplied by the University to students, staff, and the general public in Wales are available in Welsh and English.

Student Experience Strategy

The University has recently introduced a Student Experience Strategy¹⁴ to its suite of enabling strategies. The primary purpose of this Strategy is to place greater emphasis upon, and thereby enhance, those areas of the student experience that are not already prominent within the established scope of the University's Learning and Teaching Strategy. The Student Experience Strategy is closely aligned with overarching University Strategy and the objectives of our Fee and Access Plans and promotes the following three core aims:

- Strengthening Partnership Working with Students;
- Embedding a Student-Centred Approach to Service Delivery; and
- Enhancing the Physical, Social, Cultural, and Recreational Environment

The Student Experience Strategy thereby serves to ensure that the University operates efficiently and effectively and that considerations of the student experience are central to all that we do. The Strategy serves as a reminder to all stakeholders that it is the responsibility of each member of the University to ensure that all learners, whether based on-campus or at partner institutions, benefit from the opportunity to enjoy a high-quality and distinctive student experience.

Rationale for the Targeting of Investment

HEFCW requires all higher education providers in Wales to invest between 14% and 17% of total fee income in Fee and Access Plan commitments in 2019/20. Cardiff Met commits to investing a minimum of 16.7% (£10M) of its total fee income derived from home/EU full-time undergraduate and PGCE students on equality of opportunity and the promotion of higher education.

A significant proportion of the provision described in this Plan will be fully-funded from this investment including all elements relating to equality of opportunity. Some measures and provision related to the promotion of higher education are part-funded from Fee and Access Plan investment and part-funded from other sources such as: part-time, postgraduate, overseas student fees; transnational education; profits arising from commercial services; external grants; and sponsorship. Provision and measures that are part-funded from Fee

¹⁴ <http://campaigns.cardiffmet.ac.uk/documents/strategicplan/Student%20Experience%20Strategy.pdf>

and Access Plan investment are restricted to the promotion of higher education and include: the development of learning analytics; internationalisation of the curriculum; and the enhancement of academic, social, sport, recreational and residential facilities. There are also a limited number of measures and provision which are not funded through Fee and Access Plan investment but which nevertheless contribute to equality of opportunity and the promotion of higher education. These include, for example, the University's delivery of transnational education, an activity which contributes significantly to enhancing the internationalisation of the University and providing new opportunities for learners to participate in overseas mobility projects. Activities that are fully funded from sources of other income (i.e. not from Fee and Access Plan investment) are clearly indicated in the Priorities section of this Plan.

In calculating planned investment the University has, in common with other providers, sought to arrive at a reasonable position through differentiating between activities that are provided with the primary purpose of supporting underrepresented groups and those which make a contribution to this purpose. Consequently, all costs associated with activities undertaken with the primary purpose of raising aspiration, facilitating entry and supporting the retention and successful completion of those from underrepresented groups are accounted for as Fee and Access Plan investment. Activities which make a contribution to supporting the objectives of raising aspiration, facilitating entry and supporting the retention and successful completion of those from underrepresented groups are accounted for in accordance with the proportion of underrepresented students in the University's total student population.

The University seeks to achieve maximum impact from the resources it commits through the Fee and Access Plan, consequently its approach is informed by regular critical review of the impact of its activities. The lessons learned through this review process, taken in context of regular analysis of groups under-represented in higher education, enable the University to adjust the level of funding assigned to each category of provision according to identified need. This process is designed to be evolutionary, taking into account patterns of activity, and, consequently, levels of investment remain relatively stable year-on-year.

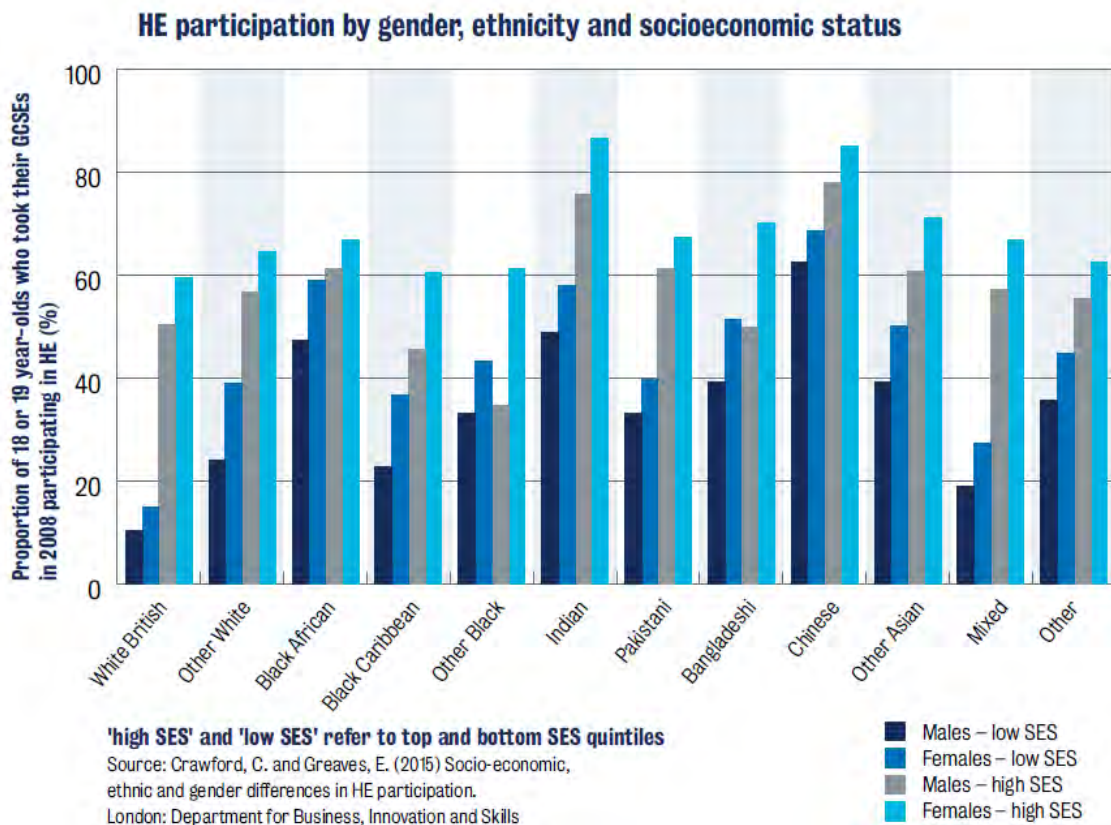
For its 2019/20 Plan the University has identified an opportunity to increase the proportion of its Fee and Access Plan investment directed at ensuring equality of opportunity for groups under-represented in higher education from 63% to 66%. This decision was informed by the critical review process and has been made possible predominantly through the University using other sources of income to offset reductions in Fee and Access Plan investment committed to the promotion of Higher Education.

SECTION FOUR: GROUPS UNDER-REPRESENTED IN HIGHER EDUCATION

Cardiff Met’s approach to identifying groups under-represented in higher education is informed through reference to patterns of participation and success across the sector and within the University.

Sector Intelligence

There is a well-established and growing body of sector-level evidence that socio-economic disadvantage is a barrier to participation in higher education and that young people from less advantaged backgrounds are less likely to apply to university. Increasingly research indicates that aspirations and attitudes have a significant impact upon rates of university attendance¹⁵. A significant challenge currently facing the sector is that only 10%¹⁶ of the most disadvantaged white British males progress to higher education; significantly less than the most advantaged white males, and those disadvantaged males from other ethnic backgrounds.



¹⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474269/BIS-15-462-understanding-progression-into-higher-education-final.pdf

¹⁶ <https://cdn.lkmco.org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf>

The absence of a clear definition of 'white working class' presents particular challenges for universities seeking to develop responses to this problem. While universities have access to data on parental occupation, this data lacks sufficient coverage and can lose its validity over time. Meanwhile, common proxies such as eligibility for Free School Meals are not effective substitutes for true 'class' measures. Notwithstanding these universal challenges, the University, as described at Section 5 of this Plan, will continue to invest in mechanisms which enable it to engage at a sufficiently early stage in boys' educational careers to shift perceptions of higher education and help these potential earners develop the necessary cultural capital to thrive in post compulsory education. The University will also continue to invest in pursuing a collaborative approach to the development of new digitally-driven mechanisms to support these and all other individuals from under-represented groups. Our approach aligns with the view of the Higher Education Policy Institute¹⁷ that the advent of learning analytics offers a new opportunity to monitor the achievements of individual students and thereby identify new ways of helping individual students from underrepresented and underperforming groups.

Whilst securing greater participation amongst disadvantaged white males is a particular challenge for the sector it is by no means the only challenge with socio-economic roots. Evidence published in the Oxford Review of Education shows¹⁸ that disadvantaged teenagers are more likely to abandon their plans to attend university than more privileged pupils with the same exam results. The research – which analysed how young people's expectations of applying to university changes between the ages of 14 and 17 – found that less advantaged teenagers were much more likely to give up on their ambitions than their more advantaged peers, despite having the same test scores and that pupils with a higher socioeconomic status were significantly more likely to raise their expectations of applying for university in light of improved exam results. Compared to the most advantaged fifth of young people, the least advantaged fifth had more than twice the probability of switching from being "likely to apply" to "unlikely to apply". And the most advantaged fifth had more than twice the probability of changing from being "unlikely to apply" to "likely to apply". The findings suggest that part of the socioeconomic difference in university applications has its roots during the period when potential applicants are aged between 14 and 17. This factor, coupled with research¹⁹ indicating that phenomena such as 'hyperbolic discounting' and an over attentiveness to salient information (such as tuition costs) at the expense of less-visible information (such as support for low-income families) impede applications from socially disadvantaged students, there is opportunity for the University, through its outreach work, to engage and thereby seek to both raise aspiration levels and provide appropriate information and support to facilitate progression into post compulsory education.

¹⁷ <http://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf>

¹⁸ <https://www.tes.com/news/school-news/breaking-news/less-privileged-teenagers-more-likely-give-university-ambitions-study>

¹⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/603737/Encouraging_people_into_university.pdf

The University also recognises the particular barriers to participation that continue to be faced by looked after children and young people (LACYP), resulting in only 8 per cent of care leavers progressing to full-time post compulsory education at the age of 19, compared to 38 per cent of the general population²⁰. Unlike their peers who normally remain in the family home, care leavers will often be living independently at age 18. Information from the Children Right's Director's surveys on care leavers and Children in Care Council (CICC) meetings show that many care leavers feel that they leave care too early and often feel isolated and lonely. Research and inspection reports show that the quality of support care leavers receive is patchy and that their journey through the first decade of adult life is often disrupted, unstable and troubled. They often struggle to cope and this can lead to social exclusion, long term unemployment or involvement in crime.

Recent research²¹ has shown that, on average, looked after children and young people achieve significantly poorer educational outcomes than their non-looked-after peers and are three times as likely to have special education needs and nine times as likely to have them at the most severe level. This gap in attainment widens across all Key Stages. In 2015 18% of LACYP in Wales achieved 5 GCSEs grade A*-C or equivalent, compared to 58% of all children. Figures for care leavers not in employment, education or training (NEET) in Wales are also extremely high: 48% compared with 11.5% of the general population of school leavers (Wales Audit Office 2012). Consequently the University is committed to ensuring that it provides care leavers with services which are integrated, easy to access, embedded within local communities, and which treat them with respect.

The volatility of the current global political environment brings new emphasis to longstanding challenges. According to the UN Refugee Agency (UNHCR), 47.5 per cent of all Syrian refugees are under the age of 18 and that whilst, pre-civil conflict, 26 per cent of Syrians entered higher education, Institute of International Education figures for 2015 indicate that fewer than 6 per cent of university-age Syrians secured university places²².

The University is therefore committed to tackling geographic disadvantage, not least through providing targeted support for refugees. Evidence suggests that, often, the pre-arrival experience of a refugee into the country will have been so traumatic that work or study is out of the question and a lengthy period of rehabilitation involving medical care and counselling may be necessary. Practical impediments to further study in post compulsory education include disrupted schooling, inaccessible documents, non-transferable qualifications and lack of money. After enrolling on a course, the refugee may suffer from the after-effects of torture or trauma, with physical and psychological symptoms disrupting their ability to concentrate and study. Consequently the University is committed to ensuring that it provides those who may be geographically disadvantaged with services which are integrated, easy to access, embedded within local communities, and which treat them with respect.

²⁰ <http://gov.wales/docs/caecd/research/2015/151111-understanding-educational-experiences-opinions-looked-after-children-en.pdf>

²¹ <http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

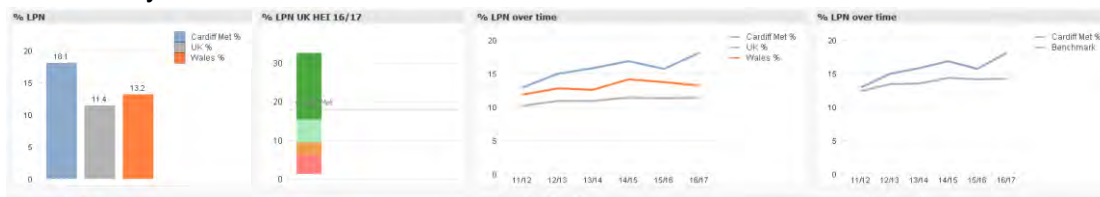
²² <http://www.birmingham.ac.uk/schools/education/news/2017/06/syrian-refugees-and-higher-education.aspx>

Cardiff Met also recognises that, as documented in the Diamond Review²³, students with a disability have particular challenges in successfully completing a course of higher education and that, whilst great strides have been made across Wales over the past years to assist students with disabilities to be able to benefit from higher education, there is still significant room for further improvement.

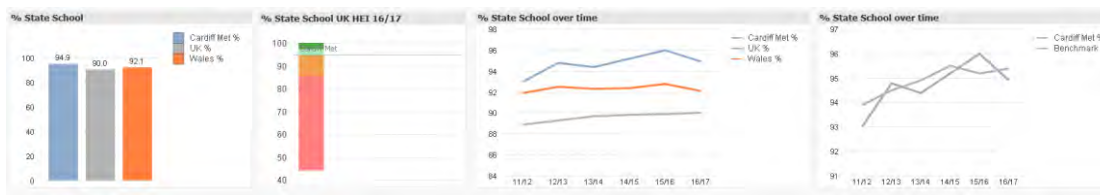
University Intelligence

As identified elsewhere in this Plan the University is conscious of the need to significantly enhance the scope, quality and monitoring of the data it collects which provide opportunity to assess the extent to which its widening participation activities have sufficient impact. The University is seeking to actively meet this challenge, principally through work undertaken in the context of the Strategic Equality Plan and the Healthy University Strategy. Notwithstanding this identified limitation the University, through reference to existing internal and sector-level datasets, has confidence in its ability to identify under-represented groups and that the approach to continuous improvement pursued through its annual Fee and Access Plan publications remains effective.

In developing this Fee and Access Plan the University has analysed its admissions and retention profile. Cardiff Met is in the top-quartile of UK Higher Education institutions for participation of learners from Low Participation Neighbourhoods (18.1% in 2016/17) and consistently exceeds its annual HESA Performance Indicator Benchmark.

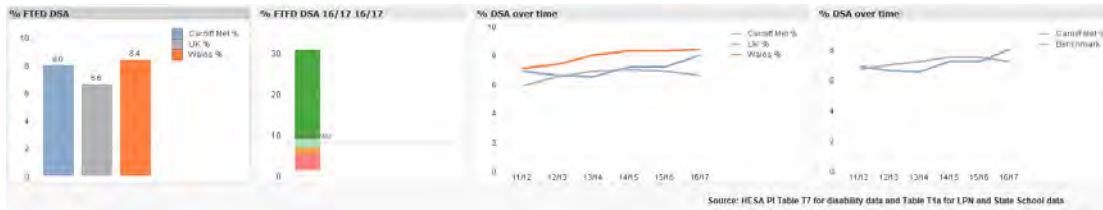


The University also performs strongly in recruiting learners from state schools and the most recently published data (95% in 2016/17) places us in the second quartile of UK Higher Education institutions and in line with our annual HESA Performance Indicator Benchmark.

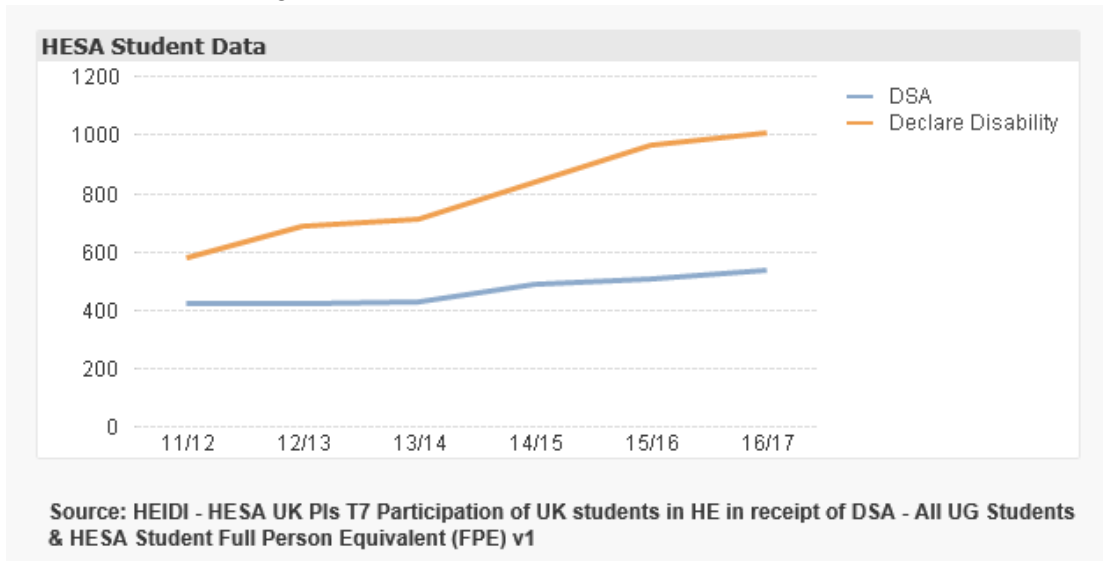


Published data for the sector also illustrates that the University has a strong story to tell in respect of the recruitment of students in receipt of the Disabled Students' Allowance (DSA). Learners in receipt of the DSA made up 8% of our full-time, first-degree student population in 2016/17, placing the University in the second quartile of UK Higher Education institutions and in line with our annual HESA Performance Indicator Benchmark.

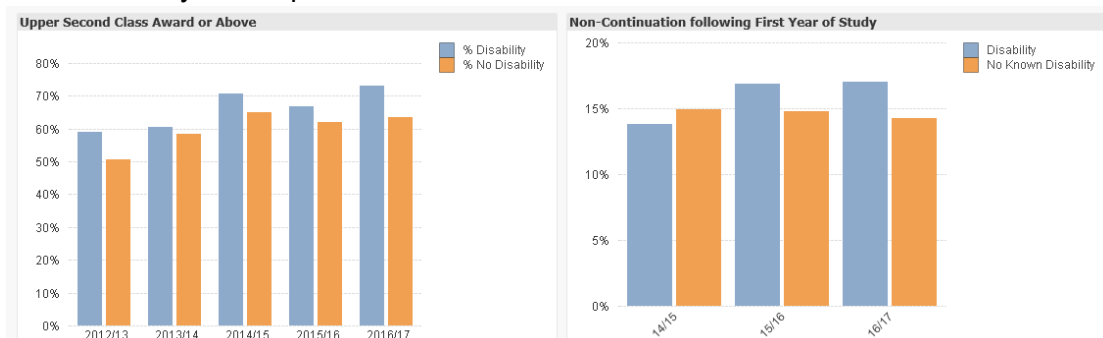
²³ <http://gov.wales/docs/dcells/publications/160927-he-review-final-report-en.pdf>



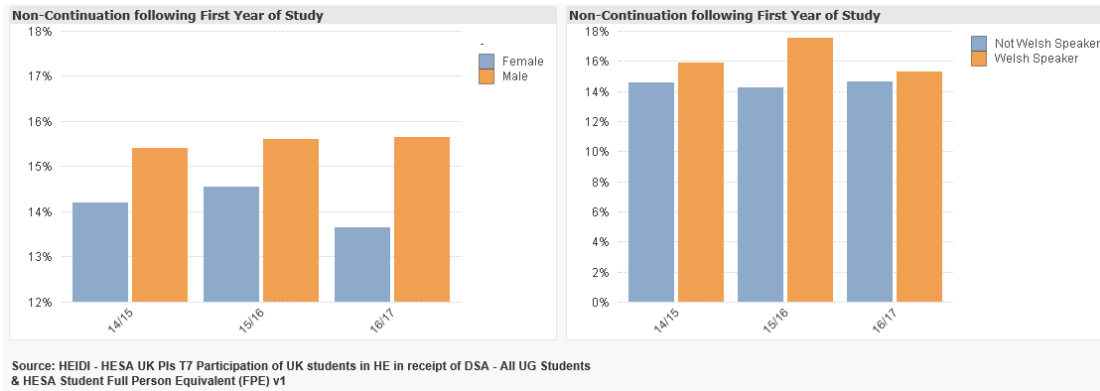
The support that the University provides to enable students with a disability to succeed is, however, not confined to those learners in receipt of DSA. The graph below provides some indication of the extent to which the University’s approach to widening participation has been successful in significantly increasing the volume of learners with a disability at Cardiff Met. Through the Fee and Access Plan the University invests significantly in providing targeted support across a range of student services.



The requirement to continually review and target investment in supporting students with a disability across a range of services is emphasised by the graphs below which show that whilst full-time students with a disability at Cardiff Met are consistently more likely to achieve a ‘good’ degree than those not declaring a disability the latest data indicates that they are also less likely to complete their studies.



As identified in the graphs below, whilst retention is improving for female and Welsh speaking learners the University continues to face particular student non-continuation challenges in respect of male learners.



Finally, whilst the University's population of Cardiff-based students who identify as BME (12%), is ahead of the proportion across all providers in Wales (9.3%) the University has noted evidence of an attainment gap. Although BME students at Cardiff Met are as likely as white students to complete their studies only 60% of BME students graduated with a 2:1 classification or higher, compared to 73% of white students. Within the BME population we have also identified that female BME students are more likely (62%) to secure a 2:1 or above than a male BME student (56%). DLHE data also indicates that six months after graduation white students are more likely (68%) to be in full-time professional employment than BME students (62%).

The University will continue to invest in ensuring equality of opportunity through its Fee and Access Plan. In particular the advent of learning analytics offers a new opportunity to monitor the achievements of individual students and the University will continue to work with Jisc and partners across the sector to identify new ways of helping individual students from underrepresented and underperforming groups to succeed. The University also commits to working towards securing the Equality Challenge Unit's Race Equality Charter Mark.

The University has used this intelligence on patterns of participation and success across the sector and within the University to identify groups under-represented in higher education, and consistent with Government priorities, the University regards the following as being groups which are under-represented in higher education:

- Welsh domiciled students who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in former Communities First²⁴ cluster areas.
- UK domiciled students studying higher education courses who are from UK low participation areas (i.e. students whose postcode falls within wards from the bottom quintile of participation using the POLAR3 method).
- Learners and potential hard-to-reach learners who have experienced socio-economic disadvantage.
- Learners and potential hard-to-reach learners who have experienced geographic disadvantage (including, but not exclusively, asylum seekers and refugees).
- Learners and potential hard-to-reach learners with protected characteristics.
- Learners and potential hard-to-reach learners from vulnerable groups (including, but not exclusively, care leavers, estranged students and carers).

²⁴ Whilst recognising that the Communities First scheme is scheduled to be phased-out by Welsh Government by March 2018 the University commits to providing targeted, transitional support to former Communities First areas in 2019/20.

The target groups listed above are consistent with our Strategic Equality Plan which, in turn, was informed through local and cross-cutting University process reviews and, more broadly, through reference to the findings of the 2015 Access to Higher Education in Wales report.

Section Five of this Plan provides a detailed account of the activities and services that the University will provide to support groups under-represented in higher education. It also details the approach the University will take in seeking to promote higher education.

SECTION FIVE: OBJECTIVES AND PROVISION

As detailed above, the University's strategic approach to enhancing equality of opportunity coheres around the three core themes of Aspiration, Access and Achievement and covers the breadth of the student experience from pre-entry through to postgraduate study and employment. Implementation of this approach is guided by a range of national, regional and local imperatives which, in concert, inform the identification of the target groups and objectives which run through this Fee and Access Plan.

The University is committed to a process of continuous improvement and will, in future, seek to systematically capture and better utilise data to aid both the targeting and development and design of widening access initiatives.

The Objectives of Cardiff Metropolitan University's Fee & Access Plan 2019/20 are:

Objectives relating to Equality of Opportunity	
i	To promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups
ii	To attract and retain students and potential students from under-represented groups
iii	To raise the educational aspirations and skills of people from under-represented groups to support success in higher education
iv	To support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers
v	To improve the higher education experience for groups under-represented in higher education
vi	To provide to under-represented groups effective information, before and during their studies
vii	To provide high quality academic and welfare support to groups under-represented in higher education
viii	To support the progress to employment or further study of groups under-represented in higher education
Objectives relating to Promotion of Higher Education	
i	To deliver more effective engagement with private, public or voluntary bodies and communities in Wales
ii	To improve the quality of learning and teaching, with reference to the quality of the student experience
iii	To strengthen the employability of Welsh graduates
iv	To promote Welsh higher education more effectively internationally
v	To deliver sustainable higher education
vi	To raise awareness of the value of higher education to potential students

Provision which supports groups under-represented in higher education

i. How will Cardiff Metropolitan University promote and safeguard fair access to higher education (including identifying individuals with the greatest potential from disadvantaged backgrounds)?

<p>Activity:</p>	<p>The University will:</p> <ul style="list-style-type: none"> • operate fair and equitable admissions processes which correspond with national best practice guidelines. Cardiff Met encourages and welcomes applications from all racial and social groups and those that have special needs and/or disabilities. • publish its standard entry requirements in its prospectus and on its website. • operate mechanisms to facilitate the admission of students with non-standard entry qualifications. These will include: <ul style="list-style-type: none"> ○ Credit Transfer arrangements, recognising higher education qualifications or modules at undergraduate or postgraduate level gained at another higher education provider. Credit may also be recognised from international countries (i.e. those outside the EU) where qualifications are recognised by the National Academic Recognition Information Centre (NARIC). ○ Recognition of Prior Certified Learning arrangements, recognising certified learning at another organisation, professional body, or other recognised education/training provider. ○ Recognised Prior Learning arrangements, recognising uncertified learning such as knowledge or skills acquired through work and informal training or volunteering. • require applicants whose study, work or training will bring them into contact with children or vulnerable people to undergo a criminal records check prior to the start of their programme. The University will inform applicants if a Disclosure & Barring Service (DBS) check is needed. A conviction indicated on a DBS enhanced disclosure will not necessarily act as a 'bar' to enrolment. The University will operate a specific policy and procedure to make a decision on suitability in circumstances in which an applicant has a conviction. This will be a confidential process which is separate from application and interview for a place on the programme. • provide information on its courses, services and activities consistent with the University's Equal Opportunities Policy
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	<p>and Welsh Standards agreed by the National Assembly for Wales.</p> <ul style="list-style-type: none"> • protect learners from the additional costs of items and services required to complete their programmes. Such costs might include mandatory field trips, Disclosure and Barring Service (DBS) checks, studio/equipment/printing fees, uniforms etc. • provide subsidised transport to/from campus. • make reasonable adjustments to its infrastructure and facilities to meet the needs of disabled students. New building developments will meet the standards defined in British Standard 8300:2002 in respect of meeting the needs of disabled people. • undertake equality & diversity activities in order to improve practice and secure/retain Athena Swan, Race Equality, Stonewall and Disability accreditations. • Deliver Widening Access courses to support mature entrants who wish to re-engage with education: <ul style="list-style-type: none"> ○ Our taster/introductory courses are aimed at raising aspirations and skills of people from the underrepresented groups. These courses act as a ‘hook’ to develop confidence and lead into the accredited modules and then on to the foundation programme. ○ We sign post learners to student services and provide ‘How to Apply’ sessions to demystify the UCAS process.
<p>Target</p>	<p>The University will target a rise in the proportion of all Welsh-domiciled students studying on higher education courses who are domiciled in the bottom quartile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in former Communities First cluster areas.</p> <p>The University will target an increase in the number of part-time students through improving flexible learning opportunities.</p> <p>The University will align the Widening Access Community taster courses with the Reaching Wider Programme to promote access to higher education for all an age remit</p>
<p>Case Study:</p>	<p>The Cardiff Met Student Action for Refugee (STAR) Society is part of a national network of student groups working to improve the lives of refugees living in the UK. Since its inception in 2016 the Society has been involved in a number of initiatives including the running of a weekly conversation club at a refugee support centre which has a dual purpose of helping refugees integrate into British society and facilitating the development of English language skills.</p>

Most recently the STAR society has successfully campaigned for the University to introduce a Cardiff Met Sanctuary Award which comprises two postgraduate scholarship opportunities offering full fee waivers, meal vouchers and bus passes for people seeking sanctuary in the UK. The University and Students' Union are committed to working in partnership to secure equal access to higher education for refugees and is currently working towards achieving recognition as a University of Sanctuary.

ii. **How will Cardiff Metropolitan University attract and retain students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics?**

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • use bursaries, scholarships and targeted financial support for students' living costs to attract applications and retain students from those groups identified as being under-represented in higher education. • provide a foundation year as part of an integrated 4-year full-time scheme of study leading to the award of an undergraduate degree in selected subjects as part of its widening access programme. The foundation year will prepare learners for undergraduate study through providing opportunity to develop academic skills; independent learning strategies; an appropriate work ethic; and organisational skills and coping strategies. • work in partnership with organisations that will help it develop its capacity for attracting and retaining students from under-represented groups and students with protected characteristics. • align with the regional Reaching Wider partnership to deliver courses in the community and on campus to raise aspirations and promote progression to higher education.
Target	<p>The University will target an increase in the proportion of all UK-domiciled students studying on higher education courses who are from UK low participation areas.</p> <p>The University will target an increase in the proportion of part-time undergraduate entrants from low participation neighbourhoods.</p> <p>The University will continue to develop communities partnerships to increase awareness of learning opportunities and deliver courses to students from less advantaged backgrounds.</p>
Case Study:	<p>Cardiff Met's commitment to fair access includes considering applications for learners with convictions and, working in partnership with Prisoners' Education Trust (PET), Cardiff Met is actively</p>

engaged in supporting prison-based learners who, through education, are working to create a new future. To this end Cardiff Met has produced a Learners Handbook, which is provided to every PET learner in a Welsh prison, and has established a Service Level Agreement with HMP Prescoed to accept learners on licence. This means that HMP Prescoed prisoners serving sentences allied to drugs and substance misuse are now able complete a teaching qualification with Cardiff Met and thereby significantly improve their future employment prospects.

iii. **How will Cardiff Metropolitan University raise educational aspirations and develop skills which prepare students from under-represented groups for higher education?**

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • undertake on- and off-campus schools intervention work to raise aspirations amongst children from under-represented groups. This will involve promoting awareness of the benefits of higher education, learning pathways, and how higher education study can benefit career options. • deliver outreach activities targeted primarily at ‘mature’ audiences. These will encompass taster sessions, non-accredited and accredited courses and a summer school delivered where appropriate in partnership with community organisations. • continue to contribute and invest in the delivery of the Reaching Wider programme of activities. • provide advice and support to meet certain arising and topical situations and needs. In previous years this provision has included supporting refugees, asylum seekers and the children of Ghurkha soldiers access higher education.
Target	<p>The University will target an increase in the proportion of UK domiciled young full-time first degree entrants from low participation neighbourhoods.</p> <p>The University will work in partnership with Reaching Wider to evaluate and track learners progression and ensure provision is directed to those students from under-represented groups for higher education.</p>
Case Study:	<p>The Disability Service team at Cardiff Met has established a transition event to help students on the autistic spectrum prepare for university life. The aim being to minimise the stress and anxiety new students may experience at the thought of starting higher education by exposing them to as many facets of university life as possible. The comprehensive two-day event covers much of the student experience, including a night in University halls, and incorporates sessions on time management and how to prepare for a lectures. The</p>

launch event incorporated a seminar on the social and cultural aspects of student life given by Autism Spectrum Connections Cymru and participants also attended an introductory Psychology lecture. Cardiff Met provides a range of services to support its disabled students, including study skills support, and special arrangements for students sitting exams. The Disability Service also works closely with all departments to promote disability awareness and ensure teaching is accessible.

iv. How will Cardiff Metropolitan University support and increase student retention and completion particularly those from low participation neighbourhoods, looked after children, care-leavers and carers?

<p>Activity:</p>	<p>The University will:</p> <ul style="list-style-type: none"> • provide students with high-quality personal tutorial support to facilitate a personalised approach to their learning. This will be premised on all students being allocated a named personal tutor within the first month of commencing their programme at the University, and scheduled tutorial meetings taking place once per term (as a minimum), with a record of these meetings being kept. The University will develop its approach to personal tutorial support in-line with best practice, taking due account of Cardiff Met Student Union input and emerging UK-wide developments. Regular and effective engagement with a personal tutor can enhance the likelihood of successful completion, and help students from low participation neighbourhoods and particularly those with little family support to navigate critical and transitional phases of their university experience. • undertake a Student Engagement Programme with objectives of improving student retention, enhancing student attainment, maximising the opportunity for students to achieve their potential through supporting them to engage more actively in learning and other activities, and improving student retention. This developing area of work, which will be regularly reviewed and enhanced, will encompass: <ul style="list-style-type: none"> ○ Enhancing the quality and timeliness of the processing of student retention data. ○ Reviewing the effectiveness of existing student retention activities. ○ Establishing and implementing a Cardiff Met Student Engagement Policy. ○ Establishing and facilitating mechanisms for capturing robust student attendance data in order to ensure that
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	<p>the University’s Learning Analytics engine is populated by robust and useful engagement data²⁵.</p> <ul style="list-style-type: none"> ○ Identification of students at high-risk of failure or withdrawal and more broadly, the empowerment of students through development of Learning Analytics. ● provide financial assistance to support vulnerable students who experience financial hardship through its Financial Hardship Scheme, the operation and advertising of which will be undertaken in conjunction with the Cardiff Met Student Union. ● provide a comprehensive welfare advice, information and support service to meet the changing needs of an increasingly diverse student population.
Target	The University will target a reduction in non-continuation following the year of entry amongst UK domiciled young full-time entrants from other neighbourhoods.
Case Study:	The University is a member of CLASS Cymru (Care Leavers Activities and Student Support) a network of FE, HE and Government representatives who are involved in supporting LAC, Care Leavers and other vulnerable groups. Cardiff Met students from a ‘care background’ are assigned a staff mentor who is able to ensure that they maximise the benefits of the University’s support package. Where required the University can offer year round accommodation (including Christmas, Easter and summer holidays) in Cardiff Met halls, for the duration of a student’s course. A Care Leavers Bursary may be also be available to assist with costs and Finance and Welfare Advisors are available to assist with budgeting advice and applications to the University’s Hardship Fund. Mentors remain in regular contact with students throughout their studies and can help students in navigating the University’s support structures.

v. **How will Cardiff Metropolitan University improve the higher education experience for groups under-represented in higher education?**

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> ● operate a scholarship scheme to facilitate students from under-represented groups participating in outward student mobility opportunities. ● support students in accessing programmes designed to help disadvantaged students, participate in internship and scholarship opportunities, and gain awards. ● deliver the ‘Cardiff Met EDGE’ a core offering that will enable students to develop Ethical, Digital, Global and Entrepreneurial skills, experience, knowledge and confidence.
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²⁵ <https://www.jisc.ac.uk/reports/learning-analytics-in-higher-education>

	<ul style="list-style-type: none"> • provide Cardiff Met Student Union with funding to support the quality and scope of its clubs/societies, events and social and recreational activities that enhance the quality of student experience and which help create a positive, supportive and rounded environment, thereby facilitating retention and successful completion particular amongst students from under-represented groups. • provide training for staff to enable them to prepare for and respond to the needs of an increasingly diverse student population. • meet the costs of graduation ceremonies.
Target	The University will target an increase in the retention of full-time undergraduates.
Case Study:	<p>Cardiff Met was recently ranked top UK university for overall international student support for the sixth time in the International Student Barometer survey. In addition to being ranked top in the UK for international student support the University also secured top ranking for its Careers Service and its worship facilities.</p> <p>An example of the support that the University provides for non-traditional learners is the preparation that it provides for English language testing. Studies exploring the barriers to higher education for people whose first language is not English found that many of the adults who speak English as a second language have the potential and aspiration to study in university or college, but not the required level of academic English to enter or succeed in their studies. Cardiff Metropolitan University has developed a ‘roll on roll off’ community-based programme for learners to improve their academic English in preparation for taking an English language test, which demonstrates their ability to engage fully with higher education study through the medium of English. The flexible, ‘roll on roll off’ nature of the programme enables students to leave when they are ready to sit the International English Language Testing System examination. Some participants join the programme for weeks while others study for over a year. All learners are provided with sessions on applying to university to help smooth the transition from community-based learning to higher education-level campus provision. The ‘Preparing for International English Language Testing System’ programme is delivered, free of charge, to approximately 30 learners at any one time.</p>

vi. **How will Cardiff Metropolitan University provide effective information to students from under-represented groups before and during their studies?**

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • provide transparent and accessible information to prospective students about the content and organisation of courses, the
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	<p>availability of supporting services (including financial assistance), and the costs of study (including the aggregate amount of fees to be charged for the completion of the course). This will be achieved through a variety of mechanisms including: school visits recruitment fairs; open days; printed and on-line prospectuses and associated publications, and applicant advisory services. Visit days in low participation neighbourhoods will include specific and focused student finance sessions providing information on the support available and tuition fees.</p> <ul style="list-style-type: none"> • provide transparent and accessible information to enrolled students. This will be achieved through a variety of mechanisms including: a focused induction programme when students start at University; a student web-portal; information screens across campuses; the iZone (a 'one stop shop' for information and queries on all aspects of the University); an enhanced personal tutoring system. Information will be tailored to individual needs and will encompass services that may be of particular relevance to students from under-represented groups such as advice/support that may be obtained through the University's Student Support Services including advice on budgeting and/or access financial assistance. The University will work in conjunction with the Cardiff Met Student Union in advertising and signposting students to the services that are appropriate to their needs, and designing the operation of the University's Student Hardship Fund.
Target	<p>The University will target an increase in the proportion of UK domiciled mature full-time first degree entrants from low participation neighbourhoods.</p>
Case Study:	<p>Each year more than 200 adult learners participate in Cardiff Met's widening-access summer school which offer participants from targeted communities an opportunity to take part in accredited courses in such diverse subjects as baking, business, ceramics and sociology. These well-established annual events incorporate a 'How to Apply to University' session which is intended to demystify the application process. Participants in the sessions are also able to speak to specialists who can offer subject-specific advice and further assist potential learners in embarking upon the application process.</p>

vii. How will Cardiff Metropolitan University provide high-quality academic and welfare support to students from under-represented groups?

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • through operation of the iZone, take a systematic approach to providing students with high quality and consistent service
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	<p>for answering queries, dealing with routine transactions and gaining access to academic and welfare services.</p> <ul style="list-style-type: none"> • provide a range of responsive range of welfare support services to students. Individually tailored and flexible delivered services (including ‘out of hours’/critical response capability) can be particularly effective in support students from under-represented groups especially those who do not have stable or effective family or other types of external support. Welfare support services will encompass counselling and mental health mentoring, services for disabled students, services for care leavers and looked after children, student health services, financial advice, and the chaplaincy. These services will take account of appropriate Welsh Government initiatives such as its strategy <i>Together for Mental Health</i>. • implement measures to combat the risk of radicalisation amongst vulnerable and other students in response to the UK Government’s Prevent agenda. The University’s approach will be premised on student protection rather than policing. • take appropriate account of proposed changes made by the UK and Welsh governments to Disabled Students’ Allowances (DSA), replacing any reduction of government funding from its own resources where reasonable and affordable. • provide mental health and other appropriate training for staff who do not work directly in support services to better respond to the needs of an increasing diverse student population. • provide Cardiff Met Students’ Union with funding to support its advisory and welfare services.
<p>Target</p>	<p>The University will target a reduction in non-continuation following year of entry amongst UK domiciled young full-time entrants from low participation neighbourhoods.</p>
<p>Case Study:</p>	<p>University support departments across the UK have seen a significant increase in students seeking support, but for many there is still a reluctance to talk about mental health issues. Cardiff Met is being pro-active in seeking to change this.</p> <p>Some students may have experienced mental health issues prior to coming to university and have to learn to cope with this in tandem with university life; others will experience difficulties for the first time. It can be easy to feel alone and embarrassed but the prevalence of mental health issues is far from an isolated issue. Research conducted specifically into student mental health and wellbeing has uncovered some startling results. In one report one in four students disclosed having a mental health problem, with female</p>

<p>students reporting a higher incidence than males and depression and anxiety being the most common issues.</p> <p>The support we provide evolves to meet changing needs so students at Cardiff Metropolitan University can expect to access advice, counselling, hypnotherapy, health advice, signposting to external specialist services, chaplaincy and an out of hours service, ensuring that there is always someone a student in crisis can approach. The University has also invested in providing all students with access to the Big White Wall, an online forum for students to share their mental health experiences. Mental health staff training is offered, in addition to new group resilience sessions facilitated by counsellors. We even run a weekly singing group.</p>

viii. How will Cardiff Metropolitan University support the progress to employment or further study of groups under-represented in higher education?

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • provide and develop academic provision that supports flexible learning and which has flexible entry and exit points thereby enhancing the opportunity for students to learn at their own pace and balance family, work and other commitments. • provide students with access to careers preparation and support through one-to-one sessions with a careers advisor. Support sessions that are tailored for the individually student can be particularly effective in supporting students from under-presented group progressing to employment or further study. • provide academic skills advice and resources to promote graduate skills, attributes and behaviour. This support can be particularly beneficial in enhancing the employment prospects of students who come from background or families where there has been no or limited experience of higher education. • provide academic provision through the medium of Welsh in areas in which the University is already strong and those in which there is a particular demand from employers for graduates with Welsh language skills and/or from students. • continue to participate in the ESF funded GO Wales: Achieve through Work Experience programme which seeks to support eligible students who are at risk of becoming regarded as NEET (not in education, employment or training). Through a series of bespoke interventions and work experience opportunities the project aims to support these students to
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	<p>improve their skills and ultimately into positive post graduate destinations.</p> <p>The team identify around 55 individuals a year from under-represented groups that have barriers to employment. These individuals are mentored in a 'hands-on' approach to remove general or personal skills gaps, and provided with a work experience placement that suits their needs and abilities. This placement can be unrelated to their programme of study, be of a duration that suits the student and be at a location that is easily accessible if required. The offer is therefore bespoke to needs of the student and the barriers they face. The aim is to work with the individuals to remove barriers to employment, so that upon completion of their time on the GO Wales project they can be in a position to take advantage of more traditional university careers and programme based experiences and ultimately realise their employment potential.</p>
<p>Target</p>	<p>The University will target an increase in the number of Welsh-domiciled students undertaking at least 5 credits through the medium of Welsh.</p> <p>The University will target an increase in the number of Welsh-domiciled students undertaking at least 40 credits through the medium of Welsh.</p>
<p>Case Study:</p>	<p>Cardiff Met's Centre for Entrepreneurship provides a programme of activities throughout the academic year to help support current and future entrepreneurs. This includes events aimed at raising aspirations of entrepreneurship through to workshops and skills development initiatives designed to equip students with the necessary skills and knowledge to start-up. The Centre also provides one-to-one support, mentoring and guidance. Graduates are also able to benefit from being based in the Universities dedicated business incubator and around 8-10 graduates are accepted onto an accelerator programme each year.</p> <p>Support activities delivered include networking events which bring together students and guest entrepreneurs from the local business community, competitions that provide micro-funding to help students to start/develop their business, workshops aimed at developing ideas further or enhancing specific business skills and intensive 1 to 3 day events which provide experiential learning opportunities that help to develop entrepreneurial skills and mind-sets. The academic year culminates in the Centre's flagship event Countdown to Launch, supported by Santander, which provides extensive support and a funding opportunity for graduates who are starting a business. The Centre also provides entrepreneurs with access to support from the</p>

Welsh Government's Business Wales Accelerated Growth Programme.

The Centre is student facing, with both the incubation space and staff offices being located in the Student centre on the Llandaff Campus. Students and Graduates are free to drop in to the centre to discuss ideas, and with over ten graduate start-ups being based in the Centre it is a lively and friendly space to visit. The Centre's programme of support is available to all students and graduates of Cardiff Met from each of the five academic schools.

Provision which promotes higher education

i. How will Cardiff Metropolitan University deliver more effective engagement with private, public or voluntary bodies and communities in Wales?

<p>Activity:</p>	<p>The University will:</p> <ul style="list-style-type: none"> • deliver and facilitate public lectures, exhibitions and events as part of its civic and community engagement. • support student and staff volunteering as part of its civic and community engagement. • work in partnership with further education colleges and universities in the Cardiff-city region to improve access to learning, widening access, and working with employers to meet identified regional skills-gaps. It should, however, be noted that the University’s First Campus activity is funded from other sources. • deliver the ‘Cardiff Met EDGE’ a core offering that will enable students to develop Ethical, Digital, Global and Entrepreneurial skills, experience, knowledge and confidence – this will mean developing and strengthening links with those private, public or voluntary bodies who can provide such opportunities. • work in partnership with Cardiff City Council to enhance community-student relations. • provide defined community access to its sports and library facilities. • strengthen its relationship with the city’s primary and secondary schools, support student work placements and volunteering opportunities and address disability, gender and disadvantaged groups through increased sports participation. • provide philanthropic support to local community-based organisations.
<p>Target</p>	<p>The University will target achievement of Bronze level institutional accreditation from the Equality Challenge Unit (ECU) for its Race Equality Charter Mark.</p>
<p>Case Study:</p>	<p>The University has been engaged in a range of activities intended to improve the lives of people living with dementia. The International Centre for Design and Research (PDR) has worked with Cardiff Council and Cardiff & The Vale Health Board to establish a new Dementia Enablement Service which provides a valuable digital link between families of people living with dementia and experienced social care staff. Working in partnership with Age Cymru the Cardiff School of Art and Design has developed innovative textile garments which soothe, engage and stimulate people living with late-stage dementia. The University has tailored a number of these garments to the specific personal preferences and life experiences of residents at a care home in Llanelli. Amongst the bespoke handmade items</p>

<p>provided to the care home were bespoke blankets which emit sounds related to a life spent working in the countryside.</p> <p>Staff and students from the Cardiff School of Sport and Health Sciences have been working with a Welsh housing association to deliver a ‘Keeping Well in Your Home’ project which provides a range of health-related services to older people in the comfort of their own homes. The project also has the added benefit of supporting the next generation of health professions to gain valuable practical experience as they develop their professional careers.</p>

ii. **How will Cardiff Metropolitan University improve the quality of learning and teaching, with reference to the quality of the student experience?**

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • invest in the development of infrastructure, facilities, systems and pedagogic practice that support technology enhanced learning encompassing but not limited to: expanding the availability of on-line learning resources; piloting and extending the use of web-based technologies in formative and diagnostic assessment; developing approaches to support on-line submission of student assignments; and providing tailored staff development to support the use of technology. Where appropriate, the University will undertake developmental work in conjunction with external agencies such as Jisc and partner with other universities to facilitate the sharing of knowledge across the sector. • invest in enhancing the accessibility of resources available through Learning Centres, renewing library stock, and improving the availability of on-line journals. • invest in staff development, including for academic staff: a continuing professional development scheme aligned with the UK Professional Standards Scheme; supporting staff attain Higher Education Academy recognition; providing a Postgraduate Certificate in Higher Education; participation in the National Teaching Fellowship Scheme; operating a Staff Peer Learning & Development Scheme; awarding Student-led Fellowships. • invest in the development of learner analytics in order to be in a position in the future to provide students with greater access to information about their learning and an enhanced ability to navigate and plan their learning experience.
Target	The University will target an increase in overall satisfaction in the National Student Survey (NSS).
Case Study:	The University was awarded a Guardian ‘Excellence in Teaching’ award for its ‘Belonging Cube’ project which was created to assist

<p>students studying for the postgraduate International Business Management Award. The Belonging Cube is designed to enhance student engagement and encourages learners to share differences in culture, background and experience, highlighting their future hopes and aspirations. The bonds formed through this process help create a shared-identity amongst an internationally diverse student population, thereby establishing a foundation for developing on-going course belonging.</p> <p>Other recent innovations in learner support include:</p> <ul style="list-style-type: none"> • Hallsnet: Cardiff Met was nominated for a Times Higher Education Leadership and Management Award for migrating the provision of IT services to all students in halls of residence from an externally sourced provider to the internal IT department. • Metflix: A series of instructional bite-sized videos was created to help students use key services and resources. The Metflix project was nominated for the CADARN Educational Media Awards in the category of Best External Entry. • Personalised Student Timetables: Having been initially trialled in 2015/16, with 91% of students finding this 'extremely' or 'very useful', this development was fully implemented in 2017.

iii. **How will Cardiff Metropolitan University strengthen the employability of Welsh graduates?**

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • provide access to job opportunities, careers planning, events, resources and training/workshops for students and recent graduates. • use institutional-wide approaches to manage the delivery and development of work and training placements within identified programmes. • develop and implement institutional-wide approaches to the recording of curricula and non-curricula student activity such as the Personal Development Planning and the Higher Education Achievement Record to enhance the ability of students to prepare for employment. • further embed employability skills, aptitudes and experiences within curricula and programmes through annual and periodic review, where appropriate using stakeholder/employers in review and design processes.
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	<ul style="list-style-type: none"> • provide accredited and non-accredited continuing professional development in response to employer and market needs. • use its alumni network to provide mentoring and networking opportunities for student, guest lectures, work placements and graduate recruitment opportunities. • support initiatives and mechanisms that raise awareness and develop entrepreneurship amongst students, including the operation of a Student Entrepreneurship Centre that provides students and graduates with the skills and know-how to develop and launch a business or social enterprise. • provide the Cardiff Met Student Union with funding to support the quality and scope of activities that promote employability such as student volunteering and the operation of its Cardiff Met Award.
Target	<p>The University will target an increase in the proportion of leavers obtaining first degrees from full- and part-time courses who are employed, studying or both fifteen months after leaving (as measured by the Graduate Outcomes Survey results due to be published in January 2020).</p>
Case Study:	<p>The Students' Union Cardiff Met Award is in its 5th year and, over time, has developed to support students to build skills, experience, confidence and a network of peers and experts.</p> <p>Upon successful application to the award students must complete 100 hours of work experience or volunteering. They must also engage in 5 workshops, complete 2 reflective reports and deliver a final presentation at their award interview. Throughout the award students are supported and their progress monitored by the SU's Student Advisor and Achievement Coordinator. The award offers opportunities for students to specialise in one of five areas:</p> <ul style="list-style-type: none"> • Leadership • Global Mind-set • Sustainable Thinking • Enterprise and Entrepreneurship • Health and Wellbeing

iv. How will Cardiff Metropolitan University promote Welsh higher education more effectively internationally?

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • invest in leadership roles within each of its academic Schools to accelerate the internationalisation of curricula and embedding of education for sustainable education and global citizenship within courses.
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	<ul style="list-style-type: none"> • establish ‘Global Academies’ which will develop existing research strengths and new opportunities to deliver high-impact interdisciplinary and international research and postgraduate opportunities. • grow the volume, quality, value and impact of research and innovation activities. • deliver transnational education within a robust quality framework and with a limited range of partners, using the development of this activity to facilitate the internationalisation of the curriculum, staff and student exchanges, and income generation. This activity will be funded from other sources (i.e. the costs do not contribute to the Fee and Access Plan investment total). • provide its transnational education students with access to the full range of its learning resources, including electronic library access, study skills support material and employability guidance. • promote its provision and activities through its offices in China and India. • develop and engage in projects designed to foster better understanding between universities and facilitate the exchange of students, researchers and academic and administrative staff from EU countries and the Middle-East. This activity will be funded from other sources (i.e. the costs do not contribute to the Fee and Access Plan investment total). • engage in a range of EU and non EU funded projects intended to build capacity in developing countries whilst raising awareness of Welsh higher education. • provide appropriate resource to ensure continuing compliance with the licensing and regulatory procedures operated by UK Visa & Immigration (UKVI). This activity will be funded from other sources (i.e. the costs do not contribute to the Fee and Access Plan investment total).
Target	The University will target an increase in the number of aggregate offshore provision students.
Case Study:	Every summer, Cardiff School of Sport and Health Sciences selects five undergraduate student volunteers to work in some of the most deprived areas of Zambia for 6 weeks. The project is designed to help make a difference to the lives of children in Zambia, and brings together student volunteers from 7 universities across the UK to work with communities in and around the nation's capital Lusaka. Working in teams, students organise and run a wide range of sporting activities, workshops, and aids awareness sessions using donated sporting equipment from various organisations in the United Kingdom. The programme focuses on the positive impact sport can

	<p>have in communities blighted with unemployment, poverty, and HIV/AIDS.</p> <p>The Zambia Project is a fantastic opportunity for our students to develop some key coaching and life skills, while making a very real and positive contribution to people's lives. The experience is life-changing for many of our students taking part and the impact on individuals and communities is clear to see. It acts as a much needed distraction to daily life for many in Zambia and the programme successfully uses this passion for sport to improve the quality of life for many. The life skills developed through the programme promote improved communication, and motivation, with the aim of empowering young people. Our students come home with some very powerful stories about the people they have met and the lives they have affected.</p>
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v. How will Cardiff Metropolitan University deliver sustainable higher education?

Activity:	<p>The University will:</p> <ul style="list-style-type: none"> • maintain a prudent Financial Strategy which takes into account medium and long-term investment and balances them with short-term resource needs. • maintain a comprehensive Risk Management Framework with a particular emphasis on Financial and Strategic risk. • through its Initial Teacher Education provision, graduate newly qualified teachers who are innovative and creative and who can build a vibrant learning community for future potential HE students. • invest in resources and mechanisms that support the retention of the 'Gold Level' Corporate Health Standard. • invest in the enhancement of its academic, social, sport, recreational and residential facilities. • invest in resources and systems to enhance curriculum management, environmental management and space management. • seek to attract inward investment and partnership working between the University and external organisations and individuals.
Target	<p>The University will improve its performance in recruiting to target for Initial Teacher Education and Training courses.</p>
Case Study:	<p>The University continues to be ranked as 'First Class' in the annual People & Planet University League which rates institutions according to a range of sustainability credentials which include environmental policy, ethical investment, carbon reduction, sustainable food and waste and recycling. Building upon this success, in the last year the University became one of the first organisations in Wales to receive</p>

	a Platinum Welsh Travel Plan award in recognition of best practice and excellence in travel planning. The University is also active in supporting the Sustainable Fish Cities initiative which seeks to ensure that products containing endangered fish are not on the menu.
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vi. How will Cardiff Metropolitan University raise awareness of the value of higher education to potential students?

Activity:	The University will: <ul style="list-style-type: none"> raise awareness of higher education and its activities to potential learning through a number of mechanisms including alumni relations, marketing activity, media relations, social media and its website. continue developing and strengthening its long-standing strategic partnerships with Bridgend and CAVC further education colleges subscribe to organisations that raise awareness of the benefits and impact of higher education including through the Conversation Trust (UK) Ltd.
Target	The University will target an increase in the number of full-time overseas students.
Case Study:	Cardiff Met, via Sport Cardiff, has established the #INNERSTRENGTH programme as a response to the Girls Together campaign. Designed to provide schoolgirls with the information and skills to respond to media-led peer pressure regarding weight and self-image, the programme is a 10-week intervention offering participants, referred from Cardiff schools. one session a week via outreach. Each session comprises of 1 hour focusing on physical activity and introducing girls to different classes and gym activities with a 2 nd hour focusing on improving health and wellbeing through theory based workshops. Currently run as a pilot in the east of the city the University plans to work with partners, including the Cardiff & Vale Health Board, to extend provision across the City.

Authorisation of the 2019/20 fee and access plan application

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

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

2019/20 fee and access plan submission to HEFCW⁴	
Date of governing body approval ^[BS1] :	27 March 2018
Governing body authorised signature:	<i>Bartam hula</i>
Date:	27 March 2018
Updated/Final 2019/20 fee and access plan submission (where applicable)	
Date of Governing Body approval:	3-7-18
Governing body authorised signature:	<i>Bartam hula</i>
Date:	10-7-18



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