

# Cylchlythyr | Circular

## Well-being and health and additional financial support for higher education students 2023/24

**Date:** 15 September 2023  
**Reference:** W23/23HE  
**To:** Heads of higher education institutions in Wales  
Principals of directly-funded further education colleges in Wales  
**Response by:** 27 September 2024  
**Contact:** Name: Ryan Stokes, Amanda Phillips  
Email: [ryan.stokes@hefcw.ac.uk](mailto:ryan.stokes@hefcw.ac.uk)  
[amanda.phillips@hefcw.ac.uk](mailto:amanda.phillips@hefcw.ac.uk)

This circular provides information about how HEFCW will allocate £2.3m of additional funding for well-being and health, including mental health, and financial support for higher education students.

This 2023/24 funding is for universities and directly-funded colleges in Wales.

If you require this document in an alternative accessible format, please email [info@hefcw.ac.uk](mailto:info@hefcw.ac.uk).



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## Introduction

1. This circular provides information on how HEFCW will allocate an additional £2.3m in 2023/24. This funding for universities and directly-funded further education colleges is to support well-being and health, including mental health, and to provide additional financial support to higher education students.
2. Universities should read this circular in conjunction with our circular W23/24HE allocating £2m in 2023/24 to support well-being and health, including mental health, strategies, also published in August 2023.
3. For universities, monitoring related to this circular, for £2.3m, is combined with the monitoring of the £2m 2023/24 well-being and health strategy funding, to enable coherent reporting on well-being and health, including mental health.
4. Universities must align deliverables from this £2.3m funding with their existing well-being and health strategies and implementation plans.
5. For directly funded colleges a monitoring template for this £2.3m allocation is provided with this circular.

## Background and policy context

6. Both the £2.3m and £2m allocations are referenced in HEFCW's [Remit Letter 2023-24](#) from the Minister for Education and Welsh Language:  
*'Supporting student and staff health and well-being is an ongoing priority for me. I'm proud of the support our institutions have provided and the innovative approaches to supporting mental well-being in particular. I have again ringfenced £2m within HEFCW's funding allocation to ensure this crucial work continues, post-pandemic and as the cost of living crisis endures. I am pleased to be able to award an additional £2.3m, also ringfenced to support the mental health and well-being agenda across the sector'.*
7. The Welsh Government has published its response ([Welsh Government's response to the Committees report on Mental Health support in Higher Education](#)) to the recommendations in the Children and Young People's Education Committee's report on [Mental Health Support in Higher Education](#). While the remit and capacity to take forward many of these recommendations lies with the Commission for Tertiary Education and Research (CTER), we are supporting underpinning activity as it relates to higher education.
8. Following initial funding through circular [W19/11HE](#), from August 2023 we are grant funding a student mental health service model feasibility study to provide additional information and assurance to HEFCW and, subsequently, the Commission for Tertiary Education and Research (CTER). The feasibility study specification is in provided in **Annex A**. The feasibility study will contribute to informing our response to the Children, Young People and Education Committee's Mental Health Support in Higher Education report recommendation to:

*'build on the learning and evaluation from the Mental Health University Liaison Service in Cardiff and start planning for a full roll-out of this model across Wales. As part of this planning, long term funding should be committed to support full roll-out, development and maintenance of this model across Wales'.*

9. The feasibility study team, to be completed by January 2024, will work closely with, and be informed by, universities across Wales. Should further underpinning action be identified for 2023/24 following the feasibility study, we will provide additional information and guidance. We expect the study to take account of relevant well-being and health developments in further education. Lessons learned from both sectors should inform future policy and funding considerations for CTER.
10. Directly-funded colleges will receive support from the £2.3m additional award as set out in this circular, to maintain continuity with the comparable allocations made in 2022/23. Until the establishment of CTER, further education colleges will continue to receive allocations directly from the Welsh Government. We are working closely with Welsh Government to ensure that universities and colleges can benefit from each sector's learning and practice.

## **Allocations and their purpose**

### Directly-funded colleges

11. Colleges should use their allocations to review and continue support for effective activities and services delivered through a similar funding allocation provided in January 2023 (see circular [W23/01HE: Well-being and health and additional financial support for higher education students](#)). 2023/24 activities should include:
  - enhancing and promoting money advice and information services for higher education students.
  - providing financial support to students by extending hardship funding or other resources to support those experiencing financial pressures.
  - supporting potential applicants and applicants transitioning into higher education provision, as well as existing students.
  - measures to help address the cost of living increases on higher education students of all ages and those transitioning into higher education.
  - extending, enhancing or subsidising period dignity and personal hygiene products and/or clothes washing services for students.
  - working collaboratively with Students' Unions or the equivalent to ensure support provided meets the needs of students; and
  - involving students with experience of financial challenges in reviewing the support provided.

### Universities

12. Universities should use this funding to:
  - provide financial support to higher education students, by extending funding or other resources for those experiencing financial pressures, which are

impacting on their student experience, well-being, health, retention and success;

- provide resource to engage effectively with the HEFCW-funded student mental health feasibility study and any related developments in 2023/24. This will include, but is not limited to:
    - attending meetings and contributing to governance arrangements, as appropriate;
    - contributing to a mental health training needs analysis;
    - contributing to assessing the feasibility of implementing data sharing agreements in the University's region and with regional partners;
    - contributing to assessing the potential for, and value of, a shared mental health severity index;
    - responding to information and advice requests to inform the feasibility study findings, conclusions and recommendations;
    - engaging with regional health services and third sector well-being, health and mental health agencies to explore the potential for shared service models;
    - mapping the University's services and processes against the feasibility study developments to identify synergies and challenges for alignment;
    - testing models of mental health support;
  - review, and promote on websites, baseline services to support applicants' and students' well-being and health, including mental health;
  - work with unions to support the mental health and well-being of staff, including as they provide effective support to students as part of a whole-institution approach to well-being and health;
  - promote and provide accessible staff training on mental health<sup>1</sup>;
  - provide mental health training in Welsh for staff and students;
13. We do not expect all universities to be in the same position at the end of 2023/24 as we recognise that readiness to engage in a shared model or models of mental health support for students will vary by region and may be influenced by factors outside universities' control.

### **Financial support for higher education students: universities and colleges**

14. We strongly encourage universities and colleges, working with their Students' Unions or equivalent body, to build on measures to address the rapid cost of living increases impacting on well-being and health, including mental and physical health. All students, including postgraduate and international students should be considered for support, subject to need.
15. Universities and colleges must ensure that student financial support is informed by equality impact assessments.

Financial support may include:

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<sup>1</sup> This funding provides additional resource for training over and above training resources from the £2m well-being and health strategy funding 2023/24. Training funded from this allocation should be clearly identified as such on the institution's monitoring submission.

- i. increasing and/or extending the availability of, and criteria for, 'hardship' or other financial support to students most in need;
  - ii. ensuring vulnerable potential applicants and students are supported with information, advice and funding, as appropriate, including those with care-experience backgrounds, carers, those experiencing violence, domestic abuse, sexual violence, and asylum seekers and refugees;
  - iii. ensuring that potential applicants and students with protected characteristics, including those from lower socio-economic backgrounds, are aware of all financial support, information and advice available and relevant to them;
  - iv. ensuring all financial information, advice and services are available and accessible in Welsh;
  - v. involving students with experience of financial challenges in developing and reviewing financial support services;
  - vi. providing inclusive activities, resources, services and/or products at low or no-cost to support potential applicants and students experiencing financial pressures, including where this may impact on well-being, health, mental health, a sense of belonging or loneliness, the student experience, retention and success.
16. While 'one-off' support and activities may primarily benefit current students, some provision could support well-being, health and mental health provision in the longer-term. Longer-term sustainability might include providing web-based information and resources.

### **Allocation methods and expenditure timeframe**

17. Allocations for universities and colleges are provided in **Annex B**.
18. This funding will be released in one tranche in September 2023 recognising student support needs from the first term and timelines for universities contributing to the mental health feasibility study.
19. We will make this allocation to universities and colleges based on a headcount of all students taken from the HESA student record 2021/22, regardless of domicile, mode or level of study. This allocation method uses the same basis as the allocations for well-being and health strategy funding.
20. To allocate similar well-being and health and additional financial support for higher education students earlier in 2023, we wrote to Vice-Chancellors and Universities Wales in December 2022, to notify them of this funding and our intended allocation method. We received no objections to the funding methodology which we are using again for this allocation.
21. In the December 2022 [HEFCW Revised Remit Letter](#), the Welsh Government asked us to consider how the benefits of the measures extend to learners and

students across the post-16 system. Therefore, we are continuing to provide funding for directly-funded further education colleges.

22. Universities must ensure their students at partner higher education providers are included in, and benefit from, provision supported by this funding.
23. As this funding must be spent in full by 31 July 2024, our view is that the recruitment of new staff through fair and transparent processes is unlikely to meet the need to respond to the pace of delivery required by the feasibility study timelines.

### Conditions of funding

24. To account for public funding, HEFCW and/or CTER reserves the right to:
  - reclaim any funding to universities or colleges not spent in full by July 2024;
  - reclaim funding where 2023/24 monitoring submissions from universities and colleges are not satisfactory to account for the use of funding or the funding is not used for the purposes set out in this circular;
  - reclaim funding where universities fail to engage effectively with the HEFCW funded feasibility study;
  - withhold or reclaim funding where universities' and colleges' monitoring returns for 2022/23 against allocations provided through [W23/01HE: Well-being and health and additional financial support for higher education students](#) are unsatisfactory, include an underspend or where funding is not used for the purposes for which it was intended.
25. Universities that have committed to continuing to fund a student mental health regional partnership to July 2024 may use part of this funding to meet those commitments, as well as providing additional student financial support as outlined in paragraphs 14-16.
26. Universities must include all funded activities, services or resources in their 2023/24 well-being and health strategies and monitoring (see **Annex B** and **Appendix B1** of circular W23/24HE: Well-being and health, including mental health, strategy implementation plans).

### Monitoring

27. We will monitor expenditure and the use of this funding. Our monitoring may be used to inform our reporting to the Welsh Government or to share interesting practice.
28. For colleges a monitoring and case study template is attached as **Annex C**.
29. For universities we are combining the monitoring of this funding with the monitoring of the well-being and health, including mental health, strategy implementation plan funding. The universities' combined monitoring template for

both allocations is provided with the 2023/24 well-being and health, including mental health, strategy funding circular.

30. Combined monitoring is intended to ease the burden of reporting against well-being and health allocations and it recognises that the universities' implementation plans will drive the planning and use of the funding provided through this circular.

### Timetable

Actions	Date
HEFCW to allocate funding	September 2023
Universities and colleges to submit monitoring templates and case studies	27 September 2024

### Further information / responses to

31. For further information, contact [ryan.stokes@hefcw.ac.uk](mailto:ryan.stokes@hefcw.ac.uk). Please submit monitoring to [amanda.phillips@hefcw.ac.uk](mailto:amanda.phillips@hefcw.ac.uk).

### Assessing the impact of our policies

32. We have begun an impact assessment to help safeguard against discrimination and promote equality. We considered the impact of policies on the Welsh language, and Welsh language provision, within the HE sector in Wales and potential impacts towards the goals set out in the Well-Being of Future Generations (Wales) Act 2015 including our Well-Being Objectives. Contact [equality@hefcw.ac.uk](mailto:equality@hefcw.ac.uk) for more information about impact assessments. We strongly encourage higher education providers and Students' Unions to ensure ongoing equality impact assessments in utilising this allocation.
33. Our initial impact assessment findings have concluded that this allocation should make a positive contribution to increasing resources for well-being and health, including mental health and student support. The allocation aligns with existing HEFCW and provider priorities relating to well-being and health, including mental health and student support. The use of this funding could have particular positive impacts on, among other applicants and students:
  - supporting women affected by violence, domestic abuse and sexual violence, recognising that other people with these experiences may be similarly impacted;
  - supporting people from minority ethnic communities, people with disabilities, students from lower socio-economic backgrounds, people with a care experienced background or caring responsibilities, including applicants and students who are parents, international students and postgraduates;
  - improving and extending Welsh language information, advice, resources and support.

34. No negative impacts of this allocation have been identified at this stage. Our initial impact assessment confirms that our guidance circular with this allocation encourages collaboration and involvement of Students' Unions, students with experience of financial pressures and students with a range of backgrounds/experience, in line with the five ways of working of the Well-being of Future Generations Act. We are encouraging integration by recommending alignment with well-being and health strategies and implementation plans and combined monitoring. We will continue to impact assess this funding including through monitoring and reporting to Welsh Government.



# HEFCW grant-funded student mental health model feasibility study: Guidance and grant specification

July 2023



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Rydym yn croesawu gohebiaeth yn y Gymraeg neu yn Saesneg | We welcome correspondence in Welsh and in English  
Ni fydd gohebu yn Gymraeg yn arwain at oedi | Corresponding in Welsh will not lead to delays  
Mae'r ddogfen hon hefyd ar gael yn y Gymraeg | This document is also available in Welsh

**Guidance for a HEFCW grant-funded student mental health feasibility study to examine a potential rollout of a Mental Health University Liaison Service model across Wales.**

**Summary & Specification**

Submission date for proposal	
Method of submission to HEFCW	Via email to: <a href="mailto:ryan.stokes@hefcw.ac.uk">ryan.stokes@hefcw.ac.uk</a>

## 1. Introduction

- 1.1 The Higher Education Funding Council for Wales (HEFCW) is seeking to grant fund a student mental health feasibility study to provide additional information and assurance to HEFCW and, subsequently, the Commission for Tertiary Education and Research. The feasibility study will inform HEFCW's response to the Welsh Parliament Children, Young People and Education Committee's Mental Health Support in Higher Education report recommendation to:

*'build on the learning and evaluation from the Mental Health University Liaison Service in Cardiff and start planning for a full roll-out of this model across Wales. As part of this planning, long term funding should be committed to support full roll-out, development and maintenance of this model across Wales'*

- 1.2 This feasibility study should take account of the HEFCW-funded Mental Health University Liaison Service pilot model. The feasibility study should provide to HEFCW a detailed a detailed analysis that considers all of the critical aspects of a proposed project in order to determine the likelihood of a funded roll out of a Wales-wide student mental health model<sup>1</sup> succeeding.

## 2. Background

- 2.1 HEFCW funded the South East Wales Mental Health Partnership to develop a Mental Health University Liaison Service (MHULS) pilot to support students with moderate/ long term complex symptoms. The pilot ran from 2019/20 and HEFCW received the final project evaluation in January 2024.
- 2.2 The South East Wales Mental Health Partnership and the Mental Health University Liaison Service (MHULS) has remained in place from December 2022 from funding by the four university partners<sup>2</sup>.
- 2.3 The Partnership submitted to us, in March 2023, an outline all-Wales options appraisal. While the proposal was limited in detail and not fully costed, HEFCW recognised that further resource was need to produce a comprehensive feasibility study to inform further funding decisions.
- 2.4 HEFCW recognises that a sustainable collaborative student mental health Primary care shared service model (shared service model) will require an additional, long-term funding commitment extending beyond its period of operation and into that of the Commission for Tertiary Education and Research (CTER). The feasibility study should contribute to an evidence base for further policy and funding decisions.

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<sup>1</sup> In this context student mental health model refers to a model that supports students with moderate/ long term complex symptoms

<sup>2</sup> Cardiff University (Lead Partner), Cardiff Metropolitan University, the University of South Wales and the Royal Welsh College of Music and Drama.

### 3. Duration

- 3.1 The feasibility study should be undertaken between 1 August 2023 and 31 January 2024.

### 4. Timetable

Activity	Date by
Award funding	1 August 2023
Proposed Governance structure for the feasibility study	31 August 2023
5 month feasibility plan timeline and operating budget	31 August 2023
Interim report to include: <ul style="list-style-type: none"> <li>national model management and funding options appraisal</li> <li>signed expressions of interest</li> <li>general progress update.</li> <li>assessment of any continuity work that will need to be conducted by the lead partner following completion of the feasibility study including proposed activities, outputs and associated costs (to be undertaken between February 2024 to July 2024)</li> </ul>	31 October 2023
Online knowledge exchange seminar for HEI's and other interested parties.	10 November 2023
Final report to HEFCW	31 January 2024

### 5. Specification of requirements

- 5.1 This feasibility study should provide a detailed analysis of the critical success factors, including resources, required to inform a potential successful roll out of a Wales-wide collaborative student mental health primary care shared service model (shared service model) together with an evidence based 'readiness' assessment.
- 5.2 The feasibility study must account for the following requirements:

#### Expressions of Interest and Involvement

- 5.3 Provide an expression of interest and involvement<sup>3</sup>, or otherwise, from all HEI and NHS partners for a collaborative student mental health primary care shared service model (shared service model) to include:

<sup>3</sup> Expression of Interest and involvement means: a signed statement expressing interest in adopting a strategic partnership between HEI and NHS partners; rollout of a HEI and NHS shared student mental

- adoption of regional HEI and NHS student mental health partnerships;
- the rollout of a HEI and NHS shared student mental health primary care shared service model (shared service model); and
- commitment in 2023/24 to work with the feasibility study lead partner and the allocation of a named university point of contact and named NHS point of contact.

#### **Output**

- signed expression of interest and involvement from University Vice-Chancellors and senior NHS staff

### **National Programme management and funding framework options appraisal**

5.4 Analyse the potential, with a clear evidence base and options appraisal, for an cost effective and sustainable national management and funding framework Wales-wide.

5.5 The analyses must take account of costs, staffing, benefits, challenges, risks, reporting, performance and outcomes to funders and informed by the views of partners across Wales of the following management and funding framework:

- All Wales Student Mental Health Partnerships Programme Office (one funded lead HEI partner for all regional partnerships across Wales).
- All Wales Student Mental Health Partnerships Programme devolved collaborative framework (one funded lead HEI partner within each regional partnership).
- All Wales Student Mental Health Partnerships Programme devolved framework (individually funded HEI's that contribute to each partnership).

#### **Output**

Interim report that includes responding to paragraphs 6.3 to 6.5

### **Regional partnership governance structure**

5.6 Produce draft indicative regional partnership governance structures, which all partners agree, including:

- Scoping and developing draft regional partnership advisory group structures which ensure appropriate representative from all partners.
- Identifying key staff members and working with Students' Unions (and to include students with lived experience of mental health services) to take account of the student voice.
- Developing a fully costed advisory group structure for each regional partnership.

### **Shared service model**

5.7 Conduct a comprehensive geographical mapping to:

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health primary care shared service model (shared service model) and commitment to work with the feasibility study lead partner and the allocation of a named university point of contact and named NHS point of contact.

- Identify potential HEI and NHS shared service model locations.
  - Evaluate regional NHS and HEI regional partnership footprints and existing relationships to inform the potential rollout of a shared service model across Wales. To include regional HEI campus analysis and Health Board footprints.
  - Scope and assess the feasibility of a shared service model which has the potential for Welsh domiciled distance learning students (such as the Open University students) to access support.
- 5.8 Scope fully and evidence the critical success factors, including sustainability, costs, benefits, challenges and risks, as well as partner appetite and preparedness, for the following:
- Full simultaneous roll-out of a shared service model across Wales.
  - Phased implementation of a shared service model, exploring different types of phasing, including phasing by regional partnership and phased approach within the regional partnerships.
- 5.9 Scope fully potential HEI and NHS shared service model staffing requirements, including taking account of potential phased roll-out, to include:
- Developing with partners a proposed staffing structure for each regional partnership shared clinical primary care service model based on evidence of need.
  - Developing a fully-costed staff operating structure for each regional partnership for additional staff, including non-clinical. The feasibility study should not include costs for existing general or specific student support contracted by HEIs.
  - Developing a proposed recruitment timescale for each regional partnership service structure, taking account of recruitment processes and regional partnerships' readiness to engage in a roll out.
  - Conducting a training needs analysis and providing fully-cost training requirements by partnership region.
- 5.10 Assess the feasibility of implementing data sharing agreements with each regional partnership by:
- Assessing the opportunities, issues and risks between each university and health board/s in adopting data sharing agreements with regard to relevant student cases which must include data capture, IT systems, GDPR considerations and data impact assessments
  - Evidencing the preparedness of partnerships to implement data sharing, including reviewing existing data usage to ensure alignment.
- 5.11 Analyse the potential, with a clear evidence base and options appraisal, for an affordable and sustainable national data hosting function and opportunities for linked NHS and HEI data, taking account of costs, staffing, benefits, challenges, risks, legal requirements including GDPR and reporting structures.
- 5.12 Conduct a full financial analysis which must include:
- Producing projections and a proposed timelines to identify costs for development (pre-rollout), implementation (first academic year) and maintenance (ongoing annual projections for five years) for costs associated

with the requirements of paragraphs 6.5, 6.7 and 6.9, and 6.14 and the following:

- each regional partnership ;
- each regional partnership's shared service model to include but not limited to staffing, systems, communications and marketing, legal advice, resources, location costs, enabling infrastructure - IT, AV & telecoms, translation and travel; and
- separate projections and timelines for various phased implementations.

5.13 Data informed need analysis which must include:

- Identifying staff training needs in preparation for the adoption of the severity matrix and reason codes by HEIs and other interested partners.

## 6. Outputs

6.1 The Lead Partner (Cardiff University) must:

- Coordinate and submit to us the confirmation or otherwise of the SEWMHP Partnership Vice-Chancellors of their ongoing commitment to continue funding the existing partnership model in 2023/24.
- Confirm agreement with the terms and conditions of the grant funding to enable the feasibility study to begin in August 2023
- Submit to HEFCW the following:
  - proposed governance structure for managing the feasibility study by 31 August 2023;
  - a five month feasibility plan timeline and operating budget by 31 August 2023;
  - Interim report to include signed expression of interest and involvement from University Vice Chancellors and senior NHS staff with budget responsibility and a national framework management and funding options appraisal by 31 October;
  - assessment of any continuity work that will need to be conducted by the lead partner following completion of the feasibility study including proposed activities, outputs and associated costs (for the period from February 2024 to July 2024) by 31 October 2023.
  - final feasibility study report by 31 January 2024 which must include all requirements detailed in paragraphs 6.3 to 6.13, an evidence based 'readiness assessment' and report any additional relevant learning not covered by the specification;
  - regular feasibility steering group meeting minutes
- Conduct ongoing equality impact assessments on relevant processes.
- Have due regard to Welsh language requirements in line with Welsh Language Standards for each organisation and the needs of students, for all phases of roll-out.
- Co-ordinate an online knowledge exchange seminar for HEI's and other interested parties by 10 November 2023.

## 7. Other Requirements

- 7.1 The Lead partner on behalf of the SEWMHP (Cardiff University) must:
- Ensure appropriate and timely communication with the HEFCW, so obligations outlined within this specification document are fulfilled and that the study is progressing as expected in terms of scope, budget/ expenditure, and time.
  - Provide to HEFCW satisfactory and evidence-informed reports responding fully to the requirements in the grant funded guidance
  - Meet the terms and conditions, including reporting requirements as set out in the grant allocation letter.



## Glossary of terminology

## Annex A

Terminology	Description
<b>National Programme management and funding framework</b>	<p>The National Programme <b>management and funding framework</b> provides a structure to enable the funder to make grant payment/s, receive reports and monitoring of performance/outcomes through one of the following arrangements:</p> <ul style="list-style-type: none"> <li>• one funded lead HEI partner for Wales working across all regional partnerships (National Programme office)</li> <li>• one funded lead HEI partner within each regional partnership</li> <li>• individually funded HEI's that contribute to each regional partnership</li> </ul>
<b>Regional partnership</b>	<p>A Regional partnership provides a regional governance structure for the national rollout of a shared service model and includes appropriate representation from universities, the NHS and student voice with lived experience.</p>
<b>Regional partnership advisory group</b>	<p>Members of the regional partnership who hold appropriate positions within each university and the NHS and has student lived experience representation</p>
<b>Shared service model</b>	<p>A collaborative student mental health primary care shared service model</p>

**Wellbeing and health, including mental health and student financial support  
additional allocation, 2023/24**

<b>Provider</b>	<b>2023/24 allocation £</b>
University of South Wales	360,658
Aberystwyth University	115,144
Bangor University	163,947
Cardiff University	528,071
University of Wales Trinity Saint David	233,145
Swansea University	347,383
Cardiff Metropolitan University	196,742
Wrexham University	107,648
The Open University in Wales	229,491
Grŵp Llandrillo Menai	14,243
Grŵp Colegau NPTC Group of Colleges	2,780
Gower College Swansea	750
<b>Total</b>	<b>2,300,000</b>

Notes

- The allocation to the University of South Wales includes an allocation of £13,759 for the Royal Welsh College of Music and Drama
- Data are taken from the HESA student record 2021/22. These allocations use verified data
- HESA standard registration population has been reduced to a headcount
- All modes and levels of study have been taken into account
- All student domiciles have been taken into account.

## HEFCW final monitoring for directly-funded further education colleges of allocations provided through the 2023/24 circular Well-being and health and additional financial support for higher education students

### Final monitoring and assurance statement and case studies template

Submission to HEFCW by 27 September 2024

Submission to be sent to: [amanda.phillips@hefcw.ac.uk](mailto:amanda.phillips@hefcw.ac.uk)

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In September 2023, we allocated £2.3 million received through an additional remit letter allocation to us. We allocated the funding to universities and directly-funded further education colleges to support well-being and health with a particular emphasis on measures to address cost of living impacts. This monitoring should account for directly-funded further education colleges' delivery and total expenditure.

The 2023/24 circular allocating £2.3m confirmed the purpose of the funding and our monitoring processes to enable us to report to the Welsh Government. Institutions' funding allocations are provided in that circular at **Annex B**.

Please complete the following:

Part one – the institution's details, equality impact assessment, student involvement and sustained activities

Part two – information about activities and services supported, deliverables and financial monitoring

Part three – case studies

Part four – assurance (Principal's) signature

**Part one - institution details, equality impact assessment, student involvement and sustained activities**

<b>Institution name:</b>	
<b>Name and email of contact</b>	
<b>Allocation – see Annex B of the circular</b>	£
<b>Please explain:</b>	
<ul style="list-style-type: none"> <li>i. how has the institution’s ongoing equality impact assessment informed the activities, services or resources? and</li> <li>ii. what were the key findings and how were they taken into account?</li> </ul>	
<b>(No more than 250 words in total)</b>	

<b>Please explain:</b>	
<ul style="list-style-type: none"> <li>i. how students have been involved in agreeing and developing the funded activities and/or services, training and resources; and</li> <li>ii. the difference this funding has made to students’ well-being and health?</li> </ul>	
<b>(No more than 500 words in total)</b>	

**Will any activities and/or services supported from this funding be continued and/or learning embedded into future support for students' well-being and health? If so, please explain which activities and/or services and how they will be supported.**

**(No more than 250 words in total)**

**Part Two - information about activities, training, services supported, deliverables and financial monitoring**

**Activities and services supported, / deliverables and financial monitoring**

Please complete the attached spreadsheet (**Appendix 1**) with the following information:

- Activity title
- Description of each funded activity, training, service or resource.
- Categorisation of the activity, service, training or other resource using the drop down box provided in the spreadsheet. Choose the most appropriate category and do not repeat the same activity, service, deliverable under more than one category.
- Activity, training, service or resource available in Welsh.
- Numbers of students/staff supported for each activity (where applicable)
- expenditure to 31 July 2024 (£) for each activity, training, service or resource (All expenditure must be paid in full by 31 July 2024)

Total expenditure (All expenditure must be allocated in full by 31 July 2024)

£

Total uncommitted spend as of 31 July 2024 (£)  
(that may be subject to clawback)

By 'committed funding' we mean funding that the college has spent in full and cannot be reclaimed by it. Committed funding may not have been invoiced or may be awaiting payment but has been delivered in 2023/24. Where activity is to be delivered in 2024/25 it should be funded from 2024/25 allocations not from 2023/24 funding commitments.

### Part Three - Case Studies

Please provide case studies to illustrate the activities and/or services supported with this funding. Colleges receiving the minimum funding are not expected to submit more than one case study.

**Case studies must not identity individuals.** Colleges must ensure GDPR requirements are followed when submitting case studies to HEFCW. We may share the case studies with the Welsh Government and/or publish them to share practice. In addition, if Colleges have any new or innovative resources or information about training provided by external agencies that they are able to share more widely with the sector please provide links and/or further information.

#### Case studies: please duplicate the case study template as necessary

Please include the name of the activity or service, the category of activity and describe the activity or service, include numbers engaged and explain how the activity or service has benefited students' well-being and health.  
Max 300 words in total

**Part Four – Assurance (Principal) Signature**

<b>Signature (Principal):</b>		<b>Date:</b>	
<b>Name, please print</b>			
<p>In signing and submitting this final monitoring and assurance statement, the institution is providing confirmation that the funding allocated has been spent as set out in this template and used for the purposes and within the parameters set out in the relevant HEFCW circular allocating £2.3m in 2023/24. For the institution’s allocation please see <b>Annex B</b> of the relevant circular.</p>			

	Activity, training, service or resource title	Brief description of each funded activity, training, service or resource 25 word (max)	Priority area (Please select appropriate dropdown descriptor) A - Enhancing money advice and information services in HE. B - Promoting HE financial advice and information services, including to HE. C- Providing financial support to students by extending hardship funding or other resources to support those experiencing financial pressures. D- Supporting potential applicants and applicants transitioning into higher education provision as well as existing students. E- Measures to help address the cost of living increases on potential applicants and students of all ages - particularly those transitioning into higher education. F- Extending, enhancing or subsidising period dignity and personal hygiene products and/or clothes washing services for students.	Spend 31 July 2024 (£) for each activity, training, service or resource (All expenditure must be paid in full by 31 July 2024)	Activity, service, training or resource available in Welsh (Please use dropdown (Y)- yes, (N) - No, (N/A) Not Applicable)	Numbers of students supported for each activity, training, service or resource (where applicable)	Numbers of staff supported for each activity, training, service or resource (where applicable)
1				£			
2				£			
3				£			
4				£			
5				£			
6				£			
7				£			
8				£			
9				£			
10				£			

Total

0