

Cylchlythyr | Circular

Strategic Approach to the Student Experience 2013/14 to 2015/16

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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in Wales
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This circular provides our Strategic Approach to the Student Experience 2013/14 to 2015/16. It sits beneath our Corporate Strategy and alongside our Widening Access Strategic Approach, and provides a fuller picture of our strategic intentions in the period 2013/14 to 2015/16, incorporating progress to date. It builds on our strategic approach to the student experience 2010-11 to 2012-13, the outcomes of which have been published and takes account of our Strategic Equality Plan.

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Introduction

1. HEFCW's strategic approach to the student experience sets out our commitment to delivering the Welsh Government's expectations in relation to the student experience identified in [For Our Future: the 21st Century Strategy and Plan for Higher Education](#) and the subsequent Welsh Government [Policy statement on higher education](#), published in June 2013. It sits beneath our [Corporate Strategy](#) and alongside our Widening Access Strategic Approach, and provides a fuller picture of our strategic intentions in the period 2013/14 to 2015/16, incorporating progress to date. It builds on our [strategic approach to the student experience 2010-11 to 2012-13](#), the outcomes of which have been [published](#), and takes account of our [Strategic Equality Plan](#).
2. Through this strategic approach we aim to assist higher education institutions (HEIs) to deliver the best possible experience for higher education (HE) students in Wales. We intend to persist in being challenging in our aspirations, clear on our agenda for action, realistic in managing expectations, and transparent in providing a mechanism for measuring progress and demonstrating success. The approach confirms how we will support the HE sector in order to achieve our strategic objective to secure excellent quality HE and student experience, enhanced by the student voice.
3. All institutions charging above £4,000 from 2012/13 must submit an acceptable fee plan to HEFCW detailing fee levels and outlining investments it intends to make using a proportion of this new income to encourage further equality of access, and activities which promote higher education in Wales to ensure a more positive student experience. We will require institutions to include Corporate Strategy objectives relating to the student experience within their fee plans. In addition, we will ensure that institutions place the quality of the student experience at the core of institutional strategic planning documents, will consider the student experience in development of related policies and procedures, and undertake a range of other actions relating to the student experience.

Background

4. The context in which HE is operating continues to develop rapidly. This includes closer working between the Welsh Government and universities and other HE providers; changes to HE fees and funding; the impact of the full time fees and funding regime on part-time funding; and fewer and stronger HE providers in Wales. We consider it essential that the quality of the student experience is maintained or improved during this period of change, and that HEFCW and the sector work collaboratively with Welsh Government to deliver the *Policy statement on higher education*.
5. HEFCW has a statutory responsibility under the [Further and Higher Education Act 1992](#) to secure that provision is made for assessing the quality of education provided in institutions for whose activities we provide, or are considering providing, financial support. The [Higher Education \(Wales\) Bill](#):

[Technical Consultation](#) consulted on changes to HEFCW's powers in response to changes in HE fees and funding from 2012/13.

6. We deliver our statutory responsibilities for quality assessment through the Quality Assurance Agency (QAA) Institutional Review: Wales (IRW) process, which evaluates whether the quality and standards of provision at Welsh HEIs meet UK expectations. The review process results in outcome judgements on academic standards, the quality of learning opportunities, the quality of public information and the enhancement of learning opportunities, all of which have a bearing on the student experience.
7. Under regulation 7 of the [Education \(School Teachers' Qualifications\) \(Wales\) regulations 2004](#) HEFCW may accredit providers of programmes or courses of Initial Teacher Training (ITT) at institutions which meet criteria set out by the National Assembly. HEFCW may also withdraw accreditation in line with established criteria.
8. HEFCW also has statutory responsibilities under the [Education Act 2005](#) for administering funds to provide financial support for qualifying activities by eligible bodies. These activities are: the provision of teacher training; provision of facilities and conduct of other activities by eligible bodies as deemed necessary for the provision of teacher training; and provision of services in connection with these activities.

HEFCW's Corporate Strategy 2013-14 to 2015-16

9. Our approach to the student experience should be considered within the context of our Corporate Strategy, which is represented diagrammatically in **Annex A**. The student experience is one of five strategic themes within this document, which contribute to delivering the priorities set out in the *Policy Statement on higher education*.
10. The strategic themes are interdependent. In particular, there is a close relationship between the student experience and the theme of skills, employability and enterprise. There is also a relationship between the student experience and widening access. In addition, equality of opportunity and sustainability¹ cut across all of the strategic themes and are therefore considered within this approach as well as being picked up in the other strategic themes. Some of these areas are dealt with more fully via the other themes and, while they are therefore not addressed in detail within this document, we recognise the importance of the student experience to these areas. **Annex B** provides our Corporate Strategy's high-level approach to the student experience.

¹ Defined within the Welsh Government [Sustainable Development Bill: White Paper](#) as 'enhancing the economic, social and environmental wellbeing of people and communities, achieving a better quality of life for our own and future generations in ways which: promote social justice and equality of opportunity and enhance the natural and cultural environment and respect its limits – using only our fair share of the earth's resources and sustaining our cultural legacy.'

11. The student experience theme has the objective to '*Secure excellent quality higher education and student experience, enhanced by the student voice.*' This Strategic Approach also aims to meet *Policy Statement* expectations relating to the student experience.

Measures of success

12. Our Corporate Strategy identifies five measures of success in relation to the strategic theme of the student experience:
- The three year rolling average score for Wales in the National Student Survey 'overall satisfaction' question will be equal to, or greater than, the comparative score for the UK;
 - The number of students studying higher education courses at higher education institutions and further education institutions in Wales undertaking at least 5 credits of their course through the medium of Welsh, per annum, will rise from 4,335 in 2011/12 to 5,600 in 2015/16, including a rise from 2,269 to 3,030 in the number of those studying at least 40 credits per annum;
 - The percentage change year on year in the number of overseas students attending higher education courses in Welsh higher education institutions will be equal to, or greater than, the comparable figure for UK higher education institutions (excluding London and the South East);
 - All institutions being reviewed in the Corporate Strategy period to meet the UK thresholds for quality and standards in the QAA Institutional Review;
 - Welsh Government intake targets for initial teacher training (ITT) undergraduate primary, postgraduate primary, undergraduate secondary, postgraduate secondary priority and postgraduate secondary other subjects to be met annually.
13. In addition to the measures detailed above, our Corporate Strategy notes our intention to monitor implementation of the UK Professional Standards Framework (PSF); proportion of international staff; and numbers of Trans National Education (TNE) partnerships/campuses.
14. Measures within the widening access area are covered in our strategic approach to widening access. In particular, the measures relating to the numbers of students successfully completing their learning objectives, and the extent to which improved part-time learning opportunities are offered, have a close relationship with this strategic approach. Measures relating to skills, employability and enterprise, particularly that employability is a key outcome of the HE experience, are addressed via the [Skills and Employability Action Plan](#). This strategic approach should therefore be read in conjunction with related documents.

HEFCW's Role

15. Our role in relation to the student experience is to:

- a) Work with the Welsh Government, NUS Wales and the HE sector to ensure that the student experience takes account of Welsh Government policies and priorities, as appropriate;
- b) Work collaboratively with the sector, NUS Wales and sector organisations in order to enable institutions to stay at the forefront of developments relating to the use of technology in learning and teaching and the student experience;
- c) Provide strategic direction and support to enable HEIs to implement *Policy Statement* expectations in relation to the student experience;
- d) Ensure that institutions place the quality of the student experience at the core of institutional strategic planning documents, including fee plans, to support equality of opportunity and the promotion of higher education;
- e) Develop, implement and monitor mechanisms to ensure that quality is assessed, in line with our statutory responsibilities, and follow up on outcomes to ensure an excellent student experience;
- f) Fund and accredit initial teacher training and work with partners to secure high quality provision;
- g) Emphasise the importance of the student voice in governance and quality assurance, and the need for the sector to work in partnership with students;
- h) Emphasise the need for institutions to ensure that the student experience is considered in the context of the diverse student body;
- i) Promote and disseminate current and effective practices relating to the student experience, including through the Future Directions quality enhancement themes, and via sector networks and conferences;

The student experience

- 16. We recognise that there is no single student experience, as the diverse student body includes part-time, full-time, international, European, UK, postgraduate, undergraduate, franchise, mature, and widening access students, students with protected characteristics, students undertaking HE through the medium of Welsh, or wishing to receive Welsh language services and communications. Each of these groups, and the individuals within these groups, is likely to have a different student experience. However, some elements should be core to the experience of all students, for example, excellent learning and teaching and sustainability.
- 17. The experiences of students will be different at each institution. In addition, students at the same institution will have different experiences. However, in all cases, we expect institutions will aim to provide an excellent student experience. This strategic approach focuses primarily on the learning and teaching aspects of the student experience, while recognising that other aspects (eg estates, sports clubs, and societies) can also impact on the experience of students.

Summary of our strategic intentions regarding the student experience

18. A summary of our strategic intentions, as outlined in our Corporate Strategy, is provided below. We will:
- a) encourage institutions to continuously enhance the student experience for the diverse student population including through listening to the student voice;
 - b) deliver our statutory responsibilities for quality assessment;
 - c) work with higher education providers to ensure that they engage effectively with the UK Professional Standards Framework and the new UK Quality Code for Higher Education;
 - d) work with partners to ensure that prospective and current students have appropriate information about higher education;
 - e) review our strategy for enhancing learning and teaching through technology to reflect new and innovative forms of learning;
 - f) support Education for Sustainable Development and Global Citizenship (ESDGC) through sector networks;
 - g) encourage institutions to be innovative in increasing the flexibility of provision, building on the advantages of the Credit and Qualifications Framework for Wales (CQFW);
 - h) support Y Coleg Cymraeg Cenedlaethol to extend the range of Welsh medium provision and increase student participation in Welsh medium higher education, including in more vocational subjects;
 - i) work with the Welsh Government and our partners to support the sector's delivery of the International Action Plan for Wales;
 - j) fund and accredit initial teacher training and work with partners to secure high quality provision to meet Welsh Government targets.

Priorities within these strategic intentions

19. Our priorities within these strategic intentions are set out below, together with our initial actions.

Encourage institutions to continuously enhance the student experience for the diverse student population including through listening to the student voice

20. We will continue to work with the National Union of Students Wales (NUSW) and, through that organisation, with student unions (SUs) in Wales, to enhance the student experience.
21. Wise Wales is a cross-sector commitment supported by Higher Education Wales (HEW), NUSW, the QAA, the Higher Education Academy (HE Academy), Colegau Cymru and HEFCW. It aims to make Wales the best place for students to study and continually to empower students to engage with the processes that will enable them to participate in the enhancement of their own learning experiences. The focus of Wise Wales is shifting from student engagement to partnership. We have consulted on having an increased focus on partnership in the IRW process.

22. HEFCW evaluates the National Student Survey (NSS) outcomes annually. HEFCW also monitors equality and diversity data from the Higher Education Statistics Agency (HESA) annually, in order to satisfy and go beyond the equality duty introduced for the public sector by the Equality Act. Surveys of postgraduate taught and research students are available to institutions via the HE Academy, which is supported by HEFCW. Participation in these surveys is optional, but provides HEIs with a means of determining the satisfaction of these groups of students, and using the outcomes to enhance their experience.
23. From 2012/13 HEFCW required institutions to have a [student charter](#) in place to clearly lay out the mutual roles and responsibilities of institutions and of their students. We also provided a [common set of principles underpinning the funding of SUs and principles which should underpin a published Relationship Agreement between Higher Education Institutions \(HEIs\) and SUs in Wales from 2012/13](#). In addition, we set out minimum expectations for core functions which should be carried out by all SUs, while taking account of their diversity, and recognising that they should be appropriately funded to enable them to fulfil their core functions.
24. HEFCW supports the following sector agencies which are able to provide UK-wide approaches to working with the Welsh HE system and thus add value on a pan-Wales basis: [QAA](#); [HE Academy](#); [Jisc](#); [Leadership Foundation for Higher Education](#); [Equality Challenge Unit](#); and the [International Unit](#).

We will:

- | | |
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| A1 | Provide funding for Wise Wales, to be match funded by the sector from 2014/15, in order to achieve the Wise objectives; |
| A2 | Develop an impact plan to underpin and strengthen Wise Wales and clarify the outcomes; |
| A3 | Work with the Wise Wales partners to develop a statement on partnership, in order to agree what can be achieved pan-Wales; |
| A4 | Ask the QAA to introduce an increased focus on partnership in the IRW, in order to embed the partnership statement in institutions. |
| A5 | Encourage institutions continuously to enhance the student experience for the diverse student population; |
| A6 | Support the participation of Wales in the National Teaching Fellowship Scheme, to recognise and reward excellent learning and teaching; |
| A7 | Monitor the impact of student charters, and the implementation of HEFCW's guidance on good practice in the funding of effective, democratic students' unions, in collaboration with NUSW and institutions, and report to Welsh Government; |
| A8 | Liaise with UK-wide agencies to promote good practice in relation to the NSS; |
| A9 | Follow up on outcomes against our Corporate Strategy measure relating to the NSS and take action to ensure institutions address poor outcomes, including at subject level; |
| A10 | Encourage institutions to collaborate on quality enhancement |

including through the 'Future Directions' themes;
A11 Keep support of external agencies under review to ensure the most effective, value for money support that meets the needs of Wales, and encourage institutions to analyse the use they make of these agencies to enhance the student experience.

Deliver our statutory responsibilities for quality assessment

25. As noted in our Corporate Strategy, we place a priority on the quality of HE provision and of teaching, learning and the student experience. We also have a statutory responsibility for ensuring that quality assessment is carried out. We are committed to working in partnership with the sector and sector agencies to ensure that the learning experience in Wales is of the highest quality.

We will:
A12 Work with the QAA to discharge our statutory duties regarding quality assessment;
A13 Monitor the outcomes of institutional reviews against our Corporate Strategy target for all institutions to meet the UK thresholds for quality and standards in the IRW.

Work with higher education providers to ensure that they engage effectively with the UK Professional Standards Framework and the UK Quality Code for Higher Education

26. The HE Academy has developed a PSF for teaching and supporting learning on behalf of Universities UK, GuildHE and the UK funding bodies. Engaging with the PSF enables individuals and institutions to demonstrate that they meet professional standards. It therefore promotes excellence in teaching and supporting learning.
27. The Quality Code sets out the Expectations which providers of UK HE are required to meet. It was developed by the QAA in consultation with the HE sector. It is used as the main reference point in institutional reviews.

We will:
A14 Encourage institutions to engage with the updated UKPSF;
A15 Discharge our statutory responsibilities for quality assessment via the QAA, using the institutional review process to evaluate whether institutions are engaging effectively with the quality code.

Work with partners to ensure that prospective and current students have appropriate information about higher education

28. All institutions have undertaken to produce Key Information Sets, which are published on the [Unistats](#) website and link to information on the cost of study. In addition, they have undertaken to provide students with a Higher Education Achievement Report, designed to encourage a more sophisticated approach to recording achievement that acknowledges the range of opportunities provided by HEIs to their students.

We will:

- A16 Provide timely information on Key Information Sets for Wales, which contain richer information for prospective students;
- A17 Support institutions in their introduction of the Higher Education Achievement Report.

Review our strategy for enhancing learning and teaching through technology to reflect new and innovative forms of learning

29. We published our [ten year strategy for enhancing learning and teaching through technology](#) in 2007/08. We [refreshed the strategy](#) in 2011 to take account of the substantial changes in this area since the publication of the strategy. Once the period covered by the strategy has ended, we expect this area to be embedded in institutional activity.
30. Open Educational Resources and Practice (OER/OEP) are developing at a rapid pace. The HEW Pro-Vice Chancellors' Learning and Teaching Advisory Group is leading on a pan-Wales approach to becoming an OER/OEP nation. In addition, the Minister for Education and Skills commissioned an online digital learning working group to examine the potential for online digital learning and how the Welsh Government can support the HE sector in this growing field. Both groups will include consideration of Massive Open Online Courses (MOOCs) and OER, which were a focus of the *Policy Statement*.

We will:

- A18 Undertake a further evaluation of our strategy for enhancing learning and teaching through technology;
- A19 Provide pump priming funding to the HEW group leading on the development of Wales as an OER/OEP nation, to encourage institutions to engage with open educational practices and ensure that all students in Wales benefit from the enhancement of their learning experience;
- A20 Take account of the recommendations from the Online Digital Learning working group in policy developments related to enhancing learning and teaching through technology.

Support Education for Sustainable Development and Global Citizenship (ESDGC) through sector networks

31. HEIs play a key role within ESDGC in educating future professionals and leaders including providing professional development and training opportunities for the existing workforce. The Welsh Government published its Sustainable Development Bill (White Paper) in December 2012, which has subsequently been renamed the Future Generations (Wales) bill. This set out proposals to bring forward legislation to make sustainable development the central organising principle of the Welsh Government and Welsh public service organisations in Wales; and to create an independent sustainable development body for Wales.

We will:

- A21 Take account of the Future Generations (Wales) bill when it is published, in developing policies, procedures and guidance, in order to ensure that institutions can demonstrate a commitment to sustainability and global citizenship;
- A22 Ask the HE Academy to participate in the ESDGC network for Wales, ensure links are made with the Academy's work on sustainability, and work with the sector to enable it to deliver the Welsh Government's ESDGC ambitions in the HE context.

Work with providers to be innovative in increasing the flexibility of provision, building on the advantages of the Credit and Qualifications Framework for Wales (CQFW)

32. We consider flexible learning in its widest sense, in the context of the Credit and Qualifications Framework for Wales (CQFW)². As noted above, the next Future Directions quality enhancement theme will be *Global Graduates: Enabling Flexible Learning*, which links closely with this strategic intention and includes part-time learning.
33. In 2010 HEFCW published a Foundation Degree policy in response to a request from the Welsh Government and announced the allocation of One Wales funding for the development, promotion and delivery of new part-time foundation degree provision³. This flexible provision is designed to meet the needs of employers and was introduced from 2011/12.

We will:

- A23 Commission an event to share the outcomes from the developmental review of foundation degree programmes
- A24 Contribute to the review of the CQFW

² ie in terms of location (campus, home, workplace, overseas), timing (flexible hours, timings to suit students), volume (bite-sized), mode of study (part-time, full-time), etc.

³ Circular [W10/29HE](#): Foundation Degrees

Support Y Coleg Cymraeg Cenedlaethol to extend the range of Welsh medium provision and increase student participation in Welsh medium higher education, including in more vocational subjects

34. The Coleg Cymraeg Cenedlaethol was established in March 2011, and works with, and through, HEIs in Wales to deliver increased and sustainable Welsh medium learning and teaching opportunities at all levels and contribute to a professional, well-trained, bilingual workforce.
35. The Coleg is taking forward its aims through a range of activities, including its Academic Staffing Scheme, undergraduate and research scholarship schemes, the Strategic Developments and Projects Fund, the Welsh language skills certificate and Y Porth.⁴

We will:

- A25 Support the work of the Coleg Cymraeg Cenedlaethol;
- A26 Undertake an evaluation of the outcome of the activities of Y Coleg;
- A27 Work with the Coleg and the sector to ensure that our Corporate Strategy target for those undertaking at least 5 credits, and at least 40 credits, through the medium of Welsh is met.

Work with the Welsh Government and our partners to support the sector's delivery of the Higher and Further Education International Action Plan for Wales

36. We have developed a Higher and Further Education International Action Plan for Wales in partnership with HEW, Welsh Government departments, Colegau Cymru, and British Council Wales. We are working with these partners to support the effective implementation of this plan.
37. The Welsh Government's new policy statement recognises that 'universities in Wales are demonstrating their commitment to mobility by including visible leadership... and by providing a suitable level of resource and funding.' From 2014/15 an improved centralised data return on TNE via HESA will provide a sound evidence base on which to build future policy and plans. Addressing student mobility opportunities remains an important priority of the Higher and Further Education International Action Plan for Wales.

We will:

- A28 Work in partnership with HEW, Welsh Government, Colegau Cymru and British Council Wales in supporting the implementation of the International Action Plan for Wales;
- A29 Monitor progress of the measure in our Corporate Strategy on the number of overseas students attending HE courses in Welsh HEIs;
- A30 Monitor the numbers of TNE partnerships/campuses and proportion

⁴ a collaborative e-learning platform for the Welsh medium Higher Education sector which allows universities across Wales to share Welsh medium resources nationally and deliver cross-institutional university modules using innovative e-learning technologies.

of international staff in institutions;
A31 Encourage institutions to continue to participate in overseas student exchange programmes.

Fund and accredit initial teacher training and work with partners to secure high quality provision to meet Welsh Government targets

38. The Welsh Government reduced ITT intake targets in a planned way between 2006/07 and 2010/11 in response to an over-supply of teachers. In parallel with this, HEFCW worked with the sector to achieve a reconfiguration of the ITT sector into three Centres of Teacher Education (South East Wales, South West Wales and North and Mid-Wales). From 2013/14 Teach First will be operating in Wales in partnership with the South West Wales Centre of Teacher Education to facilitate the entry of high-calibre graduates to teaching in disadvantaged areas.
39. Estyn has been inspecting the three centres under its common inspection framework. The framework includes an expectation that providers take into account the student voice. The cycle will include follow-up activity as required.
40. In 2012/13 Professor Ralph Tabberer undertook a review of ITT in Wales at the request of the Welsh Government. The report and the Welsh Government's response to it, was published on 7 October 2013.

We will:

- A32 Set targets and monitor the intake for ITT undergraduate primary, postgraduate primary, undergraduate secondary, postgraduate secondary priority and postgraduate secondary other subjects to ensure that Welsh Government targets are met annually;
- A33 Work with Estyn to address the outcomes of the inspections of ITT to ensure a high quality student experience;
- A34 Work in partnership with Estyn, Welsh Government and the ITT centres to implement agreed recommendations of the Welsh Government Tabberer review.

Equality and diversity

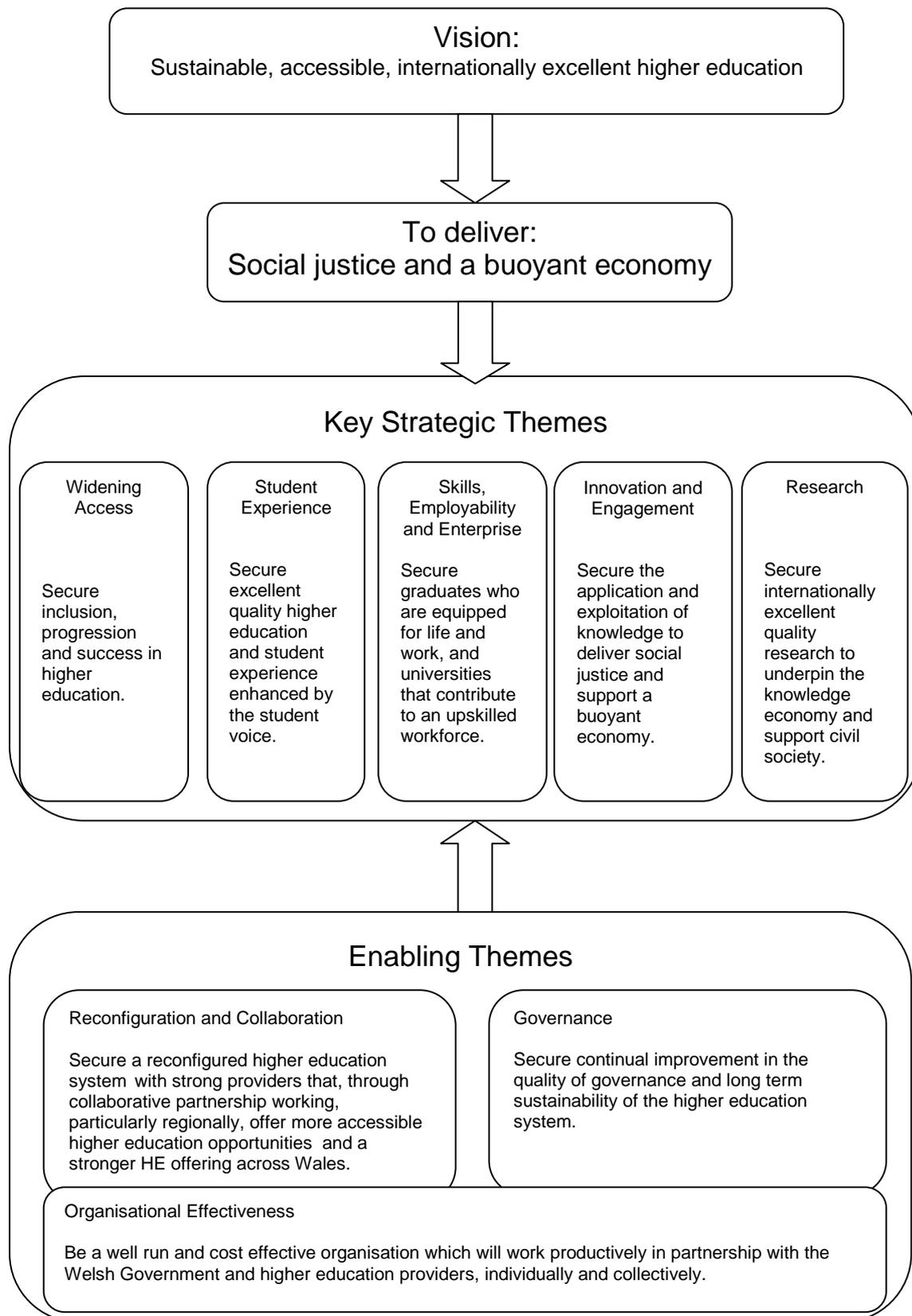
41. We are committed to contributing to advancing equality and diversity agendas. In addition to meeting our statutory responsibilities, our intention is to drive cultural change and proactive approaches to ensure that equality and diversity issues are fully integrated into our own and the sector's policies and practices and meet Welsh Government priorities.
42. Our Strategic Equality Plan 2012-13 –2015-16 sets out our commitment and statutory responsibilities regarding the 2010 Equality Act. It states that: *'We will monitor institutional actions and sector performance, and where necessary provide support to enable improvements in sector performance in*

equality,' and includes a number of objectives relevant to this Strategic Approach.

43. However, our strategic intentions extend beyond compliance. Each year as part of our commitment to equality and diversity, we collect, analyse and publish on the HEFCW website statistical data pertaining to the sector's performance regarding equality and diversity. We also include a summary of our statistical analysis in our equality and diversity annual report. We use this information to help shape our equality and diversity activities within the sector.
44. We also publish an Equality Annual report, and include equality of opportunity within institutional fee plan guidance. The fee plan guidance also references the Welsh Government [Together for Mental Health](#) Strategy, which all HEIs have committed to taking forward⁵.
45. We will support HEIs to meet their statutory responsibilities through funding of, and work with the Equality Challenge Unit and its Welsh Standing Group and taking account of the work of the Equality and Human Rights Commission which has a regulatory role in Wales on behalf of the Welsh Government. In relation to learning and teaching, areas such as assessment outcomes, retention, degree performance, student satisfaction and student representation are among the aspects of the student experience which should be considered in relation to equality and diversity.
46. In addition, as part of our policy development process, we have undertaken an initial impact assessment screening to assess. The outcomes of this screening are available upon request.

⁵ You may also wish to take note of circular [W13/31HE](#): Equality and diversity in higher education: promoting mental health and wellbeing, which includes examples of effective practice.

Annex A: Corporate Strategy Strategic Themes diagram



Annex B HEFCW's Corporate Strategy 2013-14 to 2015-16

Student Experience

Objective: Secure excellent quality higher education and student experience, enhanced by the student voice

A high priority is placed in Wales on the quality of higher education provision and of teaching, learning and the student experience. National Student Survey results for Wales have traditionally indicated high levels of student satisfaction. Similarly high levels of satisfaction have been found in surveys of the international student experience in Wales. The results also reflect close working with students as partners in their learning experience. We will continue to ensure that the voice of the diverse student population enhances higher education, including through partnership working with the National Union of Students (NUS) Wales, and others supporting the Wales Initiative for Student Engagement (WISE). This includes our work on Student Charters and arrangements for funding student unions. In our work we will focus on the student experience of those studying in all parts of higher education, including both undergraduate and postgraduate.

We deliver our statutory responsibilities for quality assessment through the Institutional Review: Wales reviews, which indicate that the quality and standards of provision at Welsh higher education institutions meet UK expectations.

Through our approach to quality enhancement, we will encourage institutions to continuously enhance the student experience for the diverse student population, including through responding to the student voice, for example via the National Student Survey, and supporting sector agencies which are able to provide UK wide approaches to working with the Welsh higher education system. We encourage institutions to work together on quality enhancement including through the 'Future Directions' quality enhancement themes. We will work with higher education providers to ensure that they engage effectively with the UK Professional Standards Framework and the new UK Quality Code for Higher Education. We will also work with partners to ensure that prospective and current students have appropriate information about higher education, including through Key Information Sets, and on the costs of study. Institutions in Wales will be producing the Higher Education Achievement Record for each graduate, which will increase the information available to inform employers.

We will continue to review our strategy for enhancing learning and teaching through technology to reflect new and innovative forms of learning, including working jointly with higher education providers to engage with open educational practices and ensuring that the sector enhances learning and teaching through technology, including its application to flexible learning. We will continue to support Education for Sustainable Development and Global Citizenship through sector networks. We will work with providers to encourage innovation in programme design and modular approaches to improve the flexibility of provision, building on the existing advantages of the Credit and Qualifications Framework for Wales (CQFW) and accreditation of prior learning.

We will continue to support Y Coleg Cymraeg Cenedlaethol to extend the range of Welsh medium provision and increase student participation in Welsh medium higher education, including in more vocational subjects. During the period of the strategy we will undertake an evaluation of the outcome of the activities of Y Coleg. All this work will be underpinned by fee plan requirements in relation to the student experience.

Working with the Welsh Government and our partners, we will support the sector's delivery of the International Action Plan for Wales, particularly in respect of making Wales a destination of choice for international students and staff, as well as promoting internationalisation across HE, and international exchanges, for the benefit of the student community as a whole. In line with our statutory responsibilities, we will fund and accredit initial teacher training and work with partners to secure high quality provision to meet Welsh Government targets.

In terms of the Student Experience, we will work particularly towards the *For our Future* expectations to:

- Make continuing efforts to deliver an excellent student experience
- Enable study through the medium of Welsh to take place in a wider range of programmes and locations in Wales
- Ensure that the student voice strengthens higher education

Outcomes

To measure 'continuing efforts are made to deliver an excellent student experience' and ensuring that 'the student voice strengthens higher education'

T5. National Student Survey

The three year rolling average score for Wales in the National Student Survey 'overall satisfaction' question will be equal to, or greater than, the comparative score for the UK.

To measure 'study through the medium of Welsh to take place in a wider range of programmes and locations in Wales'

T6. Welsh Medium

The number of students studying higher education courses at higher education institutions and further education institutions in Wales undertaking at least 5 credits of their course through the medium of Welsh, per annum, will rise from 4,335 in 2011/12 to 5,600 in 2015/16, including a rise from 2,269 to 3,030 in the number of those studying at least 40 credits per annum.

To measure the internationalisation of higher education in Wales

T7. Overseas Students

The percentage change year on year in the number of overseas students attending higher education courses in Welsh higher education institutions will be equal to, or greater than, the comparable figure for UK higher education institutions (excluding London and the South East).

To measure the delivery of HEFCW's statutory responsibilities in relation to quality assessment

T8. Quality

All institutions being reviewed in the Corporate Strategy period to meet the UK thresholds for quality and standards in the QAA Institutional Review

To measure the delivery of HEFCW's statutory responsibility to allocate Welsh Government intake targets for ITT

T9. Initial Teacher Training

Welsh Government intake targets for ITT undergraduate primary, postgraduate primary, undergraduate secondary, postgraduate secondary priority and postgraduate secondary other subjects to be met annually.

Monitor

**Implementation of the UK Professional Standards Framework (PSF);
proportion of international staff; numbers of Trans National Education (TNE)
partnerships/campuses**