



Grŵp Llandrillo Menai

Fee and Access Plan

2023-2024 & 2024-2025

Part Two: Fee and Access Plan

Fee and Access Plan	
Name of institution	Grŵp Llandrillo Menai
Duration of the fee and access plan	The institution should specify the dates between which the institution will operate its 2023/24 and 2024/25 academic years. We would expect this to be 1 August 2023 to 31 July 2025. (Guidance paragraphs 78-79) <i>1st August 2023 to 31st July 2025</i>
Section 1 - Fee levels	
Section 1.1 – Fee levels or the determination of a fee level at each location	
Fee level	Location of course
<i>New full time students level 4 (2023 and 2024 entrants), and new students with direct entry to level 6 who have not previously studied at GLIM £8,300</i>	<i>The fee level relates to academic years 2023/24 and 2024/25</i> <i>Grwp Llandrillo Menai location: Rhos-on-Sea:</i> <i>Qualifications: HNC, Certificate of Higher Education, Foundation Degree (FdSc, FdA, FdEng)</i>
	<i>The fee level relates to academic years 2023/24 and 2024/25</i> <i>Grwp Llandrillo Menai location: Rhyl</i> <i>Qualifications: Certificate of Higher Education</i>
	<i>The fee level relates to academic years 2023/24 and 2024/25</i> <i>Grwp Llandrillo Menai location: Dolgellau</i> <i>Qualifications: Foundation Degree (FdSc, FdA)</i>

	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Parc Menai Qualifications: Foundation Degree (FdA); First Degree (BA)</p>
	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Llangefni Qualifications: Foundation Degree (FdA)</p>
Continuing full time level 5 students (2023/2024 and 2024/2025 entrants) £8,300	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Rhos-on-Sea Qualifications: Foundation Degree (FdSc, FdA, FdEng)</p>
	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Dolgellau Qualifications: Foundation Degree (FdSc, FdA)</p>
	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Parc Menai Qualifications: Foundation Degree (FdA); First Degree (BA)</p>
	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Llangefni Qualifications: Foundation Degree (FdA)</p>
Continuing full time level 6 students and GLIM students progressing directly to a level 6 top up programme (2023 and 2024 entrants)	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Rhos-on-Sea Qualifications: First Degree (BSc, BA, BEng (L6 top up year))</p>
	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Dolgellau Qualifications: First Degree (BA) (L6 top up year)</p>

£8,300	<p>The fee level relates to academic years 2023/24 and 2024/25 Grwp Llandrillo Menai location: Parc Menai Qualifications: First Degree (BA)</p>
<p>GLIM will publish the statement:</p> <p>Annual fees may increase in line with inflation for all students beginning their studies in 2023/24 or 2024/25.</p> <p>This statement has been published for all years from 2019/20 onwards. However, at the time of writing, the college has not in fact increased its fee levels for five years.</p>	
<p>Section 1.2 - Aggregate fee levels</p>	
<p>Fees are accessible for students to see via the GLIM website on the course fees page, within the tuition fees policy and also within the published fee and access plan. The aggregate fees statement on the course fees page still applies. Tuition fees on full-time undergraduate 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).</p>	

Section 2 - Student Partnership

The Student Union Higher Education President(s)

The Student Union Higher Education President (SU HEP) is both an elected and a part time salaried post within GLIM. Due to the geographical locations of GLIM campuses, this role is advertised annually as a split role for two SU HEP's in order to give a representative proportion of the hours to each SU HEP (10 hours per HEP), with the aim of having local representation across the region to ensure that there is a equity in terms of representation of those smaller but critical groups of GLIM HE students. There is one SU HEP role advertised for HE students at Coleg Llandrillo (CLI) campuses (where the majority of GLIM HE provision is delivered) and one for students at Coleg Menai (CM) and Coleg Meirion Dwyfor (CMD). In 2020/2021 and 2021/2022 one SU HEP resigned early due to personal reasons, and the remaining SU HEP agreed to undertake the role for all campuses (in post for 2 years). The majority of meetings and activities took place online, and the bilingual SU HEP, was able to be supportive, engaged with and accessible to, all GLIM HE students due to not needing to travel between sites; this allowed the SU HEP to visit a range of live tutorial groups, as well as regular student focus groups for feedback regarding their course, resources and wellbeing at each college, during the pandemic.

The duties for the SU HE President role 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, 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.

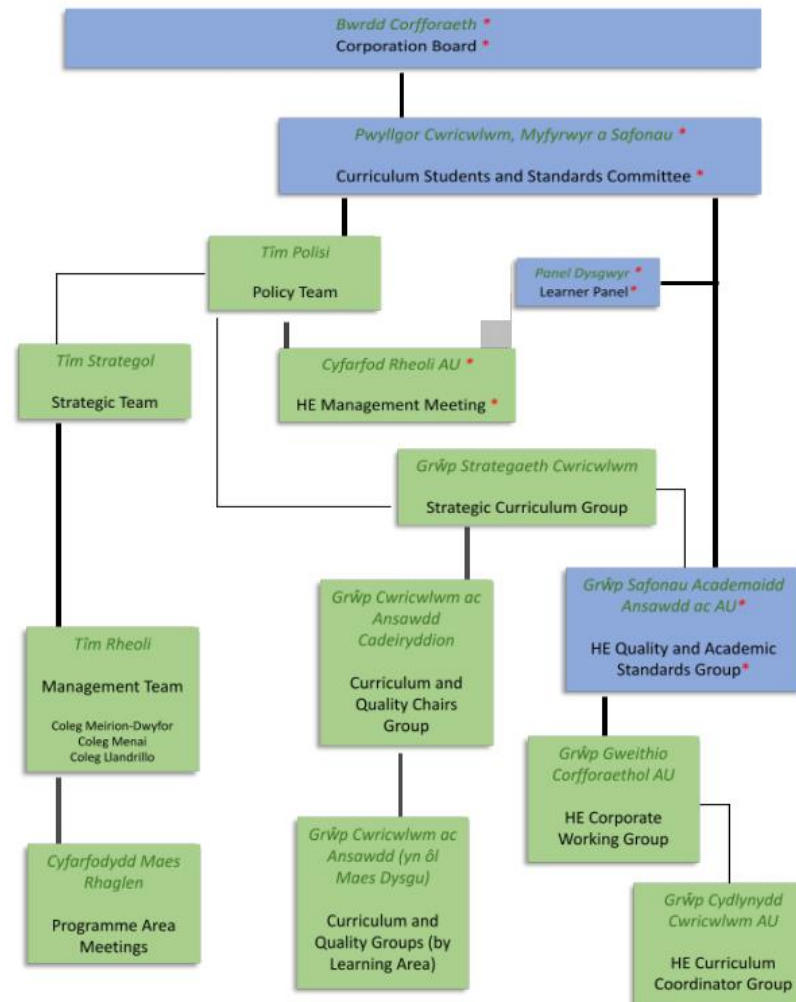
The SU HE President(s) report to the respective Learner Services Manager in the colleges, and work closely with the Higher Education Manager (who works across the Grŵp). Communications with the HE SU President(s) are ongoing on an informal basis and the Learner Services Manager and the HE Manager meet 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 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.

The SU HEP contributes to the fee and access plan process through involvement in discussion, oversight, monitoring and review of the plans, through their 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).

GLIM Academic Management Committees & Reporting Structure for Higher Education



*Wedi mynychu gan Llywydd Undeb y Myfyrwyr AU
*Attended by HE Student Union President

Updated June 2021

The college has invested substantially to ensure that its HE student population has a distinct and strengthened voice and that students are partners in the HE planning cycle and processes, as well as in monitoring and review.

HE Student Representatives

Each year, each HE course and year cohort elect a student representative who undertakes a 'student 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 programmes and operations at the college.

Each term, HE student feedback panels 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 as a 'You Said, We Did' document 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 'You Said, We Did' document, 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. In addition to eDRAC, GLIM SU HEPs have a distinctive Moodle HE Student Announcement page to ensure that there is an effective mechanism for communicating directly with our entire HE student cohort.

Minutes from 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, Google Classroom forums and through social media groupings. During 2020/21 and 2021/22, online student engagement activity was undertaken to ensure a Covid-safe approach to gaining feedback. This has worked 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. During 2020-2022 the SU HE President visited more bespoke HE cohorts during their pastoral tutorial hour as a result of being more accessible online, rather than distance travelling between sites.

The annual HE Student Conference

The HE Student Conference is held annually and is organised in partnership with the Student Union. It further strengthens the GLIM approach to learner involvement alongside the college's robust quality assurance mechanisms and processes to ensure continuous learner engagement and feedback, and associated college and departmental responsiveness to that feedback.

The overall purpose of the conference is to strengthen the HE student community engagement, increase effective communication in engaging the HE student voice, and ensure a student-led approach to supporting contemporary topics affecting student life. In turn, the outcomes from the HE student conference shape future planning that will widen participation further, and will further enhance the HE learner support infrastructure and student experience.

In February 2022, the conference themes of the Student Written Submission (QAA), Wellbeing, Celebrating Equality and the HE Student Charter were included in response to the HE Student Union President feedback that arose from the wider student body. Students attended the online conference, listened to a variety of presentations, and took part in interactive activities and breakout rooms for tasks. The content gave students the opportunity to understand: about the upcoming QAA HE Review and the content of the Student Submission as a result of consultation with students during their personal tutorial focus groups; more about the new Wellbeing Strategy, equality and how the college can support student mental health and loneliness projects being undertaken, and to review support for under represented groups, and the HE Student Charter in support of the inclusion of clearer references to safeguarding, well-being and health.

Student feedback was used to inform our plans for widening participation and increasing access to GLIM's HE provision, initiating activities that included (20/21) organising online social events/quiz evening, the Welcome events (meet the services) during induction, moving the external jobs page to 'about jobs' to make it easier to find. Following on from the recent 21/22 student conference the Grwp's Wellbeing steering group are looking into outside social spaces, pet therapy, HE coffee mornings (with services) student union (SU) giving out recycled water bottles, SU releasing the environmental video as well as the switch off campaign and looking into appreciate jobs fairs or equivalent.

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 the current academic 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 20-21 the college widely promoted the survey through the student union promotion campaign as well as per curriculum area staff. The final GLLM response rate was on par with 19/20, standing at 75%, above the national average of 69%. Under the NSS criteria students in their final year of a HE Certificate, Foundation Degree, or traditional 3 year BA were eligible to participate with the Level 6 top up programmes excluded, as those students were surveyed at Foundation Degree level.

Overall GLLM was higher than the sector benchmark for 20 out of 27 questions and achieved a satisfaction score above 80% for 6 questions. For overall student satisfaction, GLLM was ranked 7th in Wales, compared to other HEI providers, identical to its position in 19/20. The overall results indicate a downward trend compared to 19/20 with all questions, bar one, scoring lower. However, this trend is shared with most HEI providers in Wales, with 15 out of 17 scoring lower for overall satisfaction compared to last year. When compared to local HEI providers in North Wales, GLIM is in a strong position for overall satisfaction, scoring 77%.

Internally, NSS results are analysed by programme (or by cluster where respondent numbers are less than ten), and where applicable, focussed programme actions are articulated in the Quality Development Plan within the Annual Programme Review; these actions are monitored at programme area level and also two-monthly at the HE QASG (see above GLIM Management and Reporting Structures in Relation to HE).

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 has 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. It was revised for September 2022, and has been reviewed early in 2022 at the HE student conference following receipt of HEFCW's consultation on revised student charters to develop proposed content to include safeguarding and strengthening well-being statements. This strengthened the charter with the updates to terminology and further links to support the statements, which will be reviewed again for a final agreement with the student body in May. This ensuresing Student contribution to monitoring and governance processes.

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

The HE SUP represents our HE student body and contributes to the governance arrangements through membership of formal college committees (see above GLIM Management and Reporting Structures in Relation to HE). The HE President sits on the Curriculum Students and Standards Committee (CSSC, which reports directly to the Corporation Board), where the GLIM HE Fee and Access Plans are a standing

agenda item, ensuring that the fee and access plan planning, monitoring and review, is fully scrutinised at that level. The HE SU President has a standing agenda item, the HE 'student voice' at both the 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 these respective top level meetings.

The HE SUP also has a standing agenda item at the HE Management Group and at the HE Quality and Standards Group and 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 groups. By assisting in the training of the HE learner representatives, the HE SUP also strives to enhance the engagement and quality of the representatives' wider representation of their student cohort.

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 (WIMD)*
- 2. Students of all ages that would benefit from studying part-time Higher Education*
- 3. Students of all ages studying through the medium of Welsh.*
- 4. Learners who were in receipt of Educational Maintenance Allowance (EMA)*
- 5. Students with protected characteristics: including black and minority ethnic communities*

Through its institutional Reaching Wider programme GLIM will support the following priority groups in the bottom two quintiles of WIMD:

- 6. Young people up to 18*
- 7. Adults over 21 years of age without level 4 qualifications*
- 8. Welsh medium learning, including supporting second language learning and Welsh cultures*
- 9. Care experienced learners*


Section 4 – Objectives as they relate to supporting equality of opportunity and the promotion of HE	
Section 4.1 - Equality of Opportunity	
Objective 1	<i>Increasing HE recruitment, completion and attainment of under-represented groups and students with protected characteristics.</i>
Objective 2	<i>Provide high quality academic and welfare support to learners with care experienced and/or carers in transition from FE to HE.</i>
Objective 3	<i>Increase progressions to employment and/or further study.</i>
Objective 4	<i>Increase Welsh medium higher education.</i>
Section 4.2 - Promotion of higher education	
Objective 1	<i>Increase promotion of part time higher education courses.</i>
Objective 2	<i>Increase publicity and promotion for FE level 3 students to raise aspiration to higher level study.</i>

Authorisation of the fee and access plan application to HEFCW (required for publication)

In authorising fee and access plan applications, the governing body:

- i. confirms that it continues to be an institution that provides higher education in Wales and is a charity.
- ii. has seen and considered appropriate evidence to support the declarations being made in this application.
- iii. confirms that there has been appropriate consultation with its students, both those studying at the institution and at other providers where education is delivered on its behalf.
- iv. confirms that the information provided in this fee and access plan application is accurate and current, at the time of writing, and is based on verifiable data.
- v. confirms that: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;
 - b. it is not acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution for purposes of regulation under the 2015 Act; and
 - c. it is submitting new, up-to-date, more recent information/data to inform HEFCW's assessment.
- vi. understands that HEFCW reserves the right to undertake a visit to the institution to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and/or the quality of education provided on, or on behalf of, the institution.
- vii. understands that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- viii. understands that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the institution, and its governing body must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.

- ix. confirms that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in this fee and access plan application.
- x. confirms that the institution is at a low risk of failure on financial grounds over the medium- to long- term.
- xi. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- xii. confirms that the institution complies with Competition and Markets Authority (CMA) guidelines for higher education.
- xiii. understands that any financial commitments to students made in the fee and access plan, as approved by HEFCW, must be honoured.
- xiv. confirms that it will continue to invest the same proportion of full-time undergraduate fee income to promote equality of opportunity and promote higher education and not reduce invest to promote equality of opportunity which is intended to support only under-represented in higher education.
- xv. confirms that it will continue to invest its institutional contribution to the Reaching Wider Programme aligned to its agreed Reaching Wider Strategy and Implementation Plan.
- xvi. confirms that it will maintain student support levels.
- xvii. confirms that the institution will ensure that a copy of the fee and access plan can be made accessible to its students in any format.
- xviii. confirms that the institution will clearly signpost its students to HEFCW's complaints processes.
- xix. take all reasonable steps to supporting under-represented groups that are studying for postgraduate courses.
- xx. considers how investment can best support students most impacted by the Covid-19 pandemic where they are not already identified as under-represented groups.

Fee and access plan application submission to HEFCW ¹	
Date of Governing Body approval:	30.06.22
Governing Body authorised signature:	
Date:	30.06.22
Final fee and access plan submission once HEFCW has confirmed it has no further issues (where applicable)	
Date of Governing Body approval:	
Governing Body authorised signature:	
Date:	

¹ Fee and access plans published on the institution's websites must only include versions approved by HEFCW.