



Grŵp Llandrillo Menai

Fee and Access Plan

2017-2018

Institution applicant name:	Grŵp Llandrillo Menai
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2017/18 Fee and Access Plan

Fee and access plan: focus and contents

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

An applicant may replace this cover sheet, to reflect its own branding, once the fee and access plan is approved by HEFCW and before publishing it on a website. A published fee and access plan must be easily accessible to students, prospective students and other interested parties, however the published text must not vary from the text in the in this section of the plan as approved by HEFCW.

The focus and contents of fee and access plans

Guidance note

1. An applicant should provide clear, precise information about the fee and access plan's focus and contents for HEFCW, students and potential students and other interested parties. These headings may be removed once the fee and access plan has been approved and before the fee and access plan is published on an institution's website.
2. The fee and access plan application should include information the following:
3. **An executive summary:** Applicants must provide an executive summary setting out the focus and contents of its fee and access plan. Please limit the executive summary to around 500 words.

The focus of the GLLM 2017-18 fee and access plan is to further widen access to higher education to those who are traditionally underrepresented in HE with a particular focus on those from geographical areas of low participation as measured through the Welsh Multiple Index of Deprivation and/or Communities First areas, mature learners over the age of 23, looked after children and young people, and Welsh speaking learners studying through the medium of Welsh.

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

42% of GLLM FE enrolments are from learners over the age of 19 and the college is committed to providing accessible HE progression programmes for mature learners, many of whom will have substantial external responsibilities that they are combining with their studies, including for example employment and/or caring responsibility. The HE provision is planned with this in mind and learners will study on 1 - 3 days per week depending on the programme and the mode of study. GLLM is increasing its part time HE offer in order that the provision becomes further able to meet such needs of mature learners, many of whom combine full time work with their HE studies.

Bespoke support is targeting looked after children and young people (up to the age of 25) to raise aspirations and ensure 'joined up' appropriate individual support to enable those learners to successfully progress to HE and to successfully complete their programme: This initiative is tailored to the individual to ensure that it helps to overcome barriers, raise aspirations and confidence, and to provide ongoing support prior to and throughout the period of undergraduate study.

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

In line with the prioritising of learner progression, GLLM works closely with regional employers and plans to further strengthen the employment and employability aspects of its HE provision during 2017-18 through partnership working with employers including employer contributions to undergraduate programmes: Work placements are being strengthened as is generic employability activity for undergraduate learners. In turn, this is intended to lead to wider employment opportunities in the region for GLLM HE graduates.

4. The student voice: Information should include:

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

The Student Union Higher Education Officer (HEO) has contributed to the 2017-18 HE Fee and Access Plan. Initially a briefing session outlined the HE fee planning process and the responsibilities of those involved. The HEO involved learners in the process by discussion of the Fee and Access Plan in the University Centre Coleg Llandrillo (UCCL) open areas. Learners were asked how they had previously been made aware of the HE fees and were asked for their views in relation to promotion of the college HE provision to under-represented groups: Learners said that they had (all) been made fully aware of fees either through the website, at interview or when discussing HE courses with staff and had been appropriately directed to the college finance department and/or Student Finance Wales. In relation to widening access, learners said that diversity was well-addressed by the college: A number of those participating were from defined deprived postcode areas which meant that they receive an additional college bursary which has helped their attendance at college and their completion of their studies.

The HE Fee and Access Plan and process for its development was further explained and discussed during a HE Learner Panel where HE Learners from a range of curriculum areas were represented. HE learner panels are held termly by campus and are chaired by either the college principal or the assistant principal responsible for the learner experience at that college.

Information regarding the HE Fee Plan was included in the HE Student Newsletter 'the Word' where learners were asked for their comments. This newsletter is published termly and distributed to all HE learners.

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

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

subcommittee of the corporation board), and she or he also sits on the corporation's Board of Governors (see HE structure chart appendix 11).

The priority for the HEO post holder is to further strengthen HE learner engagement and associated communications through a structure of formal and informal mechanisms and in particular, communication with the HE learner representatives, for each HE cohort of learners.

The HEO had responsibility for collating information for the student written submission in preparation for the GLLM QAA review (March 2016) through a series of HE learner focus groups across the organisation. The value of the learner feedback gained through these focus groups was recognised and it has since been agreed to incorporate the above approach into the HEO role description and work cycle, where the HEO will meet regularly with diverse groups of HE learners across all GLLM campuses during the academic year.

- the extent to which the fee and access plan application reflects the principles of the [Wise Wales statement on Partnership](#) for higher education; and [Breaking down the barriers to student opportunities and youth social action](#).

The Wise Wales aim 'to ensure partnership becomes a natural part of staff and students' experiences' is embodied within GLLM's Learner Involvement Strategy (see appendix 6) which was developed in partnership with learners through the GLLM HEO. This strategy demonstrates GLLM's commitment to the fundamental principles of the Wise Wales project.

The new Pathways to Partnership for FE project is being funded by Welsh Government and aims to create a national structure to further strengthen the learner voice within Welsh institutions. GLLM has recently been reviewed by Wise who undertook a learner involvement diagnostic visit as part of a Wise review: Both the Student Union and GLLM were involved in the review.

GLLM's FE learner profile in 14-15 included 16,000 learners from deprivation-designated postcodes. One third of FE learners (13,500) were in receipt of (means-tested) Education Maintenance Allowance (EMA). Given this demographic profile, the college is well placed to work closely with its FE learner population to raise the aspirations to, and awareness of local opportunities for study at higher education levels, often where learners have no family history of higher level study.

The HE provision at GLLM is designed to be accessible to those with commitments outside college and where often there are barriers to traditional HE away from home for example. Programmes are designed to accommodate those who are working and/or those who have other responsibilities including caring and are timetabled over 1-3 days per week according to the programme. Employability lies at the heart of all the GLLM HE programmes and learners undertake either work placement, work experience and/or real work projects which add to their local and regional opportunities for progression within or to employment. Many learners are supported by their employer to attend college in order to meet the upskilling needs of the employer.

Advice and guidance, careers advice, financial advice and study support sessions are bespoke for GLLM HE learners and are provided through combinations of timetabled sessions or appointments in addition to drop-in open access sessions. Much of the HE provision is taught in small groups i.e. 5-20 learners per group: This means there is time for robust individual pastoral care, support and guidance from tutors in addition to the central services available which is particularly beneficial in supporting those who may be vulnerable and/or less confident about their HE studies. All full time learners are scheduled for a weekly tutorial and there is substantial one-to-one review with their tutor(s).

Each GLLM HE learner group nominates a learner representative who attends training to prepare them for their representative role. The Higher Education Officer works closely through the student representatives to enhance the GLLM HE culture and learner sense of belonging through effective and immediate learner communications. The principles of the HE Social Action and Student Opportunities Framework (highlighted in Breaking down the barriers to student opportunities and youth social action) underpin the college's HE provision and its approach to widening participation, engagement and further opportunity.

Increases in generic HE learner employability activity and scheduled events are being implemented and are communicated to learners through the VLE and are also highlighted through the termly HE student newsletter to ensure maximum coverage of all GLLM HE learners. The addition of learner contributions to the second edition of 'Insight' in 2016, the GLLM publication of scholarly activity of staff and students, is helping to raise the level of engagement and associated profile of the GLLM HE learner research community.

5. The rationale, including the strategic approach, of fee and access plan.

Information should set out:

- the rationale for the fee and access plan focus and contents. Where an applicant has had fee plans in place previously, a critical review of the outcomes and lessons learnt from those plans should clearly inform the rationale;

GLLM's overarching mission is 'Inspiring success by providing excellent education and training'. Within the GLLM strategic goals (cited in the GLLM HE Strategic Plan in appendix 7), supporting employer skills needs is a priority. To do this, the college is committed to widening participation of young people and adults to raise the level of academic and vocational knowledge and skills within the regional population to support current and future employment skills needs, particularly in those regional priority sectors. This strategic approach is opening up higher level employment opportunities for those who have previously been under-represented in HE.

The college has a strong track record in recruiting learners across its provision, from low participation areas and under-represented groups. However, there is more to do and further potential to strengthen this approach. More detailed demographic analysis of those FE learners who internally progress to GLLM HE programmes is a priority. A specific target within the GLLM Strategy (and reflected in the GLLM HE Strategic Plan 5.2.5, p18), is to 'Increase the number of learners on HE programmes from the most deprived postcodes...'

In the 2013-14 Annual Monitoring Statement of the Fee Plan, 43% of learners were from low participation areas (against a target of 13.5% at that time); 15% of learners

were from Communities First areas. Given the high numbers of FE learners attending college from low participation areas, there is further scope to target these learners in terms of promoting HE opportunities and raising their aspirations to HE study.

Many of those learners from low participation areas are mature learners returning to FE study. In many instances, such learners have been previously unaware of the potential accessibility of HE opportunities close to home and/or, that the courses provide 'adult-friendly' teaching schedules and substantial learning support and advice and guidance to assist them in successfully completing their studies. Part time HE study opportunities are being further expanded (in line with the GLLM HE Strategic Plan 5.1.2, vii, p13). GLLM is strengthening its targeted promotion and support for mature learners including those returning to study on Access to HE programmes across the college.

62% of 2013-14 GLLM HE learners were aged over 23: This was below target (75%), and GLLM endeavours to attract substantive numbers of FE progressing learners and external applicants aged over 23: This is reflected in a number of targeted activities in the 2017-18 action plan.

GLLM works closely with its four local authorities to provide bespoke individual support to looked after children and young people (up to the age of 25) in the region. Looked after young people are particularly under-represented in HE and the college is striving to support those young people more effectively through their FE studies in order to raise aspirations and associated self-belief in terms of progression to HE. Through high levels of additional support and monitoring of those young people during their FE studies, GLLM is targeting those who are anticipating completion of their FE level 3 studies in 2016-2017 and beyond, and aims to provide seamless progress to HE study through a range of support mechanisms including a continuous individual mentor who will work with the learner at both FE and HE.

The targeted increase in Welsh-medium delivery in 2013-14 was not achieved: GLLM is increasing its capacity to deliver bilingual HE and is increasing accessibility of progression for its Welsh speaking FE learners in North West Wales; this is through bespoke and targeted bilingual delivery of bridging modules and increased validation through Bangor University of bilingual programmes. This is reflected in the increase in Welsh medium delivery in the 2017-18 target which is aligned to the GLLM strategic goal of 'Being the lead provider of bilingual post-16 education and training' (cited in the GLLM HE Strategic Plan p16).

- how the rationale informs the fee and access plan objectives, provision and targets;

The Grŵp Llandrillo Menai Higher Education Strategic Plan is based on the organisation's Strategic Plan 2015-2018 (see appendix 7). The GLLM strategic goals are:

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

The GLLM HE vision includes ‘ Widening participation and raising learner aspirations, providing accessible progression opportunities for school, FE, workbased, employee and HE learners, and therefore raising aspirations, employability and opportunity’ (see appendix 7 p9). This vision is reflected in the widening access priorities within this fee and access plan.

There is a robust infrastructure of learner support at FE and HE, with a focus on enabling learners to fully attend and complete their studies successfully, to overcome barriers to learning and to access appropriate progression pathways to employment and/or further study. The college is prioritising this support that is intended to impact on learner completion and GLLM aspires to HE learner retention of 92% in 2017-18.

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

Through the GLLM ‘85+’ programme, learners with an attendance pattern dipping to 85% at any time, are deemed vulnerable and are followed up and given additional educational and/or pastoral or practical support to attend and stay on their programme.

In order to support those who are vulnerable, targeted GLLM additional HE bursaries in 2017-18 are awarded to those living in Communities First areas, and those defined as Looked After Children (up to the age of 25), in addition to those learning through the medium of Welsh.

- the fee and access plan objectives;

The aim of this fee and access plan is to further widen access to GLLM HE learning opportunities particularly targeting looked after children, those from areas of low participation, learners aged over 23 and learners who will study through the medium of Welsh by:

- *Increasing participation of those living in areas where there is low participation in HE and in particular, Communities First areas*
- *Increasing HE enrolments from the bottom quintile of wards in WIMD or CF*
- *Increasing the number of HE learners over the age of 23*
- *Increasing availability and take up of bridging modules for level 3 learners to raise aspirations and skills for HE progression*
- *Designing, planning and implementing a workshop programme to engage school year 10s in areas of low participation*
- *Strengthening learner involvement for the target groups through HE officer engagement activity and initiatives*

- *Through '85+', introducing increased support mechanisms for learners where attendance is less than 85% to increase retention and completion*
- *Providing intensive ongoing support for Looked After Children and young people (LAC) and follow this support through from FE to HE;*
- *Increasing graduate progressions to employment or further study*
- *Increasing regional employer involvement through targeted activity to further engage regional employers in contributing to the HE offer*
- *Ensuring consistent use of the electronic tracking of learner progress (audited across HE programmes)*
- *Increasing Welsh medium study opportunities and delivery*
- *Increasing employability components of undergraduate programmes to raise local employability opportunities*
- *Increasing positive progressions to employment or further study*
- *Increasing take up of vocationally-applied bridging modules of year 12/13 learners in the schools in the region to raise aspirations by employment sector*

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

- *the rationale for the level of investment in categories of provision;*

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

For those learners particularly in GLLM campuses in the west of the region who are carrying out their FE studies through the medium of Welsh, the college is investing in further developing its Welsh medium HE capacity and therefore creating further opportunities for learners to progress to higher learning through their first language. In addition to increasing the number of learners who study through the medium of Welsh this investment also helps to achieve the target of raising local employability opportunities for these learners.

Through investment in facilities, resources and support available to learners at a local level we can overcome barriers, particularly for learners over the age of 23, who due to other commitments are unable to move geographically to access Higher Education. The financial support, through bursaries and elsewhere, also helps these older learners access Higher Education.

- how the fee and access plan is embedded at a strategic level across the institution;

The fee and access plan is monitored at the Strategic Curriculum Group which meets six times per year and is chaired by the CEO and the minutes from this committee are reported to the Corporation Board.

- how the fee and access plan aligns with the applicant's institutional strategic objectives; how the fee and access plan aligns with strategic and other similar documents;

The following operational targets are taken from the GLLM HE Strategic Plan 2015-18 (Appendix 7, which is based on the strategic goals of the GLLM Strategic Plan 2015-2018). These targets are reflected in the areas of priority and focus within this GLLM fee and access plan.

- **Delivering outstanding teaching and training and supporting effective learning:** *improve attendance and retention (Enhancement theme in HE QDP) through 'monitoring at risk learners via eILP, 85+ and programme performance panels'; review the preparation for HE study module offered to ensure it is fit for purpose, and widen the offer and uptake accordingly (ref 5.1.1).*
- *Provide an inspiring learning environment and curriculum offer which embeds employability and enterprise (ref 5.1.2 GLLM HE Strategic Plan).*
- *Being the lead provider of bilingual post 16 education and training (ref 5.1.4).*
- *Working with employers and other bodies to identify skills and training requirements to inform our curriculum offer: Review and further develop the HE part time opportunities for learners to study alongside employment and/or caring responsibilities (ref 5.2.1).*
- *Increase the number of learners on HE programmes from the most deprived postcodes (ref 5.2.5).*
- how the fee and access plan aligns with strategic equality plans or similar documents.

The GLLM Fee and Access Plan aligns with the GLLM Strategic Equality Plan, Equality and Diversity policy statement and the Equality and Diversity Charter (see appendix 8):

The GLLM Strategic Equality Plan 2012-2016 and associated action plan is monitored by the GLLM Equality and Diversity Panel. The action plan addresses a range of categories of action and monitoring for the protected groups: These are curriculum planning and delivery, learner participation and achievement, support for learning, employment, staff training and awareness, physical environment, partnerships and leadership.

- how the fee and access plan aligns with Welsh language standards and/or Welsh language commitments;

This plan aligns with the college's Welsh Language Scheme (see appendix 9) and this is reflected in its target to increase the delivery of HE through the medium of Welsh.

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

- whether/how the fee and access plan supports collaborative and/or regional coherence agendas, including, for example the Reaching Wider Programme;

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

- *CodiSTEM, working with schools and Careers Wales and targeting year 9 pupils, an ambitious science, technology, engineering and maths careers programme has been developed to raise awareness of the educational opportunities available whilst also challenging perceived barriers and in particular stereotypes within the industries;*
- *Rhaglen AUR, provides appropriately challenging support to more able and talented level 3 learners, many of whom are the first generation within their family wishing to study at degree level;*
- *The level 4 bilingual bridging module, 'Looking Forward to HE', provides first language Welsh speakers with the experience of higher level study, and prepares them for this through an intensive immersion course that focuses on the study skills needed for success;*
- *The level 4 bridging module is offered to FE learners within vocational areas to assist transition from FE to HE within a curriculum area, to encourage and raise aspirations of those who may not previously have considered HE progression, particularly targeting those from under-represented areas including deprived postcodes and learners over the age of 23.*

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

- the groups regarded by the applicant as under-represented in higher education to be supported by the fee and access plan and the evidence for this position. Groups under-represented in higher education may be under-represented in higher education in general or specifically in the applicant's institution.
- *Looked after Children: Working closely with the local authorities across the four counties, looked after children and young people are targeted for support at FE and HE.*
- *Those living in areas of deprivation are under-represented in higher education in general and GLLM is striving to sustain the gains already made (54.6% in*

2014-15) and to further increase participation for this group to 60% in 2017-18.

- *Those over the age of 23 currently make up 63% of GLLM HE learners though the college has access to considerably more mature learners in its FE provision particularly through its Access to HE programmes, many of whom are not currently progressing to HE.*
- *Those learning through the medium of Welsh at FE and aspiring to Welsh medium delivery of HE locally.*

7. **Objectives:** An applicant must set out the fee and access plan objectives of the institution and the provision to meet the objectives and targets and specify the level of fee income to be invested against the categories provided in **Annex Aii** (2017/18 fee and access plan income forecast expenditure: Excel table).

The fee and access plan objectives are set out clearly under Section 5 on page 26. These link through to the specific targets shown in Annex ii Table G together with the allocated spend against these objectives in Annex ii Table B.

8. **Provision:** An applicant must describe clearly the extent to which the fee and access plan provision will support equality of opportunity and the promotion of higher education. The following provision **must** be included:

- i. attract applications from groups under-represented in higher education;

There is planned targeted promotion to level 3 FE learners through free delivery of the level 4 bridging module which will raise aspirations, study skills and confidence of those who may not have been considering progression to HE. Specific groups are targeted for this delivery in 2017-18 including those learning through the medium of Welsh and those studying FE in regional priority vocational areas.

Specific events are planned to target mature learners in terms of promoting local GLLM HE opportunities, particularly aimed at Access to HE learners across GLLM.

Promotion of bursary and/or financial support availability information to those under-represented groups in FE who are living in deprived postcode areas, those in receipt of EMA at FE (i.e. on low household incomes) and those supported at FE through welfare officers.

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

Increased retention on HE programmes will be supported through the provision of a named individual welfare officer assigned to learners who are looked after children/ young people, and to those who are identified as being vulnerable and/ or at risk of dropping out through targeted welfare officer mentor provision (including identification through the 85+ scheme).

iii. provide financial assistance to students

In addition to the bursaries of £250 per year given to all HE learners which are used as a method of promoting and attracting learners to the Grŵp's HE offering, additional bursaries are offered to those living in Communities First areas (£200 per annum), Looked After Children (£250 per annum, plus £500 at the end of the course to assist with graduation costs), and those who are studying through the medium of Welsh (£300 per annum).

In addition to the Bursaries on offer a Hardship Fund of £10,000 is available to those students who require additional financial assistance. Learners are made fully aware of all of the financial assistance available both before and during their studies.

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

HE fee information and bursary details and eligibility information is available on the college website and is updated annually. Learner Services staff provide personalised information regarding fees at enquiry, application and following interview. Impartial financial guidance is also provided to applicants and learners by Student Loans Company staff who attend recruitment and enrolment events and offer information sessions during 'future options' events that are specifically implemented to promote progression to HE.

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

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

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

In 2015, during collation of information and evidence for the QAA (March 2016) student written submission, students were asked their views on public information including fees information. Overall learners were satisfied with the public information available and had accessed appropriate information prior to the start of their course. The majority of learners found information about their course and the college via the college website and found accessing the information straightforward and useful.

GLLM communicates information regarding fees and charges in line with the recommendations of the Competition and Markets Authority and also the commitments within the college's policies and procedures including the student charter, learner entitlement, Welsh language scheme and equality plan. All

prospective students and students are informed of their total fees for the duration of their studies prior to enrolment.

Fees are an integral part of Key Information Sets (KIS) and are available for scrutiny by applicants, learners and others.

School liaison is an active part of GLLM's recruitment activities. Information is provided to school pupils attending open days, taster sessions and transition events. HE recruitment events are scheduled throughout the year and representatives from Student Finance Wales (SFW) attend these in addition to the future options events held to facilitate progression for current college FE learners. SFW representatives provide impartial information regarding fees and financial learners to prospective learners.

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

Formal letters detailing the fees charged for each year of programme are sent to learners in advance of initial enrolment. At the end of each academic year, all learners continuing with their studies are provided with a letter that details their fees for the next academic year.

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

The HE Fee and Access Plan for 2017-2018 will be monitored in terms of both compliance and progress, by the GLLM Strategic Curriculum Group which meets twice per term, and reports to Tim Policy (which consists of the CEO and the three college principals). In addition, compliance and progress against the plan's objectives will be looked at by the Curriculum Students and Standards Committee (which is a subcommittee of and reports to, the Corporation Board).

- 9. Provision supporting equality of opportunity and groups under-represented in higher education should be clearly distinguished from provision supporting the promotion of higher education. Targets should be similarly clear.
- 10. **Measures:** Provision should be grouped into categories (or measures) as set out below. It is for applicants to decide under which category to classify provision. An applicant's provision might not include investment in all categories nor be invested equally across all chosen categories. The categories of provision are:

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

- i. promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds;

- *GLLM will promote the provision of on-programme support at FE for those identified as having potential and coming from disadvantaged postcodes, those aged over 23 through Access to HE programme activity and those who are looked-after children and young people, through assigning a named learner welfare officer and continuing this through to HE progression;*
 - *GLLM will promote bursary availability to those living in deprived postcodes, Welsh medium learners and looked-after children and young people at FE;*
 - *GLLM will target, promote and deliver the level 4 bridging module to engage learners and encourage aspiration and confidence to continue to study at HE. This is available through the medium of Welsh and English.*
- ii. attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics;
- *GLLM will Increase HE enrolments from the bottom quartile of wards in the WIMD/ Communities First;*
 - *GLLM will further target learners from low participation areas;*
 - *GLLM will increase the number of HE learners over the age of 23.*
- iii. raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;
- *GLLM will increase its bridging (level 4) module offer and increase associated take up for level 3 learners from areas of low participation to raise skills levels and aspiration for HE progression;*
 - *GLLM will design, plan and implement a workshop programme to engage school year 10 pupils in areas of low participation.*
- iv. supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers;
- *GLLM will strengthen its learner engagement and involvement through increased HEO activity to improve retention of HE learners.*
 - *GLLM will increase its support mechanisms for learners identified as vulnerable through attendance monitoring, to improve retention and completion.*
- v. improving the experience of higher education of students from under-represented groups including activities to promote an international experience;

- vi. providing effective information to students from under-represented groups before and during their courses;
- vii. providing high quality academic and welfare support to students from under-represented groups;
- *GLLM will provide intensive ongoing support led by an assigned student welfare officer, for looked after children and young people.*
- viii. supporting students from under-represented groups to progress to employment or further study; and
- *GLLM will increase the number of graduates who progress to employment or further study.*
- ix. other measures to support groups under-represented in higher education such as fee and access plan effectiveness evaluation (please specify these measures).

Promotion of higher education measures to deliver:

- i. more effective engagement with private, public or voluntary bodies and communities in Wales;
- *GLLM will further strengthen its partnerships with both the public and private sectors in line with employer demand-led development of HE provision.*
- ii. investments in improving the quality of learning and teaching, with reference to the quality of the student experience;
- *GLLM will further strengthen the consistent use of eDrac (electronic ILP) for target setting, monitoring, tracking and review of learners across GLLM HE provision.*
- iii. activities which strengthen the employability of Welsh graduates;
- *GLLM will increase its Welsh medium HE offer and associated take-up of learning through the medium of Welsh;*
- *GLLM will ensure that employability is integral to all its HE undergraduate programmes;*
- *GLLM will increase its positive progressions to employment or further study across its HE provision;*
- *GLLM will promote to employer partners and to HE learners, the opportunities to participate in the employability programme through delivering workshops, guest speaker sessions and mock interview sessions;*

- *GLLM will extend the offer and take up of the level 4 bridging module to the regional schools (year 12 and 13), to increase learner aspirations to HE in priority employment sectors in particular.*

- iv. actions which promote Welsh higher education more effectively internationally;
- v. actions which improve delivery of sustainable higher education;

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

- vi. activities which raise awareness of higher education amongst potential learners; and

- *GLLM will implement a calendar of 'Future Options' events, and scheduled promotional activity targeting current college FE and workbased learners, including integrated information regarding HE and higher apprenticeships.*

- vii. other measures to support the promotion of higher education such as fee and access plan effectiveness evaluation (please specify these measures).

Institutional fee and access plan 2017/18

Table A: Fee levels and fee income and investment, 2017/18

Institution name: Grŵp Llandrillo Menai
 Institution UKPRN: 10007820

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the new fee regime in 2017/18, are to be returned in this table.

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

For further guidance and definitions used in this table, please see Annex D of the guidance.

a) What is your highest proposed fee rate for:

	£
Full-time undergraduate	7,900
Full-time PGCE (QTS)	0

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

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

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

	£
Full-time undergraduate	7,846
Full-time PGCE (QTS)	0
All students in plan	7,846

d) What new fee regime income do you expect to receive in 2017/18? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£k
Full-time undergraduate	4,080
Full-time PGCE (QTS)	0
Total	4,080

e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2016/17 plans the amount invested in 2017/18 must be at least the amount invested in 2016/17. For those applicants, HEFCW has provided below the 2016/17 amount and percentage of total income.

	2017/18		2016/17	
	£k	% of total income	£k	% of total income*
Total amount to be invested in:				
Equality of opportunity	600	14.7%	523	14.8%
Promotion of higher education	159	3.9%	150	4.2%

Total	759	18.6%	673	19.0%
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* The 2016/17 percentage has been recalculated so that it is out of total estimated income, including that from the fee below £4k.

If amount to be invested in 2017/18 is less than in 2016/17 please provide commentary below:

Table B: Fee and access plan income forecast expenditure, 2017/18

Institution name: Grŵp Llandrillo Menai
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Forecast expenditure of the fee income returned in Table A, categorised under the measures provided below, is to be returned in this table.

Guidance note

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

Equality of opportunity measures relate specifically to individuals from groups under-represented in higher education. HEFCW recognises that each applicant may choose to categorise similar activities under different measures.

Student financial support activities will be a part of the applicant's total investment in measures to support equality of opportunity and/or the promotion of higher education (as set out in Table B (a) and (b)). Table B (d) below asks applicants to separately identify forecast expenditure on student financial support activities already included in (a) and (b).

Applicants should set out their level of expenditure against each appropriate measure. Not all categories will necessarily have expenditure returned against them.

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

* <http://www.hefcw.ac.uk/publications/circulars/circulars.aspx>

2017/18 fee and access plan income forecast expenditure

a) Equality of opportunity

Measures to support individuals under represented in HE:	£
1. Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	
2. Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	250,000
3. Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	100,000
4. Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	108,000
5. Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	
6. Providing effective information to students from under-represented groups before and during their courses	
7. Providing high quality academic and welfare support to students from under-represented groups	117,000
8. Supporting students from under-represented groups to progress to employment or further study	25,000
9. Other	
Total	600,000

b) Promotion of HE

Measures to deliver:	£
1. More effective engagement with private, public or voluntary bodies and communities in Wales	65,000
2. Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	28,000
3. Activities which strengthen the employability of Welsh graduates	66,000
4. Actions which promote Welsh higher education more effectively internationally	
5. Actions which improve delivery of sustainable higher education	
6. Activities which raise awareness of the value of higher education amongst potential learners	
7. Other	
Total	159,000

c) Total forecast expenditure of 2017/18 fee and access plan income, a) + b)

	£
	759,000

d) Student financial support (already included in a) and b) above)

	£	Anticipated student numbers supported
Fee waivers		
Bursaries	152,500	550
Scholarships		
Hardship funds	10,000	50
Provision of financial management advice and skills		
Other financial support		
Total	162,500	600

Institutional fee and access plan 2017/18
Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime, 2017/18

Institution name: Grŵp Llandrillo Menai

Institution UKPRN: 10007820

This table should only be completed where you propose to charge different fees for different courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the new fee regime. Where different fees are charged for different courses or cohorts, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned on Table A. The guidance below gives the categories of courses for which information should and shouldn't be returned. Note that information about provision delivered under partnership arrangements is collected in Table E.

Guidance note

Do include information about courses:

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

Do not include information about courses:

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

If you provide courses that have a year out, such as a year out on an industrial placement, or a year abroad, and different fee levels are charged for these years, then you should return data on this table to cover each year.

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

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

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

For further guidance and definitions used in this table, please see Annex D of the guidance.

Summary data	FT UG	FT PGCE (QTS)
Total expected income	4,079,900	0
Total expected students	520	0
Average fee	7,846	

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	7,300	BA (Hons)	Management & Business	3	N	4	Y	Bangor University	29,200
2	7,800	BA (Hons)	Management & Business	2	N	4	Y	Bangor University	31,200
3	7,900	BA (Hons)	Management & Business	1	N	12	Y	Bangor University	94,800
4	7,800	FdA	Management & Business	2	N	16	Y	Bangor University	124,800

5	7,900	FdA	Management & Business	1	N	45	Y	Bangor University	355,500
6	7,900	FdA	Management of Human Resources in Business	1	N	2	Y	Bangor University	15,800
7	7,900	FdA	Management of Retail in Business	1	N	2	Y	Bangor University	15,800
8	7,900	FdA	Management of Accounting in Business	1	N	2	Y	Bangor University	15,800
9	7,900	BA (Hons) Top-up	Culinary Arts	3	N	8	Y	Bangor University	63,200
10	7,800	FdA	Culinary Arts	2	N	8	Y	Bangor University	62,400
11	7,900	FdA	Culinary Arts	1	N	10	Y	Bangor University	79,000
12	7,300	BA (Hons)	Hospitality Management	3	N	2	Y	Bangor University	14,600
13	7,800	BA (Hons)	Hospitality Management	2	N	3	Y	Bangor University	23,400
14	7,900	BA (Hons)	Hospitality Management	1	N	16	Y	Bangor University	126,400
15	7,300	BA (Hons)	Management of Travel & Tourism	3	N	4	Y	Bangor University	29,200
16	7,800	BA (Hons)	Management of Travel & Tourism	2	N	4	Y	Bangor University	31,200
17	7,900	BA (Hons)	Management of Travel & Tourism	1	N	12	Y	Bangor University	94,800
18	7,900	BSc (Hons) Top-up	Sport Science (Sports Coaching)	3	N	6	Y	Bangor University	47,400
19	7,800	FdSc	Sport Science (Sports Coaching)	2	N	8	Y	Bangor University	62,400
20	7,900	FdSc	Sport Science (Sports Coaching)	1	N	16	Y	Bangor University	126,400
21	7,800	FdSc	Policing	2	N	18	Y	University of Central Lancashire	140,400
22	7,900	FdSc	Policing	1	N	28	Y	Bangor University	221,200
23	7,900	BA (Hons) Top-up	Childhood & Learning Support Studies	3	N	8	Y	Bangor University	63,200
24	7,800	FdA	Childhood & Learning Support Studies	2	N	8	Y	Bangor University	62,400
25	7,900	FdA	Childhood & Learning Support Studies	1	N	16	Y	Bangor University	126,400
26	7,900	BA (Hons) Top-up	Health & Social Care	3	N	10	Y	Bangor University	79,000
27	7,800	FdA	Health & Social Care	2	N	8	Y	Bangor University	62,400
28	7,900	FdA	Health & Social Care	1	N	16	Y	Bangor University	126,400
29	7,900	FdA	Assistive Technologies: Promoting Independence	1	N	12	Y	Bangor University	94,800
30	7,300	BA (Hons)	Fine Art	3	N	6	Y	Bangor University	43,800
31	7,800	BA (Hons)	Fine Art	2	N	8	Y	Bangor University	62,400
32	7,900	BA (Hons)	Fine Art	1	N	16	Y	Bangor University	126,400
33	7,800	FdA	Photography	2	N	8	Y	Bangor University	62,400
34	7,900	FdA	Photography	1	N	12	Y	Bangor University	94,800
35	7,900	BA (Hons) Top-up	Creative Media	3	N	6	Y	Bangor University	47,400
36	7,800	FdA	Broadcast Media Production	2	N	8	Y	Bangor University	62,400
37	7,900	FdA	Broadcast Media Production	1	N	14	Y	Bangor University	110,600
38	7,900	BSc (Hons) Top-up	Computing (Software Development)	3	N	6	Y	Bangor University	47,400
39	7,900	BSc (Hons) Top-up	Computing (Networking)	3	N	4	Y	Bangor University	31,600
40	7,800	FdSc	Computing (Software Development)	2	N	5	Y	Bangor University	39,000
41	7,900	FdSc	Computing (Software Development)	1	N	10	Y	Bangor University	79,000
42	7,800	FdSc	Computing (Networking)	2	N	5	Y	Bangor University	39,000
43	7,900	FdSc	Computing (Networking)	1	N	8	Y	Bangor University	63,200
44	7,900	BSc (Hons) Top-up	3D Animation & Games Development	3	N	8	Y	Bangor University	63,200
45	7,800	FdSc	3D Animation & Games Development	2	N	6	Y	Bangor University	46,800
46	7,900	FdSc	3D Animation & Games Development	1	N	16	Y	Bangor University	126,400
47	7,300	BA (Hons)	Public & Social Policy	3	N	8	Y	Glyndwr University	58,400
48	7,800	BA (Hons)	Public & Social Policy	2	N	8	Y	Glyndwr University	62,400
49	7,900	BA (Hons)	Public & Social Policy	1	N	0	Y	Glyndwr University	0
50	7,900	BSc (Hons) Top-up	Commercial Construction Management	3	N	4	Y	Bangor University	31,600
51	7,800	FdSc	Construction	2	N	6	Y	Bangor University	46,800
52	7,900	FdSc	Construction	1	N	10	Y	Bangor University	79,000
53	7,900	BEng (Hons) Top-up	Civil Engineering	3	N	6	Y	Bangor University	47,400
54	7,800	FdEng	Civil Engineering	2	N	6	Y	Bangor University	46,800
55	7,900	FdEng	Civil Engineering	1	N	10	Y	Bangor University	79,000
56	7,900	FdSc	Sport Science (Outdoor Recreating)	1	N	8	Y	Bangor University	63,200

Institutional fee and access plan 2017/18

Table G: Targets

Institution name: Grŵp Llandrillo Menai
 Institution UKPRN: 10007820

Guidance note

A fee and access plan should contain SMART institutional targets that contribute to demonstrating the applicant's commitment to increasing and/or maintaining the number of students from under-represented groups in higher education, or other fee and access plan objectives, as appropriate. Targets should demonstrate the level of ambition, pace of progress and distance to be travelled by applicants as a result of fee and access plan provision and investment.

While HEFCW accepts that it is neither beneficial nor meaningful to set targets in all fee plan areas, applicants will want to satisfy themselves that they have sufficient targets to provide a full account of, and return on, the level of public investment to which the plan relates. The level of public investment will differ between institutions, as will the quantity of targets.

For further guidance and definitions used in this table, please see Annex D of the guidance.

Row	Target description (maximum 500 characters)	Measure type (as listed in table B a) and B b) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target		Optional longer term targets				Please provide a commentary on the 2017/18 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)		
			Y / N	If Y please provide partner name(s)		No.	%	No.	%	2017/18		2018/19			2019/20	
										No.	%	No.	%		No.	%
1	Increase HE enrolments from the bottom quintile of wards in the WIMD or CF	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		14/15	194	18.6%	300	24.0%							
2	Further target HE enrolments from low participation areas	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		14/15	569	54.6%	750	60.0%							
3	Increase numbers of HE learners over the age of 23	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		14/15	656	63.0%	937	75.0%					Activity will include targeted events for Access to HE learners		
4	bridging modules for Level 3 learners from areas of low participation to raise aspirations and skills for HE progression	a3 Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	N		15/16	361		400						Target to include a focus on specific vocational routes including nuclear engineering working closely with the school across the region.		
5	Design, plan and implement a workshop programme to engage school year 10s in areas of low participation: To consist of 10 activities/ events attended by 60 year 10 learners, to raise engagement and aspirations to HE	a3 Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	N					60						A 'Quibble Club' debating society is intended alongside a range of STEM subject engagement activity and events. The aim is to bring to gether level 3 learners with year 10s in disadvantaged areas to maximise engagement through activity, buddying and mentoring.		
6	Strengthening HE learner retention through the HE student officer engagement initiatives	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		13/14		85%		92%					A % target across all HE learners is most relevant here. Plan and implement a schedule of HEO activity over the academic year that will further increase learner engagement and will impact positively on HE learner completion		
7	Through '85+' introduce increased support mechanisms for learners where attendance is less than 85% to increase retention	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		13/14		85.0%		92.0%					A % target across all HE learners is most relevant here. This programme is aiming to prevent withdrawal through proactively identifying those at risk. Learner welfare officers will provide targeted support for identified vulnerable learners including LAC.		
8	Intensive ongoing support for looked-after children (LAC) across GLLM to include assigned welfare officer	a7 Providing high quality academic and welfare support to students from under-represented groups	N		15/16	2		10						Assign a named student welfare officer to each GLLM FE learner who is LAC and ensure continuity and continued mentorship on progression to HE		
9	Increasing the number of graduate progressions to employment or further study	a8 Supporting students from under-represented groups to progress to employment or further study	N		12/13	556	54.0%	815	66.0%							
10	Carry out a minimum of 10 targeted activities to further engage regional employers in contributing to the HE offer	b1 More effective engagement with private, public or voluntary bodies and communities in Wales	N		15/16	0		10						Further strengthening of public and private sector collaborative partnerships in developing needs-led vocational HE to meet employment predicted needs		
11	Implementation of the eDRAC ILP for HE learners with rigorous target setting, monitoring and review across HE provision	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		14/15		0.0%		100.0%					A % target across all HE learners is most relevant here. This is being developed and implemented through staff CPD. Audit of 1) the use of target setting, monitoring and review and 2) the quality of target setting, monitoring and review to be fully implemented.		
12	Increase Welsh medium delivery (number of credits)	b3 Activities which strengthen the employability of Welsh graduates	N		14/15	3,290		4,500						baseline = 31 learners, target = 50. 28/07/16 - confirmation this target is correct and in line with planned increased Welsh medium capacity.		
13	Ensure that employability is integral to all undergraduate programmes at validation/ revalidation	b3 Activities which strengthen the employability of Welsh graduates	N		15/16	0		20	100.0%					Working with validating HEIs to ensure employability and relevant work placement/ work experience is integral to all HE programmes (100% programmes to include employability)		
14	Increase positive progressions to employment or further study	b3 Activities which strengthen the employability of Welsh graduates	N		12/13	556	54.0%	815	66.0%					Provision to engage both employers and learners in the employability programme to include guest speakers, job applications, self presentation and interview role plays		
15	Implement take up of bridging modules to year 12/13 learners in the regional schools to increase learner aspiration to HE in priority sector areas including engineering	b3 Activities which strengthen the employability of Welsh graduates	N		14/15	0		40						Run vocational bridging modules for a minimum of 6 secondary schools in the region		