



Grŵp Llandrillo Menai

Fee and Access Plan

2018-2019

Institution applicant name:	Grŵp Llandrillo Menai
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2018/19 Fee and Access Plan Application Template

Fee and access plan: focus and contents

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

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

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

The focus and contents of fee and access plans

Guidance note

1. Applicants should provide relevant, recent information and verifiable data for HEFCW, students and potential students and other interested parties.
2. The fee and access plan application should include 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 GLIM 2018-19 fee and access plan is to continue to build on its previous success to further widen access to higher education to those who are traditionally underrepresented in HE with a particular focus on those from geographical areas of low participation, mature learners over the age of 23, looked after children and young people, and Welsh speaking learners studying through the medium of Welsh.

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

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

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

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

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

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

4. The student voice: Information should include:

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

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

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

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

HE learner representative panels are held termly by campus and are chaired by the college Principal. The panels are attended by the HE learner representatives (by cohort) and by the HEO, alongside key senior college staff, including the Assistant Principal Higher Education and Business Services who coordinates the writing and submission of the Fee and Access Plan to HEFCW. Minutes from these meetings together with the college's response to issues raised are reported to the Curriculum, Students and Standards Committee termly.

The HE Officer communicates with the HE representatives through an email group and through social media groupings: This works well as the learners are spread across a number of campuses geographically. Additionally, the HE Officer is widely available within the college's University Centre Coleg Llandrillo (UCCL) for face to face discussion and ongoing interaction with the wider HE student body: Such time for 'drop-in' is built in to the HE Officer's paid role.

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

Students complete internal and external evaluation feedback surveys including the National Student Survey externally. Module evaluations are also completed internally. Students contribute to the development and review of the college HE Charter and the HE Information Guide which outlines expectations, agreement and services that the college will provide.

The college is further strengthening its processes for ensuring that there is greater HE student awareness of the Fee and Access Plan process, and subsequent engagement with its wider content.

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

- 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 (chaired by the Deputy Chair of the Corporation Board), 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 3).

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

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

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

HE fee information is available on the college website and is updated annually. Information regarding fees and 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.

GLIM communicates information regarding fees and charges in line with the recommendations of the Competition and Markets Authority and also the commitments within the college's policies and procedures including the student charter, learner entitlement, Welsh Language Scheme (Appendix 4) and Strategic Equality Plan (Appendix 5). All prospective students are informed of their total fees for the duration of their studies prior to enrolment.

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 fee arrangements for the next 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](#); and the [Guide to providing information to prospective undergraduate students](#).

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

GLIM's FE learner profile indicates that 34.4% (2015-16) are from deprived postcodes (deciles 1-4) and 36.6% of FE full time learners in 2015-16 were in receipt of Education Maintenance Allowance (EMA). Given this demographic profile, the college is well placed to work closely with its FE learner population to raise 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 GLIM is designed to be accessible to those with commitments outside college and where often there are barriers to accessing traditional HE away from home for example. Programmes are designed to accommodate those who are working and/or those who have other responsibilities such as caring for example, and are timetabled over 1-3 days per week according to the programme. The college is committed to further developing part time higher level study opportunities to give maximum flexibility and much developmental work is ongoing to ensure that programmes are designed to meet the needs of learners, and where applicable, their employers.

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

Advice and guidance, careers advice, financial advice and study support sessions are bespoke for GLIM HE learners and are provided through combinations of timetabled sessions

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

*Each GLIM HE learner group nominates a learner representative who attends training to prepare them for their representative role. The Higher Education Officer works closely through the student representatives to enhance the GLIM HE culture and learner sense of belonging through effective 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 'Moodle', and are also highlighted through the termly HE student newsletter to ensure maximum coverage of all GLIM HE learners. The addition of learner contributions to the college's in-house HE journal 'Insight' is further strengthening the level of engagement and associated profile of the GLIM HE learner research community.

5. The rationale, including the strategic approach, of plans. 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;

GLIM's overarching mission is 'Inspiring success by providing excellent education and training'. Within the GLIM strategic goals (cited in the GLIM 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 HE academic and vocational knowledge and skills within the regional population to support current and future employment skills needs, particularly in those regional priority sectors. 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 (further education and workbased learning as well as higher education), from low participation areas and under-represented groups.

In 2015-16, 41% of HE learners came from low participation areas and 17% were from Community First areas. Given the high numbers of full time level 3 FE learners attending college from low participation areas (1056 in 2015-16), the college is further targeting those 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. In 2015-16, 54% of GLIM HE learners were studying

on a part time basis and the college is increasing its part time offer and associated accessibility year on year. This part time provision is designed to complement the provision offered by the regional universities thereby creating additional access opportunities for those living in the region for whom higher level study may not previously have been possible.

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

42% of 2015-16 GLIM HE learners were aged over 23 which is a reduction on previous years and GLIM endeavours to attract substantive numbers of FE progressing learners and external applicants aged over 23: This is reflected in a number of targeted activities, particularly with Access to HE learners for example, in the 2018-19 plan.

GLIM works closely with its four local authorities to provide bespoke individual support to looked after children and young people (up to the age of 25) in the region. Looked after young people are particularly under-represented in HE and the college is striving to support those young people more effectively through their FE studies in order to raise aspirations and associated self-belief in terms of progression to HE. Through high levels of additional support and monitoring of those young people during their FE studies, GLIM is targeting those who are anticipating completion of their FE level 3 studies in 2017-18 and beyond, and aims to provide seamless progress to HE study through a range of support mechanisms including providing a consistent individual mentor who will work with the learner at both FE and HE.

GLIM is committed to incremental year-on-year increases in its provision of higher education through the medium of Welsh in order to meet the needs of its Welsh speaking FE learners and the regional population in North West alongside regional employer needs; this is through bespoke and targeted bilingual delivery of bridging modules and increased validation through Bangor University of bilingual and Welsh medium higher education programmes. This is reflected in the increase in Welsh medium delivery in the 2018-19 target which is aligned to the GLIM strategic goal of 'Being the lead provider of bilingual post-16 education and training' (cited in the GLIM HE Strategic Plan p16 in appendix 7).

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

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

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

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

The GLIM HE 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 positively on enabling HE learners to stay on programme and to complete their studies.

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

Through the GLIM '85+' programme, learners with an attendance pattern dipping to 85% at any time, 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 GLIM additional HE bursaries in 2017-18 are awarded to those living in former Communities First cluster areas, and those defined as Looked After Children (up to the age of 25), in addition to those learning through the medium of Welsh.

- **the objectives of fee and access plan;**

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

1. *Increase HE promotion to, and recruitment of, learners from low participation areas;*
2. *Target the college's FE Level 3 learners to raise aspiration and increase progression to GLIM HE;*
3. *Design and implement a programme of higher education 'taster' sessions that Level 3 learners can 'book' into during their FE studies in a range of specialist vocational areas;*
4. *Increase HE enrolments of learners aged over 23;*
5. *Increase offer of 'bridging' modules to learners to raise confidence and skill levels in preparation for HE;*

6. *Strengthen support for HE learners identified as 'vulnerable' to facilitate their retention and success on their programme;*
7. *Continue intensive support for Looked After Children at FE and subsequently in HE to facilitate their retention and success;*
8. *Increase the number of learners studying HE credits through the medium of Welsh;*
9. *Design and introduce a programme of employer-led sessions by vocational area to increase employability skills, awareness of regional opportunities and subsequent progression to employment;*
10. *Increase positive progressions to employment and/or further study;*
11. *Review and plan joint promotion events in the region, in collaboration with the college's key strategic HEI partner with a particular GLIM focus on those who are unable to access traditional HE study;*
12. *Increase part time HE learner recruitment (e.g. for those in employment and/or with caring responsibilities) through increased number of flexible and accessible programme design and CPD modules;*
13. *Introduce a bespoke HE learner conference (for the GLIM HE learner representatives) to strengthen joint decision making and the efficacy of the processes through which the HE student body through its student reps are engaged in that decision making.*

****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 GLIM campuses in the west of the region who are carrying out their FE studies through the medium of Welsh, the college is investing in further developing its Welsh medium HE capacity and therefore creating further opportunities for learners to progress to higher learning through their first language. By increasing the number of learners who study through the medium of Welsh, this investment also helps raise employability opportunities within the region 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 plan is embedded at a strategic level across the institution;

The fee and access plan is reviewed and monitored (as a standing HE item) at the Curriculum, Students and Standards Committee which is a subcommittee of the Corporation Board, and meets termly.

- how the plan aligns with the applicant's institutional strategic objectives;

The following operational targets are taken from the GLIM HE Strategic Plan 2015-18 (Appendix 7, which is based on the strategic goals of the GLIM Strategic Plan 2015-2018).

These targets are reflected in the areas of priority and focus within this GLIM 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 GILM HE Strategic Plan, appendix 7).*
- *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 GLIM Fee and Access Plan aligns with the GILM Strategic Equality Plan and associated 2015-16 Annual Report (Appendix 5), Equality and Diversity policy statement and the Equality and Diversity Charter (Appendix 5).

The GLIM Strategic Equality Plan aligns with this fee and access plan: Equity is one of the Grwp's key values as set out in the GLIM strategic plan; The college is committed to ensuring that all learners are able to access high quality learning provision which meets their needs, abilities and aspirations; Through measures to actively encourage increased numbers of learners from under-represented groups to study at a higher level, the college strives to remove all barriers that could prevent learner participation. For example, the additional support needs of learners are effectively identified and support is targeted to meet those needs on a bespoke basis, timetables and teaching schedules are developed to meet the needs of those with other responsibilities including ensuring that the part time offer is

maximised and is accessible. Learners have the opportunity to volunteer as a 'Diversity Champion' during their time studying at the college. Diversity Champions work with college Learner Services teams to actively promote the college's Equality Plan e.g. activity includes encouraging dialogue on equality issues, role modelling and assisting in promoting college projects and campaigns in order to challenge stereotypes. The GLIM 'Expectations' of all include treating others with respect and courtesy, respecting and celebrating differences and taking pride in the culture and language of Wales.

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

The college monitors recruitment and learner success rates across the protected characteristics at course, programme area, college and Grŵp level. Overall, the gap between learner success rates for those with protected characteristics and those without, has decreased consistently over the last three years (GLIM Strategic Equality Plan 2015-16 Annual Report, appendix 5).

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

This plan aligns with the college's Welsh Language Scheme (Appendix 4) and this is reflected in its target to increase the delivery of HE through the medium of Welsh.

The college is working closely with its strategic HEI partner, Bangor University to expand its bilingual and Welsh medium offer in line with the language needs in the region. GLIM has top level strong links with Coleg Cymraeg Cenedlaethol (CCC) and is a leading provider in the FE sector in Wales in terms of Welsh medium post-16 education. The increased Welsh-medium HE targets are developed through discussion and partnership with CCC.

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

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

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

- *CodiSTEM, working with schools and Careers Wales and targeting year 9 pupils, an ambitious science, technology, engineering and maths careers programme has been developed to raise awareness of the educational opportunities available whilst also challenging perceived barriers and in particular stereotypes within the industries. Through the Reaching Wider programme in partnership with Bangor University, the college is able to reach out to young people and their families across North Wales. The partnership Reaching Wider programme activity is monitored and reviewed at the Welsh Medium and Widening Access subgroup, which is one of three partnership*

subgroups reporting to the GLIM-Bangor University Strategic Board that leads the collaborative alliance between the two organisations;

- *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/ Welsh medium bridging module, 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 individual applicants' institution.
- *Looked after Children: Working closely with the local authorities across the four counties, looked after children and young people are given bespoke individual support at FE and HE, to ensure that they gain the skills and confidence to achieve their potential and stay on programme progressing appropriately through the levels.*
- *Those living in geographical areas that are under-represented in higher education: GLIM is striving to further engage its FE learners, those progressing from school sixth forms in the region and adults returning to higher level study living in those areas, many of whom are the first in their family to access higher education.*
- *Those over the age of 23 are under-represented in HE: Through its Access to HE provision, its part time vocational FE and substantial apprenticeship provision, the college attracts large numbers of mature learners across the four counties who are studying at lower levels. The college is focussing on providing progression opportunities that are flexible and learner-focussed in terms of schedules and attendance, and is committed to ensuring that potential mature HE learners are given the support and exposure needed to enable them to access and to succeed on higher level study.*
- *Those learning through the medium of Welsh at FE and aspiring to Welsh medium delivery of HE locally: The college is increasing its capacity to deliver Welsh medium higher education across a number of vocational sectors identified in the North Wales Regional Skills Plan and developed with local employers, subsequently leading to increased employment opportunities in the region. In 2016-17, GLIM is delivering above 3,500 credits through the medium of Welsh, reflecting the college's commitment to offer specific programmes/modules through the medium of Welsh to meet regional demand. The college is committed to sustained expansion of this offer and works in close partnership through its established links with Coleg Cymraeg Cenedlaethol. Discussion of appropriate Welsh medium targets has been discussed with the Coleg.*

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

7. **Objectives:** Applicants must set out their plans' objectives, the provision to meet their objectives and their targets. They must specify the level of fee income to be invested against the categories provided in **Annex Aii** (2018/19 fee and access plan income forecast expenditure: Excel Table B).

The fee and access plan objectives are listed under Section 11 on page 25-26 above. 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 2018-19 including those learning through the medium of Welsh and those studying FE in vocational areas that have been identified as regional priority areas.

Additionally, for 2018-19, the college is planning a comprehensive programme of HE 'taster' lectures which will be effectively publicised and promoted to level 3 learners including apprentices and part time learners to widen their awareness of and potential access to, progression opportunities.

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

The college will promote bursary and wider financial support availability information widely. Bursaries are provided to those under-represented groups in FE who are living in deprived postcode areas, those in receipt of EMA at FE (i.e. on low household incomes) and those electing to study through the medium of Welsh.

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

Increased support for those on HE programmes will be provided through the provision of a named individual welfare officer assigned to learners who are looked after children/ young people, and to those who are identified as being vulnerable and/ or at risk of dropping out. This will include robust live attendance monitoring and utilisation of the college's '85+' scheme where if a learner attendance drops below 85%, support intervention is activated: Bespoke individual needs are identified to ensure that the most appropriate support is

provided. This may include study skills support, ALN support, welfare support, advice and guidance (e.g. financial), signposted specific support or referral to counselling services for example.

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 former Communities First cluster 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. The college's advice and guidance teams offer impartial pre-application advice across all its campuses. Learner Services staff provide personalised information regarding fees at enquiry, application and 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.

GLIM communicates information regarding fees and charges in line with the recommendations of the Competition and Markets Authority and also the commitments within the college's policies and procedures including the student charter, learner entitlement, Welsh Language Scheme and Strategic Equality Plan. All prospective students are informed of their total fees for the duration of their studies 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 GLIM'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 and deliver a series of drop-in 'Finance Talks' 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.

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

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 fee arrangements for the next academic year.

Fee levels charged by GLIM are not at the maximum permitted level of £9,000. It is proposed to increase the fee level for new starts to £8,100 under this fee plan. The intention would be to maintain fees for students at the level at which they commence their studies so that they will have full knowledge of their total fees at the beginning of their course. We will keep students fully informed if there is a change to this intention.

- 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 will be monitored in terms of both compliance and progress, by the GLIM Curriculum Students and Standards Committee which meets termly, and reports to the Corporation Board. The Committee is chaired by a GLIM governor and HE fee and access plan monitoring is part of the standing HE agenda item.

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

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

- i. promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds;
 - o *The GLIM FE learners who are under-represented in HE, are the focus of the objectives relating to equality of opportunity; Many of the objectives make this explicit, while others may be more implicitly expressed.*

- *Underpinning the GLIM offer, is that it is targeting those learners who traditionally would not be accessing HE, and/or are unable to attend traditional HE studies. The GLIM programmes are developed in partnership with regional employers to ensure that they meet regional higher level skills needs and therefore lead to progression to employment; The GLIM programmes are applied vocational programmes, many incorporating higher level skills and incorporating assessment of those practical skills, rather than a more traditional academic HE offer. This means that the GLIM offer which complements that of the college's strategic HEI partner, Bangor University, and makes the regional offer much more coherent for potential applicants, and in particular for those from under-represented groups.*
 - *GLIM 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 e.g. 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;*
 - *GLIM will provide additional financial bursary information to those living in deprived postcodes, Welsh medium learners and looked-after children and young people at FE;*
- 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;
- *GLIM will target, promote and deliver the level 4 bridging module to engage learners and encourage aspiration and confidence to continue to study at HE, particularly for those learners who are studying vocational FE subjects who may not previously have considered applying or may not have had the confidence to apply to HE. This is available through the medium of Welsh and English;*
 - *GLIM will target promotion to learners wishing to study on a part time basis in order to combine higher level study with other responsibilities.*
 - *GLIM will invest in its recruitment activity to attract adults returning to HE study, increasing its proportion of HE learners over the age of 23.*
- iii. raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;
- *Design and implement a programme of higher education 'taster' sessions that Level 3 learners can book into during their FE studies in a range of specialist vocational areas.*
 - *Review and plan joint promotion events in the region, in collaboration with the college's key strategic HEI partner with a particular GLIM focus on those who are unable to access traditional HE study.*

- *Partnership development of regional HEI partner recruitment events where the college can offer complementary accessible pathways for those less able to access traditional HE provision.*
- iv. supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers;
- *GLIM will provide intensive ongoing support led by an assigned student welfare officer, for looked after children and young people.*
 - *GLIM will increase its support mechanisms for learners identified as vulnerable through a range of sources including robust attendance monitoring, to improve support leading to increased retention and completion.*
- v. improving the experience of higher education of students from under-represented groups including activities to promote an international experience;
- *Increase the number of learners studying HE credits through the medium of Welsh.*
 - *Increase part time HE learner recruitment (e.g. for those in employment and/or with caring responsibilities) through increased number of flexible and accessible programme design and CPD modules.*
 - *GLIM will introduce an annual bespoke HE learner conference (for HE learner representatives) to strengthen joint decision making and the efficacy of the process through which the HE student body, through its learner representatives, are engaged in that decision making.*
- vi. providing effective information to students from under-represented groups before and during their courses;
- *GLIM will target, promote and deliver the level 4 bridging module to engage learners and encourage aspiration and confidence to continue to study at HE, particularly for those learners who are studying vocational FE subjects who may not previously have considered applying or may not have had the confidence to apply to HE. This is available through the medium of Welsh and English;*
 - *GLIM will target promotion to learners wishing to study on a part time basis in order to combine higher level study with other responsibilities.*
 - *GLIM will invest in its recruitment activity to attract adults returning to HE study, increasing its proportion of HE learners over the age of 23.*
- vii. providing high quality academic and welfare support to students from under-represented groups;

- *Strengthen support for HE learners identified as 'vulnerable' to facilitate their retention and success on their programme.*
- viii. supporting students from under-represented groups to progress to employment or further study; and
 - *Increase positive progressions to employment and/or further study.*
- ix. other measures to support groups under-represented in higher education such as evaluating fee and access plans' effectiveness (please specify these measures).
 - *GLIM will continue to monitor the effectiveness of its Fee and Access plan in delivering on its stated aims of enabling learners who traditionally would not be accessing HE to do so.*

Promotion of higher education measures to deliver:

In 2017-18, GLIM is targeting 58% of its HE learners to be living in under-represented areas, 45% to be over the age of 23, 54% to be studying part time and 30% of level 4 learners to have progressed from within the college's FE population of learners less able to access traditional HE away from home. The college also has a target that 92% of learners will progress positively: For the majority of GLIM HE learners this is likely to be in the North Wales region and the focus on progression to employment reflected in these measures, is designed to support progression to graduate employment opportunities for these learners.

- i. more effective engagement with private, public or voluntary bodies and communities in Wales;
 - *GLIM will further strengthen its partnerships with both the public and private sectors in line with employer demand-led development of HE provision.*
 - *Design and introduce a programme of employer-led sessions by vocational area to increase employability skills, awareness of regional opportunities and subsequent progression to employment.*
- ii. investments in improving the quality of learning and teaching, with reference to the quality of the student experience;
 - *GLIM will continue to invest in both its facilities and teaching resource in order to enhance the quality of the student experience.*
 - *Recent years have seen the development of the UCCL building on the Rhos-on-Sea campus in conjunction with its strategic HEI partner, Bangor University. This has given HE students access to a high class, dedicated facility to undertake their studies. GLIM will continue to invest both on this campus and around the Grŵp to*

ensure that student experience is maintained at a high level and respond where possible to feedback from students.

- *In addition, GLIM will continue to invest in its teaching staff to ensure that they are developed to their full potential and can further enhance the student experience. This will be done through the funding of specific staff development activities, a HE conference and allowing additional remission time to HE lecturing staff to enable them to provide the best possible support to their students.*
- iii. activities which strengthen the employability of Welsh graduates;
- *GLIM will increase its Welsh medium HE offer and associated take-up of learning through the medium of Welsh;*
 - *GLIM will ensure that employability is integral to all its HE undergraduate programmes;*
 - *GLIM will increase its positive progressions to employment or further study across its HE provision;*
 - *GLIM will promote to employer partners and to HE learners, the opportunities to participate in the HE employability programme and associated activity.*
- iv. actions which promote Welsh higher education more effectively internationally;
- *GLIM will continue to promote itself and its provision on an international stage through the use of consultants, primarily in Asia. Whilst their activities may not be always specifically centred around HE provision, the whole of the Grŵp's offering is publicised and the Grŵp has been successful in attracting a number of international HE students.*
 - *In addition, GLIM will continue to invest in its participation and hosting of World Skills competitions which publicise the Grŵp and its offer, including HE, internationally.*
- v. actions which improve delivery of sustainable higher education;
- *GLIM 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
- *GLIM will implement a calendar of 'Taster' HE classes, and associated scheduled promotional activity targeting current college FE learners,*
- vii. other measures to support the promotion of higher education such as evaluating fee and access plans' effectiveness (please specify these measures).

Institutional fee and access plan 2018/19**Table A: Fee levels and fee income and investment, 2018/19**

Institution name: Grŵp Llandrillo Menai
 Institution UKPRN: 10007820

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the post-2012/13 fee regime in 2018/19, 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 B** of the guidance.

a) What is your highest proposed fee rate for:

	£
Full-time undergraduate	8,100
Full-time PGCE (QTS)	

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

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

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

	£
Full-time undergraduate	7,965
Full-time PGCE (QTS)	
All FT UG/PGCE (QTS) students in plan	

d) What post-2012/13 fee regime income do you expect to receive in 2018/19? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	4,619,800
Full-time PGCE (QTS)	
Total	4,619,800

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 2017/18 plans the proportion of total income invested in 2018/19 must be at least the proportion invested in 2017/18. For those applicants, HEFCW has provided below the 2017/18 amount and percentage of total income.

	2018/19		2017/18	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	650,000	14.1%	600,000	13.9%
Promotion of higher education	165,000	3.6%	159,000	3.7%
Total	815,000	17.6%	759,000	17.6%

If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:

Institutional fee and access plan 2018/19**Table B: Fee and access plan income forecast expenditure, 2018/19****There are prompts or failed validations**

Institution name: Grŵp Llandrillo Menai

Institution UKPRN: 10007820

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

Guidance note

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

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

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

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

Annex A Part 2 of HEFCW circular W16/03HE*2018/19 fee and access plan income forecast expenditure**

a) Equality of opportunity

	2018/19 £	2017/18 £
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	30,000	0
2. attract and retain students and potential students from under-represented groups;	200,000	250,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	100,000	100,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	108,000	108,000
5. improve the higher education experience for groups under-represented in higher education;	50,000	0
6. provide to under-represented groups effective information, before and during their studies;	20,000	0
7. provide high quality academic and welfare support to groups under-represented in higher education; and	117,000	117,000
8. support the progress to employment or further study of groups under-represented in higher education.	25,000	25,000
9. Other, for example fee and access plan evaluation		0
Total	650,000	600,000
Percentage of forecast expenditure to be spent on Equality of Opportunity	79.8%	79.1%

b) Promotion of HE

	2018/19 £	2017/18 £
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	55,000	65,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	10,000	28,000
3. strengthen the employability of Welsh graduates;	60,000	66,000
4. promote Welsh higher education more effectively internationally;	8,000	0
5. deliver sustainable higher education; and	2,000	0
6. raise awareness of the value of higher education to potential students.	30,000	0
7. Other, for example fee and access plan evaluation.		0
Total	165,000	159,000
Percentage of forecast expenditure to be spent on Promotion of HE	20.2%	20.9%

c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)

	2018/19 £	2017/18 £
Total	815,000	759,000

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

	2018/19		2017/18	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers			0	0
Bursaries	162,500	580	152,500	550
Scholarships			0	0
Hardship funds	12,000	55	10,000	50
Provision of financial management advice and skills			0	0
Other financial support			0	0
Total	174,500	635	162,500	600
Percentage of forecast expenditure to be spent on student financial support	21.4%		21.4%	

If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:

Institutional fee and access plan 2018/19**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2018/19**

Institution name: Grŵp Llandrillo Menai
Institution UKPRN: 10007820

This table should be completed where:

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

Where different fees are charged for different courses or cohorts, or you have provision that you do not validate yourself, the data on this table plus the data returned on Table D will in total give the same average fee and overall fee income as that returned. The guidance below gives the categories of courses for which information should and shouldn't be returned. Note that information about provision delivered under partnership arrangements is collected in Table D.

Guidance note

Do include information about courses:

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

Do not include information about courses:

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

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

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

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

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

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

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

Summary data	FT UG	FT PGCE (QTS)
Total expected income	4,619,800	0
Total expected student no	580	0
Average fee	7,965	

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	7,900	BA (Hons)	Management & Business	2	N	12	Y	Bangor University	94,800
2	7,800	BA (Hons)	Management & Business	3	N	8	Y	Bangor University	62,400
3	8,100	FdA	Business Management	1	N	32	Y	Bangor University	259,200
4	7,900	FdA	Management & Business	2	N	24	Y	Bangor University	189,600
5	8,100	FdA	Events Management	1	N	5	Y	Bangor University	40,500
6	7,900	FdA	Management of Retail in Business	2	N	1	Y	Bangor University	7,900
7	7,900	FdA	Management of Accounting in Business	2	N	1	Y	Bangor University	7,900
8	8,100	FdA	Culinary Arts	1	N	10	Y	Bangor University	81,000
9	7,900	FdA	Culinary Arts	2	N	9	Y	Bangor University	71,100
10	7,800	BA (Hons) Top-up	Culinary Arts	3	N	6	Y	Bangor University	46,800
11	8,100	BA (Hons)	Hospitality Management	1	N	8	Y	Bangor University	64,800

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) £
12	7,900	BA (Hons)	Hospitality Management	2	N	7	Y	Bangor University	55,300
13	7,800	BA (Hons)	Hospitality Management	3	N	6	Y	Bangor University	46,800
14	8,100	BA (Hons)	Tourism Management	1	N	10	Y	Bangor University	81,000
15	7,900	BA (Hons)	Management of Travel & Tourism	2	N	9	Y	Bangor University	71,100
16	7,800	BA (Hons)	Management of Travel & Tourism	3	N	5	Y	Bangor University	39,000
17	8,100	FdSc	Sport Science (Sports Coaching)	1	N	10	Y	Bangor University	81,000
18	7,900	FdSc	Sport Science (Sports Coaching)	2	N	10	Y	Bangor University	79,000
19	7,800	BSc (Hons) Top-up	Sport Science (Sports Coaching)	3	N	8	Y	Bangor University	62,400
20	8,100	FdSc	Sport Science (Outdoor Recreation)	1	N	10	Y	Bangor University	81,000
21	8,100	FdSc	Policing	1	N	40	Y	University of Central Lancashire	324,000
22	7,900	FdSc	Policing	2	N	30	Y	University of Central Lancashire	237,000
23	8,100	FdA	Childhood & Learning Support Studies	1	N	12	Y	Bangor University	97,200
24	7,900	FdA	Childhood & Learning Support Studies	2	N	10	Y	Bangor University	79,000
25	7,800	BA (Hons) Top-up	Childhood & Learning Support Studies	3	N	12	Y	Bangor University	93,600
26	8,100	FdA	Health & Social Care	1	N	26	Y	Bangor University	210,600
27	7,900	FdA	Health & Social Care	2	N	22	Y	Bangor University	173,800
28	7,800	BA (Hons) Top-up	Health & Social Care	3	N	14	Y	Bangor University	109,200
29	8,100	FdA	Health & Social Care (Social Policy)	1	N	10	Y	Bangor University	81,000
30	7,900	FdA	Health & Social Care (Social Policy)	2	N	6	Y	Bangor University	47,400
31	7,800	BA (Hons) Top-up	Health & Social Care (Social Policy)	3	N	4	Y	Bangor University	31,200
32	8,100	FdA	Health & Social Care (Supporting Adults and Young People with Additional Learning Needs)	1	N	2	Y	Bangor University	16,200
33	7,900	FdA	Health & Social Care (Supporting Adults and Young People with Additional Learning Needs)	2	N	2	Y	Bangor University	15,800
34	8,100	FdA	Health & Social Care (Promoting Independence using Assistive Technologies)	1	N	2	Y	Bangor University	16,200
35	7,900	FdA	Health & Social Care (Promoting Independence using Assistive Technologies)	2	N	2	Y	Bangor University	15,800
36	8,100	BA (Hons)	Fine Art	1	N	14	Y	Bangor University	113,400
37	7,900	BA (Hons)	Fine Art	2	N	12	Y	Bangor University	94,800
38	7,800	BA (Hons)	Fine Art	3	N	12	Y	Bangor University	93,600
39	8,100	FdA	Art & Design	1	N	8	Y	Bangor University	64,800
40	8,100	FdA	Photography	1	N	10	Y	Bangor University	81,000
41	7,900	FdA	Photography	2	N	8	Y	Bangor University	63,200
42	8,100	FdA	Broadcast Media Production	1	N	10	Y	Bangor University	81,000
43	7,900	FdA	Broadcast Media Production	2	N	8	Y	Bangor University	63,200
44	7,800	BA (Hons) Top-up	Creative Media	3	N	6	Y	Bangor University	46,800
45	8,100	FdSc	Computing (Software Development)	1	N	12	Y	Bangor University	97,200
46	7,900	FdSc	Computing (Software Development)	2	N	10	Y	Bangor University	79,000
47	7,800	BSc (Hons) Top-up	Computing (Software Development)	3	N	8	Y	Bangor University	62,400
48	8,100	FdSc	3D Animation & Games Development	1	N	12	Y	Bangor University	97,200
49	7,900	FdSc	3D Animation & Games Development	2	N	12	Y	Bangor University	94,800
50	7,800	BSc (Hons) Top-up	3D Animation & Games Development	3	N	10	Y	Bangor University	78,000
51	7,800	BA (Hons)	Public & Social Policy	3	N	5	Y	Glyndwr University	39,000
52	8,100	FdSc	Construction	1	N	2	Y	Bangor University	16,200
53	7,900	FdSc	Construction	2	N	2	Y	Bangor University	15,800
54	7,800	BSc (Hons) Top-up	Commercial Construction Management	3	N	3	Y	Bangor University	23,400
55	8,100	FdEng	Civil Engineering	1	N	2	Y	Bangor University	16,200
56	7,900	FdEng	Civil Engineering	2	N	2	Y	Bangor University	15,800
57	7,800	BEng (Hons) Top-up	Civil Engineering	3	N	2	Y	Bangor University	15,600
58	7,800	BSc (Hons)	Policing and Criminal Investigation	3	N	13	Y	University of Central Lancashire	101,400
59	7,800	BA (Hons) Top-up	Photography	3	N	6	Y	Bangor University	46,800
60	8,100	HNC	Performing Arts (Acting)	1	N	6	Y	Pearson Edexcel	48,600

Institutional fee and access plan 2018/19

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.

HEFCW accepts that it is neither beneficial nor meaningful to set targets in all fee and access plan area. 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 B** of the guidance.

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target		Optional longer term targets				Please provide a commentary on the 2018/19 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.	%	2018/19		2019/20		2020/21		
								No.	%	No.	%	No.	%	
1	Increase HE promotion to, and recruitment of, learners from low participation areas	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		15/16	528	53.3%	550	58.0%					
2	Target the college's FE level 3 learners to raise aspiration and increase progression to GLIM HE	b6 raise awareness of the value of higher education to potential students.	N		16/17	50		150						Undertake a scheduled programme of 5 half day bespoke events to a minimum of 150 level 3 learners to raise awareness, increase confidence and gain understanding of the accessibility of GLIM HE opportunities. 1 such event was piloted and delivered to 50 learners in 16/17.
3	Design and implement a programme of higher education 'taster' sessions that Level 3 learners can book into during their FE studies in a range of specialist vocational areas	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		16/17	73	21.0%	105	30.0%					Increase number/% of progressions from FE level 3 to HE level 4. 21% of L4 learners in 16-17 progressed from L3 in 15-16.
4	Increase HE enrolments of learners aged over 23	a2 attract and retain students and potential students from under-represented groups;	N		15/16	445	40.0%	650	45.0%					Direct funded learner data.
5	Increase offer of 'bridging' modules to learners to raise confidence and skill levels in preparation for HE	a2 attract and retain students and potential students from under-represented groups;	N		14/15	412		490						
6	Strengthen support for HE learners identified as 'vulnerable' to facilitate their retention and success on their programme	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N											Through the 85+ programme, identify vulnerable learners and assign an individual staff mentor to work with them.
7	Continue intensive support for Looked After Children at FE and subsequently in HE to facilitate their retention and success	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		16/17	1		12						In 16/17, there are 23 year 1 Level 3 Looked After Children studying at the College. Therefore there is a target that 50% will progress to HE in 18/19 having completed their year 2 L3 in 17/18. There is 1 HE learner who is LAC in 16/17.
8	Increase the number of learners studying HE credits through the medium of Welsh	a5 improve the higher education experience for groups under-represented in higher education;	N		15/16	197 total 40+credits : 63 5+credits: 82		220 total 40+credits: 70 5+credits : 90						Target is learner number. In 15-16 2750 credits were studied through the medium of Welsh. Credit target for 18-19 is 4000. Of number of students we target 70 to be studying 40+ credits and 90 to be studying 5+ credits
9	Design and introduce a programme of employer-led sessions by vocational area to increase employability skills, awareness of regional opportunities and subsequent progression to employment	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N					100						This is a new initiative for 18/19, target is to deliver to a minimum of 100 students.
10	Increase positive progressions to employment and/or further study	a8 support the progress to employment or further study of groups under-represented in higher education.			14/15	299	89.0%	309	92.0%					Employability Plus to involve a schedule of bespoke and generic employability workshops scheduled across the year
11	Review and plan joint promotion events in the region, in collaboration with the college's key strategic HEI partner with a particular GLIM focus on those who are unable to access traditional HE study	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	Y	Bangor University										Set up a BU-GLIM working group to scope, plan and implement a schedule of events
12	Increase part time HE learner recruitment (e.g. for those in employment and/or with caring responsibilities) through increased number of flexible and accessible programme design and CPD modules	a5 improve the higher education experience for groups under-represented in higher education;			15/16	576	54.0%	870	60.0%					576 = 54% of total HE learners 15-16
13	Introduce a bespoke HE learner conference (for the GLIM HE learner representatives) to strengthen joint decision making and the efficacy of the processes through which the HE student body through its learner reps are engaged in that decision making	a5 improve the higher education experience for groups under-represented in higher education;	N					40						This work will include setting up a staff and learner task and finish group to design and then implementing the conference for HE reps for each HE cohort, to be attended by a minimum pf 40 reps. New for 18/19.
14	Host a HE staff conference to invest in development of all staff involved in HE provision to ensure that quality of the student experience is maximised	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N											The aim of the conference would be to upskill all staff involved in HE provision within the Grŵp to ensure that the student experience is enhanced.
15	Increase positive progressions to employment or further study	b3 Activities which strengthen the employability of Welsh graduates	N		14/15	299	89.0%	309	92.0%					Provision to engage both employers and learners in the employability programme to include guest speakers, job applications, self presentation and interview role plays