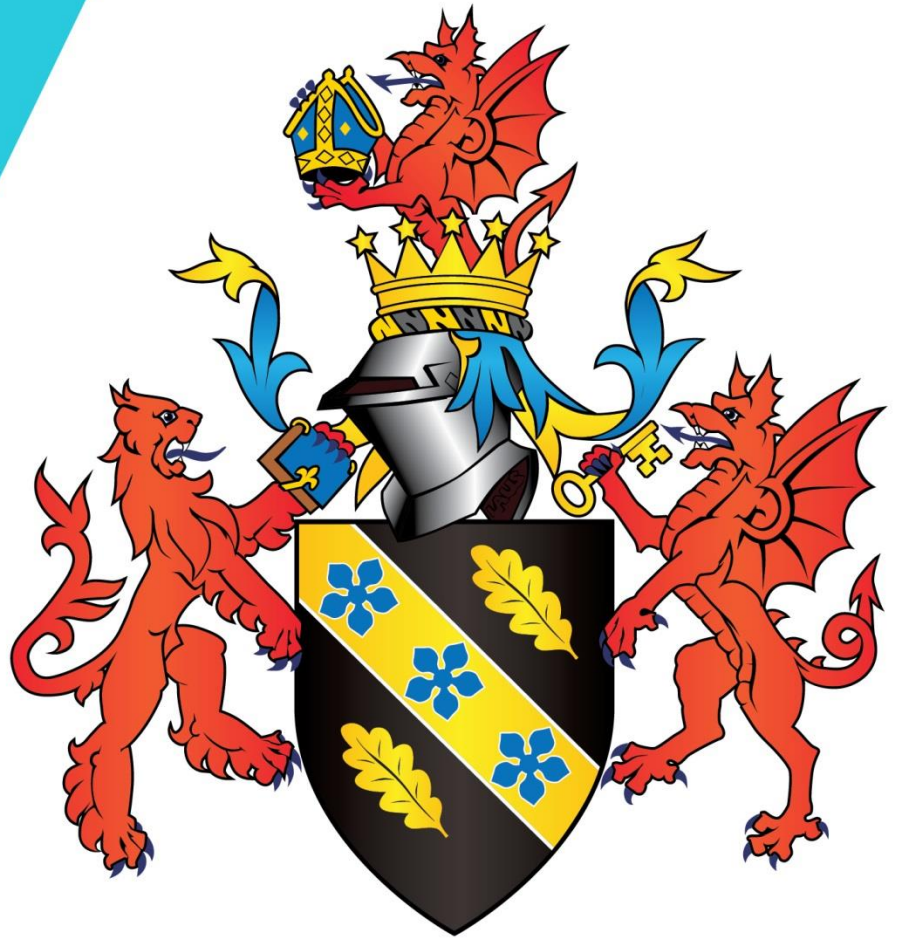




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Widening Access and Community Engagement

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Introduction and Scope

UWTSD is a **Widening Participation** University – Widening Participation is an agenda which impacts every aspect of University life. It is about **Getting In, Getting Through and Getting On**. The Widening Access and Community Engagement Strategy has a sharp focus on the front-facing aspect of this, the **Getting In.....**

The University articulates its widening access strategic vision as a core value underpinning the first Strategic Priority in the Strategic Plan:

Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential

The University of Wales Trinity Saint David is an expanding, multidisciplinary, dual sector group of Higher and Further Education learning providers with campuses across South West Wales and in London. Through this collaboration, of complementary and diverse institutions, we offer a new integrated educational approach. **The structure of the UWTSD dual-sector university is, in itself, an embodiment of widening participation policy and theory**

I am particularly proud of our enviable track record for widening access, championing lifelong learning without barriers and supporting learners and students from all backgrounds and at all stages during their education (Vice-Chancellor, Professor Medwin Hughes - Strategic Equality Plan 2016 - 2020)

The WACE Strategy relates to the promotion of studies to Home undergraduate-level students, which includes providing aspiration raising activities with target groups and the promotion of progression routes for further education students both within and outwith the UWTSD Group. It has been developed consultatively through the Widening Access Sub-Committee and is underpinned by an Action Plan. The Action Plan will be monitored and refreshed annually, reflecting both the changing environment within which it is set, the planning cycle of the institutional Fee and Access Plan and the need to respond to sectoral and national priorities swiftly and effectively. This annual review will take place in the spring of each year. The Strategy incorporates the constituent college and the University's campuses in Wales. It underpins the Strategic Plan, is of five year duration and aligns with the Strategic Equality Plan 2016 – 2020:

All partners reach out to and attract a wide range of learners, promoting equality of access, minimising the potential barriers of factors such as age, social deprivation, physical access and gender stereotyping;

The retention and participation of students from non-traditional backgrounds is covered in the Learning, Teaching and Enhancement Strategy, the Retention Strategy, the Technology Enhanced Learning Strategy and the Welsh Medium and Bilingual Education Strategy.

The Strategy incorporates the delivery of light touch community engagement activity. This has the advantage of introducing higher education as a concept to those who are hardest to reach but also helps to fulfil the mission of civic engagement as propounded in the Hazelkorn Review and further developed in Public Good and a Prosperous Wales.

UWTSD has developed best practice in delivering its curriculum in the community and in innovative ways. This Strategy does not focus on curricular developments; the focus is on outreach activity and engagement with hard to reach and disenfranchised groups.... **Getting**

in. However, it should be noted that the development and delivery of pathways such as the FdA Inclusive Studies, the Cert HE Skills for the Workplace, the work done by WIWBL amongst others, all contribute significantly to our widening participation mission and enable many people to study with us who would not be able to do so without this flexible, community based curriculum.

The Skills for the Workplace Certificate in Higher Education

The Cert HE Skills for the Workplace is a central part of this strategy. The programme is designed to be a vehicle for promoting access to the University for hard to reach groups. Its structure and delivery model is flexible to allow those in work or with caring responsibilities to attend, but as it was validated as a Certificate in Higher Education with 120 credits, the course is badged as full-time enabling access to the full range of student finance. The key features are as follows:

- Registration twice a year in either September or January with the option of April entry in both Swansea and Cardiff
- Either three evenings per month plus one Saturday or Sunday per month at local venues across South Wales for 10 months plus a residential weekend course on campus
- Two half days (4 hours per day) per week over 10 months in Swansea or Cardiff
- A University Level 4 course
- Assessment through assignments and no examinations
- Modules are mapped to the Institute of Leadership and Management qualification
- On successful completion of the Cert. HE, there is the option to progress to the BA (Hons) Leadership and Management Skills for the Workplace at Level 5.

The course is currently delivered across Wales in Swansea, Carmarthen, Pontypridd, Llanelli Bridgend and Cardiff as well as in Tidworth. This latter option was specifically developed to support the Ministry of Defence.

The flexible nature of delivery of the Cert HE attracts potential students who are already engaged in full time work and have family responsibilities. The flexible delivery is seen as a major attraction by potential students, enabling them to study for a higher education qualification whilst continuing to work full time and look after their family. The first four years of operation of this programme have demonstrated significant success in terms of attracting student numbers, retention, success gaining the award and an almost 100% progression rate of successful students to the BA Leadership and Management Skills for the Workplace.

The Certificate of Higher Education Skills for the Workplace builds upon the University's widening access initiatives, through focusing on groups which are under-represented in Higher Education. The programme supports learners' engagement and success in Higher Education and supports progression to more advanced learning opportunities such as the BA Leadership and Management Skills for the Workplace, whilst indirectly increasing social mobility and contributes to tackling poverty. The programme also provides on campus and community based learning opportunities which are appropriate to learners of all ages. This contributes to an increasingly diverse HE population and supports equality agendas.

The Certificate of Higher Education Skills for the Workplace offers many students from non-traditional backgrounds the opportunity to change their lives, equipping them with the skills required for work and advancement in the workplace, as well as contributing to their communities. All students are made to feel welcome, valued and respected on the programme and encouraged to take full advantage of the educational opportunities available.

Based on the overwhelming success of this course, it was decided to broaden out the scope and range of delivery and it is now being delivered in satellite learning centres in both Birmingham and London with a specific focus on targeting hard to reach BME communities. This focus is replicated in Swansea and Cardiff with day-time delivery having commenced in September 2017. The University has based the provision in the heart of the disadvantaged communities it hopes to engage with and is working with colleagues from those communities to support recruitment. Specific target groups have also been engaged within Cardiff with a course being delivered with the YMCA. This approach has proven to be effective with significant interest being shown in the course.

A further development is the validation of an additional qualification, a Certificate of Higher Education Skills for the Workplace Health and Social Care. This is a level 4 based qualification that provides students – many of whom belong to BME communities - with an opportunity to study for an award explicitly focused towards future employability and career progression in the health and social care setting. It introduces students to approaches, strategies and skills considered essential for employment within this particular context.

This programme's curriculum content has been carefully developed to provide a series of discrete 20 credit modules. Each module focuses on a key specific aspect of health and social care capable of being contextualized to specific workplace experiences. It introduces students to approaches, strategies and skills considered essential for employment within a specific context. The programme will share the generic content outlined as part of the Certificate HE Skills for the Workplace but the class material will be heavily focused on the Health and Social Care context.

Both these courses form a key part of the University's strategy to provide members of specific under-represented communities with direct access to higher education.

Background

An analysis of the UWTSD Group's current undergraduate student profile clearly demonstrates the University's strong commitment to Widening Access

- 21.0% of the University's Welsh undergraduate students come from the bottom quintile of Lower Super Output Areas of Welsh Index of Multiple Deprivation, exceeding the Fee Plan target of 20.7%.
- UWTSD had the 4th highest widening access rates in Wales in 2014-2015. Many students attending the University are local students and a significant proportion of students are admitted with relatively low tariff points.
- In 2015-2016, 12.5% of new undergraduate students had progressed from further education provision within the UWTSD Group.
- In 2015- 2016, 61% of our new intake was classed as mature
- In 2015/16 the number of full-time undergraduates in receipt of the Disabled Students' Allowance (DSA) was 1,715 (17.2%) compared with the benchmark figure of 8.5%.
- UWTSD has a good record for working with Care Experienced young people with 39 Care Leavers continuing with their studies in 2016 – 2017.
- We were the first Welsh HEI to recognise the challenges faced by Young Adult Carers and to introduce a specific bursary for this group

The University's Widening Access and Community Engagement Sub-Committee (WACE SC), reporting to the Academic Policy Committee, acts upon evidence and data to plan activities to

meet targets contained within the Fee and Access Plan. Working to the Strategy, it ensures a coordinated, holistic response, which was praised by HEFCW in March 2017.

The Higher Education (Wales) Act 2015 requires that all higher education providers, who wish for their courses to be automatically designated for statutory student support, must commit to activities and investments which support the promotion of equality of opportunity in connection with access to higher education and the promotion of higher education. Higher education providers are required to set out these activities and investments in fee and access plans which are submitted to HEFCW for approval. In this context, promotion of equality of opportunity, in connection with access to higher education, relates to removing potential barriers to higher education experienced by under-represented groups. The WACE SC refers to Fee and Access Plan targets throughout the year and contributes to setting the targets based on their expertise, experience and evidence.

Vision

The vision for Widening Access for the University is articulated in the Strategic Plan in Priority One:

Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential

Objectives

Our key objectives are:

- ***To promote equality of access and opportunity for learners, encouraging participation at all levels and from all backgrounds, through activities, planning and knowledge, underpinned by performance data and sector intelligence.***
- ***To regularly monitor and act upon performance data to inform progress and planning***
- ***Embedding widening access activity across the UWTSD Group through raising awareness and promotion of good practice.***

The Widening Access and Community Engagement (WACE) Strategy provides a framework of targeted activity (detailed within the WACE Strategy Action Plan) to deliver our key objectives and enhance widening participation across the University. All activity will contribute to meeting the annual institutional Fee and Access Plan targets and the Measures of Success within the Strategic Plan

Target Groups

The geographical reach for the WACE Strategic Plan extends from south Ceredigion down into Pembrokeshire. The University chooses to focus its Widening Access engagement on particular areas within that region where there is economic disadvantage, reflecting the commitment of the University to redress inequality and disadvantage in the communities it serves. Due to the diverse nature of the three main campuses in Wales, activity is tailored to the needs of those localities and to reflect the institutional agendas. For instance, in order to support the changes and developments in Swansea, a significant focus is placed on engagement work with the SA1/St Thomas and Townhill communities. In Carmarthen, work will be undertaken to promote Welsh medium higher education and to support developments around Yr Egin. In Lampeter, activity focuses on adult and mature recruitment, focused work with applicants with unseen disabilities and general community engagement. Specific target groups for interventions are:

- Communities' First residents –all-age
- Residents of the lowest quintile of WIMD –all-age
- Residents of low participation areas in the UK
- People with protected characteristics –all-age
- People studying through the medium of Welsh.
- People living in workless households
- People experiencing 'in work poverty'
- People seeking asylum;
- Pupils receiving an Educational Maintenance Allowance (EMA) and/or free school meals
- Young people with care responsibilities
- People who have a care background
- People with a background of criminal convictions.
- Part-time and mature students
- White working class boys
- Armed Forces personnel and their families
- Home educated young people
- Gipsy Traveller communities

**It is important to note that the Communities First programme has now been dissolved but the measure is still in place and being used by HEFCW for monitoring purposes for Reaching Wider and institutional activity for 17/18*

Measures of Success

1. Achievement of specific targets for the recruitment and continuation of under-represented groups, including part-time undergraduate learners, Welsh domiciled learners from identified deprived areas, and learners in receipt of the Disabled Students Allowance (DSA)
2. An increase in the number of learners progressing from further education to higher education within the UWTSD Group
3. An increase in the number of learners progressing from further education outside the UWTSD Group to UWTSD higher education programmes
4. In the current challenging recruitment climate, to at least maintain the current excellent widening access and participation levels;

Specific Widening Access related recruitment targets are contained within the Fee and Access Plans for academic years 2017 -18 and 2018- 19. These targets underpin the measures of success and are published on the website.

During the Strategy period, there will be a focus on contributing to Fee Plan targets with geographically relevant projects and activities undertaken by the Central WA team, RIES community engagement staff and Faculties. A range of funded projects will be delivered by Faculties and these will also focus on contributing to Fee and Access Plan targets. Examples of ongoing projects are Girls into ICT, skills attainment such as Art after Dark and FE/HE progression amongst others. All projects will be monitored and evaluated and data fed back to inform planning and to provide the required returns to HEFCW. A snapshot of some activities undertaken in 2016/17 sits below:

Project	Numbers attended	Target group	Age
Phoenix Fun Day	1,500	C1st	0/80
SA1 Creative School	65	C1st	09/1
Art after dark	87	All	18/60
Poetry in Motion	63	C1st	06/82
Girls into ICT	296	SW Wales schools	10/14
FHPA	202	6 th form	16/17
STEM awareness	80	C1ST	16/17
Arts in Action	293	C1st	04/16
FEC/MCGE ABC	60	C1st	21+

The above is a snapshot of WACE SC funded projects and does not accurately reflect other engagement work being delivered across the institution. During the strategy period, new ways of collating data will be trialled to capture other outstanding best practice such as SHOE's Centre for Ageing and the Associate Faculty.

Two Strategic Plan measures refer specifically to FE/HE progression, therefore plans are already being made for innovative projects, in collaboration with Reaching Wider, to support transition from FE to HE. There is also a collaborative CSG/UWTSD five year project being developed to enhance progression through to HE from the Llanelli cluster of schools.

As part of the wider Marketing agenda, specific publications and campaigns will be designed and delivered to support the recruitment focus of annual Fee and Access Plan targets.

Implementation / Monitoring Progress

The Widening Access and Community Engagement Sub-Committee has as a Key Objective *To regularly monitor and act upon performance data to inform progress and planning*. The Widening Access and Community Engagement (WACE) Strategy provides a framework of targeted activity (detailed within the WACE Strategy Action Plan) to deliver key objectives and enhance widening access across the University. All activity will contribute to both the annual institutional Fee and Access Plan targets and the Measures of Success within the Strategic Plan. The budget allocated to the Sub-Committee is £35,000 with a Contingency Fund of £30,000. This latter budget is used to maintain projects and activities which build the brand and to ensure continuity of Reaching Wider projects where there has been an efficiency gain.

The Sub-Committee receives monitoring and evaluation data from all funded projects and will extend the reach of this monitoring and evaluation to non-funded activity during the Strategy period. In addition, working collaboratively with colleagues, the potential for enquiries, applications and admissions data to be further investigated from a widening access perspective will be explored, to ensure equity throughout the process and to monitor efficacy of campaigns.

Strategic Risks

The main strategic risk for this area is that Fee and Access Plan targets are not met. A second more minor risk is that Reaching Wider funding will end meaning a loss of budget, activity and staffing.

Document Version Control

Version No:	Reason for change:	Author:	Date of change:

(this should include the journey of the strategy policy through the Committee structure).

Appendix A: SWOT Analysis

Internal Factors	Strengths	• Strong baseline position evidenced by student demographic • Institution-wide sub-committee to embed holistic approach to WA • Institutional commitment to WA mission as evidenced in Strategic Plan • Development of new and flexible curriculum offer across Faculties • Development of new and exciting bursaries for WA market
	Weaknesses	• Limited central capacity with reliance on time limited RW funding for one post • Slow to change institutional processes which act as potential barriers • Internal data collection needs to be strengthened
External Factors	Opportunities	• C1st anti-poverty programme disbanded • Diamond review and changes to funding • Call for high quality information and advice in Public Good and a Prosperous Wales to support WA • Civic engagement brief in Public Good and a Prosperous Wales
	Threats	• Uncertain Future of HEFCW • Loss of Reaching Wider funding stream • C1st anti-poverty programme disbanded – change of measure • Public Good and a Prosperous Wales
Summary • External drivers in state of flux necessitating an annual review of priorities • Fee and Access Plan produced biannually again necessitating the need for an annual review of the activity plan • Diamond review and changes to funding should be a positive change for non-traditional students but the increased debt could be a deterrent		

Appendix B: Action Plan:

WACE Strategy Action Plan

Key Objective 1: To promote equality of access and opportunity for learners, encouraging participation at all levels and from all backgrounds, through activities, planning and knowledge, underpinned by performance data and sector intelligence.					
	Action	Responsibility	Strategic Value/Measure	Measured by:	Timescale
1.	To coordinate and oversee the delivery of University WA activities to include a range of Faculty led Widening Access initiatives designed to address underrepresentation identified within individual Faculties (WACE SC budget of £35k)	DMC & EWPCEO	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Completed evaluations for each project and a budget review	July 2018
2.	To administer the contingency fund of £30k/annum to support critical projects previously supported by Widening Access Strategy funds	DMC & EWPCEO	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Completed evaluations for each project and a budget review	July 2018
3.	To provide training for all new staff via Corporate Induction sessions and to provide updates on relevant external drivers at the regular Admissions Tutors fora. To	EWPCEO	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances	Minutes of Admission Tutors meetings and records of staff development activity	Ongoing annual programme of work

	continue to work with Admissions Tutors to support applicants through the applications process.		to fulfil their potential.		
4.	To work with Student Support staff to deliver very specific targeted outreach activity for particular groups to include Young Adult Carers, Looked After Children and young people with splds	SRWO, WA & Student Support	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Reaching Wider activity reports, project evaluations	August 2018
5.	To develop shared activities across the Group to support non-traditional learners to progress to higher education	EWPCEO & ESCLO, Faculties	An increase in the number of learners progressing from further education to higher education within the UWTSD Group by 2%/annum	Project reports and recruitment figures	October 2018
6.	To build on the initial success of the Skills for the Workplace Certificate in Higher Education in attracting non-traditional learners to higher education	Faculty of Business and Management	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Number of locations where the programme is delivered and recruitment figures	July 2018
7.	To maintain an ongoing programme of work, delivered by the Schools and Colleges Liaison team and the central WA team, to ensure Constituent College learners	EWPCEO & ESCLO, Faculties	An increase in the number of learners progressing from further education to higher education by 2%/annum	Project reports and recruitment figures	October 2018

	are given support with subject awareness, curriculum enhancement and the applications process.				
8.	To refresh inclusive marketing materials and specific publications for particular groups including the Armed Forces, Mature applicants, Young Adult Carers, Looked After Children etc.	Central WA team and TEL team	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Production of resource – hard and digital copies	July 2018
9.	To provide information, advice and guidance to targeted individuals and groups to facilitate the application and admissions process	Central WA team and the wider Marketing Team	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Client records	Ongoing programme of work
10.	To deliver specific, targeted campaigns to support Fee and Access Plan recruitment targets	Central WA team and the wider Marketing Team	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Production of specific collateral plus analytics from campaigns	September 2018
Key Objective 2: Embedding widening access activity across the UWTSD Group through raising awareness and promotion of good practice					
11.	A series of 5 awareness raising interactions will be delivered in 2017/18 across the institution to	Central WA team	Inclusivity, by removing barriers to	WACE SC minutes	May 2018

	ensure the needs of non-traditional learners are addressed at all stages of the student experience.		participation and supporting people from all backgrounds and circumstances to fulfil their potential.		
12.	To review policy and practice to ensure inclusivity and to encourage a proactive widening participation methodology. This will be achieved by working with Faculties through Faculty Boards and relevant committees to embed a widening participation ethos at all levels of the University, including Admissions, Programme Approval, Annual Programme Reviews, Unit Strategies and Support Services.	APVCWM	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Minutes of relevant committees and Faculty Boards	Ongoing programme of work
13.	To maintain the dedicated area on the University's intranet (MyDay) to highlight best practice that has been developed across the institution and to act as a repository for policy and strategy. Good practice will also be shared through publications, the staff bulletin and WACE SC meetings	EWPCOE	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	MyDay tile	Ongoing programme of work

	Key Objective 3: To regularly monitor and act upon performance data to inform progress and planning				
14.	The sub-committee will request monitoring statistics produced by the Corporate Data Team in relation to the diversity of the student population, as well as other statistics published by HESA. This will be used to plan delivery of WA activity	Head of Policy and Planning	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Minutes of WACE SC and review of committee effectiveness	Within the WACE SC programme of work
15.	All outreach activity will be monitored and evaluated and the results fed through to the WACE Sub-Committee. Copies of the evaluations completed for WACE SC funded projects will be stored in the dedicated MYDay area to ensure that findings are accessible to all.	EWPCO	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	WACE SC minutes, Data reports stored on MyDay	July 2018
16.	To monitor biannually all Reaching Wider activity delivered by UWTSD through the South West Reaching Wider Partnership	SWRO/EWPCO	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Reaching Wider Activity reports	July 2018
17.	To prepare an annual review of progress when all relevant data	EWPCO	Inclusivity, by removing barriers to	WACE SC minutes	February 2018

	is interrogated, in order to feed results and findings in to the Fee and Access Plan planning process.		participation and supporting people from all backgrounds and circumstances to fulfil their potential.		
18.	To develop a process for monitoring enquiries, applications and admissions data from a widening access perspective	SMIO/EWPCEO/Registry	Inclusivity, by removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.	Data reports	August 2018

Appendix C: Risk Assessment

Potential Impact scores: 1 = Insignificant, 2 = Low, 3 = Medium, 4 = High

Probability of occurrence: 1 = Unlikely, 2 = Likely, 3 = Very Likely, 4 = Certain

Current Risk Level: **High** = if impact score is 12 and above, **Medium** = if impact score is between 6 and 11, **Low** = if impact score is 6 or below.

Change: NEW – if risk is new, ↔ - no change to risk status, ↓ - risk status downgraded, ↑ - risk status upgraded

Risk Category	Risk Ref	Date Reported	Risk Detail	Risk Holder	Risk Response	Potential Impact (a)	Probability of occurrence (b)	Impact Assessment Score (a) X (b)	Current Risk Level	Change
Strategic	WACE001	2017	Failure to meet Fee and Access Plan targets	?	A coordinated University response to Fee and Access Planning and delivery implemented in 2017/18	4	1	4	Low	
Strategic	WACE002	2017	Failure to meet Strategic Plan FE/HE progression targets	?	A coordinated University response to achieving the target developed in 2017/18 to be delivered throughout the lifespan of the Strategic Plan	4	2	8	Medium	

Appendix D: Strategy Impact Assessment

This assessment is to be used to assist the drafting and approval of policy documentation. The term 'Policy' for the purpose of this impact assessment includes policies, strategies, plans and projects.

The aim of the assessment is to assess the potential effects of a policy, with regard to equality, Welsh language and sustainable practice, and to thereby ensure that an overall positive impact is achieved.

The assessment should be undertaken by the Lead Policy Author. The Welsh Language elements of the assessment should be checked by the Welsh Language Services Co-ordinator (or equivalent), and the Equalities element should be checked by the Equalities Manager (or equivalent).

Introduction

Date Assessment Completed: 12/10/17

Name of Policy: Widening Access and Community Engagement Strategy

Name of Lead Policy Author: Eve Warburton

Name of strategic lead for this policy area: Gwilym Dyfri Jones

Is this policy:

New ☐

Existing ☒

Briefly describe the purpose of the Policy:

To provide a strategic framework for the widening access mission of the University
--

Indicate below to whom this Policy applies (please tick all that apply):

Internal Stakeholders	Staff	☒
	Students	☒
External Stakeholders	Service Providers	☐
	Partners	☒
Others	The wider public	☐
	Please specify	☐

Screening

Does this policy have any relevance to, or impact on, equality and diversity in the areas listed below?(tick where appropriate):

Possibility for discrimination / adverse impact	☐
Opportunities to promote equal opportunities	☒
Fostering good relations	☒

Indicate below whether the following has been considered during the development of this policy:

The opportunities for persons to use the Welsh language has been considered	☒
That the Welsh language considerations has been treated no less favourably than the English language	☒

Indicate below which of the following sustainable governance principles have been applied in the development of this policy:

Balancing short term need with the long term and planning for the future	☒
Working together with other partners to deliver objectives	☒
Involving those with an interest and seeking their views	☒
Putting resources into preventing problems occurring or getting worse	☐
Considering impact on all wellbeing goals together and on other bodies	☒

Evidence and data

Briefly outline any evidence / data collected for this impact assessment:

HESA data has been used to determine diversity of student population as has evidence from the Strategic Equality Plan. External reports which have been used are as follows:
Hazelkorn Review, Diamond Report, Public Good and a Prosperous Wales consultation document,

Impact

Outline below whether the policy impacts positively or negatively on people with the following protected characteristics¹ and the opportunities for people to use the Welsh language:

	Positive	Negative	Reasons / justification
Age	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Disability	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Gender	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Gender reassignment	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Sexual orientation	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Race	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Religion or belief	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Pregnancy and maternity	☒	☐	WA activity is designed to redress previous imbalances and provide equity for all
Marriage or civil partnership	☒	☐	WA activity is designed to redress previous imbalances

¹ Please note there may be a justifiable reason why a policy treats a particular group of people with protected characteristics more favourably. In such cases there is a need to ensure that the negative impact is proportionate.

			and provide equity for all
The opportunities for persons to use the Welsh language	☒	☐	WA activity is often specifically focused on promoting the use of Welsh. Welsh speaking staff in the central team ensure a bilingual service can be offered and activities delivered bilingually

Indicate below if the policy contributes towards delivery of the Well-being of Future Generation Goals:

	Positive	Negative	Reasons / justification
A prosperous Wales (efficient use of resources, skilled, educated people, generates wealth, provides jobs).	☒	☐	Activities raise aspirations and build skills amongst disadvantaged communities in Wales
A resilient Wales (Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).	☒	☐	Some WA activities specifically focus on this particularly those within the school sector
A healthier Wales (People's physical and mental wellbeing is maximised and health impacts are understood)	☒	☐	Many activities focus on wellbeing as an introduction to education eg collaboration with Menter Cwm Gwendraeth Elli's Ti a Fi project in 2016/17
A Wales of cohesive communities (Communities are attractive, viable, safe and well connected)	☒	☐	WA activities are based in communities and support community interventions such as Communities for Work (DWP). Some activities specifically focus on community cohesion

A globally responsible Wales (taking account of impact on global well-being when considering local social, economic and environmental wellbeing)	☒	☐	Impact is considered when planning activities
A Wales of vibrant culture and thriving Welsh Language (culture, heritage, and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation).	☒	☐	In 2016-17, WACE SC funded 3 Welsh medium projects all designed to raise awareness of studying through the medium of Welsh
A more equal Wales (people can fulfil their potential no matter what their background or circumstances)	☒	☐	All WA activity contributes to this goal and is designed to redress previous imbalances

What action will be taken to reduce negative or adverse impacts identified?

No negative impact has been identified therefore no action needs to be taken

Action Planning

Action required:	By whom:	By when:
Stonewall role model and ally training to be undertaken during 17/18 to help promote institutional inclusivity	WA team – three members of staff	By July 2018

Publishing and reporting

Assessments highlighting significant negative / adverse impacts are required to be published. The Equality Manager / Welsh Language Co-ordinator will work with you to ensure that the assessment is suitable for publication.

Details of assessments will presented to appropriate internal equality, Welsh language, and sustainability monitoring committees.

Outline below how this policy will be published:

--

Monitoring and review

When will this impact assessment be reviewed?: Annually

Who will be responsible for the review?: Associate Pro Vice Chancellor Welsh Medium and Projects

How will you monitor the policy in the meantime?: An objective in the Activity Plan is to monitor HESA data at each WACE SC meeting and to monitor projects which have an impact on equality so this will be an ongoing priority

Review by the Equalities Manager or equivalent:

Please indicate whether you are satisfied that all appropriate action has been taken to **promote equality** within the policy:

No further action is required: ☐

The Policy requires adjustment to remove barriers or better promote equality: ☐

Please give a brief outline of any remedial required, and whether this has been addressed in the version submitted for approval. If a decision has been taken not to address the remedial action identified then a full explanation of this should be provided:

Stop and remove the Policy: ☐ the policy shows actual or potential unlawful discrimination.

Approval

The Strategy will be formally considered and approved in accordance with Committee Terms of Reference outlined in the Academic Quality Handbook.