# Targeted Employability Support for Students

## Delivery Plan for academic years 2025/26 to 2026/27

### Return date to Medr: 19 September 2025

|  |  |
| --- | --- |
| **HE provider:** |  |
| **Contact name:** |  |
| **Position:** |  |
| **Email:** |  |

|  |
| --- |
| 1. **Delivery approach** |
| Please provide a high level overview of your intended approach, including how it will deliver the aims and objectives of this funding in line with Medr’s requirements set out in Medr/2025/09 i.e. to develop the employability of students from groups under-represented in HE as a result of social, cultural, economic or organisation factors and are least likely to have a positive employment outcome when they graduate. The support should move students closer to the labour market and empower them to compete for quality, sustainable jobs on an equal basis to their peers.  This section should set out:   1. The under-represented groups prioritised for this support, and the evidence base for targeting them; 2. how they will be identified and supported; 3. how the proposed approach will achieve the outcome of developingthe employability of students from under-represented groups; 4. how the review of previous delivery plans has informed the intended approach, including: any significant changes to, or deviations from 2023-2025 delivery plans; how the activity builds on previous activity; and how the activity takes account of any lessons learned. |

|  |
| --- |
| 1. **Alignment with institutional strategic priorities** |
| This section should set out how your delivery plan aligns with your institutional mission, purpose and strategic priorities, including institutional strategies and plans (as a minimum, we expect references to providers’ Skills and Employability strategies, widening access strategies, and fee and access plans). |

|  |
| --- |
| 1. **Monitoring and governance** |
| Please set out:   1. the governance structure and internal reporting arrangements for delivery of this activity, including confirmation of the individuals responsible for the strategic and operational oversight for the development and implementation of this plan; 2. the process for monitoring performance, progress and delivery of this plan; 3. the process for evaluating the effectiveness of the delivery of this plan; 4. the process for assuring the effective management of, and accountability for, funding; 5. the process for managing risks to the implementation and delivery of the plan. |

|  |
| --- |
| 1. **Collaborative Approach** |
| Please set out how you will work with:   1. other departments within your institution; 2. across the HE sector; 3. other providers in the tertiary sector; 4. external organisations (e.g. employers, business organisations, local councils, surrounding community, other projects). |

|  |
| --- |
| 1. **Student Voice** |
| Please set out how you will work with your student body, including:   1. how the institution has engaged with students in developing and implementing the plan for this activity; 2. how students will be involved in shaping delivery on an ongoing basis 3. how students will be involved in evaluating the effectiveness of this plan. |

|  |
| --- |
| 1. **HE students studying in FE institutions under sub-contractual arrangements (for universities with franchise provision only)** |
| This section should set out how a university will engage its students on courses delivered by partner higher education providers under sub-contractual arrangements **(franchised provision)** to ensure that they benefit from activities supported by this funding and how this work builds on, or overcomes any challenges faced by, the work undertaken in the previous delivery plan period*.* |

|  |
| --- |
| 1. **Activity** |
| This section should set out:   1. your institution’s intended provision of activities for students in this delivery plan period, including the extent to which it will provide support as listed in Medr/2025/09 (i.e mentoring; employability activities; entrepreneurship support; signposting to core services; provision of financial support; and work related experiences); 2. how delivery will continue to build on progress made to integrate TESS into wider institutional processes and procedures.   **Funding must not be used to displace other provision or activities**. |

|  |
| --- |
| 1. **Welsh Language** |
| This section should set out:   1. how TESS will contribute to encouraging or increasing the use of Welsh across all aspects of delivery in this period; 2. how TESS will contribute to promoting the employability benefits of Welsh language to students; 3. how TESS will respond to employer demand, and where appropriate, encourage employers to understand the benefit of bilingualism.   **Where appropriate you may wish to refer to the themes in the** [**Cymraeg 2050: work programme 2021 to 2026**](https://gov.wales/cymraeg-2050-work-programme-2021-2026-html)**.** |

|  |
| --- |
| 1. **Equality impact assessment** |
| This section should set out how your plan has been informed by the findings and ongoing reviews of your Equality Impact Assessment (EIA) for Targeted Employability Support. We do **not** require a copy of your EIA, but we require confirmation that an EIA or review of your EIA has been completed. |

|  |  |
| --- | --- |
| 1. **Approval**   In signing and submitting the delivery plan to Medr the HE Provider is confirming that it is committed to delivering activity to achieve the outcomes as set out in this plan using its funding allocation. Activity complies with the requirements under the Welsh language standards and the Well-being of Future Generations Act, and the plan has been equality impact assessed. | |
| **Authorised signature:**  **Head of institution** |  |
| **Print name:** |  |
| **Date:** |  |