

Draft Welsh Government Higher Education Strategy to 2027

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Noddir gan
Lywodraeth Cymru
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Draft Higher Education Strategy to 2027

Ministerial foreword

What does Wales want from its higher education system?

This strategy sets out our objectives for higher education in Wales recognising that our institutions work in a Welsh, UK and international context. These objectives are longer term and take into account new and innovative legislation in Wales which aims to balance short term policy objectives with the well-being of future generations to achieve the Wales we want and need.

We need a higher education (HE) system that is internationally competitive, to attract and retain both students and staff, thereby securing the skills development and exploitation of knowledge on which economic growth will depend.

We need an HE system with a thriving research base that, via enhanced partnerships with private, public and third sector partners, plays a vital role in delivering economic prosperity and social justice.

It is Wales' national mission to ensure that all citizens benefit from an equal opportunity to reach the highest standard. HE providers are critical to that mission. They should be outward-looking, connecting the civic, social, cultural and economic. We need providers to work together to provide more flexible pathways and modes of study to meet the needs of learners. We need excellent higher education provision and a student experience which is envied elsewhere, achieved through effective partnership working with students and student unions.

We also need a system where different providers play better to their strengths, where there is greater diversity of mission and where providers work ever more closely together, pooling their strengths and resources to meet the needs of Wales and of their local communities in addition to working in the broader UK and international context. Crucially, providers need to be flexible and responsive to changing patterns of student demand.

We need providers with the resilience to meet the challenges they will face over the coming years. There is much change to come in higher education, including many areas which are as yet unknown. Structural change is not currently a policy objective, but collaborative arrangements will certainly need to mature and develop and new types of institution may well emerge.

We need a well regulated and effectively coordinated HE system that meets Wales' needs. This Higher Education Strategy sets out high level objectives to deliver what Wales wants. Successful implementation of the Strategy will depend on a strong partnership between providers, the Higher Education Funding Council for Wales and the Welsh Government, a partnership through which together we can ensure that higher education meets the needs of Wales.

There is much to celebrate and be proud of in Wales' long tradition of HE. This strategy seeks to build upon that heritage and to ensure that Welsh HE remains on the international front rank for generations to come.

I am pleased to be able to present this strategy which has been developed by the Higher Education Funding Council for Wales (HEFCW) following extensive engagement with stakeholders and I look forward to working with partners to secure its delivery.

Executive Summary

Introduction

“Higher education is a force for good. The Welsh Government has always recognised that nations which invest in higher education benefit from the high skills that graduates bring to the economy, from research which impacts both on economic growth and the well-being of citizens, and from the contribution of universities to the wider enrichment of culture and civil society. In addition, higher education transforms lives and can make major inroads into reducing inequality through being a significant driver of social mobility.”¹

Our Vision

We set out our vision for higher education (HE) in *For our Future*, the 21st century strategy for HE in Wales². We explained the vital role for HE in underpinning the twin pillars of social justice and economic success and this remains just as relevant now.

Our vision is one that sees HE providers:

- Equipping individuals, whatever their background, with the knowledge, skills and attributes to achieve maximum intellectual and personal fulfilment.
- Fostering a culture of exploration, discovery and intellectual challenge that generates international recognition, respect and engagement.
- Exploiting their knowledge base effectively through working with business and employers in and beyond Wales;
- Offering flexible, accessible and learner-centred provision.
- Contributing to the reviving and sustaining of communities and the shaping of a democratic civilised and inclusive society.
- Contributing to the future renewal of the Welsh economy by raising the skills level of the Welsh workforce and by supporting businesses to become increasingly innovative and competitive.

Higher Education Strategy

This strategy sets out the strategic objectives for HE in Wales in the context of the Well-being of Future Generations Act (Wales) 2015 and the contribution that HE providers in Wales make. Informed by an evidence base, the strategy sets out what Wales wants/needs from its HE system, including its contribution to the Act’s seven well-being goals. We recognise that HE providers work in a Welsh, UK and international system and the strategic objectives are intended to facilitate internationally leading practice and internationally competitive institutions.

What Wales Wants - our strategic objectives

- 1) More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.
- 2) Increased availability of flexible learning options, including part-time provision, higher apprenticeships, work-based learning and distance learning to meet the diverse needs of learners.
- 3) Increased academic and vocational pathways to HE from school, further education and work-based learning, including through the medium of Welsh.
- 4) HE providers' civic engagement increasingly runs across society, the economy and communities.
- 5) HE providers demonstrate effective equality and diversity policies and practices, are exemplars of sustainability and secure the well-being of their staff and students.
- 6) HE providers in a strong competitive position nationally and internationally.
- 7) Students experience excellent higher education and work in partnership with providers to enhance it.
- 8) Provision meets the relevant professional, statutory and regulatory bodies' requirements, is high quality and results in highly adaptable graduates.
- 9) An increase in the range of subjects which can be studied substantially through the medium of Welsh in HE, and in the numbers of Welsh medium students.
- 10) More graduates have the skills to use Welsh in their professional life, including through careers where they work directly with the public.
- 11) HE provider staff and students enrich Welsh culture.
- 12) More people of all ages in Wales develop and use the knowledge and high level skills that are vital to the current and emerging needs of Wales.
- 13) Graduates from HE providers in Wales have a greater understanding of the impact of their choices on other people, the economy and the environment.
- 14) Graduates from HE providers in Wales are more entrepreneurial and employable.
- 15) HE providers work collaboratively and responsively to meet regional and pan-Wales needs of employers, providing a skilled, adaptable workforce for the future.

- 16) A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- 17) The excellence and impact of research in Wales is further increased.
- 18) The HE system is readily accessible to external partners, leading to more effective partnership working between HE providers and employers in Wales.
- 19) More new businesses, including social enterprises, are established, sustained and grown in Wales as the result of knowledge generated in HE providers.
- 20) International cooperation increases in world-leading research collaboration and high quality transnational education provision.
- 21) More opportunities are offered for HE students and staff to participate in outward mobility experiences.
- 22) An enhanced global standing and international reputation of HE, and more strategic engagement with other HE systems.
- 23) A greater contribution by HE providers to address global challenges, including those faced by developing countries and emerging economies.
- 24) More international students, staff and strategic international partnerships enrich the knowledge, culture and economy of Wales.

Introduction

“Higher education is a force for good. The Welsh Government has always recognised that nations which invest in higher education benefit from the high skills that graduates bring to the economy, from research which impacts both on economic growth and the well-being of citizens, and from the contribution of universities to the wider enrichment of culture and civil society. In addition, higher education transforms lives and can make major inroads into reducing inequality through being a significant driver of social mobility.”³

Our Vision

We set out our vision for higher education (HE) in *For our Future*, the 21st century strategy for HE in Wales⁴. We explained the vital role for HE in underpinning the twin pillars of social justice and economic success and this remains just as relevant now. Our vision is one that sees HE providers:

- Equipping individuals, whatever their background, with the knowledge, skills and attributes to achieve maximum intellectual and personal fulfilment.
- Fostering a culture of exploration, discovery and intellectual challenge that generates international recognition, respect and engagement.
- Exploiting their knowledge base effectively through working with business and employers in and beyond Wales.
- Offering flexible, accessible and learner centred provision.
- Contributing to the reviving and sustaining of communities and the shaping of a democratic civilised and inclusive society.
- Contributing to the future renewal of the Welsh economy by raising the skills level of the Welsh workforce and by supporting Businesses to become increasingly innovative and competitive.

The policy context

The Higher Education (Wales) Act 2015 established a new regulatory framework for HE in Wales. This Act strengthens the Higher Education Funding Council for Wales’ (HEFCW) role as a regulator, given the changing funding context, and makes provisions regarding student fees payable to regulated institutions providing HE; the quality of education provided by, or on behalf of, those institutions; and the financial management of those institutions. The Act states strongly the importance of protecting institutional autonomy and academic freedom.

The *Review of Higher Education funding and Student Finance Arrangements* in Wales was published in September 2016. In addition to considering the detailed evidence underpinning Higher Education Funding and Student Finance in its interim report, the review developed guiding principles⁵ including that the funding system should be sustainable in the context of wider economic contexts and student markets that go beyond Wales.

The Review of the oversight of post-compulsory education in Wales, with special reference to the future role and function of the HEFCW,⁶ reported in March 2016. The report recommended changes to the structures overseeing HE and further education (FE) in Wales.

HE in Wales operates in a UK and international context and developments being taken forward by the Westminster Government through new legislation will impact directly on providers in Wales. These developments include the establishment of new bodies, particularly UK Research and Innovation (UKRI) and the Office for Students. Other policy developments include the opening up of a more competitive market for HE, with barriers lowered for new providers, and the introduction of the new Teaching Excellence Framework (TEF), in which Welsh HE providers are eligible to participate. Such developments may not align with devolved policies in Wales but we recognise that HE providers in Wales need to be outward looking and to take account of these developments in the UK and international context in which they work.

The key policy recognised in this Strategy is the Well-being of Future Generations (Wales) Act 2015⁷, innovative legislation which applies to both the Welsh Ministers and other public bodies such as HEFCW. The Act puts in place a 'sustainable development principle' which means that such bodies must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. The seven well-being goals form the structure of this Strategy and further information about the sustainable development principle and how that has been applied in developing this Strategy is included at the end of this document. The seven goals are inter-related and strategic objectives identified in the document may meet the needs of more than one of the well-being goals.

The HE system

This ten-year Welsh Government Strategy is about the HE system as a whole in Wales. We use the term HE providers in this document to mean universities, colleges, work-based learning providers and designated alternative providers that deliver HE. Further information about the HE system in Wales is included in Annex A. Within the HE system, each provider will respond to the Strategy according to its own mission and purpose but all providers should have links to other parts of the education system, to the economy, to the arts, culture and public services, to the communities in which they operate, as part of the UK higher education sector and working internationally.

A defining feature of the HE system in Wales is student partnership. Students know that, in Wales, their voice enhances further and higher education. Providers engage students as active participants in the leadership, management, development and delivery of their own educational experience. There is a commitment to partnership working between students and staff that opens up possibilities for authentic and constructive dialogue. This enables students to be active contributors to improving the learning environment and, collectively, to be a force for influence and change.

The HE system in Wales is also a flexible system, with early adoption of credit based flexible approaches and different pathways to gain parity of esteem between academic and vocational provision. More could be done to improve the coherence of these pathways to ensure that such flexibility helps to meet the workforce and high level skills demands of the economy, aided by a strong student voice to achieve an excellent student experience.

Ten years is a long time and there are many other socio-economic, cultural and structural developments in train that will impact on HE in Wales and more widely during the period of this Strategy, including funding constraints which will apply across the public sector and have broader impact; demographic changes (including the numbers and the nationalities of students likely to study at HE level); global political events including the UK government's withdrawal from the European Union and the challenges and opportunities presented by the reshaping of its relationships with European and international partners; changes to the UK's immigration arrangements (which could affect prospective and existing staff and students in Wales); increased competition in the market for HE within the UK and internationally; changes in other parts of the education system, for example the introduction of new schools curricula; and technological changes, some of which we may not yet be aware of, which will impact on employment demands and the way HE is delivered.

With so much contextual perturbation in prospect it is clear that the HE system in Wales will need to be substantially more fleet of foot to be able to adapt as circumstances arise, such that the needs of Wales continue to be addressed. The machinery of oversight and governance, whilst protecting the public interest, and particularly the interests of learners, will need to respect institutional autonomy and avoid stifling the capacity of providers to innovate and adapt. In return, providers will need to embrace more actively the challenge to meet better and more explicitly the needs of Wales. They will need more quickly to recognise the need for, to plan for and to implement change including more extensive and effective working with partners within and beyond Wales, new forms of delivery and new structures.

Developing the Higher Education Strategy for Wales

The initial delivery of *For our Future* was measured against the twelve targets included in the HEFCW Corporate Strategy 2010-13. Performance against these targets was assessed in the introduction to the HEFCW Corporate Strategy 2013-16⁸ and information about the final outcome against the twelve measures can be found on the HEFCW website.⁹

This Strategy is intended to build on and develop our vision for HE in Wales as set out above. It takes account of developments in HE in Wales and more broadly since 2009.

The Strategy:

- covers a ten-year period to the end of 2027;
- is intentionally high level;
- is aligned with the Well-being of Future Generations (Wales) Act 2015;

- is focused on the demand from Wales for higher education rather than the supply;
- is about the ‘what’ and not the ‘how’;
- is inclusive of FE (as appropriate); and
- is supported by the strategies of other bodies, which would be the delivery agents (including HEFCW’s corporate strategy).

This document sets out what Wales wants/needs from its HE system, but does not aim to set out how that should be achieved. As with *For our Future*, it will be for HEFCW to work with HE providers, who have been involved in the development of the Strategy, to establish arrangements to deliver the Strategy, and measure its performance, including gaining commitments from providers and other bodies.

Given the contextual perturbation in prospect we will review the strategy in 3 years to ensure that the strategic objectives are relevant to the changing needs of Wales.

Implementation

As indicated above, this Strategy has deliberately focused on the ‘what’ rather than the ‘how’. It sets a clear direction of travel for Welsh HE over the next decade but does not seek to specify how it will be achieved. Detailed work will be required to construct plans for implementation of the Strategy. HEFCW will produce a new corporate strategy which will specify the action it will take to seek delivery of the HE Strategy. HEFCW will also require all HE providers in Wales to demonstrate the contribution they will make towards its delivery as they refresh their own strategic plans. HEFCW will work with others to ensure that their work is properly aligned to the strategic priorities set out here.

For the Welsh HE system to deliver the needs of Wales, we recognise that a degree of public investment will be required. Clearly, any such public investment will be subject to the overall resources available, and to the balance of broader government priorities. We will aim to make sufficient investment available to enable providers to deliver this Strategy, but will require, through our remit to HEFCW, public investment to be closely targeted to meeting the expectations set out here while not constraining the capacity of providers to be responsive to emerging opportunities and challenges, nor limiting the expectations on providers to generate funding from other sources to complement the public funding.

Public resources will, inevitably, remain limited over the lifetime of this Strategy. Just as this Strategy implies an inherent challenge to government to provide sufficient resources to make delivery possible, it also challenges the HE system in Wales to find new ways of working collaboratively to maximise the impact for Wales and beyond.

A prosperous Wales: *An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.*

What Wales wants.

Wales will see increased demand in occupations that require higher level qualifications for both new jobs and replacement jobs,¹⁰ which are expected to outnumber significantly the amount of new jobs created.¹¹ HE providers will need to contribute to the needs of emerging priority sectors in Welsh regions as well as upskilling the existing workforce to meet the demands from the creation of vacancies from individuals leaving the workforce. As the demand for higher level skills continues to grow, more individuals who can contribute to the prosperity of Wales need to be retained to live and work in Wales after they finish their HE studies.¹² We expect a growth in jobs that require higher level skills in the health, social care and Science, Technology, Engineering and Mathematics (STEM) sectors. Graduates from HE in Wales will need to have the skills, knowledge, attributes and motivation that can be utilised effectively and flexibly to be the future drivers of the economy and society.¹³ Social skills are expected to be in higher demand than technical skills within the next decade as new types of job opportunities emerge due to the exploitation of technological advancement.¹⁴

Robust and sustainable research activity (including curiosity-driven research that always serves to enhance intellectual capital) should be a key feature of an HE system that will help drive jobs and growth in Wales. Our academic research staff and research facilities therefore need to be world-class, specialising in distinct areas of strength that will impact on the prosperity of Wales in terms of reach and significance.¹⁵ We need more world-class academic researchers (especially Science, Technology, Engineering, Medicine and Mathematics (STEMM) researchers) and enhanced partnerships between HE providers, government and industry. We need to attract and develop the next generation of researchers through growth in our postgraduate research community. We need the research base to be underpinned by a knowledge exchange support system that is both flexible and agile, providing the specialist expertise and resources needed to maximise the economic and social benefits that can be derived from research activity.¹⁶ We need a culture within our HE system that supports, encourages and rewards collaboration with business and industry in respect of skills provision, research and innovation. We need our HE system to provide an open door to external partners.

Wales needs to further strengthen and maximise the value of the international partnerships already forged by HE providers, using those connections to drive inward investment. At the same time, HE providers need to be anchored firmly in the regions in which they are located. They need to be recognised for the critical role they have in growing our prosperity by generating significant economic activity in and for Wales¹⁷, as well in enhancing the reputation of the places in which they are located.¹⁸ As the UK's relationship with the European Union is redefined, HE

providers will need to continue to be alert to and build wealth creating opportunities for Wales in Europe and elsewhere in the world.

What does the HE system currently provide?

The HE system plays a crucial role as a generator of growth and innovation. In 2014 our universities generated nearly 50,000 direct and indirect jobs, creating £4.6bn for the Welsh economy and earning over £600m in export earnings and 4.6% of all Welsh GVA¹⁹.

With a mission to educate, train, research and innovate, HE providers in Wales are already contributing to the development of a skilled and well-educated population to meet current and future needs²⁰. Curricular and extra-curricular opportunities are informed by the needs of organisations in Wales and across the globe, enhancing HE leavers' ability to secure good quality employment and improving the productivity of those organisations in Wales that employ them.²¹

The quality of Wales' research base has been clearly demonstrated: more than three-quarters of the research submitted by universities in Wales to the 2014 Research Excellence Framework was assessed as world-leading or internationally excellent and was particularly strong in terms of its impact beyond academia.²² The Welsh research base is efficient in the use of its resources, results in high citation impact, and is becoming increasingly international in terms of collaboration.²³ In terms of knowledge exchange, Wales has demonstrably strong performance in relation to a range of measures, including collaborative research income, spin-off and start-up activity and continuing professional development provision²⁴²⁵, as well as through provision of mentoring and flexible business growth space.

HE providers maintain international links that help Wales become a partner of choice for international business and investment and destination of choice for international students and staff. Wales continues to project the consistent message overseas that we are open for business and that international students add to the richness and diversity of the student body.

HE providers are significant employers providing quality employment as they anchor themselves in their regions. These are wealth generating institutions in their own right.²⁶

What else is needed?

Dual support for research and innovation must continue as the basis of a healthy Welsh HE system, providing our universities with the flexibility to set the strategic direction of their research.²⁷ Interdisciplinary approaches, where art and design, humanities and the social sciences work in partnership with the STEMM disciplines, should also characterise a strong research system. The importance of centres of doctoral training to business should be recognised and planned for. We need to attract world-class academic staff and maintain a strong postgraduate community. The HE system needs to be more readily accessible to external partners. Wales needs to be better at converting the outcomes of its research activity into innovations that increase the productivity of our industries and grow the economy.

Prosperity in Wales should be enhanced through more effective knowledge exchange that supports and grows Welsh businesses; through the spin-out of companies created by academic staff, students and graduates; and through social innovation and enterprise.²⁸

A higher education system with greater flexibility to allow individuals of all ages to develop the knowledge and skills they require to secure employment over their working life. In the future, industry may well be transformed, with increased automation and new technologies both a threat and an opportunity. Careers may be planned differently, based around a much more flexible HE system. The concept of a skills pipeline, from school through to degree and postgraduate degree, needs to be more fully developed, facilitated by a student finance package that fully supports these transitions. Higher apprenticeships and work-based learning, as well as other flexible modes of provision, will be a significantly increased area of provision and need to have parity of esteem with traditional academic education routes. Greater use will need to be made of emerging learning technologies which will potentially transform the way in which learners engage with education. Provision needs to be of high quality and the student experience and voice must inform every aspect of HE.²⁹

HE providers need to work with employers to ensure that there is greater understanding of what higher level skills are, while at the same time ensuring that graduates are more aware of the skills they possess and how they can use them effectively in the workplace.

Our strategic objectives for higher education are:

- Increased availability of flexible learning options, including part-time provision, higher apprenticeships, work-based learning and distance learning to meet the diverse needs of learners.
- Provision meets the relevant professional, statutory and regulatory bodies' requirements, is high quality and results in highly adaptable graduates.
- More graduates have the skills to use Welsh in their professional life, including through careers where they work directly with the public.
- More people of all ages in Wales develop and use the knowledge and high level skills that are vital to the current and emerging needs of Wales.
- Graduates from HE providers in Wales have a greater understanding of the impact of their choices on other people, the economy and the environment.
- Graduates from HE providers in Wales are more entrepreneurial and employable.
- HE providers work collaboratively and responsively to meet regional and pan-Wales needs of employers, providing a skilled, adaptable workforce for the future.
- A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- The excellence and impact of research in Wales is further increased.
- The HE system is readily accessible to external partners, leading to more effective partnership working between HE providers and employers in Wales.
- More new businesses, including social enterprises, are established, sustained and grown in Wales as the result of knowledge generated in HE providers.

A resilient Wales: *A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).*

What Wales wants.

A resilient Wales will be physically, socially, and economically adapted to respond to environmental changes. This includes expertise in agriculture, natural resources and renewable energy, as food, water and energy become more scarce around the world and Wales could become a leading exporter.

As we move away from carbon intensive industries, Wales needs an agile workforce, which is recognised globally as highly and multi-skilled, adaptable and flexible. It also needs strong communities which support both young and old to adapt to change.

What does the HE system currently provide?

HE contributes to these needs in a variety of ways. The continued development of international and nationally based research assists in better understanding natural limits, as well as learning to adapt to a low carbon society that protects, values and enhances its natural resources and biodiversity and seeking innovation to address the physical, economic, and social issues that arise from this. The Education for Sustainable Development and Global Citizenship (ESDGC) agenda has been developing and implementing curriculum change in HE providers for some time.³⁰

HE providers have improved their efficiency of operation which has financial as well as environmental benefits in the longer term.³¹

HE providers have substantial expertise in environmental science and energy research. Drawing on this expertise, they undertake research to help understand and mitigate the effects of climate change, and help develop the low carbon energy solutions which Wales requires. HE providers are developing relationships with a range of public, private and third sector bodies to improve the impact of relevant research to inform environmental and energy developments.

What else is needed?

Responding to the environmental challenges requires excellent research on energy, natural resources and agriculture which will have a positive impact in Wales, the UK and internationally.

Research and scholarship informed teaching will develop, in students, staff, industries and communities, an understanding of how sustainable solutions can be applied across disciplines, industries and wider society. Higher education is well-placed to provide individuals with the knowledge and advanced skills to make an effective contribution to sectors including the environment, energy and tourism, as well as developing an awareness of the impact of individual choices on the environment.

HE providers must continue to improve their efficiency of operation and act as exemplars of good practice in the management of campuses. This will impact on their local environment and communities and respond to legislative change on environmental performance, all of which impact positively on the student experience.

Our strategic objectives for higher education are:

- HE providers demonstrate effective equality and diversity policies and practices, are exemplars of sustainability and secure the well-being of their staff and students.
- More people of all ages in Wales develop and use the knowledge and high level skills that are vital to the current and emerging needs of Wales.
- Graduates from HE providers in Wales have a greater understanding of the impact of their choices on other people, the economy and the environment.
- A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- The excellence impact of research in Wales is further increased.

A healthier Wales: *A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.*

What Wales wants.

Living healthy lives allows us to fulfil our potential, meet our educational aspirations and play a full part in the economy and society of Wales³². Over the next decade, the health and social care sectors will generate the largest net requirement of workers, in a context of continual recruitment and retention difficulties.³³

Our National Health Service (NHS) Wales Planning Framework³⁴ describes a six-stage approach to planning for the workforce. We want to widen access to medical provision, and to promote prudent healthcare.³⁵ A robust HE system is central to delivering our ambitions. High quality, adaptable and responsive education and training is needed for those wishing to become doctors, dentists, nurses, and allied health professionals. HE providers will need to work in partnership with those responsible for NHS workforce planning.³⁶ There is also a recognised need to develop the provision of Welsh language services in health, social services and social care in Wales.³⁷ We need a coherent system which secures more effective planned links between the various parts of the post-compulsory system to ensure coherent provision and progression for healthcare training.

One of our priorities is to improve the mental health and well-being of people in Wales and to ensure that mental health discrimination is ended.³⁸ The Mental Health (Wales) measure³⁹ ensures that care is focused on people's needs and that improvements in mental health services and wider wellbeing outlined in the 'Together for Mental Health' Strategy for Mental Health and Wellbeing in Wales⁴⁰ are achieved.

What does the HE system currently provide?

HE providers produce trained professionals to support the health and well-being of the population of Wales. In addition to funded provision for the training of doctors and dentists, contracted provision aims to meet the needs of Wales for allied health professionals. They work closely with partners to address the needs of students who are care leavers, have caring responsibilities, and those from widening access backgrounds and areas of poverty and deprivation in Wales in accessing HE.

HE providers offer opportunities for health improvement and to promote public health. They encourage staff and students to commit to⁴¹ healthy lifestyles, promoting healthy opportunities, and enabling staff to attain an appropriate work: life balance.

HE providers in Wales have a strong track record in conducting excellent research which has wider impact in Medicine and the Life Sciences.⁴² A National Research Network is building Wales' capacity in Health and Life Sciences.⁴³

Research has shown that those who have undertaken HE are more likely to live healthier lifestyles, and are less likely to smoke or to be obese. They also derive

psychological benefits, and are more likely to engage in voluntary work, to understand political issues, and to have job satisfaction.⁴⁴

What else is needed?

There is a need for a coherent approach to NHS training in Wales recognising the need for a single planning body,⁴⁵ with the need for future discussions to focus on numbers, income, strategy and outcome measures.

Recognising the difficulties of planning for future workforce needs, there is clearly more to be done to develop high quality provision that addresses needs for specialist professionals; to widen access to the professions; to encourage trained professionals to make their careers in Wales; to implement prudent healthcare; to promote good health and well-being; to encourage greater participation in sport and recreation; and to meet the needs of Welsh medium patients and clients.

In the context of an ageing population, more pathways will need to be developed in health and social care to encourage new entrants, including provision through the medium of Welsh.

More needs to be done to improve the robustness of the life sciences research base leading to impacts and medical advances which will improve the health of the people of Wales. Linked to that will be improvement in the translation of medical research into hospitals and healthcare settings as well as an increase in the number of medical researchers.

HE providers need to provide access to the appropriate facilities and support to ensure that their staff and their students are physically and mentally healthy.

Our strategic objectives for higher education are:

- Increased availability of flexible learning options, including part-time provision, higher apprenticeships, work-based learning and distance learning to meet the diverse needs of learners.
- Provision meets the relevant professional, statutory and regulatory bodies' requirements, is high quality and results in highly adaptable graduates.
- An increase in the range of subjects which can be studied substantially through the medium of Welsh in HE, and in the numbers of Welsh medium students.
- HE providers demonstrate effective equality and diversity policies and practices, are exemplars of sustainability and secure the well-being of their staff and students.
- More graduates have the skills to use Welsh in their professional life, including through careers where they work directly with the public.
- More people of all ages in Wales develop and use the knowledge and high level skills that are vital to the current and emerging needs of Wales.
- A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- The excellence and impact of research in Wales is further increased.

A more equal Wales: *An inclusive and fair society that promotes equality of opportunity and enables all people to realise their academic and vocational potential and play their full part as citizens of Wales, no matter what their background or circumstances.*

What Wales wants.

Through better education and providing skills for life we can help to break the cycle of disadvantage and inequality over the longer term.⁴⁶ Wales needs to target the key elements of social justice and economic success. Inequality in earnings is a key determinant of inequality in many other aspects of life including health, well-being and life expectancy and personal and household achievement,⁴⁷ with more than one in five people living in poverty in Wales.⁴⁸ Evidence shows that there is a strong statistical link between poverty and low educational attainment. In addition, the Welsh Index of Multiple Deprivation⁴⁹ identifies areas where there are the highest concentrations of different types of deprivation (income, employment, health, and education, access to services, community safety, physical environment and housing).

Ensuring people have access to high-quality teaching in all subjects is fundamental to improving their life chances and preventing poverty from being handed down from generation to generation.⁵⁰ Work is needed to modernise the school curriculum in Wales,⁵¹ and to modernise initial teacher education and training (ITET), in order to achieve this.⁵² Wales needs to be more attractive to good-quality teachers and to encourage students to want to become teachers in Wales. ITET needs to contribute to raising the standard of education in schools in line with the changes proposed to curriculum following the Donaldson review. To achieve this, ITET will need to provide teachers with the skills and knowledge to lead the change required. Similarly, providers will continue to need to provide training for teaching staff in FE and HE.

An analysis of post-compulsory education and training in Wales signals an absence of coherent learning pathways and educational opportunities for students, of all ages, gender and talent, from school, into/through FE and HE, and especially through their working lives. It reports that post-compulsory institutions have played an important role in Wales' history but a step change is required.⁵³

Adult and lifelong learning is crucial: there is a profound effect on adults who are unable to take up HE opportunities, which is felt particularly by women and those from disadvantaged backgrounds, as well as those needing to reskill as their jobs are lost or change.⁵⁴

What does the HE system currently provide?

HE continues to raise educational aspirations and foster high-level academic and vocational talent, contributing to tackling poverty and inequality through targeted interventions supporting the most disadvantaged— children, families, adults and communities. It also offers a level playing field of opportunity, support to succeed and it contributes to the economic and social needs of a bilingual nation⁵⁵.

Wales has a good record of widening access to HE⁵⁶ and investing in measures to support equality of opportunity. HE providers are key partners in a coherent education system which supports and responds effectively to the teaching and learning needs of the diverse regions and communities of Wales, providing a wide range of progression pathways from schools and colleges to higher level qualifications, skills, employment and lifelong learning opportunities.

Widening access activity is evidence-informed, including through UK and Wales-wide evaluations, which promotes effective practice and challenges providers to meet the changing needs of individuals, communities and employers.

HE providers work with UK-wide equality organisations to champion the rights of their employees and students with protected characteristics, going beyond their statutory duties.⁵⁷

What else is needed?

We are committed to offering the skills and experiences people need to thrive and prosper in our times⁵⁸. Widening access to HE approaches must be better underpinned by academic and financial information, advice and guidance. The educational and social context of learners' achievement should be taken into account more routinely alongside attainment levels, prior knowledge and learning to inform admissions' procedures. Progression into HE and high value employment will be expected as the norm for all pupils, irrespective of socio-economic background, protected characteristic or other circumstances.

With the growing importance of the professions, the progression of widening access applicants to professional courses, high level skills opportunities and the priority sectors will contribute to economic prosperity and this will be crucial to securing social mobility and equality of opportunity⁵⁹.

Student finance and funding models which support effectively those with the greatest need and recognise the costs of daily living and maintenance support are central to our principles of social justice.

We need a coherent educational ecosystem which meets the needs of Welsh society and economy in the long-term.⁶⁰ This will involve stronger links between education policies, providers and provision, and shared social and economic goals.

Breaking the link between poverty, lack of academic aspiration and educational attainment is a key focus for widening access. We need closer working between HE providers, their communities and schools. We need to create a better join up between family learning opportunities and support for children in schools, and between adults and career opportunities. This includes the need to support and retain learners from widening access backgrounds so that they can achieve good qualification and employment outcomes.

We need ongoing work to tackle specific areas of inequality in HE, including differential learning outcomes. Gender issues include HE underrepresentation of women in certain academic subjects and in senior management. A particular area of

underrepresentation in HE is disadvantaged young white men⁶¹ and there are differential performance issues for Lesbian, Gay, Bisexual and Transgender (LGBT) and Black and Minority Ethnic (BME) students.

Widening access must be inclusive in its approach to meet the needs of people of all ages, wherever and however they choose to study.

Our strategic objectives for higher education are:

- More people of all ages have the opportunity to study and succeed in HE, regardless of their socio-economic background, protected characteristics or other circumstances.
- Increased availability of flexible learning options, including part-time provision, higher apprenticeships, work-based learning and distance learning to meet the diverse needs of learners.
- Increased academic and vocational pathways to HE from school, further education and work-based learning, including through the medium of Welsh.
- HE providers' civic engagement increasingly runs across society, the economy and communities.
- HE providers demonstrate effective equality and diversity policies and practices, are exemplars of sustainability and secure the well-being of their staff and students.
- More graduates have the skills to use Welsh in their professional life, including through careers where they work directly with the public.
- More people of all ages in Wales develop and use the knowledge and high level skills that are vital to the current and emerging needs of Wales.
- Graduates from HE providers in Wales are more entrepreneurial and employable.

A Wales of cohesive communities: *A society that values and supports inclusive, resilient, thriving, learning communities.*

What Wales wants.

Wales needs prosperous, learning and healthy communities to narrow the economic, education / skills and health gaps between our most deprived and most affluent, urban and rural areas. Building cohesion within and between communities is an essential step towards improving people's quality of life and to feel part of their local and national identity.⁶² To gain successful, sustainable rural communities, we support community-led projects, promote skills development, job creation, entrepreneurship, community energy, rural transport and broadband access.⁶³

Regionally developed, collaborative networks of learning providers, contributing according to their different missions, need to be agile in responding to the diverse needs of their communities, including through outreach, work-based learning and engagement with neighbourhoods with low levels of participation in HE. Working with diverse communities, the third sector, social enterprises, employers, students and other partners, HE needs to work to remove barriers to accessing learning and secure wider subject availability and easier geographical access to high quality learning resources. Pan-Wales provision, including part-time, distance and technology-enhanced learning, supports flexible learning opportunities. Nationally coordinated Welsh medium learning and teaching responds effectively to learners' and employers' needs. Clear progression pathways to HE, including to local, flexible learning opportunities, supports family and intergenerational learning and sustains learning communities.

Student communities and the communities that students and HE provider staff live in need to be safer, with a reduction in physical violence and hate crimes.

What does the HE system currently provide?

HE providers commit to civic engagement as a core element of their mission and purpose. Student volunteering, community action and flagship engagement projects feature strongly in their roles as civic institutions. Their buildings are core resources for diverse local communities. HE providers have a vision for a research culture that values and supports public engagement, strengthens relevance, responsiveness and accountability and builds trust within communities.⁶⁴ Engaging with the public has been affirmed as one of the three core elements of national research strategy: *"For a national research endeavour to be successful there needs to be an effective dialogue and understanding between research scientists, politicians and the public."*⁶⁵ Recent research has shown there has been a significant shift in attitude, with public engagement being valued by researchers more in 2015 than in 2015.⁶⁶

HE providers work closely with their communities and with schools. They have played a significant part in the regeneration of the Heads of the Valleys and will continue to work in those communities to address issues of exclusion and promote access to education.

Strong partnerships exist between students and HE providers which enhance the quality of provision and the student experience which benefit the HE community. While HE providers promote and deliver high-level learning and skills internationally and UK-wide they will remain firmly grounded in their regions and communities. HE providers will make an effective contribution to the economic, social and cultural lives/life of their regions, as public institutions, cultural centres, employers and community members.

Wales has excellent research in the social sciences.⁶⁷ Universities will undertake research which helps examine and understand the social issues and challenges confronting Wales, and provide evidence to inform policy developments. In relation to social policy, Wales can benefit from a strong evidence base and should continue to aspire to be an evidence led society. World class research activity in crime, policing and safe communities will directly impact on the people of Wales.

What else is needed?

In order for HE providers meet the needs of local stakeholders we need an HE system which is competitive in the UK and international context. We also need HE providers to work collaboratively, challenging historical supply structures and practices in order to maximise the offer within the available resources.

HE providers working with their communities to address issues of social cohesion, active citizenship and informed debate. There is more to do in connecting campus, and HE more widely, with our diverse communities.

Our strategic objectives for higher education are:

- HE providers' civic engagement increasingly runs across society, the economy and communities.
- HE providers demonstrate effective equality and diversity policies and practices, are exemplars of sustainability and secure the well-being of their staff and students.
- HE providers in a strong competitive position nationally and internationally.
- Graduates from HE providers in Wales have a greater understanding of the impact of their choices on other people, the economy and the environment.
- HE providers work collaboratively and responsively to meet regional and pan-Wales needs of employers, providing a skilled, adaptable workforce for the future.
- A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- The excellence and impact of research in Wales is further increased.

A Wales of vibrant culture and thriving Welsh language: *A society that promotes and protects culture, heritage and the Welsh language and which encourages people to participate in the arts, and sports and recreation*

What Wales wants.

The Creative industries sector is one of the fastest growing sectors in Wales, and plays an essential role in promoting and protecting Welsh culture and heritage. It is worth £87.4 billion Gross Value Added (GVA) to the UK.⁶⁸ The value of this sector to the prosperity of Wales needs to be fully recognised, with an HE system more fully engaged in the supply of talent, research and knowledge exchange. Complex problems will increasingly be solved by the application of art and design technology to the innovation process.

We oversee the protection of Wales' historic environment and making it accessible to all. We aim to ensure that the interests of Welsh citizens are reflected in the development of UK broadcasting policy, which is not devolved. HE has a role in protecting these interests and ensuring the future of Welsh culture. The study of a Welsh dimension across a broad range of subjects is critical to providing appropriate knowledge and understanding of Wales.

We published our Welsh medium Education strategy⁶⁹ in 2010 and a policy statement on next steps⁷⁰ in 2016. In August 2016 the First Minister announced a target of one million Welsh speakers by 2050⁷¹, almost doubling the 562,000 Welsh speakers recorded in the 2011 census. In order to meet the new Welsh language target, all learners need to be encouraged to use Welsh, as well as being enabled to learn through the medium of Welsh. This will result in individuals who are confident in using Welsh in their personal and professional lives. This is particularly important for those who work in public-facing roles, such as the health service, teachers, and the public sector. There is ongoing work to develop Welsh language standards across the public sector, which will require trained professionals.⁷²

There is a need to ensure more study and work-placement opportunities for Welsh medium students, by working with the supply and demand side, and thereby increasing the numbers of students studying part or all of their course through the medium of Welsh.⁷³ Continued work is needed to secure sustainable Welsh-medium HE provision, and to enable learners to transition through all stages of education through the medium of Welsh.⁷⁴

What does the HE system currently provide?

HE providers in Wales have a crucial role in developing a bilingual workforce and preparing for a bilingual nation. HE providers are key deliverers of Welsh medium provision and Welsh language training for learners in the community and in the workplace.⁷⁵ This provision also results in talented individuals who provide a rich contribution to the culture of Wales.

HE includes a strong body of arts and humanities researchers.⁷⁶ Their work includes research into the history, culture, language and literature of Wales which will promote and celebrate the nation's heritage. HEFCW has carried out work on

Welsh studies⁷⁷ which encompassed the concept of both teaching and research, in order to explore how Welsh Studies might most appropriately be defined as a broad subject area and how it could best be safeguarded and developed within individual HE providers and on a Wales-wide basis. Work on this is ongoing within the HE system.⁷⁸ HE providers offer courses in a wide range of sports and sports science provision but they also make their equipment and facilities available to schools and the public. HE is also important in encouraging staff and learners to engage in sport and recreation, both of which also enable the culture to thrive.

What else is needed?

We need to recognise the diversity of cultures in Wales, noting that we are a multi-lingual nation with diverse communities which are inclusive and welcoming. HE providers have European and international links which improve research and scholarship in these areas and celebrate diversity.

Achieving one million Welsh speakers requires more opportunities for individuals to study through the medium of Welsh. To achieve this there needs to be a rigorous academic foundation to that provision to ensure sufficient quality in order for individuals to be proficient to use their higher level skills in professional roles.

Research in Wales needs to assist the nation in being an effective 'small player on a big stage', such as in the areas of diplomacy; cultural literacy; global trade; international relations; and promoting the nation abroad. Access to provision in arts and humanities subject areas, including languages, will remain crucial to the maintenance of a vibrant culture.

HE providers should provide the facilities and opportunities for its staff and students to engage with sports, arts and other recreation opportunities that enrich the culture of Wales.

Our strategic objectives for higher education are:

- HE provider staff and students enrich Welsh culture.
- An increase in the range of subjects which can be studied substantially through the medium of Welsh in HE, and in the numbers of Welsh medium students.
- More graduates have the skills to use Welsh in their professional life, including through careers where they work directly with the public.
- A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- The excellence and impact of research in Wales is further increased.

A globally responsible Wales: *A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being*

What Wales wants.

The role of national strategies in facilitating global well-being cannot be overemphasized.⁷⁹ National development efforts need to be supported by an enabling international economic environment, and the availability of appropriate knowledge, technologies, capacity-building, and a policy coherence to encourage sustainable development at all levels and by all partners.

Welsh HE providers, as civic and international institutions, have a responsibility as stewards of community, city and country.⁸⁰ Looking outwards, Wales needs its HE providers to be alert to the global opportunities that will become ever more valuable to Wales as the UK government redefines its relationship with the European Union and internationally. Wales needs its HE providers to be ready for the challenges presented by these altering relationships, including potential changes to the UK's immigration policy, and to maintain and advance their own strategic partnerships in Europe and globally. Wales needs to promote the quality of its HE system internationally, and to collaborate with partner countries to progress HE provision and research capabilities for mutual benefit. It needs its students to be fully equipped to respond to the opportunities and challenges of globalisation, and for those studying overseas to receive a high-quality academic experience wherever they are based and however they study.

What does the HE system currently provide?

Operating at the national, regional and global levels, HE promotes effective international cooperation for achieving global well-being; fosters exchanges of good practice and mutual learning; mobilises support to overcome shared challenges; identifies new and emerging issues; and helps to promote mutual trust and understanding among nations.⁸¹

HE providers are global in their outlook. This is evidenced through their world-leading academics; teaching that inspires; engaging in global challenges; working in partnership; investing for the future; acting as international HE providers for their regions; promoting internationalisation; embedding sustainability as a core principle across all aspects of their activities; celebrating Wales in all its diversity; promoting shared cultures and heritage; and promoting the value of global citizenship and international education within Wales and beyond.⁸²

Fostering strategic international partnerships with public and private institutions, government bodies and industry, HE providers deliver increasingly flexible, blended, and off-shore high quality learning options, in an ever-growing number of countries, and to an increasingly diverse student population. HE providers enable students to participate in industrial placements, work experience abroad, intensive language courses, and recognised volunteering projects, and to bring back their experiences to the neighbourhoods where they study, work and live. They work to ensure that international student mobility is open to all.⁸³

HE promotes the understanding of how Wales contributes to global demand and well-being. HE providers individually and collectively promote Wales as a destination of choice to students and staff⁸⁴ worldwide, and foster alumni networks, in Wales and internationally.⁸⁵

HE providers enable multi-dimensional strategic international partnerships that are research-led and driven, and include inward and outward staff and student mobility and teaching collaboration. Their links with government bodies and non-governmental organisations (NGOs) improve humanitarian outcomes through research and innovation;⁸⁶ they promote and protect good health, through partnerships between health workers in Wales, and elsewhere. Our devolved legal powers determine that international development activities must provide a benefit to Wales. This ensures that activities are based on genuine partnership, with all partners benefiting from the interaction.⁸⁷

HE providers (individually and as a group), higher education agencies, funding bodies, and government, engage with international partners at a system-to-system level to promote and support quality and regulatory structures, and to provide high quality learning environments for large numbers of scholarship students and fellows.⁸⁸ HE providers in Wales ensure that that scientific talent continues to flow into Wales from around the world. They further advance the work of the national research networks in the globally significant 'grand challenge' areas, including life sciences and health; low carbon, energy and environment; and advanced engineering and materials.

What else is needed?

Wales needs to be more visible on a global scale, with an outward-facing HE system that collaborates with international partners, including on a system to system level, on research of global significance, and which attracts more world-class academic staff and promotes quality HE provision which brings more students to Wales from around the world. HE provider international partnerships will need an increased focus on joint responsibility for programme development and delivery, the flexibility to develop innovative transnational education arrangements, and the resilience to maintain high quality academic experiences for students in spite of significant competitive pressures. Wales needs to increase its strategic engagement with governments and agencies in countries where it's HE providers are active.⁸⁹⁹⁰

Research in Wales is becoming increasingly international in terms of collaboration with global partners. Researchers in Wales need to share and further develop their expertise by undertaking cutting-edge research to help address challenges faced by the global community and developing countries, as they participate fully in competitive and collaborative research programmes in the UK, Europe and internationally. Universities should continue to actively recruit and retain expert research support staff and students from around the world.

HE providers should be more accessible and relevant to home and in-country communities combined with an openness to, and understanding of, students, scholars, opportunities and intellectual developments globally.

Our strategic objectives for higher education are:

- Graduates from HE providers in Wales have a greater understanding of the impact of their choices on other people, the economy and the environment
- A research base that is increasingly dynamic and innovative, capable of responding flexibly to new and emerging challenges and opportunities, and financially sustainable in the longer term.
- The excellence and impact of research in Wales is further increased.
- International cooperation increases in world-leading research collaboration and high quality transnational education provision.
- More opportunities are offered for HE students and staff to participate in outward mobility experiences.
- An enhanced global standing and international reputation of HE, and more strategic engagement with other HE systems.
- A greater contribution by HE providers to address global challenges, including those faced by developing countries and emerging economies.
- More international students, staff and strategic international partnerships enrich the knowledge, culture and economy of Wales.

Sustainable Development Principle [illustrating how this Strategy has been developed taking account of the principle⁹¹]:

Long term: The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs

The draft Strategy covers a ten-year period to the end of 2027 which goes beyond any existing political timescales. It also allows time for the impact of the Strategy to be monitored and formatively evaluated as delivery arrangements are developed and implemented.

Prevention: How acting to prevent problems occurring or getting worse may help public bodies meet their objectives

The draft Strategy is high level but signals interventions which will tackle problems at source (for example through the recruitment, learning and teaching of students who will become the graduates of the future).

Integration: Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies

The Strategy is being developed in partnership with a range of bodies with the aim that those bodies will develop plans to deliver it, working cohesively together.

Collaboration: Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.

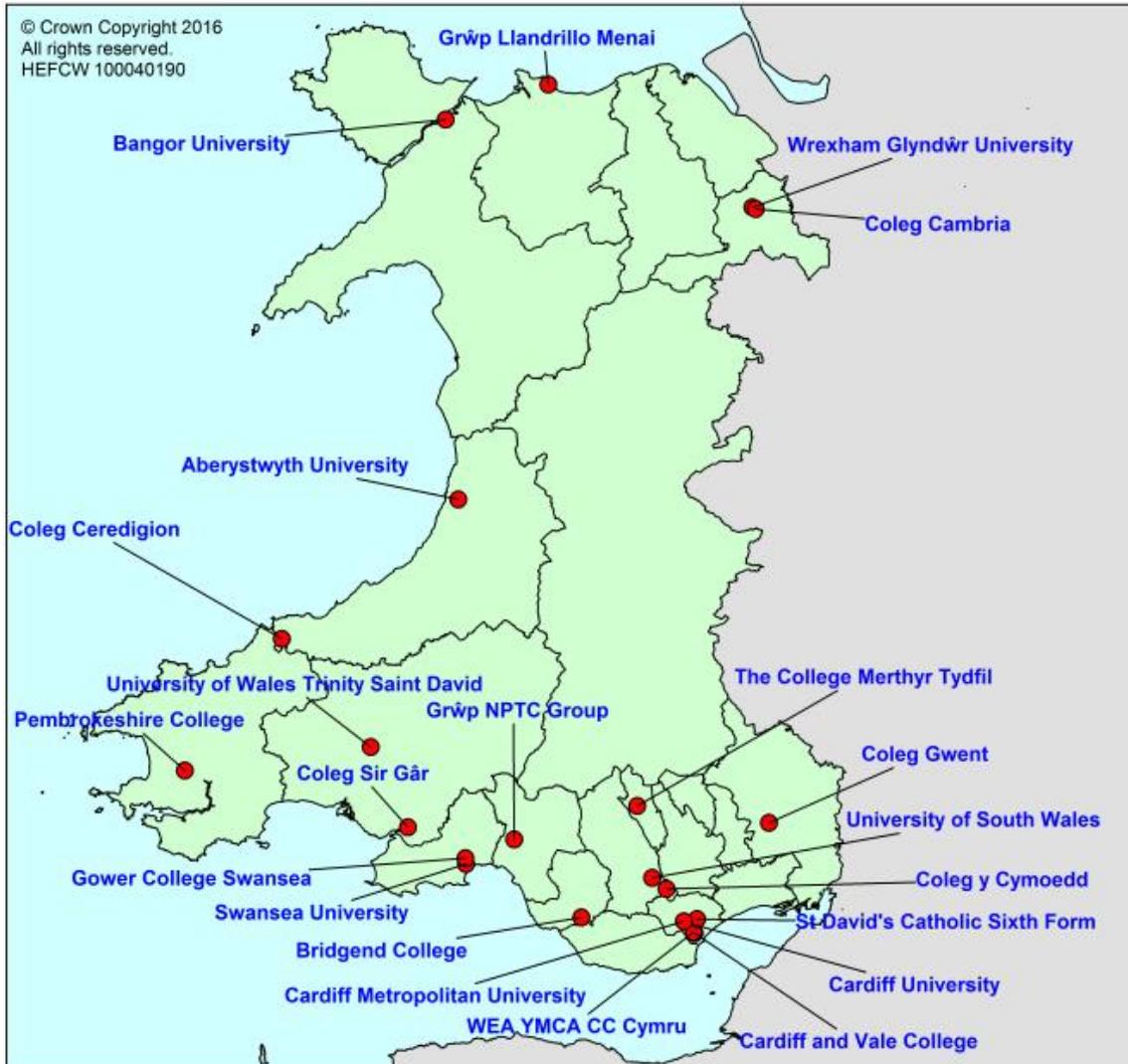
The Strategy will not be delivered without buy-in from those who need to implement it. Therefore, there has been strong engagement with stakeholders in the development of the Strategy and a strong expectation that they will play their part, singularly and collectively, to deliver it.

Involvement: The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

The Strategy focuses on the demand from Wales for HE and thus those who make this demand – primarily students and employers – have been key to its development. Other stakeholders, including HE providers, with an interest in achieving the well-being goals, have been closely involved.

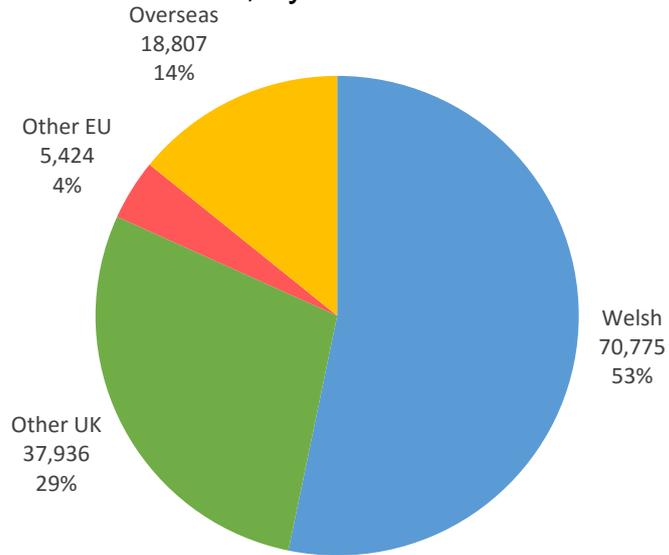
Annex A – further information about the HE system in Wales.

The HE system in Wales is largely made up of universities and colleges, as set out in the diagram below. Alternative providers⁹² and work-based learning providers⁹³ also deliver an element of HE in Wales.



In 2014/15 there were 132,965 enrolments at universities in Wales and the Open University with 1,222 HEFCW-fundable enrolments on HE courses at Colleges in Wales. Of those studying at universities in Wales, 28,106 were postgraduate enrolments and 104,859 were undergraduate enrolments. There were 92,052 full-time enrolments and 40,913 part-enrolments. 28,417 Welsh-domiciled students were enrolled on HE courses at UK institutions outside of Wales. Additionally, there were 7,945 learners on higher apprenticeships in 2014/15.

Total Number of Higher Education Registrations at Welsh HEIs, by domicile - 2014/15

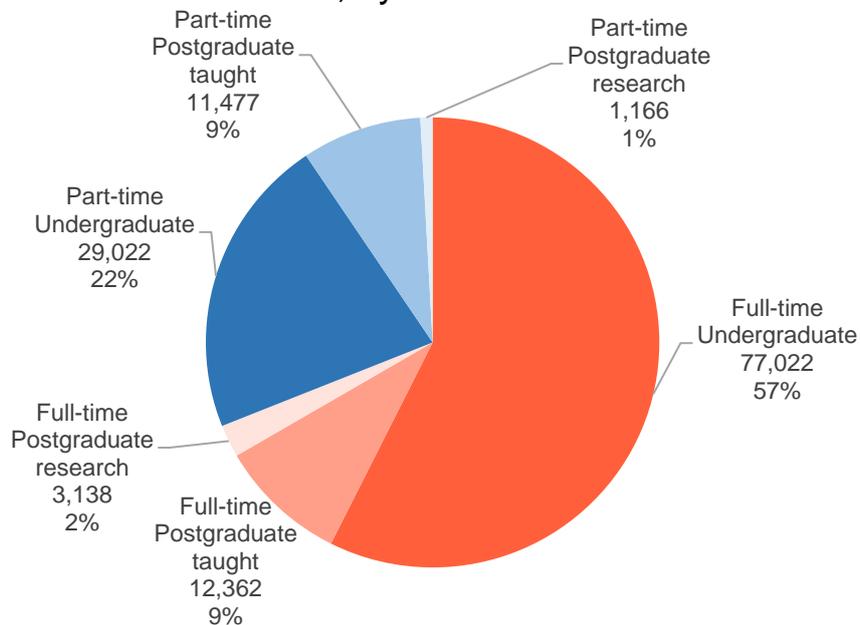


Source: HESA Student Record 2014/15

Notes: Includes all students in the HESA registration population, equivalent figures not available for Welsh FEIs.

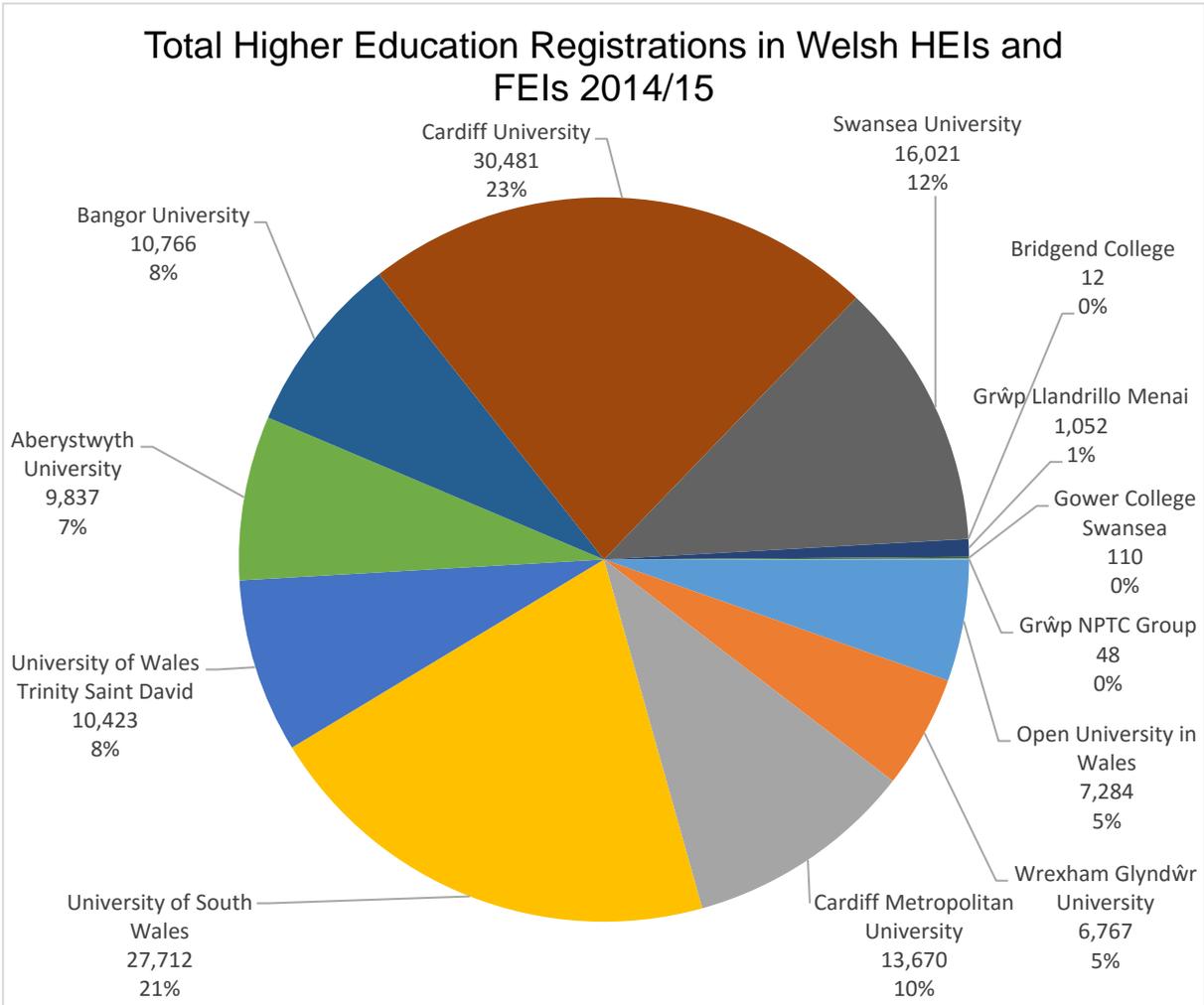
23 students with unknown domicile are not shown in the chart.

Total Number of Higher Education Registrations at Welsh HEIs + FEIs, by Mode and Level - 2014/15

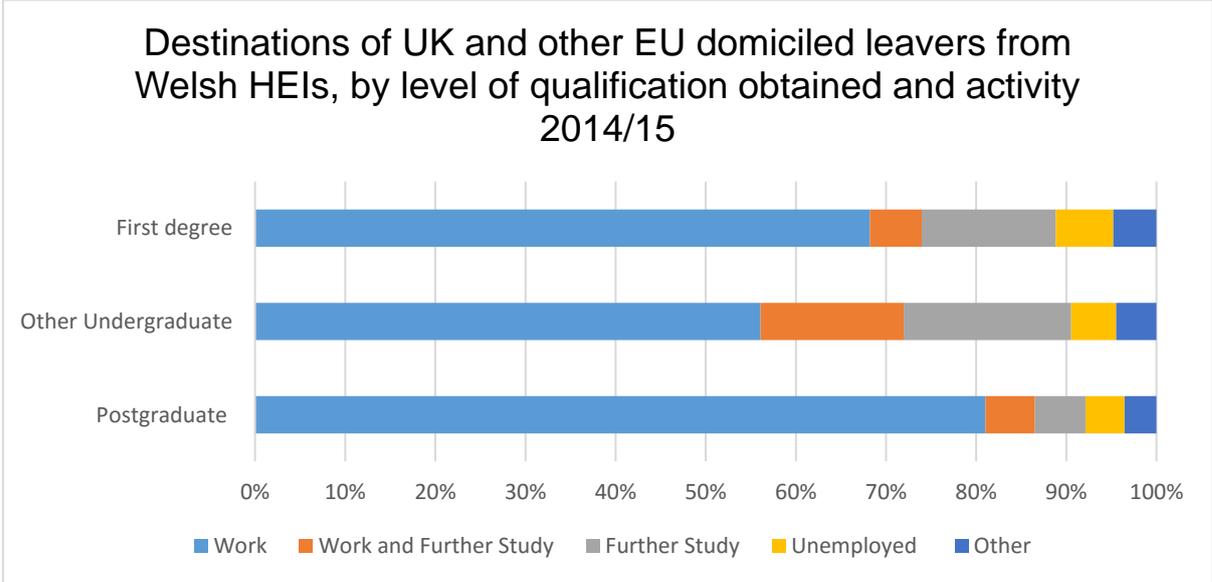


Source: HEIs - HESA Student Record 2014/15, FEIs - HEFCW EYM 2014/15

Notes: HEI data includes all students in the HESA registration population, FEI data includes all HE students.

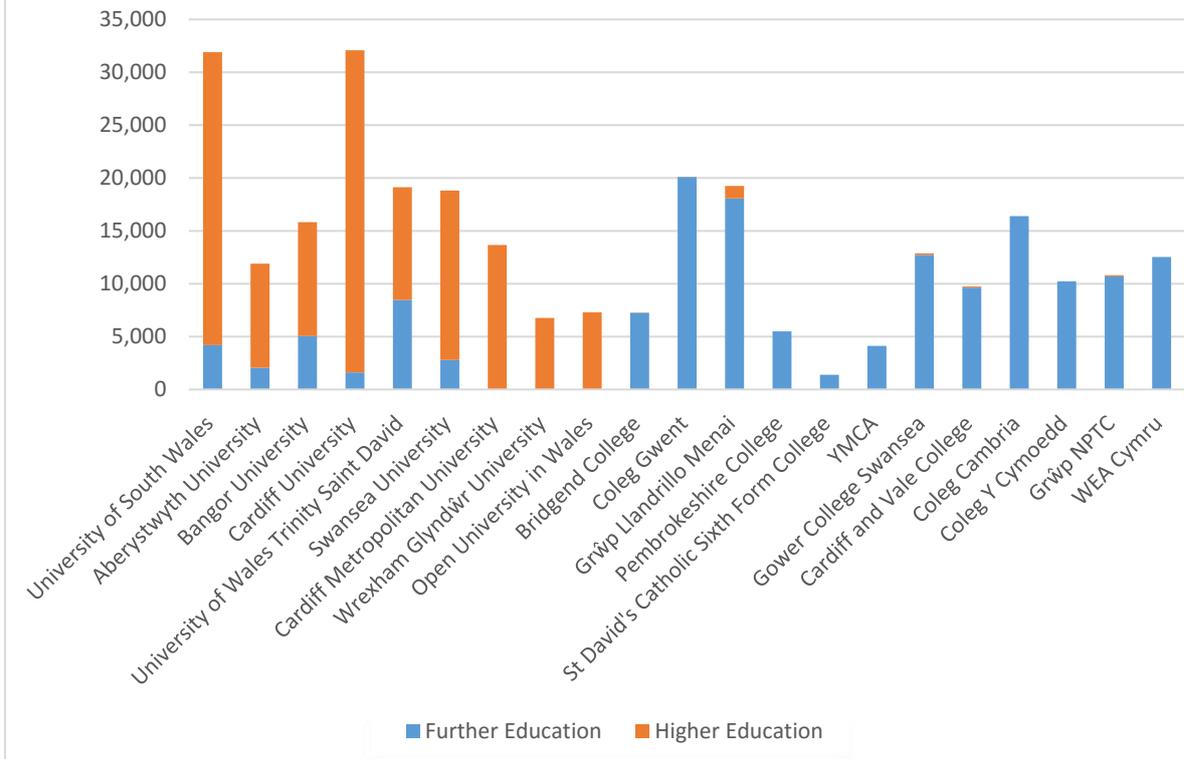


Source: HEIs - HESA Student Record 2014/15, FEIs - HEFCW EYM 2014/15
 Notes: HEI data includes all students in the HESA registration population, FEI data includes all students.



Source: HESA DLHE survey 2014/15

Total Higher Education and Further Education Registrations in Welsh HEIs and FEIs 2014/15



Source: HEIs – HESA Student Record 14/15, FEIs -

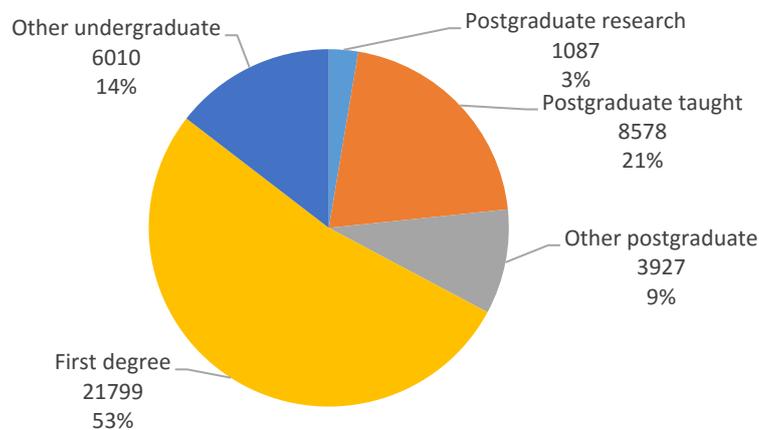
<https://statswales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Further-Education-and-Work-Based-Learning/Learners/Further-Education/providerlearnersenrolledfurthereducationinstitutions-by-programme>

Notes: Values of less than 5 have been removed from the underlying data to enable graphical representation and all data are rounded to the near 5.

In addition to where HEIs and FEIs are in group structures (University of South Wales, University of Wales Trinity Saint David), most FE provision in HEIs is Welsh for Adults courses.

Registrations on these courses are headcounts.

Qualifications Obtained by Level in Welsh HEIs 2014/15



Source: HESA Student Record 2014/15

Notes: Includes all students in the HESA registration population, equivalent figures not available for Welsh FEIs.

Endnotes

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- ⁷⁵ www.colegcyfraeg.ac.uk/en/
- ⁷⁶ <http://results.ref.ac.uk/> <http://results.ref.ac.uk/>
- ⁷⁷ HEFCW, *Welsh Studies*
- ⁷⁸ www.learnedsociety.wales/our-projects/welsh-studies/lsw-welsh-studies-prog/
- ⁷⁹ Draft outcome document of the United Nations summit for the adoption of the post-2015 development agenda (August 2015)
- ⁸⁰ Kirsty Williams, *The Brexit University Challenge*, September 2016
- ⁸¹ Cross Party Group on Wales International - A new cross-party group which has been set up at the National Assembly on 'Wales International'
- ⁸² Strategic Priorities taken from Welsh Universities' Strategic Plans
- ⁸³ Welsh Government. *Policy statement on higher education*
- ⁸⁴ The Welsh Government's International Agenda: Wales in the World 2015 supports the **Global Wales partnership**, launched in November 2015.
- ⁸⁵ Welsh Government. *Policy statement on higher education*
- ⁸⁶ Enhancing Learning and Research for Humanitarian Assistance - <http://www.elrha.org/>
- ⁸⁷ Welsh Government, *Wales for Africa: 10 Years 2006-2016*
- ⁸⁸ [Ciência sem Fronteiras no Reino Unido](http://www.ciencia-sem-fronteiras.org/) is the first large scale student mobility programme operated in the UK.
- ⁸⁹ UK HE International Unit, *The Scale and Scope of UK Higher Education Transnational Education*
- ⁹⁰ Quality Assurance Agency, *Transitional Education Review: Handbook*
- ⁹¹ Further work will be completed to address the principle as aspects of the strategy are taken forward.
- ⁹² <http://www.studentfinancewales.co.uk/practitioners/policy-information/designated-courses.aspx>
- ⁹³ <http://gov.wales/topics/educationandskills/learningproviders/workbasedlearning/wbl-contracts-2015-to-2019/?lang=en>