



Grŵp Llandrillo Menai

Fee and Access Plan

2019-2020

**Institution
applicant name:**

Grŵp Llandrillo Menai

2019/20 Fee and Access Plan Application Template

Fee and access plan: focus and contents

The information provided in this section is for HEFCW, students, prospective students and other interested parties and, once approved by HEFCW, it should be published on the institution's website within one week of publication.

Applicants may replace this cover sheet and format the headings provided, to reflect their own branding at an early stage in developing their plans and prior to submitting them to HEFCW for approval. The published text must not vary from the text in this section of the plan as approved by HEFCW.

Published fee and access plans must be easily accessible to students, prospective students and other interested parties.

The focus and contents of fee and access plans

Guidance note

1. Applicants should provide relevant, recent information and verifiable data for HEFCW, students and potential students and other interested parties.
2. The fee and access plan application should include the following information:
3. **An executive summary:** Applicants must provide an executive summary setting out the focus and contents of its fee and access plan. Please limit the executive summary to around 500 words.

The focus of the GLIM 2018-19 fee and access plan is to continue to build on its previous success to further widen access to higher education to those who are traditionally underrepresented in HE with a particular focus on those from geographical areas of low participation, mature learners over the age of 23, looked after children and young people, and Welsh speaking learners studying through the medium of Welsh.

The college has a large diverse student population with in excess of 47,000 further education enrolments in 2014-15: Of these, 33% of learners live in areas of low participation in HE and therefore the college works hard to raise aspirations and widen opportunities by implementing appropriate promotional, engagement and support activity to enable those learners to progress to GLIM's accessible higher education provision. The aim is to facilitate seamless progression with continued support as learners move from FE to HE level study.

Over 40% of GLIM FE enrolments are from learners over the age of 19 and the college is committed to providing accessible HE progression programmes for mature learners, many of whom will have substantial external responsibilities that they are combining with their studies, including for example employment and/or caring responsibility. The HE provision is planned with this in mind and learners will study on 1 - 3 days per week depending on the programme and the mode of study. GLIM is accordingly continuing to increase its part time HE offer in order that the provision becomes further able to meet such needs of mature learners, many of whom combine full time work with their HE studies.

Bespoke support is targeting looked after children and young people to raise aspirations and ensure 'joined up' appropriate individual support to enable those learners to successfully progress from their FE studies to vocational HE at the college, and to successfully complete their programme: This initiative is tailored to the individual to ensure that it helps to overcome barriers, raise aspirations and confidence, and to provide ongoing support prior to and throughout the period of undergraduate study.

The college, in partnership with its HEI partners and with regional employers, has further invested in substantial extension to its HE full and part time offer to enable Welsh speaking learners to study through the medium of Welsh. In addition to ensuring greater social justice, this will meet local needs and employer demands, leading to progression to regional employment.

In line with the prioritising of learner progression, GLIM works closely with regional employers and plans to further strengthen the employment and employability aspects of its HE provision during 2017-18 through partnership working with employers including employer contributions to undergraduate programmes: Work placements are being strengthened as is

generic employability activity for undergraduate learners. In turn, this is intended to lead to wider employment opportunities in the region for GLIM HE graduates.

4. The student voice: Information should include:

- the extent of applicants' engagement with their student body in developing, assessing and finalising the fee and access plan, including information about engagement with the student body where higher education is provided on behalf of applicants;

The Student Union Higher Education Officer (HEO) is a part time salaried post within GLIM: The Officer liaises directly with the HE learner representatives (elected for each learner cohort) to ensure there is effective engagement and a voice for all full and part time college HE learners. The Learner Conference held annually further strengthens this process alongside the college's robust quality assurance mechanisms and processes to ensure continuous learner feedback and associated college and departmental responsiveness to that feedback.

The GLIM Curriculum, Students and Standards Committee (a subcommittee of the Corporation Board), oversees the development and internal approval of the fee and access plan: The HEO sits on this committee and therefore ensures that the student voice is heard first hand at that level in addition to the ongoing contribution to development and monitoring of the plan.

Learners are made fully aware of their HE fees annually either through the college website, at interview, or when discussing HE courses with staff, and are appropriately directed to the college finance department and/or Student Finance Wales.

All HE groups have an elected student representative who attends training to prepare them for the role at the start of the academic year. The HE representatives' feed back during programme meetings and programme validation processes on specific course improvements, resource issues and organisation, content and delivery of the programme: These views are incorporated in planning and escalated as appropriate to the programme managers and the central HE team.

HE learner representative panels are held termly by campus and are chaired by the college Principal. The panels are attended by the HE learner representatives (by cohort) and by the HEO, alongside key senior college staff, including the Assistant Principal with responsibility for Higher Education who coordinates the writing and submission of the Fee and Access Plan to HEFCW. Minutes from these meetings together with the college's response to issues raised are reported to the Curriculum, Students and Standards Committee termly. The HE Officer communicates with the HE representatives through an email group and through social media groupings: This works well as the learners are spread across a number of campuses geographically. Additionally, the HE Officer is widely available within the college's University Centre Coleg Llandrillo (UCCL) for face to face discussion and ongoing interaction with the wider HE student body: Such time for 'drop-in' is built in to the HE Officer's paid role.

Student representatives sit on the Equality and Diversity Panel contributing to discussion from a student perspective: The HE Officer represents HE students here. The Strategic Equality Plan and its associated operational plan are monitored: This includes scrutinising equality in terms of marketing publications, and widening participation initiatives which link to the fee and access plan and costs.

Students complete internal and external evaluation feedback surveys including the National Student Survey. Module evaluations are completed internally. Students contribute to the

development and review of the college HE Charter and the HE Information Guide which outlines expectations, agreement and services that the college will provide. The college is further strengthening its processes for ensuring that there is greater HE student awareness of the Fee and Access Plan process, and subsequent engagement with its wider content.

Information regarding the HE Fee Plan is included in the HE Student Newsletter which is published termly and distributed to all HE learners across the college.

The college is extending and strengthening its work with the HE learner representatives (1 per course, per cohort) through a range of HE learner representative events including a conference and panel meetings, where a range of topics are explored in partnership with the learner attendees, for example:

- *Employability and graduate skills*
- *HE GLIM student community*
- *HE students as partners*
- *Widening participation in GLIM HE*
- *HE student support services*
- *Improving HE learner- HE Officer two-way communications*

An associated action plan is being developed to capture the extensive student input gained through a range of workshop activities and feedback in addition to the 'rolling out' of the topics addressed, by learner representatives to their wider cohorts and further feeding back in to the college's fee and access planning processes. The Higher Education Officer (HEO) plays a critical role in the organisation of such events and in the communications about and between events.

The fee and access planning cycle is being built in to the above operational action plan to strengthen the student engagement in the development of the plan in addition to the monitoring of the current plan. The action plan will be implemented partially from September 2018 and fully from September 2019.

The HE course learner representatives (one per HE programme and cohort), attend a termly HE Learner Panel meeting with the relevant college Principal and senior managers where there is a standing agenda which addresses the student experience and also encompasses any further feedback from each student cohort.

The learner feedback panels are minuted and published on Edrac (the college's student tracking system) and also on the relevant Moodle pages (Moodle is the college's VLE) so all students have access to the issues that have been raised alongside 'You Said We Did' responses that indicate the actions that the college has taken in response to the feedback.

- **the contribution of the student voice, and partnership working, to governance and quality;**

The Grŵp supports an active student union and funds four elected positions; three presidents (one for each college) and a Higher Education Officer (HEO). Once appointed, the HEO is automatically a student governor alongside one of the three presidents. The HEO is both an elected and salaried student position (advertised to current HE learners within GLLM) and is re-appointed on an annual basis. The HEO represents the HE student body and contributes to the governance arrangements through their membership of formal committees including the HE Quality and Standards Group (which is the key committee that monitors HE quality), Rhos College Council (chaired by the Deputy Chair of the Corporation Board), the Curriculum Students and Standards Committee (a subcommittee of the

corporation board), and they also sit on the corporation's Board of Governors (see HE structure chart appendix 8).

As the HE Officer sits on the Curriculum Students and Standards Committee (which reports directly to the Corporation Board) which is the forum where the Fee and Access Plans are a standing agenda item in order that the process is fully scrutinised at that level, the HE officer contributes to the fee and access plan processes on behalf of the student body. The 'student voice' is also a standing item at each meeting of this committee and the HE Officer prepares a report which they present at that meeting.

The priority for the HEO post holder is to further strengthen HE learner engagement and associated communications through a structure of formal and informal mechanisms and in particular, communication with the HE learner representatives, for each HE cohort of learners. During 2016-17, the HEO has made substantial progress in terms of wider e-communications to the diverse HE student population, many of whom are studying on a part time basis alongside a range of other commitments, and/or in more remote sites away from the University Centre College Llandrillo, and such student wider engagement is a priority for the college to ensure that all HE learners have a voice and are fully represented.

- how proposed fee levels, including aggregate fee levels, are communicated to students;

HE fee information is available on the college website and is updated annually. Information regarding fees and any other charges or costs is also available in course information leaflets, during interviews and via presentations. Enrolled learners access all their programme information on the learner portal and via the VLE (Moodle).

For *2019-20 the following full time annual fees are in place, according to the year of commencement of continuous GLIM undergraduate studies:

2017-18 start: £7,900

2018-19 start: £8,100

*2019-20 start: £8,300

* The actual annual fees will increase in line with inflation in 2021 and 2022 for those commencing their undergraduate studies in 2019-20 (using the CPIH inflation rate of September the year prior as per the ONS website – i.e. fee for the academic year 2021 will rise in line with the CPIH rate of September 2019).

Inflationary increases in fees will not result in the fee exceeding the maximum fee level prescribed in legislation (currently set at £9k per annum for Wales).

A HE fee schedule provides a concise list of fees and information is available for all modes of study. Learner Services staff provide personalised information regarding fees at enquiry, application and following interview. Impartial financial guidance is also provided to applicants and learners by Student Loans Company staff who attend recruitment and enrolment events and offer information sessions during future options events.

GLIM communicates information regarding fees and charges in line with the recommendations of the Competition and Markets Authority and also the commitments within the college's policies and procedures including the student charter, learner entitlement, Welsh Language Scheme (Appendix 9) and Strategic Equality Plan Annual Report 2016-17 (Appendix 10). All prospective students are informed of their total fees for

the duration of their studies prior to enrolment. This is confirmed on the website and in the GLIM Tuition Fees Policy.

- *the extent to which fee and access plan applications reflects the principles of the [Wise Wales statement on Partnership](#) for higher education; [Breaking down the barriers to student opportunities and youth social action](#); and the [Guide to providing information to prospective undergraduate students](#).*

The Wise Wales aim 'to ensure partnership becomes a natural part of staff and students' experiences' is embodied within GLIM's Learner Involvement Strategy (Appendix 11) which was developed in partnership with learners through the GLLM HEO and is currently being updated in the same way. This strategy demonstrates GLLM's commitment to the fundamental principles of the Wise Wales project.

GLIM's FE learner profile indicates that 21.6% (2016-17) are from deprived postcodes (deciles 1-4) and 40.7% of FE full time learners in 2016-17 were in receipt of Education Maintenance Allowance (EMA). Given this demographic profile, the college is well placed to work closely with its FE learner population to raise aspirations to, and awareness of local opportunities for study at higher education levels, often where learners have no family previous history of higher level study.

The HE provision at GLIM is designed to be accessible to those with commitments outside college and where often there are barriers to accessing traditional HE away from home for example. Programmes are designed to accommodate those who are working and/or those who have other responsibilities such as caring for example, and are timetabled over 1-3 days per week according to the programme. The college is committed to further developing part time higher level study opportunities to give maximum flexibility and much developmental work is ongoing to ensure that programmes are designed to meet the needs of learners, and where applicable, their employers.

Employability lies at the heart of all GLIM HE programmes and learners undertake either work placement, work experience and/or real work projects which add to their local and regional opportunities for progression within or to employment. Many learners are supported by their employer to attend college in order to meet the upskilling needs of the employer. New vocational HE programmes at the college are developed as a result of identified regional skills needs and in close partnership with sector employers to ensure fitness for purpose and to enhance career progression prospects.

Advice and guidance, careers advice, financial advice and study support sessions are bespoke for GLIM HE learners and are provided through combinations of timetabled sessions or appointments in addition to drop-in open access sessions. Much of the HE provision is taught in substantially smaller groups than is usual in a traditional university setting: This means there is time for robust individual pastoral care, support and guidance from both personal and subject tutors in addition to the central services available. This is particularly beneficial to support those who may be vulnerable, facing challenges at college or outside, and/or are less confident about their HE studies. All full time learners are scheduled for a weekly tutorial and there is substantial one-to-one review with their tutor(s).

Each GLIM HE learner group nominates a learner representative who attends training to prepare them for their representative role. The Higher Education Officer works closely through the student representatives to enhance the GLIM HE culture and learner sense of belonging through effective ongoing HE learner communications. The principles of the HE Social Action and Student Opportunities Framework (highlighted in Breaking Down the

Barriers to Student Opportunities and Youth Social Action) underpin the college's HE provision and its approach to widening participation, engagement and further opportunity. Increases in generic HE learner employability activity and scheduled events are being implemented and are communicated to learners through the VLE 'Moodle', and are also highlighted through the HE student newsletter to ensure maximum coverage of all GLIM HE learners. The addition of learner contributions to the college's in-house annually produced HE journal 'Insight' is further strengthening the level of engagement and associated profile of the GLIM HE learner research community.

5. Making the case for the focus and contents, including the strategic approach, of plans. Information should set out:

- the justification for the fee and access plans' focus and contents to 'make the case' for the institution's approach to supporting equality of opportunity and the promotion of HE. Where applicants' have had fee plans in place previously, a critical review/assessment of the outcomes of, and lessons learnt from, those plans should be included in the focus and contents;

GLIM's overarching mission is 'Inspiring success by providing excellent education and training'. Aligned with GLIM's strategic objectives, the college's HE objectives (See GLIM HE Strategy appendix 12) are to:

1. *Support increased access of higher level skills development within the region.*
2. *Provide high quality provision that meets the needs of learners and employers.*
3. *Strengthen partnerships with employers and universities to develop provision that supports the higher level skills demands of the regional economy.*
4. *Review provision to ensure we have an efficient and effective delivery model.*

Supporting employer skills needs is therefore a priority. To do this, the college is committed to widening participation of young people and adults to raise the level of HE academic and vocational knowledge and skills within the regional population to support current and future employment skills needs, particularly in those regional priority sectors (identified in the North Wales Regional Skills Plan). This strategic approach to both developing HE provision and ensuring regional awareness and accessibility, is opening up higher level employment opportunities for those who have previously been under-represented in HE.

Overall numbers of HE learners at the college increased in 2016-17 by 16% on the previous year to 1559, 65% of whom were accessing part time study, successfully combining full or part time employment and/or caring responsibilities with their higher level learning.

The college has a strong track record in recruiting learners across its provision (further education and workbased learning as well as higher education), from low participation areas and under-represented groups.

In 2016-17, 397 (25%) of GLIM HE learners came from low participation areas 50% of whom were from Community First areas. Given the high numbers of full time level 3 FE learners attending college from low participation areas, the college is further targeting those learners in terms of promoting HE opportunities through a robust programme of awareness raising activity, increased bursary assistance to those progressing directly from GLIM FE level 3 study, and raising their aspirations to HE study and associated employment opportunities.

Many of those learners from low participation areas are mature learners returning to FE study. In many instances, such learners have been previously unaware of the potential accessibility of HE opportunities close to home and/or, that the courses provide 'adult-friendly' teaching schedules and substantial learning support and advice and guidance to assist them in successfully completing their studies. The college has increased its promotional activity to Access to HE adult students returning to study and in 2017 piloted an Access to HE event in partnership with Bangor University, where the complementary academic and vocational HE opportunities available locally were the focus of the day alongside expert advice regarding finance, support and guidance.

In 2016-17, 65% of GLIM HE learners were studying on a part time basis and the college is increasing its part time availability of programmes and associated accessibility year on year to meet demand and widen opportunity. Through the college's strategic partnership with Bangor University (BU), GLIM has been able to add to the part time regional higher education offer that complements the university offer and provides coherent opportunities for higher level study. This part time provision is designed to complement the provision offered by the regional universities thereby creating additional access opportunities for those living in the region for whom higher level study may not previously have been possible.

The GLIM BU partnership is an exemplar of FEI-HEI HE partnership. Beneath the strategic partnership board, are four sub groups where appropriate senior staff represent each organisation and this ensures a seamless approach to HE matters in the region, directly benefitting learners, potential learners and employers. The groups focus' are Learning, Teaching and Quality Assurance, Employer Engagement, Widening Participation and Welsh Medium, reflecting the regional skills priorities and the widening access agenda.

GLIM is further strengthening its targeted promotion and support for mature learners across the college. For many such returners to learning, traditional university HE programmes are not accessible e.g. because of costs, distance, timetabling schedules, employment, caring responsibilities; The GLIM offer is designed to be as accessible as possible to those living within the North Wales region and as the HE programmes are developed in partnership with regional employers to meet the skills needed and skills gaps locally, the prospects for progression to graduate employment for such learners are high. Further, to raise learner confidence and to develop the skills employers need, the college is building on its pilot 'Employability Plus' programme (introduced in 2016-17), that integrates additional generic and bespoke employability skills within its foundation degree provision.

GLIM works closely with its four local authorities to provide bespoke individual support to looked after children and young people (up to the age of 25) in the region. Looked after young people are particularly under-represented in HE and the college is striving to support those young people more effectively through their FE studies in order to raise aspirations and associated self-belief in terms of progression to HE. Through high levels of additional support and monitoring of those young people during their FE studies, GLIM is targeting those who are anticipating completion of their FE level 3 studies in 2018-19 and beyond, and aims to provide seamless progress to HE study through a range of support mechanisms including providing a consistent individual mentor who will work with the learner at both FE and HE.

GLIM is committed to incremental year-on-year increases in its provision of higher education through the medium of Welsh in order to meet the needs of its Welsh speaking FE learners and the regional population in North West alongside regional employer needs; this is through bespoke and targeted bilingual delivery of bridging modules and increased validation through Bangor University of bilingual and Welsh medium higher education programmes. This is reflected in the increase in Welsh medium delivery in the 2018-19 target which is

aligned to the GLIM strategic goal of 'Being the lead provider of bilingual post-16 education and training (cited in the GLIM Strategic Plan 2015-2018 in appendix 13).

- **how the justification of the plan's focus and contents informs the objectives, provision and targets;**

The college is able to reach substantial numbers of 'hard to reach' learners through its further education, adult and community learning and workbased learning provision: From this vantage point, this means that GLIM is able to substantially invest in working to develop confidence and provide the essential educational support and experience to raise the aspirations and achievements of those learners in their initial studies, and to facilitate a 'natural' and smooth progression and transition to higher education.

The Grŵp Llandrillo Menai Higher Education Strategic Plan is aligned to the organisation's Strategic Plan 2015-2018 (see appendix 13). The GLIM strategic goals are:

- *Achieve excellent student success*
- *Support employer skills needs in a growing North Wales economy*
- *Deliver education and training opportunities through effective networks and partnerships*
- *Be a sustainable and financially stable organisation*

The GLIM HE reflects these goals and aims to widen participation and raise aspiration by providing visible, accessible progression opportunities for school, FE, workbased, employee and HE learners, and therefore raising aspirations, employability and opportunity. This vision is reflected in the widening access priorities within the 2019-20 fee and access plan.

There is a robust infrastructure of learner support for FE and HE GLIM learners, with a focus on enabling them to fully attend and complete their studies successfully, to overcome barriers to learning and to access appropriate progression pathways to employment and/or further study. The college is prioritising this support that is intended to impact positively on enabling HE learners to stay on programme and to complete their studies.

Vulnerable learners are identified through contact with any of the college support services in addition to identification via their personal tutor or subject tutor(s). Additional support is appropriately targeted to such learners, for example from the learner services team, learning mentors, college-based careers advice and support, advice and guidance services and financial support including bursary assistance.

Through the GLIM '85+' programme, learners with an attendance pattern dipping to 85%, are followed up and given additional educational and/or pastoral or practical support to attend and stay on their programme. The college's HE study skills support involves an extensive 'menu' of online and/ or additional taught sessions/workshops covering topics that are useful to HE learners throughout their studies e.g. referencing, reading and note-taking, critical thinking, presentation skills.

In order to support those who are vulnerable, targeted GLIM additional HE bursaries in are awarded to those living in former Communities First cluster areas, and those defined as 'Looked After Children' (up to the age of 25), in addition to those learning through the medium of Welsh. The college is extending its bursary scheme for 2019-20 to further encourage and facilitate its level 3 learners to be able to directly progress to the college's level 4 higher education provision. This will particularly benefit those groups who currently under-represented in HE.

- the objectives of fee and access plans;

The aim of this fee and access plan is to further widen access to GLIM HE learning opportunities and in particular the objectives are:

- 1. Increase direct progression from the college's FE Level 3 provision to GLIM accessible higher level study, particularly targeting those learners from groups underrepresented in HE;*
- 2. To do this, increase the awareness raising and targeted engagement activity for vocational Level 3 FE learners at the college;*
- 3. Particular engagement activity will target those level 3 learners, not wishing or not able to take up traditional HE opportunities either regionally or further away.*
- 4. Specifically increase the awareness raising of progression opportunities to the foundation degree and level 6 progression in BSL and Deaf Studies for the deaf community, and those supporting the deaf community, alongside those working or aspiring to work in education, health, social care and all areas of public life.*
- 5. Increase awareness of and promotion to, higher level study opportunities, and subsequent take-up by those living in areas underrepresented in traditional HE.*
- 6. Increase the number of learners studying HE through the medium of Welsh.*
- 7. Increase the number of part time HE learners, particularly targeting those with caring responsibilities and/or those in employment.*
- 8. Increase both the availability and take up of higher level standalone CPD modules for those in employment, needing or wishing to upskill in their vocational area.*
- 9. Continue to expand the Reaching Wider activity through working with the secondary schools to engage year 9 pupils and their families in raising aspirations to HE.*
- 10. Increase the recruitment and support for looked after children progressing to HE from their Level 3 FE studies.*
- 11. Increase the effective engagement of the HE learner voice.*
- 12. Increase the employability support for HE learners by embedding work placements within HE programmes.*
- 13. Increase HE learner retention through increased on-programme academic and pastoral support.*
- 14. Increase HE learner attendance through increased accessibility, monitoring and support.*
- 15. Further increase the Level 4 bridging module availability to FE learners by offering this free of charge and suitably embedded to complement FE level 3 studies.*

16. Increase the additional study skills take-up by learners to assist the successful transition from FE to HE.

**See Annex ii table G for specific targets and Annex ii Table B for investment levels against these targets/objectives*

- the basis for the level of investment in categories of provision to explain approaches to investment;

The college aims to widen access to educational opportunities through all its provision. The FE learner demographic analysis demonstrates that substantial learners from under-represented groups, and in particular those from geographically deprived areas are engaged in FE learning programmes: The college therefore is attempting to further raise the aspirations of these learners, to address potential barriers to their progression to HE and to support their seamless progression to accessible HE programmes and continued support in terms of their retention and success and ultimate progression to employment or further study.

In spite of previous investment, looked after children remain under represented in terms of their progression from GLIM FE to HE. The college is continuing to prioritise identification at level 3 and specific mentor support to raise aspiration and to facilitate progression to higher education.

Increased wider investment at level 3 in terms of activity to support transition to level 4 is reflected in the GLIM commitment to widen access to its Bangor University validated standalone 'Aiming Higher' bridging module, that not only prepares learners for higher level study, but also increases their confidence and related aspiration, and additionally supports their level 3 study and subsequent outcome. Specific engagement events for level 3 learners who may never have considered progressing to higher education, particularly in the college's vocational departments, are also supporting widening access.

For those learners particularly in GLIM campuses in the west of the region who are carrying out their FE studies through the medium of Welsh, the college is investing in further developing its Welsh medium HE capacity and therefore creating further opportunities for learners to progress to higher learning through their first language. By increasing the number of learners who study through the medium of Welsh, this investment helps raise employability opportunities within the region for these learners and meets the needs of the North Wales economy.

Through investment in facilities, resources and support available to learners at a local level we can overcome barrier for learners who due to other commitments are unable to move geographically to access higher education. Increasing accessible part time opportunities alongside the financial support, through bursaries and elsewhere, also helps these learners to enter, complete and succeed on their programme of study.

- how the plans are embedded at a strategic level across the institution;

The fee and access plan is reviewed and monitored (as a standing HE item) at the Curriculum, Students and Standards Committee which is a subcommittee of the Corporation Board, and meets termly. An annual schedule is planned to ensure that the relevant fee and access plans are tabled appropriately to cover review, in-year progress and planning.

The Coleg Llandrillo principal has strategic lead for GLIM HE and this ensures that the college's HE is continuously and rigorously monitored against its fee and access plan at top level (Tim Polici). In turn, the Grwp-wide Tim Strategol also closely monitor the HE priorities. The GLIM Equality and Diversity Panel specifically monitors the higher education provision and key performance indicators in terms of its widening access.

- how the plans align with applicants' institutional strategic objectives;

The GLIM strategic goals underpin the areas that are prioritised within this fee and access plan. These four goals are:

- 1. Achieve excellent student success.*
- 2. Support employer skills in a North Wales economy.*
- 3. Deliver education and training opportunities through effective networks and partnerships.*
- 4. Be a sustainable and financially stable organisation.*

The college is committed to identifying and action planning to ensure that all groups of learners succeed on their learning programmes. The 2014/15 overall GLIM success rates demonstrate that 87.2% of learners completed their programme of study and attained the qualification at the end whereas 84.5% of those living in deprived areas achieved such success (defined by Wales Index of Multiple Deprivation (2014)). By targeting those learners from areas under represented in HE for a wide range of support, the college aims to address and eliminate this gap.

The areas of investment in this plan will raise learner aspiration at level 3, and subsequent progression to, and success within higher education, through an increasingly robust programme of engagement, targeting specific programme areas where there are vocational higher level study opportunities.

The college's focus on employability in all its HE provision reflects the underpinning priority of supporting regional employer needs. This is further reflected through periodic review and new programme validation, where the driving force is external employer needs within the regional skills priorities in particular. Many of the college's vocational HE programmes (e.g. in healthcare and policing) have been developed specifically in response to employer needs to upskill and diversify their workforce through those who have not accessed traditional university higher education. Such partnerships with the public sector are supported strategically in the region through the college's robust collaborative partnership with Bangor university reflected through the joint Employer Engagement, Widening Participation and Welsh Medium subgroups.

- how the plans align with strategic and other similar documents;
- how the plans align with strategic equality plans or similar documents.

The GLIM fee and access plan aligns with the GLIM Strategic Equality Plan Annual Report 2016-17 (Appendix 10), Equality and Diversity Policy and Statement (Appendix 14).

GLIM core values are:

- *Equity*
- *Quality*
- *Innovation*
- *Professionalism*

These values underpin the strategic and operational priorities of the college and the cultural ethos of GLIM. The college is committed to ensuring that all learners are able to access high quality learning provision which meets their needs, abilities and aspirations; Through measures to actively encourage increased numbers of learners from under-represented groups to study at a higher level, the college strives to remove all barriers that could prevent learner participation. For example, the additional support needs of learners are effectively identified and support is targeted to meet those needs on a bespoke basis, timetables and teaching schedules are developed to meet the needs of those with other responsibilities including ensuring that the part time offer is maximised and is accessible. The GLIM expectations of all include treating others with respect and courtesy, respecting and celebrating differences and taking pride in the culture and language of Wales.

The GLIM Strategic Equality Plan and associated action plan is monitored by the GLIM Equality and Diversity Panel. The action plan addresses a range of categories of action and monitoring for the protected groups: These are curriculum planning and delivery, learner participation and achievement, support for learning, employment, staff training and awareness, physical environment, partnerships and leadership.

The college monitors recruitment and learner success rates across the protected characteristics at course, programme area, college and Grŵp level. Overall, the gap between learner success rates for those with protected characteristics and those without, has decreased consistently over the last three years (GLIM Strategic Equality Plan Annual Report 2016-17, appendix 10).

In 2019-20, the college will make a proportionate contribution to Reaching Wider funding in the North Wales region, and will work continue to work within the North Wales partnership to target the specified lowest 40% of WIMD areas.

- **how the plans align with Welsh language strategies or similar strategic commitments, Welsh language standards and/or Welsh language commitments;**

This plan aligns with the college's Welsh Language Scheme (Appendix 9) and this is reflected in its target to increase the delivery of HE through the medium of Welsh. In 2015/16, 82 of the college's 'direct funded' higher education learners completed 5 credits or more through the medium of Welsh against a target of 34. This increase has continued year on year as more bilingual programmes have been validated through Bangor University who are able to externally examine programmes delivered through the medium of Welsh. In 2016/17 129 learners completed 6,495 credits through the medium of Welsh, through 370 modules across GLIM HE programmes. Of these 46% were completed at Level 4 demonstrating the addition of Welsh medium capability in new and revalidated programmes.

In 2017/18, the college has newly validated its part time post compulsory education and training provision (PGCE and Cert Ed) with Bangor University which has facilitated the support for Welsh speaking trainee teachers to complete their studies through the medium of Welsh and/ or to submit their assessed work in Welsh. This in turn, increases the GLIM capacity to deliver more Welsh medium provision to its learners by developing lecturers whose first language is Welsh and therefore expanding its higher level 'pool' of qualified Welsh speaking lecturers in the region.

The college is continuing to work closely with its strategic HEI partner, Bangor University to expand its bilingual and Welsh medium offer in line with the language needs in the region. GLIM has top level strong links with Coleg Cymraeg Cenedlaethol (CCC) and is a leading

provider in the FE sector in Wales in terms of Welsh medium post-16 education. The increased Welsh-medium HE targets are developed through discussion and partnership with CCC.

GLIM Welsh medium bursaries are given to learners to further encourage Welsh speaking learners to study HE through the medium of Welsh.

- whether/how the plans support collaborative and/or regional coherence agendas, including, for example the Reaching Wider Programme.

GLIM aims to extend educational participation of under-represented groups through a range of programmes including:

- *CodiSTEM, working with schools and Careers Wales and targeting year 9 pupils, an ambitious science, technology, engineering and maths careers programme has been developed to raise awareness of the educational opportunities available whilst also challenging perceived barriers and in particular stereotypes within the industries. Through the Reaching Wider programme in partnership with Bangor University, the college is able to reach out to young people and their families across North Wales. The partnership Reaching Wider programme activity is monitored and reviewed at the Widening Access subgroup, which is one of three partnership subgroups reporting to the GLIM-Bangor University Strategic Board that leads the collaborative alliance between the two organisations;*
- *The level 4 bilingual/ Welsh medium bridging module, 'Aiming Higher', provides first language Welsh speakers with the experience of higher level study, and prepares them for this through an intensive immersion course that focuses on the study skills needed for success;*
- *The level 4 bridging module is offered to FE learners within vocational areas to assist transition from FE to HE within a curriculum area, to encourage and raise aspirations of those who may not previously have considered HE progression, particularly targeting those from under-represented areas including deprived postcodes and learners over the age of 23.*

6. **Groups under-represented in higher education:** Information should include:

- the groups regarded by applicants as under-represented in higher education to be supported by fee and access plans and the evidence for this position. Groups under-represented in higher education may be under-represented in higher education in general or specifically in individual applicants' institutions.

Looked after Children: Working closely with the local authorities across the four counties, looked after children and young people are given bespoke individual support at FE and HE, to ensure that they gain the skills and confidence to achieve their potential and stay on programme progressing appropriately through the levels.

Those living in geographical areas that are under-represented in higher education: GLIM is striving to further engage its FE learners, those progressing from school sixth forms in the region and adults returning to higher level study living in those areas, many of whom are the first in their family to access higher education.

Those over the age of 23 are under-represented in HE: Through its Access to HE provision, its part time vocational FE and substantial apprenticeship provision, the college attracts large numbers of mature learners across the four counties who are studying at lower levels. The college is focussing on providing progression opportunities that are flexible and learner-focussed in terms of schedules and attendance, and is committed to ensuring that potential mature HE learners are given the support and exposure needed to enable them to access and to succeed on higher level study.

Those learning through the medium of Welsh at FE and aspiring to Welsh medium delivery of HE locally: The college is increasing its capacity to deliver Welsh medium higher education across a number of vocational sectors identified in the North Wales Regional Skills Plan and developed with local employers, subsequently leading to increased employment opportunities in the region. In 2016-17, GLIM delivered more than 3,500 credits through the medium of Welsh, reflecting the college's commitment to offer specific programmes/modules through the medium of Welsh to meet regional demand. The college is committed to sustained expansion of this offer and works in close partnership through its established links with Coleg Cymraeg Cenedlaethol. Discussion of appropriate Welsh medium targets has been discussed with the Coleg.

Part time higher level study opportunities are being increased by GLIM in order to ensure that a regionally coherent HE offer, not only in terms of curriculum offer, but also in terms of increased access for those unable to study on a full time basis, is being further developed. This is particular targeting those who have financial, health, employment or caring responsibilities for example, to ensure that they can access and be supported throughout their HE studies.

The regional deaf community and those working with or supporting the deaf community or deaf individuals are targeted in terms of the college's unique undergraduate programmes with Bangor University. The programmes have been reviewed and revalidated to include the British Sign Language (BSL) learning that was previously a pre-requisite for entry, thus widening the access to those suitably academically able to complete the programme although they may not have previous BSL learning. Substantial delivery on the programme is through deaf lecturers.

In addition to substantial Deaf Awareness sessions and activity that the college delivers widely in central and North West North Wales, bespoke 'Introduction to BSL' courses have been delivered to a range of health-related, childcare and education HE learners which is starting to widen capacity to apply appropriate sign language skills with those progressing to employment in these critical sectors. In 16/17, the introductory course was delivered to 38 BU undergraduate learners; in the first half of 17/18, the programme has been delivered to 77 learners and further deaf awareness sessions have been delivered bilingually (English and Welsh). This work in partnership with BU is continuing as a priority for further development through the GLIM-BU Widening Participation group, a sub-group within the strategic alliance between GLIM and BU.

- 7. Objectives:** Applicants must set out their plans' objectives, the provision to meet their objectives and their targets. They must specify the level of fee

income to be invested against the categories provided in **Annex Aii** (2019/20 fee and access plan income forecast expenditure: Table B).

Objectives: Applicants must set out their plans' objectives, the provision to meet their objectives and their targets. They must specify the level of fee income to be invested against the categories provided in Annex Aii (2018/19 fee and access plan income forecast expenditure: Excel Table B). The fee and access plan objectives are listed on page 26-27 of this fee and access plan. These link through to the specific targets shown in Annex ii Table G together with the allocated spend against these objectives in Annex ii Table B.

8. **Provision:** Applicants must describe clearly the extent to which fee and access plan provision will support equality of opportunity and the promotion of higher education. The following provision **must** be included:
- i. attract applications from groups under-represented in higher education;

There is planned targeted promotion to level 3 FE learners through free delivery of the level 4 bridging module which will raise aspirations, study skills and confidence of those who may not have been considering progression to HE. Specific groups are targeted for this delivery in 2019-20 including those learning through the medium of Welsh and those studying FE in vocational areas that have been identified as regional priority areas.

For 2019-20, the college is building upon its pilot programme of HE 'taster' lectures, to further develop a comprehensive programme of opportunities which will be effectively publicised and promoted to level 3 learners including apprentices and part time learners to widen their awareness of and potential access to, progression opportunities.

Specific events are planned to target mature learners in terms of promoting local GLIM HE opportunities, particularly aimed at Access to HE learners across GLIM. The college will promote bursary and wider financial support availability information widely. Bursaries are provided to those under-represented groups in FE who are living in deprived postcode areas, looked after children and those electing to study through the medium of Welsh.

In addition, from 2019-20, the college is investing in a substantial bursary to those internal learners progressing directly from FE level 3 to undergraduate study at the college. This will further support those learners who are accessing the free bridging level 4 module while studying at level 3, and is likely to most benefit those learners least able or not wishing to access traditional university higher education. This will be awarded to all those eligible, including those gaining bursary assistance through the other bursary categories to provide further support for those groups being prioritised by GLIM.

This means that for those learners under-represented in higher education in 2019-20, many of whom come through the college's own vocational further education provision and are supported through the level 4 bridging module, to progress in to higher education at the college, the total bursary assistance that they will be eligible to receive is:

- £1,000 Level 3 to Level 4 bursary
- £300 Communities First or WIMD areas bursary per year
- £300 looked after child or young person per year (plus £500 at the end of the programme to assist with graduation costs)
- £300 Welsh language bursary per year

Therefore, potentially a learner in all of the above categories could access bursary assistance of £2,700 plus £1,000 at the start of their studies plus £500 at the end of the course (i.e. up to a total support of £4,200).

Additionally, the GLIM hardship fund is a means-tested fund that students can apply to annually to further gain assistance to help with their studies, for example child care costs and costs of essential resources.

- ii. retain individuals from groups under-represented in higher education;

Increased support for those on HE programmes will be provided through the provision of a named individual welfare officer assigned to learners who are looked after children/ young people, and to those who are identified as being vulnerable and/ or at risk of dropping out.

This will involve robust live attendance monitoring and utilisation of the college's '85+' scheme where if a learner attendance drops below 85%, support intervention is activated: Bespoke individual needs are identified to ensure that the most appropriate support is provided. This may include study skills support, ALN support, welfare support, advice and guidance (e.g. financial), signposted specific support (internal or external) or referral to counselling services for example.

- iii. provide financial assistance to students

GLIM bursaries are given to those living in former Communities First cluster areas (£300 per annum), Looked After Children (£300 per annum, plus £500 at the end of the course to assist with graduation costs), and those who are studying through the medium of Welsh (£300 per annum).

New for 2019-20, those learners progressing directly from the college's FE level 3 to GLIM undergraduate study at level 4 will access a bursary payment of £1000 to further support their transition. The GLLM HE offer is vocationally focussed and is specifically designed to meet regional employment needs for those who are likely to stay in the North Wales region. This is reflected in the diversity of the college's HE student population, such as in terms of the college's ambition to increase the number of learners over the age of 23 who progress from its Access to HE programmes across the three colleges. For example, in the 2018/19 Fee and Access Plan the college has proposed to increase the number of learners aged over 23, from 445 in 2016, to 650 in 2018.

The college is also targeting learners living in low participation areas within its FE cohorts, in terms of raising awareness and increasing accessibility and aspiration to progression to HE: For many of these learners where there is no tradition within their family of studying at university level, this awareness raising through a comprehensive 'Future Options' programme is critical.

In addition to the bursaries on offer a GLIM hardship fund of £10,000 is available to support those students who require additional financial assistance. Learners are made fully aware of the financial assistance available both before and during their studies.

- iv. make available to students or prospective students information on financial assistance;

HE fee information and bursary details and eligibility information is available on the college website and is updated annually. The college's advice and guidance teams offer impartial pre-application advice across all its campuses. Learner services staff provide personalised information regarding fees at enquiry, application and interview. Impartial financial guidance is also provided to applicants and learners by the Student Loans Company staff who attend recruitment and enrolment events and offer information sessions during 'Future Options' events that are specifically implemented to promote progression from FE to HE.

Learner services staff give HE finance talks during the college's scheduled open events throughout the year within the GLIM University Centre Coleg Llandrillo where the vocational HE area staff are situated during these events and signpost prospective students to the talks.

- v. inform prospective students of the aggregate amount of fees to be charged for the completion of the course;

HE fee information is available on the college website and is updated annually. Information regarding fees and other charges is also available in printed prospectuses, course leaflets and via presentations. Once enrolled on their HE programme, learners can access fees information on the learner portal and via the VLE (Moodle).

A HE fee schedule provides a concise list of fees and information is available for all modes of study and is published on the college website.

GLIM communicates information regarding fees and charges in line with the recommendations of the Competition and Markets Authority and also the commitments within the college's policies and procedures including the student charter, learner entitlement, Welsh Language Scheme and Strategic Equality Plan. All prospective students are informed of their total fees for the duration of their studies. Annual fees are published in the GLIM Tuition Fees Policy and on the college website.

Fees are an integral part of Unistats and are available for scrutiny by applicants, learners and others, with links to Unistats on the GLIM website.

GLIM produce a HE student fees information guide that details fees, charges where applicable, financial support services and also signposts to other organisations including Student Finance Wales. The HE student information guide is distributed to applicants upon offer, at enrolment and also during open events to prospective students.

Fee levels charged by GLIM are not at the maximum permitted level of £9,000. It is proposed to increase the fee level for newly starting HE learners at the college in 2019-2020 to £8,300. The intention would be to increase fees annually in line with inflation or subject to any policy change from the Welsh or UK Government.

- vi. monitor compliance with the provision of the plan;
- vii. monitor progress in achieving the objectives set out in the fee and access plan application.

Monitoring the impact and effectiveness of the 2019-20 fee and access plan is being more firmly built in to the structural arrangements for monitoring and evaluating HE provision at GLIM. This will be through the Higher Education Management Group (HEMG), which has been added to the GLIM monitoring structures in 2018 and is chaired by the Coleg Llandrillo

Principal who has overall responsibility for GLIM higher education. This group meets half termly and includes the following membership:

- *Principal Coleg Llandrillo*
- *Assistant Principal Coleg Llandrillo*
- *HE Manager*
- *GLIM Director of Finance*
- *HE Officer (student paid post)*

The HE Officer, as part of his or her remit, will play a strengthened role in communicating with the wider HE student body in terms of their contribution to the planning and monitoring of the fee and access planning, implementation and review. The associated strengthened HE learner representative engagement operational action plan will also reference a series of actions in relation to monitoring the impact and effectiveness of the plan.

The HE Fee and Access Plan will be monitored at senior level in terms of both compliance and progress, by the GLIM Curriculum Students and Standards Committee which meets termly, and reports to the Corporation Board. The Committee is chaired by a GLIM governor and HE fee and access plan monitoring (planning, current implementation and review of the relevant fee and action plans) is part of the standing HE agenda item. The HE Officer (student paid post) is a member of the Curriculum, Students and Standards Committee and a further standing agenda item at that committee, is the HE Officer report which will include the HE student voice and reference to the engagement activity as referenced in the operational plan.

9. Provision supporting equality of opportunity and groups under-represented in higher education should be clearly distinguished from provision supporting the promotion of higher education. Targets should be similarly clear.
10. **Categories of provision:** Provision should be grouped into categories, as set out below. It is for applicants to decide under how to categorise their provision. Applicants' provision might not include investment in all categories nor be invested equally across all chosen categories. The categories of provision are:

Equality of opportunity measures which support groups under-represented in higher education:

- i. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;

The college is committed to widening participation across all its learner groups and is substantially investing in a range of categories of expenditure to support individuals under-represented in HE (see below and Annex ii for details). The amount invested in this area amounts to 14.4% of the college's total HE income and reflects the commitment of GLIM to further encourage and diversify its student intake.

The level and distribution of investment across the categories of expenditure reflects the college's commitment to widening participation with a particular focus on the target areas and groups identified and explained throughout this fee and access plan.

In terms of 'Equality of Opportunity' all those categories of investment identified as priorities in 2018-19 continue to be priorities for 2019-20, and either show the same level of or an increase in investment with the exception of 'improve the higher education experience for groups under represented in higher education', where there is an identified reduction. This does reflect some of the successful developments and actions taken to date, particularly around accessibility, flexibility and support. However, the college remains committed to continuous improvements for its HE provision and is continuously monitoring provision, learner experience and outcomes to ensure that under represented groups are not disadvantaged in any way, or may benefit from further targeted action.

In relation to 'Promotion of HE', the expenditure categories and levels remain consistent with the 2018-19 fee and access plan with the exception of the promotion of 'Welsh higher education more effectively internationally' as the college works closely with its strategic HEI partner, Bangor University, with agreed protocols in place in terms of international students and BU opportunities.

The GLIM FE learner groups who are under-represented in HE, are the focus of the objectives relating to equality of opportunity; Many of the objectives make this explicit, while others may be more implicitly expressed.

Underpinning the GLIM offer, is its targeting of those learners who traditionally would not be accessing HE and/or are unable to attend traditional HE studies. The GLIM programmes are developed in partnership with regional employers to ensure that they meet regional higher level skills needs and therefore lead to progression to employment; The GLIM programmes are applied vocational programmes, many incorporating higher level skills and incorporating assessment of those practical skills, rather than a more traditional academic HE offer. This means that the GLIM offer, which complements that of the college's strategic HEI partner, Bangor University, makes the regional offer much more coherent for potential applicants, and in particular for those from under-represented groups. In turn, the provision is designed to meet regional skills needs so is maximising opportunities, particularly benefitting those for whom geographical mobility is not possible, to graduate employment within the region.

GLIM will promote the provision of a diverse array of aspiration-raising, promotion of the college's HE and on-programme support at FE and subsequent individually designed and implemented HE support for those identified as having academic potential and coming from disadvantaged postcodes, those aged over 23 e.g. through Access to HE programme activity, those learners with additional learning needs and those who are looked-after children and young people.

GLIM will provide a range of financial bursaries, specifically to those learners living in deprived postcodes, Welsh medium learners, and looked-after children and young people. In addition, in order to provide substantial support for college level 3 FE learners, who may not previously have considered progression to higher education, but are able to do so through the college's learner-centred accessible provision, GLIM will introduce a £1,000 bursary to those internal learners progressing directly to full time level 4 study in 2019-20.

GLIM will further target those who are deaf or have hearing difficulties in terms of its foundation degree and level 6 top-up provision in deaf studies, through a range of awareness raising sessions and activities. This will also build capacity in the region of those hearing learners who are working in a range of vocational areas e.g. education, health, social care, with deaf individuals and/or groups.

- ii. attract and retain students and potential students from under-represented groups;

GLIM will target, promote and deliver the level 4 bridging module, Aiming Higher, to further engage level 3 FE learners, and to raise their aspirations and confidence to continue to study at HE, particularly for those learners who are studying vocational FE subjects who may not previously have considered applying or may not have had the confidence to apply to HE. This is available through the medium of Welsh and English and is offered without a learner fee in order to ensure that the module benefits all those aspiring to higher level study.

GLIM will target promotion and support for higher education learners, to those wishing to study on a part time basis in order to combine higher level study with other responsibilities.

GLIM will invest in its recruitment activity to attract adults returning to HE study, continuing to attract a high proportion of HE learners over the age of 23.

- iii. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;

Build on development work and expand further a programme of higher education taster sessions that Level 3 learners can book into during their FE studies in a range of specialist vocational areas.

Review and plan joint promotion events in the region, in collaboration with the college's key strategic HEI partner with a particular GLIM focus on those who are unable to access traditional HE study.

Partnership development of regional HEI partner recruitment events where the college can offer complementary accessible pathways for those less able to access traditional HE provision, targeting potential learners over the age of 23.

- iv. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;

GLIM will provide intensive ongoing support led by an assigned student welfare officer, for looked after children and young people.

GLIM will increase its support mechanisms for learners identified as vulnerable through a range of sources including robust attendance monitoring, to improve support leading to increased retention and completion.

- v. improve the higher education experience for groups under-represented in higher education;

Increase the number of learners studying HE credits through the medium of Welsh by ensuring Welsh medium through associated increased Welsh medium capacity.delivery capacity

Increase part time HE learner recruitment (e.g. for those in employment and/or with caring responsibilities) through an increased number of flexible and accessible part time undergraduate programmes and additional CPD standalone module design, offer and take-up.

GLIM will evaluate the 2018-19 pilot and further develop the annual bespoke HE learner conference (for HE learner representatives) to strengthen joint decision making and the efficacy of the process through which the HE student body, through its learner representatives, are engaged in that decision making.

- vi. provide to under-represented groups effective information, before and during their studies;

GLIM will target and promote the level 4 bridging module to engage learners and encourage aspiration and confidence to continue to study at HE, particularly for those learners who are studying vocational FE subjects who may not previously have considered applying or may not have had the confidence to apply to HE. This module is available through the medium of Welsh and English;

GLIM will target promotion to learners wishing to study on a part time basis in order to combine higher level study with other responsibilities including employment and/or caring responsibilities.

GLIM will invest in its recruitment activity to attract adults returning to HE study, increasing its proportion of HE learners over the age of 23.

- vii. provide high quality academic and welfare support to groups under-represented in higher education;

Strengthen support for HE learners identified as 'vulnerable' to facilitate their retention and success on their programme. The college will invest in its promotion of support available including the expanded academic study skills support for HE learners, ALN support, pastoral support, and further extend its learner bespoke e-tracking of attendance and progress (which is shared with learners and accessed remotely).

- viii. support the progress to employment or further study of groups under-represented in higher education; and

Increase employability activity including work placement opportunities in its undergraduate programmes.

- ix. other measures to support groups under-represented in higher education such as evaluating fee and access plans' effectiveness, supporting the regional Reaching Wider Partnership and/or other relevant provision, (please specify these measures).

GLIM will continue to monitor the effectiveness of its Fee and Access plan in delivering on its stated aims of enabling learners who traditionally would not be accessing HE to do so.

Promotion of HE

The college is further investing 3.3% of its total HE income to strengthen promotion of HE and in particular, to attract those who may not previously have considered higher education as a pathway, as outlined below (also see Annex ii).

- i. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;

GLIM will further strengthen its partnerships with both the public and private sectors in line with employer demand-led development of HE provision. All newly proposed validations and those programmes undergoing periodic review involve extensive collaboration with regional employers who contribute to the curriculum design and changes to content to reflect sector and employer priorities.

Further develop the programme of employer-led sessions and guest speaker events by vocational area to increase employability skills, learner awareness of regional opportunities and subsequent progression to employment.

- ii. improve the quality of learning and teaching, with reference to the quality of the student experience;

GLIM will continue to invest in both its facilities and teaching resource in order to enhance the quality of the student experience. Through annual internal 'innovation' funding, programme areas can 'bid' for additional investment in bespoke learning and teaching resources. In 2017/18 for example, this has involved the purchase of innovative resources in eight programme areas e.g. virtual reality headsets in health and care.

Recent years have seen the further development of the bespoke university centre (UCCL) building on the Rhos-on-Sea campus in conjunction with its strategic HEI partner, Bangor University. This has given HE students access to a high class, dedicated facility to undertake their studies. GLIM will continue to invest both on this campus and across the Grŵp as appropriate, to ensure that the high quality student experience is sustained.

In addition, GLIM will continue to invest in its teaching staff to ensure that they are developed to their full potential and can further enhance the student experience. This is done through the funding of specific HE staff development and scholarly activities: Such activity includes for instance, higher degrees, publications and papers, conference attendance, visits to partner and/or leading HEIs, industrial updating and external examining.

- iii. strengthen the employability of Welsh graduates;

GLIM will increase its Welsh medium HE offer, delivery capacity and associated take-up of learning through the medium of Welsh;

GLIM will ensure that employability is integral to all its HE undergraduate programmes;

GLIM will increase its positive progressions to employment or further study across its HE provision;

GLIM will promote to employer partners and to HE learners, the opportunities to participate in the HE employability programme and associated activity.

- iv. promote Welsh higher education more effectively internationally;

GLIM will continue to promote itself and its provision on an international stage through the use of consultants, primarily in Asia. Whilst their activities may not be always specifically focussed on HE provision, the whole of the Grŵp's offering is publicised and the Grŵp has been successful in attracting a number of international HE students.

In addition, GLIM will continue to invest in its participation and hosting of World Skills competitions which publicise the Grŵp and its offer, including HE, internationally.

- v. deliver sustainable higher education;

GLIM will further develop and distribute the GLLM 'Insight' journal, a journal of scholarly activity of staff and students.

GLIM is ensuring value for money for its learners, the region and the Welsh economy through its vocational degree focus where programmes are based on the regional skills needs to meet current and future employer demand.

- vi. raise awareness of the value of higher education to potential students;
and

GLIM will extend its calendar and repertoire of 'Taster' HE classes, and associated scheduled promotional activity targeting current college FE learners. The taster programme will involve level 3 learners either being able to 'book' on to specific level 4 lectures to 'try' out the HE provision in a vocational area and/ or HE lecturers giving talks to targeted FE level 3 groups, regarding progression opportunities to higher level study. Such talks include current and/or previous GLIM HE learners as well as lecturers.

- vii. other measures to support the promotion of higher education such as evaluating fee and access plans' effectiveness, supporting the regional Reaching Wider Partnership and/or other relevant provision, (please specify these measures).

Institutional fee and access plan 2019/20**Table A: Fee levels and fee income and investment, 2019/20**

Institution name: Grŵp Llandrillo Menai
 Institution UKPRN: 10007820

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the post-2012/13 fee regime in 2019/20, are to be returned in this table.

If you provide courses that have a year out, such as a year out on an industrial placement, or a year abroad, and different fee levels are charged for these years, then this should be taken account of in calculating the average fee and the total fee income returned on this table.

For further guidance and definitions used in this table, please see **Section Four** of the guidance.

a) What is your highest proposed fee rate for:

	£
Full-time undergraduate	8,300
Full-time PGCE (QTS)	

b) Will the proposed fees in a) (above) be charged for all full-time undergraduate higher education and PGCE (QTS) provision at your institution or provided on your behalf?

	Enter Yes or No
Full-time undergraduate	No
Full-time PGCE (QTS)	

c) If no, what is your average (mean) fee per full-time undergraduate and PGCE (QTS) student likely to be?

	£
Full-time undergraduate	8,124
Full-time PGCE (QTS)	
All FT UG/PGCE (QTS) students in plan	

d) What post-2012/13 fee regime income do you expect to receive in 2019/20? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	4,793,200
Full-time PGCE (QTS)	
Total	4,793,200

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2018/19 plans the proportion of total income invested in 2019/20 must be at least the proportion invested in 2018/19. For those applicants, HEFCW has provided below the 2018/19 amount and percentage of total income.

	2019/20		2018/19	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	690,000	14.4%	650,000	14.1%
Promotion of higher education	155,000	3.2%	165,000	3.6%
Total	845,000	17.6%	815,000	17.6%

If the proportion to be invested in 2019/20 is less than in 2018/19 please provide commentary below:

Institutional fee and access plan 2019/20**Table B: Fee and access plan income forecast expenditure, 2019/20**

Institution name: Grŵp Llandrillo Menai
Institution UKPRN: 10007820

Forecast expenditure of the fee income returned in Table A, provided against the categories below, is to be returned in this table.

Guidance note

The categories take account of the Welsh Government (WG) guidance to HEFCW on fee and access plans found in Annex A part 2 of HEFCW circular W16/03HE* (paragraphs 4.18 and 4.19). Applicants should refer to paragraph 4.15 of the WG guidance on fee plans in completing this table and categorise expenditure on fee and access plan objectives against the categories below.

The categories of equality of opportunity expenditure relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to include similar activities under different categories.

Student financial support activities will be a part of the applicant's total investment in categories of expenditure to support equality of opportunity and/or the promotion of higher education (as set out in Table B (a) and (b)). Table B (d) below asks applicants to separately identify forecast expenditure on student financial support activities **already included** in Applicants should set out their level of expenditure against each appropriate category. Not all categories will necessarily have expenditure returned against them.

Where expenditure is forecast in more than one category, it should be split between categories. Total expenditure against a) and b) should match the equivalent returned in Table A.

[*Annex A Part 2 of HEFCW circular W16/03HE](#)

For further guidance and definitions used in this table, please see **Section Four** of the guidance.

2019/20 fee and access plan income forecast expenditure

a) Equality of opportunity	2019/20	2018/19
	£	£
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	30,000	30,000
2. attract and retain students and potential students from under-represented groups	240,000	200,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education	110,000	100,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and care	115,000	108,000
5. improve the higher education experience for groups under-represented in higher education	25,000	50,000
6. provide to under-represented groups effective information, before and during their studies	20,000	20,000
7. provide high quality academic and welfare support to groups under-represented in higher education	125,000	117,000
8. support the progress to employment or further study of groups under-represented in higher education	25,000	25,000
9. contribute to Reaching Wider Partnerships		0
10. other, for example fee and access plan evaluation		0
Total	690,000	650,000
Percentage of forecast expenditure to be spent on Equality of Opportunity	81.7%	79.8%

b) Promotion of HE	2019/20	2018/19
	£	£
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales	55,000	55,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience	10,000	10,000
3. strengthen the employability of Welsh graduates	60,000	60,000
4. promote Welsh higher education more effectively internationally		8,000
5. deliver sustainable higher education		2,000
6. raise awareness of the value of higher education to potential students	30,000	30,000
7. other, for example fee and access plan evaluation		0
Total	155,000	165,000
Percentage of forecast expenditure to be spent on Promotion of HE	18.3%	20.2%

c) Total forecast expenditure of 2019/20 fee and access plan income, a) + b)	2019/20	2018/19
	£	£
	845,000	815,000

d) Student financial support (already included in a) and b) above)	2019/20		2018/19	
	£	Anticipated	£	Anticipated
Fee waivers			0	0
Bursaries	192,500	440	162,500	580
Scholarships			0	0
Hardship funds	12,000	55	12,000	55
Provision of financial management advice and skills			0	0
Other financial support			0	0
Total	204,500	495	174,500	635
Percentage of forecast expenditure to be spent on student financial support	24.2%		21.4%	

If the proportion to be invested in 2019/20 is less than in 2018/19 please provide commentary below:

Institutional fee and access plan 2019/20**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2019/20**

Institution name: Grŵp Llandrillo Menai
 Institution UKPRN: 10007820

This table should be completed where:

- you propose to charge different fees for different courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime.
- you propose to charge the same fee for all courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime, but you have provision that you do not validate yourself.

Where different fees are charged for different courses or cohorts, or you have provision that you do not validate yourself, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A.

The guidance below gives the categories of courses for which information should and shouldn't be returned. Note that information about provision delivered under partnership arrangements is collected in Table D.

Guidance note

Do include information about courses:

- That you provide and control which are validated by another body but are not part of a franchise arrangement.
- That you provide, control and validate yourself.
- That you provide and control, that are validated by you, your parent or another body, where you are a subsidiary of that parent, and your parent is not including the courses in their fee and access plan.

Do not include information about courses:

- That you franchise out to another provider.
- That you provide on behalf of another provider via a franchise agreement.
- That you do not provide and that you validate only.
- That are delivered by a subsidiary, where you are the parent of that subsidiary, whether or not the subsidiary is submitting their own fee and access plan.

If you provide courses that have a year out, such as a year out on an industrial placement, or a year abroad, and different fee levels are charged for these years, then you should return data on this table to reflect the different fee levels charged. For example, this might mean that you return one row of data for all courses and cohorts that are charged a £9,000 tuition fee and one row of data for cohorts who take a year out and are charged an £1,800 fee.

You should categorise your provision into different fee levels by qualification aim and/or subject and/or year(s) of course as appropriate below. The fields (qualification award and subject) are free text fields so if another grouping is more appropriate then please provide information on this grouping in these fields.

In completing the year(s) of course column, please specify all years that the fee applies to, for example, '1, 2' or 'All'. A '0' should be used for foundation years.

If you charge the same fee for all courses or cohorts but have provision that you do not validate yourself then you should include all your full-time undergraduate and PGCE (QTS) provision under the post-2012/13 fee regime. A row of data should be included for each validating body plus a row of data for any provision that you validate yourself.

For each category included please provide details of your forecast student numbers.

For further guidance and definitions used in this table, please see **Section Four** of the guidance.

Summary data	FT UG	FT PGCE (QTS)
Total expected income	4,793,200	0
Total expected student numbers	590	0
Average fee	8,124	

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	8,300	FdA	Business Management	1	N	21	Y	Bangor University	174,300
2	8,100	FdA	Business Management	2	N	17	Y	Bangor University	137,700
3	7,900	BA (Hons)	Management & Business	3	N	18	Y	Bangor University	142,200
4	8,300	FdA	Events Management	1	N	8	Y	Bangor University	66,400

5	8,100	FdA	Events Management	2	N	4	Y	Bangor University	32,400
6	8,300	FdA	Hospitality Management	1	N	6	Y	Bangor University	49,800
7	8,100	FdA	Hospitality Management	2	N	4	Y	Bangor University	32,400
8	7,900	BA (Hons)	Hospitality Management	3	N	3	Y	Bangor University	23,700
9	8,300	FdA	Tourism Management	1	N	10	Y	Bangor University	83,000
10	8,100	FdA	Tourism Management	2	N	6	Y	Bangor University	48,600
11	7,900	BA	Travel & Tourism Management	3	N	6	Y	Bangor University	47,400
12	8,300	FdA	Culinary Arts	1	N	6	Y	Bangor University	49,800
13	8,100	FdA	Culinary Arts	2	N	6	Y	Bangor University	48,600
14	7,900	BA (Hons) Top-up	Culinary Arts	3	N	5	Y	Bangor University	39,500
15	8,300	FdSc	Sport Science (Sports Coaching)	1	N	9	Y	Bangor University	74,700
16	8,100	FdSc	Sport Science (Sports Coaching)	2	N	10	Y	Bangor University	81,000
17	7,900	BSc (Hons) Top-up	Sport Science (Sports Coaching)	3	N	8	Y	Bangor University	63,200
18	8,300	FdSc	Sport Science (Outdoor Recreation)	1	N	6	Y	Bangor University	49,800
19	8,100	FdSc	Sport Science (Outdoor Recreation)	2	N	5	Y	Bangor University	40,500
20	8,100	FdSc	Policing	2	N	26	Y	UCLan	210,600
21	7,900	BSc (Hons) Top-up	Policing and Criminal Investigation	3	N	16	Y	UCLan	126,400
22	8,300	FdA	Childhood Studies	1	N	18	Y	Bangor University	149,400
23	8,300	FdA	Childhood Studies (Early Years Practitioner)	1	N	5	Y	Bangor University	41,500
24	8,100	FdA	Childhood and Learning Support Studies	2	N	28	Y	Bangor University	226,800
25	7,900	BA (Hons) Top-up	Childhood Studies	3	N	20	Y	Bangor University	158,000
26	8,300	FdA	Health & Social Care	1	N	16	Y	Bangor University	132,800
27	8,100	FdA	Health & Social Care	2	N	28	Y	Bangor University	226,800
28	7,900	BA (Hons) Top-up	Health & Social Care	3	N	15	Y	Bangor University	118,500
29	8,300	FdA	Health & Social Care (Social Policy)	1	N	6	Y	Bangor University	49,800
30	8,100	FdA	Health & Social Care (Social Policy)	2	N	7	Y	Bangor University	56,700
31	7,900	BA (Hons) Top-up	Health & Social Care (Social Policy)	3	N	6	Y	Bangor University	47,400
32	8,300	FdA	Needs	1	N	4	Y	Bangor University	33,200
33	8,100	FdA	Needs	2	N	4	Y	Bangor University	32,400
34	8,300	FdA	Health & Social Care (Promoting Independence using Assistive Technologies)	1	N	4	Y	Bangor University	33,200
35	8,100	FdA	Health & Social Care (Promoting Independence using Assistive Technologies)	2	N	4	Y	Bangor University	32,400
36	8,300	FdSc	3D Animation & Games Development	1	N	20	Y	Bangor University	166,000
37	8,100	FdSc	3D Animation & Games Development	2	N	10	Y	Bangor University	81,000
38	7,900	BSc (Hons) Top-up	3D Animation & Games Development	3	N	8	Y	Bangor University	63,200
39	8,300	FdSc	Computing (Software Development)	1	N	8	Y	Bangor University	66,400
40	8,100	FdSc	Computing (Software Development)	2	N	8	Y	Bangor University	64,800
41	7,900	BSc (Hons) Top-up	Computing (Software Development)	3	N	6	Y	Bangor University	47,400
42	8,300	FdSc	Computing (Networking)	1	N	8	Y	Bangor University	66,400
43	8,100	FdSc	Computing (Networking)	2	N	8	Y	Bangor University	64,800
44	7,900	BSc (Hons) Top-up	Computing (Networking)	3	N	4	Y	Bangor University	31,600
45	8,300	FdA	Creative and Broadcast Media	1	N	13	Y	Bangor University	107,900
46	8,100	FdA	Creative and Broadcast Media	2	N	10	Y	Bangor University	81,000
47	7,900	BA (Hons) Top-up	Creative and Broadcast Media	3	N	10	Y	Bangor University	79,000
48	8,300	BA (Hons)	Fine Art	1	N	15	Y	Bangor University	124,500
49	8,100	BA (Hons)	Fine Art	2	N	10	Y	Bangor University	81,000
50	7,900	BA (Hons)	Fine Art	1	N	8	Y	Bangor University	63,200
51	8,300	FdA	Art & Design	1	N	10	Y	Bangor University	83,000
52	8,100	FdA	Art & Design	2	N	8	Y	Bangor University	64,800
53	8,300	FdA	Photography	1	N	6	Y	Bangor University	49,800
54	8,100	FdA	Photography	2	N	6	Y	Bangor University	48,600
55	7,900	BA (Hons) Top-up	Photography	3	N	5	Y	Bangor University	39,500
56	8,300	FdSc	Construction	1	N	4	Y	Bangor University	33,200
57	8,100	FdSc	Construction	2	N	6	Y	Bangor University	48,600
58	7,900	BSc (Hons) Top-up	Construction Management	3	N	4	Y	Bangor University	31,600
59	8,300	FdEng	Civil Engineering	1	N	6	Y	Bangor University	49,800
60	8,100	FdEng	Civil Engineering	2	N	8	Y	Bangor University	64,800
61	7,900	BEng (Hons) Top-up	Civil Engineering	3	N	6	Y	Bangor University	47,400
62	8,300	HNC	Performing Arts (Acting)	1	N	10	Y	Pearson Edexcel	83,000

Institutional fee and access plan 2019/20**Table G: Targets**

#REF!

Institution name: Grŵp Llandrillo Menai
Institution UKPRN: 10007820**Guidance note**

A fee and access plan should contain SMART institutional targets that contribute to demonstrating the applicant's commitment to increasing and/or maintaining the number of students from under-represented groups in higher education, or other fee and access plan objectives, as appropriate. Targets should demonstrate the level of ambition, pace of progress and distance to be travelled by HEFCW accepts that it is neither beneficial nor meaningful to set targets in all fee and access plan areas. Applicants will want to satisfy themselves that they have sufficient targets to provide a full account of, and return on, the level of public investment to which the plan relates. The level of public investment will differ between institutions, as will the quantity of targets.

For numerical targets, contextual information or assumptions used to calculate the target should be included where appropriate, in the form of population numbers, or numbers or percentages from the particular group the target relates to, where these haven't been included as the target. For example, if a percentage of students that are from a particular group is a target, you should include in monitoring targets that have a number or percentage as the target, we will base our judgement of whether the target has been met or not met on the target statistic. The contextual information will be used to understand more fully whether any increases or decreases in the target translate to differences in numbers of students from particular groups where percentages are given or in

For further guidance and definitions used in this table, please see **Section Four** of the guidance.

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data		Contextual information for baseline year			Target		Contextual information for target			Optional longer term targets		Please provide a commentary on the 2019/20 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based.		
			Y / N	If Y please provide partner name(s)		No.	%	Population	No.	%	2019/20		2019/20			2020/21			2021/22	
											No.	%	Population	No.	%	No.	%		No.	%
1	Increase the direct progression for learners from underrepresented groups from level 3 FE at the college to accessible higher level study through the implementation of a substantial bursary scheme	a2 attract and retain students and potential students from under-represented groups;	N		17/18	84	20.0%					147	25.0%	FT learner;	590					Full time learners
2	Increase the awareness raising and engagement activity targeting the college's level 3 learners in vocational areas where vocational progression higher level studies are available	a6 provide to under-represented groups effective information, before and during their studies;	N		16/17	68	2.3%	GLIM L3	2,958			300								Increase the bespoke (by area) targeted activities to 300 learners
3	Further develop the opportunities for development and progression to higher level study for the regional deaf community, and those supporting the deaf community, through targeted awareness raising provision	a8 support the progress to employment or further study of groups under-represented in higher education.	N		16/17	38						120								Increase awareness raising events to reach 120 undergraduate learners
4	Increase HE recruitment of learners from low participation areas	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		16/17	397	25.0%					450								Target relates to total of FT and PT learners 2019-20
5	Increase the number of learners studying more than 10 HE credits through the medium of Welsh	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		16/17	129	8.3%	HE learners	1,559			210	13.0%	HE learners						Bridging module validated to be delivered through the medium of Welsh with BU
6	Increase the number of learners studying more than 5 HE credits through the medium of Welsh	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		15/16	82						130	8.0%	HE learners						Bridging module validated to be delivered through the medium of Welsh with BU
7	Increase the number of learners studying more than 40 credits through the medium of Welsh	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		15/16	63						80	5.0%	HE learners						Increased Welsh medium capacity
8	Increase part time HE learner recruitment for those in employment and/or with caring responsibilities, through increased accessible programme design	a8 support the progress to employment or further study of groups under-represented in higher education.	N		16/17	1,018	65.0%	HE learners	1,559			68.0%	All learners							Baseline is % of PT to FT
9	Further raise awareness of GLLM HE opportunities for those Level 3 learners not applying or not able to access traditional HEI higher level study	b6 raise awareness of the value of higher education to potential students.	N		16/17	83	5.0%					120								Identify and target those L3 yr 2 with no UCAS application and no intended employment (% is of L3 FE leavers)
10	Increase the availability and uptake of study on appropriate CPD standalone HE modules to support individual employment progression and to meet regional employer needs	b3 strengthen the employability of Welsh graduates;	N		16/17	92						120								Increase take-up of standalone modules
11	Continue to develop the 'Codistem' regional partnership work bringing in year 9 pupils to engage in STEM subject activities and raise aspirations for future HE	a9 contribute to Reaching Wider Partnerships	Y	Bangor University	16/17	774						1,000								Number of year 9 pupils attending the events in 3 college sites
12	Increase the recruitment and support for looked after children progressing to HE from their level 3 studies at the college	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		17/18	2						6								2 LAC learners studying on HE programmes in 2017-18
13	Increase the effective engagement of HE learner voice, ensuring all HE cohorts have representation through Learner Reps who engage over the year with a range of feedback and engagement events	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		16/17	13	25.0%		52			50	89.0%	56						HE learner rep engagement and participation with a schedule of events over the academic year including learner rep feedback meetings
14	Increase the employability support for HE learners by further adding work placements to new and revalidated HE programmes	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		16/17	25	50.0%	u/grad programmes	50			32								Measure is number of newly approved programmes that have WP
15	Increase HE learner in-year retention through increased on programme support	a5 improve the higher education experience for groups under-represented in higher education;	N		16/17		91.8%					94.0%								
16	Increase HE learner attendance to 88%	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		16/17		84.5%					88.0%								
17	Further increase delivery of the level 4 bridging module for learners (without a fee) on GLIM level 3 programmes	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		16/17	465	15.7%	GLIM L3				500	36.0%							Target = number of learners
18	Increase the additional study skills support take-up by learners to assist the transition from FE to HE	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		16/17	300	19.0%					400	26.0%							Target learner number to access additional workshop support at L4