**2014-2017**



First Campus Reaching Wider Strategy

South East Wales

Reaching Wider Partnership

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# Section 1 – South East Wales Reaching Wider Regional Partnership

## Mission and Purpose - The First Campus Partnership Mission and Purpose, 2014-2017

First Campus’ mission is to provide a series of effective and sustainable pathways that inspire and capture the imagination of learners from South East Wales who would not otherwise consider or access Higher Education.

First Campus will support transition, raise educational aspirations, enhance educational skills, provide employability skills and deliver equality of opportunity using inclusive approaches.

## Strategic Aims and Objectives

Responding to Welsh Government HE agenda as outlined in the Welsh Government Higher Education Policy Statement (2013) First Campus will aim to:

* increase social mobility and contribute to tackling poverty;
* contribute to an increasingly diverse HE population and support equality agendas, improve fair access to the professions, higher-level skills and the priority sectors.
* support progression to regional, Wales and UK-wide learning opportunities and increase progression opportunities to Welsh-medium HE opportunities;
* focus activity on groups currently under-represented in HE;
* take an increasingly evidence-based approach to support learners’ engagement and success in HE while providing information, advice and guidance to promote higher education, higher-level learning and higher skills, and informed decision making;
* build on previous achievements and provide sustainable provision in the longer term recognising that widening access remains a long-term goal;

To deliver the above strategic aims the following objectives will be implemented:

* Support transition to increase confidence, progression, lifelong learning and success. Provision will include primary to secondary school interventions; family learning; FE to HE progression; bite-size provision; promotion of 14-19 progression pathways;
* Support educational aspiration-raisingto increase motivation, retention and progression. Provision will include working with all those with the potential to disengage with education; and listening to the parent/carer voice;
* Enhance educational skillsto enable leaners to fulfil their academic potential and be prepared for further and/or higher education. Provision will include: subject-specific and/or generic skills programmes, after school clubs, mentoring, revision support, residential provision;
* Promote employability skills to encourage upskilling, career aspirations, including access to the professions. Provision will include for example, awareness raising around the world of work, pathways to part-time further and higher education, and undergraduate skills development;
* Promote equality of opportunity and inclusive approaches for looked after children and people with protected characteristics;
* Work with schools and community groups in South East Wales including the Heads of the Valleys (HoV) region to offer high quality, innovative and inspiring projects that allow participants to access all universities and colleges engaging in HE delivery in the SE Wales region including bite-size learning;
* Develop and reinforce Information, Advice and Guidance (IAG) with particular reference to student finance and progression pathways as part of the activities programme;
* Promote and share good practice with collaborative multi sectoral working (for example, Communities First clusters and Voluntary sector) developing appropriate projects designed around the needs of city and valley communities;
* Work closely with the Coleg Cymraeg Cenedlaethol in promoting welsh medium opportunities in HE;
* Collaborate with further education providers and CollegesWales to ensure that opportunities to progress are available to learners;

## Rationale

The First Campus partnership is now in its twelfth year of operation and continues to increase higher education participation from groups and communities in Communities First clusters, the cluster/bottom quintile of Lower Super Output Areas (LOSA) in the Welsh Index of Multiple Deprivation (WIMD) of the UHOVI area, and in South East Wales by raising aspirations, improving access and creating new study opportunities and learning pathways to higher education. First Campus has had a highly successful period during the life of the previous Reaching Wider strategy and intends to build on these achievements in the 2014-2017 strategy.

First Campus has achieved this outcome through engagement with Community First clusters (CF), Schools and surrounding Community groups, and the Voluntary / third sector groups engaging those people of all ages who are currently under-represented in higher education. The First Campus (FC) partnership has developed significantly over the strategy period 2011-2014 and is in a strong position to respond to Welsh Government HE agenda as outlined in the the Welsh Government Higher Education Policy Statement (2013), the Future Generations Bill, HEFCW’s Corporate Strategy, Partnership Institutional Fee plans and the Reaching Wider National Offer, providing targeted opportunities across Wales for children, young people and adults.

In the strategy period 2014-2017 the First Campus partnership will continue to consolidate resources in geographical areas that most need support, working with its partnership schools promoting an all age remit and multi-agency activity. (See Appendix A, First Campus programmes 2014-2017).

### Regional Profile

First Campus, the South East Wales Reaching Wider partnership has almost half of the population of Wales within the catchment area; this can be divided into three regions:the Heads of the Valleys, the City Coastal Zone and the intervening Connections Corridor.

South East Wales has 10 local authorities with significant variations when considering the data for the Heads of the Valleys, the City Coastal Zone and the intervening Connections Corridor areas. In general, the Heads of the Valleys has more profound economic, social, health and welfare challenges with more pronounced levels of poverty and lack of mobility. The corridor and coastal zone areas also have severe pockets of deprivation alongside specific challenges associated with urbanisation, see Appendix B for a summary of the 10 local authorities’ statistics based on: Economy, Health & Wellbeing, Education & skills and Heritage.

### Communities First Clusters in South East Wales

In the 2011-14 strategy period First Campus made significant progress in working and liaising with the new Communities First clusters; the partnership is in a strong position to progress further in the new strategy period 2014-2017. The Communities First cluster profile for the 10 local authorities is 33 cluster areas; see Appendix C, for further details.

### Skills need in Wales

Over the last 15 years Employment has expanded; currently 1.35 million people aged 16 and over living in Wales are in employment, while there are about 1.38 million jobs located in Wales. Although employment levels have fallen since the financial crisis, there are still more than 167,000 additional people in employment compared with 15 years ago. Employment is unevenly distributed across the nation, with large shares in the South East of the country, reflecting the higher population share in this area**.** Employment growth has taken place across all areas of Wales in the past decade, with percentage growth highest in South West Wales, followed by North Wales and Mid Wales. Employment levels have expanded notably in South East Wales but this conceals variations between sub-regional areas in the South East which are contracting (eg Blaenau Gwent and Vale of Glamorgan) and those which are expanding (eg Cardiff). See Appendix D for strategic skills audit SE Wales.

### Learner needs

1. *Wellbeing*

First Campus has had a significant impact on a number of aspects of wellbeing within schools and ultimately on school improvement over a period of several years. This has been achieved by consultation with special advisers, head teachers, teachers and the pupils/students. The learner need can be aligned to the national Reaching Wider offer: support with transition; raising educational aspirations; enhancing educational skills; promoting vocational and employability skills, promoting equality of opportunities and inclusive approaches. See Appendix E for local authority special adviser feedback on, the benefits of Reaching Wider (First Campus).

*(ii) Schools Challenge*

Schools Challenge Cymru programme - in May 2014 the Minister for Education and Skills, Huw Lewis announced the forty schools which will be part of the Schools Challenge Cymru programme. These forty secondary schools will be part of the Welsh Government’s improvement programme to increase performance in Welsh schools called the Pathways to Success Schools, all the Schools with which First Campus works are among the forty participating schools. First Campus will support the Schools Challenge programme by its provision which will complement the programme.

*(iii) Learning Skills*

All the First Campus projects/programmes are designed to excite and inspire through problem-centred activities which use action-research to develop learning skills which can be used in participants’ future learning careers. Awareness of progression routes, fair access to the professions and potential career opportunities are integral to each project/ programme that is delivered giving an enriched, more rounded learning experience. Participants are made aware of the range and limits of learning and employment opportunities available to ensure informed choices about the extent of further study and career opportunities.

To deliver its commitments the First Campus Partnership will operate a holistic approach to the delivery of an activities programme which will focus on key areas of activity including STEM; Creative Industries; Mentoring; Sport; and Enterprise.

*(iv) Looked after Children and Children in Care*

All HEIs in the First Campus region have been awarded the Buttle Quality mark in recognition to their work in supporting looked after children and care leavers. With the disappearance of the Buttle Quality mark, First Campus will continue to maintain high standards of provision in supporting looked after children and care leavers. First Campus has developed significantly in this area of work including the First Campus Mentoring programme; Letterbox Project; Confident Futures Summer School and Potential to Performance Course.

*(v) STEM*

The First Campus partnership has an effective STEM framework of best practice and a model of working which will continue to provide STEM skill support, information, advice and guidance engaging Community First cohorts in STEM activity. First Campus has a multi-agency approach which supports recognition for achievement via CREST awards, and successes such as the Formula1 Challenge with Engineering Education Scheme Wales (EESW) where Pen-y-Dre High School won the Wales final and had the opportunity to compete in the UK final in London.

First Campus was successful in accessing STEM Pathways funding for its ‘Buzzing about STEM’ model, January 2014 – July 2015. The model will allow a holistic approach building on its current STEM provision to support continuous engagement across the school year groups with a focus on Year 7, 8 and 9.

*(vi) Digital Learning*

First Campus has been in the forefront of digital learning for several years bringing digital learning opportunities to schools and communities to enable young people to use the latest technologies to learn. Some examples include, working with cluster primaries using iPads to create a school newsletter, through the Roots programme creating ibooks to document evidence for sustainability, and the Multi-media Summer school.

*(vii) Welsh Medium*

First Campus has developed a strong working relationship with the Coleg Cymraeg Cenedlaethol, building on the initial developments in Welsh medium provision, First Campus will promote Welsh medium opportunities at HE to a younger age cohort and their parent/carers to inspire and encourage them to consider welsh medium options at HE.

*(viii) Social Mobility*

First Campus is committed to raising the education and vocational aspirations of children and the parents, carers, families and those communities that support the social and economic needs of disadvantaged children. First Campus provides ‘wrap around’ provision to the schools it works with and the programmes of interventions to ensure an increase in social mobility and contribute to an increasingly diverse HE population and support equality agendas improve fair access to the professions, higher-level skills and the priority sectors will contribute range; fair access to the subjects leading to the professions and higher level skills.

## Strategic Alignment

### Regional Strategy

The First Campus partnership was consulted on, and contributed to the development of the South East Wales Regional Strategy. Therefore to ensure that the First Campus regional activities are consistent with the Regional Strategy, arrangements are in place to enable two-way communication between the First Campus Steering Board and the Regional Strategy Steering Group. First Campus provides an important link with the stakeholders representing local learners, and as such, First Campus will be a source of widening access advice to the Regional Strategy Steering Group with a specific focus on Communities First cluster areas and development. It is anticipated that the Regional Strategy Steering Group will ask First Campus to take forward appropriate actions at regional level consistent with the Reaching Wider remit.

The Regional Strategy Steering Group understand that the First Campus partnership is committed to increasing further its role working with the universities’ widening access and lifelong learning operations covering in particular the First Campus Partnership school networks involving 8-14 years, 14-19 years, and adult and community learning.

### Institutional WA Planning and delivery

Each institution’s widening access approaches are included in the institutional fee plan. The First Campus Manager works with the leads in widening access in each of the regional partner HEIs to ensure that Reaching Wider provision aligns with, and supports, the institutional widening access targets. The widening access leads from all four institutions are members of the First Campus Steering Group.

## Response to the national Reaching Wider offer

First Campus’ strategy for 2014-2017 makes a significant contribution to the achievement of a Reaching Wider National offer. This includes:

### Supporting Transition

The First Campus partnership supports transition at a number of levels; primary to secondary school; family learning; FE to HE progression and bite-size accredited provision through UHOVI.

* Primary to secondary school an example would be the First Campus transitional/peer mentoring programme.
* First Campus will work with the school to implement a ‘Transitional Mentoring’ programme for example Year 10 pupils as part of their Welsh Baccalaureate Qualification. Peer mentoring can then be used in the following academic year to support the new Year 7 as part of a buddying approach within the school environment.

### Supporting educational aspiration raising

First Campus will increase motivation, retention and progression through projects such as the First Campus Year 9 Residential, the aim of the project is to:

* Provide pupils with an opportunity to live the life of a university student for three days, working and socialising with pupils from other schools and current university students.
* Provide pupils with an increased knowledge of opportunities available at higher education as well as raising awareness that higher education is accessible to them.
* Support pupils in developing skills and knowledge related to their chosen subject area building their confidence in their abilities. Please see Appendix F for Residential case study

### Enhancing educational skills

First Campus will enable learners to fulfil their academic potential and be prepared for further or higher education through, for example the First Campus Undergraduate Mentoring programme. This programme will enable pupils to achieve the following objectives:

* To raise their standards of academic and vocational performance.
* To agree personal achievement targets and timescales for action.
* To acquire and develop study skills in order to improve their application and commitment to their studies.
* To develop greater self-esteem, motivation, confidence, resilience and application.
* To raise their awareness of the opportunities which higher education will offer them and to recognise that access to higher education is possible. Please see Appendix G, Undergraduate mentoring case study.

### Promoting vocational and employability skills

Promoting vocational and employability skills to encourage upskilling, career aspirations, including access to the professions is an integral part of First Campus delivery.

* Awareness raising around the world of work
* Pathways to part-time further and higher education
* Employability Skills & Confidence of undergraduates

### Promoting equality of opportunity and inclusive approaches

First Campus advocates an inclusive approach, and good examples of such activity can be advocated in the following projects:

* Confident Futures Summer School;
* Discovery Summer School;
* Musicians in Focus.

Please refer to Appendices, H, I and J for individual project case studies

## Management and Governance structures

The First Campus partnership has agreed the continuation of the University of South Wales as lead partner for the three year strategy period 2014-2017

Under the direction given by the South East Wales Regional Strategy Steering Group, First Campus will be overseen by an overarching Steering Board. The Steering Board provides strategic direction for the First Campus Operational group including coordinators, practitioners and project champions.

### Management structure

SE Wales Regional Strategy Steering Group

First Campus Partnership Steering Group

First Campus Operational Group

The First Campus Steering Board, reflecting multi-agency cross sector working will include representation from FE Partner Colleges, Schools, Careers Wales and NIACE Dysgu Cymru.

The following list provides names of members and the Institutions / organisations they represent:

To be appointed (Chair, Director of UK Partnerships and Widening Access, University of South Wales)

Kathryn Maddy (First Campus Manager, University of South Wales)

Louise Griffin (Head of Student Recruitment and Widening Access, Cardiff Metropolitan)

Dave Roylance (Head of Undergraduate Recruitment & Widening Access, Cardiff University)

Hannah Pudner (Assistant Director (External Strategy) at the Open University in Wales)

Shirley Rogers (Careers Wales)

Karen Phillips (Vice-Principal, Coleg y Cymoedd)

Cerys Furlong (NIACE Dysgu Cymru)

John Davies (Deputy Head teacher, Pen-y-Dre High School)

Sophie Jones (Secretary, University of South Wales)

## Equality and diversity-related policies and practices

First Campus can confirm that the equalities impact assessment of this strategy has been reviewed by the University of South Wales’ (lead HEI) equalities impact assessment (EIA) procedures and processes. The outcome of the assessment process will be reported to the USW Equality and Diversity Steering Committee.

The strategy has impact on all the equality groups with protected characteristics who participate in the First Campus partnership activities programme. The strategy clearly articulates the partnership’s inclusive approach and how it offers focussed support for with specific protected characteristics for example, Confident Futures Summer School (Looked After Children), Discovery Summer School (Aspergers) and Musicians in Focus (Blind).

The assessment indicates a positive outcome on the equality groups from the implementation of this strategy. Consultation has and will continue to take place to develop the strategy across the partnership. The implementation of the strategy will be reviewed annually by the First Campus Steering Group. See Appendix K, First Campus Equality Impact Assessment

# Section 2 – Management of provision

The First Campus Partnership requires the following enablers to exist and operate: Employing HEIs, non employing HEIs, FE Colleges, schools and partnership working, as shown in diagram below.

## Impact and Outcomes of First Campus Strategy 2011-2014.

There are three parts to the critical assessment for the First Campus Strategy 2011-2014: programme delivery & operations 2011-2014; the First Campus partnership HEIs, FE & Schools contribution to Reaching Wider, and Reaching Wider benefits to HEIs, FE & Schools; success indicators & impact.

### Programme delivery & operations 2011-2014

The First Campus partnership developed significantly during the 2011-2014 strategy period and is able to respond and contribute to the Welsh Government Higher Education Policy Statement (2013) and the Reaching Wider National Offer.

The First Campus Critical Assessment of the activities programme 2011-2014, see Appendix L and Annex A, adopted the Annual Monitoring Statement (AMS) categories using five priority areas: key outcomes, lessons learnt, areas for development, accreditation, and partnership working.

To move forward into the new three year strategy period First Campus will use the Critical Assessment of the activities programme to identify key factors areas of significance to support the long term success of the First Campus partnership based on HEFCW’s target groups for the strategy period 2011-2014.

Sustainability, collaboration and impact are the key factors for the First Campus partnership to focus on in 2014-2017. The 2011-2014 strategy’s critical assessment review demonstrates the position the partnership is now in to move forward over the next three year strategy, see Appendix L for critical assessment review.

Strengthen partnership sustainability, through its work with HEIs and academic departments First Campus will support undergraduate students with work based learning opportunities encourage up-skilling, career aspirations, including access to the teaching professions. This method of delivery will enhance the First Campus portfolio utilising undergraduate students as positive role models as well as them having exposure to learners and their attached issues which impinge on learning and have a wider impact on society. Learners will have access to the latest knowledge in the specific subject areas and have opportunities to work with young people as opposed to teachers who are able to empathise with them; supporting educational aspiration-raisingto increase motivation, retention and progression.

First Campus partnership is a model of good practice for collaborative work and will demonstrate this further during 2014-2017 by working with: Coleg Cymraeg Cenedlaethol, Colleges Wales, National Galleries and Museums of Wales, Communities First clusters, UHOVI, HEI Widening Access departments, schools and community groups in South East Wales to offer high quality, innovative and inspiring projects that allow participants to access all universities and colleges engaging in HE delivery in the SE Wales region including bite-size learning. Collaboration and partnership working will support future funding sources utilising expertise and knowledge to enhance educational skillsto enable learners to fulfil their academic potential and be prepared for further and/or higher education. This will develop and reinforce Information, Advice and Guidance (IAG) with particular reference to student finance and progression pathways as part of the activities programme.

Promoting equality of opportunity and inclusive approaches for looked after children and people with protected characteristics is embedded into the First Campus partnership ethos. In 2014-2017 we will look at a progression pathway for looked after children engaged with First Campus to support longer intervention. First Campus will evidence young people with protected characteristics achieving or aspiring to achieving a place at HE.

### The First Campus partnership HEIs, FE & Schools contribution to RW, and RW benefits to HEIs, FE Colleges & Schools

The First Campus partnership has consulted with partners and key stakeholders to identify: how HEIs, FE & Schools contribute to the success of First Campus / Reaching Wider; and the Reaching Wider benefits to HEIs FE Colleges and schools.

1. *How HEIs, FE & Schools contribute to the success of First Campus / Reaching Wider.*

HEIs offer "in kind" support from non-First Campus funded staff and provides access to buildings/student residences/facilities/equipment. HEIs allow access to current undergraduate students for work opportunities on First Campus programmes for example the First Campus undergraduate mentoring programme. They promote First Campus activities and offer PR support along with the sharing of best practice and joint bid writing.

First Campus took a cross section of schools; Willows High School, Pen y Dre High School and David Swallow, 'Strategic Lead for Secondary Schools', Merthyr Tydfil to collate a response to schools contributing to the success of First Campus, the following is a ‘snap shot’ please refer to Appendix M and Annex B for full details.

Schools contribute to the success of First Campus by:

* Enabling undergraduate students to be actively involved in school processes which support and enhance learning
* Provide opportunities for students who are interested in pursuing an educational (teaching) career to be involved with children through team work, group work etc
* Supporting university staff in their understanding of deprivation
* Creating awareness of literacy and numeracy developments
* Provides a platform at events to reach the wider community.
* Provide students with exposure to learners and attached issues which impinge on learning and have a wider impact on society.
* Collaboration with local higher education establishments and initiatives which could be sector leading.
* PR for First Campus
1. *The Reaching Wider benefits to HEIs FE Colleges and schools*

HEIs see First Campus as direct funding and an opportunity for ‘joint bids for funding’ as well as a vehicle for collaboration; this in effect avoids duplication and promotes a joined up approach in working with younger age groups. Regular operational meetings (4 annually) provide a forum for discussion; exchange of knowledge and expertise; sharing of good practice; operational support; access to our partner’s venues, resources, facilities and contacts.

The South East Wales Reaching Wider partnership is a valuable resource for HE, it is a cost effective partnership which works productively with all the HEIs in South East Wales. Through collaborative partnership working, particularly regionally, First Campus is able to offer access to more accessible higher education opportunities across the region.

Through strategic collaboration and partnership working with First Campus HEIs can enhance corporate strategic plans and national policies, for example through:

* South East Wales Regional agenda
* Institutional Equality and Diversity plans
* Widening Access strategies
* Learning and Teaching strategies
* Fee Plans
* Welsh medium plans
* WG/HEFCW Child Poverty strategies/policies
* Contributes towards HEIs strategic aims e.g 20% Communities First
* Supporting and contributing to WG and HEFCW ‘Tackling Child Poverty’ policy
* Contributes to WG priorities e.g. social justice and buoyant economy

The regional FE Colleges identify the following benefits from Reaching Wider:

* Provides opportunities for learners to be engaged in a range of stimulating activities which enhances learning.
* Provides opportunities and activities which support the curriculum - e.g. it provides additional opportunities for enterprise activities.
* College learners benefit from working with undergraduates who are in their final year of degree programmes providing a valuable 'peer learning' opportunity for college learners to engage with students who are currently studying at a university.
* College learners can participate in accredited bite sized programmes at university campuses to help prepare them for HE progression.
* Skills of college learners are enhanced through the subject specific workshops and; aspirations of progression to higher education are raised.
* Subject specific workshops are mapped against the curriculum of certain courses thus enriching the college learning experience.
* Broadens the horizons of learners by participating in different learning experiences such as those offer by Trading places project and Global investment challenge.
* Sign posts progression opportunities for learners who might not traditionally think of themselves as participating in HE.
* Provides role models in that, students see "people like me" who are in University or who have graduated.

### Success indicators & impact

The First Campus partnership has been actively seeking additional funding sources, in 2013/14, table 1 below shows the ‘confirmed funding’, for projects and the funding allocated.

Table 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Funding Source** | **Projects** | **Funding allocated** | **Timescale** |
| ***HEFCW / STEM*** | STEM Pathways | £113,300 *confirmed* | January 14 – July 2015 |
| ***Arts Council for Wales (ACW)*** | Merthyr and Ebbw Vale Rocks AND Junior Jazz Improvisation | £8,893 *confirmed* | 2013/14 |
| ***Communities First / PDG***Tonypandy Community College & Mid Rhondda CF Cluster | Mentoring programme | £15,000 *confirmed* | 2013/14 – 2015 |
| ***Communities First / PDG***Western Federation & Western Cardiff cluster | ‘Mentoring (14-19)’ Level 4, 10 credit module, Year 12 | £1,500 *confirmed* | 2013/14 |
| ***Communities First / Community Engagement***Mid Rhondda CF clusterSTAR cluster (Cardiff)North Caerphilly | My Education project, family learning | £6,000 *confirmed* *(£2k per cluster)* | 2013/14 |
| ***Heritage Lottery*** In partnership with the National Galleries & Museums of Wales | The Archaeologist wife | £54,000  | May2014 – August 2015 |
| ***Coleg Cymraeg Cenedlaethol*** | WM Residential  | £5,000  | 2013/14 |

First Campus is developing a more sustainable approach to delivery embedding work based learning opportunities for undergraduates to develop their employability skills; this is reflected in the last strategy period, and will be built upon in the strategy period 2014-2017: This can be demonstrated by the following:

* First Campus working with academic departments to develop degree modules to enhance HE student employability skills, global citizenship and student experience.
* First Campus staff delivering training on academic modules and supporting HE students with academic coursework. Reflective practice is incorporated throughout the training given to HEI students involved in First Campus placements, thus supporting their academic and personal performance.
* Current HEI students use their experience from working on First Campus Programmes to develop and inform dissertation topics
* Heightens participants awareness & expectations on university life at an early stage and thus contributes to high levels of retention amongst WA students.
* Gives current HE students have the opportunity to develop their coaching, teaching and mentoring skills with the support and guidance of experienced staff. This in turn develops positive teaching and learning outcomes of all involved e.g. Inclusive Dance Project; BSc Psychology Level 5 & 6 WVAP modules.
* Sharing of knowledge, expertise and contacts regarding barriers faced by First Campus target groups i.e. Looked after children, helps to support HE staff on student welfare and the quality of student experience within the HEI
* Participants and teachers are able to access new technology and learning environments at pre-university entrance stage which previously would be unobtainable.
* Developing Welsh medium programmes in line with current academic modules therefore promoting diversity and enhancing the student experience for those wanting to study through the medium of their first language.

During the Strategy period 2011-2014 First Campus has seen a number of young people progressing on to Higher Education; eight participants from the Junior Rock Music Academy (JRMA) are enrolled on undergraduate music courses, four JRMA/Merthyr Rocks participant are applying to USW Music undergraduate programmes in 2014/15. We have one undergraduate film student who participated in the First Campus Summer School in a support role. Six animation participants have applied to USW Animation 2014/15. First Campus has worked in collaboration with Local Authorities to offer Agored Cymru accreditation at Level 2, 3 & 4.

## Alignment between planned partnership developments and broader regional widening access developments, including HE regional development.

In their fee plans all institutions have emphasised their commitment to widening access; creating a community which is culturally diverse and able to attract students from a wide range of disadvantaged backgrounds. Each institution has identified widening access initiatives recognising the benefits of a multicultural and socially inclusive campus with commitment to Equality & Diversity.

Please see links to partner HEI fee plans:

[www.cardiff.ac.uk/fees](http://www.cardiff.ac.uk/fees)

<http://www.cardiffmet.ac.uk/study/finance/Pages/Fee-Plans.aspx>

<http://www.southwales.ac.uk/about/publications/>

The ‘Mapping of widening access strategic developments 2014-2017’, Appendix E highlights the partner HEIs ‘key/ proposed widening access regional strategic aimsand activities’ this defines the alignment between Reaching Wider and widening access highlighting widening access/fee plan funding is being used to reinforce progression of First Campus activities with 10-16 year olds to widening access school liaison work.

To achieve alignment First Campus and widening access colleagues will address the following:

* Inclusion of First Campus objectives in institutional widening access/fee plans.
* Partner HEI completion of the ‘Mapping of widening access strategic developments 2014-2017’ Appendix E to inform the First Campus partnership.
* First Campus staff are located within widening access focussed departments within partner institutions.
* Collaboration between First Campus and the Heads of the Valleys (UHOVI) to address common themes, avoid duplication and share good practice to support progression on to post 16 bite size learning.
* Deliver programmes with partner FE colleges that have progression routes to Foundation degrees.
* Work with the Regional Strategy group to increase alignment with the Regional Strategy to reduce pre-HE gaps.

## Distinction and relationship between Reaching Wider, and institutional widening access and/or marketing and recruitment activities.

 The First Campus Steering Group has considered the distinction and relationship between Reaching Wider and institutional widening access / marketing and recruitment activities; the following have been identified:

* Reaching Wider focuses predominantly on younger age groups or specialised target groups for example, care leavers and in areas where it clearly makes sense for HEIs to collaborate rather duplicate effort.
* Widening access is more focussed on sixth form/pre HE entry where competition between HEIs starts to come into play.
* There is not a clear distinction. The edges are blurred in a similar way to the blurred edges between widening access and student recruitment and marketing.
* Reaching Wider allows development of widening access initiatives that may not otherwise happen if left to individual HEIs either through lack of expertise, funding, will or facilities. For example, Buzzing about STEM really requires a collaborative approach to be successful in terms of funding bid, expertise, and facilities.
* Reaching Wider focuses on Family Learning and parent engagement working with schools and community first clusters to engage parents in their child/children’s education.
* Reaching Wider offers undergraduate students the opportunity to engage in the First Campus activities programme as part of their studies, or paid employment. Undergraduates are required to go through an application process; successful candidates are trained and receive constructive feedback on the application and interview all of which supports the ‘HE Graduate employability agenda’.
* Although First Campus has an all age remit the majority of the strategy (activities) focuses on raising aspirations and widening access to HE (mostly traditional campus based) for young people (primary - 19) from CF areas across the SE region - i.e. Supporting transition, supporting educational aspiration-raising, enhancing educational skills, promoting vocational and employability skills, promoting equality of opportunity and inclusive approaches from school to campus. Whereas WA strategies focuses on WA to HE (p/t flexible distance learning) for non traditional students (adults 18+ and family learning) from CF areas across Wales

## SMART Outcomes.

The First Campus partnership’s strategic SMART Targets are in Appendix N

## Assessing risk and the management of risk.

The First Campus Risk Register has been updated for the First Campus ‘Reaching Wider three year strategy 2014–2017’. This is reviewed on an annual basis. Please see Appendix O for the First Campus ‘Risk Register’ 2014-2015.

# Appendix A

**First Campus Reaching Wider Partnership; Three Year Strategy 2014-2017.**

**Programme of Activities 2014-2015**

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| Strategic Themes: The Reaching Wider Programme National Offer |
| 1. Supporting transition
 |
| 1. Supporting educational aspiration-raising
 |
| 1. Enhancing educational skills
 |
| 1. Promoting vocational and employability skills
 |
| 1. Promoting equality of opportunity and inclusive approaches
 |

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| 1. **Supporting transition**
 |
| **Project** | **Cohort** e.g. Key Stage, Family Learning, 19+ | **Numbers** | **SMART Outcomes** | **Partners** (to inc schools, FE Colleges, CF clusters) |
| Animation Easter School (Caerleon) | KS4 | 10 | Retain 60% of cohort onto Summer School 10 % of cohort achieve level 3 Agored Cymru | Bettws, Dyffryn, St Julian’s, Newport High Schools |
| Animation Easter School (Treforest) | KS4  | 10 | Retain 60% of cohort onto Summer School10 % of cohort achieve level 3 Agored Cymru | Blaengwawr, Mountain Ash, Tonyrefail, Porth, Tonypandy, St Johns RC Secondary Schools |
| Music Easter School (ATRiuM) | KS4 | 15 | Retain 60% of cohort onto Summer School10% of cohort achieve level 2 Agored Cymru | Afon Taff, Tonyrefail, Tonypandy, Ferndale, Glyn Derw, Michaelston, Newport High, Willows HS  |
| Animation Summer School (Caerleon) | KS4 | 15 | Retain 60% of cohort to 2015/16 programme10% of cohort achieve level 4 Agored Cymru accreditation  | Various Secondary schools |
| Animation Summer School (Treforest) | KS4 | 15 | Retain 60% of cohort to 2015/16 programme10% of cohort achieve level 4 Agored Cymru accreditation | Various Secondary schools |
| Music Summer School (ATRiuM) | KS4 | 20 | Retain 60% of cohort to 2015/16 programme20% of cohort achieve level 3 Agored Cymru accreditation | Various Secondary schools |
| ME4HE Programme | Level 3 | 100 | 80% will achieve 5 credits at level 4 | 2 FE CollegesCommunities First2 Local Authorities |
| Level 1/2 | 40 | 70% retention through first year of FE study50% progression onto second year of FE study |
| Active Soles  | KS 2-3 | 72 | 36 pupils at KS3 attending a 10 weeks after school club interacting with pupils from the catchment area high school. 90% to complete course. | Various Cardiff Primary & Secondary SchoolsCardiff School of Sport (CMU)Sport Cardiff |
| LAC | KS4-5 | 6 | 80% of learners to have a greater awareness of opportunities at FE & HE and increase confidence in their abilities. 100% of the cohort will be assigned a mentor within 3 weeks of starting the programme and 50% will attend a further education taster session by May 2015.  | Cardiff Council, Cardiff School of Health Sciences, and Cardiff and Vale College |
| Complementary Therapies – Health & Wellbeing | KS5 - HE | 15 | 80% of the cohort will attend a Higher education taster by June 2015.  | Michaelston Community College, Cardiff School of Health Sciences, and Industry |
| JAAPA | KS2-4 | 3 | 100% of cohort to attend a weekly coaching and support on a term time basis. 66% of the pupils will complete 3 terms of training and progress to a further year if funding allows. | Cardiff School of Sport (CMU) and Sport Cardiff |
| Summer School | KS3-4 | 50 | 100% of learners will develop broader subject knowledge and building confidence to apply skills learnt in GCSE / A ‘Level curriculum. 70% of pupils will have previously attended a First Campus programme by July 2015.  | Cardiff School of Health Sciences, Cardiff School of Art & Design, Cardiff School of Management,Cardiff School of Sport, and Industry |
| Art & Design | KS3-4 | 12 | 100% of learners will develop knowledge of art specialism and building confidence to apply skills learnt in GCSE / A’Level curriculum. 70% of pupils complete by July 2015.  | Cardiff School of Art & Design,Cardiff & the Vale College, Industry and various high schools |
| Residential | KS3-4 | 90 | 100% learners developing awareness of subject knowledge and building confidence to apply skills learnt in GCSE curriculum. 95% of pupils completing the programme by July 2015. Embedding information about Welsh language progression routes into 100% of workshops delivered through the medium of Welsh  | Coleg Cymraeg Cenedlaethol Various WM Secondary schools |
| Transitional & Peer Mentoring | KS2-5 | 240 | 60% of learners to have been supported by a peer and demonstrate an increased confidence in their abilities to progress to next educational stage by end of academic year.35% of the learners to have developed confidence in their abilities to develop new skills and support others in their education by May 2015.  | Brynmawr Foundation School; Tonypandy Community School; Michaelston Community College; Glyn Derw High. |
| Student Mentoring Programme | KS3-5 | 140 | 65% of cohort to have had support from their student mentor relating to FE/HE options by end of mentoring relationship. | Cardiff School of Health SciencesVarious Secondary schools |
| Active Soles (Sport 2) | KS 2 & 3 | 50 | 80% of Year 9 pupils to obtain Sports Leader Level 1 Award. Primary School participants learn new skills. Primary Schools, High Schools and University students work together. | Sports Leaders UK |
| Primary Aspirations  | KS2 | 200 | 10 schools to participants in Tin Shed 'Star Pupil' transition play, 80% of school to access 1 further programme e.g. National School Sports Week, Boardgame Challenge and Problem Solving Workshop.  | Tin Shed Theatre Academic Sports Dept. |
| Literacy | KS 2 & 3 | 25 | Attendance at 2 workshops on literature, creative writing, storytelling and performing, production of an animation film to increase confidence and progression. 10% to progress on to appropriate Summer School | Winding Snake |

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| 1. **Supporting educational aspiration-raising**
 |
| **Project** | **Cohort** e.g. Key Stage, Family Learning, 19+ | **Numbers** | **SMART Outcomes** | **Partners** |
| Animation Easter School (Caerleon) | KS2/3 | 20 | Retain 60% of cohort onto Summer School | Pillgwelly, Gaer, St Michaels, Rogerstone Primary School.  |
| Animation Easter School (Treforest) | KS2/3 | 20 | Retain 60% of cohort onto Summer School | Blaengwawr, Mountain Ash, Tonyrefail, Porth, Tonypandy, St Johns RC Secondary Schools |
| Music Easter School (ATRiuM) | KS3 | 15 | Retain 60% of cohort onto Summer School | Afon Taff, Tonyrefail, Tonypandy, Ferndale, Glyn Derw, Michaelston, Newport High, Willows Secondary Schools |
| Music Improvisation Skills  | KS2/3/4 | 40 | Retain 30% of cohort onto JRMA and Music Summer School  | Glyn Derw, Willows, Porth, Tonyrefail Comprehensive Schools  |
| Animation Summer School (Caerloen) | KS2/3 | 25 | Retain 60% of cohort onto 2015/6 programme10 % of cohort achieve level 3 Agored Cymru | Pillgwelly, Gaer, St Michaels, Rogerstone Primary School.  |
| Animation Summer School (Treforest) | KS2/3 | 25 | Retain 60% of cohort onto 2015/6 programme10 % of cohort achieve level 3 Agored Cymru | Blaengwawr, Mountain Ash, Tonyrefail, Porth, Tonypandy, St Johns RC Secondary Schools |
| Music Summer School (ATRiuM) | KS2/3 | 20 | Retain 60% of cohort onto 2015/6 programme 10 % of cohort achieve level 2 Agored Cymru | Afon Taff, Bishop Hedley, Pen Y Dre, Arch Bishop Mc Grath, Goetre, Merthyr 3G’s Tonyrefail, Tonypandy, Ferndale, Glyn Derw, Michaelston, Newport High, Willows HS  |
| Music Afterschool Tasters  | KS3/4 | 60 | Recruit 40% of participants onto JRMA programme | Glyn Derw, Willows, Merthyr 3G’s, Porth, Tonyrefail,  |
| Junior Rock Music Academy  | KS3/4 | 40 | Retain 40% of participants onto Summer School 30% of cohort gain level 2 Agored Cymru in performance  | Glyn Derw, Willows, Tonyrefail, Porth, Newport High |
| Merthyr Rocks  | KS3/4 | 30 | Retain 40% of participants onto Summer School 30% of cohort gain level 2 Agored Cymru in performance | Afon Taff, Bishop Hedley, Pen Y Dre, Arch Bishop Mc Grath, Goetre, Merthyr 3G’s |
| JRMA and Merthyr Recording Sessions | KS3/4 | 70 | Retain 40% of cohort onto Music Summer School  | Afon Taff, Bishop Hedley, Pen Y Dre, Arch Bishop Mc Grath, Goetre, Merthyr 3G’s Tonyrefail, Tonypandy, Ferndale, Glyn Derw, Michaelston, Newport High, Willows Secondary Schools |
| My Education | Family Learning | 200+ | 10 recommendations produced for each participating school.1 project per school devised and delivered to improve parental engagement.Best practise guide to parental engagement produced. | TCC, Willows, Rhymney Comp and 3 Communities First partners |
| Active Soles | KS2-4 | 15 | 75% of learners will achieve Sports Leaders accreditation by August 2015. 95% will attend an event at the National Indoor Athletics Centre, (Cardiff Met University).100% of learners will interact with existing undergraduate students from Oct 14-April 15. 95% of learners will receive information from an aspirational sports role model in June 2015 1 participant from KS2 and 1 participant from KS2-4 to progress onto Active Soles Progression (JAAPA) for Academic Year 2015/16 | Various Cardiff Primary & Secondary SchoolsCardiff School of Sport (CMU)Sport Cardiff |
| LAC | KS4-5 | 6 | 50% of completers to report a rise in confidence and self-esteem by May 2015. Four HE/FE taster sessions will be delivered by July 2015100% of participants will receive 1-2-1 mentoring, 50% will complete the mentoring programme.  | Cardiff Council |
| Hospitality | KS3-4 | 16 | 90% of learners and their families attending a finale event on university premises by April 2015. 90% of learners attend workshops on a weekly basis at a HE institution. 100% of participants will interact with at least 1 aspiration role model within the Hospitality industry by April 2015.100% of learners to have worked alongside existing undergraduate students currently studying Hospitality Management within HE by April 2015. | Cardiff School of Management, Industry, and various High Schools |
| Complementary Therapies – Health & Welling | KS5 - HE | 15 | 70% of completers to report a rise in confidence and self-esteem by June 2015. 70% of learners will attended at least 2 Complementary Therapy taster days and University application workshop by June 2015.80% of learners to have worked with current undergraduate students studying Complementary Therapies and/ or Health & Social Care by July 2015. | Michaelston Community College, Cardiff School of Health Sciences, and Industry |
| Summer School | KS3-4 | 50 | This project will engage 30 pupils in their transition between year 9 and 10 to increase awareness of opportunities at FE/ HE level through courses linked to the academic schools at partnership institution. | Cardiff School of Health Sciences, Cardiff School of Art & Design, Cardiff School of Management, Cardiff School of Sport, and Industry |
| JAAPA | KS2-4 | 3 | 100% of learners will attend weekly term-time sessions held on university campus, learners will engage with current university students (the coaches) who act as role models; increasing awareness of opportunities available at HE level. 66% of the pupils will complete 3 terms of training and progress to a further year if funding allows. |  |
| Art & Design | KS3-4 | 12 | 70% of learners and their families attending a finale event on university premises by June 2015. 80% of learners to have worked with undergraduate students studying Art & Design within HE.  | Cardiff School of Art & Design, Cardiff & the Vale College, Industry and arious High Schools |
| Residential | KS3-4 | 90 | This project will engage 90 pupils in their transition between year 9 and 10, delivering academic workshop to 100% of pupils completing the programme by July 2015. 100% of learners to have worked with current undergraduates.  | Coleg Cymraeg Cenedleathol |
| Transitional & Peer Mentoring | KS2-5 | 240 | 100% of learners to have worked alongside a peer acting as a positive role model by July 2015. | Various Primary & High Schools |
| Student Mentoring Programme | KS3-5 | 140 | 70% of learners to have worked alongside current HE students for a period of 12 weeks between October 14 – July 1550% of learners to have visited a HE venue or attended a First Campus Activity Programme by July 2015 | Various High Schools |
| University Inspiration Event | Key Stage 4 | 250 | Event aims to raise aspirations for all learners. To show range of options for all abilities. Feedback collected to monitor students’ thoughts/plans before and after the event. To provide information about various pathways to careers, particularly in relation to subjects not taken at school or college. | HEI’sCareers Wales |
| Schools Opera - The Old Man Who Loved Cheese | KS 2-3 | Up to 2000 | In March 2015, students and staff of RWCMD will deliver ten workshops and five performances of an opera specially written for children to schools who are new to opera. Children will gain a first experience of the different aspects of opera including singing, story telling, costume and set, as well as actively participating alongside up and coming performers from RWCMD. | RWCMD undergraduates and various schools |
| Hit It! Percussion Workshops | KS 2-3 | Up to 400 | From January to March 2015, students and staff of RWCMD will deliver fifteen workshops during which children will learn about rhythm, timbre, texture and tone in small groups using African and Latin American instruments. The children will create their very own percussion composition and perform this at the end of the workshop.  | RWCMD undergraduates and various schools |
| Jazz Workshops | KS 2-3 | 150 | From January to July 2015, RWCMD students and staff will devise and deliver bespoke, curriculum-based workshops during which participants will use their instruments and voice to improvise simple jazz rhythms and melodies, according to their own level of ability. Participants will create their own piece to perform at the end of the workshop.   | RWCMD undergraduates and various schools |
| Drama Workshops | KS3-4, 14-19 | 100 | From January to July 2015, staff from RWCMD will deliver workshops that develop participants’ confidence and creativity through drama. Using drama games, improvisation, “hot-seating" and devising, students will be empowered to explore their own ideas, to create their own characters and to work collaboratively, leading to an ongoing sense of self belief in their work. | RWCMD undergraduates and various schools |
| Creative Industries Film/Animation | KS 3 | 30 | All participants to attend 1 taster session. 50% of participants on taster sessions to progress to Summer School for university experience event. | Winding Snake, Glen Biseker, and various schools |
| Creative Industries - Media | KS 3 | 50 | All participants to attend 1 taster session. 50% of participants on taster sessions to progress to Summer School for university experience event. | Able Radio, Craig Oats, and various schools |
| Creative Industries - Drama | KS 3 | 20 | All participants to attend 1 taster session. 50% of participants on taster sessions to progress to Summer School for university experience event. | Tin Shed Theatre, and various schools |
| Local Heritage project | KS3/4 | 150 | Participants attend the Riverfront Theatre to learn about Chartism. 10% to take part in the Welsh Heritage Schools Initiative Competition | Vanessa Dodd, and various schools |
| LAC  | KS 2,3 & 4 | 300 | All participants receive First Campus activities in their Letterbox packs. 5% of participants to attend an open day at the USW for a University experience. LAC Achievement Awards - opportunity for LAC and their families to visit the university. | All Local Authorities in South East Wales |
| Business project | KS3/4 | 60 | Participants learn about business by overcoming problems. 25% to progress onto 'Trading Place' type activity in academic year 2015-2016  | Kay Murray and various schools |
| OU in Wales ‘Pathways to success in HE’ (PTS) informal learning programme.  | KS5 | 10 | 80% raised aspirations and enhanced educational skills | OU in Wales, and various schools |
| Lego project | KS4/5 | 8 | 75% of participant evaluation state that they learned new skills | Future University, Japan and various schools |
| Debate Day | KS4/5 | 50 | 75% of participant evaluation state that they learned new skills or knowledge on the topic | National Museum of Wales, and various schools |
| Meet the Pollinators | KS4 | 45 | 75% of participant evaluation state that they learned something new about pollinators | National Museum of Wales, and various schools |
| Astronomy project: sci comm event | KS2,3 &4 | tbc | 75% of participant evaluation state that they learnt new skills or knowledge on the topic | USW Astronomy, and various schools |
| F1 in Schools | KS2&3, depending on judging sessions | 30 | 36 participants have opportunity to apply STEM communication skills | EESW, F1 in Schools, and various schools |
| HE STEM project | KS5 /A Level | tbc | 75% of participants develop communication skills aiding achievement of Gold CREST Award | Collaboration with STEM Providers, HE Academics and various schools |

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| 1. **Enhancing educational skills**
 |
| **Project** | **Cohort** e.g. Key Stage, Family Learning, 19+ | **Numbers** | **SMART Outcomes** | **Partners** |
| A Level/GCSE Drawing and Art Portfolio Development  | KS4/5 | 90 | Retain 30% of cohort onto Animation Summer School  | Blaengwawr, Mountain Ash, Bettws, Dyfryn High Schools  |
| Creative Industries FE Programme | Level 2/3 | 120 | 100% of learners to gain skills that can be used to improve their current academic attainment.30% progression onto Summer University | All 6 FE Colleges |
| 120 | 100% of learners to gain skills that can be used to improve their current academic attainment.30% progression onto Summer University |
| Active Soles | KS4 | 15 | 75% of learners will gain Sports Leader accreditation by August 2015100% of learners with a statement of special needs will work alongside current undergraduate students33% of learners will use placement provision to support achievement of Welsh Baccalaureate  | Various Cardiff Primary & Secondary SchoolsCardiff School of Sport (CMU) and Sport Cardiff |
| LAC | KS4-5 | 6 | 100% of participants will create an action plan; setting goals for their educational future. 100% will be given information on learning styles.  | Cardiff Council |
| Hospitality | KS3-4 | 16 | 90% of learners and their families attending a finale event on university premises by April 2015. 90% of learners attend workshops on a weekly basis at a HE institution. 100% of participants will interact with at least 1 aspiration role model within the Hospitality industry by April 2015.100% of learners to have worked alongside existing undergraduate students currently studying Hospitality Management within HE by April 2015. | Cardiff School of Management, Industry and various High Schools |
| Complementary Therapies | KS5 - HE | 15 | 70% of completers to report a rise in confidence and self-esteem by June 2015. 70% of learners will attended at least 2 Complementary Therapy taster days and University application workshop by June 2015.80% of learners to have worked with current undergraduate students studying Complementary Therapies and/ or Health & Social Care by July 2015. | Michaelston Community College, Cardiff School of Health Sciences, and Industry |
| JAAPA | KS2-4 | 3 | 100% of learners will attend weekly term-time sessions held on university campus engaging with current university students (the coaches) supporting them to enhance their sporting technique. 66% of the pupils will complete 3 terms of training and progress to a further year if funding allows. |  |
| Summer School | KS3-4 | 50 | 100% of course workshops will give information on methods of study at HE specific to that course by July 2015. 100% of learners will work alongside current undergraduate students. | Cardiff School of Health Sciences, Cardiff School of Art & Design, Cardiff School of Management, Cardiff School of Sport and Indutsry |
| Art & Design | KS3-4 | 12 | 70% of learners and their families attending a finale event on university premises by June 2015. 80% of learners to have worked with undergraduate students studying Art & Design within HE. | Cardiff School of Art & Design, Cardiff & the Vale College, Industry and various High Schools |
| Residential | KS3-4 | 90 | 100% of course workshops will give information on methods of study at HE specific to that course by July 2015.  | Coleg Cymraeg Cenedleathol and various English and welsh medium secondary schools  |
| Transitional & Peer Mentoring | KS2-5 | 240 | 70% of learners will report a positive impact upon their application to learning by July 2015.30% of learners will achieve an accreditation by September 2015 | Various Primary & High Schools |
| Student Mentoring Programme | KS3-5 | 140 | 70% of learners will report a positive impact upon their application to learning by July 2015. | Various High Schools |
| GCSE english revision classes(2 day intensive course) | Key Stage 4 | 40 | Intensive revision classes run in small groups to give learners the opportunity to improve their grade. Predicted grades are collected before the course and compared to actual grades. | LEA’sTeachers |
| GCSE maths revision classes(3 day intensive course) | Key Stage 4 | 120 | Intensive revision classes run in small groups to give learners the opportunity to improve their grade. Predicted grades are collected before the course and compared to actual grades.  | LEA’sTeachers |
| Active Soles (Sport 2) | KS 2 & 3 | 50 | 80% of Year 9 pupils to obtain Sports Leader Level 1 Award. Primary School participants learn new skills. Primary Schools, High Schools and University students work together. | LEA’sTeachers |
| Primary Aspirations  | KS2 | 200 | 10 schools to participants in Tin Shed 'Star Pupil' transition play, 80% of school to access 1 further programme e.g. National School Sports Week, Boardgame Challenge and Problem Solving Workshop.  | Sports Leaders UK, and various primary schools |
| Local Heritage project | KS3/4 | 150 | Participants attend the Riverfront Theatre to learn about Chartism. 10% to take part in the Welsh Heritage Schools Initiative Competition | Vanessa Dodd, and various secondary schools |
| Revision conference | KS 3 | 100+ | Participants attend sessions on learning styles, revision techniques, exam regulations to enable them to fulfil their academic potential. 20% of parents to attend a Revision workshop. | Lyn Howells and various secondary schools |
| Business project | KS3/4 | 60 | Participants learn about business by overcoming problems. 25% to progress onto 'Trading Place' type activity in academic year 2015-2016  | Kay Murray, and various secondary schools |
| OU in Wales ‘Pathways to success in HE’ (PTS) informal learning programme.  | KS5 | 10 | 80% raised aspirations and enhanced educational skills | OU in Wales, and various secondary schools, CF Clusters |
| Lego project | KS4/5 | 8 | 75% of participant evaluation state that they learned new skills | Future University, Japan and various schools |
| Debate Day | KS4/5 | 50 | 75% of participant evaluation state that they learned new skills or knowledge on the topic | National Museum of Wales and various schools |
| Meet the Pollinators | KS4 | 45 | 75% of participant evaluation state that they learned something new about pollinators | National Museum of Wales and various schools |
| HE STEM project | KS5 /A Level | tbc | 75% of participants develop communication skills aiding achievement of Gold CREST Award | Collaboration with STEM Providers & HE Academics and various schools |

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| --- |
| 1. **Promoting vocational and employability skills**
 |
| **Project** | **Cohort** e.g. Key Stage, Family Learning, 19+ | **Numbers** | **SMART Outcomes** | **Partners** |
| Sports Development Placement Students | Level 2/3  | 180 | 180 learners participate in HE and awareness raising activity | CollegesWalesAll 6 FE Colleges |
| Level 6 | 5 | 5 learners will complete 140 learning hours improving their employability skills |
| Trading Places | Level 2/3 | 140 | 40% increase on 2013/2014 applications for Trading Places main event30% progression onto main event | All 6 FE Colleges3 HEIsNatwest |
| 42 | 100% allocation of places90% to complete experience 20% positive attitudinal change towards starting a business and or progressing to HE |
| Active Soles | KS4 | 15 | 75% of learners will complete a vocational placement by July 201575% of learners will attain a vocational Sports Leaders accreditation100% of learners will interact, shadow and work alongside undergraduate coaches increasing knowledge of pathways available in Sport. | Various Cardiff Primary & Secondary Schools, Cardiff School of Sport (CMU) and Sport Cardiff |
| LAC | KS4-5 | 6 | Vocational and employability skills promoted through provision of industry and FE/HE taster sessions. 4 taster sessions to be provided by August 2015 related to participant interests50% of participants to attend targeted workshop to highlight differences in financial reward linked to employment pathways of graduates and non-graduates | Cardiff Council & Cardiff and Vale College |
| Hospitality | KS3-4 | 16 | Vocational and employability skills promoted through provision of industry and FE/HE taster sessions. 1 taster session to be provided by April 2015 related to the Hospitality sector. Course workshops will dedicate sections of the delivery to employment opportunities.  | Cardiff School of Management, Industry and various High Schools |
| Complementary Therapies | KS5 - HE | 15 |  Vocational and employability skills promoted through provision of industry and HE taster sessions. 2 taster sessions to be provided by June 2015 relating to Complementary Therapies.Course workshops will dedicate sections of the delivery to employment opportunities.  | Michaelston Community College, Cardiff School of Health Sciences and Industry |
| JAAPA | KS2-4 | 3 | 100% of learners to work alongside competitive athletes 50% of participants to enter a competition |  |
| Summer School | KS3-4 | 50 | Vocational and employability skills promoted through provision of industry and HE taster sessions by July 2015.100% of course workshops will dedicate sections of the delivery to employment opportunities.  | Cardiff School of Health Sciences, Cardiff School of Art & Design, Cardiff School of Management, Cardiff School of Sport and Industry |
| Art & Design | KS3-4 | 12 |  Vocational and employability skills promoted through provision of industry and HE taster sessions. 100% of course workshops will dedicate sections of the delivery to employment opportunities. | Cardiff School of Art & Design, Cardiff & the Vale College, Industry and various High Schools |
| Residential | KS3-4 | 90 | 100% of course workshops will dedicate sections of the delivery to employment opportunities.  | Coleg Cymraeg Cenedleathol and various English and welsh medium secondary schools |
| Transitional & Peer Mentoring | KS2-5 | 240 | 30% of learners achieve accreditation by September 2015 demonstrating transferable employability skills/ experience by July ‘15. | Various Primary & High Schools |
| Student Mentoring Programme | KS3-5 | 140 | 30% of learners to have set targets to achieve their vocational goal post education by March 2015. | Various High Schools  |
| Debate Day | KS4/5 | 50 | 75% of participant evaluation state that they learned new skills or knowledge on the topic | National Museum of Wales and various High Schools |
| Astronomy project: science communication event | KS2,3 &4 | tbc | 75% of participant evaluation state that they learnt new skills or knowledge on the topic | USW Astronomy and various High Schools |
| F1 in Schools | KS2&3, depending on judging sessions | 30 | 36 participants have opportunity to apply STEM communication skills | EESW, F1 in Schools  |
| HE STEM project | KS5 /A Level | tbc | 75% of participants develop communication skills aiding achievement of Gold CREST Award | Collaboration with STEM Providers & HE Academics, and various High Schools |

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| 1. **Promoting equality of opportunity and inclusive approaches**
 |
| **Project** | **Cohort**  e.g. Key Stage, Family Learning, 19+ | **Numbers** | **SMART Outcomes** | **Partners** |
| Actives Soles | KS2-4 | 10 | 100% of KS3-4 participants choosing the inclusive dance placement will engage in inclusive practice training 100% of cohort engaging in the inclusive dance workshops have statements of special needs | Various Cardiff Primary & Secondary SchoolsCardiff School of Sport (CMU) and Sport Cardiff |
| LAC | KS4-5 | 6 | Engage with 6 participants who are currently in care or at risk of going into care | Cardiff Council  |
| Summer School (LAC) | KS3-4 | 2 | This programme will: Engage with two children in care by July 2015 | Cardiff School of Health Sciences, Cardiff School of Art & Design, Cardiff School of Management, Cardiff School of Sport andIndustry |
| Transitional & Peer Mentoring | KS2-5 | 240 | Engage with 5% of pupils who have reported additional learning need e.g. dyslexia | Various Cardiff Primary & Secondary Schools |
| Student Mentoring Programme | KS3-5 | 140 | Engage with 6 who are currently in care or at risk of going into care by March 2015. Engage with 5% of pupils who have reported additional learning need e.g. dyslexia   | Cardiff School of Health Sciences  |
| Discovery Summer School (Aspergers) | 16-19 | 30 | Focussing on social skills in particular, the summer school aims to provide support, information and guidance for young people with Autistic Spectrum Disorders and their families/carers. | Internal University Support Teams, Autism CymruNational Autistic SocietyAutism Spectrum Connections CymruWales Autism Centre |
| Confident Futures Summer School (children in care) | 16-19 | 25 | Aims to provide young children in care with aspirations primarily supported by information/advice/guidance about going on to Higher Education. Information also provided for accompanying social workers. | Internal University Support Teams, Social WorkersLocal Authorities, Looked After Children Teams,Leaving Care Teams andVoices from CareFostering Network |
| Musicians In Focus VI Evening Classes & Musicians In Focus VI Summer School | KS2-4, 14-19, 19+ | 40 | From September 2014 to July 2015, specialist tutors from RWCMD will deliver a course for visually impaired musicians that enables participants to develop their musical skills according to their individual aspirations and experience, as well as building their overall confidence within an HE environment.  |  |
| LAC  | KS 2,3 & 4 | 300 | All participants receive First Campus activities in their Letterbox packs. 5% of participants to attend an open day at the USW for a University experience. LAC Achievement Awards - opportunity for LAC and their families to visit the university. | All Local Authorities in South East Wales |
| Lego project | KS4/5 | 8 | 75% of participant evaluation state that they learned new skills | Future University, Japan and various schools |
| Debate Day | KS4/5 | 50 | 75% of participant evaluation state that they learned new skills or knowledge on the topic | National Museum of Wales and various schools |
| Meet the Pollinators | KS4 | 45 | 75% of participant evaluation state that they learned something new about pollinators | National Museum of Wales and various schools |
| F1 in Schools | KS2&3, depending on judging sessions | 30 | 36 participants have opportunity to apply STEM communication skills | EESW, F1 in Schools  |
| HE STEM project | KS5 /A Level | tbc | 75% of participants develop communication skills aiding achievement of Gold CREST Award | Collaboration with STEM Providers & HE Academics |

# Appendix B

**Summary of Local Authorities[[1]](#footnote-1)**

South East Wales is made up of the following 10 local authorities: Bridgend, Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Torfaen, Vale of Glamorgan, Monmouthshire, Newport and Cardiff.

The latest headline labour market statistics for South East Wales are generally weaker than those for Wales. Compared to Wales, South East Wales has lower employment and economic inactivity rates and higher unemployment rates.

The following is a high level summary of the data in the ten local authorities covering Economy; Health and well-being; Education and skills and Heritage:

**1. Torfaen.**

**Economy**

In 2012 the employment rate in Torfaen was 63.7 per cent. This was the fourth lowest amongst the 22 Welsh local authorities. The rate fell both over the year and over 2001 (down 1.9 percentage points and 4.6 percentage points respectively). Since 2002 the employment rate has been below the Welsh average.

In 2011 GDHI per head in Torfaen stood at £13,127 and was the joint third lowest amongst the 22 Welsh local authorities. Between 1999 and 2011 GDHI per head in Torfaen has been below the Welsh average, with the gap widening slightly over this period.

In 2013 average weekly earnings in Torfaen stood at £529. This was the eleventh highest amongst the 22 Welsh local authorities. In 2003, 2008 and 2013 earnings in Torfaen were below the Welsh average, with the gap narrowing

In 2012 Torfaen had the ninth highest rate of children living in workless households amongst the Welsh local authorities. The rate fell since 2011 and fell since 2004. The gap between the Wales average has narrowed from being 1.6 percentage points above the Wales average in 2004 to being 0.5 percentage points below the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was higher than the Welsh average.

The under 18 conception rate in Torfaen was one of the 5 highest in each year from 2005 to 2008 but since there has been a substantial decline and more in recent years the rate has been below the Wales average.

The mean mental component summary score for 2011&2012 was lower than the Welsh average, indicating poorer mental health and well-being.

Torfaen's rate of older people supported in the community has generally increased since 2005-06 and is the third highest in Wales in 2012-13.

Torfaen's percentage of looked after children with three or more placements in the year was close to the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being 3.5 percentage points above the Welsh average and having one of the 5 highest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 8 percentage points below the Welsh average and making it one of the 5 lowest ranking local authorities. .

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was above the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Torfaen was 9.8 per cent, which was one of the lowest rates amongst Welsh local authorities.

**2. Blaenau Gwent**

**Economy**

In 2012 the employment rate in Blaenau Gwent was 59.0 per cent. This was the lowest amongst the 22 Welsh local authorities. Between 2001 and 2012 the employment rate has been well below the Welsh average.

GVA per head in 2012 stood at £12,188 in Blaenau Gwent. This was below the Welsh average and the joint seventh lowest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Blaenau Gwent has been below the Welsh average with the gap widening over this period.

In 2013 average weekly earnings in Blaenau Gwent stood at £468. This was the lowest amongst the 22 Welsh local authorities. In 2003, 2008 and 2013 earnings in Blaenau Gwent were below the Welsh average with the gap widening.

In 2012 Blaenau Gwent had the highest rate of children living in workless households amongst the Welsh local authorities. The rate fell since 2011 and fell since 2004. The gap between the Wales average has widened from being 13.1 percentage points above the Wales average in 2004 to being 12.6 percentage points above the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was higher than the Welsh average.

The under 18 conception rate in Blaenau Gwent has fluctuated around the Wales average but has seen the fall evident elsewhere in most of Wales.

The mean mental component summary score for 2011&2012 was lower than the Welsh average, indicating poorer mental health and well-being.

Blaenau Gwent's rate of older people supported in the community has decreased slightly since 2005-06, but was still the second highest in Wales in 2012-13.

Blaenau Gwent's percentage of looked after children with three or more placements in the year was higher than the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being 6 percentage points above the Welsh average, making it the highest rate amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 16 percentage points below the Welsh average, making it the lowest ranking local authority.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was below the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Blaenau Gwent was 7.8 per cent, and was the lowest ranked amongst Welsh local authorities.

**3. Caerphilly**

**Economy**

In 2012 the employment rate in Caerphilly was 65.8 per cent. This was the ninth lowest amongst the 22 Welsh local authorities. The rate rose both over the year and over 2001 (up 2.7 percentage points and 2.9 percentage points respectively). Between 2001 and 2012 the employment rate has been below the Welsh average.

GVA per head in 2012 stood at £12,188 in Caerphilly. This was below the Welsh average and the joint seventh lowest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Caerphilly has been below the Welsh average with the gap widening over this period.

In 2011 GDHI per head in Caerphilly stood at £13,127 and was the joint third lowest amongst the 22 Welsh local authorities. Between 1999 and 2011 GDHI per head in Caerphilly has been below the Welsh average, with the gap widening slightly over this period.

In 2013 average weekly earnings in Caerphilly stood at £534. This was the tenth highest amongst the 22 Welsh local authorities. In 2003, 2008 and 2013 earnings in Caerphilly were below the Welsh average although the gap has narrowed.

In 2012 Caerphilly had the fourth highest rate of children living in workless households amongst the Welsh local authorities. The rate fell since 2011 and fell since 2004. The gap between the Wales average has narrowed from being 11.1 percentage points above the Wales average in 2004 to being 0.5 percentage points below the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was higher than the Welsh average.

The under 18 conception rate in Caerphilly was in 2005 and 2006 among the highest 5 local authority rates in Wales but in recent years has been one of the lowest.

The mean mental component summary score for 2011&2012 was lower than the Welsh average, indicating poorer mental health and well-being.

Caerphilly's rate of older people supported in the community has been the highest in Wales since 2006-07, peaking in 2008-09.

Caerphilly's percentage of looked after children with three or more placements in the year was lower than the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being 2 percentage points above the Welsh average, making it one of the 10 highest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 6 percentage points below the Welsh average, making it one of the 5 lowest ranking local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was around the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Caerphilly was 11.2 per cent, which was below the Welsh average of 19 per cent.

**4. Merthyr Tydfil**

**Economy**

In 2012 the employment rate in Merthyr Tydfil was 64.5 per cent. This was the seventh lowest amongst the 22 Welsh local authorities. Between 2001 and 2009 the employment rate has been well below the Welsh average, with the gap narrowing in 2010 but widening again by 2012.

GVA per head in 2012 stood at £12,989 in Merthyr Tydfil. This was below the Welsh average and the joint ninth lowest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Merthyr Tydfil has been below that for Wales as a whole, with the gap narrowing slightly over this period.

In 2013 average weekly earnings in Merthyr Tydfil stood at £491. This was the fourth lowest amongst the 22 Welsh local authorities. In 2003 earnings in Merthyr Tydfil were above the Welsh average, they moved below in 2008 and remained below in 2013 with the gap widening.

In 2012 Merthyr Tydfil had the third highest rate of children living in workless households amongst the Welsh local authorities. The rate fell since 2011 and fell since 2004. The gap between the Wales average has widened from being 3.7 percentage points above the Wales average in 2004 to being 2.9 percentage points above the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was higher than the Welsh average.

Merthyr Tydfil has seen a substantial fall in the under 18 conception rate since 2005 but remains above the Welsh average.

The mean mental component summary score for 2011&2012 was not significantly different from the Welsh average.

Merthyr Tydfil's rate of older people supported in the community has generally decreased since 2005-06. The rate has consistently been above the Wales average.

Merthyr Tydfil's percentage of looked after children with three or more placements in the year was close to the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being 6 percentage points above the Welsh average, making it one of the 5 highest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 5 percentage points below the Welsh average, making it one of the 5 lowest ranking local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was below the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Merthyr Tydfil was 8.9 per cent, and was the second lowest rate amongst Welsh local authorities.

**5. Cardiff**

**Economy**

In 2012 the employment rate in Cardiff was 64.2 per cent. This was the sixth lowest amongst the 22 Welsh local authorities. The employment rate has fluctuated around the Welsh average since 2001 but has remained below the Welsh average since 2010.

GVA per head in 2012 stood at £21,239 in Cardiff. This was above the Welsh average and the joint highest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Cardiff has been above that for Wales as a whole, with the gap widening slightly over this period

In 2013 average weekly earnings in Cardiff stood at £587. This was the highest amongst the 22 Welsh local authorities. In 2003, 2008 and 2013 earnings in Cardiff were above the Welsh average.

In 2012 Cardiff had the second highest rate of children living in workless households amongst the Welsh local authorities. The rate rose since 2011 and rose since 2004. The gap between the Wales average has narrowed from being 2.2 percentage points below the Wales average in 2004 to being 1.6 percentage points above the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was lower than the Welsh average.

Cardiff's under 18 conception rate has fallen since 2005 as in other authorities but remains above the Wales average.

The mean mental component summary score for 2011&2012 was not significantly different from the Welsh average.

Cardiff's rate of older people supported in the community between has shown little change since 2005-06. It has consistently been the lowest in Wales.

Cardiff's percentage of looked after children with three or more placements in the year was the third highest in Wales in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has gradually fallen since 2001. In the latest year being 3 percentage points below the Welsh average, making it one of the 5 lowest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 7 percentage points above the Welsh average, making it one of the 5 highest ranking local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was below the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Cardiff was 11.1 per cent, which was one of the lowest rates amongst Welsh local authorities.

**6. Rhondda-Cynon-Taff**

**Economy**

In 2012 the employment rate in Rhondda Cynon Taf was 63.2 per cent. This was the third lowest amongst the 22 Welsh local authorities. Between 2001 and 2012 the employment rate has been below the Welsh average.

GVA per head in 2012 stood at £12,989 in Rhondda Cynon Taf. This was below the Welsh average and the joint ninth lowest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Rhondda Cynon Taf has been below that for Wales as a whole, with the gap narrowing slightly over this period.

In 2013 average weekly earnings in Rhondda Cynon Taf stood at £544. This was the ninth highest amongst the 22 Welsh local authorities. In 2003 and 2008 earnings in Rhondda Cynon Taf were below the Welsh average and moved above in 2013.

In 2012 Rhondda, Cynon, Taff had the eighth highest rate of children living in workless households amongst the Welsh local authorities. The gap between the Wales average has widened from being 3.2 percentage points above the Wales average in 2004 to being 5 percentage points above the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was not significantly different from the Welsh average.

Rhondda Cynon Taf has seen a substantial fall in the under 18 conception rate since 2005 but remains above the Welsh average.

The mean mental component summary score for 2011&2012 was lower than the Welsh average, indicating poorer mental health and well-being.

Rhondda Cynon Taf's rate of older people supported in the community has generally decreased since 2005-06. The rate has consistently been above the Wales average.

Rhondda Cynon Taf's percentage of looked after children with three or more placements in the year was lower than the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being 4.5 percentage points above the Welsh average, making it one of the 5 highest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 6 percentage points below the Welsh average and making it one of the 5 lowest ranking local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was below the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Rhondda Cynon Taf was 12.3 per cent, and was below the Welsh average.

**7. Vale of Glamorgan**

**Economy**

In 2012 the employment rate in the Vale of Glamorgan was 68.4 per cent. This was the twelfth highest amongst the 22 Welsh local authorities. Between 2001 and 2012 the employment rate has been above the Welsh average.

GVA per head in 2012 stood at £21,239 in the Vale of Glamorgan. This was above the Welsh average and the joint highest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in the Vale of Glamorgan has been above that for Wales as a whole, with the gap widening slightly over this period.

In 2013 average weekly earnings in the Vale of Glamorgan stood at £577. This was the second highest amongst the 22 Welsh local authorities. In 2003, 2008 and 2013 earnings in the Vale of Glamorgan were above the Welsh average.

In 2012 the Vale of Glamorgan had the fourth lowest rate of children living in workless households amongst the Welsh local authorities. The gap between the Wales average has widened from being 1.7 percentage points below the Wales average in 2004 to being 6.4 percentage points below the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was not significantly different from the Welsh average.

The Vale of Glamorgan's under 18 conception rate has fallen since 2005 and in recent years has been at or below the Welsh average.

The mean mental component summary score for 2011&2012 was higher than the Welsh average, indicating better mental health and well-being.

The Vale of Glamorgan's rate of older people supported in the community has generally decreased since 2005-06 and was the third lowest in Wales in 2012-13.

The Vale of Glamorgan's percentage of looked after children with three or more placements in the year was higher than the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being 2.5 percentage points below the Welsh average, making it the one of the 5 lowest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 9 percentage points above the Welsh average, making it the second highest ranking local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was above the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in the Vale of Glamorgan was 10.8 per cent, and was one of the lowest rates amongst Welsh local authorities.

**8. Bridgend**

**Economy**

In 2012 the employment rate in Bridgend was 68.8 per cent. This was the eleventh highest amongst the 22 Welsh local authorities. Between 2001 and 2004 the employment rate was above the Welsh average, moved below it between 2005 and 2009 and has moved back above since 2010.

GVA per head in 2012 stood at £14,964 in Bridgend. This was below the Welsh average and the joint ninth highest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Bridgend has been below the Welsh average although the gap has narrowed quite considerably over this period.

In 2013 average weekly earnings in Bridgend stood at £545. This was the eighth highest amongst the 22 Welsh local authorities. In 2003 2008 and 2013 earnings in Bridgend were above the Welsh average.

In 2012 Bridgend had the tenth highest rate of children living in workless households amongst the Welsh local authorities. The gap between the Wales average has narrowed from being 4.8 percentage points below the Wales average in 2004 to being 0.2 percentage points below the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was not significantly different from the Welsh average.

The percentage of adult smokers for 2011&12 was not significantly different from the Welsh average.

Although Bridgend has seen a fall in its rate since 2005 more recently the under 18 conception rate has been higher than the Wales average.

The mean mental component summary score for 2011&2012 was not significantly different from the Welsh average.

Bridgend's rate of older people supported in the community was just below the Wales average between 2005-06 and 2008-09. The rate has been above the Wales average since then.

Bridgend's percentage of looked after children with three or more placements in the year was close to the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being within 2.5 percentage points of the Welsh average and having one of the 5 highest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 2 percentage points below the Welsh average and ranking in the lower half of the local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was below the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Bridgend was 9.7 per cent, and was one of the lowest ranked local authorities.

**9. Newport**

**Economy**

In 2012 the employment rate in Newport was 69.1 per cent. This was the ninth highest amongst the 22 Welsh local authorities. The employment rate has fluctuated around the Welsh average since 2001 and is above the Welsh average in 2012.

GVA per head in 2012 stood at £18,800 in Newport. This was above the Welsh average and the joint third highest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Newport has been above the Welsh average, although the gap has narrowed over this period.

In 2013 average weekly earnings in Newport stood at £554. This was the fifth highest amongst the 22 Welsh local authorities. In 2003, 2008 and 2013 earnings in Newport were above the Welsh average.

In 2012 Newport had the fifth highest rate of children living in workless households amongst the Welsh local authorities. The gap between the Wales average has narrowed from being 9.7 percentage points above the Wales average in 2004 to being 4.3 percentage points above the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was not significantly different from the Welsh average.

Newport's under 18 conception rate has fallen since 2005 as in other authorities but remains above the Wales average.

The mean mental component summary score for 2011&2012 was not significantly different from the Welsh average.

Newport's rate of older people supported in the community has decreased since 2006-07 and is below the Wales average in 2012-13.

Newport's percentage of looked after children with three or more placements in the year was lower than the Wales average in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has fallen since 2001. In the latest year being within 1 percentage point of the Welsh average and having one of the 10 lowest rates amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being within 1.5 percentage points of the Welsh average and ranking in the upper half of the local authorities.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was above the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Newport was 9.3 per cent, which was one of the lowest ranked local authorities.

**10. Monmouthshie**

**Economy**

In 2012 the employment rate in Monmouthshire was 74.2 per cent. This was the highest amongst the 22 Welsh local authorities. Between 2001 and 2012 the employment rate has been well above the Welsh average.

GVA per head in 2012 stood at £18,800 in Monmouthshire. This was above the Welsh average and the joint third highest amongst the 22 Welsh local authorities. Between 1999 and 2012 GVA per head in Monmouthshire has been above the Welsh average, although the gap has narrowed over this period.

In 2013 average weekly earnings in Monmouthshire stood at £486. This was the second lowest amongst the 22 Welsh local authorities. In 2003 earnings in the Monmouthshire were above the Welsh average but moved below in 2008 where they remained in 2013.

In 2012 Monmouthshire had the second lowest rate of children living in workless households amongst the Welsh local authorities. The gap between the Wales average has narrowed from being 8.8 percentage points below the Wales average in 2004 to being 11 percentage points below the Wales average in 2012.

**Health and well-being**

The percentage of obese adults for 2011&2012 was lower than the Welsh average.

Monmouthshire's under 18 conception rate is consistently low, has fallen and was one of the lowest in recent years.

The mean mental component summary score for 2011&2012 was higher than the Welsh average, indicating better mental health and well-being.

Monmouthshire's rate of older people supported in the community has consistently been below the Wales average since 2005-06 and was at it's lowest in 2012-13.

Monmouthshire's percentage of looked after children with three or more placements in the year the lowest in Wales in 2012-13.

**Education and skills**

The percentage of working age adults with no qualifications has gradually fallen since 2001. In the latest year being 5 percentage points below the Welsh average, making it the lowest rate amongst the local authorities.

The percentage of working age adults with qualifications at NQF level 4+ has risen since 2001. In the latest year being 11 percentage points above the Welsh average, making it the highest ranking local authority.

The percentage of pupils achieving the CSI at KS2 has risen since 1999. It was above the Welsh average in 2013.

**Heritage**

According to the 2011 Census the percentage of people age three and over who spoke Welsh in Monmouthshire was 9.9 per cent, which was one of the lowest rates amongst Welsh local authorities.

# Appendix C

|  |
| --- |
| **Community First Cluster Area in South East Wales** |
|  |  |
| **Local Authority** | **Cluster Areas** |
| **RCT (8)** | Mid Rhondda |
|  | Pontypridd |
|  | Upper Cynon |
|  | Taf west |
|  | Upper Rhondda Fawr |
|  | Porth |
|  | Lower Cynon |
|  | Upper Rhondda Fach |
| **Merthyr Tydfil (3)** | Merthyr Central |
|  | Merthyr North |
|  | Merthyr South |
| **Blaenau Gwent (4)** | Tredegar |
|  | Ebbw Fawr Valley |
|  | North Ebbw Fach |
|  | South Ebbw Fach |
| **Torfaen (2)** | Northern Torfaen  |
|  | Southern Torfaen  |
| **Caerphilly (4)** | Mid Valleys West |
|  | Upper Rhymney Valley |
|  | Caerphilly Basin |
|  | Mid Valleys East |
| **Bridgend (3)** | Upper Bridgend |
|  | Lower Bridgend |
|  | Mid Bridgend |
| **Cardiff (4)** | Cardiff West |
|  | Cardiff Star |
|  | Cardiff BRG |
|  | Cardiff East |
| **The Vale (1)** | Barry |
| **Newport (4)** | West |
|   | Central |
|   | East |
|   | North |

# Appendix D

**WELSH GOVERNMENT - NATIONAL STRATEGIC SKILLS AUDIT FOR WALES, 2012**

1. **Employment growth sectors**

Employment is predicted to increase in Wales between 2010 and 2020, by 71,000 . The greatest increase in occupations (through expansion) is predicted for

* corporate managers,
* skilled construction/building trades,
* teaching/education professionals,
* health professionals,
* business/public service associate professionals and
* caring/personal service occupations.

Overall requirements (including replacing those leaving ) will be for

* caring/personal service occupations,
* administrative and elementary administrative service occupations and
* teaching/education professionals.
* jobs amongst corporate managers, professionals, associate professionals and technicians are anticipated to exhibit the highest levels of anticipated demand in the future too.
1. **Employment decline (occupations)**

The occupations forecast to experience the sharpest decline in numbers of jobs will be

* process, plant and machine operatives and
* administrative/secretarial employees.

Some lower skilled roles with high female employment are forecast to decline, so expanded employment opportunities in higher skilled occupations may create pressures for women to upskill to move into these roles.

Wales has higher reported skills shortage vacancy within most sectors compared to the UK, except for wholesale/retail, public administration and education, and community, social and personal services.

1. **Sectors**
* Manufacturing is of particular importance to North and South East Wales,
* agricultural employment is more concentrated in Mid Wales,
* higher level occupations and financial services in SE Wales
* Public administration and defence, and accommodation/food sectors are relatively important across the nation.

Although a whole Wales approach is important, such variations in labour market performance and characteristics within Wales suggest a need for a targeted policy approach.

The sectors which combine growing economic significance and predicted future skills needs are retail/wholesale and health and social care.

**Skills needs in Wales: priority areas for action**

***Red priorities***

The key (red) priority areas are:

***Managers*** in the wholesale/retail and health and social care sectors and, to a lesser extent, in: professional services, construction, agriculture, food, drink, tobacco and media.

Forecast growth potential: retail/ wholesale, health/ social care, professional services, food, drink and tobacco, media and agriculture. Supply solutions include a combination of formal training and on the job development.

***Professionals***

 **Teaching:** Continued high demand for teaching professionals in the education sector, arising from both expansion and replacement demands. There is evidence of current skills deficits linked to the changing nature of teaching roles and developing modes of delivery. There is a projected net requirement of 45,000 more workers (including replacement demand of 33,000) by 2020, although the volume of demand may be tempered by public spending cuts and a need for efficiency savings. Likely to be a particular need for STEM teaching professionals.

Projected net requirement of 38,000 **health professionals (**11,000 from expansion demand) for the period 2010-2020 indicating very high and rapid growth.

***Skilled trades***

Continued demand for workers in

* skilled construction/building trades,
* metal,
* electrical and electronic trades

Projections suggest a likely net decline for skilled metal trades and textiles but significant replacement demands across all skilled trades occupations. These occupations have ongoing skills shortages and skills gaps.

The net requirement projected is for 25,000 workers (in skilled metal, electric, electronic trades) and 33,000 workers (in construction and building trades) between 2010 to 2020.

Roles typically require a level 3 qualification usually acquired through apprenticeship and workplace development. Future needs may be addressed through migrant labour supply if insufficient local workers possess the skills needed.

***Care occupations***

Growing demand for caring and personal service occupations including care assistants.

Projected net requirement of over 50,000 caring/personal service workers (11,000 from expansion demand) for the period 2010- 2020.

Increasing policy concern about the quality of social care also suggests possible skills gaps/deficits in management systems for this occupational group, typically involving on-the-job development to qualifications at levels 2 and 3.

***Pink priorities***

* Significant occupational and skills demands in sales/customer service
* Elementary administrative and service occupations, especially in the retail, accommodation and catering sectors

In addition the NSSAW 2012 has identified three key cross-cutting skills:

* Skills to support energy efficiency, reduce material consumption and improve resource utilisation in low carbon economy
* Employability and basic skills (team working, problem solving, communication, literacy, numeracy)
* Welsh language skills.

**Amber priorities** Other important occupational and skill areas less critical but still important are:

* Project management capability to support the development of digital content for diverse media platforms in the creative sector
* Management capability in procurement, commissioning and financial management across a range of public and private sectors
* Science and technology professionals
* Actuaries

The highest volumes of skills shortages are found in the manufacturing and business services sectors, Skills shortages are concentrated in Mid and South East Wales,

**Skills gaps** – the largest proportions of skills gaps are found in

* sales/customer service,
* machine operatives,
* caring/personal services and
* elementary roles.

The highest reported volumes of staff with skills gaps are found in

* manufacturing,
* health/social care and
* wholesale/retail sectors, with
* electricity, gas and water, and hotels and restaurants sectors having the highest skills gaps density.

Growing emphasis on strengthening intermediate vocational career pathways (for level 3) to ensure that the skill requirements for these jobs can be met. While intermediate jobs in more traditional occupations (in for example, some skilled trades) are forecast to decline, many of these roles employ an ageing workforce. When replacement demand is taken into account, combined with concerns about future supply, this highlights significant pressing skills needs.

Despite the continued growth of highly skilled jobs within Wales’ labour market, significant employment opportunities are likely to continue in areas that have traditionally demanded low skills. Projections suggest that this could amount to about a fifth of all jobs. The proportion is likely to be much higher in sectors predicted to expand substantially, such as retail/wholesale, accommodation/food and, in particular, the care sector. The physical and emotional demands of many of these jobs can lead to high labour turnover.

Almost three-quarters (70 per cent) of working residents in Wales work within the local authority area where they lived in 2011. The largest commuting flows within Wales were in the South East, with the biggest commuting inflows into Cardiff (50,000) and Newport (9,800) and the biggest out-commuting flows from Rhondda Cynon Taf (24,000), Caerphilly (16,500) and the Vale of Glamorgan (12,100).

**Growing and contracting sectors in Wales 2005 to 2010 Output**

|  |  |  |  |
| --- | --- | --- | --- |
| **Employment** | **Productivity** | **Enterprises** | **Overall** |
| Electricity & gas | IT | Electricity & gas | Health & Social work  |
| Real estate  | Other Services | Health and Social work  | Real estate  |
| Agriculture  | Finance & Insurance | Water & Sewerage  | Professional Services  |
| Professional Services  | Media  | Mining & quarrying  | Professional Service  |
| Health & Social work  | Engineering  | Professional Services  | Finance & Insurance  |
|  | **Slowest growing** |  |
| Enineering  | Ariculture  | Engineering  | Water & Sewerage  |
| Rest of manufacturing  | Water & Sewerage  | Support services  | Mining & quarrying  |
| Other services  | Mining & sewerage  | Support Services  | Engineering  |
| Food drink & tobacco  | Electricity & gas  | Other services  | Rest of manufacturing  |
| IT  | Construction  | Rest of manufacturing  | Construction  |



Just over half (52.2 per cent) of the employed labour force are male

* More than half of those in work in Wales are aged between 25 and 49 (see Table 2.3)
* a further 29 per cent are aged between 50 and 64.
* Only 12 per cent are aged between 16 and 24.

However, different sectors have different age profiles. For example, those employed in distribution / hospitality and energy and water are relatively young, while transport, other services and in particular agriculture have relatively old age profiles.

Sectors with an ageing workforce could face a disproportionate level of ‘replacement’ demand for labour as older people retire, although the abolition of the compulsory retirement age and longer healthy life expectancy may mitigate this effect to some extent.

**People in employment in Welsh workplaces by age and sector (%) Agriculture & fishing**



**Trends in employment rates by age and gender in Wales, 2004 to 2011**

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* The employment rate for younger people has fallen steadily, from 58 per cent in 2004 to just under 46 per cent in 2011, reflecting the broad pattern for the UK.
* 73 per cent of people in employment work full-time, with the remaining 27 per cent working part-time.
* More than half of 16-19 year old men work part-time, and the percentage working part-time is highest in the youngest and oldest sections of the working age population for both genders.
* Particular minority groups (particularly black men and people of mixed parentage) have experienced high unemployment rates.
* The number of young people in work has fallen, with employment for 16 to 19 year olds declining by 40 per cent for men and 33 per cent for women.

 **Geographical pattern of employment change within Wales, 2001-2011**

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Loss of employment in Newport, Monmouthshire, Blaenau Gwent, Rhondda Cynon Taf, Torfaen and the Vale of Glamorgan was counterbalanced by job growth in Cardiff, Bridgend, Caerphilly and Merthyr Tydfil. Blaenau Gwent experienced a relative shift from full- to part-time employment.

Sectors which employ the largest numbers of people in Wales are

* public administration
* education and
* health (which alone accounts for 35 per cent of all jobs),
* distribution,
* hotels and restaurants (19 per cent)
* banking, finance & insurance etc. (12 per cent).
* Manufacturing now accounts for one job in 10 and construction accounts for one job in 12.

**The 10 fastest declining occupations in Wales 2004 to 2011**





Just under half the working population of Wales (630,000) are employed in the South East of the country.

**People in employment in Welsh workplaces by sector and economic region , 2011 (Percentage of regional employment)**







The qualification profile of adults in Wales is broadly similar to that of the UK, although a higher proportion hold no formal qualifications and a slightly lower proportion are qualified at level 4 and above.

Just over a quarter of the Welsh working age population are not qualified to level 2, while 31.5 per cent were qualified to a minimum of level 4 and 20.9 per cent were qualified to level 3 in 2011.

Need for improved customer service skills within the hospitality industry ‘customer service’ may refer to a variety of skills and attributes including communication and product knowledge.

Within the retail sector, skills gaps focus on the need to adapt to the demands of online retailing, including ordering and delivery processes which may be undertaken through third parties.

Skill shortages affect three per cent of establishments in Wales

The highest proportion of skill shortages vacancies lie in skilled trades, associate professionals and elementary staff occupations

Skills gaps are concentrated in workplaces in South East Wales, which has the highest density of workplaces and employment, and among smaller businesses with between five and 249 staff.

The highest incidence of skills gaps in Wales are found in public administration, education, hotels/restaurants, wholesale/retail and manufacturing.

**Projections of employment by industry groups, absolute levels and changes (000s) in Wales**

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**Construction (growth areas and skills needs )**

New technical roles may emerge as a result of government funding of the ‘Green Deal’ providing financial incentives to improve the energy efficiency of domestic buildings. These include

* energy advisor,
* insulation installer,
* renewable technology or building services installer

Employability skills in numeracy, literacy and customer service will be important for front line construction and installation workers who may need to explain and market energy saving technologies and techniques to the general public.

**Retail (growth areas and skills needs )**

Development of customer service skills and problem-solving skills will remain an ongoing priority for front line retailing staff.

Improvements to skills in managing logistics and operational delivery to ensure all order requirements are met. Improved customer service skills for face-to-face transactions and good web design skills as customers increasingly use e-commerce will be needed.

**Professional services**

Financial and insurance activities, and professional, scientific and technical activities. There will be increased demand for actuaries, underwriters, graduate accountants and professionals offering pensions advice (Skills for Justice, 2012).

Fundraising, sales and marketing skills to generate alternative sources of revenue in the face of public sector cuts will be important (Skillset and Creative and Cultural Skills, 2012). Professional skill needs include graphic design and digital skills eg in visual effects.

# Appendix E

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| **Widening Access- Strategic Developments 2014-2017 in CF Cluster Areas in South East Wales** |
|  |  |  | **Age Group** | **Collaboration** |
| **HEI** | **Key / Proposed WA Regional Strategic Aim** | **Key / Proposed WA Regional Activity/project** | **Pre-entry** | **14-19** | **19+** | **Family Learning** | **Alignment to other projects / external partners** |
| CARDIFF | TO RAISE ASPIRATIONS AND ATTAINMENT OF STUDENTS FROM GROUPS UNDER-REPRESENTED IN IN HE IN WALES. | DEVELOP STEP UP AND HIGHER EDUCATION ROADSHOW INITIATIVES, DELIVER COMPONTENT PARTS OF THE FIRST CAMPUS PROGRAMME. | YES | YES |   |   | FIRST CAMPUS PARTNERS, CARDIFF METROPOLITAN UNI AND A RANGE OF EXTERNAL ORGANISATIONS. |
| CARDIFF | TO RECRUIT STUDENTS FROM ALL BACKGROUNDS AND RECOGNISE THE FULL POTENTIAL OF STUDENTS DURING THE ADMISSIONS PROCESS. | CONTINUE TO DEVELOP CONTEXTUAL ADMISSIONS MODEL AND DELIVER PACKAGE OF STUDENT SUPPORT MEASURES. | YES | YES | YES |   |   |
| CARDIFF | TO OFFER ADDITIONAL ROUTES ONTO SELECTED FT UNDERGRADUATE COURSES AND MORE FLEXIBLE DELIVERY OF POSTGRADUATE MODES OF DELIVERY. |   | YES | YES | YES |   | REGIONAL PARTNERS. |
| CARDIFF  | TO PROVIDE TAILORED SUPPORT FOR STUDENTS TO ALLOW THEM TO ACHIEVE THEIR INTENDED LEARNING OUTCOMES. | CONTINUE TO DEVELOP STUDENT SUPPORT SERVICE/PACKAGE OF STUDENT SUPPORT MEASURES. | YES | YES | YES |   |   |
| USW  | PROVIDE ENGAGEMENT OPPORTUNITIES FOR WIDENING ACCESS STUDENTS FROM COMMUNITY FIRST AREAS AND THOSE WHO LIVE IN AREAS OF LOW PARTICIPATION. | WORK WITH SCHOOLS WITH THE HIGHEST PROPORTIONS OF CF PUPILS PROVIDING ACTIVITY PROGRAMMES ON CAMPUS. | YES | YES |   |   | REGIONAL PARTNERS/STAKEHOLDERS AND EXTERNAL ORGANISATIONS |
| USW  | PROMOTE PROGRESSION OPPORTUNITIES, THROUGH OUR DEDICATED COLLEGE LIAISON OFFICER AND THROUGH OUR SCHOOLS AND COLLEGES LIAISON ACTIVITY AND PROVIDE A SERIES OF PRE-ENTRY ACTIVITIES SPECIFICALLY DESIGNED FOR 14-19 YEAR OLDS THOUGH ‘BITE SIZE’ LEARNING OPPORTUNITIES. MUCH OF THIS WORK TAKES PLACE IN THE HEADS OF THE VALLEYS REGION AND IS FUNDED THROUGH HEFCW’S UHOVI PROJECT FUNDING. OTHER ACTIVITY IS PARTLY FUNDED THROUGH FEE INCOME AND REACHING WIDER FUNDING.  | WORKING IN COLLABORATION HOV SCHOOLS ACCESS THE HE DISCOVERY DAYS (HEDDS UP!) PROGRAMME PROVIDING YEAR 12/13 PUPILS THE OPPORTUNITY TO ACCESS 'BITE SIZE' CREDITS AT LEVEL 4. | YES | YES |   |   | REGIONAL PARTNERS/STAKEHOLDERS AND EXTERNAL ORGANISATIONS |
| USW  | CONTINUE TO DEVELOP AND PROMOTE OPPORTUNITIES FOR STUDENTS TO STUDY THROUGH THE MEDIUM OF WELSH. | WORKING IN COLLABORATION WITH REACHING WIDER AND THE COLEG CYMRAEG CANEDLAETHOL TO OFFER PROGRAMMES SPECIFICALLY FOCUSSED ON WELSH MEDIUM OPPORTUNITIES AT HE TO INCLUDE INFORMATION, ADVICE AND GUIDANCE (IAG) | YES | YES |   |   | The COLEG CYMRAEG CANEDLAETHOL, REGIONAL PARTNERS/STAKEHOLDERS AND EXTERNAL ORGANISATIONS |
| CARDIFF MET | RAISING ASPIRATIONS AMONGST UNDERREPRESENTED GROUPS AT PRE 6 FORM ABOUT THE BENEFITS AND OPTIONS AT HE LEVEL STUDY. | WORK WITH SCHOOLS IN CF CATCHMENTS TO PROVICE IAG SESSIONS AND TAILORED SUPPORT PROGRAMMES ALONG WITH ON CAMPUS EVENTS. ADULT ENGAGEMENT TEAM PROVIDE IAG AND COURSE/SUPPORT INFO FOR PARENTS. | YES | YES |   |   | FIRST CAMPUS, CARDIFF UNIVERSITY, CAREERS WALES |
| CARDIFF MET | DELIVERING A TAILORED SUPPORT PACKAGE BASED ON HE PROGRESSION FROM CF SCHOOLS IN SE WALES | WORK WITH TARGETED SCHOOLS IN SE WALES AREA WITH 6 FORM STUDENTS TO RAISE ASPIRATION AND SUPPORT HE PROGRESSION THROUGH TAILORED ACTIVITIES.  | YES | YES |   |   |   |
| CARDIFF MET | WORK WITH FIRST CAMPUS TO SUPPORT AND FURTHER ENHANCE THE BENEFITS OF CONTINUED STUDY TO STUDENTS IN CF SCHOOLS AND SOUTH EAST WALES FECs | DELIVER TARGETED SUPPORT SESSIONS PRE AND POST FIRST CAMPUS EVENTS TO REINFORCE THE OPPORTUNITIES AVAILABLE AT HE TO STUDENTS AND SUPPORT THEM THROUGH THE PROCESS.  | YES | YES |   |   | FIRST CAMPUS  |
| CARDIFF MET | DELIVER COMMUNITY OURTREACH PROGRAMMES TO IMPORVE ADULT ENGAGEMENT AND AWARENESS OF HE OFFER IN CF AREAS .  | WE WORK WITH CF CLUSTER MANAGERS TO DEVELOP ASPIRATION RAISING PROGRAMMES IN THE COMMUNITY EG TASTER CLASSES, SUMMER SCHOOL AND MAP PROVISION TO PROVIDE FLEXIBLE PROGRESSION ROUTES, SIGN POSTING LEARNERS TO CORRECT PROVISION.DEVELOPING PROJECTS TO PROVIDE LEARNING OPPORTUNITIES TO THE LONG TERM UNEMPLOYED. .  | YES |   | YES |   | FIRST CAMPUS AND VARIOUS COMMUNITY PARTNERS , CARDIFF & VALE CURRICULUM & PROGRESSION NETWORK, LOCALLIBRARIES, INTERSERVE |
| CARDIFFMET  | RAISING ASPIRATIONS AMONGST UNDERREPRESENTED GROUPS IN SE WALES SCHOOLS | ADULT ENGAGEMENT TEAM LINK WITH FIRST CAMPUS PROGRAMMES TO PROVIDE PARENTS WITH IAG / HE OFFER. |   |   | YES |   | FIRST CAMPUS |
| OU IN WALES |  WORK WITH FIRST CAMPUS TO WIDEN ACCESS TO HE, FOR NON TRADITIONAL STUDENTS FROM TARGET CF AREAS, AROUND THE OU IN WALES ‘PATHWAYS TO SUCCESS IN HE’ (PTS) INFORMAL LEARNING PROGRAMME & STEM FAMILY LEARNING MODEL. THE ‘PTS’ GUIDE IS AN OU IN WALES WIDENING ACCESS INITIATIVE WHICH USES A RANGE OF FREE ONLINE MATERIALS FROM ITS AWARD WINNING OPENLEARN WEBSITETHE RESOURCE WILL ENABLE PROSPECTIVE STUDENTS ACROSS WALES GAIN AN INSIGHT INTO HIGHER EDUCATION STUDY AND HELP THEM PREPARE FOR ACCREDITED LEARNING |   |   | YES |   | YES | FIRST CAMPUS, SCHOOLS, & COMMUNITY PARTNERS |

# Appendix F

**Case Study**

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| **Heading** | **Description** Working with several schools across the South East Wales area, First Campus provides an opportunity for year 9 pupils to experience the life of a university student for three days, as well as staying overnight in Halls of Residence. Pupils have the opportunity to study their chosen degree subject, as well as engage in evening entertainment activities with their peers.Pupils who attended the three days residential are invited to complete the experience as a university student by attending a Residential graduation ceremony at the host University. Parents, family and friends are invited to attend the graduation ceremony and engage in workshops outlining pathways to further and higher education.  |
| Project Title | **Year 9 Residential** |
| Who are the Target Group/s? | Key Stage 3, Year 9 pupils from Communities First areas across South East Wales; family members involved in graduation workshops and ceremony. |
| Who are the key partners involved in the project (where applicable)?  | Coleg Cymraeg Cenedlaethol |
| Please provide a description of the project/activity, including an outline of the aims/purpose.  | **PROGRAMME**The programme is an established project; a review process that supports the continual development is in place. **Day One**This is designed to reflect ‘Fresher’s Week’ introducing pupils to university life, incorporating teambuilding exercises allowing pupils from various schools to get to know one another, whilst interacting with current undergraduate students.**Day Two** Pupils are given the opportunity to study their chosen ‘Degree’ subject. Each subject contains theory, practical and assessment and all subject areas relate to a current degree course at university.The courses on offer include:Chemistry, Dance, Sport, Engineering, Food Technology, Complementary Therapies, Hospitality, Law (WM), Business (WM), Sport (WM), Health (WM).**Day Three** Workshops and Graduation Ceremony: Pupils engage in workshops related to pathways to university including finance workshops. Pupils are given the opportunity to experience a graduation ceremony; parents, family and friends are also invited to visit the university and attend the ceremony.Whilst at the university, parents are given presentations and workshops on the key aspects of university life and the opportunities that are available to young people should they decide to choose higher education. Teaching staff from the above schools accompany the pupils and attend the residential programme. * *Number of participants;*

160 pupils. Schools involved in the 2014 Year 9 Residential include: Willows High School, Tonyrefail School, Brynmawr Foundations school, Treorchy Comprehensive School, Eastern High School, Ebbw Fawr Learning Community, Heolddu Comprehensive School, Pen y Dre High school, Mountian Ash Comprehensive, Ysgol Gyfun Cwm Rhymni, Ysgol Gyfun Rhydwaun and Ysgol Gyfun Gymraeg Llangynwyd.* *Project duration:* 3 days, 2 nights
* *Purpose of the activity;*

The aim of the Year 9 Residential project is to:* Provide pupils with an opportunity to live the life of a university student for three days, working and socialising with pupils from other schools and current university students.
* Provide pupils with an increased knowledge of opportunities available at higher education as well as raising awareness that higher education is accessible to them.
* Support pupils in developing skills and knowledge related to their chosen subject area building their confidence in their abilities.
* *Engagement in Communities First Cluster areas;*

All schools invited for the Year 9 Residential are those with the highest proportion of Community First pupils.* *WA to Welsh Medium study;*

In 2013/14 First Campus has been working with the Coleg Cymraeg Cenedlaethol to offer 3 Welsh medium schools the opportunity to participate in the 2014 Year 9 Residential through Welsh medium; participants will have the opportunity to choose the following degree choices: Law, Business studies, Sport and Health/medicine.* *Family learning;* Family engagement will be through the workshops on the Graduation day.
* *Information, Advice and Guidance;* this is an integral part of the programme workshops
 |
| What was the impact of the activity/project? *Demonstrating the impact and outcomes of the project/activity*  | The Year 9 Residential project has had significant impact on raising aspirations to HE.  Read about Kayleigh Hall’s pathway to HE in Cardiff Metropolitan University’s fourth ‘Journeys’ booklet, which will be launched on 14th May 2014.* *Participant /tutor/course co-ordinator quotes/feedback;*

The following comments are a sample of the comments that were collected:**Parents***‘An excellent week, my son was enthusiastic about what he had learnt’**‘He is considering what would be involved in attending university, it has made him think more about what he wants to do’**‘My daughter thoroughly enjoyed the experience’**‘My daughter has really enjoyed the experience and gained a lot from attending the three days’* *‘Definitely worth doing, they returned full of what they had enjoyed’***Pupils***‘It has confirmed what I thought it (University life) would be’**‘A brilliant three days, and the graduation was a great way to finish the experience’**‘Really enjoyed it… would like to do it again’**‘Good to look at the subjects available at university’** *Whether the activity/project achieved any awards/recognition?*
 |
| Lessons Learned | * *What are the lessons learned for delivering this programme and developing it further?*

Combine Year 9 STEM Residential; offer a Welsh Medium strand working with the Coleg Cymraeg Cenedlaethol. |
| Photographs | Year 9 Residential 2013 film link, <http://www.firstcampus.org/videos>  |

# Appendix G

**Case Study**

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| **Heading** | **Description 500 words maximum** (Please return this template as a word document) |
| Project Title | First Campus Student Mentoring Programme |
| Who are the Target Group/s? | *Pre-GCSE pupils [Yrs 9-11]* |
| Who are the key partners involved in the project (where applicable)?  | *Identified Secondary Schools**Communities First Partnership (only in some cases)* |
| Please provide a description of the project/activity, including an outline of the aims/purpose.  | Complementing the series of interactive and challenging First Campus Programmes, the Project has established the **Student Mentoring Scheme** in identified schools across SE Wales, which further supports the learner’s needs and aspirations in order to progress to higher education.This successful programme helps pre-GCSE pupils to face their current educational challenges and plan for the future. Mentors are university students who visit pupils in the selected schools working with them on a regular one-to-one basis, addressing their individual learning and aspiration needs.Overall Aim of the ProgrammeThe mentoring project has been established to provide help and support to identified pupils in secondary education. The mentor programme aims to help support and improve the learning of the pupils involved; mentors can help raise aspirations to progress to higher education by acting as role models.**Specific Objectives of the Scheme in Relation to the School Pupils** By taking part in this project it is hoped that pupils will achieve the following objectives:1. To raise their standards of academic and vocational performance.
2. To agree personal achievement targets and timescales for action.
3. To acquire and develop study skills in order to improve their application and commitment to their studies.
4. To develop greater self-esteem, motivation, confidence, resilience and application.
5. To raise their awareness of the opportunities which higher education will offer them and to recognise that access to higher education is possible.
 |
| What was the impact of the activity/project? *Demonstrating the impact and outcomes of the project/activity*  | Evaluation for the Mentoring Programme is on-going and the 2013-14 analysis is still to take place; this includes pre & post analysis on the views of mentees, evaluation with mentors and also analysis of data with schools relating to attainment. This will inform a system of quality assurance in order to evidence meeting the aims & objectives of the programme as well as individuals. Past evaluation that has taken place has consisted of the following :* External evaluation: The Heads of the Valleys Level 2 Inclusive Strategy: Interim Case Study March 2013; Professor Danny Saunders:
	+ Positive feedback about the quality and effectiveness of mentoring by university students has been gathered through conversations and interviews with the L2i strategy facilitators, school mentoring coordinators, participants within the Middle Leadership Programme, and First Campus staff.
		- *It is very successful and we are getting good stuff out of it and see it as beneficial. We produce the material for them to use and the mentors are very enthusiastic and they are fantastic role models. They’re younger than us and sometimes it’s better for our kids to meet a 20 year old who’s cool!”* (Head of Department: English).
* Focus Groups and interviews were set up to capture impact upon mentors and mentees in order to produce a DVD to inform future participants:
	+ “I didn’t think I needed the support…I don’t really get one-to-one about my work and my life choices…I found it easier to speak to my mentor about my goals and aims in life.” (Michaelston Community College Yr 10 Mentee).
	+ “It is always good to have advice from someone who has been through it” (mentee)
 |
| Lessons Learned | In order for everyone in the partnership to benefit from an effective and successful Student Mentoring Programme, clear lines of communication are essential in order to bind the elements of the partnership together; group members must communicate internally within their organisations to ensure procedures are being authorised. |

# Appendix H

**Case Study**

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| Project Title | **Confident Futures Summer School** |
| Target Group/s? | 15-19 year old Looked After Children/Care Leavers from SE Wales.  |
| Key partners?  | First Campus/Cardiff UniversityLocal Authority Social Services/Education departmentsStudents Union |
| Project description  | The Summer School is a two-day event aimed at giving young people (15-19) in care the chance to experience student life in a safe and supported environment. It gives participants an insight into university life as it really is and aims to emphasise the differences between school and university life. The Summer School includes an overnight stay in a student residence. Students are paired with student ambassadors to take part in everyday student activities including shopping for food, cooking dinner in student flats, going out for a meal, taking different forms of transport, attending a social event, campus orientation and academic taster sessions.The Summer School is an integral part of a broader programme of activity offered to care leavers by Cardiff University both at pre- and post-applicant stage. It links with Cardiff University’s commitment to care leavers which has been recognised by the Buttle Trust and also integrates with projects offered by Cardiff Metropolitan University. * *Number of participants;*

25 – 30 plus carers.* *Project duration*

2 days.* Objectives:

To raise awareness amongst care leavers of the opportunities/benefits that HE can provide.To encourage care leavers to consider university application make them aware of support available.To ensure local authority carers are aware of the opportunities/support measures available so that they can brief others and reinforce messages. |
| Impact | Outcomes are monitored in Annual Monitoring Statements. 3 participants have gone to university though the number may be higher. Very positive feedback is received from all stakeholders. “Since becoming involved with the summer school in 2010, 27 young people have attended with me, and every one of them has been enthused and motivated enough to try harder at their GCSEs and aim higher in life. The young people thoroughly enjoyed the summer school – it has been a great success!!”*Sarah – Education Key Worker*“Overall, I would say that the mentoring project and summer school are essential in providing support and advice that motivates Looked After children into considering their life beyond foster care, and shows them how important education is in finding a career that will allow them to lead a positive lifestyle. The summer school is invaluable to make young people aware that there are options for them Post 18. Without this project, I genuinely believe that neither Jake nor Amy would have sat their respective AS Level and GCSE exams. It has provided the motivational and encouragement for them to succeed.”*Rachel – Key Worker.* * *awards/recognition:*

*The event has contributed to Cardiff University being awarded ‘exemplary’ status by the Buttle Trust* |
| Lessons Learned | That the Summer School can’t be a one-off engagement which is why the programme has been broadened to include other elements eg the associated mentoring project reduces drop-out at Summer School.  |
| Photographs | No photographs are taken of participants.  |

# Appendix I

**Case Study**

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| Project Title | **Discovery Summer School** |
| Target Group/s | 14-19 year olds with ASD from Wales and their parents/carers and teachers.  |
| Key partners  | First Campus/Cardiff UniversityNational Autistic Society SENCOs in schools Students Union and Student Volunteering Cardiff  |
| Project description | The Summer School is designed to give young people with Autistic Spectrum Disorders (ASD) the opportunity to experience student life in a safe and supported environment. It aims to give participants an insight into university life as it really is. It includes an overnight stay in a student residence where students are paired with student ambassadors to take part in everyday student activities including cooking dinner in student flats, going out for a meal, taking different forms of transport, attending a social event, campus orientation, and academic taster sessions. The Summer has a strong emphasis on the social side of university for two reasons. Firstly, generally, the target group are academically able and it is the social aspects of university life that are more challenging. Secondly, the summer school aims to contrast the differences between school and university life. The Summer School is not a one-off engagement activity but the centrepiece of a broader programme offered to young people with ASD which includes a visit day and mentoring. Participants are also encouraged to access other HE programmes. * *Number of participants;*

25 – 30 pupils plus parents/carers/teachers.* *Project duration*

2 days.* *Purpose of the activity;*

To make young people with ASD aware of the opportunities/benefits HE can provide and encourage them to consider applying to university.To help and support young people with ASD make the transition from school to university.To provide parents, carers and teachers with information about the opportunities and support measures available for students with ASD. |
| Impact | Outcomes are monitored via Annual Monitoring Statements. Three participants have secured places at university, one at Cardiff University.A further three participants, who attended the summer school in 2013, applied to university this year. Six participants have indicated that they intend to apply to university.There has been positive media coverage from BBC Radio Wales/Radio Cymru, BBC Online, and MediaWales. Feedback from participants has been very positive:**Quote from Tim (pupil with ASD who progressed to university).***“I thought it was brilliant. The whole experience of it makes university much less nerve racking… I would definitely recommend it.”***Quote from Tim’s parents***“Every barrier that Tim had, they just took down… We’ve both been to the summer school and think it’s excellent. They integrate everybody, whether you’re a parent, a child or a carer. The programme enables the child to become more independent – even over the two days! It gives parents the confidence that the child can become independent. It’s unique. I wish every university would run it.”* |
| Lessons Learned | That the Summer School can’t be a one-off engagement which is why the programme has been broadened to include other elements. Establishing familiarity is hugely important.  |
| Photographs | A short video is available. |

# Appendix J

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| **Heading** | **Description 500 words maximum** The Royal Welsh College of Music and Drama (RWCMD) has for several years been working in collaboration with Musicians in Focus to provide bespoke training and support for visually impaired musicians of school age. Currently it is the only project of its kind in Wales and a powerful means of working to widen access to Higher Education training for a student group hitherto underrepresented at this level. To support the continuing success of the project, a summer school was developed to provide an opportunity for students to further their experience of music technology, braille music and improvisation with others of similar background and interests.  |
| Project Title | **Musicians in Focus** |
| Who are the Target Group/s? | Those of any age with a visual impairment and an interest in music. |
| Who are the key partners involved in the project (where applicable)?  | N/A |
| Please provide a description of the project/activity, including an outline of the aims/purpose.  | **PROGRAMME**The Royal Welsh College of Music and Drama working collaboratively Musicians in Focus has provided training and support for visually impaired musicians of school age at the Junior Conservatoire since 2004. Building on this success, it was decided to extend its scope to include visually impaired musicians of all ages. To achieve this objective identified additional IT equipment was purchased through HEAT funding.Following the acquisition of the IT equipment, an evening class was established for visually impaired adults called An Introduction to Music Technology for Visually Impaired Musicians. Through First Campus funding the course is offered free of charge for participants, which in turn enables the widest possible level of participation.The course is delivered by Jackie Clifton from Musicians in Focus the course covers a basic introduction to music technology using the following software:* JAWS Screen Reader
* Zoom Text Magnification
* Sibelius Music Notation
* Sonar sequencing and recording

Working and developing musical skills through technology has enabled more visually impaired musicians to become comfortable working in a higher education environment; the development of confidence is seen as a major challenge for people with impaired sight and is an important educational priority for the RWCMD. Building on the success of the evening programme, summer schools have now been developed and delivered. * The Junior Conservatoire began supporting visually impaired students in 2004, with up to 4 students attending classes on Saturdays
* Musicians in Focus Evening classes have been running since 2010 with 10 to 15 studentscurrentlyattending on Tuesday evenings
* Musicians in Focus Summer Schools were first offered in August 2011, running over three days in the summer break (our fourth course runs from 22nd to 24th July 2014). There were 14 participants in 2011, 20 participants in 2012 and 26 participants in 2013

Musicians in Focus has several key objectives including:* To enable students to produce recorded and printed music on an equal level to their sighted peers.
* To increase confidence and self esteem for learners of any age, particularly for young people.
* To encourage learners to widen their horizons for continuing education, employment and life skills.
* Longer term; an increase in the number of visually impaired students entering higher education in music.

The current range of evening classes and summer schools is built on the experience of running Junior Conservatoire courses for visually impaired musicians since 2004.  |
| What was the impact of the activity/project? *Demonstrating the impact and outcomes of the project/activity*  | Rachel Starritt has become the first blind Junior Conservatoire student to gain a place on the 4-year BMus course at RWCMD, starting this September. Rachel commenced her studies in the Junior Conservatoire in 2004. **PERCEPTIONS**Interviews were held with students attending the Summer School at the RWCMD and Jackie Clifton from Musicians in Focus.Comments collected include the following:*‘Thoroughly enjoyed my time over the summer school’**‘I have been encouraged to meet and work with others’* *‘Working with Musicians in Focus has allowed me to develop my skills more than I ever thought I could’**‘It has been an amazing experience’**‘Levels of confidence and ability have grown, more than I imagined’* *‘It’s been a wonderful opportunity to meet and work others’**‘I’ve learnt so much while having fun at the same time’*An unexpected and positive development arose as a result of the student mix in the class, which catered for students with a diverse range of ages and visual abilities. The level of peer support was very good, encouraging mutual assistance in the completion of tasks, allowing the opportunity for mentoring to take place.In some contexts, a mix of age range, musical experience and level of vision can exert a positive influence on teaching outcomes.Jackie Clifton received an MBE in 2011 for her work on behalf of visually impaired musicians. |
| Lessons Learned | In terms of our Evening Class provision, we found at the outset that it took slightly longer than anticipated to build a critical mass of students who are able to attend the evening classes on a regular basis and we experienced fluctuating student numbers. This perhaps indicated a lack of confidence amongst potential and existing students about travelling to and from an unfamiliar venue, which is a common practical barrier for visually impaired and blind people, especially those who have lost their sight in adulthood. Through their participation in the project activity, including evening classes and our summer schools, visually impaired students reported a marked increase in their self confidence, both in terms of independence and in social interaction. We learned that the community and social aspect to their participation was as important as the learning opportunity. Given the wide age-range of participants - and perhaps also given the absence of formal assessment - the classes provide an opportunity for intergenerational interaction, for information exchange and communal support, in addition to developing skills and introducing new technology to assist in learning.We are aware of the need to continually spread the word about the opportunities available for visually impaired musicians at RWCMD, so that we have the best chance of reaching potential students – some of whom may be exceptionally talented – at the earliest stage possible. This is true not only of the Musicians in Focus work that RWCMD does, but also of the wider community opportunities available at RWCMD. **FUTURE PLANS**To continue the progress made, reviewing the effectiveness of the project and promoting the positive results of visually impaired students progressing to higher education to further their studies. There is potential to further develop two separate options/pathways for this activity – one to focus on and develop academic success and one to focus on the social benefits such as community support and self confidence. |
| Photographs | 1. MIF Photo1 01.03.2006 – HRH Prince Charles with Luke Rogers (Luke was the first supported blind student at the Junior Conservatoire)
2. MIF Photo2 01.03.2006 – HRH Prince Charles with Rachel Starritt reading a Braille score (Rachel is the first blind student from the Junior Conservatoire to be accepted onto the BMus at RWCMD)
3. SS\_2013 (2) – Summer School participant Elena Piras demonstrating a traditional Shetland folk song to the Summer School cohort 2013
 |

# Appendix K

**Equality Impact Assessment for strategies**

1. Name of strategy and brief details of its purpose:

First Campus Strategy 2014 - 2017

First Campus’ mission is to provide a series of effective and sustainable pathways that inspire and capture the imagination of learners from South East Wales who would not otherwise consider or access Higher Education.

First Campus will support transition, raise educational aspirations, enhance educational skills, provide employability skills and deliver equality of opportunity using inclusive approaches.

1. Department or Faculty:

Marketing & Student Recruitment

1. Is this a new strategy or a revised strategy?

New Strategy for 2014 - 2017

1. Who is responsible for it?

The First Campus Manager reporting to the First Campus Partnership Steering Group

1. Who will this strategy affect?

The First Campus partnership is now in its twelfth year of operation and continues to increase higher education participation from groups and communities in Communities First clusters, the cluster/bottom quintile of LSOA in the WIMD of the UHOVI area, and in South East Wales by raising aspirations, improve access and create new study opportunities and learning pathways to higher education. First Campus has had a highly successful period during the life of the previous Reaching Wider strategy and intends to build on these achievements in the 2014-2017 strategy.

First Campus has achieved this outcome through engagement with Community First clusters (CF), Schools and surrounding Community groups, and the Voluntary / third sector groups engaging those people of all ages, looked after children and those with protected characteristics who are currently under-represented in higher education.

All First Campus staff and those who work on the project are DBS checked, receive the necessary training and complete a staff code of conduct; First Campus has Safeguarding Policy which is brought to the attention of all those who engage with the project, <http://www.firstcampus.org/about-us>

1. Will this strategy assist the University it its ability to comply with the general duty of the Equality Act 2010 as set out below?

|  |
| --- |
| **General Duty** |
| 1. eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the ActThe First Campus partnership operates an inclusive approach; capturing participants requirements on a ‘parental permission form’ to inform best practice to ensure that students with specific needs can achieve a high equality and equitable experience of First Campus programmes. First Campus deliver projects for those with specific disabilities, for example Discovery Summer School for those with Aspergus, and Musicians in Focus for those who are blind or partially sighted. First Campus will often raise awareness to people of the issues of discrimination, stereotyping and prejudice and by doing so will encourage them to challenge any such behaviour. |
| 2. advance equality of opportunity between persons who share a protected characteristic[[2]](#footnote-2) and those who do not; The remit of First Campus is to work with those from the most deprived areas in South East Wales giving everyone the opportunity to access Higher Education. First Campus work specifically with groups who are from Community First Cluster areas (and this will encompass those who have protected characteristics), precisely to ensure that there is an opportunity for all to progress to Higher Education. |
| 3. foster good relations between persons who share a protected characteristic and those who do notFirst Campus foster good relationships between persons who share protected characteristic and those who do not through their inclusivity; providing opportunities for people of all backgrounds to come together to experience a range of educational activities. For example: the Year 9 Residential – 120 pupils from 13 schools in SE Wales stay at a HEI halls of residence for two nights. The young people choose their degree options before hand and are put into groups – these groups are a mix from all the schools. This gives the young people the opportunity of meeting others from different backgrounds, cultures and religions e.g. City schools and Valley schools.  |

1. Is there any evidence to indicate this strategy will have a positive or negative impact on the use of the Welsh language within the institution? (You may want to consider numbers or proportion of Welsh speaking students/staff and/or provision of Welsh language services or teaching).

First Campus has developed a strong working relationship with the Coleg Cymraeg Cenedlaethol, and will promote Welsh medium opportunities at HE to a younger age cohort and their parent/carers to inspire and encourage them to consider welsh medium options at HE, for example the Year 9 Residential include welsh medium degree choices: Health, Business and Sport. Approximately 50 pupils from welsh medium schools attend.

1. What steps have been taken, or considerations made, to ensure that this strategy does not have an adverse impact on those with protected characteristics?

|  |  |
| --- | --- |
| Group | Evidence |
| Disabled people | The strategy has a specific Strategic Outcome for those learners with protected characteristics’, and First Campus will ensure that we monitor impact and offer information, advice and guidance.First Campus will offer 3 specific projects:Musicians in Focus (blind/partially sighted people).Discovery Summer School (Aspergers)Dance ( in collaboration with Local Authority) |
| Women, men or transgender. You will need to consider those who are pregnant or on maternity leave.Married or in civil partnerships (for employment issues) | National data indicates that there are still lower numbers of women entering STEM subjects, and example, First Campus had one girl choosing the chemistry option in the Year 9 Residential in 2014. First Campus therefore aims to offer a programme of activities and female role models to encourage women into STEM subject areas.  |
| People of different ages  | HEFCW require First Campus to work with all ages – we work with schools/ FE Colleges/ families/ carers, Communities First clusters and the Voluntary sectors to ensure this focus. We aim to engage with all ages through a range of activities for example the My Education programme aim is to:Help family members gain the confidence to participate in their children’s education.Enable family members to access and understand information about their children’s school life.Work with High School pupils to develop new ways of informingFirst Campus will sign post to the First Campus partnership HEI WA teams, UHOVI and FE colleges allowing greater scope for people (parents, families and carers) who wish to achieve higher level skills |
| People of different races or ethnicity | The original concept of the First Campus My Education project was to work with pupils to design a piece of interactive media to inform parents / family members from an ethnic minority background about their children’s education and how to better understand the education system so they gain the confidence to participate fully in supporting their children’s school careers.In consultation an interactive website was developed to offer an alternative method of accessing information that can be kept up to date and relevant for the community, [www.my-education.org.uk](http://www.my-education.org.uk) . The My Education DVD, recognised there was a need to develop this media material to provide further support for families.  |
| People of different religions or belief | All programmes and activities accommodate for ‘people of different religions or belief’. First Campus works with specific organisations/schools etc to make sure that all need are met, this includes timings, dietary requirements etc. Requests for ‘prayer rooms’ are always met. |
| Sexual orientation | There are no specific activities around sexual orientation however by providing an opportunity for people to mix with a wide range of people we will hopefully encourage understanding of others’ views and attitudes. |
| Those who have undergone (or intend to undergo) Gender reassignment | There are no specific activities around gender reassignment however by providing an opportunity for people to mix with a wide range of people we will hopefully encourage understanding of others’ views and attitudes. |

1. Who has been consulted on the impact of this strategy? (please give dates as appropriate)

All First Campus partner HEIs and FE colleges, and the HE Regional strategy board will be consulted about the strategy. First Campus will also consult with schools, Communities First and the voluntary sector when they are collaborating to deliver project/programmes

First Campus Manager has consulted with HR for guidance on the EIA.

1. When will the strategy be reviewed?

HEFCW require an Annual Monitoring Statement. The First Campus Steering Group will review the Strategy annually.

1. What further actions need to be considered? (detail below)

|  |  |  |  |
| --- | --- | --- | --- |
| Actions Required | Resources/ Costs | Staff MemberResponsible | Timescale |
| Continued staff development to support:WG - Child povertyDiversity and Equality implicationsImprove awareness of legal compliance issuesConsult with Student Voice representatives on equality issues Consult with HEIs, FE schools and voluntary groups to consider the impact on those with protected characteristics |  |  | Within 2014/15 academic year |

Date: 10/09/14

Contact: Kathryn Maddy

# Appendix L

**Critical Assessment 2011-14**

The below list summarises the outcome of the critical assessment.For a detailed critical evaluation of all the activities please see the spreadsheet – Critical Assessment 2011-14 which will be provided separately.

1. Target Group: Key Stage 2-4.

Working in partnership to offer accreditation opportunities and progression pathways, via Welsh Bacc, UHOVI, Agored Cymru, HEI Level 3 & 4 bite-size.

Continue to work with HEIs to embed mentoring as an option in a Level 5 accredited module.

Consider structure and timing of undergraduate mentor placements; earlier recruitment, revision weekend opportunities with partnership schools.

Implement a formal structure of training and support for Peer and Transitional mentoring early in the academic year; a support package that covers the year in order to support programme.

Inform schools of the need to take responsibility for the management and commitment to the mentoring programme to allow maximum impact.

Work with Local Education Authorities, School/Head teachers to inform programme delivery and utilise resources to avoid duplication.

Source additional funding to support First Campus programmes; working in partnership to utlilise funding to allow sustainable provision and avoid duplication

Work collaboratively with the undergraduate performance students at USW for sustainability

Work with HEIs to offer undergraduates work based learning opportunities

Embed First Campus Music portfolio; offer undergraduate accreditation in community tutoring programme through Community Music Wales

Explore future collaborations with National Museum & Galleries of Wales

First Campus needs to strengthen it’s alignment with Widening Access and Schools liaison teams at HEIs, and UHOVI to support progression and retention to Higher Education studies

1. Target Group: 14-19.

Continue collaborative working with partnership HEI's to ensure maximum coverage of subject choices for large scale events

Work in partnership with CollegesWales to grow the undergraduate placement opportunities across FE and HE

Work with HEIs to offer final year undergraduates work based learning opportunities

Continue to develop links with commercial partners to support Business and Enterprise programmes

Source additional funding to support First Campus programmes; working in partnership to utlilise funding to allow sustainable provision and avoid duplication

Strengthen links with FE & HE YES (Youth Enterprise Scheme) Hubs to develop sustainability for Business and Enterprise programmes

Work with FE Colleges to embed First Campus programmes earlier in the academic year to support curriculum

1. Target Group: 19+

Progress ‘My Education’ programme into second phase implementing report findings

The ‘parent voice’ will be an important element of this three year strategy to inform social and economic needs of disadvantaged children.

Use My Education reports to inform educational policy; engage Welsh Government to allow findings to be implemented and reach their potential

Collaborate with Community First Clusters to utilise funding sources and have maximum impact on targets.

Work with the OU in Wales to develop a delivery package for 2014-2017 aligning with STEM Pathways programme

First Campus needs to strengthen it’s alignment with Widening Access and Schools liaison teams at HEIs, and UHOVI to support progression and retention to Higher Education studies

1. Target group: Welsh medium and bi-lingual learners

Continue dialogue with the Coleg Cymraeg Canaedleathol

Work in partnership with the Coleg Cymraeg Canaedleathol to build on feedback from the Year 9 Residential WM element

Consider Welsh Medium progression / ‘wrap-round’ provision for Year 9 & 10

1. Target Group: STEM

Continue to raise academic and vocational aspirations to study STEM subjects.

Develop further STEM partnership working, for example Royal Institute.

Look at gender engagement with STEM subjects

Encourage new ways of thinking about Science and Maths

Develop further ‘wrap-around’ provision for STEM based activity for example, the Revision:Aspire:Performance (R:A:P) tour supporting Mentoring and other Local Authority initiatives

Align STEM Pathways programmes with First Campus activity to allow progression opportunities and ‘wrap-around’ provision

1. Target Group: Looked after Children and Care Leavers

Ensure collaborative multi sectoral working (for example local authorities, FE Colleges, HEI academic departments)

Consider a more joined up approach to support progression/engagement through First Campus programmes

Continue to work with School of Psychology (Cardiff Metrepolitan University) to offer Level 6 undergraduates mentoring placements

Pursue accreditation opportunities and progression pathways for Looked After Children/Children in Care

1. Target Group: Learners with protected Characteristics.

To continue the progress made with the ‘Musicians in Focus’ programmes, reviewing the effectiveness of the project and promoting the positive results of visually impaired students progressing to higher education to further their studies.

Provide young people with Autistic Spectrum Disorders regular, repetitive sessions linking in with other First Campus activities,, Cardiff University or partner institutions.

Work with Academic departments to support third year undergraduate students’ dissertation/and or employability modules, for example ‘Inclusive Dance programme’

Ensure collaborative multi sectoral working (for example, Autism Cymru. SENCO's).

# Appendix M

**How does Reaching Wider (First Campus) benefit schools?**

Reaching Wider (First Campus) has had a significant impact on a number of aspects of wellbeing within schools and ultimately on school improvement over a period of several years. Schools have valued their input and have sought to work closely with First Campus to maximise the resources offered. As a result, pupils have enjoyed experiences of working with undergraduates, visits to higher education establishments and a greater awareness of the value of education. Curriculum areas in school have benefited from structured programmes, such as STEM days, when First Campus has provided workshops for pupils.

The mentoring programme provided by First Campus has been a great success and has certainly made a difference to a significant number of students over several years. The relationships the students have formed with undergraduates has given them confidence at a critical time in their education. They have been motivated to continue to persevere as they have approached the final part of their secondary education.

First Campus has supported many schools in their drive to help students to develop their study skills. Frequently, pupils in key stage four have difficulty preparing for examinations. Key staff from first campus have visited schools to support pupils in this critical area. Revision weekends have also benefited significantly from First Campus input.

A recent residential revision weekend in a Cardiff higher education establishment was organised for pupils across a local authority. The support from First Campus in providing staff to support students, to provide motivational speakers and to enable excellent resources to be available ensured the success of the weekend. As a result the local authority are already planning an extension of this initiative next year.

It is clear that after events such as the one above, pupils' aspirations are raised and many consider higher education for the first time. There is no doubt that the opportunity to be immersed in learning in an environment that has such a variety of resources and opportunities has considerable benefits.

**How do schools support First Campus?**

The relationships formed between undergraduate students and pupils through the mentoring programme have been a very positive experience for both parties. Any undergraduate who has considered the possibility of teaching as a future career, has enjoyed a relevant and rewarding experience in helping to decide on a future post-grad. route. Students have become empathetic of the pressures faced by pupils who are approaching their final examinations. This is as a result of working closely with them. These pupils have often resided in disadvantaged communities and have really valued the one to one support.

The links formed have considerably strengthened the partnerships between local higher education establishments and schools and many pupils have chosen one of these in order to continue their education, something that they had not planned to do. Confidence had been gained through the initial mentoring programme.

Staff in the schools have also benefited through involvement with First Campus by working alongside HE colleagues and it has helped their own professional development. Some have then been determined to access HE courses to gain further qualifications.

Both sectors gain by this Joint Practice Development with the students and pupils experiencing quality provision.

# Appendix N

**Reaching Wider Partnership Strategic Outcomes 2014/15 to 2016/17**

|  |  |
| --- | --- |
| **Reaching Wider Partnership** | First Campus |
| **Partnership Chair** | Haydn Blackey |
| **Reaching Wider Contact** | Kathryn Maddy |
| **Contact details – Email/Tel** | kathryn.maddy@southwales.ac.uk – 01443 483266 |
| **2014/15 RW Strategy allocation**  | £810,479 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Strategic theme | Strategic outcome definition | Outcome achievement in each year. | Strategic outcome definition | Outcome achievement ineach year. |
| 1 | Supporting transition | Outcome 1: First Campus transitional programmes will increase confidence, progression and success | 65% in this strategic theme meeting their SMART Outcomes in 2014/15; 70% in this strategic theme meeting their SMART Outcomes in 2015/16; 75% in this strategic theme meeting their SMART Outcomes in 2016/17. | Outcome 2: The First Campus Peer/transitional mentoring programme will increase confidence in the learners abilities to progress to the next stage of their education, for example Year 6 to Year 7. | 60% learners in 2014/15 demonstrate confidence;65% 2015/16 & 2016/17. |
| 2 | Supporting educational aspiration-raising | Outcome 3: Establish a welsh medium pathway with Coleg Cymraeg Cenedlaethol to promote welsh medium opportunities in HE, using 13/14 Year 9 Residential baseline data | 25% of those learners in 2014/15 will access further First Campus intervention15% in 2015/16 will access further First Campus/ Coleg Cymraeg Cenedlaethol / HEI school liaison intervention10% of those learners in2016/17 will access further First Campus/ Coleg Cymraeg Cenedlaethol / HEI school liaison intervention. | Outcome 4:First Campus programmes will support educational aspirations-raising to increase motivation, retention and progression. | 65% in this strategic theme meeting their SMART Outcomes in 2014/15; 70% in this strategictheme meeting their SMART Outcomes in 2015/16; 75% in this strategic theme meeting their SMART Outcomes in 2016/17. |
| 3 | Enhancing educational skills | Outcome 5:Enable learners to fulfil academic potential and be prepared for further and / or higher education by delivering and supporting the attainment of level 2,3 & 4 credits. | 65% in this strategic theme meeting their SMART Outcomes in 2014/15; 70% in this strategic theme meeting their SMART Outcomes in 2015/16; 75% in this strategic theme meeting their SMART Outcomes in 2016/17. | Outcome 6: Enhance educational skills across the education sector by developing programmes around work placement opportunities for undergraduate students, this will support sustainability and promote good role models; increasing awareness of opportunities available at HE. | 8, level 6 students engage with 100 learners in 2014/15: increase of 20% of level 6 student engagement in 2015/16 & 2016/17. |
| 4 | Promoting vocational and employability skills  | Outcome 7: Collaborate with Colleges Wales to promote employability skills | 5, level 6 students engage with 180 FE learners in 2014/15: increase of 20% of level 6 student engagement in 2015/16 & 2016/17. | Outcome 8: First Campus programmes will promote employability skills to encourage upskilling, career aspirations and access to the professions. | 65% in this strategic theme meeting their SMART Outcomes in 2014/15; 70% in this strategic theme meeting their SMART Outcomes in 2015/16; 75% in this strategic theme meeting their SMART Outcomes in 2016/17. |
| 5 | Promoting equality of opportunity and inclusive approaches | Outcome 9:Build on previous achievements and provide equality of opportunity and inclusive approaches to Looked After Children reaching out to 300 young people | 10% engage with First Campus programmes 2014/15.11% engage with First Campus programmes 2015/16.12% engage with First Campus programmes 16/17. | Outcome 10:Build on previous achievements and provide equality of opportunity and inclusive approaches for those with protected characteristics.   | Engaging 50 participants 2014/15: Retaining 10% of 14/15 cohort in 2015/16:  |

**2014/15 - Income and Expenditure Profile**

|  |  |
| --- | --- |
| **Expenditure – Generic headings**  | **Funding allocations £** |
| Total core staff – ie staff on contracts longer than two-years’ duration.  | £451,283.00 |
| Additional staff – staff on short, fixed term contracts |  |
| Staff development  | £2,250.00 |
| Consumables | £7,500.00 |
| Marketing, printing and publicity |  |
| National RW offer activities costs  | £342,946.00 |
| Other Partnership activities costs (Travel & Subs) | £6,500.00 |
| Contingency – no more than 5% of the total allocation |  |
| Other, please specify  |  |
| Total expenditure  |  |
| **Income -**  | **Funding income £** |
| RW Partnership allocation 2014/15  | £810,479.00 |
| Additional funding available to the Partnership, for example from partners, successful funding proposals, etc.  | £54,000.00 |
| RW STEM allocation available in 2014/15 | £65,000.00 |
| **Total available income 2014/15** | **£929,479.00** |

**Signatories to the Reaching Wider Partnership Strategy 2014/15 to 2016/17**

|  |  |
| --- | --- |
| As the Chair of the Reaching Wider Partnership, I confirm that my institution will remain the lead partner for the regional Reaching Wider Partnership in this strategy period and that my organisation supports this strategy.  | Chair’s signature:scan0001 |
| Chair’s name: Haydn Blackey. |

|  |
| --- |
| As a partner of the regional Reaching Wider Partnership I confirm that my organisation supports this strategy: |
| Partner organisation  | Partnership signatory: | Signatory position in organisation |
| Cardiff University |  |  |
| Cardiff Metropolitan University |  |  |
| Open University in Wales |  |  |

# Appendix O





1. SB 53/2014, Statistical Bulletin, June 26th 2014. [↑](#footnote-ref-1)
2. Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation, Marriage and civil partnership [↑](#footnote-ref-2)