

Institutional fee plan 2016/17

Institution:	Cardiff Metropolitan University
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Note for Guidance: We require institutions to provide short, precise, quantifiable statements. If the information provided is not clear, or appears difficult to reconcile with other information in our possession, we will need clarification before decisions can be made.

Please refer to the information provided in *the Fee Plan Guidance 2016/17* (www.hefcw.ac.uk) when drafting your fee plan.

1. What level of fees do you propose to charge from 2016/17?

a) Does your institution propose to charge full time undergraduate fees above the basic rate?	Yes
b) What is your highest proposed fee rate (up to a £9K maximum) for: i) Full time undergraduate ii) PGCE (where applicable)	£9,000 £9,000
c) Will level i) (above) be charged for all undergraduate higher education provision at your institution?	No
d) If no, what is your average (mean) fee per full time undergraduate student likely to be? Note: in calculating this, you should include fees up to and including the basic fee of £4,000 as well as fees above this basic level.	£8,952

2. Where you propose to charge different fees for different courses please provide details below. You should categorise your fee charges by a) qualification aim (Higher National Diploma / degree / Foundation Degree etc) b) subject and/or c) cohort, as appropriate.

For each category included please provide details of your assumed numbers, and whether (for HEIs only) numbers represent franchised out provision.

Students covered by the new fee regime for all years of study should be included here. The fees and student numbers returned should result in the average fee returned in 1d and be consistent with the expected income.

Proposed fee £	Qualification Aim	Subject with Joint Academic Coding System Code	Cohort	Franchised out provision? Yes/No	Assumed student numbers used in calculation of average
£9,000	All	All	Years 1, 2 & 3	No	6884
£8,400	All	All	Year 4	No	150
£7,500	BA (Hons) Photographic Practice	Bridgend College	All	Yes	169
£7,500	BSc (Hons) Social Work	Bridgend College	All	Yes	
£7,500	FdA in Applied Art & Design	Bridgend College	All	Yes	
£7,500	HND Sport Performance and Coaching	Bridgend College	All	Yes	

£7,500	HND Sport Performance and Coaching	Bridgend College	All	Yes	
£7,500	HND Tourism, Hospitality and Events	Bridgend College	All	Yes	
£7,500	HND Hospitality and Events	Bridgend College	All	Yes	
£7,500	FdA in Contemporary Textile Practice	Cardiff & Vale College	All	Yes	
£7,500	FdA in Graphic Communication	Cardiff & Vale College	All	Yes	
£7,500	FdA in Ceramics	Cardiff & Vale College	All	Yes	
<p>The above list of courses franchised to Further Education Colleges is correct at the time of publication but may be amended prior to 2016/17. In the event that additional franchised courses are added, fee levels will be communicated through seeking HEFCW's approval for a variation to this Fee Plan.</p>					

The student voice and partnership working

NB. Institutions may include in this section information from their 2015/16 fee plans. However, information must be up-to-date and appropriate for student entry in 2016/17.

- 3. a) What measures will you take to communicate clearly these proposed fee levels to students enrolling in 2016/17 and beyond?
b) Please explain how they will be made clearly aware of your fee charges for the duration of their studies.**

The overall objective of the University's communications is to provide transparent and accessible information in a timely fashion. The University will employ a variety of communication methods encompassing information that can be accessed from websites, printed materials, and explanatory advice and information provided orally to prospective students. Communication will be undertaken in-line with the University's Student Charter, Welsh Language Scheme and Equality Scheme.

Further Education colleges that franchise full-time undergraduate courses from the University are supportive of this Fee Plan and have agreed to mirror the quality and scope of the University's approach to the provision of information as set out in detail in the paragraphs below. This means that information for students who will be studying under franchise arrangements will be provided face-to-face by staff as well as via a variety of publication media at the sites of study. These arrangements include learners at Bridgend College and Cardiff and Vale College.

Communications pre-entry

- 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 and relevant printed prospectuses.
- Fee information will be prominent on the University's website under the 'Finance & Tuition Fees' section. This will include links to information on fees, additional charges, bursaries/scholarships, financial advice & welfare services, and student hardship support.
- 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 criminal record checks, studio fees, 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 Fee Information on the University's website via their applicant acknowledgement email and offer email/letter.
- Once a confirmed applicant, he/she will receive their student planner/joining instructions on how to access key information about joining the University – i.e.

enrolment, tuition fees etc on the 'New Students' website.

- 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 – these 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 who enquire online will have access to their own personal webpage, which will include core pre-joining information on topics 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.
- A short video based on the printed FAQ advice we provide will provide a more engaging explanation of the undergraduate student finance process.

Communications post-entry

The University will not increase the underlying value of the Fee charged to new students in subsequent years of study, but may adjust the fee in-line with increases in inflation where legislation permits. The following factors would be used to determine the level of any inflationary uplift:

- The level specified by legislation.
- Historic and forecasted official rates of inflation including but not limited to the Retail Prices Index (RPI) and the Consumer Prices Index (CPI).
- Additional identifiable inflationary costs specific to higher education delivery and which are inadequately reflected in RPI and CPI.

Inflationary changes will be communicated to students as follows:

- Proposals will be discussed with Cardiff Met SU (i.e. 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 Registry with regards to enrolment, and will be signposted to the University Website, Student 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 with i-Zone staff (the i-Zone is a 'one stop shop' for information on all aspects of the University, in particular ensuring that they are provided with the latest information if they have not come across it on the student portal themselves).
- Additionally, the Student Financial Advisory Service (part of Student Services) 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.

4. Describe the processes by which you have engaged with your students, via the National Union of Students (or equivalent), when finalising your institution's fee plan for 2016/17.

The University benefits from an effective 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 SU (i.e. the Students Union) to implement good practice published by HEFCW on funding effective, democratic students unions, and student representation. As part of that process, the University and Cardiff Met SU established a relationship agreement and a student charter. The University and Cardiff Met SU are using their engagement in the *Future Directions* initiative (co-ordinated by the Higher Education Academy) to jointly facilitate enhancements in the student learning experience.

Cardiff Met SU operates a well-established, effective and structured system of student representation encompassing elected Sabbatical representatives, School representatives, and course representatives. The University has utilised this system in developing the Fee Plan. Dialogue has encompassed:

- Members of the Vice-Chancellor's Board (i.e. the top tier of the University management) meeting with Sabbatical representatives and School representatives to provide Cardiff Met SU with an extended opportunity to identify and discuss in detail the matters that they wish to be addressed by the Fee Plan. In formulating its ideas, Cardiff Met SU gathered input from all levels of its representative structure.
- Fee Plan arrangements being discussed at a meeting of Sabbatical representatives and the Vice-Chancellor's Board.
- The Cardiff Met SU participation in the University's annual planning round, fee planning and related discussions/decisions as a member of the Board of Governors.

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 described above. The University's Fee 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 SU 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 SU 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, represented by the Deputy Vice-Chancellor and the Head of Collaborative Provision.

Cardiff Met SU is fully supportive of this Fee Plan.

5. Detail how you intend to provide the following information to students applying to/enrolling at your institution:

- full details of courses, including initial programmes and timetables
- information on how the new fee regime income contributes to course development
- information setting out precisely what is covered by the fees charged
- detailed information on the student financial support package available at your institution
- details about how any changes which may take place over the period of the course will be announced
- an annual report on the use of fee income at your institution where you should include the outcomes of your Equality Impact Assessment.

General

The overall objective of the communications undertaken by the University and its Further Education partner institutions will be to provide transparent and accessible information in a timely fashion. This longstanding approach is in line with Competition and Markets Authority advice on the application of consumer law in the HE sector.

The information sources described below have been improved and augmented through the UK-wide Key Information Sets initiative, and through the Student Charter established by the University during 2011/12.

Full details of courses, including initial programmes and timetables

- The University's website provides course descriptions together with information on fees, study support, and financial information. UCAS Entry profiles will also link to this detail.
- Confirmed applicants will be given access to the 'New Students' part of the website which covers key joining information, enrolment, fees issues etc. They will be provided with detailed information on their programme choice and any pre-joining projects that they may have to undertake. Students without internet access will be supplied hard copies by Admissions on request.
- The University will provide new students with course induction as part of the 'Week One Welcome' (WOW) event, followed by the 'Meet Your Tutor' session. The WOW event will orientate students to the support structures available to them, while the 'Meet Your Tutor' session will provide detailed course induction, including information about timetables. Areas covered in addition to course information are Virtual Learning Environment induction sessions, Library Services sessions and Accessing the Student Portal. The Careers Service is also on hand at the WOW event to provide a range of presentations which relate to planning for employability, work experience, and part-time work-opportunities. Careers service staff are also available to meet and discuss options with students that are considering a change to their chosen programme of study.

Information relating to how the fee income contributes to course development

- Students will be trained to participate as full members of course review panels, and incorporated into the periodical review of courses on that basis (i.e. as a full member).
- Every course will be subject to periodic review, which *inter alia* will include evaluation of curriculum, delivery, and resources to support the course.
- Periodic review will also entail the identification of course developments, and

these will be set out clearly in a periodic review report.

Information detailing precisely what is covered by the fees charged

- These details will be covered in the 'Finance & Tuition Fees' section of the University's website.
- Information will also be included in the Student Handbook and 'Commitment to Students' documents.

Details of the student financial support package available:

- The availability of bursaries and scholarships will be detailed on the 'Bursary & Scholarships' website, and will be communicated as part of the recruitment process as described in Section 3 above.
- Additionally, wider information and advice on student finance will be available via the 'Fees and Money Matters' website and through the Student Financial Advisory Service,
- Information on availability and means of accessing student hardship support funds (i.e. for vulnerable students) will be available through the 'Student Finance & Tuition Fees' section website, and will be communicated as part of the recruitment process and induction programme. The University will work in partnership with Cardiff Met SU in facilitating students in accessing funds.

Announcing changes that may take place during the course

- Student representatives are involved in the University's academic course review processes as a matter of routine.
- Any major and/or long-term changes to provision will be undertaken through established procedures. University management will brief Cardiff Met SU representatives. Depending on the nature of the matter in question, this may involve Sabbatical representatives, School representatives, Course representatives, or a combination of these. In any event, Cardiff Met SU will cascade information to Course representatives. Where appropriate, School Staff-Student Liaison Committees may be used for consultative and communication purposes. In circumstances where changes relate to provision that is franchised to Further Education Colleges, the University will first discuss changes with the management of the Further Education Colleges, who will then cascade information to their local student representatives mirroring the procedures used within Cardiff Metropolitan University.
- In terms of minor and/or short-term changes to courses (e.g. cancellation of lectures), information will be released through the Virtual Learning Environment, the Student Portal and Plasma Screens (information screens placed in prominent locations).
- The University will not increase the underlying value of the Fee charged to new students in subsequent years of study, but may adjust the fee in-line with increases in inflation where legislation permits. Information on the process used to determine and communicate inflationary uplifts is set out in Section 3 above.

Reporting on the use of income at the institution and communicating the outcomes of Equality Impact Assessment

- An annual report on progress and the use of the fee income, including its contribution to course development, will be produced.

- Cardiff Met SU will be invited to comment on and shape the scope of the report.
- The report will be published in the 'Fees and Finance section of the University's website, and considered by the University's Equality & Diversity Committee.
- Equality impact assessment has been undertaken as part of the process of developing the Fee Plan, and on-going monitoring and evaluation will be incorporated into the report as well as being considered within the context of the University's Strategic Equality Plan
- Further Education colleges delivering franchised provision are required to provide the University with an annual report reporting the use of fee income. The University encourages partners to communicate the outcomes of their reports internally to students and their equality committee/equivalent body.

Income from the new fee regime

6. What new fee regime income do you expect to receive in 2016/17? You should include any income received per full time undergraduate and Post Graduate Certificate in Education (PGCE) student above £4K.

	2016/17 £k
Full time undergraduate	£33,826
PGCE	£1,800
Total	£35,626

7. Institutions are required to invest at least 30% of fee income above the basic level in relation to a) equality of opportunity and b) promotion of higher education.

Please provide details of your financial commitments to both investment areas. Institutions with further to travel to ensure further equality of access should invest more heavily in those activities.

	2016/17 £k
	Total Fee Income Investment 2016/17 * (at least 30% of fee income above the basic level)
a) Total amount to be invested in equality of opportunity	£6,413
b) Total amount to be invested in promotion of higher education	£4,275
Total	£10,688

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**NB Institutions who wish to consider investing a lower proportion of their fee income than was earmarked in their Fee Plan 2015/16 are invited to discuss this with HEFCW, following discussion with their Students' Union.*

8. Strategic context underpinning equality of opportunity and the promotion of higher education in the fee plan

i) Equality of Opportunity	
<p style="text-align: center;">Strategic outcomes and rationale</p> <p><i>Provide narrative detail of long term strategic outcomes and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and appropriate Welsh Government priorities.</i></p>	<p style="text-align: center;">Institutional targets, benchmarks and indicators</p> <p><i>These should be verifiable and benchmarked against HEFCW Corporate Strategy targets or existing institutional targets/indicators, or they can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p>
<p>Strategic drivers¹ This part of the Fee Plan places particular emphasis upon matters relating to widening access and retention amongst under-represented communities (including specific focus on the areas of multiple deprivation in Wales), and flexible learning. In so doing it addresses social justice agenda and priorities contained within the Welsh Government's Policy Statement on Higher Education, the 2015-16 Remit Letter, HEFCW Corporate Strategy and HEFCW's Strategic Equality Plan.</p> <p>Strategic outcome 1: to increase recruitment from Communities First Clusters and, Strategic outcome 2: to maintain and improve recruitment from other under-represented communities The University has a strong track record in recruiting under-represented students, both from within Wales and from other parts of the UK.</p> <p>The University will maintain the momentum of this work and – cognisant of the ambition expressed in the Welsh Government's Policy Statement on Higher Education and HEFCW's Corporate Strategy – will apply additional focus to Communities First Areas.</p>	<p>Strategic Outcome 1 – to increase recruitment from Communities First Clusters <u>Long-term ambition</u> A rise in the proportion of all Welsh domiciled students studying higher education courses who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in Communities First cluster areas to 1338 (23%) by the end of the five-year period ending in 2016/17.</p> <p><i>Baseline – 1162 (20.2%) in 2011/12.</i></p> <p><u>2016/17 target</u> 1305 (23.1%)</p> <p>Strategic Outcome 2 – to increase</p>

¹ Strategic Objective 5, pertaining to students in receipt of the Welsh National Bursary has been omitted from the 2016/17 Fee Plan as it is no longer applicable.

In support of these outcomes the University will invest in the following activities and actions:

- Deliver outreach activities designed to promote aspirations, to develop skills that prepare students for Higher Education (HE), and to facilitate 'non-standard' entry. The activities will include school intervention work undertaken in partnership with local schools, Further Education (FE) colleges and other stakeholders, and Summer Schools targeted at 'mature' audiences. The University will work collaboratively and on a regional basis where appropriate and relevant, playing a full and active role in the First Campus initiative (part funded by HEFCW), raising aspirations amongst school leavers and under-represented communities.
- Ensure that transparent and accessible information is provided to prospective students about the content and organisation of courses, the availability of supporting services, and the costs of study. 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.
- Use bursaries, scholarships (where these support widening access), fee waivers, and targeted financial support for students' living costs to promote and safeguard fair access to HE and to identify individuals with the greatest potential from disadvantaged backgrounds, with particular emphasis on students from Communities First areas, care leavers and looked after children.
- Promote Cardiff Met's newly launched Outdoor Learning Centre, an innovative learning environment situated within two hectares of mature woodland at the Cyncoed Campus, as a mechanism for increasing aspiration amongst young learners from under-represented communities in the region.
- Maximise the impact of the Cardiff Met Junior Academies, which attract over 2,500 children each week to participate in structured high-quality coaching

recruitment from other under-represented communities

Long-term ambition

An increase in the proportion of all UK domiciled students studying higher education courses who are from UK low participation areas to 2970 (33.0%) by the end of the five-year period ending in 2016/17.

Baseline – 2787 (31.4%) in 2011/12.

2016/17 target

3063 (34.5%)

sessions, in increasing aspiration amongst under-represented communities.

The above is also relevant to T1 & T2 in Section A below.

Strategic outcome 3: to increase completion rates

The rate of non-continuation amongst the University's students from low participation neighbourhoods is no higher than that for other students, whereas within Wales and across the United Kingdom (UK) the rate of drop-out is markedly higher amongst students from low participation neighbourhoods. Notwithstanding this position, cognisant of the ambition expressed in the Welsh Government's Policy Statement on Higher Education and HEFCW's Corporate Strategy, the University will give priority to reducing drop-out rates.

In support of this outcome the University will invest in the following activities and actions:

- Minimise the need for students to pay for items additional to their course fees such as mandatory field trips, Criminal Records Bureau (CRB) checks, studio/equipment/printing fees, uniforms, etc.
- Meet the costs of graduation ceremonies from within the tuition fee paid by full-time home/European Union (EU) undergraduate and PGCE students.
- Provide responsive and targeted financial support to vulnerable students who experience financial hardship. This will involve reviewing and developing our approach to, and support of, student hardship support and working in partnership with Cardiff Met SU to publicise availability and streamline access. In light of the Welsh Government proposal to abolish its Financial Contingency Fund (FCF) for vulnerable students, the University commits to providing a scheme which, as a minimum, is of equivalent value to the FCF and which will be available to its vulnerable students in need of financial assistance (£180K pa at the time of publication).
- The University will take appropriate account of proposed changes made by the UK and Welsh governments to Disabled Students' Allowances (DSA).

Strategic outcome 3 – to increase retention of full-time undergraduates

Baseline – 256 of 2,277 students (11.2%) who started in 2012/13 no longer in higher education in 2013/14

2016/17 target

219 of 2300 students (9.5%) who started in 2015/16 no longer in higher education in 2016/17

- The baseline funding for providing direct support for mental health (£250K in 2014/15) will be increased by £50k in 2016/17. The University will continually seek to maintain and enhance provision of a range of responsive services for students, encompassing counselling and mental health mentoring, services for disabled students, services for care leavers and looked after children, student health services, financial advice, careers advice, and the chaplaincy. These services will take account of appropriate Welsh Government initiatives such as its strategy *Together for Mental Health*.
- Provide additional financial support to Cardiff Met SU to enable it to enhance and extend its range of inclusive personal development, social, sporting and welfare activities, events, facilities and services that enhance the quality of student experience and which help create a positive, supportive and rounded environment, thereby facilitating retention and successful completion.
- Review and enhance delivery of a comprehensive and relevant induction programme to new students in their first week.
- Provide students with high-quality personal tutorial support in support of providing students with 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 SU input and emerging UK-wide developments.

The above is also relevant to T3 in Section A below.

Strategic outcome 4: to improve flexible learning opportunities and completion

The University recognises that full-time study may not be realistic prospect for students from under-represented communities, including students who need to balance work and/or family responsibilities with studying. The University will increase flexible learning opportunities to better cater for this audience.

Strategic outcome 4: to improve flexible learning opportunities

Baseline – 1,585 students in 2013/14.

2016/17 target
1,630 part-time students

In support of this outcome the University will invest in the following activities and actions:

- Invest in a comprehensive review of both curricula and portfolio, creating new opportunities to build flexible entry and exit points into courses
- Invest in engagement, prioritising the development and extension of relationships with employers, designed to enhance and support flexible learning and student employability.
- Undertake portfolio developments targeted at audiences that are seeking flexible learning and work-based learning opportunities.
- Optimise the impact of recently established mechanisms and processes that support Recognised Prior Learning (RPL).
- Expand accredited and non-accredited Continuing Professional Development (CPD) provision delivered through the University's Centre for Work Based Learning (CWBL) in response to employer and market needs.
- Ensure that learning and welfare support facilities are available on a flexible basis.

ii) Promotion of Higher Education

Strategic outcomes	Targets, benchmarks and indicators
<p><i>Provide narrative detail of long term strategic outcomes and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and appropriate Welsh Government priorities.</i></p>	<p><i>These should be verifiable and benchmarked against existing HEFCW Corporate Strategy or existing institutional targets, or can represent new activity targets. Target, benchmarks and indicators should be SMART and explicitly cross reference which of the Strategic outcomes opposite they address.</i></p>
<p>Strategic drivers This part of the Fee Plan addresses priorities identified by the Welsh Government's Policy Statement on Higher Education, in particular its wish for the HE sector to play a pivotal role in delivering a buoyant economy for Wales through delivering high quality learning and teaching experience, strengthening employability, and promoting higher education to Welsh, UK and international audiences. The strategic outcomes and associated targets are designed to support the South East Wales Employment and Skills Plan when published, and the delivery of the Skills and Employability Framework that has been jointly agreed by Higher Education Wales (HEW), HEFCW, the Confederation of Business Industry (CBI) and the National Union of Students (NUS) Wales. The University will support growth in the provision of highly skilled, quality jobs across Wales by producing graduates that are able to demonstrate and communicate their value to prospective employers in Wales and further afield.</p> <p>Strategic outcome 6: to improve the quality of learning, teaching & assessment In support of this outcome the University will invest in the following activities and actions:</p> <ul style="list-style-type: none"> • Improve the infrastructure and enhance teaching, learning, and social learning spaces and facilities. • Increase the accessibility of resources available through Learning 	<p>Strategic outcome 6: to improve the quality of learning, teaching & assessment <u>Long-term ambition</u> To increase 'overall satisfaction' in the National Student Survey to 86% by the end of the five-year period ending in 2016/17.</p> <p><i>Baseline – 2012 NSS outcome = 75%</i></p> <p><u>2016/17 target</u> To maintain 'overall satisfaction' at a minimum of 86%.</p>

Centres, renew library stock, and improve the availability of on-line journals.

- Make improvements to Information Technology (IT), specialist equipment, networks and associated support services.
- Embed the recently implemented new student record system to achieve improvements in students' direct access to information, enabling them to better navigate and plan their learning experience.
- Improve the timeliness and quality of feedback to students, including the definition and implementation of a standardised entitlement.
- Develop and support the use of new and developing technologies to enhance learning, teaching and assessment. This will involve: 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.
- Provide targeted induction and support packages to ensure that students gain maximum benefit from the services that are available as a consequence of new technologies.
- Promote, recognise and reward teaching excellence through: mechanisms designed to facilitate the career progression of excellent teachers; mechanisms designed to recognise outstanding contributions to teaching; supporting staff develop as teachers through the University's CPD scheme and gaining Higher Education Academy (HEA) recognition
- Assist students in developing their academic skills (i.e. 'learning how to learn') to facilitate effective autonomous and reflective learning through developing the academic skills web-space as a source of

quality online learning; accelerating the take-up of the writing sample and query services offered by the academic skills team; embedding the 10 credit academic practice module within more pathways and programmes; and adapting the curriculum to promote and reward sophisticated higher order learning skills.

- Continue to involve research-active staff directly in the development and delivery of courses.
- Provide an on-going programme of relevant and focused staff development to better ensure that academic delivery matches expectations.
- Provide timely information to students on any alternations to the delivery or organisation of their courses.
- Facilitate Cardiff Met SU in operating its system of student representation on courses and within each School, and act on matters highlighted in student feedback.

The above is also relevant to T5 in Section A below.

Strategic outcome 7: to strengthen the employability of graduates

In support of this outcome the University will invest in the following activities and actions:

- Use stakeholder fora and other consultative mechanisms involving employers in the review and design of courses.
- Maximising the impact of the HEFCW Skills and Employability Action Plan supported CareerHub project through systematically facilitating stronger, value-added links between the University, industry and employers.
- Increasing investment in providing leadership and capacity for developing a cogent response to the skills and employability agenda.
- In conjunction with employers, review, adapt and refine courses in ways that: achieve/maintain professional accreditation where relevant; facilitate flexible entry and exit; internationalise curricula;

Strategic outcome 7: to strengthen the employability of graduates

Long-term ambition

To increase the number of leavers obtaining first degrees from full- and part-time courses who are employed, studying or both six months after leaving to (95%) by the end of the five-year period ending in 2016/17.

Baseline – 1,485 leavers (91.2 in 2011/12).

2016/17 target

To increase the number of leavers obtaining first degrees from full-time courses who are employed, studying or both six months after leaving to 1,568

embed education for sustainable development and global citizenship; develop wider opportunities for work placement, and incorporate the use of employers directly in academic delivery.

- Providing funding to provide a scholarship scheme to promote and widen access to participation in outward student mobility including through overseas study/exchanges, and voluntary work.
- Expand accredited and non-accredited CPD provision delivered through the University's Centre for Work Based Learning (CWBL) in response to employer and market needs.
- Strengthen the integration between HE and FE in the Cardiff-city region, in the process improving local access to learning, widening access, and working with employers to meet identified regional skills-gaps.
- Enhance support arrangements for Personal Development Plans (PDPs), including improved guidance and advice for students and harnessing e-technologies to support students in creating and developing their PDPs.
- Implement the Higher Education Achievement Record (HEAR), incorporating a diploma supplement.
- Extend the range and accessibility of workshops, lectures, presentations and e-lessons provided to support careers development skills, ensuring linkage with the PDP process and the potential for working in partnership with Careers Wales.
- Increase participation in the Cardiff Met Award, an SU led initiative that requires students to undertake over 100 hours of work experience and activities, attend 5 personal development sessions and reflect on their experience through a report and interview with presentation.
- Use the e-Reflect tool to enable Programme Directors to evaluate the extent to which the skills, aptitudes and experiences that enhance the employability of students/graduates are embedded within the curriculum

(95%).

- Effectively utilise our alumni network to raise student aspiration and engagement through a range of measures including mentoring, networking events, guest lectures, work placements and graduate recruitment opportunities.
- Support initiatives and mechanisms that raise awareness and develop entrepreneurship amongst students, including the establishment of a new incubation centre that will serve as a hub to the provision of a diverse range of curricular and extra-curricular activity aimed at increasing awareness of business creation.

The above is also relevant to T10 and T11 in Section A below.

Strategic outcome 8: to expand Welsh medium provision

In support of this outcome the University will invest in the following activities and actions in conjunction with Coleg Cymraeg Cenedlaethol:

- Extend the volume of provision available through the medium of Welsh by focusing in particular on 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.
- Improve the capacity of the University to deliver and support Welsh medium provision through staff recruitment and staff development mechanisms.

The above is also relevant to T6 in Section A below.

Strategic outcome 9: to expand international engagement

In support of this outcome the University will invest in the following activities and actions:

- Develop innovative and flexible provision targeted at international

Strategic outcome 8: to expand Welsh medium provision

2016/17 targets

- To increase the number of Welsh domiciled students undertaking at least 5 credits through the medium of Welsh to 235.

Baseline – 111 students in 2011/12.

- To increase the number of Welsh domiciled students undertaking at least 40 credits through the medium of Welsh to 210.

Baseline – 81 students in 2011/12.

Strategic outcome 9: to expand international engagement

Baseline – 2,265 full-time overseas students and 2,230 aggregate offshore students in 2011/12.

audiences.

- International student recruitment, welfare, and study support services.
- 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.
- Play a leading role in developing and engaging in EU-funded 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, thereby promoting the profile of Welsh higher education in these regions.
- Internationalise curricula and use mobility/exchange opportunities to support widening access.
- Compliance with the licencing and regulatory procedures operated by UK Visa & Immigration (UKVI).

Strategic outcome 10: to recruit to target for Initial Teacher Training courses

To achieve enrolment targets for Initial Teacher Training Targets set by HEFCW in all years of operation. In support of this objective the University will promote teacher as a career pathway to prospective young and mature students.

2016/17 target

To increase the number of full-time overseas students to 2,300 and the number of aggregate offshore provision students to 4,000

Strategic outcome 10: to recruit to target for Initial Teacher Training courses

To achieve enrolment targets for Initial Training Targets set by HEFCW in all years of operation.

Baseline – in 2011/12 there was an intake of 449 students on Initial Teacher Training courses, equating to 99.5% of the contract target set by HEFCW.

Appendix B sign off- to be completed on the paper copy by the head of institution once the fee plan has been approved by the Governing Body.

Under section 27 of the Higher Education Act 2004 (the 2004 Act), the Welsh Ministers have imposed a condition on the grant paid to the Council, which in turn requires the Council to impose a condition under section 28 of the 2004 Act on the funding it allocates to relevant institutions. The details of the condition imposed on the governing body of each relevant institution are set out in Annex 2 to the remit letter 2015-16, which can be found on HEFCW's website, www.hefcw.ac.uk.

Date approved by Governing Body:	28 July 2015
Signed Vice Chancellor/Principal:	
Date:	28 July 2015

By 22 May 2015 each institution should ensure that:

- they have submitted one signed electronic version of the fee plan, together with Section A and B to Rachel.ogorman@hefcw.ac.uk. Where signed versions are submitted in a portable document format (pdf) or scanned format, please also submit a Word and Excel version.