Institution	Wrexham Glyndŵr University

2018/19 Fee and Access Plan

Fee and access plan: focus and contents

The focus and contents of fee and access plans

1   Executive Summary

Wrexham Glyndŵr University's Fee and Access Plan has been developed with colleagues from the Students' Union, senior management, and key service managers with responsibility for those themes being developed as part of the commitments identified in the plan, as well as with key external partners such as Reaching Wider.

The Plan draws together measures and actions associated with the University's strategic priorities that are consistent not only with the guidance from HEFCW but with other University Strategies and Plans. This Fee and Access plan demonstrates the University's commitment to equality of opportunity and the promotion of higher education through the development of seven objectives:

1. Widen Access to Higher Education;
2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular;
3. Develop and promote an inclusive academic and student community;
4. Expand our Welsh Medium academic provision;
5. Provide an excellent student experience;
6. Strengthening community engagement and alignment with the Well-being of Future generations
7. Assure graduate employability

Whilst the University aims at supporting all into higher education, the Fee and Access Plan has been developed to address specific groups who are, on a national basis, under-represented in higher education:

- Students in receipt of DSA
- Students from disadvantaged areas
- Women into STEM
- Mature students
- Care Leavers

In 2018/19 we expect to be investing over £3.6m into measures that support our objectives and our work in supporting the groups we have identified. We have a range of targets for these groups and will be introducing a new approach by having targets for the retention and continuation of these student groups. The Access and Participation Group, led by the Deputy Vice-Chancellor, leads on our Access and Participation Strategy and on developing and monitoring our Fee and Access Plan.

2 The Student Voice

2.1 Engagement with the Student body and contribution of the Student Voice

The views and feedback from our students have informed the development of the Fee and Access Plan, and exemplifies the general engagement with, and contribution of, the student body here at Wrexham. Both the President and Vice President of the Students' Union are governors of the University and have played an active role in meetings that have been concerned specifically with developing the Fee and Access Plan, as well meeting regularly with the Deputy Vice Chancellor. The President has also contributed to the writing of this Plan. The President is a member of the Vice Chancellor's Board that considered a final draft of the Fee and Access Plan, as well as the approving Board of Governors, where a report from the Union is a standing item on every Board agenda. More generally the Students' Union are represented on all key University committee as well as on specific task groups; for example the President of the SU is co-chair (along with the Deputy Vice-Chancellor) of an NSS Working Group. The Union also represents all students of the University, with structures and process that ensure this includes franchised students who are therefore represented in all that is outlined here.

The move to becoming an independent Students' Union for the 2016/17 academic year was not only a significant change in its own right, but also illustrates how the University is following the principles of the Wise Wales Statement on Partnership for Higher Education, in which "Partnership is an ethos, embedded in action" and where there can be a real partnership between two independent bodies. The development of a Students' Union has been done collaboratively between students and senior management and arose from the first principle of the above Statement of engaging in debate. The Student Charter, which is reviewed annually, underlines the ongoing and shared commitment of the Union and the University to working together to support and enhance the student experience and identifies such areas as assuring the diversity within the University and the support that is provided to students from all backgrounds.

Wrexham Glyndŵr University is fully committed to the Wise Wales Statement and to embedding the development of students as partners, and to ensuring that the student voice is registered at all levels of the University and its arrangements for quality assurance. This commitment is evidenced through the following:

- The student body is represented on all major University committees, including Academic Board and its sub-committees, Vice Chancellor's Board (the principal executive management committee), the Board of Governors and one of its sub-committees, as well as numerous committees and working groups.
- Staff/Student Consultative Committees are now firmly established, and these report to school boards which also include student representation. These committees have been renamed Student Voice Forum, in recognition of the importance of the contribution of students to improvements within the University
- Student representation training is led by the Students' Union who are developing with the University a credited stand-alone module in advocacy for student representatives. Looking forward, there are plans to further add additional modules, such as mentoring, to this professional development portfolio that is offered to students.
- There are regular and on-going formal meetings of the Students' Union and Executive members, as well as involvement of students in specific meetings that are addressing joint priorities, such as student retention and inclusive practice or in responding to external consultations.

- Student representation is included on validation and approval.
- The University is committed to supporting the Students' Union to ensure an effective organisation to represent and further the interests of WGU students.

Together the above illustrate how the University and student body engage and jointly work together to address shared priorities at all levels, from teaching and learning to matters of strategic importance. Indeed this continued and improved engagement has been a contributory factor in the NSS response rate for 2017 being 10% higher than in 2016; (the SU President is joint chair with the Deputy Vice-Chancellor of the NSS Working Group).

In shaping this Plan we have incorporated, in partnership with the Students' Union, student feedback in a number of ways:

- National Student Survey outcomes provide valuable indicators of areas in need of attention and investment, as well as highlighting excellent practice that needs to be further shared.
- Our Students' Union has led a broad engagement with the current student body to identify areas for action and improvement and have used this to help shape this current Fee Plan. Engagement with students at franchise partners is gathered via the institutional contacts at the franchisee and incorporated with Students' Union feedback. These relationships have been further developed, where the Students' Union are now engaging directly with franchisee representatives, building links with their student voice departments and directly speaking with and training the Wrexham Glyndŵr student representatives.
- Students are represented through the Union President and Vice President at Executive and Board of Governors meetings and have played an active part in the planning and decision making to finalise the Fee and Access Plan.

Other developments that will be having an impact in 2018/19 is work led through the Strategic Planning Office with a new post of "Student Feedback Officer", that will work with student evaluation and other data sources from relevant surveys to use that student feedback to contribute towards academic enhancement of the curriculum. This will include working closely with the Students' Union on both the sources of feedback and looking at how that can be used effectively.

2.2   Communication to Students

We will continue to use the Wrexham Glyndŵr University website as the primary focus of all fee and student support information, as well as via printed material such as the prospectus. Comprehensive details of fees and student support arrangements will be made available as early as possible to aid student decision making. The University provides clear statements on its website in a specific section on fees and funding for 2017/18 (https://www.glyndwr.ac.uk/en/Feesandstudentfinance/) and will publish the fee and access plan as soon as it is approved by the Higher Education Funding Council for Wales (HEFCW) as well as more detailed fees for all students for 18/19. Fee regulations and information provided covers routes of entry and all subjects and we will be careful to include consideration of specific issues such as arrangements for students transferring in from other institutions, deferring study or transferring from full-time to part-time, and being explicit that the fee includes all aspects of the course needed to complete successfully, for example there are no extra costs if a field trip were a part of the course.

This information will also be publicised at Open Days, recruitment fairs and other events. Marketing material outlining the student finance situation for 2018/19 and containing information about fees, grants, loans, scholarships and bursaries will be produced in the autumn of 2017, and copies provided for all applicants. The University communicates with all applicants as part of its ongoing communication plans, and information about student finance is relayed through the letters and e-mails. We work closely with franchised partners to ensure that information is also available on their website.

Specifically:

- Our fees will also be clearly stated within public information, including Key Information Sets, the UCAS web site and SLC portal.
- Our admissions and recruitment staff will publicise our fees through School and College visits, Open Days and taster sessions and in one to one contacts with students. Our Welfare and Student Services staff will also support our recruitment events and provide financial advice and guidance to prospective students and their families and advisers.
- We will work with our franchise partners to ensure clear information on funding and finance applicable to students studying through those routes, is articulated on partners' websites and through channels appropriate to that student body. Responsibility for addressing such communication in a timely and open manner will be built into partnership agreements.

The University will charge up-to the maximum fee permitted by the Welsh Government. The maximum fee level that is currently allowable in Wales for full-time undergraduate courses for 2018/19 is £9k, and is determined upon approval of the plan by the Higher Education Funding Council for Wales. Any changes would have to be agreed by the HEFCW. The University has no sandwich year provision.

In providing information to prospective students the University will act in accordance with the Consumer & Markets Authority Guidance 2015 to ensure that prospective students will be provided with the information they need to make an informed decision before they apply. Therefore in addition to information on tuition fees prospective students will be provided with indicative costs of any additional items such as field trips, lab equipment or bench/studio fees (where any are applicable) that are necessary to successfully complete their qualifications. We will also provide prospective students with web links to our terms and conditions, including any rules and regulations that students are bound by, and information on course content and structure. . Students who make an application and are offered a place will be provided with a comprehensive range of clear, succinct and timely information about their courses, timetables, assessments, fees, regulations, support systems, campus developments and any changes made to them.

2.3   Alignment with "Wise Wales Statement on Partnership" and "Breaking Down the Barriers..."

How the University is addressing the "Wise Wales Statement ...", through current actions, is addressed most clearly in Section 2.1

In addition to continuing improvement in engagement with the student body in the growth of the University, students remain active contributors to the social economy of the local area, as

identified in the report "Breaking Down the Barriers to Student and Youth Social Action". This work is led by central Support Services (Careers and Student Support) with academic Schools and includes:

- Supporting academic Schools in developing work experience provision
- Part of a nationally re-defined GO Wales programme with an emphasis on enabling students who face particular barriers or are disadvantage into employment
- A range of volunteering support is on-going including   implementing a lottery project to link students to the community
- Enterprise support through the Enterprise Lounge & Incubation, including plans for 18/19 to be a part of an all-Wales Innovation Centre for Start-ups
- Partnered with Coleg Cambria on Youth Entrepreneurship Project to enable enterprise
- A Supporting Action Plan for employability and student support to focus and improve support for, and development of, actions around student employability and enterprise.
- A shared branch of Y Coleg Cymraeg with Coleg Cambria with student representation and involvement, working together to enhance Welsh medium learning opportunities

How the University and students are together addressing the barriers and seeking to improve practice in social engagement, as outlined in the above Report "Breaking Down the Barriers...." is currently being considered by the Careers Centre as a part of the internal action plan for Student Employability and Potential, and further actions in 2018/19 will be developed building on current actions and what is learned in the intervening time. Particular value is seen in the increasing contribution of the GO Wales programme.

3   Rationale, Approach and Strategic Alignment

3.1 Rationale & Critical Review

"Creating an academic community which *welcomes learners from all backgrounds, places students at the heart of what we do and equips them for life, for work and for success*"; this is the first Commitment of the University within its Strategic Framework. WGU is committed to encouraging all who have the ability to benefit from HE to access higher learning with the maximum ease and the greatest flexibility. Inherent in the University's educational character is the aim to select as participants those who will benefit most from working with us, to include those from under-represented groups, those looking for second opportunities, those already in work, and those looking to develop themselves later in life.

The development of Fee and Access plans is predicated on a review of progress across a number of areas, including previous Plans, and we can demonstrate that the University does well in widening access to, and promotion of, higher education with our current institutional profile showing:

- 99.7% of young full time entrants (2015/16) from state schools; 89.8% UK average (HESA 2014/15)
- 26.4% from low-participation neighbourhoods (2015/16); 11.4% UK average (HESA 2014/15) which is the fourth highest in UK.
- 74% mature (aged 21 and over) students (2015/16); 38% UK average (HESA 2014/15)
- 47% in 2015/16 aged over 25; 11% UK average (HESA 2014/15)

- 24.3% of students in receipt of DSA; 7% UK average (HESA 2014/15) which is the fourth highest in UK.

The monitoring process is now led and informed by the Access and Participation Group who have a key role in monitoring the Fee and Access Plans for all current and future years. Through this Group it was recognised that whilst we will continue to ensure we as much as possible widen access and promote higher education we will work in particular with students/potential students who;

- Have disabilities
- Are from disadvantaged areas
- Are mature
- Are women going into STEM subjects, and
- Are care leavers
- Study through the medium of Welsh

Our review has identified that it is important that the institution can provide an experience of higher education for these students at least equal to the overall student cohort experience. Thus, for the first time in 2018/19, the University will consider the retention and continuation performance for these target groups; students with a known disability, those from disadvantaged areas, mature students and women in STEM. Targets for Welsh Medium are also now included as the review identified that these students were not being adequately supported and indeed the Widening Access and Participation Group also has oversight of the Welsh Medium Action Plan.

This process of review also saw the number of targets increase from 10 to 16 although two areas were no longer included in the new targets. The Glyndŵr Learning Partnership was removed as this activity is now being met through "business as usual" led by the Vice-Chancellor and a new Pro-Vice Chancellor for Partnerships, where building relationships with FE Colleges for example to strengthen access and promotion is a key part and new progression agreements (with scholarships being made available) being made. As such it was felt not appropriate to retain as a Fee and Access target. The other target area that has not carried forward was in relation to young white underprivileged males where there has been an issue in having confidence that we had all the necessary (and often personal) data to allow us to monitor this with confidence. It was also felt that this group were also being targeted through some of those targets that we have kept and strengthened, such as for those from disadvantaged backgrounds.

Complementary to this process of critical review is an ongoing review of the taught curriculum. This is considering not only the appropriateness of current provision and developing ideas for future programmes, but is also considering how the overall student experience can be assured and enhanced for all students.

The process of critical review will continue to 2018/19 and beyond and is a part of the monitoring process undertaken by the Access and Participation Group. Other than those targets which are annual in nature, we have introduced 4 new targets on retention where there can be formative evaluation; that is these will be monitored monthly throughout the year with the results being used to inform in-year actions to improve progress as required. All targets will be formally reported against at the Widening Access and Participation Group, who reports these to the Academic Board. Strategic Planning are involved in the development of all plans and assuring alignment and work to ensure that reviews of performance and plans in one area is recognised in other strategies and plans. All such plans and associated performance are

then used to inform the monitoring of progress of the Strategic Framework and subsequent amendments to that Framework.

This Plan marks further development for the University and will consolidate changes made in earlier years, particular with regard to the integration of the Plan with other Strategies and how it is monitored and evaluated. The changes for this Plan are with particular regard to establishing new targets. These will give a much clearer indication than in previous years as to the extent to which we are providing an educational experience to those groups that are under-represented and whom we are targeting which is comparable with the experience our overall student body receives, with particular regard to retention and continuation.

3.2   Objectives, provision & targets

Wrexham Glyndŵr University continues to acknowledge its role within the region, and in particular its role in meeting the higher education learning and skill needs of those from that region. The region has a relatively high proportion of adults who are from backgrounds with traditionally low participation rates in higher education. The University's Access and Participation Strategy has key objectives (see section 3.4) that inform directly many of this Plan's objectives, concerning widening access, support for students, wider social contribution and employability.

The objectives of the 2018/19 Fee and Access Plan therefore are to:

1. Widen Access to Higher Education;
2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular;
3. Develop and promote an inclusive academic and student community;
4. Expand our Welsh Medium academic provision;
5. Provide an excellent student experience;
6. Strengthening community engagement and alignment with the Well-being of Future generations
7. Assure graduate employability

These are outlined in greater detail in Section 5, Objectives with the accompanying measures and targets.

3.3   Investment

The approach to investment is predicated upon a rationale of proportionality, reasonableness and auditability, which reflect the priorities and objectives outlined in this Fee and Access Plan, and the associated measures. It also is informed by investment decisions in previous years and by prudency in ensuring that the University can maintain a solid financial operating position. It should be recognised that whilst every effort is made to identify the resource associated with the requested categories, certain investment will have an impact upon several measures and associated provision, the decisions have therefore been informed by the main focus of proposed activity (and associated investment). Section 5 outlines the relationship between the expenditure identified in Annex Aii and the objectives of the Plan.

3.4   Strategic Embedding and Alignment – objectives, strategic, equality plans, Welsh Language

The Fee and Access Plan is developed through the Access and Participation Group supported by the Strategic Planning Office, under the overall direction of the Deputy Vice-Chancellor. The Strategic Planning Office develops and leads on the University's Strategic Framework, support of School Plans, the institutional SPED, the Access and participation Strategy and other corporate strategies. There is complementarity with targets and actions from the current Strategic Framework, as well as a recognition that the process of review will reflect actions and targets from the 2017/18 Fee and Access Plan. The Access and Participation Group also supports strategic alignment, as well as promotion and monitoring of delivery, and reports to the Academic Board.

The **Strategic Framework** (2015-20) has seven Commitments, and there is particular relevancy for the Fee and Access Plan in the following:

C1 Creating an academic community which welcomes learners from all backgrounds, places students at the heart of what we do and equips them for life, for work and for success. This relates directly to

C2 Working in partnership with learners to understand their needs and drawing upon the creativity, knowledge and commitment of our staff to create excellent learning environments that support students to successful academic outcomes;

C5 Working together with business, industry and the wider communities we serve, to support greater innovation and growth and enhance student employability;

These Commitments (each of which has a detailed set of actions to support their achievement) together articulate the University's intent and ambition to be an institution which is inclusive and promotes wider access as it "...welcomes learners from *all backgrounds*". This Commitment (C1) also makes clear that the University seeks to support, or "equip" students for life beyond HE. In the Fee and Access Plan this is recognised through the objectives to widen access (Objective 1) and provide support (Objective 2). Commitment C2 links to Objective 3 of the Plan, in working in partnership to develop a learning community and through excellent learning help provide an excellent student experience (Objective 5). The remaining objectives of the plan to expand Welsh medium, strengthen community engagement and assure graduate employability are aligned with C5 above.

There is also a clear alignment with the **Access and Participation Strategy** which has the following clear objectives which have directly informed the Objectives of the Fee and Access Plan;

1. To facilitate widened access to higher education through a range of appropriate and affordable progression routes.
2. To ensure we offer provision which reflects defined routes for subject areas and, specifically, allows for non-traditional progression routes.
3. To provide targeted financial support to aid the participation and retention of students from WP backgrounds.
4. To raise aspirations of students from non-traditional backgrounds to participate in HE and see higher education as a route for social mobility.
5. To increase participation from under-represented groups.
6. To increase progressional learning opportunities for employees who work in non-professional positions with the aim of creating higher levels and standards of employability.
7. To increase retention and achievement of students from under-represented groups.
8. To provide an environment and learning experience in which a diverse student body can thrive.

The University's **Equality & Diversity Strategy and Action Plan** is a clear statement of the University's commitment to the promotion of equality and diversity with clear objectives, including:

- To enable fair access to Higher Education, ensuring that individuals from all background & groups have equal access to learning.
- To address under representation of protected groups.
- To address equality & diversity issues, providing a supportive environment for our students
- To ensure that individuals from all backgrounds and groups have equal access to Higher Education; developing projects on widening participation, student engagement and workforce development.
- To understand how our community accesses our services; addressing barriers and inequalities identified.
- To engage with protected groups who are currently under represented.

The Action Plan that supports this has a wide range of actions and success measures and is monitored through an Equality and Diversity Group which reports to the HR Committee.

The priorities of Glyndŵr University in developing Welsh medium education apply to all students, including those that are under-represented. A **Development and Action Plan for Enhancing Welsh Medium Provision** at the University has been developed. This has received the approval of Y Coleg and been developed and led by the University's Branch Officer of Y Coleg. The key objectives for this are:

- To increase the number of students able to study through the medium of Welsh. This is to be achieved through:
  - providing language support to students and promote awareness
  - increased collaboration with the Students' Union and establishment of active Branch of Y Coleg Cymraeg.

- To increase the number of programmes which offer the opportunity to undertake studies formally through the medium of Welsh. This is to be achieved through:
  - concentrating on a number of areas of potential growth,
  - increased collaboration through Y Coleg Cymraeg Cenedlaethol
  - exploration of alternative methods of delivery.

Progress against this is monitored through the Access and Participation Group.

The **Strategy for Supporting Student Learning and Achievement** is also important as this sets out the agenda to 2018/19 and beyond for enhancing student learning to provide improved student experience through the quality of their teaching and learning, and has a number of explicit intentions including:

- driving the development of the pedagogic approaches required to enable flexible, accessible and inclusive curriculum delivery
- influencing and supporting a range of core institutional strategies and action plans including: Campus 2025, Internationalisation, Enterprise, Employability, Research, Information Technology and Digital Capability, Widening Access and Participation, Staff Development, Students' Union

The Strategy is based upon a recognition that the University is a leading university in widening participation (see section 3.1) and that this brings particular responsibilities in ensuring that for issues such as student retention or continuation, and indeed degree outcomes, *all* students are supported to the best of their ability. Hence much of the Strategy will support those targeted under the Fee and Access Plan and students, identified in the Strategy as key partners, will continue to have an important and identified role in contributing to the Strategy. By 2018/19 the on-going review of the portfolio of taught provision will be expected to have had an impact in a revised offer that is more attractive to students and aligned to regional needs.

Reference has already been made to the importance of the **Student Charter** (section 2.1) and this will continue to be reviewed and represent the relationship and shared values between the Students' Union and the University.

By 2018/19 it is expected that the first outcomes from the **Campus 2025 Strategy** will be evident. Campus 2025 is the most significant proposed programme of investment in the University since its establishment as a University. Proposals include a complete upgrade of the current campus and teaching provision in Wrexham to provide modern, flexible and sustainable learning spaces for students and improved accessibility to the community. Its core principles are that the new Campus should be;

- Student Centred
- Focussed and Regionally Centric
- Modern and Efficient
- Financially Sustainable
- Collaborative

Together these will contribute to developing a University Campus in 2018/19 that is welcoming, inclusive and supportive to all current, prospective and past students, as well as the community that the University serves.

3.5 Collaborative & Regional Agenda

Wrexham Glyndŵr University is a university of, and for, North East Wales and the cross-border region, with a clear regional mission to support economic growth. We will build on close collaboration with FE partners to secure coherent and meaningful educational opportunities for all regional learners.

We will support inclusive and flexible learning, access and progression opportunities for learners of all ages and backgrounds, through renewed emphasis on increased part-time learning, community and work-based provision, and through continued development of Foundation Years. We are committed to the potential opportunities that should come for learners through Degree Apprenticeships once there is clarity within Wales, and are currently identifying programmes where there is potential for conversion (to Degree Apprenticeships). Should there be clarity by 2018/19 we would expect to expand our provision in higher level skills, the priority sectors and postgraduate study, addressing the priorities as outlined in the North Wales Economic Ambition Board's Regional Skills and Employment Plan (SEAP).

The SEAP identifies 3 priority sectors and 4 growth sectors and as a part of a review of the taught portfolio the University is undertaking an exercise that seeks to match such provision against these 7 sectors. This is identifying where there is alignment within the curriculum and where there are gaps that future curriculum development could seek to address. As well as

collaborative work on a possible Growth Deal bid, there is extensive work going led by the Vice Chancellor on in relation to a number of the SEAP recommendations, particularly in relation to increasing collaboration and knowledge on skills and employment in the region, such as on developing an employability tool-kit or mapping graduate destinations. Together this is informing significantly how the University is developing its provision for learners in the locality, and in seeking to maximise access to higher level skills and training that is needed to support the priority and growth sectors of the SEAP and help meet the associated recommendations.

The University continues to work with Reaching Wider which aims to increase Higher Education (HE) participation from previously under-represented groups and communities in Wales (in particular Communities First areas), by developing a programme of aspiration raising activities, creating new study opportunities and developing creative and innovative pathways to learning. The University is fully supportive of the Strategy and Vision of Reaching Wider and works in partnership with a range of organisations such as;

- Community First (whilst it remains)
  - We engage with residents in communities first areas in partnership with the CF officers in Wrexham, Flintshire and Denbighshire. We hold drop-ins at their offices and also hold events based in their venues. They also refer their customers to us regularly
- Adult and Community Learning
  - We are on the curriculum group and management group of the ACL partnership and work collaboratively with their adult community courses across N E Wales which result in learners progressing to WGU.
- WCVA
  - A regular partner with whom we work in developing programmes that meet possible future student needs or in raising awareness of or access to HE
- AVOW
  - A regular partner with whom we work in developing programmes that meet possible future student needs or in raising awareness of or access to HE and in running programmes
- Other education providers
- We work in particular with Coleg Cambria, ALW and the OU on various community projects, events and activities throughout NE WalesCommunity Groups
  - We engage directly with community groups, also through other partners, to promote HE, and have had short courses commissioned by groups to deliver in their community environment
- Local Authorities and Schools
  - We work with the Local Authorities – Social Services for Adult Care and young people in and leaving care system. Also with the education department in delivering schools based projects such as the Entitlement Vocational Programme. Local schools are also involved in our full Reaching Wider Schools Programme annually.
- Y Coleg Cymraeg Cenedlaethol
  - The University is working together with Y Coleg on developing its Action Plan for improving and increasing Welsh Medium provision, and is supported by Y Coleg with a Branch Officer and access to other grant funded opportunities and the wider resource of Y Coleg.

We work with the above groups to widen participation and access to Higher Education (HE), supporting social inclusion and upskilling. This work is coordinated by the University's Widening Access Officer, and involves other colleagues from both academic schools and professional service areas as required. Through this officer there is also monitoring and evaluation that takes place, working where appropriate with partners, looking to improve programmes that are run in terms of the outcomes for participants.

In collaboration with Reaching Wider a wide range of activities are undertaken designed to encourage participation at HE level for groups in disadvantaged areas and the lower quintile areas of the region, raise aspiration levels, develop progression and collaboration opportunities and increase participation in the workplace.

Some examples of the work that we are undertaking with Reaching Wider include:

- Schools' programme
- "STEM the Flow" (a family learning project in collaboration with Techniquest)
- Looking forward to HE
- Foster Carers Aspirational Mentoring
- National Women in Engineering Day

We will continue to work closely with Reaching Wider in 2018/19 to develop similar provision that will support our objectives and priority areas, as well as the regional needs for improving access. The Director of the North and Mid Wales Reaching Wider partnership is an active member of the Access and Participation Group that has considered and contributed to the development of this Plan and which has an important role in monitoring progress.

Complementary to this work is a joint initiative, led by the Vice-Chancellor, with the three local authorities of North East Wales that is looking to enhance provision of initiatives that promote and increase access to HE. Initial work that is also involving local FE partners has concentrated on a "mapping" exercise, to look at what programmes are provided for which target groups, so that duplication can be minimised and gaps identified. Consideration is also being given as how we can make our access activities more effective, and increase areas of future collaboration.

4   Groups Under Represented in Higher Education

Nationally the evidence indicates that certain groups are under-represented in higher education:

- DSA/disability
  - In Wales at the time of the 2011 Census only 15% of usual residents aged 16 and over whose day-to-day activities were limited by a long term health problem or disability had a level 4 (or higher) qualification compared to 28% of those whose activities were not limited (© crown copyright ONS 2017).
- Care Leavers:
  - 6% of care leavers were in higher education in 2013-14 compared with around a third of all 19 year olds (National Audit Office/DfE report *Care leavers' transition to adulthood*)
- Students from disadvantaged areas:

- o Low participation areas – POLAR3 classification based on quintiles of participation by those aged 18 in 2005 to 2009 and whether or not they entered higher education in 2005/06 to 2010/11 so areas in the bottom quintile are low participation areas. If participation in HE had equalised, 20% of students would be from low participation neighbourhoods, in Wales in 2015/16 13.7% of new entrants on full-time first degrees were from LPN
- Females in STEM:
  - o 25% of core STEM degree graduates in 2016 were women (WISE campaign)
  - o 21% of core STEM workforce in 2016 were women (WISE campaign)
- Mature Students:
  - o 28% of undergraduates in Wales on entry are aged 21 or over, compared with 72% who are under 21.
- Welsh Medium Students; for those studying through Welsh (source is HEFCW Corporate Strategy Targets data)
  - o 5 or more credits
    - Wales 6.31%
    - Glyndwr 0.18%
  - o 40 or more credits
    - Wales 2.63%
    - Glyndwr 0.02%

It is evidence such as this that informs our focus and targets in relation to the above groups. In working with these under-represented groups the university recognises that within these often broad categories above, there are "sub-sets". For example when we work within disadvantaged communities to promote access or raise awareness this may well include groups who may (within other agenda or policy areas) be seen as a group on their own, such as estranged from their families, on low incomes or returning to learning, all of whom are welcomed into, and supported through, their higher education experience if they come to WGU. The University was mindful of being too focussed on the groups to be supported as this can exclude other priority groups, but we do recognise that sometimes these more narrowly defined groups do fall within the broader groups that we are targeting.

5   Objectives

The Plan has seven clear objectives that will, through the provision, measures and targets outlined in Section 6, support the extension of equality of opportunity and promotion of higher education to the targeted groups identified above (section 4). These objectives are to:

1. Widen Access to Higher Education;
2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular;
3. Develop and promote an inclusive academic and student community;
4. Expand our Welsh Medium academic provision;
5. Provide an excellent student experience;
6. Strengthening community engagement and alignment with the Well-being of Future generations
7. Assure graduate employability

These accord with the expenditure identified in Annex Aii. It is also noted that expenditure in particular areas identified can contribute towards the achievement of multiple objectives.

Annex A Table B, Categories of Expenditure	2018/19 Amount £	2018/19 Fee and Access Plan Objectives
Promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	342,000	1. Widen Access to Higher Education
Attract and retain students and potential students from under-represented groups	310,000	1. Widen Access to Higher Education 2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular
Raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	216,000	1.Widen Access to Higher Education 3.Develop and promote an inclusive academic and student community
Support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	314,000	2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular 3. Develop and promote an inclusive academic and student community
Improve the higher education experience for groups under-represented in higher education;	304,000	2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular 4. Expand our Welsh Medium academic provision
Provide to under-represented groups effective information, before and during their studies;	263,000	1. Widen Access to Higher Education 2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular
Provide high quality academic and welfare support to groups under-represented in higher education; and	255,000	2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular
Support the progress to employment or further study of groups under-represented in higher education.	236,000	3.Develop and promote an inclusive academic and student community 4. Expand our Welsh Medium academic provision 7. Assure graduate employability
Deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	197,000	6. Strengthening community engagement and alignment with the Well-being of Future generations 7. Assure graduate employability
Improve the quality of learning and teaching, with reference to the quality of the student experience;	512,000	5.Provide an excellent student experience 7. Assure graduate employability
Strengthen the employability of Welsh graduates;	130,000	5. Provide an excellent student experience 7. Assure graduate employability
Promote Welsh higher education more effectively internationally;	173,000	5.Provide an excellent student experience

		6. Strengthening community engagement and alignment with the Well-being of Future generations
Deliver sustainable higher education; and	134,000	5. Provide an excellent student experience 6. Strengthening community engagement and alignment with the Well-being of Future generations
Raise awareness of the value of higher education to potential students.	256,000	5. Provide an excellent student experience 6. Strengthening community engagement and alignment with the Well-being of Future generations 7. Assure graduate employability
Other, for example fee and access plan evaluation	28,000	1. Widen Access to Higher Education 2. Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular 3. Develop and promote an inclusive academic and student community 4. Expand our Welsh Medium academic provision 5. Provide an excellent student experience 6. Strengthening community engagement and alignment with the Well-being of Future generations 7. Assure graduate employability

6   Provision & Measures & Targets

The University undertakes a wide range of measures to support the promotion of higher education to, and access to study at University by, groups that are under-represented within this level of study. The measures to be taken are led by those areas of the University that have particular responsibilities associated with promotion of and access to higher education, such as through student support, careers and employability support, external engagement and recruitment, as well as through the Student Programme Centre in areas such as retention. And it is through these areas that the measures identified below are led, coupled with significant involvement of and contribution from our academic Schools.

The measures are aligned to achieving the seven objectives of the Fee and Access Plan and the accompanying targets will be used to measure progress. As identified previously some measures will contribute towards the achievement of multiple objectives and targets; an outreach workshop may well have participants who are from disadvantaged areas, others are women looking at STEM options, more may be mature or have a disability; or a participant who is all of those.

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

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;

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;

iii. raising educational aspirations and develop skills which prepare students from under-represented groups for higher education;

iv. supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers;

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;

viii. supporting students from under-represented groups to progress to employment or further study; and

ix. other measures to support groups under-represented in higher education such as fee and access plan effectiveness evaluation (please specify these measures).

Key Targets:

Ai   To be within the top 10 UK HEIs for proportion of students in receipt of DSA

Aii   Retention rates for students with a known disability to beat least "as good as" retention rates of 91% for the overall WGU student cohort

Aiii   Continuation rates for students with a known disability to be at least "as good as" continuation rates of 88% for the WGU overall student cohort

B   To maintain our commitment to care leavers, with at least 20 such students

Ci   To be within the top 10 UK HEIs for proportion of students from disadvantaged areas

Cii   Retention rates for students from disadvantaged areas to be at least "as good as" retention rates of 91% for the overall WGU student cohort

Ciii   Continuation rates for students from disadvantaged areas to be at least "as good as" continuation rates of 88% for the WGU overall student cohort

Di   Increase the percentage of new female students enrolled on undergraduate programmes in STEM from 19.6% to 21.6%

<div style="border:1px solid #000; padding:10px;">

Dii Retention rates for new female students enrolled on undergraduate programmes in STEM to be at least "as good as" retention rates of 91% for the overall WGU student cohort

Diii Continuation rates for new female students enrolled on undergraduate programmes in STEM to be at least "as good as" Continuation rates of 88% for the overall WGU student cohort

Ei To be within the top 10 UK HEIs for proportion of mature students.

Eii Retention rates for mature students to be at least "as good as" retention rates of 91% for the overall WGU student cohort

Eiii Continuation rates for mature students to be at least "as good as" Continuation rates of 88% for the overall WGU student cohort

F To increase Welsh Medium Provision in 2018/19:
  i. Those students studying at 5 credit:60
  ii. Those students studying at 40 credit: 10

G To maintain Foundation Year enrolments at 24% of new (full-time, UK/EU) student enrolments

H To increase the number of schools and colleges that are actively engaged with by 15%

I To increase the number of international students at the University in Wrexham by 5%

</div>

Measures taken in relation to the Objectives, again recognising that measures may support more than one objective.

<u>Objective 1: Widen Access to Higher Education</u>

Much of the activity is led through and coordinated by our widening access team. A wide range of measures are planned for delivery for students entering higher education in 2018/19 and would include:

- Targeted promotions and assistance (including bursaries) to particular groups such as care leavers, partnership working with local agencies, provision of community based courses, tailored events and activities for women into STEM for example with local schools;
- Information and events in which the employability benefits of higher education are promoted including accredited and unaccredited modules and workshops such as Learning for Employability module, Building Futures workshops and CV workshops in schools;
- For looked after children (LAC), the University will provide targeted assistance with applying for mainstream grant and loan support and advice on accessing all sources of other bursaries, scholarships or other financial support;
- Guaranteed provision of accommodation for duration of the course for care leavers with care leaver accommodation bursaries meeting 50% of 1st year student accommodation fees if this not already covered by their local authority;
- Continue our work with internal staff, external partners and other local organisations working with care leavers and LAC, to promote understanding of opportunities and needs through staff CPD training sessions and continued active engagement with the Welsh University and Colleges Network to share best practice and stage events in

cooperation with fostering networks and local authorities to ensure we maximise the support we offer to our Care Leaver and estranged students;

- Pre-entry events including taster days, and short courses delivered in deprived communities and low participation neighbourhoods. This enhanced collaboration with local authorities works with those who are disadvantaged, and can work to support pupils from these areas or who may, within these areas, face particular issues such as being excluded from school or at risk of becoming NEET and secondary pupils who are estranged from their families and require higher levels of support and guidance to help them achieve and make informed choices for their futures;

- Dependent upon national policy and funding that is available to support such, continue to provide and (where appropriate) extend Foundation Year provision as a route to extend equality of opportunity. The employability benefits of a degree are promoted within this route into higher learning;

- To increase engagement with female cohorts and raise career aspirations into STEM subjects by offering tailored outreach events and activities to schools and community groups. Also to increase attendance at national gender specific STEM exhibitions and events to encourage STEM subject applications from women; and

- Continued compliance with CMA guidelines to ensure prospective students are informed correctly of total fees to be charged and targeted information and advice sessions for prospective students, including one-to-one financial advice and Money Doctors support, customised information packs and advice to applicants from disadvantaged or under-represented groups, those with disabilities and looked after children

Objective 2: Provide academic and welfare support to under-represented groups to improve their experience of higher education and their retention and completion in particular;

Much of this support takes place through the student support services, as well as academic Registry and also the academic schools, and includes;

- Learning support, additional study skills, implementation of Retention Strategy, development of personal tutors and improved tracking of student attendance and review of the taught curriculum including its relevancy to, and accessibility by, under-represented groups, and the extent to which the experience that these students has is not disadvantaged when compared to the experience of other students.

- Provision of mental health support, wellbeing services, counselling and health mentors, which provides an accessible service to all, and aims to provide targeted support where students present particular issues that may be associated with their more precise needs that are associated with, for example, them being identified as "disadvantaged". Also provision of a hardship fund and measures already referred to such as personal tutors and review of provision.

- Additional resource to meet student mental health support needs, including support for students with issues related to substance abuse. We will enable those students to become successful by offering support through the wellbeing services we offer such as counselling, mental health mentors, disability and welfare support and timetabling where it can be that is "family friendly

- Targeted spend and investment in staffing and infrastructure in student services with priorities directed to learning support (linked to student retention) and study skills, counselling as well as support designed to meet the needs of students with disabilities

- We will maintain a rolling hardship fund and contingency fund targeted at students on low income and at risk of dropping out for non-academic reasons. This will include continuation of the Thomas Howells Charitable Trust to support young students in North Wales. The funds will be closely monitored to ensure that students in most need will be supported.
- Events (e.g. Student Money Week), one-to-one surgeries, guidance, and free legal and debt advice for students, including continuing support for the Money Doctors programme and accreditation of financial support arrangements through NASMA (National Association for Student Money Advisors)
- Extended range of actions that supports central and school based activity to target support at those most at risk of leaving study, particularly those from under-represented groups
- Extended range of actions that supports central and school based activity to target support at those most at risk of leaving study, particularly those from under-represented groups
- Development of the integrated student support procedures to include personal tutor systems and attendance monitoring, and identification and tracking of students identified at risk of withdrawal

Objective 3: Develop and promote an inclusive academic and student community;

This is informed by relevant strategies such as that for Supporting Student Learning and Widening Access and academic schools, widening access colleagues and Registry all play a part in delivering a range of actions for 2018/19 including:

- Targeted spend and investment in staffing and infrastructure in student services with priorities directed to Learning Support (linked to student retention) and study skills, Counselling as well as support designed to meet the needs of students with disabilities;
- Strengthening community engagement and alignment with the Well-being of Future gen pre-entry events including taster days, and short courses delivered in deprived communities low participation neighbourhoods. This enhanced collaboration with local authorities works with those who are disadvantaged, and can work to support pupils from these areas or who may, within these areas, face particular issues such as being excluded from school or at risk of becoming NEET and secondary pupils who are estranged from their families and require higher levels of support and guidance to help them achieve and make informed choices for their futures;
- Progression and partnership arrangements with FE providers based on the University's HE/FE Partnership Strategy and strategic alliances and agreements with Further Education partners.
- Development of the integrated student support procedures to include personal tutor systems and attendance monitoring, and identification and tracking of students identified at risk of withdrawal
- Student representation will continue to be supported and encouraged working with the new Students' Union, promoting student engagement and communication

Objective 4: Expand our Welsh Medium academic provision;

The University has a Branch of Y Coleg and is (at the time of writing) seeking to appoint a Welsh Medium Champion who will take an institutional lead in developing such provision. They will work to, and help develop, a Welsh Medium Action Plan which is monitored

through the Access and Participation Group. The plans have been developed with the input and support of Y Coleg with whom we will continue to work closely. The actions to be taken include:

- Providing language support to students and promote awareness of the Welsh language opportunities and of the benefits;
- Increased opportunities to learn Welsh for students and staff, and to increase confidence
- Increased collaboration with the Students' Union and work as an active Branch of Y Coleg Cymraeg.
- Concentrating development in areas of potential growth,
- Increased collaboration through Y Coleg Cymraeg Cenedlaethol
- Exploration of alternative methods of delivery

B)   Promotion of higher education measures

Promotion of higher education measures to deliver:

   i.   more effective engagement with private, public or voluntary bodies and communities in Wales;

   ii.   investments in improving the quality of learning and teaching, with reference to the quality of the student experience;

   iii.   activities which strengthen the employability of Welsh graduates;

   iv.   actions which promote Welsh higher education more effectively internationally;

   v.   actions which improve delivery of sustainable higher education;

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

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

Key Targets:

J   Improve the National Student Survey (NSS) '% agree' to "overall satisfied" to 87%

K   Improve percentage of graduates in employment or further study 93.5%

L   Increase the number of progression agreements with schools and colleges from 12 to 20 by 18/19.

M   Increase the number of Open Events from 4 to 8.

Objective 5: Provide an excellent student experience;

This cuts across a wide range of measures and proving, consistently, a good quality student experience for our students is a priority, and fits with the HEFCW Corporate Strategy of delivering an excellent student experience. Under the overall leadership of the Deputy Vice-Chancellor a range of measures are being taken, including;

- Investments in the estate and learning infrastructure in line with the Campus 2025 Strategy, which will include recognition of support needed for the full range of needs of the University's students in developing new social learning spaces, upgrading existing teaching facilities and improving the "student infrastructure" of libraries, student accommodation, society buildings and sports centre;
- Implement the action plan related to the Strategy for Supporting Student Learning & Achievement and provide high quality learning opportunities, accompanied by the continuing review of the portfolio which will be considering "how" student learning is delivered, as well as "what" is delivered;
- A new Digital Learning Strategy will be in place by 2018/19, which will complement Campus 2025, and be leading the development in supporting and improving student life and learning for students, wherever they live and study and work, and this will be accompanied by new provision in ensuring appropriate digital literacy amongst our learners, so that the full opportunities offered by technology can be taken up and exploited for learning;
- Continued commitment to partnership working with students, in both the design and delivery of services (as through digital literacy or Campus 2025 for example), working with the Student's Union to maximise engagement and contributions;
- Improved use made of student feedback to improve the provision of learning and teaching and associated support. A post is being created that will work on a range of sources of student feedback, including our own student evaluation modules, and undertake analysis to identify areas both of good practice and areas where improvements can be made. They will work closely with the Student Voice community and Students' Union, as well as with academic schools;
- By 2018/19 the International Strategy is expected to have started rebuilding the overseas student body at Wrexham, as well as increasing significantly the delivery of University provision internationally, which can have a positive impact in promoting Welsh Higher Education; and
- Expanded and modernised the Language Centre within the University to provide a wide range of teaching, including of languages other than English, which will be available to Wrexham students.

Objective 6.   Strengthening community engagement and alignment with the Well-being of Future generations

Work through our student support services, in collaboration with the Students' Union, and some academic areas, provision includes;

- Dependent upon national policy and funding that is available to support such, continue to provide and (where appropriate) extend Foundation Year provision as a route to extend equality of opportunity. The employability benefits of a degree are promoted within this route into higher learning;
- Working with Schools/college, community groups and local authorities (14-19 Network and Learning Partnerships);
- Working in communities which are recognised as disadvantaged, and where individuals may face particular reasons for being disadvantaged such as being pre-NEETS, NEETS or, furthest from the labour market and returning to learning. Th the objective is to inspire them and equip them with skills to progress to education and employment, delivering courses such as Digital literacy, Looking Forward to HE, Sport Coaching as an example;

- Continued delivery of the GO Wales Programme, to help deliver improved employability within communities and working with a range of community organisations, and individuals with particular, and often niche needs
- Continued delivery of relevant community orientated projects such as ADOR; the 'A Degree of Responsibility' project that supports students into employment whilst also connecting with community and local third sector organisations;
- Strengthened delivery of both part-time provision and the 'Looking Forward to HE' module, which prepares prospective students for entry into HE (at any HEI) and is aimed at engaging with communities with higher education;
- Campus 2025 has community engagement and enhancement of the University as a community resource as an important part of what it intends to achieve, both with formal local bodies (such as the Council) but also with the third sector and more informal communities. Enhanced sporting facilities will be a part of this;
- Continued partnership working that is led by the University to identify where there are gaps in support and opportunities for local learners at levels 3 and 4 and above who may be marginalised. This informal network of the local authorities in NE Wales and the University is developing mapping and will, by 2018/19 intend to have identified additional provision where gaps currently are identified for local communities and their prospective learners; and
- Continue to work with local partners on developing regional approach and response to Wellbeing as a part of the local Public Sector Board, and contributing to the priorities for Wrexham's Wellbeing Plan.

Objective 7.   Assure graduate employability

The University will continue to play an active role in the North Wales Economic Forum, and in contributing to the development of a regional skills strategy, and use this collaboration to develop its employability provision. Within the institution the main lead is through the Careers and Employability service, although there are increasingly important areas of involvement through the Strategy for Supporting Student Learning for academic schools. Planned actions include:

- Continue towards common curriculum models to ensure that all Wrexham Glyndŵr University taught programmes contain core elements for generic skills development, to include enterprise and entrepreneurial thinking, and the embedding of 'Glyndŵr Graduate' graduate attributes and graduate-level skills are integrated throughout the curriculum
- Delivery against the priorities of the Regional Skills and Employment Plan of the North Wales Economic Ambition Board which continues to inform portfolio review
- The implementation of the Strategy for Supporting Student Learning and Achievement will have important benefits by 2018/19 for employability as it has an explicit focus on curriculum enhancements designed to strengthen employability and its emphasis on working closely with, and being informed in our teaching by, employers and practitioners.
- Support for increased integrated work-based learning, placement and volunteering opportunities within programmes and across levels, underpinned by the new curriculum framework
- Embed professional qualifications e.g. CIM, ACCA into first degree programmes and extend opportunities for professional body recognition

- Continued refreshment of undergraduate programmes in STEM and Creative Industries, developed where appropriate on the basis of identified employer and market demand, using for example regional skills surveys
- Engagement of employers and business with curriculum development and delivery, building on the success of existing partnerships and ongoing review and development of new curriculum opportunities in partnership
- Continued development and implementation of the GO Wales Programme
- Enterprise Zone will work with students to develop their skills and confidence to find employment through starting their own business. The support includes access to incubation pace, as well as practical advice sessions and skills development. It is also expected that developments with a regional ICE will be in-train by 2018/19

There is significant complementarity in many of the measures, actions and the targets that they can impact. The University has an accompanying process matrix that helps demonstrate alignment of actions with required measures, the provision and measures concerning both equality of opportunity and promotion of higher education (as per paragraphs 17-19 of the HEFCW Guidance notes). This is available on request.

Institution	Wrexham Glyndŵr University

Authorisation of 2018/19 fee and access plan application

Information provided in this section is for HEFCW and not intended for publication.

Authorisation of a fee and access plan submission to HEFCW

Authorisation of the 2018/19 fee and access plan application for submission to HEFCW

In authorising fee and access plan applications to be submitted to HEFCW, governing bodies:

i. confirm that the information provided in this 2018/19 fee and access plan application is accurate at the time of writing, and is based on verifiable data.

ii. confirm that:
    a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;

iii. understand that HEFCW reserves the right to undertake a visit to applicants to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, applicants.

iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.

v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the applicants, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.

vi.   confirm that <u>all</u> education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.

vii.   confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.

viii.   confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.

ix.   understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.

x.   understand that any financial commitments to students made in the original 2017/18 fee and access plan, as approved by HEFCW, must be honoured.

Final 2018/19 fee and access plan submission	
Date of Governing Body approval:	31/07/17
Governing body authorised signature:	
Date:	31/07/17

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

Institution name:	Wrexham Glyndŵr University	
Institution UKPRN:	10007833	

a) What is your highest proposed fee rate for:

		£
	Full-time undergraduate	9,000
	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	8,971
	Full-time PGCE (QTS)	0
	All FT UG/PGCE (QTS) students in plan	8,971

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	22,624,800
	Full-time PGCE (QTS)	0
	Total	**22,624,800**

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	
Total amount to be invested in:	£	% of total income	£	% of total income
Equality of opportunity	2,280,000	10.1%	2,850,000	9.9%
Promotion of higher education	1,450,000	6.4%	1,815,000	6.3%
Total	**3,730,000**	**16.5%**	**4,665,000**	**16.2%**

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: Wrexham Glyndŵr University
Institution UKPRN: 10007833

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;	342,000	435,000
2. attract and retain students and potential students from under-represented groups;	320,000	395,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	216,000	275,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	314,000	400,000
5. improve the higher education experience for groups under-represented in higher education;	314,000	385,000
6. provide to under-represented groups effective information, before and during their studies;	263,000	335,000
7. provide high quality academic and welfare support to groups under-represented in higher education; and	265,000	325,000
8. support the progress to employment or further study of groups under-represented in higher education.	246,000	300,000
9. Other, for example fee and access plan evaluation	0	0
Total	**2,280,000**	**2,850,000**
Percentage of forecast expenditure to be spent on Equality of Opportunity	61.1%	61.1%

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;	197,000	250,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	512,000	650,000
3. strengthen the employability of Welsh graduates;	150,000	165,000
4. promote Welsh higher education more effectively internationally;	173,000	220,000
5. deliver sustainable higher education; and	134,000	170,000
6. raise awareness of the value of higher education to potential students.	256,000	325,000
7. Other, for example fee and access plan evaluation.	28,000	35,000
Total	**1,450,000**	**1,815,000**
Percentage of forecast expenditure to be spent on Promotion of HE	38.9%	38.9%

	2018/19	2017/18
c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)	£	£
	3,730,000	**4,665,000**

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	0	0
Bursaries	0	0	0	0
Scholarships	100,000	250	165,000	165
Hardship funds	65,000	185	100,000	285
Provision of financial management advice and skills	253,000	1,150	250,000	1,250
Other financial support	0	0	0	0
Total	**418,000**	**1,585**	**515,000**	**1,700**
Percentage of forecast expenditure to be spent on student financial support	11.2%		11.0%	

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: Wrexham Glyndŵr University
Institution UKPRN: 10007833

Summary data	FT UG	FT PGCE (QTS)
Total expected income	21,924,000	0
Total expected student no.s	2,436	0
Average fee	9,000	

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	9,000	Degree	Humanities & Business	0,1,2,3	N	218	N		1,962,000
2	9,000	Degree	Subjects & Professions allied to Medicine, Built Environment, Art & Design, Education, Journalism, Media	0,1,2,3	N	1,660	N		14,940,000
3	9,000	Degree	Engineering, Science, Technology, Computing	0,1,2,3	N	558	N		5,022,000

Institutional fee and access plan 2018/19

Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime for partnership provision based in the UK, 2018/19

Institution name: Wrexham Glyndŵr University
Institution UKPRN: 10007833

Summary data	FT UG	FT PGCE (QTS)
Total expected income	700,800	0
Total expected student no.s	86	0
Average fee	8,149	

Row	Partner name	Partner address	Please confirm that the partner is a charity (*Confirmed*)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Where date of partnership agreement is before 1 September 2015, there is an addendum that confirms the provision is covered under HE Act (*Confirmed*)	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Neath Port Talbot Group	Dwr-y-felin Road, Neath, Neath Port Talbot, SA10 7R	Confirmed	(a) a first degree	BA (Hons) English and History	N	30/09/2016	Confirmed	1, 2	9	9,000	81,000
2	Neath Port Talbot Group	Dwr-y-felin Road, Neath, Neath Port Talbot, SA10 7R	Confirmed	(a) a first degree	BA (Hons) Business Management and I	N	30/09/2016	Confirmed	1, 2, 3	26	9,000	234,000
3	Neath Port Talbot Group	Dwr-y-felin Road, Neath, Neath Port Talbot, SA10 7R	Confirmed	(a) a first degree	BSc (Hons) Construction Management	N	30/09/2016	Confirmed	2, 3	24	9,000	216,000
4	Barking and Dagenham Colle	Rush Green Campus, Dagenham Road, Romford.Es	Confirmed	(a) a first degree	BA (Hons) Business (top-up)	N	26/09/2014	Confirmed	3	15	5,000	75,000
5	Barking and Dagenham Colle	Rush Green Campus, Dagenham Road, Romford.Es	confirmed	(a) a first degree	BA Accounting & Finance	N	28/05/2015	Confirmed	1, 2, 3	0	5,000	0
6	Grwp Llandrillo Menai	Llandudno Road, Rhos-on-Sea, Conway, LL28 4HZ	Confirmed	(c) a foundation degree	FdA Art & Design	N	05/08/2016	Confirmed	2	12	7,900	94,800

Institutional fee and access plan 2018/19
Table G: Targets

Institution name: Wrexham Glyndŵr University
Institution UKPRN: 10007833

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? Y / N	If Y please provide partner name(s)	Baseline year	Baseline data No.	Baseline data %	Target 2018/19 No.	Target 2018/19 %	2019/20 No.	2019/20 %	2020/21 No.	2020/21 %	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)
1	Ai: To be within the top 10 UK HEIs for proportion of students in receipt of DSA	a2 attract and retain students and potential students from under-represented groups;	N		2014/15			4th in the UK for percentage of Full-time first degree students in receipt of DSA	10th or better in UK					Fluctuations in actual numbers against a relatively small overall small student cohort mean it is difficult to be either precise or realistic in setting a precise target (such as "5th"), and when comparisons with other HEIs are involved where we have no control. Remaining in top ten signifies our intent to maintain our widening access ambition
		b6 raise awareness of the value of higher education to potential students.												
		a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;												
2	Aii: Retention rates for students with a known disability to be at least "as good as" retention rates of 91% for the overall WGU student cohort	a5 improve the higher education experience for groups under-represented in higher education;	N		2015/16		90.2%		91.2%					
3	Aiii: Continuation rates for students with a known disability to be at least "as good as" continuation rates of 88% for the WGU overall student cohort	a7 provide high quality academic and welfare support to groups under-represented in higher education;	N		2015/16		87.0%		88.0%					
4	Bi: To maintain our commitment to care leavers, with at least 20 such students	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2015/16	20		20						
5	Ci: To be within the top 10 UK HEIs for proportion of students from disadvantaged areas	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		2014/15			4th in UK for percentage of young full-time first degree entrants from low participation neighbourhoods	10th or better in UK					As Above
		a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N											
		b6 raise awareness of the value of higher education to potential students.	N											
6	Cii: Retention rates for students from disadvantaged areas to be at least "as good as" retention rates of 91% for the overall WGU student cohort	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2015/16		85.9%		86.9%					
7	Ciii: Continuation rates for students from disadvantaged areas to be at least "as good as" continuation rates of 88% for the WGU overall student cohort	a6 provide to under-represented groups effective information, before and during their studies;	N		2015/16		84.0%		85.0%					
8	Di: Increase the percentage of new female students enrolled on undergraduate programmes in STEM from 19.6% to 21.6%	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2015/16		19.6%		21.6%					
		a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N											
		b6 raise awareness of the value of higher education to potential students.	N											
9	Dii: Retention rates for new female students enrolled on undergraduate programmes in STEM to be at least "as good as" retention rates of 91% for the overall WGU student cohort	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2015/16		88.4%		89.4%					
	Diii: Continuation rates for new female students enrolled on undergraduate programmes in STEM to be at least "as good as" Continuation rates of 88% for the overall WGU student cohort	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2014/15		89.5%		90.5%					
10	Ei: To be within the top 10 UK HEIs for proportion of mature students.	a6 provide to under-represented groups effective information, before and during their studies;	N		2014/15			2nd in UK for % of Full-time, First degree undergraduate entrants who are mature	10th or better in UK					As Above
		a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N											
		b6 raise awareness of the value of higher education to potential students.	N											
11	Eii: Retention rates for mature students to be at least "as good as" retention rates of 91% for the overall WGU student cohort	a5 improve the higher education experience for groups under-represented in higher education;	N		2015/16		89.7%		90.7%					
12	Eiii: Continuation rates for mature students to be at least "as good as" Continuation rates of 88% for the overall WGU student cohort	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2015/16		85.7%		86.7%					
13	Fi: To increase Welsh Medium Provision in 2018/19 for those students studying at 5 credit to 60	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2015/16	8		60	650.0%					
14	F ii: To increase Welsh Medium Provision in 2018/19 for those students studying at 40 credit to 10	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2015/16	1		10	900.0%					
15	G: To maintain Foundation Year enrolments at 24% of new (full-time, UK/EU) student enrolments	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		2016/17		24.0%		24.0%					
16	H: To increase the number of schools and colleges that are actively engaged with by 15%	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2016/17	60		70	17.0%					
17	I: To increase the number of international students at the University in Wrexham by 5%	b4 promote Welsh higher education more effectively internationally;	N		2016/17	76		80	5.0%					
18	J: Improve the National Student Survey (NSS) '% agree' to "overall satisfied" to 87%	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2015/16		85.0%		87.0%					
19	K: Improve percentage of Graduates in employment or further study to 93.5%	b3 strengthen the employability of Welsh graduates;	N		2015/16		93.0%		93.5%					
20		b5 deliver sustainable higher education; and												
21	L: Increase the number of progression agreements with schools and colleges from 12 to 20 by 18/19.	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2016/17	12		20	67.0%					
		b5 deliver sustainable higher education; and	N											
22	M: Increase the number of Open Events from 4 to 8.	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2015/16	4		8	100.0%					