



**Grŵp Llandrillo Menai**

**Fee and Access Plan**

**2021-2022**

## Fee and Access Plan

Name of institution	Grŵp Llandrillo Menai
Duration of the fee and access plan	1 August 2021 to 31 July 2022

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### Section 1 - Fee levels

#### Section 1.1 – Fee levels or the determination of a fee level at each location

Fee level	Location of course
New full time students level 4 (2021-2022 entrants), and new students with direct entry to level 6 who have not previously studied at GLIM £8,300	Grwp Llandrillo Menai <b>location:</b> Rhos-on-Sea: <b>Qualifications:</b> HNC, Certificate of Higher Education, Foundation Degree (FdSc, FdA, FdEng)
	Grwp Llandrillo Menai <b>location:</b> Rhyl <b>Qualifications:</b> Certificate of Higher Education
	Grwp Llandrillo Menai <b>location:</b> Dolgellau <b>Qualifications:</b> Foundation Degree (FdSc, FdA)
	Grwp Llandrillo Menai <b>location:</b> Parc Menai <b>Qualifications:</b> Foundation Degree (FdA); First Degree (BA)
Continuing full time level 5 students (2020/2021 entrants) £8,300	Grwp Llandrillo Menai <b>location:</b> Rhos-on-Sea <b>Qualifications:</b> Foundation Degree (FdSc, FdA, FdEng);
	Grwp Llandrillo Menai <b>location:</b> Dolgellau <b>Qualifications:</b> Foundation Degree (FdSc, FdA)
	Grwp Llandrillo Menai <b>location:</b> Parc Menai

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	<b>Qualifications:</b> Foundation Degree (FdA); First Degree (BA)
Continuing full time level 6 students (2019/2020 entrants) £8,300	Grwp Llandrillo Menai <b>location:</b> Rhos-on-Sea <b>Qualifications:</b> First Degree (BSc, BA, BEng (L6 top up year))
	Grwp Llandrillo Menai <b>location:</b> Dolgellau <b>Qualifications:</b> First Degree (BA) (L6 top up year)
	Grwp Llandrillo Menai <b>location:</b> Parc Menai <b>Qualifications:</b> First Degree (BA)
New full time postgraduate students 2021-2022 £7,100	Grwp Llandrillo Menai <b>location:</b> Parc Menai <b>Qualifications:</b> Master of Arts (MA)

Annual fees may increase in line with inflation for all students beginning their studies in 2021/22. This policy has applied for all years from 2019/20 onwards. This will be the third year that fee levels have been frozen at £8,300.

### Section 1.2 - Aggregate fee levels

Fees are accessible for students to see via the GLIM website on the course fees page, within the tuition fees policy and the published fee and access plan. This will be the third year that fee levels have been frozen at £8,300 since beginning in 2019/20. The aggregate fees statement on the course fees page still applies. Tuition fees on full-time degree courses are £8,300 for each year of study, an aggregate total of £24,900. The annual fees may increase in line with inflation (using the CPIH inflation rate of September the year prior as per the ONS website). 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).

## Section 2 - Student Partnership

### The Student Union Higher Education President(s)

The Student Union Higher Education President (HEP) is both an elected and a part time salaried post within GLIM. During 2018-19, the college experienced difficulty in appointing to the role, due in part to the extensive travel needed between the GLIM campuses (from Dolgellau to Bangor and Llangefni as well as Rhos-on-Sea) in order to ensure that all the college's HE students would gain representation from this post. While the majority of HE provision is sited at the Coleg Llandrillo Rhos-on-Sea campus, the engagement and contribution of our students at Coleg Menai and Coleg Meirion Dwyfor who are studying on a range of bespoke programmes, is also a priority for us. As a result, in 19-20 the college advertised with a split of the part time hours available to the post, in order to give a

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representative proportion of the hours to each college, with the aim there being a bespoke representative, based on site to ensure that there is a continuity of representation of those smaller but critical groups of HE students; however, there was no interest from the students in Coleg Menai and Coleg Meirion Dwyfor so the hours have in fact been re-combined into one post.

The duties for the SU HE President(s) are listed to include the following:

1. Promote the development of Grŵp Llandrillo Menai Student Union and its services to Higher Education learners.
2. Publicise the work of the Student Union and promote TOTUM (NUS Extra) cards and their benefits.
3. Provide a welcome to learners during induction by visiting classes and being available to meet new learners at Higher Education fresher's event and welcome meetings.
4. Liaise regularly with Learner Services staff and attend specific training as directed by the Learner Services Manager and the Learner Enrichment Officer eg Safeguarding, NUS bespoke training and Student Governor Training.
5. The elected Higher Education Student Union President with the most votes (Coleg Menai, Coleg Llandrillo or Coleg Meirion-Dwyfor) will also be elected as a Student Governor for Grŵp Llandrillo Menai.
6. Ensure that Higher Education Students are fairly represented across the group by developing effective communication mechanisms including regular meetings and drop in sessions with Higher Education class representatives and learners.
7. Represent Higher Education learners at all relevant committees and working groups as directed by the Learner Services Manager and the Learner Enrichment Officer.
8. Gather and collate specific feedback from Higher Education learners to contribute to the Grŵp's Fee and Access plan, the Higher Education Student Charter and QAA reviews.
9. Support Student Enrichment events and encourage Higher Education learners to actively participate.
10. Support the organisation and delivery of Higher Education learner representative training.
11. Produce and implement an action plan of HE Student President activities for the year, supported by the Learner Enrichment Officer.
12. Promote a culture of positive behaviour and act as an ambassador for all learners at all times.

The SU HE President(s) are line-managed by the respective Learner Services Managers in the colleges, and work closely with the Higher Education Manager (who works across the Grwp). Communications with the HE SU President(s) are ongoing on an informal basis and the Learner Services Manager and the HE Manager meet more formally with the respective HE President half termly as a minimum, to ensure a 'joined up' approach to the role and responsibilities alongside communication of clear student and college priorities, concerns, and/or areas of development.

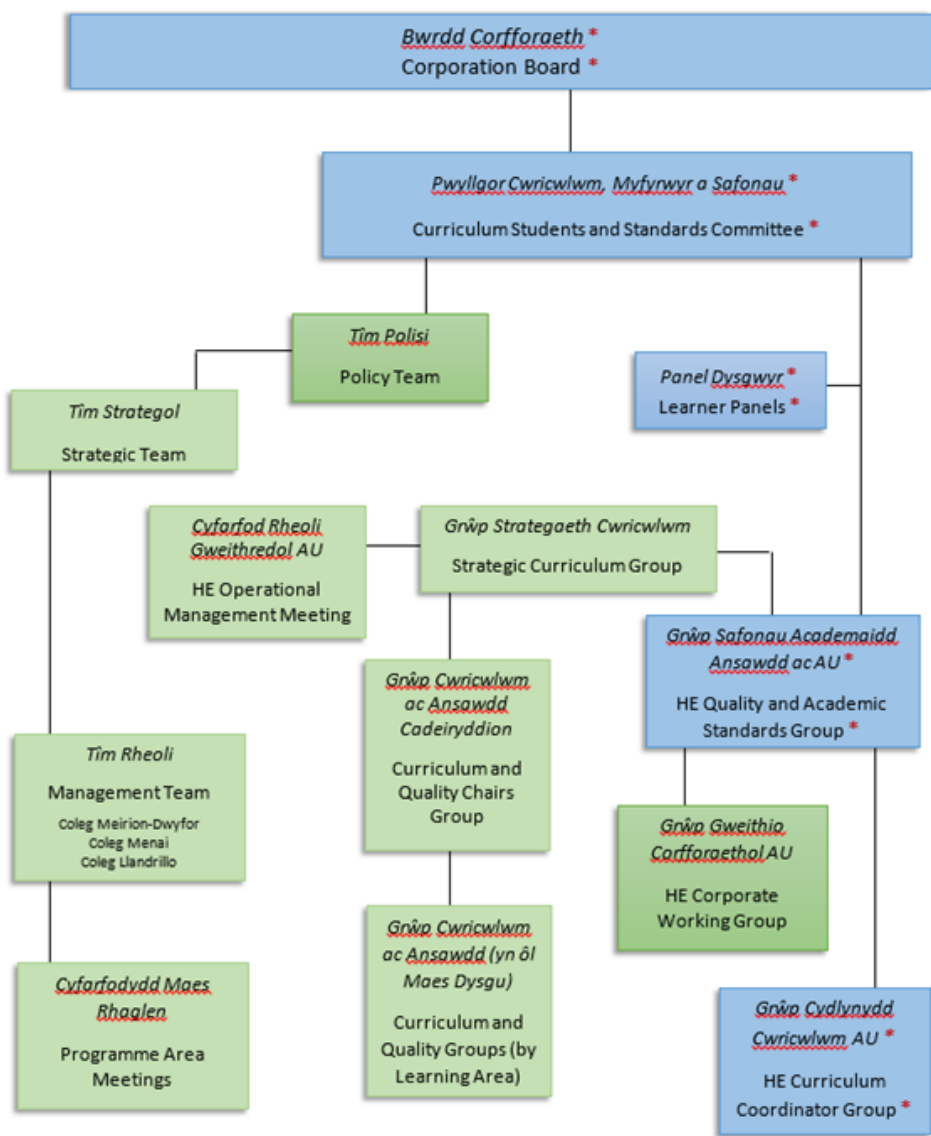
The SU HE President sits on the key committees where HE is monitored and reported upwards: These include the HE Operational Management Group, HE Quality and Standards Group, Curriculum Students and Standards Committee (which is a sub-committee of the Board of Governors) and the GLIM Board of Governors. In addition, the SU HEP sits on its HE Coordinator Group; the HE coordinators are lecturers (one from each programme area in the

college that has HE provision); their role is predominantly to engage within their departmental HE team to ensure effective HE communications in both directions and to act as a ‘user group’ of key staff who contribute to planning, change (including changes to structures and processes), quality enhancement, validation processes and promotional events.

The SU HEP contributes to the fee and access plan process through discussion, overseeing, monitoring and review of the plans through the committee memberships with the specific remit of contributing on behalf of the student voice.

The chart below shows the college’s management committees and reporting structure a red \* indicates those committees that the HE SUP attends.

**GLLM Academic Management Committees and Reporting Structure**



\* *Wedi mynychu gan Wroddwr Lloedd y Meistr, AU*  
\* Attended by HE Student Union President

Updated March 2019

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The college has invested substantially to ensure that it's growing HE student population has a distinct voice and that students are partners in the HE planning cycle (including fee and access plans), monitoring and review.

### **HE Learner Representatives**

Each year, each HE course and year cohort elect a student representative who undertakes a 'Learner Representative training' session to ensure that they are fully aware of the nature and importance of their role in ensuring that their student group is actively engaged, feeding back and contributing to the further strengthening of HE operations at the college.

Each term, HE student representative meetings are held on each GLIM site where there is HE provision. These are chaired by the respective college principal and attended by assistant principal staff who are responsible for each of the HE curriculum areas. Given the GLIM commitment to accessibility and learner-focussed timetables, if the elected representative is unable to attend 'their' meeting (e.g. if it is on a day when they are not in college or have other responsibilities outside of college for example), then the group is asked to send a 'stand-in' representative to ensure that their voice is heard. In some instances, student groups collate written feedback (e.g. through Padlet or similar to ensure that the wider group voices are considered.

There are a number of standing agenda items for each of these meetings (as appropriate, depending on the time of year) which address the student experience alongside any further feedback that the representatives wish to raise on behalf of their peers.

The HE student feedback panels are minuted and the outcomes are published on Edrac (learner portal – which includes the college's electronic student tracking system) as well as on the relevant Moodle pages (Moodle is the college's VLE) so all students have access to the minutes, the areas of discussion, and any issues that have been raised alongside the college's response headed 'You Said We Did' that indicates the actions that the college has taken in response to the student feedback received. During 2019-20, the college is investing in re-shaping its' Moodle front pages to ensure that there is a more effective mechanism for communicating directly with our entire HE student cohort; this has been a challenge for GLIM previously as students would go directly (from their generic college login page) to their course Moodle page rather than any kind of portal that would reach all the college's HE students. It is anticipated that this development will enable the college to better engage and communicate with students, including through their learner representatives and through the HE SU presidents.

Minutes from these HE student feedback panels, together with the college's response to the content discussed and any issues raised, are reported to the Curriculum, Students and Standards Committee (a sub-committee of the Board of Governors) termly.

The HE SU President(s) communicate with the HE representatives through email groups and through social media groupings: This works well given the HE spread across a number of campuses geographically and also the bespoke attendance patterns (developed to maximise student accessibility) which means that all HE students on one site for example, are not necessarily in college on the same days. Additionally, the HE SU President is widely available, for example, 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'

sessions is built in to the HE President's paid role. Drop-in sessions have been strengthened during 19-20 alongside bespoke HE SU president visits to bespoke HE cohorts.

### **The annual HE Student Conference**

The (bespoke for) HE Student Conference is held annually. Previously, there was a FE/ HE learner representative conference annually but given the predominance of 16-19 FE representation within the conference, the decision was taken to hold a bespoke HE learner representative conference; the aim of this change was to ensure that the growing number of HE students at the college, could access a bespoke HE event where the focus is on widening participation to higher education, raising aspirations (in the region) to higher level study, ensuring that HE students are effectively supported during their studies, and increasing successful progression to employment. In 2019, the NUS deputy president presented at the conference and attended the whole day event alongside employers and GLIM graduate speakers; an item was devoted entirely to the attendees contributing to our plans for further widening participation and increasing access to the college's HE. In 2019/20, the theme for the conference is student health and wellbeing, including mental health.

Held annually, the conference further strengthens the GLIM approach to learner involvement alongside the college's robust quality assurance mechanisms and processes to ensure continuous learner feedback and associated college and departmental responsiveness to that feedback. It is intended for 2020-21, that the HE student conference is widened in order to invite the wider HE student population; this investment will lead to greater HE student engagement and involvement.

### **Student feedback surveys**

All HE students are invited to complete internal online (anonymous) module evaluations during the two HE semesters to ensure that bespoke module feedback is captured for each module that each student is studying. These are sent to students in a timely schedule according to when the module teaching starts and ends and enables the departments (known as programme areas) to address any concerns promptly and within year, as well as to share good practice and respond to wider student feedback.

The National Student Survey (NSS) is targeted at all full time final year students studying on Foundation Degrees and 3-year bachelor's degrees. The college is taking action to widely promote the importance of eligible students participating in the NSS to both its staff and students; the feedback that we get from this is essential in enabling us to strengthen our provision further. In 2017-18, our return rate 63% (compared to a Wales benchmark of 73%); this was an increase of 4% from 59% in 2017; in 18-19, the completion rate rose to 77% (against a benchmark of 72%) with a satisfaction rate of 82% (which was a 1% increase on the previous year though remained 1% below benchmark. In 2019-20, the college is widely promoting the survey in order to further increase completion and also striving to improve the overall student satisfaction rate. The college is participating in the pilot to widen participation in the NSS completion to it is part time He students and also those enrolled on one year programmes; as substantial numbers of students are studying Level 4 Certificates in HE and also one year Batchelors' level 6 'top up' programmes, this increased eligibility will provide GLIM with greater intelligence and feedback from students, both full time and part time.

## **Student Charter for HE Students and the HE Information Guide**

Our students contribute to the development and annual review of the college Student Charter for HE Students and the HE Information Guide, which outlines expectations, agreement and services that the college will provide. The Student Charter for HE was revised and rebranded in September 2018 following on from HEFCW's revised guidance, and a student review, which was led by the HE SU President. This strengthened links to providing not only course, fee and support information but also the inclusion of links to the Welsh Standards, Coleg Cymraeg Cenedlaethol, Competition and Markets Authority, Office of the Independent Adjudicator and the inclusion of the statement of protection. In 2019, after attendance at HEFCW's working group and the following HEFCW guidance, the Student Charter was reviewed with the student body, led by the HE SU President. This ensured the charter was working for current students, and included a statement of student well-being and health, including mental health.

The document reflects the alignment to Wise Wales through the impact of our student partnership in the way the rewrite of the Student Charter changed in response to student feedback to have clear headings for community, communication, student interest protection statement, learning, teaching assessment, learner journey and support and the health and well-being statement. The charter addresses what students can expect from the college and what the college can expect from students.

## **Student contribution to monitoring and governance processes**

GLIM supports an active student union and funds the four elected positions; three FE presidents (one for each college) and the Higher Education SU President(s). Our HE SU President (where more than one, the one who gained the most votes), is automatically a student governor alongside one of the three FE student presidents.

The HE SUP represents our HE student body and contributes to the governance arrangements through membership of formal college committees (as identified above).

As the HE President sits on the Curriculum Students and Standards Committee (CSSC, 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 President contributes to the fee and access plan processes on behalf of the student body. The HE SU President has a standing agenda item, the 'student voice' at each CSSC and at each Corporation Board of Governors meeting; The HE SU President therefore prepares regular reports based on their ongoing work with the HE student body, which they present at the respective meetings. The HE SUP also has a standing agenda item at the HE Operational Management Group and at the HE Quality and Standards Group; as such, the HE SUP is central and integral to all matters HE.

The priority for the HE SUP 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. Such work then informs the HE SUP reports to the respective committees and group. By playing a role in the training of the HE learner representatives, the HE SUP also strives to enhance the engagement and quality of their wider representation of their cohort.



### **Alignment with the principles of the Wise Wales statement on Partnership for higher education**

GLIM aspires to further strengthen our student partnership approach in line with the Wise Wales stated aim 'to ensure partnership becomes a natural part of staff and students' experiences'. An objective in 2019-20 that underpins the strengthening of our partnership is to map out what currently happens, and to identify joint priorities, and associated processes to implement those priority areas of action and clearly identify how they will be monitored and reviewed effectively.

For example, GLIM has already identified through its HE student representative conference, that supporting student mental health and wellbeing is a priority; Working closely with GLIM's strategic partner HEI, a planned development is to explore a GLIM student-led initiative around supporting student mental health; Bangor University (BU) Students' Union have agreed in principle to further develop their partnership with GLIM in terms of further involvement in BU projects and opportunities to open these up to GLIM students, and to explore further how skills and resources can be shared. There is agreement for the GLIM HE SUP (with appropriate support from the HE Manager and the line managing Learner Services Manager), to work collaboratively with BU Students' Union who will share their student-led model around supporting student mental health, and share their practice from the student-led approach to the University's Mental Health Strategy.

### **Section 3 - Under-represented groups**

GLIM will support the following under-represented groups\* through its fee and access plan investment to improve equality of opportunity in Wales:

1. Students of all ages from the bottom two quintiles of the Welsh Index of Multiple Deprivation.
2. Students of all ages studying part time.
3. Students of all ages studying through the medium of Welsh.
4. Learners receiving an Educational Maintenance Allowance.
5. Students from black and minority ethnic communities.

\* as identified by HEFCW

Through its institutional Reaching Wider programme GLIM will support:

Care experienced applicants in all age groups.

In addition GLIM will continue to support:

Adults without level 4 qualifications who are aged 23 and over.

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**Section 4 - Objectives, underpinning activities and targets as they relate to supporting equality of opportunity and the promotion of HE**

**Section 4.1 - Equality of Opportunity**

No.	Objective
1	Increasing HE recruitment, retention and attainment, of under-represented groups
2	Working with Coleg Cymraeg Cenedlaethol, increase access for GLIM HE students to scholarship and bursary funding
3	Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE
4.	Increase progressions to employment and/or further study
5.	Increase Welsh medium higher education

**Section 4.2 - Promotion of higher education**

No.	Objective
1.	Increase promotion of part time higher education courses
2.	Increase publicity and promotion for FE level 3 students to raise aspiration to higher level study

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