



Higher Education (HE) Student Information:

Studying HE at Grŵp Llandrillo Menai (GLIM)

2025-2026

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1 Introduction

Welcome or, for many of you, welcome back!

The purpose of this information book is to give you general information about Higher Education (HE) at Grŵp Llandrillo Menai (GLIM), which supports the HE Student Charter and your online programme handbook. You will be given online access to this information book, the HE Student Charter and a Programme Handbook by your Programme Leader. This will provide you with more specific details about your course, subject modules/units, timetabling arrangements, assessment details, awarding partner rules and regulations etc. The handbook will be in the form of a Virtual Learning Environment (VLE) online page for easy online access with links to appropriate policies for your programme. For new students, there is a lot of information to take on board and it may take you a few weeks to familiarise yourself with the new terminology.

It is important that you fully familiarise yourself with the information contained in your HE Student Charter and Student Programme Handbook on your programme page of your VLE (Moodle) because it refers to or signposts to the rules and regulations relating to your rights and responsibilities, assessment, conduct, academic appeals and other student guidelines, relating to the correct HE partner institution for your programme. Please note that the rules, regulations and policies relating to your programme are continually being updated; it is therefore vital that you regularly check throughout the academic year. Information of a more general nature relating to GLIM can also be found on the GLIM website.

Further information relating to finance and other personal matters can be found on the website, the learner portal (eDRAC Learner) and information is also available from the Student Learner Services situated on each campus.

As a higher education student, there are expectations that you will set a good example in your college. It is important to engage fully as a student partner of the college, by participating in student union activities, learner voice forums such as voting for a student representative for your class, participating in programme team meetings, and taking up extra-curricular activities, which can support your learning and future options. This, alongside wearing your HE lanyard all creates your student HE culture and community.

Studying at HE is challenging because it is intensive and the expectations of you are high, but it should be exciting and interesting and it will provide you with many skills which will open up many opportunities for you in the future. It is our aim to treat our higher education students as equal partners in the learning process.

The staff at GLIM are here to help you achieve your qualification; we see your success as our reward. Class sizes are small compared to those on a university campus and are informal and friendly. You will be assigned a Personal Tutor and you will have frequent and regular contact with them. Each individual student at GLIM matters; because of this we are proud of the excellent results achieved by the many HE students who have studied here before you.

When GLIM's higher education provision was reviewed by the Quality Assurance Agency for Higher

Education (QAA) in March 2022, the feedback was extremely positive reinforcing the fact that academic standards and the student learning experience are of the highest quality.

It is very important that you keep in close contact with your Personal Tutor and Module Tutors especially if, in the future, you feel that you are struggling. GLIM has a Student Attendance Policy and it is important that you make yourself familiar with it. We know that high attendance invariably leads to academic success. Please, therefore, let us be a team and work together in partnership to maximise your true potential.

We want to encourage you to commit yourself, not only to the completion of your course, but also to engage fully in your personal development. As you make new friends and develop new ideas, you will emerge as a transformed individual and, in achieving this, we sincerely hope you have an enjoyable and stimulating experience.

1.1 Personal Details Note

Please Note: It is your responsibility to ensure that if you change any personal details eg your name or address, you must inform your tutor (who will ask you to complete and sign the appropriate form) otherwise you will not have the correct name on your award; you may be required to present evidence of the change (e.g. marriage certificate or deed poll authority).

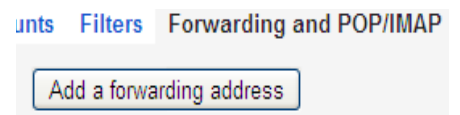
Please also follow the same procedure for any change of address to avoid your award being sent to your old address

1.2 Student email account and how to forward to personal email account

As a GLIM student you will be assigned a student email account and address. Important information about your course and college is sent to this address throughout the year. Please check this on a regular basis.

If you would like to forward the information to a personal account then you need to:

1. Log in to your Student or Gmail account.
2. Click the 'Settings' icon in the top right corner and select 'settings' (you may need to click on 'See all settings')
3. Select the 'Forwarding and POP/IMAP' tab (at the top of the page) and click 'Add a forwarding address'
4. Enter the email address you want your mail to go to and press 'next', 'proceed', and 'ok' to send a verification email to your other account.
5. Check your other email account for the verification email and click the link within. You will be redirected to a page confirming the success.
6. Go back to Gmail/Student email and back to the settings page. Click 'verify'.



7. Select the 'Forward a copy of incoming mail to (your personal email address)' and 'Keep Grŵp Llandrillo Menai's copy in the in box' option, click 'save changes' and you're set up. Whenever an email is sent to your student/Gmail account it will also be sent to your preferred account

2 The College Year

The academic year is shorter for HE students (30 weeks); **please ensure** that your Programme Leader **confirms** the exact course start and end dates; they will also provide you with dates of revision, assessment schedules and exam weeks where applicable. It's important that you should not plan to be absent during any term or exam times.

3 Terminology Explained

If you are a new student, during your first few days at College, you will hear new terminology, discover new surroundings and begin to experience a whole new approach to studying.

Your course is divided up into core, compulsory and non-core modules (or units). Each module (or unit) successfully completed is given a **credit rating** at a designated level which counts towards your final award. Your Student Programme Handbook/VLE will provide you with details of your modules (or units) and the credit rating of each. Students typically complete 10 or 20 Credit modules (or units) within degrees and each year structure contains 120 credits.

Some HE courses run concurrently through the whole academic year with all modules starting and ending together. Most courses however, operate by dividing the academic year into **semesters** (i.e. half an academic year of 15 weeks each) with some modules starting and ending in the first semester, followed by the remaining modules starting and ending in the second semester. It is possible for some programmes to offer modules outside of typical semesters. Your Virtual Learning Environment and timetable should provide further clarity.

Modules and Semesters do not affect the timing of Christmas, Easter and half-term breaks but **please note** that there may be some variation between HE start and end dates and those for FE, or between university partner term dates and those here at GLIM.

Scheme, Course, Award and Programme

You can use the terms *course* and *programme* interchangeably without too much confusion; **Award** and **Qualification** are also used interchangeably. However, the terms do have very precise meanings within the partnering Higher Education Institution's (HEI) regulations. This will be made clear to you by your Programme Leader, and is available on the GLIM website [HE Policies page](#).

At Grŵp Llandrillo Menai you may study for:

- Honours Degrees (L4 - L6, 360 Credits)
- Foundation Degrees (L4 – L5, 240 Credits)
- Higher National Diplomas (HND) (L4 - L5, 240 Credits)
- Higher National Certificates (HNC) (L4, 120 Credits)

- Certificate in Higher Education (L4, 120 Credits)

Teaching and Learning Strategies Explained:

Lectures are typically taught sessions in which the module tutor will pass on a great deal of information to you about the subject. There is often time for interaction, and the key aim is for you to listen intently, engage in discussion and class activity and make notes of key concepts, in order to absorb new knowledge. Lectures often require additional reading to be undertaken before and after the sessions and key texts will be detailed in each of the module descriptors. Some lectures may be delivered to a large group of students who are studying for a range of qualifications but still studying the same module.

Workshops can be timetabled so that specialist rooms or equipment are reserved for your use, which enable you to develop and put into practice practical skills associated with your particular programme.

Seminars and subject tutorials are often used to consolidate lectures. They provide you with the opportunity to explore the subject further, in question-and-answer mode with the tutor, in small working groups, using case study exercises etc. Active participation in learning is proven to increase your understanding of a subject; it is also more interesting than acquiring knowledge wholly through lectures and reading. At GLIM, lectures and seminars are merged together, supporting small groups with a balance of subject information and consolidating exercises with the tutor.

Student centred learning/Self-directed learning are generic terms used to differentiate between student contact with tutors using the methods listed above and the student's own effort outside the normal structured teaching environment. It includes student's own primary research and information gathering. The time expected to complete this work and complete assignments, projects or presentations is shown in each module descriptor under the heading "Teaching and Learning Strategy". It is expected that this time allocation to a module indicates to the student the effort required on their behalf. This time given is not restrictive and more able students will often expend more time than this in the completion of their own learning. Students are expected to take greater responsibility for their own learning as they progress through the programme.

Group Critiques are often used in creative subjects and require students to produce and present a body of work for critical discussion within an atmosphere of informed, positive criticism. Its broad aim is for a formative and immediate view of students' work to be shared and good and bad practice to be disseminated amongst the peer group.

Personal Tutorials are meetings with the personal tutor and a student or group of students to review progress and feedback and develop targets for your own individual future development.

Guest Speakers and field trips enhance delivery by introducing a sense of the outside or real world into the learning and teaching process. Trips or external speakers can provide insight into current working practices in different areas of expertise and experience and gives the students insight into various career opportunities.

Pace of study

As a *full time* student, you will normally be expected to study 40 hours per week, over 30 weeks, to include classes, studying in your own time and assignment work. This pace will enable you to complete 120 credits per year and an Honours Degree in 3 years (360 credits in total). Half term breaks invariably allow an opportunity to regenerate your batteries and catch up on your reading, assignments or practice.

If you are studying on a *part-time* basis, you will commit the same amount of learning time to each module but complete the programme of study over a longer period of time. This allows you to study at a pace that suits your situation and requirements.

Direct learning

Direct learning can involve both classroom contact and guided activity. This can be delivered in a variety of ways such as interactive lectures, online web-based learning activities (VLE), seminars, workshops, guest speakers, problem solving exercises, development and critique feedback (tutor and peer), individual and group activities, guided tasks (homework, employer experience) and linked tutorials. Case study materials, journals and guest speakers, employability related skills and work experience will form an important part of the delivery illustrating the application of themes to real-world situations.

Each course will outline specific learning and teaching strategies sections within the Programme and module Specifications. See your Programme Handbook VLE.

Independent Study

In addition to the direct learning, students must undertake the independent study for each module, approximately 70% as an indication of student effort needed for learning outside formal direct learning. Students need to plan and organise time efficiently to commit to personal development of their knowledge and skills, as well as completing assessments.

Independent study will be gained by studying outside of direct learning activity, including additional research, reading, self set study tasks and completing assessment work to develop own knowledge and understanding.

Learning hours

Typically it will take around 100 notional learning hours per 10 credit modules, with an approximate 30% scheduled learning and guided activity and 70% independent study. The scheduled learning may vary per module depending on the type of delivery, subject content requirements and the independent study may vary based on individual student's development (see your Module specification Learning and teaching strategy sections on your VLE). The guide for students is to plan for 1200 notional learning hours per year (40 hours per week), with approximately 360 hours scheduled learning hours, including timetabled hours, work placement, employability based learning and guided activity, and approximately 840 hours independent study hours per year of study.

What is Credit Accumulation and Transfer Scheme (CATS)?

CATS is part of a nationally recognised system which allocates **credit points** to HE modules. A **credit** is a unit of academic currency based on notional learning hours, and so modules are credit rated according to the proportion of workload they represent. One unit of credit equates to 10 hours of learning and assessment - a single module usually has a credit rating of 10, 15 or 20 credits. A full time year of successful study usually equates to 120 credits in total (equalling 1,200 hours of learning and assessment).

One of the advantages of credit rating modules is that you can, in certain circumstances, **transfer** credits you have already gained at one institution to another. You are advised to discuss this with your Personal Tutor, if for any reason you need to switch HEI (Higher Education Institution).

Another common advantage of CATS is that you can accumulate credits to advance your qualification, so that, for instance, if you have completed a Foundation Degree, you could apply to complete, a top-up to honours degree programme which will entail an extra 1 year of study full-time or often 2 years part-time.

Credit for Previous Learning (APL)

In certain cases, you may be able to request credits for previous learning undertaken. For this to be possible previous learning must have been certified, for example, if you hold an HNC, HND or Foundation Degree, the process is reasonably straightforward and may result in you studying a reduced number of modules to achieve your chosen award. If you think this applies to your circumstances, then please discuss this with your Programme Leader/Personal tutor.

Credit for Prior Experiential Learning (APEL)

In certain cases, credit can be given for non-certified learning acquired for example through work related or other activities. The awarding of credits for this is usually a more rigorous process. If you think this applies to your circumstances, then please discuss this with your Course Coordinator/Programme Leader for guidance on making such a claim.

What are Levels?

The level indicates the relative degree of difficulty of a module. As a rough guide to full time courses, modules in the first year are at Level 4 and in the second year are Level 5 (i.e. to achieve a Foundation Degree, HND). Modules are at Level 6 in the third year to complete an honours degree programme.

What about standards?

The quality of HE courses is taken very seriously at GLIM and monitoring takes place regularly. Courses are monitored and evaluated to ensure that appropriate standards are being maintained. This is your assurance that the quality of your academic experience at GLIM matches national standards. This includes the use of software called Turnitin, which will detect plagiarism; second marking of work to ensure fair grades are awarded and external examiners reviewing work and confirming that grades meet national standards.

For all GLIM courses there are regular meetings and boards to deal with matters referred via staff, students and/or other bodies, to review the course and recommend any changes and to monitor course implementation and report on course matters. These operate under regulations and are

answerable internally to an Academic Board and externally to the HEI Partner/Awarding Body.

Your HE programme requires an annual election of **student representative(s)** for each year of the course. The student members have full voting rights and are expected to represent the views of their peer group and generally bring student viewpoints to the GrWp.

Your views regarding the operation of the course are extremely important and these will be sought formally through questionnaires and review meetings and informally by other mechanisms throughout the year.

4 Student Involvement and Student Representatives

Student involvement in the course is welcomed and encouraged. Representatives from each level of the course will be elected by the student group and will be formally responsible for providing the 'customer view' on the delivery of the course. Where you don't feel able to discuss issues with staff relating to the course, then the student rep might be the best person with whom to discuss these issues.

The opinion of students on the operation and delivery of the course will also be obtained through the online evaluation of student opinion that will take place each year, towards the end of the first term. Students are given the opportunity to comment on the quality of teaching and learning, course content, individual modules, personal and academic tutoring systems and other aspects of course management. Students are asked to indicate where we have met their needs particularly well, so that good practice can be shared with other areas.

The Student Voice Council provides students with the space and opportunity to give feedback about your higher education experience and influence strategic decisions. The Student Council is convened for the purpose of gaining feedback from students from across all three colleges and will be chaired by the HE Student Union President.

Students are also given the opportunity to give feedback to external surveys such as the National Students Survey (NSS), which is fed into external sources as DiscoverUni. As they are external organisations who choose the sample, it will automatically go to your student email account.

Student Union HE President : The HE President is elected by you, the students, on an annual basis. The role of the HE President is to represent your views and to ensure that the student voice is listened to at college level, GLIM level and nationally as part of the Students Union.

How to contact the HE President, or to follow what's going on:

Student Union Website: <https://www.glim.ac.uk/student-life/student-union>

If you have any compliment or concern please feel free to contact the SU HE President on email HESUPresident@glim.ac.uk

5 Course Management

5.1 Introduction

The course operates with a team of a Programme Leader, Personal Tutors and Module Tutors responsible for each taught module. Details of your course team names and contact points will be on your programme VLE.

Programme Leader

The Programme Leader is responsible for the overall management of your programme of study. This includes:

- the delivery and administration of your programme;
- acting as the main point of contact between the teaching team and HEI Partners/Awarding Bodies and for internal processes.

Module Leader

Each Module Descriptor contained within the Student Programme Handbook/VLE identifies the Module Leader and other tutors who may be involved in the delivery of the module. The Module Leader is responsible for the design, content, assessments and resources for individual modules within the programme of study.

Module Tutor

Individual Module Tutors are responsible for providing academic support and tracking student progress on the module.

Personal Tutor

All HE students are allocated a Personal Tutor, whose role is mainly pastoral, to support and guide them throughout their studies. Your Personal Tutor will guide you through the Personal Development Planning process, using the Learner Portal and is the first person you should contact on any matters of concern. Sometimes the Programme Leader will take on the role of Personal Tutor.

If any problems occur, whereby the designated tutor for a given session is unavailable, then every attempt will be made to either reschedule the class or identify another member of staff to cover the session. If for any reason a session is rescheduled or cancelled, your reading list and assignment schedules ensure that you need not waste time, should this happen.

5.2 Personal Tutorials and Personal Target Setting (PTS)

PTS takes place for all full-time HE students and some part-time students as part of personal tutorials. The aim of PTS is to review, and take action to improve the grades achieved by students on all modules. This is a reflective process and involves a discussion with each of your individual module tutors and yourself. During this process, you will agree target grades for assignments, and at a later date review actual performance. It will take place twice a year, and be reviewed with the Personal Tutor.

Progress against targets will be carefully monitored by your subject tutors and your personal tutor. New targets will be discussed and agreed with you during subject/module reviews.

5.3 Tutorials

Full-time (and most part-time) timetables include a tutorial slot, which may be spent either as a whole group, in small groups or as a one-to-one meeting with your Personal Tutor as appropriate. The Personal Tutorial system is a major feature of student support at Grŵp Llandrillo Menai and tutorials are an opportunity to discuss matters, to keep on top of things when the pressure is on and as a source of advice and help. These have proven to be very useful in supporting students to successful completion. We believe the small classes and tutorial system are major factors in the high achievements of GLIM learners.

6 Your Responsibilities To Produce Original Work

Your duties and responsibilities as a HE student are detailed in your Student Programme Handbook/VLE which signposts to the regulations for your course. However, it is perhaps an ideal opportunity to highlight how seriously Grŵp Llandrillo Menai (and our HEI partners) view 'unfair practice' which is a growing problem within HE because of the world-wide web, easy access to a wide variety of information and Artificial Intelligence (AI). So what is unfair practice?

6.1 Unfair Practice

Unfair practice can be defined as an act whereby a person may obtain for themselves or for another an unpermitted advantage that may or may not result in a higher mark than their abilities would otherwise secure. It can occur both under exam conditions and in coursework.

Suspected incidents are investigated and, if proven, will result in you being penalised. Actions range from the issuing of a verbal/written reprimand to the cancellation of a candidate's marks as a whole and their disqualification from any future examination or study at GLIM or at your Awarding HEI partner/body. You can appeal against the decision of an Unfair Practice investigation.

It is your responsibility to be aware of these facts. It is also your responsibility to take reasonable precautions to prevent others from accessing your work both before and after an assessment.

For more information please refer to the GLIM HE Policies website, where you can find the relevant policy and procedure for your awarding body.

6.2 Plagiarism

A typical piece of research involves taking different views on a topic from recognised authors and measuring them against each other. The result of this exercise is to produce a synthesis, another view (that of the student) which, to some extent, comprises ideas contained in the previous views.

As long as you clearly identify these previous views and ideas as belonging to other authors

whenever they are used in your work, no plagiarism is committed. The recommended way to identify such views and ideas is by using the appropriate Referencing Method expected by your Awarding HEI partner/body - this is usually a form of Harvard Referencing.

Plagiarism is just one type of unfair practice. What is plagiarism? What is Plagiarism? Well as H.S. Pyper (2000) explains:

'Plagiarism is simply theft. It is taking the words, ideas and labour of other people and giving the impression that they are your own. This applies to even a single phrase or a sentence, not just to the work as a whole. They may be taken from authors you have read or from a fellow student. If this is done with the deliberate intention to deceive your reader, it clearly deserves severe punishment.'

It is possible for students to unwittingly lay themselves open to a charge of plagiarism through carelessness or ignorance. You should take every care not only to avoid plagiarism but also to avoid giving your reader any reason to suspect it in your work.

Whatever the intention, it is still wrong for anyone to be given credit for a piece of work which is not theirs. If it is not clear to the reader what is your original work and what you have derived from somewhere else, how is a marker to know what deserves credit? Marks will inevitably be lost, even if nothing more serious is amiss, because it is your business as the writer to make the distinction clear for your reader.

What is 'Self Plagiarism':

Re-use of one's own material either in part or wholly, which has previously been submitted in support of an application for academic credit, except where this is appropriately referenced or where it is a resubmission of previously failed work and has been authorised by the programme team

Cases of self plagiarism will be considered unfair practice and incur a range of penalties, if you are worried you may have self plagiarised, please discuss your concerns with your tutor.

How do I avoid a charge of plagiarism?

The first thing to say is '**If in doubt, ASK!**' Your Personal Tutor or Module Tutor can give you advice. However, common sense will help you avoid most of the problems.

To avoid plagiarism, remember the following advice:

- take the time to learn how to reference properly;
- when taking notes from any source, remember to capture all the bibliographic details at the time (author, title, publisher, date, etc.). This means you can reference it properly later on;
- when making notes, separate your ideas from the ideas of others, for example use a different coloured pen to note what others have said, so you do not inadvertently use it without referencing it in your final work;
- don't be afraid to use your own words; be confident enough to write your own ideas in your own words;
- try not to write your own assignment based solely on your notes from books and journals. Think of your own views and ideas, and use references from others to back them up or counterpoise an argument.

What are the procedures for dealing with Plagiarism and Penalties applied

Plagiarism and other unfair practices such as copying the work of another student are taken very seriously and will be dealt with in accordance with the rules and regulations of the Awarding HEI partner/body. For more information please refer to the GLIM HE Policies website, where you can find the relevant policy and procedure for your awarding body.

6.3 Turnitin

Please Note: GLIM and other HEIs use 'Turnitin', a sophisticated piece of software that is able to detect plagiarised work from a wide range of sources including the internet and published and unpublished sources.

6.4 Artificial Intelligence

Artificial Intelligence (AI) refers to computer systems that can perform tasks that usually require human intelligence, such as writing text, generating images, speech recognition, decision-making, and language translation. Please see the Academic Integrity Guidance for GLIM's approach to student use of AI.

GLIM encourages the use of Artificial Intelligence (AI) tools to assist student learning, and will support that use where it is used ethically and transparently.

This means you will be expected to:

1. Use AI tools responsibly and ethically. You must only submit work for assessments which is your own. The final product must be in your own words, and not copied or paraphrased from another source such as an AI tool.
2. Acknowledge the use of AI tools where they have been used in the development of your work. You must clearly state in your written work where you have used AI tools, which tools you have used and how.
3. Understand when the use of AI is inappropriate and could be considered Unfair Practice. It is unacceptable to use AI to pass off AI generated content as your own work and fail to acknowledge use of AI tools when they have been used as a source of information.

Your tutor will use various methods to identify possible Unfair Practice. You will be expected to be able to discuss assessment topics verbally and demonstrate your knowledge and understanding of your work.

7 Troubleshooting

Hopefully, the time spent during your studies at GLIM will be highly enjoyable and trouble-free. However, experience has shown that sometimes individual students can face problems that if not overcome quickly, can affect their studies. If you have any problems, there are several sources of help you can call on (these are detailed in your Programme Course Handbook); the key message is, please do not be afraid to ask for help if you feel you need it.

Research has shown that students who do not complete their studies are most likely to withdraw very early on in the course. The longer you stay, the more likely you are to succeed, so if the going gets tough during the first few weeks just hang in there and if you require support during this period then please do ask for it!

7.1 Workload Management and Issues

Please remember that study at HE requires a heavy workload and time commitment. This is **unavoidable**, so knowing this, you must use **time management** to **plan** and **organise** your time efficiently. Treat this as excellent preparation for the deadlines you will meet in future employment. Keep employment during your studies to a minimum where possible so that it does not impact on your studies. Also, ensure that your family is aware of the demands of being an HE student.

Module problems should be raised first with the Module Tutor. You might also discuss the problem with your Personal Tutor. Consider also developing a support group with fellow students; this has proved to be very effective in the past.

General academic or administrative problems should be raised with your Personal Tutor. The Programme Manager is also approachable if you wish to raise matters independently with them, and Learning Support staff are excellent at helping you to solve difficulties – for example we have had some real successes in beating Maths, literacy and study skills issues. The departmental administrative staff are also very helpful and should be able to point you in the right direction with general queries.

Personal problem issues: the first point of contact is your Personal Tutor - contact them immediately, especially if the problem is affecting your studies. For confidential issues, you may prefer to contact Learner Services and the Welfare team who provide specialised and confidential help through our trained counsellors; they can also help with advice on areas such as debt, finance, childcare and transport. (Website [Student Support Hub link](#))

7.2 Extenuating Circumstances

We hope your time at GLIM will be happy and productive, however it's possible that your studies may be affected by illness or unexpected events. We refer to these as extenuating circumstances.

Extenuating circumstances are temporary or short-term difficulties / problems affecting you. For example: a short-term physical or mental illness, death of a relative or close friend and family problems.

The timing of the circumstances must be relevant and must have been out of your control. Minor illness or ailment, such as headaches and colds, poor time management and circumstances that were foreseeable and / or preventable are not acceptable Extenuating Circumstances.

You should speak to your Programme Leader or Tutor as soon as you become aware that you have extenuating circumstances. Your Programme Leader or Tutor will advise you of the extenuating circumstances process and direct you to the extenuating circumstances form. If appropriate they

may also signpost you to additional forms of support, such as Study Skills or Learner Services.

There are two types of extenuating circumstances you can apply for; late submission and poor performance. In some circumstances, you may be able to apply for a combination of both.

Late Submission: Late submission is when you need an extension to your original assessment due date and as a result, you are requesting that it be marked without a late penalty applied.

Poor Performance: Poor performance consideration is when your assessment was submitted on time, but extenuating circumstances may have affected your performance. As a result, you would like this to be noted and considered at the Board of Examiners so you are not disadvantaged by your extenuating circumstances.

Supporting evidence is essential to support your claim as it allows the extenuating circumstances panel to understand how and when the circumstances affected you. If your claim is submitted without evidence it may be rejected.

More information can be found on the [Extenuating Circumstances Information Site](#). To view the Extenuating Circumstances policy, please visit: www.gllm.ac.uk/hepolicies. We advise that you be aware of this policy throughout your studies so that if something happens, you know immediately what to do.

8 Books and Journals

As a HE student you will become a regular user of the [library and online resources](#). At this level of study, your contact time with tutors is actually quite small compared to the amount of time you will need to put in to complete your studies.

Your studies are likely to require you to make use of professional/academic journals, as these are the most current resources for research and are often available online (accessible from home). Online resources (e.g. online journals and newspapers, eBooks and other datasets) are available through the Grwp Library + Services.

You should purchase the key textbook for each individual module. However, please do check with each Module Tutor which title should be purchased.

9 Your Wellbeing in College

GLIM is committed to supporting the wellbeing of learners through the promotion and provision of a range of opportunities and services. Supporting you with your physical, emotional and social wellbeing is important to ensure that you can enjoy your time and achieve success at college.

Support is available to learners who may be experiencing personal, emotional and/or welfare difficulties. Qualified staff, including counsellors, welfare and wellbeing staff, mental health

practitioners and safeguarding leads are available to provide confidential support to help you through times of difficulty or personal crisis.

GLIM learners can access Sexual Health support, receive free period products delivered to their door and participate in a range of wellbeing activities.

Information to support your wellbeing can be found on GLIM's website (link below), via your personal tutor or by calling into Learner Service areas at your college campus.

Link <https://www.glim.ac.uk/student-life/student-support-hub/your-wellbeing-in-college>

9.1 Other Facilities

In addition to the facilities and support for students GLIM offers other facilities open to both students and the public. You will find details on the website under '[Public](#)' for hair and beauty, restaurants, sports facilities and conference facilities.

10 Academic Skills Workshops and Study Skills on Moodle

Study skills support for HE learners is available on a 1 to 1 or group basis, via the libraries and study centres, as face to face or [online](#) through the GLIM Study Skills & IT Support site on the following topics:

- Time management
- Note taking
- Essay writing
- Report writing
- Reflective writing
- Referencing and plagiarism
- Internet searching
- Online resources
- Critical thinking
- Presentation skills
- Proofreading
- Exam techniques

11 Students with Disabilities or Additional Learning Needs

GLIM is committed to providing a full range of accessible further and higher education and training within the community it serves. Through its universal and additional learning provisions, it aims to ensure that all enrolled learners are able to make progress in line with their aspirations and abilities within the courses offered. Our ALN Support and Inclusion Team provides support for students. GLIM aims to ensure that all students are able to engage in all aspects of HE life, both academic and

social, and that reasonable adjustments can be put in place.

It's very important that you liaise with your campus [Learning Support team](#) as soon as possible to discuss and consider your individual needs. If you have a disability or a long-term health condition that affects your ability to study, we can discuss academic support and adjustments. This can include:

- an autistic spectrum condition
- a visual impairment
- a hearing impairment
- a long-term illness or health condition, such as diabetes or chronic fatigue syndrome
- a mental health condition
- a specific learning difficulty (SpLD) such as dyslexia, dyspraxia or attention deficit hyperactivity disorder (ADHD)
- physical/mobility difficulties

This [Students with Disabilities and/or Additional Learning Needs](#) guidance will provide you with additional information regarding Supporting Documents that GLIM will require.

You may qualify for a Disabled Students' Allowance (DSA) following assessment of your disability/specific learning needs. Further information is available [here](#). If you think you are eligible for this, you will need to complete a DSA Application Form. If you are eligible, you will be asked to attend a Needs Assessment to identify any specialist equipment and other support you may need for your course. The DSA application form can be accessed online at www.studentfinancewales.co.uk.

It is important that you complete your DSA Application before you start your studies to make sure that the support you require has been assessed and agreed.

If you have any further questions or would like to discuss any support needs further, please contact your campus [Learning Support team](#) or email aln@gllm.ac.uk.

12 Personal Development Plan

As an HE student, it is important that you consider developing a Personal Development Plan which can be a vehicle for recording your knowledge and skills and other achievements during your studies. The process will help to clarify your goals and provide you with a resource from which material/content may be used to produce your personal statements or CV, in preparation for employment/career management. This may be part of your work based learning modules and personal tutorials with targets recorded in your Learner Portal.

Also, please remember that career planning is an ongoing process (for both undergraduate and postgraduate students), we would impress on you, not to leave it too late and to make use of Careers Wales representatives from the beginning of your course.

13 Careers, Employability and Enterprise

13.1 Careers and Employability Support

Our colleges are the perfect place to study the skills you'll need to be successful in the future and find a job in an area you absolutely love. You can use the [career finder on the website](#) for initial exploration.

13.2 Student Futures

There is support with a range of career and employability skills through the **HE Student Futures service and the Vocational Agency (CamVa)**, from a self study [Moodle](#) page to individual sessions, including advice on undertaking more voluntary work experience outside of your usual course activity. Medr funding may be available to support students from under-represented groups with funded employer base activities and resources. For more information about the Student Futures service contact Student Futures: studentfutures@gllm.ac.uk

13.3 CamVA (Vocational Agency)

There is also the CamVa Google classroom offering great tips and videos on C.V. Writing, interview skills and announcements connecting students to new resources as they arise. Get connected at [CAMVA Google classroom](#) or for further information email: camva@gllm.ac.uk

For personal careers support, contact our Careers Officer, via email at studentfutures@gllm.ac.uk

For independent careers guidance and useful resources access www.careerswales.com

13.4 Enterprise

Do you have a business idea or maybe you are just wondering whether starting your own business is a realistic career plan for the future? Taking the first step towards running your own business can seem like a real challenge. We're here to support you right from the beginning to help you grow your seed of an idea into a successful business.

As a HE learner at GLIM you can access a range of support including:

- Individual Enterprise Support
- Access to Business Advisors
- Help with finding graduate start up bursary/funding/support
- Events to help you learn about setting up and running business
- Masterclasses and workshops to assist you to develop your idea
- Test trading opportunities
- Enterprise of the Year Competition

To register your interest or to find out more information please contact camva@gllm.ac.uk or join our [Facebook page](#) for up to date information on competitions, events & networking

14 Fees Responsibility

Full time learners are charged annual tuition fees in line with the HE Fee and Access Plan (FAP) approved by Medr for direct funded courses, or as set by awarding institutions for franchise programmes. A copy of the FAP can be found on the website HE Policies page.

All Higher Education learners in receipt of financial support from Student Finance Wales/Student Loans Company must provide a copy of their financial notification at enrolment. Learners should apply for funding on a timely basis, each year of their programme.

Part time fees are set annually and are not calculated as pro-rata to the full time Higher Education Fees. Learners' fees are due as per the same timeframe as the table above.

It is the learners' responsibility to ensure they have withdrawn from the course and to notify Student Finance Wales. As the fee charged is dependent on the last date of attendance, specific attention should be shown to the withdrawal date. Learners who have taken out a tuition fee loan will not be entitled to a refund from GLIM. GLIM will notify SFW/SLC and the SLC will amend the student's tuition fee loan liability accordingly.

14.1 Refunds/Changes to Fees Due to Withdrawal

GLIM recognises that full time higher education learners may not wish to pursue their study for a variety of reasons which may not have been apparent prior to enrolment. As a result of this learners who withdraw within TWO WEEKS of the start of their course will be entitled to a full refund subject to any evidence of fraud or illegal acts or other outstanding debts to GLIM.

If the student withdraws after the first two weeks their liability for fees is dependent on their fee status (Home, EU or International), and date of withdrawal and the organisation the course is affiliated to. The following is a guide to show the minimum liability.

Withdrawal Date	Percentage of Fee Due
Before the end of Term 1	25%
During Term 2	50%
During Term 3	100%

14.2 Outstanding Fees

Higher Education learners who have outstanding fees will not be allowed to progress to the next stage of their course, or attend graduation ceremonies until all debts are settled.

Fees can be paid by:

- Cash
- Debit and credit cards
- Invoiced where a letter of authorisation from an employer is received
- Student Finance Wales/Student Loan Company for HE courses

14.3 Bursaries

To encourage and support progression a one-time bursary of £1,000 will be paid to any learner who progresses directly from GLIM's Level 3 FE provision onto a full time Undergraduate HE course and completes the first year of study.

Other bursaries are available to support students during each year of full time study. There are bursaries for studying a proportion of the programme through the Welsh Medium, Wales Deprived areas and care experienced (Looked After Children). These are available on an annual basis of £300 per year for full-time learners.

For further information visit the financial support page [here](#).

The full Fees policy is available on the GLIM website, under Policies.

15. Bilingualism

GLIM has a policy of offering bilingual assessment to all students in accordance with the Welsh Language Standards. Every student has the right to submit assessments through the medium of Welsh or English, irrespective of the instruction language of the course (language courses excepted).

The availability of Welsh-medium assessment will be explained to students at their initial interview and during the induction process. Those students who intend to present work through the medium of Welsh, when the instruction of the course or module is in English, it would be helpful to inform the course tutor at the beginning of the academic year, and at the beginning of a new unit or module during the academic year.

In those circumstances where the medium of course or module instruction is English, and neither the module tutor nor any other member of staff designated to assess the work possesses a high level of competence in spoken and written Welsh, then alternative routes will be discussed with the student ie the course tutor will endeavour to identify an appropriate colleague within GLIM to assess the work in Welsh, and provide assessment guidelines as necessary. The identified Welsh-medium assessor will then assess the written work. The module lecturer will meet the Welsh-medium assessor and conduct a professional discussion about the grading of the draft assessment.

If necessary, the student's work may be translated to facilitate this discussion. The discussion will be fully documented or recorded. The module lecturer will then make the initial final decision on the grade to be awarded. This process may also apply to the second marker.

If the course tutor is **unable to identify a Welsh-medium assessor**, the student's written work will be sent for translation. The translator will be asked to provide comments on the Welsh literacy of the assessed work to help the module lecturer with any grading requirements related to literacy. It is

appreciated, however, that translation constitutes a significant intervention, and thus carries a higher risk than the approach adopted above due to the time constraints for the translation.

There is a £300 Welsh Language bursary available each academic year for students on full time HE courses. Students can apply for the bursary in term three following being engaged through the medium of Welsh within the classroom during their course. This could be with their peers, and Welsh speaking staff, with evidence of two pieces of class work such as class or research notes, presentations, and written work, all of which the personal tutor would verify.

16 Coleg Cymraeg Cenedlaethol

The aim of the Coleg Cymraeg Cenedlaethol is to work with universities, further education colleges and work based learning providers across Wales to provide more opportunities for students to study through the medium of Welsh and use more Welsh socially.

The Coleg Cymraeg Cenedlaethol offers scholarships to undergraduate students who wish to pursue degree courses wholly or partially through the medium of Welsh at universities across Wales. The Coleg Cymraeg Cenedlaethol has a course finder on its website, which allows students to search through the courses eligible for a scholarship. Some GLIM programmes are included on this list and are eligible for a Coleg Cymraeg Cenedlaethol Incentive Scholarship. The incentive scholarship is £1,500 paid over a period of 3 years and is available to those on an eligible course studying 33% of their course through the medium of Welsh. For more information about the Scholarship click [here](#).

There are two Coleg Cymraeg Cenedlaethol Branch Officers working at GLIM. More information about the branch officers and their work can be found [here](#).

17 Equality, Diversity and Inclusion at Grŵp Llandrillo Menai

GLIM is committed to fostering an environment of equality and inclusivity. Through a multifaceted approach encompassing policies, affiliations, support structures, and engagement opportunities, GLIM ensures that every student feels empowered to thrive and contribute to a diverse academic community.

Policies, Procedures, and Action Plans: At GLIM, we're serious about equity. We have policies, procedures, and action plans in place to ensure that, as an organisation, we are continuously improving our inclusive offer to both staff and students. Whether it's admissions, teaching, support services, or community engagement, we're committed to creating a level playing field for all.

Leaders in Diversity: GLIM was recognised with the prestigious Leaders in Diversity accreditation in August 2023. What does that mean for you? It means you'll be learning and growing in an environment where different perspectives are not just welcomed, but celebrated.

Commitment to Anti-Racism: As an organisation, GLIM is not just about being not-racist; we're committed to being actively anti-racist. This is supported through our affiliation with the Black Leadership Group (BLG). Through this affiliation we're committed to actively challenge racism, support the interests of all staff and students and to deliver an inclusive and diverse curriculum to all students.

Passionate Support for Protected Characteristics: Here at GLIM, we're passionate about supporting the nine protected characteristics, as outlined in the Equality Act 2010. We believe that everyone deserves to be treated with respect and dignity, and ensuring this is a promise we make to you.

Equality Team and Engagement Opportunities: At GLIM, we have an Equality team, employed to support staff and learners and to ensure fairness and equity. Throughout your time at the college, you will be invited to share your opinions and to engage with activities and policy consultations through surveys, focus groups and a range of extra curricular activities. Please engage with these opportunities, your opinion is valued and will help to shape GLIM into an even more inclusive and fair place for all.

EDI Website and Continued Development: Our ongoing development of the Equality, Diversity, and Inclusion (EDI) website offers an invaluable opportunity for all learners to stay informed about progressions and engagement opportunities. Through this platform, we not only promote our successes in EDI but also encourage active participation in our collective journey toward a more inclusive future.

At GLIM, equality isn't just a concept – it's integral to everything we do. We're excited to welcome new HE students to our diverse and inclusive community!