



Grŵp Llandrillo Menai

Fee and Access Plan

2020-2021

| | |
|--------------------------|------------------------------|
| Institution name: | Grŵp Llandrillo Menai |
|--------------------------|------------------------------|

Section 2. Fee and Access Plan

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 two weeks of approval.

Institutions may replace this cover sheet and format the headings provided, to reflect their own branding at an early stage in developing their applications 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.

Contents

| | |
|--|----|
| Executive Summary | 21 |
| Duration of the Fee and Access Plan | 22 |
| Fee Levels | 22 |
| Student Partnership | 23 |
| Strategic Review | 29 |
| Groups Identified as Under-represented in Higher Education | 38 |
| Objectives, Activities, and Targets | 44 |
| Fee and Access Plan Investment | 57 |
| Monitoring | 58 |
| Evaluating Fee and Access Plans | 58 |

Executive Summary

GLIM's overarching mission is 'Inspiring success by providing excellent education and training'. Aligned with GLIM's overarching strategic objectives, the college's HE objectives in its HE Strategy 2018 - 2021, are to:

- 1. Support increased access to higher level skills development within the region.*
- 2. Provide high quality provision that meets the needs of learners and employers.*
- 3. Strengthen partnerships with employers and universities to develop provision that supports the higher level skills demands of the regional economy.*
- 4. Review provision to ensure we have an efficient and effective delivery model.*

The focus of the GLIM 2020-21 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 under-represented in HE with a particular focus on those living in geographical areas of low participation; looked after children and young people and care leavers; Welsh speaking learners studying through the medium of Welsh; those with additional learning needs; and those learners who are progressing from FE to HE who are in receipt of means tested financial support in FE.

The college has a large diverse student population with in excess of 47,000 further education enrolments: Of these, 33% of learners live in areas of low participation in HE and therefore the college is investing in measures to raise aspirations and widen opportunities and take-up, 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 continued support as learners move from vocational FE to HE level study.

Increasing accessibility to our HE provision is the underpinning priority in designing the structure and delivery of our demand-led undergraduate programmes. Over 40% of GLIM FE enrolments are from learners over the age of 19 and the college is committed to providing accessible HE progression opportunities 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 continuing to target looked after children and young people and care leavers to raise aspirations and ensure 'joined up' 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 demand, leading to greater progression opportunities within the North Wales region.

In line with the prioritising of learner progression, GLIM is further building on its network of successful employer partnerships in the region to further strengthen the employment and

employability aspects of its HE provision during 2020-21 through partnership working with employers including employer contributions to the design and delivery of undergraduate programmes: Work placements are being strengthened as is generic employability activity. In turn, this is intended to lead to wider graduate employment opportunities in the region for GLIM HE graduates.

The GLIM strategic objectives within this fee and access plan for 20-21 are:

Equality of Opportunity

- 1. Increasing access to part time higher education*
- 2. Increasing HE recruitment, retention and attainment, of those living in underrepresented areas.*
- 3. Working with Coleg Cymraeg Canadlaethol, increase access for GLIM HE students to scholarship and bursary funding.*
- 4. Increase GLIM FE learner progression to vocational HE for those receiving EMA in FE.*
- 5. Further strengthen the partnership working with the secondary school year 11 pupils through sustained engagement to raise aspiration to HE through informed and motivating progression pathways.*
- 6. Increasing HE retention and success for those students with additional learning needs.*
- 7. Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues.*
- 8. Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE.*
- 9. Provide high quality academic study skills support to those progressing from vocational FE to HE.*
- 10. Embed employability knowledge skills and experience in all GLIM foundation degrees.*

Promotion of Higher Education

- 11. Provide an excellent student HE experience.*
- 12. Increasing Welsh-medium higher education.*
- 13. Strengthening graduate employability and progression opportunities.*
- 14. Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs.*
- 15. Increase the targeted GLIM HE promotion activity by vocational sector, FE campus.*
- 16. Increase recruitment and success for underrepresented groups on the bridging module 'Aiming Higher'.*
- 17. Increase the additional study skills take-up by learners to assist the successful transition from FE to HE.*

Duration of the Fee and Access Plan

The GLIM 2020/2021 academic year will operate from 1 August 2020 to 31 July 2021.

Fee Levels

GLIM is committed to providing value for money for students and we have not applied an increase to the full time undergraduate fee for 2020-21, retaining the 2019-20 fee level of £8,300.

Therefore, the full time undergraduate fee level for all new students for the first year (Level 4) of their course in 2020/21 will be £8,300. Where the students is progressing to Level 5, their fee will remain at £8,300.

The actual annual fees may increase in line with inflation in 2021 and 2022 for those commencing their undergraduate studies in 2019-20 (using the CPIH inflation rate of September the year prior as per the ONS website – i.e. fee for the academic year 2021 will rise in line with the CPIH rate of September 2019).

Inflationary increases in fees will not result in the fee exceeding the maximum fee level prescribed in legislation (currently set at £9k per annum for Wales).

HE fee information is available on the college website course fees page and is updated annually to reflect the cost per year of full time study for new and continuing students. Bursary information is published on the finance support page. A HE fee schedule is part of the GLIM Tuition Fees Policy, and provides a concise list of fees and information available for all modes of study and is published on the college website our policies page, learner policies. In addition, guidance on the full cost of a programmes is also available to prospective students through Learner Services advice and guidance staff, presentations during external open events, internal future options events and during induction events on the fees for the full programme.

Student Partnership

The Student Union Higher Education President(s)

The Student Union Higher Education President (HEP) is both an elected and a part time salaried post within GLIM. During 2018-19, the college experienced difficulty in appointing to the role, due in part to the extensive travel needed between the GLIM campuses (from Dolgellau to Bangor and Llangefni as well as Rhos-on-Sea) in order to ensure that all the college's HE students would gain representation from this post. While the majority of HE provision is sited at the Coleg Llandrillo Rhos-on-Sea campus, the engagement and contribution of our students at Coleg Menai and Coleg Meirion Dwyfor who are studying on a range of bespoke programmes, is also a priority for us. As a result the college has moved to split the part time hours available to the post, and to give a representative proportion of the hours to each college so that there can be a bespoke representative, based on site and who can ensure that there is a continuity of representation of those smaller but critical groups of HE students. Also in 2019, the posts have been advertised for a 2-year period (rather than the previous 1-year appointment), which we intend will provide a more continuous opportunity for the representatives to have a greater involvement and commitment to the role, leading to an associated higher impact in terms of wider HE student engagement and partnership.

The role of the HE Presidents are diverse: Given the part time nature and the (now) split of the roles, we recognise that in order to be effective and manageable, the Presidents will need to prioritise certain aspects of their work according to student priorities, the time of year and associated activity, and college/site priorities (including events and activity).

The duties for the HE President(s) are listed to include the following:

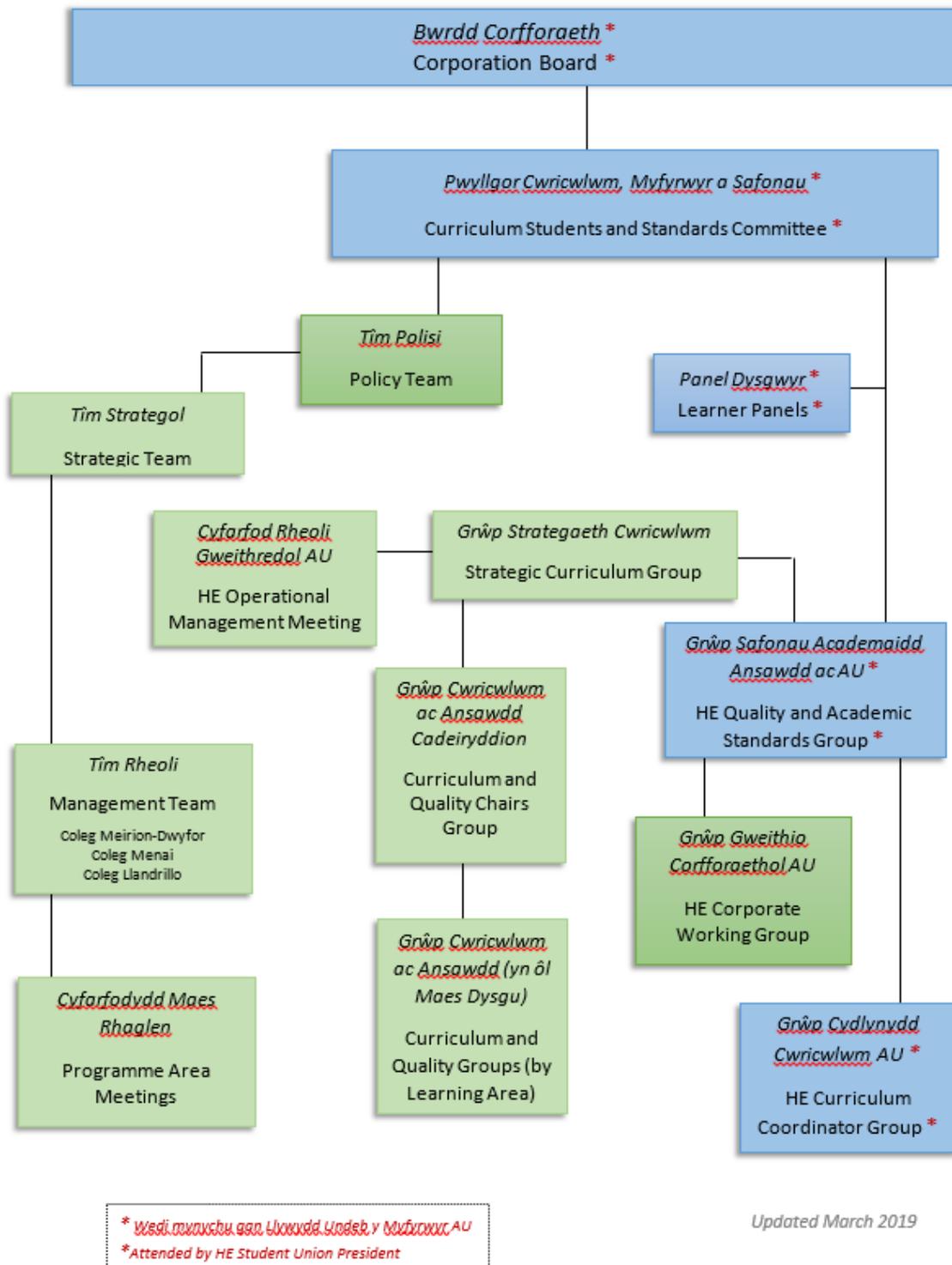
- 1. Promote the development of Grŵp Llandrillo Menai Student Union and its services to Higher Education learners.*
- 2. Publicise the work of the Student Union and promote TOTUM (NUS Extra) cards and their benefits.*
- 3. Provide a welcome to learners during induction by visiting classes and being available to meet new learners at Higher Education freshers event and welcome meetings.*

4. *Liaise regularly with Learner Services staff and attend specific training as directed by the Learner Services Manager and the Learner Enrichment Officer eg Safeguarding, NUS bespoke training and Student Governor Training.*
5. *The elected Higher Education Student Union President with the most votes (Coleg Menai, Coleg Llandrillo or Coleg Meirion-Dwyfor) will also be elected as a Student Governor for Grŵp Llandrillo Menai.*
6. *Ensure that Higher Education Students are fairly represented across the group by developing effective communication mechanisms including regular meetings and drop in sessions with Higher Education class representatives and learners.*
7. *Represent Higher Education learners at all relevant committees and working groups as directed by the Learner Services Manager and the Learner Enrichment Officer.*
8. *Gather and collate specific feedback from Higher Education learners to contribute to the Grŵp's Fee and Access plan, the Higher Education Student Charter and QAA reviews.*
9. *Support Student Enrichment events and encourage Higher Education learners to actively participate.*
10. *Support the organisation and delivery of Higher Education learner representative training.*
11. *Produce and implement an action plan of HE Student President activities for the year, supported by the Learner Enrichment Officer.*
12. *Promote a culture of positive behaviour and act as an ambassador for all learners at all times.*

The HE President(s) are line-managed by the respective Learner Services Managers in the colleges, and work closely with the Higher Education Manager (who works across the Grwp). Communications with the HE President(s) are ongoing on an informal basis and the Learner Services Manager and the HE Manager meet more formally with the respective HE President half termly as a minimum, to ensure a 'joined up' approach to the role and responsibilities alongside communication of clear student and college priorities, concerns etc.

The HE President sits on the key committees where HE is monitored and reported upwards: These include the HE Quality and Standards Group, Curriculum Students and Standards Committee (which is a sub-committee of the Board of Governors) and the GLIM Board of Governors. In addition, the HEP sits on its HE Coordinator Group; the HE coordinators are lecturers based within the HE programme areas; their role is predominantly to engage within the departmental HE teams to ensure effective HE communications in both directions and to act as a 'user group' of key staff who contribute to planning, change (including changes to structures and processes), quality enhancement, validation processes and promotional events.

GLLM Academic Management Committees and Reporting Structure



The college has invested substantially to ensure that its growing HE student population have a distinct voice and are partners in the HE planning cycle (including fee and access plans), monitoring and review.

HE Learner Representatives

Each year, each HE course and year cohort elect a student representative who undertakes a 'Learner Representative training' session to ensure that they are fully aware of the nature of the role and the importance of their role in ensuring that their student group is actively engaged, feeding back and contributing to the further strengthening of HE operations at the college.

Each term, HE student representative meetings are held on each GLIM site where there is HE provision. These are chaired by the respective college principal and attended by assistant principal staff who are responsible for each of the HE curriculum areas. Given the GLIM commitment to accessibility and learner-focussed timetables, if the elected representative is unable to attend 'their' meeting (e.g. if it is on a day when they are not in college or have other responsibilities outside of college for example), then the group is asked to send a 'stand-in' representative to ensure that their voice is heard.

There are a number of standing agenda items for each meeting (as appropriate depending on the time of year) which address the student experience alongside any further feedback that the representatives wish to raise on behalf of their peers.

The HE student feedback panels are minuted and published on Edrac (the college's student tracking system) and also on the relevant Moodle pages (Moodle is the college's VLE) so all students have access to the minutes, the areas of discussion, and any issues that have been raised alongside the college's response headed 'You Said We Did' that indicates the actions that the college has taken in response to the feedback.

Minutes from these HE student feedback panels, together with the college's response to the content discussed and any issues raised are reported to the Curriculum, Students and Standards Committee (a sub-committee of the Board of Governors) termly.

The HE President(s) communicate with the HE representatives through email groups and through social media groupings: This works well given the HE spread across a number of campuses geographically and also the bespoke attendance patterns (developed to maximise student access) which means that all HE students on one site for example, are not necessarily in college on the same days. Additionally, the HE President is widely available, for example, 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 President's paid role.

The annual HE Learner Conference

The (bespoke for) HE Learner Conference has been held annually for the last two years. Previously, there was a FE/ HE learner representative conference annually but given the predominance of 16-19 FE representation within the conference, the decision was taken to pilot a bespoke HE learner representative conference, to ensure that the growing HE students at the colleges, could access a bespoke HE event where the focus is on widening participation to higher education, raising aspirations (in the region) to higher level study, and increasing successful progression to employment. In 2019, the NUS deputy president presented at the conference and attended the whole day event alongside employers and GLIM graduate speakers. An item was devoted entirely to the attendees contributing to our plans for further widening participation and increasing access to the college's HE.

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.

Student feedback surveys

All HE students are invited to complete internal online (anonymous) module evaluations during the two HE semesters to ensure that bespoke module feedback is captured for each module that each student is studying. These are sent to students in a timely schedule according to when the module teaching starts and ends and enables the departments (known as programme areas) to address any concerns promptly and within year, as well as to share good practice and respond to wider student feedback.

The external National Student Survey (NSS) is targeted at all full time final year students studying on Foundation Degrees and 3-year bachelor's degrees. The college is taking action to widely promote the importance of eligible students participating in the NSS; the feedback that we get from this is essential in enabling us to strengthen our provision further. In 2017-18, our return rate 63% (compared to a Wales benchmark of 73%); this was an increase of 4% from 59% in 2017, but we aim to take promotional action to ensure that this rises to at least 73% in 2020-21.

In 2018, 81% of those who completed the NSS, expressed overall satisfaction with their GLIM HE experience. We aim to raise this to at least 88% (the level of satisfaction expressed in 2017) in 2020-21.

Student Charter for HE Students and the HE Information Guide

Our students contribute to the development and annual review of the college Student Charter for HE Students and the HE Information Guide, which outlines expectations, agreement and services that the college will provide. The Student Charter for HE had a complete re-write and branding in September 2018 following on from student review, led by the HE SU President, and HEFCW's guidance. This strengthened links aligned to the 'guide to providing information to undergraduate prospective students' and current students to ensure commitment to providing not only course, fee and support information but also the inclusion of links to the Welsh Standards, Coleg Cymraeg Cenedlaethol, Competition and Markets Authority, Office of the Independent Adjudicator and the inclusion of the statement of protection. It reflects the alignment to Wise Wales through the impact of our student partnership in the way the rewrite of the Student Charter changed in view of student feedback to have clear headings for community, communication, learning, teaching assessment, and learner journey and support, under which are addressed what students can expect from us and what we can expect from students. Moving forward we are reviewing all programme information to enhance details available to prospective students and we will be part of the HEFCW working group looking at enhancing the 2019/20 and 2020/21 student charter in support of mental health and well-being services.

Student contribution to monitoring and governance processes

We support an active student union and we fund the four elected positions; three FE presidents (one for each college) and the Higher Education President(s). Our HE President (where more than one, the one who gained the most votes), is automatically a student governor alongside one of our three FE student presidents.

The HEP represents our HE student body and contributes to the governance arrangements through 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 college Principal), and the Curriculum Students and Standards Committee (a subcommittee of the corporation board).

As the HE President 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 President 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 President prepares a report which they present at that meeting.

The priority for the HEP 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 2017, our HEP 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. However, the difficulty of appointing a HE President in 2018-19 has been in part due to the extensive travel involved in representing HE students in campuses across the region and this has led to our decision to 'split' the role in provide local representation for our HE groups. Such effective wider engagement is a priority for the college to ensure that all HE learners have a voice and are fully represented.

Alignment with the principles of the Wise Wales statement on Partnership for higher education

GLIM aspires to further strengthen our student partnership approach in line with the Wise Wales stated aim 'to ensure partnership becomes a natural part of staff and students' experiences'. An objective in 2019 that underpins the strengthening of our partnership is to map out what currently happens, and to identify joint priorities, and associated processes to implement those priority areas of action and clearly identify how they will be monitored and reviewed effectively.

For example, we have already identified through our HE student representative conference, that supporting student mental health and wellbeing is a priority for us to and are looking at excellent practice elsewhere within the HE sector and working closely with our partner HEIs to start new work with our students to develop a GLIM student-led initiative around supporting student mental health.

In 2019, the Bangor University Students' Union have agreed in principle to develop further their relationship with GLIM and seek to offer further involvement in projects and opportunities to our students, including how skills and resources can be shared. The Students' Union will liaise with us to assist our student-led initiative around supporting student mental health, and share practice from the student-led approach to the University's Mental Health Strategy.

In order for us to be assured that we have an effective developmental approach to our student partnership, the college is incrementally growing its related infrastructure in a mutually beneficial and sustainable way.

Strategic review**Review of previous fee and access plans**

We have made substantial progress against almost all of our widening access and participation objectives; In 2017-18, GLIM HE enrolments of students living in the bottom two quintiles of WIMD Communities First had risen to 31.4% (of total enrolments (against a target of 24%). This reflects both the accessibility of our HE programmes for 'non-traditional' students and the organisation's commitment to targeting its FE learners particularly studying on vocational FE programmes, often where there is no tradition of higher education study and/or a previous lack of aspiration to progress to higher level studies. In 2019-20, we are increasing the bursary assistance for those FE learners progressing directly on to GLIM HE study, designed to particularly support those FE students who either wouldn't or couldn't access more traditional and less accessible HE study.

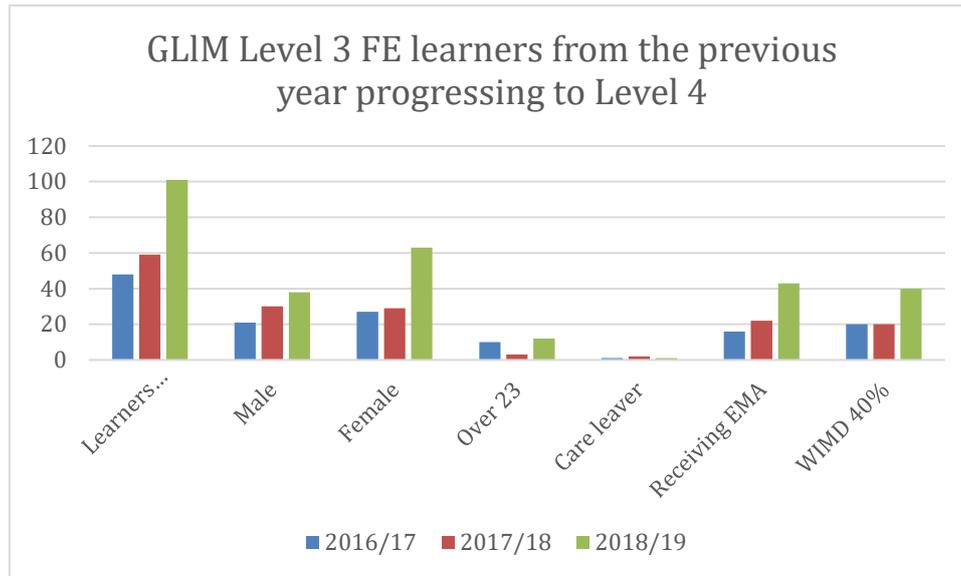
Our FE learner profile indicates that 21.6% (2016-17) were from deprived postcodes and 40.7% of FE full time learners in 2016-17 were in receipt of Education Maintenance Allowance (EMA).

Therefore we have substantially increased investment in our progression pathway from our level 3 further education provision to our HE appealing to many of whom are progressing from vocational FE in their chosen sector to higher level studies in the same vocational area which will increase their opportunity of ultimately gaining graduate employment in the region.

The data illustrates that the number of learners progressing from GLIM level 3 to level 4 has increased over the last 3 years and 43% of those progressing in 2018/19, were from low income families and therefore in receipt of Education Maintenance Allowance (EMA).

Table (1) showing the 3-year trend in FE Level 3 progression to GLIM HE

| GLIM Level 3 FE learners from the previous year progressing to Level 4 | 2016/17 | 2017/18 | 2018/19 |
|---|----------------|----------------|----------------|
| Learners progressing | 48 | 59 | 101 |
| Male / female | 21 / 27 | 30 / 29 | 38 / 63 |
| Over 23 | 10 | 3 | 12 |
| Care leaver | 1 | 2 | 1 |
| Receiving EMA | 16 | 22 | 43 |
| WIMD 40% | 20 | 20 | 40 |



We attract enrolments from mature students aged 23 or over, particularly from the college's Access to HE provision across central and North West Wales. In 2017/18, the actual number of our students aged 23 or over was 676 (52.5% of total HE enrolments) which showed an increase in the number from the 14/15 baseline data where 656 (63%) of our students were aged 23 or over though the 17/18 target of 937 (or 75% of target recruitment) was not met. Our growth has in fact, been in our students progressing from level 3 FE to HE (as illustrated above) and the proportionate numbers of 18-22 year olds have increased with the above highlighted increase in those living in WIMD under-represented areas.

Overall in 2017/18, our HE enrolment was below target (in line with the wider sector trend) though in 18/19 there is a substantial increase in full time HE enrolment in spite of the decreasing sector trends. The college is predicting that in 2018-19 it will have recovered its recruitment and as a 'lesson learned', is much more widely promoting the new and extended internal bursaries to its progressing Level 3 students as well as externally; the applications for 2019-20 suggest that the underrepresented categories of potential students that are targeted by the GLIM bursaries are indeed increasing as reflected in application numbers.

In 17/18, 33% of GLIM HE students were studying full time while 67% were studying on a part time basis. We are further strengthening our part time offer to include more standalone modules that can help those working in the region in terms of their upskilling and/or continuing professional development needs in addition to giving an accessible wider offer to all those who wish to study at a higher level on a part time basis. We are strengthening our HE demographic analysis of trend alongside our closer within year monitoring which will strengthen our intelligence around our learner characteristics and will therefore assist in informing our planning cycle effectively.

Our increased offer of a bridging module supports a range of target groups to further facilitate access to, and success on, undergraduate level study: Of the 457 of our FE students who accessed the bridging module in 2017-18, 211 (46.2%) were from the fifth WIMD quintile or Communities First areas. We also offered the bridging module to external candidates and 26

students attended, 35% were from under-represented areas and 53% were over the age of 23.

The previous aims to extend the bridging module (HE study skills) to the regional school sixth forms has had limited success and previous targets have not been met; this initiative is under review through our four county local authority partnerships that oversee collaborative 16-19 provision in order to establish the level of need and whether in fact, there is a greater need to re-target bridging module expansion to specific geographical schools and wider populations within those areas.

In terms of our objective to increase the numbers of looked after children and care leavers progressing from our FE provision, progress has been steady. In 17-18 we had a target of 10: It has been intended that by providing strengthened seamless continued and targeted mentor support, this would encourage more looked after children and young people to progress to our higher level study; we have based our target numbers on the numbers of looked after children studying on our FE programmes at Level 3. In 17-18, there were nine care leavers studying on our HE provision, four studying on full time programmes and five were studying part time. This is a priority area of further development for us.

We have made positive progress to improve our HE in-year retention which in 2017-18 was 93.1%, with completion for 17-18 standing at 89.4%. With the improvements in in-year retention (91.8% in 2016/17 and 88.1% in 2015/16), alongside sustainable activity and greater student engagement that has improved HE learner support, we expect our overall completion to improve further within 2018/19.

Through the use of the our eDRAC individual Learning Plan (ILP) tool (which we have now rolled out and is available for all our HE learners), 29 different HE courses used the course tracking section to store student grades in 2017/18; our students access this system remotely and it is increasingly being used to strengthen shared staff-student individual progress monitoring, target setting, action planning and student support; 848 collaborative action plans were created for our HE students in 2017/18 and this is continuing to be further strengthened in 2018/19.

Strengthening the employability of Welsh graduates is a continued priority for us and the 16-17 I-graduate data shows that 88% of our HE learners progressed either to employment or further study; the employment rate was 49% and those in further study was 39%; the percentage of learners who were unemployed was 3% (reduced from 4% in 2015/16). The 2017/18 learners will complete the Graduate Outcomes survey which is due to be published in spring 2020. To ensure that employability is central to GLIM HE, all revalidated or newly validated programmes (11 programmes) in 2017/18 included a strengthened focus on employability and were underpinned by regional employer evidence of demand and support (cited and evidenced within each validation document).

Adding to the employability focus has been both the extensive vocational employment activities within programmes (accompanied by 40 credits of bespoke employability by foundation degree programme) and the targeted activity by programme to further engage regional employer engagement with our HE courses; 14 programmes have demonstrated

particularly extensive and often innovative development to engage employers in working with students in ways that will be mutually beneficial in applying knowledge and skills to employer needs and priorities. For example, the 'pre-join' policing (Foundation Degree in Policing) provision involved collaborative work between the college and North Wales Police (NWP) to prepare and facilitate students' being successfully recruited as special constables with NWP, gaining competency through mandated regular employment throughout their programme, and applying their learning to work whilst operating as a special constable; this experience has strengthened post-graduate progression applications to join the police, with a potential reduced initial police training period if successful.

A range of our GLIM undergraduates have accessed (no fee for students) the Bangor University (Bangor Oral Presentation Scheme) BOPs programme delivered by the college, through collaborative arrangements underpinned by the our strategic partnership with the university. The programme was delivered to two groups over a 10-week programme which is designed to enhance employability through developing confidence and interview skills including 'thinking on your feet', characterised by peer learning and constructive feedback. Further examples of employability initiatives include in computing and media where our level 5 students attended an enterprise session on Business Start-up alongside a robust guest speaker programme consisting of regional employers who included a number of our GLIM graduates; Level 4 computing students create a video profile for local business while level 6 students work individually to a live brief. The Libraries' courses have had a robust guest speaker provision including speakers from Public, NHS and HE libraries across North Wales as well as from JISC and CILIP incrementally presenting across the three years. In Healthcare Practice, the Level 4 seconded health board students carry out 40 credits of applied skills with assessment taking place in the workplace. Further focussed activity has been introduced in Business, Hospitality and Tourism, and Careers Wales bespoke HE activity involved bespoke individual employment support as well as workshops and HE drop-in sessions.

Considerable underpinning work with the secondary schools in Rhyl has led to two days of bespoke events for Rhyl High School and Blessed Edward Jones High School: These involved 112 year 10 pupils being brought with their school staff to the 'Rhyl Sixth' at the college's Rhyl campus where they participated in an exciting structured programme of A Level subject engagement 'tasters'; these were pilot events with these year 10 cohorts to raise aspirations to sixth form study and HE beyond. The events are being followed up in 2018/19 with the now year 11 pupils with further events to sustain engagement and to assist pupils to become more familiar and more confident in exploring their sixth form options and opportunities. These initial events are being developed further, specifically through GLIM's Reaching Wider targeted activity (with the Rhyl schools year 11 pupils), and more broadly through the regional Reaching Wider strategic priorities.

Alignment of the plan with GLIM's strategic objectives

GLIM's overarching mission is 'Inspiring success by providing excellent education and training'. Aligned with GLIM's overarching strategic objectives, the college's HE objectives in its HE Strategy 2018 - 2021, are to:

- 1. Support increased access to higher level skills development within the region.*

2. *Provide high quality provision that meets the needs of learners and employers.*
3. *Strengthen partnerships with employers and universities to develop provision that supports the higher level skills demands of the regional economy.*
4. *Review provision to ensure we have an efficient and effective delivery model.*

Support increased access to higher level skills development within the region

The number of students accessing higher education provision in the UK is expected to decrease over the next five years. However, the demand for highly skilled employees continues to grow.

Supporting employer skills needs is therefore a priority for us. To do this, we are 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 (identified in the North Wales Regional Skills Plan). This strategic approach to both developing HE provision and ensuring regional awareness and accessibility, is opening up higher level employment opportunities for those who have previously been under-represented in HE.

Our Fee and Access Plan objectives underpin that commitment in terms of additionally supporting those living in the region who for whatever reason may be less able to study in a traditional university setting. Following their undergraduate studies our students are particularly likely to be seeking postgraduate employment in the region and our programmes in terms of their vocational and employability demand-led nature, alongside our excellent network of strong partnerships with employers in the region, enables us to maximise those opportunities for our graduates.

Provide high quality provision that meets the needs of learners and employers

All our HE programmes are developed, validated and revalidated in partnership with our students and regional employers. Programmes are demand-led, based on regional employment needs (both current and future) and complement those offered by our regional HEI partner, Bangor University. This ensures that those in the region have more diverse opportunities to meet their higher education needs and aspirations.

The provision is designed to maximise accessibility to those with additional responsibilities and many of our students are in fact, working alongside their studies and are being supported by their employer to attend the college to gain higher level vocational skills and knowledge that will directly benefit the employer as well as the student. This means that substantial numbers of our students are promoted in their workplace while they are completing their undergraduate studies with us.

Strengthen partnerships with employers and universities to develop provision that supports the higher level skills demands of the regional economy

The Regional Skills Plan (ref) identifies the current and predicted higher level skills need in North Wales and identifies skills gaps. Our HE provision is designed to meet those gaps to ensure employability for our learners on graduation. All our undergraduate students have employability as a central thread to their programmes of study, which further adds to their transferable skill base and makes them very attractive to our regional employers.

The demographic data demonstrates that just over one third of working age adults in Wales are qualified at level 4 and above. Combined with the future skills predictions and known deficits, the need for higher level vocational skills is paramount.

Review provision to ensure we have an efficient and effective delivery model

We have robust internal structures and processes in place to support continuous live quality monitoring and review.

We have reviewed our cross site provision in 2017-18 and through a planned and measured approach we have been able to add to learner choice for example, through adding specialist 'pathways' within our degrees, even when there is relatively small demand for certain pathways in order to meet student needs; By teaching common modules across programmes, specialist teaching for bespoke pathway modules as in the business management and health and social care pathways, ensures that our students can access the provision best suited to their needs.

We have expanded our Welsh medium provision particularly in the North West but also in the Rhos-on-Sea site by adding to our Welsh speaking staffing capacity.

Increasingly, the college is strengthening our employer partnerships to plan mutually beneficial delivery models where we are able to share resources, accommodation and/or industry standard resources for instance.

Bangor University - GLIM strategic partnership

Bangor University has a strong strategic partnership with Grŵp Llandrillo Menai which includes a commitment to facilitate student progression through extending opportunities to students in the region in terms of both academic and vocational across the range of subjects, across qualification levels and by widening and further promoting the regional part time HE offer. A joint Widening Access group has been established to look at ways of enhancing the partnership's contribution to widening access to Higher Education, and enhancing the development of higher-level skills amongst learners in the region. Under our strategic partnership, the two organisations are implementing Degree Apprenticeships and propose to expand our capacity in this respect as well continuing to develop joint initiatives around STEM such as the national Coding competition, held by Coleg Meirion Dwyfor and the University for both primary and secondary school pupils, which was held recently: It is intended for this competition to be a sustainable annual collaborative event.

Grŵp Llandrillo Menai's University Centre was built in partnership with Bangor University, opening in 2014 to provide state-of-the-art facilities for Grŵp Llandrillo Menai's higher education students. The partnership will continue the development and validation of Foundation Degrees and other HE demand-led provision, across an increasing range of disciplinary areas therefore strengthening pathways to HE from FE, and the development of high quality pedagogy and pedagogical research in support of our aspirations to deliver excellent teaching. To date (2018-19), the University has validated 40 higher education courses for Grŵp Llandrillo Menai, upon which there are over 800 enrolments: 1 Masters (not recruited for 2018-19), 19 foundation degrees, 12 'top-up' bachelor degrees, 4 full bachelor degrees, 3 HE Certificates, and 1 PGCE (post compulsory).

Further collaborations will continue to encompass Widening Access, Deaf Studies and Quality Assurance activities. To support this partnership and highlight the opportunities available to

learners across the region, the University will work with Grŵp Llandrillo Menai to review and plan joint promotion events in the region, with a particular focus on prospective students who are less able to access traditional HE study. Two joint HE Conferences have been held in the GLIM Rhyl and Rhos on Sea campuses to provide prospective students with more information about their regional HE options in order to ensure they make an informed choice about their future.

The Students' Union will develop further their relationship with Grŵp Llandrillo Menai and seek to offer further opportunities to their students, look at how our skills and resources can be shared, and look to set up specific joint projects for students from Bangor University and the College.

GLIM Strategic Equality Plan

Student representatives sit on the GLIM Equality and Diversity Panel contributing to discussion from a student perspective: One of the HE Presidents represents HE students here. The GLIM Strategic Equality Plan (2016-19) and its associated operational plan, that broadly aligns to HEFCW's Strategic Equality Plan, are monitored within those meetings, along with all staff and student policies e.g. Prevent, Gender Pay Gap, Slavery and Human Trafficking. This includes scrutinising the implementation and progress of the plan and policies in terms of the actions linked to the following areas of objectives:

- Curriculum planning and delivery
- Learner participation and achievement
- Support for Learning
- Employment
- Staff training and awareness
- Physical environment
- Partnerships
- Leadership

We analyse our HE provision to identify trends and progress in terms of recruitment, retention and success of students from under-represented groups, in comparison with our entire HE cohort to assist us in striving to further increase access to provision, support and high quality HE experience for all our students

We expect all our students and staff to treat each other with respect and courtesy and to respect and celebrate diversity. We are committed to ensuring that equality of opportunity is afforded to all groups protected under the 2010 Equality Act who share certain protected characteristics. These characteristics covered by the Act are:

- Age
- Disability
- Sex
- Race
- Religion or belief
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Sexual orientation

We are committed to advancing equality of opportunity and in removing or minimising disadvantages experienced by people due to their protected characteristics; we are therefore committed to sustained investment to actively promote, recruit and effectively support increased numbers of potential applicants sharing the protected characteristics.

In order to ensure that we do this, we gather equality data and information, monitor the data and use it to plan appropriately, and assess the impact of our plans and actions annually.

Our GLIM Strategic Equality Plan and associated action plan is monitored by our 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 Annual Report 2016-17, appendix 10).

Our commitment to actively working to advance equality of opportunity is reflected in this plan as we are focussing on investment in specific groups who are under-represented in higher education.

GLIM Welsh Language

While in Wales the number of Welsh speakers is 19% of the total population, in North Wales, the Welsh speaking population is much higher:

Table (2) Percentage of people who can speak Welsh (from Welsh Government StatsWales June 2018)

| | 2017-18 | 2016-17 |
|---------------------|----------------|----------------|
| Wales | 19 | 20 |
| Anglesey | 61 | 62 |
| Gwynedd | 70 | 75 |
| Conwy | 29 | 35 |
| Denbighshire | 25 | 30 |

We are committed to increasing our Welsh medium provision to meet the regional needs (as illustrated above), and we have worked closely with Coleg Cymraeg Cenedlaethol in order to achieve this. In addition to having a number of designated Welsh medium courses, the we have increased our Welsh medium lecturing staff capacity which enables many Welsh speaking undergraduates to study modules on their programme through the medium of Welsh within a high quality bilingual environment. In 2017/18, 11,780 HE credits were studied (by 222 of our students) through the medium of Welsh, substantially exceeding our target of 4,500; this compares to a total of 5,210 Welsh medium credits studied by our students in 2015/16. To further encourage Welsh speakers to continue their HE studies through the medium of Welsh, the college is working closely with Coleg Cymraeg Cenedlaethol to strengthen access to both external and internal appropriately targeted financial assistance. Reflecting the

strength of this partnership, the first Coleg Cymraeg branch officer has recently been appointed to GLIM to support the development of further Welsh medium and bilingual learning opportunities.

Our Welsh Language Standards Annual Report (published January 2019) outlines how GLIM has complied with the Welsh Language Standards (April 2017-August 2018) in relation to:

- Service delivery
- Policy making
- Operations
- Record keeping

The GLIM Language Panel is responsible for monitoring compliance with the Welsh Language Standards. This plan aligns with the college's Welsh Language Policy which is reflected in its objective to increase the provision that offers the delivery of HE through the medium of Welsh.

Reaching Wider

We are committed through our fee and access plans (2019-20 and 2020-21), to investment that will raise aspiration for learners at Level 3 (both 16-18 and adult learners) and support their transition to Level 4; this activity is documented throughout this plan, alongside our associated objectives and targets. Specific aspects of this work have been strengthened through Reaching Wider.

The Reaching Wider planned activity will address the goal of working towards 'A more equal Wales' and enabling 'people to fulfil their potential no matter what their background or circumstances', (Wellbeing of Future Generations (Wales) Act 2015). The college's target groups for this particular activity (over and above its wider array of widening participation activity), focus on those living and/or attending secondary school in some of the most deprived areas in North Wales. By embedding the year 11 partnership programmes alongside the involvement of Rhyl Sixth students (who are Rhyl school progressing A Level learners themselves) as mentors, a longer term sustainable programme of aspiration raising and engagement will reach the 16 year olds living in the Rhyl WIMD 40% areas.

Rhyl Sixth has a track record of excellence in A Level outcomes for learners living in WIMD 40% areas. In 2018, the A Level pass rate was 99% at Rhyl Sixth.

The Act's 'sustainable development principle' has informed GLIM's planning in ensuring that the plan is long-term, preventative, integrated and collaborative in terms of working effectively with the two Rhyl high schools and Bangor University, and involving students (as described above) in planning how to achieve the wellbeing goals.

The focus on work with pupils in year 11 in the Rhyl high schools complements the wider work of the RW Partnership and its plans to work positively with pupils and their families in the Rhyl area as they transition from primary to secondary education and in years 7-9 of secondary school. By focussing on year 11, the learners will raise their aspirations to progress to study at Rhyl Sixth or in the Rhyl vocational level 3 programme areas: There will then be continued and sustained working with these young people to ensure that they are not 'lost' in transition at 16, and the college will continue its focus and monitoring of their progress in FE and subsequent HE.

The college has for the first time in October 2018, in partnership with Bangor University, designed and implemented a bespoke progression event for Rhyl Sixth and Rhyl site 16-19

vocational students (studying at Level 3). The event provided motivational speakers, practical support sessions (covering student finance for example), UCAS and the application process and a wealth of subject specialists as well as more generic guidance. This event was a separate event to the Access to HE event in order that both events could be tailored in a bespoke way to the different needs of the target groups respectively.

83% of pupils at Blessed Edward Jones High School and 65% of pupils at Rhyl High School are resident in the WIMD 40% most deprived areas in Wales . Therefore, by targeting the entire year 11 cohorts at the schools, the RW priority groups will benefit most from the investment.

In terms of the Access to HE progression event activity, the majority of the Rhyl site fifty Access to HE learners reside within close proximity of the college which is situated in South West Rhyl, one of the most deprived LSOA in Wales.

The RW regional partnership is committed to work with the Rhyl pupils and families at primary-secondary transition and in the early secondary school years so our work with the high schools complements and provides continuity for many of the beneficiaries who are targeted by the regional approach.

As GLIM is working with those aged 16 and over, much regional Reaching Wider strategic work with families and schools aligns well. Regional RW partnership initiatives are raising aspiration throughout the primary and secondary school years and GLIM is following this through with the target groups in the region increasingly ensuring joined up progression activity to 16-18 year olds and beyond. Mentoring of targeted 16-19 year olds studying within GLIM FE aims to continue the momentum and ensure effective transition to higher level study.

GLIM target groups include those living in WIMD under-represented areas, those seeking to study HE part time who may have caring or work responsibilities or both, those who have been looked after children or are care leavers, those wishing to continue their studies through the medium of Welsh and those with an additional learning need or needs.

Groups under-represented in higher education

Table (3) GLIM HE students living in the WIMD deciles (1-4) by year (unique learners)

| | 17/18 | | 16/17 | | 15/16 | |
|--------------|--------------|--------|--------------|--------|--------------|--------|
| | Learners | % | Learners | % | Learners | % |
| Yes | 504 | 34.31% | 497 | 33.79% | 422 | 30.19% |
| No | 965 | 65.69% | 974 | 66.21% | 976 | 69.81% |
| Total | 1,469 | | 1,471 | | 1,398 | |

Given the high numbers of learners living in low participation areas who are studying on full time level 3 FE, we are further targeting our level 3 learners in terms of promoting our HE opportunities through a robust programme of activity of awareness and aspiration raising. The programme has been strengthened incrementally year on year and includes:

- Offering the 'Aiming Higher' Level 4 bridging module (with a full learner fee waiver) across our vocational level 3 areas
- Taster HE lecture sessions for FE students
- Promotional events including finance (including our internal bursary support), UCAS, and support information sessions alongside curriculum information and advice and guidance
- 'Future Options' weeks (one per term) with targeted GLIM HE events to Level 3 learners
- Bespoke publicity campaign around the internal bursaries available (for progressing students, those studying through the medium of Welsh, care leavers and those living in under-represented areas)
- Bespoke HE open events in each site where HE is offered
- Access to HE bespoke events in partnership with Bangor University

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.

We increased our promotional activity to Access to HE adult students returning to study and carried out a successful 2017 pilot of an Access to HE event in partnership with Bangor University; the complementary academic and vocational HE opportunities available locally were the focus of the day, alongside expert advice regarding finance, support and guidance. Following the success of the pilot, we built on this in 2018, carrying out such Access to HE events at both our Rhos and Rhyl campuses.

Table (4) showing comparison of outcomes for GLIM HE students living in WIMD deciles 1-4 compared to those who are not

| | 17/18 | | | 16/17 | | | 15/16 | | |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Completion | Attainment | Success | Completion | Attainment | Success | Completion | Attainment | Success |
| Yes | 90.08% | 97.92% | 88.20% | 87.89% | 98.20% | 86.32% | 81.43% | 96.80% | 78.83% |
| No | 89.06% | 97.55% | 86.77% | 87.02% | 97.73% | 85.05% | 84.03% | 95.55% | 80.29% |
| Total | 89.42% | 97.68% | 87.28% | 87.33% | 97.90% | 85.49% | 83.23% | 95.92% | 79.84% |

The 3-year trends demonstrate a positive increase in the completion, attainment and overall success for those students living in WIMD deciles 1-4, to be increasingly in line with the success of those students living in WIMD deciles 5-10.

Table (5) Ethnicity of GLIM HE students

| 17/18 | 16/17 | 15/16 |
|-------|-------|-------|
|-------|-------|-------|

| | Learners | % | Learners | % | Learners | % |
|---------------|--------------|--------|--------------|--------|--------------|--------|
| White British | 1,335 | 90.88% | 1,354 | 92.05% | 1,287 | 92.06% |
| Other Ethnic | 108 | 7.35% | 107 | 7.27% | 98 | 7.01% |
| Not Known | 26 | 1.77% | 10 | 0.68% | 13 | 0.93% |
| Total | 1,469 | | 1,471 | | 1,398 | |

GLIM student enrolments for students who classify themselves as other ethnic make up 7.35% of the student enrolments in 2017-18; this % has been consistent over the last 3 years and compares favourably to the Wales and regional ethnicity data: for year ending 30 September 2018, the % in Wales from a non-white background was 4.7% (Welsh Government StatWales).

At a local authority level the % from a non-white background are:

Isle of Anglesey - 0.8%
 Gwynedd - 2.4%
 Conwy - 1.5%
 Denbighshire - 2.7%

Table (6) GLIM 3-year trends in completion, attainment and success comparing white 'British' and 'other ethnic'

| | 17/18 | | | 16/17 | | | 15/16 | | |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Completion | Attainment | Success | Completion | Attainment | Success | Completion | Attainment | Success |
| White British | 90.25% | 97.80% | 88.19% | 87.50% | 98.06% | 85.80% | 83.80% | 96.13% | 80.56% |
| Other Ethnic | 81.93% | 97.06% | 79.52% | 91.03% | 97.18% | 88.46% | 80.00% | 92.86% | 74.29% |
| Not Known | 80.95% | 94.12% | 76.19% | 45.45% | 80.00% | 36.36% | 33.33% | 100.00% | 33.33% |
| | 89.42% | 97.68% | 87.28% | 87.33% | 97.90% | 85.49% | 83.23% | 95.92% | 79.84% |

The data demonstrates that while those students identifying themselves as 'other ethnic' have for the last two years, attained successfully at least in line with 'white British' students, the % completion data indicates in 17/18 data that those of ethnic backgrounds were less likely to complete their studies; this will be closely monitored to ensure that the students are supported to stay on programme and appropriate intervention measures implemented to support each individual student.

Table (7) Gender of GLIM HE students

| 17/18 | 16/17 | 15/16 |
|-------|-------|-------|
| | | |

| | Learners | % | Learners | % | Learners | % |
|--------------|--------------|--------|--------------|--------|--------------|--------|
| Female | 805 | 54.80% | 836 | 56.83% | 711 | 50.86% |
| Male | 663 | 45.13% | 634 | 43.10% | 687 | 49.14% |
| Other | 1 | 0.07% | 1 | 0.07% | 0 | 0.00% |
| Total | 1,469 | | 1,471 | | 1,398 | |

Through the equality and diversity committee structures, the college's HE provision is monitored and analysed in terms of gender breakdown by programme, informing a range of promotion initiatives including for example, work with year 9 pupils in the schools in the region to encourage more girls into science and technology.

Table (8) GLIM HE students declaring an additional learning need (ALN)

| | 17/18 | | 16/17 | | 15/16 | |
|--------------|--------------|--------|--------------|--------|--------------|--------|
| | Learners | % | Learners | % | Learners | % |
| ALN | 234 | 15.93% | 199 | 13.53% | 177 | 12.66% |
| No ALN | 1,235 | 84.07% | 1,272 | 86.47% | 1,221 | 87.34% |
| Total | 1,469 | | 1,471 | | 1,398 | |

For those with additional learning needs, there is a robust infrastructure of learner support for FE and HE GLIM learners, with a focus on enabling students 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.

In 2017/18, 231 of our HE students declared an additional learning need; of those, 37 were in receipt of DSA funding, 35 accessed additional study support outside of their timetabled sessions and 4 were supported within their classes. In addition to this support, further study support is provided through the drop-in centres and libraries across the college sites.

The attendance for those students with a declared additional learning need (ALN) in 2017/18 was 83.2% (compared to 84.6% for our HE students overall). Retention for those declaring an ALN was 90.5% (compared to 93.1% for our HE students overall). Of those declaring ALN, the modal category was SPLD - Dyslexia where the attendance was 85.6% and retention was 93.6%. There are substantial differences in both attendance and retention for the various 'categories' of ALN and this is an area that we are prioritising in terms of further analysis including better assessing the impact of support, and targeting specific groups where there is a lower attendance/ retention, in terms of the availability, uptake and effectiveness of support.

Table (9) GLIM HE student comparison of completion by year for those who have declared an ALN and those who have not

Grŵp Llandrillo Menai

| | 17/18 | | | 16/17 | | | 15/16 | | |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Completion | Attainment | Success | Completion | Attainment | Success | Completion | Attainment | Success |
| ALN | 89.29% | 98.00% | 87.50% | 82.43% | 97.54% | 80.41% | 81.60% | 93.14% | 76.00% |
| No ALN | 89.44% | 97.62% | 87.23% | 88.10% | 97.95% | 86.29% | 83.47% | 96.31% | 80.39% |
| Total | 89.42% | 97.68% | 87.28% | 87.33% | 97.90% | 85.49% | 83.23% | 95.92% | 79.84% |

Table (10) GLIM enrolments of looked after children and young people or care leavers

| | 17/18 | | 16/17 | | 15/16 | |
|--------------|--------------|--------|--------------|--------|--------------|--------|
| | Learners | % | Learners | % | Learners | % |
| Yes | 12 | 0.82% | 10 | 0.68% | 6 | 0.43% |
| No | 1,457 | 99.18% | 1,461 | 99.32% | 1,392 | 99.57% |
| Total | 1,469 | | 1,471 | | 1,398 | |

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 2018-19 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.

Table (11) Highest qualification of working age adults by region and local authority (StatsWales 2017)

| | No qualifications (1) | Qualified to below level 2 (2) | Qualified to NQF level 2 or above (3) | Qualified to NQF level 3 or above (4) | Qualified to NQF level 4 or above (5) |
|-------------------------|-----------------------|--------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Wales | 8.7 | 12.8 | 78.5 | 58.3 | 37.4 |
| North Wales | 7.7 | 12.4 | 79.9 | 58.6 | 36.2 |
| Mid Wales | 6.1 | 11.2 | 82.7 | 62.3 | 36.7 |
| South West Wales | 9.9 | 13.0 | 77.1 | 56.3 | 34.9 |

| | | | | | |
|-------------------------|-----|------|------|------|------|
| South East Wales | 8.9 | 13.1 | 78.0 | 58.6 | 39.2 |
|-------------------------|-----|------|------|------|------|

64% of the working age population in North Wales do not have a qualification above level 3. In order to support the regional economy and future higher level skills needs, the college has been a leading provider of higher apprenticeships (at both level 4 and level 5) for some years which has involved close partnership working with large numbers of diverse employers within the region. This means that we have established trusted and sustained working partnerships in both the public and private sectors to meet employer needs in upskilling their workforce.

More recently, working in partnership with Bangor University, we are assisting in delivering degree apprenticeships; the complementary nature of the college's experience in delivering work-based learning apprenticeships and vocational higher education together with the university's academic and research infrastructure ensures that there is relative seamlessness for employers and for students as we embark on the degree apprenticeship provision.

Welsh medium GLIM higher education

In 2015/16, 82 of the college's 'direct funded' higher education learners completed 5 credits or more through the medium of Welsh against a target of 34. This increase has continued year on year as more bilingual programmes have been validated through our strategic HE partner, Bangor University, who are able to support us through external examination of programmes delivered through the medium of Welsh.

In 2016/17 129 learners completed 6,495 credits through the medium of Welsh, through 370 modules that were offered bilingually across our HE programmes. Of these 46% were completed at Level 4 demonstrating the addition of Welsh medium capability in new and revalidated programmes.

In 2017/18, 171 of our students studied 40 or more credits through the medium of Welsh (7,155 credits in total) and a further 114 of our students studied less than 40 credits through the medium of Welsh (4,625 credits). Therefore, our students studied 11,780 Welsh medium credits in 2017/18 total showing a substantive increase on the previous year.

In 2017/18, we validated our part time post compulsory education and training provision (PGCE and Cert Ed) with Bangor University which has facilitated the support for Welsh speaking trainee teachers to complete their teaching qualification through the medium of Welsh. This in turn, has increased our capacity to deliver more Welsh medium provision to our students by developing lecturers whose first language is Welsh and therefore expanding its higher level 'pool' of qualified Welsh speaking lecturers in the region.

The college is continuing to work 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. This is reflected in the collaborative Bilingual sub-group within the GLIM - BU strategic partnership and associated structures, ensuring that the Welsh language continues to be prioritised in all our developments to meet the needs of the regional population.

GLIM is a leading provider in the FE sector in Wales in terms of Welsh medium post-16 education. Early in 2018-19 we began discussions with Coleg Cymraeg for guidance on how to increase the number of 10 Incentive Scholarships allocated to GLIM students, and to increase the number of HE programmes eligible for their scholarships listed on the Coleg Cymraeg site, which is currently one. This was due to the increase in HE Welsh medium

programmes being validated and due to start delivery in September 2018. Coleg Cymraeg advised us too, to increase our internal Welsh bursaries to reflect our own investment in support for Welsh medium students, and to provide evidence in support of the increasing number of Welsh medium programmes available.

We are the first FE college in Wales to have a resident Coleg Cymraeg Branch Officer in post (from 2018) to support staff and the development of bilingual opportunities on offer to students. Thirteen HE programmes have been identified as meeting the the definition of 33% Welsh medium modules (40 credits per year) and the branch officer is starting to support these programmes by raising awareness of resources, CPD and services available to support them.

An increase in the uptake of Welsh medium bursaries has gone from one in 2017-18 to 25 in 2018-19. GLIM will also further invest in the bursaries from 2019-20, as outlined in the 2019-20 Fee and Access Plan, by increasing the bursary from £300 in the first year of study, to £300 for each year of study, increasing potential total per student from £300 to £900. This will continue in 2020-21.

Objectives, activities and targets

Strategic Objective 2: *Increasing HE recruitment, retention and attainment, of those living in underrepresented areas.*

We aim to widen access to our higher education to all under-represented groups. The FE learner demographic analysis demonstrates that substantial learners from under-represented groups, and in particular those from geographically deprived areas are engaged in FE learning programmes: The college therefore is attempting to further raise the aspirations of these learners, to address potential barriers to HE, and to support their seamless progression to accessible HE programmes and continued support which will impact positively in terms of retention and success and ultimate progression to employment or further study. We have identified that almost 50% of those who progress internally are living in the lower 40% of WIMD and/or receiving Education Maintenance Allowance (EMA, which is means tested and indicative of low income household. This has informed our decision to offer the £1000 bursary to those progressing directly to level 4 studies from level 3 and anticipate that will be increasingly supportive to those living in low income households, and therefore supporting their HE studies.

Strategic Objective 8: *Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE.*

The college is continuing with the bursary for and to prioritise looked after children and care leavers who remain significantly under-represented in HE in terms of their progression from GLIM FE to HE. The college is investing to strengthen its work with these young people at level 3 and level 4, through bespoke mentor support to raise aspiration and to facilitate progression to higher education.

In order to support those who are vulnerable, targeted GLIM additional HE bursaries are awarded to those living in WIMD 1-4 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 college is continuing its internal bursary scheme for 2020-21 to

further encourage and facilitate its level 3 learners to be able to directly progress to the college's level 4 higher education provision. This will particularly benefit those groups who currently under-represented in HE.

Strategic Objective 16: *Increase recruitment and success for underrepresented groups on the bridging module 'Aiming Higher'.*

Sustained investment at level 3 in terms of activity to support transition to level 4 is reflected in the GLIM commitment to widen access to its Bangor University validated standalone 'Aiming Higher' bridging module, that not only prepares learners for higher level study, but also increases their confidence and related aspiration, and additionally supports their level 3 study and subsequent outcome. Specific engagement events for level 3 learners who may never have considered progressing to higher education, particularly in the college's vocational departments, are also supporting widening access.

Strategic Objective 12: *Increasing Welsh-medium higher education.*

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 (including recruitment of additional Welsh speaking HE staff) 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 helps raise employability opportunities within the region for these learners and meets the needs of the North Wales economy.

Through GLIM's strategic partnership with Bangor University, BU are able to externally examine through the medium of Welsh in addition to providing Welsh speaking External Moderators who are supporting the college with this expansion.

Strategic Objective 3: *Working with Coleg Cymraeg Canadlaethol, increase access for GLIM HE students to scholarship and bursary funding.*

In order to support the continued increase and expansion of Welsh medium HE provision and associated uptake, GLIM will continue the Welsh Medium bursary of £300 per level of study available for all full time learners studying through the medium of Welsh.

Strategic Objective 1: *Increasing access to part time higher education*

In 2017-18, 66% of GLIM HE learners were studying on a part time basis and the college is increasing its part time availability of programmes and associated accessibility year on year to meet demand and widen opportunity. We have incrementally added to the part time regional higher education offer to provide coherent opportunities for higher level study. 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.

In line with Welsh Government priorities, GLIM has managed to keep its part time fees at a favourable rate in order to increase access for students, and has correspondingly increased its take up by part time HE students: we exceed our HEFCW limited part time target year on year so we are hopeful that our 'cap' will be increased in order that we can meet increased demand and take up effectively, without increasing the student fees for this provision.

Strategic Objective 5: *Further strengthen the partnership working with the secondary school year 11 pupils through sustained engagement to raise aspiration to HE through informed and motivating progression pathways.*

Aligned with the regional Reaching Wider strategy, we are working to raise the profile of STEM subjects with year 9 pupils in the schools. Activities include:

- *CodiSTEM, working with schools and Careers Wales across college's counties, 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.*
- *In 2019, additional work within Conwy has focussed on year 9 pupils with learning difficulties through science promotion days within the college to raise interest and aspiration in further and higher level studies in STEM subjects.*

Strategic Objective 4: *Increase GLIM FE learner progression to vocational HE for those receiving EMA in FE.*

Given our demographic profile, we are well placed to work closely with our FE learners to raise awareness of and aspirations to, the local opportunities that we can offer for study at higher education levels. Many of our FE vocational learners in particular, often have no previous family of higher level study and the growing GLIM HE provision is creating opportunities for those young people and adults to gain university level qualifications by removing many of the barriers that may mean they are unable to access more traditional higher education studies both in the region and beyond. Often those receiving EMA are within the underrepresented groups, and we will send direct targeted promotion of the benefits of studying HE to support increased progression.

Strategic Objective 15: *Increase the targeted GLIM HE promotion activity by vocational sector, FE campus.*

GLIM will extend its calendar and repertoire of 'Taster' HE classes, and associated scheduled promotional activity targeting current college FE learners. The taster programme will involve level 3 learners either being able to 'book' on to specific level 4 lectures to 'try' out the HE provision in a vocational area and/ or HE lecturers giving talks to targeted FE level 3 groups, regarding progression opportunities to higher level study. Such talks include current and/or previous GLIM HE learners as well as lecturers.

Additionally, during 2019-20, we are planning a pilot programme of 'open' guest speaker lectures: these, for example, will be timetabled for Level 4 students on health and care programmes with a number of additional places available opened up to our level 3 learners studying in the same vocational area. If the pilot is successful, we intend to roll this out across a number of our HE vocational programme areas in 2020/21.

Strategic Objective 13: *Strengthening graduate employability and progression opportunities.*

Our HE provision at GLIM is designed to be accessible to those with commitments outside college. Many of our students are substantially employed alongside their studies and/or may

have family or caring commitments too. Our HE programmes are designed to work for those who are employed to support upskilling, and for those who have other responsibilities and commitments such as caring. Courses are timetabled over 1-3 days per week according to the programme and its requirements including the requisite employability components. Employability is at the core of all our undergraduate programmes and all our new vocational HE programmes 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.

Additionally, to maximise opportunities for those with diverse responsibilities and circumstances, we are committed to further developing part time undergraduate study opportunities to give maximum flexibility and choice to students. In addition to our degrees being offered on a part time basis, we are engaged in substantial work with our strategic HE university partner, Bangor University, to further make available and promote effectively, regional opportunities for HE standalone module study.

Strategic Objective 14: *Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs.*

As we have stated, employability lies at the heart of all our HE programmes and we work with regional employers to both design the programmes through validation, and to provide opportunities for students to undertake either work placement, work experience and/or real work projects which add further to their local and regional opportunities for progression within or to employment. Where they are employed alongside their studies, many learners are supported by their employer to attend college in order to meet the upskilling needs of the employer, often leading to promotion within the workplace during or after the student's degree studies.

Strategic Objective 10: *Embed employability knowledge skills and experience in all GLIM foundation degrees.*

The principles of the HE Social Action and Student Opportunities Framework (highlighted in Breaking Down the Barriers to Student Opportunities and Youth Social Action) are reflected in our absolute commitment to employability being central to all our HE programmes in order to provide maximum benefit to our undergraduates. All our foundation degrees embed work-related application of learning and ongoing reflection on that experience is formalised through the assessment process to further embed the learning and associated reflective skills. Many of our students, through their work placements, gain paid or voluntary work and many become deeply involved in social action within their communities. For example on the sports coaching degree programmes, many students are involved with local youth sports clubs; on the health and social care programme, we have robust employer partnerships that facilitate a range of volunteer work placements; through close collaborative partnership with North Wales Police, 60% of students on the policing undergraduate programmes, become volunteer special constables, giving substantial hours to these critical community roles throughout their studies.

Strategic Objective 11: *Provide an excellent student HE experience.*

GLIM is ensuring value for money for its learners, the region and the Welsh economy through its vocational degree focus where programmes are demand-led and based on the regional skills needs to meet current and future employer demand. Working closely with our strategic HE university partner, Bangor University, we are committed to providing a complementary HE offer to that of the university, to ensure that we are not directly

'competing' with the same provision, and that learners seeking HE in the region have as wide a choice as possible in terms of undergraduate study opportunities.

A number of the GLIM undergraduate programmes have sector qualifications embedded within them to ensure that they meet specific sector standards, and that our students on graduating will be highly qualified and therefore highly attractive to our regional employers. In other instances our degrees provide the basis for the students to gain professional accreditation with the sector specific professional bodies: this is a continuing priority for us to widen the practice and at re-validation of all our programmes, we review the sector priorities and professional practice standards in order to appropriately integrate relevant professional qualifications and/or mapping of aspects of our provision to ensure the degree itself meets those sector standards.

Advice and guidance, careers advice, financial advice and study support sessions are bespoke for our HE students and are provided through combinations of timetabled sessions or appointments in addition to drop-in open access sessions. Much of our 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 both personal and subject 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 of our GLIM HE learner groups elects a learner representative who attends training to prepare them effectively for their representative role. The Higher Education President works closely amongst the student representatives group in strengthening the student-staff partnership and specifically to enhance the GLIM HE culture and learner sense of belonging through effective ongoing two-way HE learner communications.

Strategic Objective 7: *Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues.*

In line with well-documented sector increasing need, and direct feedback from our HE learners (2019 HE Learner Representative Conference, Fee and Access Planning item), mental health issues are an increasing concern for many of our HE students. We are prioritising a commitment to a range of initiatives to promote mental wellbeing and also to address the needs of those with mental health issues while embedding a wider culture of support across the college; we shall seek advice through our BU partnership initially (where the students' union are leading some innovative work in this area), and intend to raise awareness to both our staff and students, that will underpin our own more robust planning and implementation of student-staff mechanisms and structures to better support our students.

Strategic Objective 6: *Increasing HE retention and success for those students with additional learning needs.*

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). To support retention, all our full time students have timetabled 1:1 tutorials with their personal tutor and given the small group teaching embedded in most of our HE programmes, students are assured of bespoke tutor time and support. The GLIM enhancement theme 85+ also ensures that if students fall below 85% attendance this is flagged for immediate action on the programme leader and programme manager's dashboards for discussion with the individual on required support.

Additional support is appropriately targeted to learners, for example from the learner services team, learning mentors, college-based careers advice and support, advice and guidance services and financial support including bursary assistance. The college has a range of welfare support services including student counselling, and also 'signposts' students to a range of external organisations both statutory and third sector.

Strategic Objective 9: *Provide high quality academic study skills support to those progressing from vocational FE to HE.*

Our HE study skills support involves an extensive 'menu' of online and/ or additional taught sessions/workshops covering topics that are useful to HE learners throughout their studies e.g. referencing, reading and note-taking, critical thinking, presentation skills. Sessions are available to drop-in and accessible online learning materials on diverse and extensive range of topics are available to all our students.

The regional deaf community and those working with or supporting the deaf community or deaf individuals, are targeted in terms of our unique undergraduate programmes have been reviewed and revalidated to embed the British Sign Language (BSL) learning that was previously a pre-requisite for entry to the deaf studies higher education, therefore widening the access to those suitably academically able to complete the programme, although they may not have prior BSL learning. Substantial delivery on the programme is through deaf lecturers and to support this capacity further, the college has introduced the new teaching qualification for deaf teachers with the first cohort completing in 2019.

In addition to substantial deaf awareness sessions and activity that the college delivers widely in central and North West North Wales, bespoke 'Introduction to BSL' courses have been delivered to a range of health-related, childcare and education HE learners which is starting to widen capacity to apply appropriate sign language skills with those progressing to employment in these critical sectors. In 16/17, the introductory course was delivered to 38 BU undergraduate learners; in 17/18, the programme was delivered to 77 learners and further deaf awareness sessions have been delivered bilingually (English and Welsh).

The GLIM Fee and Access Plan objectives* for 2020/21 are:

Equality of Opportunity

1. Increasing access to part time higher education

The college is expanding its HE part time offer significantly in order to increase flexibility for those seeking higher level study within the region for a range of purposes, including those who wish to study 'standalone' modules. Therefore, both new and currently validated programmes are being assessed/ reviewed in terms of widening access through appropriate part time study opportunities.

GLIM part time HE students are involved in supporting this development through coordinated work with the HE SU President.

To support the developmental work, there is a focus on promotional activity to ensure that potential applicants are aware of the available opportunities, as well as the support (e.g. academic support, advice and guidance, drop-in support, financial support and a range of

internal learner services) available for those studying part time and the benefits of part time study.

A regional (and to ultimately be a 'live') part time HE prospectus is under development (in partnership with Bangor University) to give the population a holistic overview of part time higher level study opportunities in North West Wales.

2. Increasing HE recruitment, retention and attainment, of those living in under-represented areas.

Examples of activities underpinning this objective include a range of Access to HE learner bespoke events to publicise GLIM HE opportunities that are close to home, 'adult friendly' (in terms of teaching schedules for example) timetables, small class sizes and increased 1:1 academic and personal support.

Through greater investment in monitoring and statistical analysis relating to learner progression from FE to HE, the college is becoming better able to identify trends by FE to HE vocational area and links to those living in WIMD (lower 2 quartiles); in turn, the increasing focus in recruitment is to ensure that all eligible learners who are living in under-represented areas are aware of the increased HE bursary assistance that GLIM has made available to them.

3. Working with Coleg Cymraeg Canadlaethol, increase access for GLIM HE students to scholarship and bursary funding.

The college is working both internally and externally with Coleg Cymraeg Canadlaethol (CCC) to establish a robust developmental plan to expand the financial assistance for those studying through the medium of Welsh. This has already commenced within GLIM (through its internal scholarship programme) but more of the GLIM HE programmes are planned to be included within the designated CCC programmes to ensure that external scholarship/bursary funding is available to support the students.

4. Increase GLIM FE learner progression to vocational HE for those receiving EMA in FE.

The college offers the 'Aiming Higher' Level 4 bridging module free of charge to the college's Level 3 vocational FE learners; the module delivery is designed to not only increase and enhance higher level study skills but also to raise aspiration and self-belief amongst the Level 3 learners, particularly those from families where there may not be a tradition of aspiring to higher level study.

Other activity includes 'Future Options' weeks each term where there are a range of specific HE events to inform vocational FE learners of the many GLIM opportunities for progression. For example, bespoke vocational HE 'Taster' sessions for arranged those on Level 3 vocational programmes where they can either sit in to certain Level 4 lectures or attend bespoke awareness-raising sessions that are arranged by sector area for level 3 groups.

5. Further strengthen the partnership working with the secondary school year 11 pupils through sustained engagement to raise aspiration to HE through informed and motivating progression pathways.

Examples of activities include a range of year 11 bespoke events held both in the schools and at the college: these have included wide-ranging STEM events, aspiration-raising events, visits to the college including a range of subject 'Taster' sessions.

The college is currently planning a programme proposal to support the regional schools' year 11s in their 'More Able and Talented (MAT)' initiatives to further raise aspiration and subsequent progression.

6. Increasing HE retention and success for those students with additional learning needs.

The college invests substantially in its support for those with additional learning needs. A bespoke approach ensures that provision is tailored to provide effective individual planning and implementation of support to further widen access and maximise retention and success on programme, as well as assisting with progression on graduation.

In addition to assisting students in signposting to external support and DSA funding, the college provides an extensive menu of ALN and study support that can be accessed outside timetabled sessions as well as support within classes where appropriate.

7. Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues.

GLIM is investing substantially in its infrastructure to support student mental health and wellbeing in order to increase accessibility to support, and to break down barriers to students coming forward in seeking support. For example, such initiatives include development of Welsh-medium support services, designed specifically for those whose first language is Welsh; this is an area where support has not been widely available through the Welsh language.

The college is working closely with Bangor University Students Union to develop learner-focussed mental health support structures; in 19-20, the GLIM SU President will be working internally with the HE student representatives to develop internal structural arrangements to underpin the partnership and ensure that GLIM learners are at the heart of the initiative.

8. Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE.

GLIM provides individual tailored support to looked after children and care leavers in FE and HE; in order to ensure seamless progression, the college's mentoring staff provide continuous 1:1 bespoke support as those young people progress from FE to HE.

Additional internal GLIM financial bursary assistance is in place to assist care leavers in meeting the associated costs of higher level study.

9. Provide high quality academic study skills support to those progressing from vocational FE to HE.

In addition to the Aiming Higher Level 4 bridging module, a range of drop-in study support is available covering a wealth of study skills topics and skills.

In the higher education (UCCL) library, specialist help is at hand to support learners in their information seeking/ research skills. GLIM has nine campuses and students can access library and study support facilities at any of the sites. A wide range of online study skills resources are available to assist all the college's HE learners.

Specific study support sessions is arranged for individual learner cohorts and/ or for individual learners e.g. where particular resources or skills are required within a vocational area of for a specific piece of work, or where certain needs are identified.

10. Embed employability knowledge skills and experience in all GLIM foundation degrees.

All GLIM undergraduate programmes are developed in response to regional skills needs, employer identified needs and/or learner progression pathway priorities.

Reflecting the vocational component of GLIM HE, all programmes have an applied vocational approach that is strongly supported by employability content, skills and experience. This approach is underpinned by strong employer partnership working, employer support groups and a work experience component in all the college's foundation degree programmes ensuring that the employability of graduates is maximised alongside potential for regional progression to employment and/or promotion within employment.

In developing/ revalidating programmes as well as in designing new programmes, the employability content is bespoke. For example in an increasing number of programmes, professional qualifications or the basis for professional accreditation, are reflected in the design and learner outcomes. This requires strong working relationships and partnerships with the relevant professional bodies, awarding bodies and employers and underpins an approach to ongoing and future programme design.

Promotion of Higher Education

11. Provide an excellent student HE experience.

The college is striving to improve its NSS response rate and as a part of this work, has reviewed its wider student feedback processes including timing of module evaluation feedback surveys to ensure that there is coherent planning and promotion of learner feedback mechanisms, to maximise engagement and to be reflected in response rates.

Further student engagement and contribution to programme and GLIM student experience, is through the college's focus on strengthening HE student representation, and associated strengthening of HE learner representative engagement across GLIM; the college is, through bespoke action planning and appropriate intervention, prioritising improvement to the HE student experience by area and by programme accordingly.

12. Increasing Welsh-medium higher education.

In line with regional priority vocational sectors, the college is planning incremental increases in Welsh-medium HE opportunities to meet employer and student need.

Such opportunities are being promoted through a wide range of digital, social media and more traditional activity (both promotional campaigns and events) within Welsh-medium and bilingual communities, schools and groups accordingly.

13. Strengthening graduate employability and progression opportunities.

GLIM is working closely within the region to establish HE progression opportunities to postgraduate study by sector. Activity has included bespoke events designed to meet the needs of graduating learners and visits to HEI departments regarding particular progression opportunities.

14. Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs.

The college is further strengthening its employer links to establish integrated degree programmes that fully meet employer needs; for example, these include assessment within the workplace and contribution to delivery of those who are vocationally current.

Events that are designed to engage employers (either generic or by sector) are a priority for the college.

15. Increase the targeted GLIM HE promotion activity by vocational sector, FE campus.

Each campus (where GLIM HE is offered) is expanding its HE-specific publicity and promotional events in order to reach the regional population and to ensure that those living and/or working within the region are aware of the opportunities available to them locally. Events are designed in partnership with current HE learners and their feedback and feed into such activity is critical in strengthening community links and reaching those who are under-represented in HE.

16. Increase recruitment and success for underrepresented groups on the bridging module 'Aiming Higher'.

The Level 4 study skills bridging module is increasingly offered across the Level 3 student population and also to those applying from outside the college; further promotion and awareness raising of the availability of this module alongside HE promotional events is a GLIM priority.

17. Increase the additional study skills take-up by learners to assist the successful transition from FE to HE.

Investment in more widely promoting the study skills support (both in terms of the diversity of the offer and the bespoke nature of the support) is a priority for GLIM in order to support more learners to stay on programme and succeed in their undergraduate studies. Support is available within FE study and either throughout or at times during a student's HE studies.

Within the framework of these objectives*, the GLIM targets for 20-21 are:**

- *Increase HE recruitment for those living in the bottom two quintiles of WIMD.*
- *Increase FT completion of students living in the bottom two quintiles of WIMD to be at least equal to completion of those not living in WIMD areas.*
- *Increase PT completion of students living in the bottom two quintiles of WIMD to be at least equal to completion of those not living in WIMD areas.*
- *Increase HE recruitment for those with additional learning needs.*
- *Sustain completion of students declaring an additional learning need to be at least equal to completion of all HE students.*
- *Increase the take-up of GLIM Welsh medium bursary funding.*
- *Implement a student-led support structure to support the wellbeing of GLIM HE students.*
- *Increase direct progression from GLIM Level 3 full time study, to GLIM HE study for those in receipt of Education Maintenance Allowance while studying in FE.¹*
- *Increase the number of secondary school pupils engaged in aspirational HE activities in the regional secondary schools.*
- *Increase the number of students who are studying HE part time.*
- *Increase the publicity and promotion of the part time HE offer to result in greater take up of standalone HE modules (excluding the bridging Aiming Higher module).*

- Continue to maximise the take up of students studying 40 credits or more through the medium of Welsh.
- Increase the number of students studying 5 credits or more through the medium of Welsh.
- Increase the bespoke vocational promotional activity to target under-represented groups.
- Increase positive progressions to employment or further study.
- Ensure sustained employability activity in all GLIM foundation degrees.
- Increase the take up of the bridging module to those living in areas under-represented in HE.
- Ensure a NSS response rate of at least 73%.
- Ensure a student overall satisfaction rate in the NSS of a minimum of 88%.
- Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities.
- Through sustained FE to HE intensive ongoing support, increase the number of care leavers who progress from the college's FE to HE and complete their HE programme.¹
- Increase the additional study skills support take-up by learners to assist the transition from FE to HE.¹

** The GLIM objectives and targets are aligned with HEFCW's National Measures for Higher Education (2018).

¹ Table showing examples of progression of GLLM students from FE to HE (2017)

Confidential and not for publication

| Pen portrait of students |
|---|
| BA (Hons) Public and Social Policy Progressing from Access to HE (Rhyl), the student's personal circumstances (local with dependents) are such that they would have been unable to study a three year full time degree elsewhere. |
| BA (Hons) Public and Social Policy Progressing from Access to HE (Rhos), the student is a carer and has dependents, both of which mean that they would have been unable to study HE further away and the student-friendly timetabling has facilitated attendance. |
| BA (Hons) Public and Social Policy Progressed from 2009-2010 BTEC level 1; 2010-2011 various including GCSEs; 2011-2012 BTEC level 2 (Rhos); 2012-2013 BTEC L3 Public Services (Rhos); 2013-2014 Looking Forward to HE (Rhos) The student has health issues, has been in receipt of Learning Support (due to Dyslexia) and has been in receipt of means-tested financial support. The student's ongoing support from the college has enabled progression to higher level studies. |
| BA (Hons) Public and Social Policy The student progressed from A Levels in Rhyl 6th. The student has a disability and this contributed to needing to study at degree level close to home. The student subsequently progressed to PGCE. |
| FdA Health and Social Care The student completed the Level 3 BTEC 90 Credit Diploma in Health and Social Care and due to vocational experience and some AS levels, progressed after just completing one year onto the FdA Health and Social Care and is progressing well. |

| |
|---|
| <p><i>FdA Health and Social Care</i> <i>The student has progressed from FE levels 2 and 3 and is currently doing very well at level 5 planning to progress to level 6 and then to do the PGCE. The student is a single parent who also works part time in social care.</i></p> |
| <p><i>FdA Health and Social Care</i> <i>This student progressed through FE levels 1, 2 and 3 , and is doing very well at level 5, supported with dyslexia through additional learning support.</i></p> |
| <p><i>BA Health and Social Care</i> <i>This student progressed from FE levels 2,3,4,5 and 6, graduating with a 1st class honours degree and has progressing to receive a scholarship to do an MA in Social Policy which is now complete the student is now starting a PhD.</i></p> |
| <p><i>FdA Culinary Arts Level 5</i> <i>Attained a merit profile at level 4 last year.</i> <i>Started at VRQ Level 2 with us. Progressed to level 3 (Food Prep & Cooking) – 3 years at Further Education level.</i> <i>Joined level 4 after one year in industry.</i> <i>Due to circumstances at home and knowing the team of lecturers the student felt that the level of support and the class sizes would suit him much better than University. Also Culinary Arts is quite specialist and the nearest University would be Derby.</i></p> |
| <p><i>FdA Culinary Arts</i> <i>The student attained a distinction profile at level 4 last year and is currently on Level 5 having started at VRQ Level 1, progressing to Level 2 in Food Prep and Cooking. Due to illness the student could not continue to Level 3. However the student already had A level qualifications and therefore could progress onto Level 4 preferring to study locally due to family commitments and location.</i></p> |
| <p><i>BA(Hons) Culinary Arts</i> <i>The student attained a merit profile on the FdA Culinary Arts last year in order to progress onto the BA(Hons). Having started at VRQ level 1 then progressing to Level 3 VRQ Patisserie, the student then completed the FdA. Due to family and work commitments it would not be possible to travel further to a different University. This student also receives support for dyslexia preferring the smaller classes and the pastoral support.</i></p> |

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

****Table showing GLIM targets and how they map to WG priorities and HEFCW's expectations as set out in the National Measures**

A: Increasing widening access and inclusion

| <i>WG Priorities as set out in HEFCW National Measures</i> | <i>GLIM Targets (Annex B, table G) relating to measure</i> |
|---|---|
| <p><i>1. Widening access</i> <i>The number and proportion of all Welsh domiciled students of all ages studying higher education courses at HEIs and FEIs in Wales who are domiciled in</i> <i>a) the bottom two quintiles</i></p> | <p><i>1) Increase HE recruitment for those living in the bottom two quintiles of WIMD</i></p> <p><i>7) Increase direct progression from GLIM Level 3 full time study, to GLIM HE study for those in receipt of Education Maintenance Allowance while studying in FE</i></p> |

| | |
|--|---|
| <p><i>b) the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation 2014 (WIMD).</i></p> <p><i>WG remit letter 20th March 2019: HE Funding, communications, civic mission, fairness and equality</i></p> | <p><i>8) Increase the number of secondary school pupils engaged in aspirational HE activities in the regional secondary schools</i></p> |
| <p><i>2. Participation</i> <i>The number and proportion of all UK domiciled students of all ages studying higher education courses at HEIs and FEIs in Wales who are from UK low participation areas.</i></p> <p><i>WG remit letter 20th March 2019: HE Funding, communications, civic mission, fairness and equality.</i></p> | <p><i>1) Increase HE recruitment for those living in the bottom two quintiles of WIMD</i></p> <p><i>7) Increase direct progression from GLIM Level 3 full time study, to GLIM HE study for those in receipt of Education Maintenance Allowance while studying in FE</i></p> <p><i>8) Increase the number of secondary school pupils engaged in aspirational HE activities in the regional secondary schools</i></p> <p><i>13) Increase the bespoke vocational promotional activity to target underrepresented groups</i></p> <p><i>16) Increase the take up of the bridging module to those living in areas underrepresented in HE</i></p> <p><i>21) Increase the additional study skills support take-up by learners to assist the transition from FE to HE'</i></p> |
| <p><i>3. Retention</i> <i>The proportion of full-time undergraduate students in HEIs and FEIs in Wales present in higher education one year following year of entry for a) UK domiciled students; b) students domiciled in the bottom two quintiles of WIMD plus, the proportion of part-time first degree students in HEIs and FEIs in Wales present in higher education two years following year of entry, for c) UK domiciled students; d) students domiciled in the bottom two quintiles of WIMD.</i></p> <p><i>WG remit letter 20th March 2019:: HE Funding, communications, student wellbeing, quality, fairness and equality.</i></p> | <p><i>2a) Increase FT completion of students living in the bottom two quintiles of WIMD to be at least equal to completion of those not living in WIMD areas</i></p> <p><i>2b) Increase PT completion of students living in the bottom two quintiles of WIMD to be at least equal to completion of those not living in WIMD areas</i></p> <p><i>20) Through sustained FE to HE intensive ongoing support, increase the number of care leavers who progress from the college's FE to HE and complete their HE programme</i></p> <p><i>6) Implement a student-led support structure to support the wellbeing of GLIM HE students</i></p> <p><i>16) Increase the take up of the bridging module to those living in areas underrepresented in HE</i></p> |

| | |
|--|---|
| | <p>21) Increase the additional study skills support take-up by learners to assist the transition from FE to HE'</p> |
| <p>4. Part-time a) The number and proportion of students attending higher education courses in Welsh HEIs and FEIs that are part-time, b) plus the percentage change year on year in the number of these part-time students compared to the equivalent figure for the UK (sector measure)</p> <p>WG remit letter 20th March 2019: HE Funding, communications, civic mission, fairness and equality.</p> | <p>9) Increase the number of students who are studying HE part time</p> <p>10) Increase the publicity and promotion of the part time HE offer to result in greater take up of standalone HE modules (excluding the bridging Aiming Higher module)</p> <p>6) Implement a student-led support structure to support the wellbeing of GLIM HE students</p> <p>12) Increase the number of students studying 5 credits or more through the medium of Welsh</p> |
| <p>5. Diversity of the student population Link to equality and diversity data as published on our website</p> <p>WG remit letter 20th March 2019: HE Funding, communications, student wellbeing, welsh medium, civic mission, fairness and equality.</p> | <p>3) Increase HE recruitment for those with additional learning needs</p> <p>4) Sustain completion of students declaring an additional learning need to be at least equal to completion of all HE students</p> <p>5) Increase the take-up of GLIM Welsh medium bursary funding</p> <p>6) Implement a student-led support structure to support the wellbeing of GLIM HE students</p> <p>11) Continue to maximise the take up of students studying 40 credits or more through the medium of Welsh</p> <p>12) Increase the number of students studying 5 credits or more through the medium of Welsh</p> <p>1) Increase HE recruitment for those living in the bottom two quintiles of WIMD</p> <p>7) Increase direct progression from GLIM Level 3 full time study, to GLIM HE study for those in receipt of Education Maintenance Allowance while studying in FE</p> <p>19) Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities</p> |

B: Improving student experience

| | |
|--|--|
| <p>6. <i>National Student Survey</i> The three year rolling average score for Wales in the National Student Survey 'overall satisfaction' question compared with the equivalent figure for the UK. [sector measure, and three year rolling average by institution]</p> <p>WG remit letter 20th March 2019: HE Funding, communications, graduate employability, quality.</p> | <p>17) Ensure a NSS response rate of at least 73%</p> <p>18) Ensure a student overall satisfaction rate in the NSS of a minimum of 88%</p> |
| <p>7. <i>Welsh medium</i> The number of students studying higher education courses at HEIs and FEIs in Wales undertaking a) at least 5 credits b) at least 40 credits of their course through the medium of Welsh, per annum.</p> <p>WG remit letter 20th March 2019: HE Funding, communications, graduate employability, welsh medium, fairness and equality.</p> | <p>5) Increase the take-up of GLIM Welsh medium bursary funding</p> <p>11) Continue to maximise the take up of students studying 40 credits or more through the medium of Welsh</p> <p>12) Increase the number of students studying 5 credits or more through the medium of Welsh</p> |
| <p>8. <i>Student mobility</i> The number and percentage of students at Welsh HEIs taking up study, work and volunteering experiences abroad, for a) all students b) students domiciled in the bottom two quintiles of WIMD</p> <p>WG remit letter 20th March 2019: graduate employability</p> | <p>19) Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities</p> <p>Validation documents are open to international students, and also contain Erasmus information for GLIM students in the Student Information book. GLIM has access to Erasmus opportunities but these tend to be FE student groups. No HE students take up Erasmus to study abroad, however we do occasionally have international students undertaking HE modules with GLIM. GLIM's international office works closely with institutions abroad to facilitate visits to GLIM and offers an Internal brochure of programmes on offer to international students.</p> |
| <p>9. <i>Quality Outcomes of the QAA Quality Enhancement Review</i> for each Welsh HEI and FEI being reviewed.</p> <p>WG remit letter 20th March 2019: quality</p> | <p>19) Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities</p> <p>FAP Ref Table 7 with links to both QAA HE Review March 2016, and Estyn Inspection report 2017</p> <p>GLIM annually reviews the HE SED which includes annual monitoring of Quality Develop Plan</p> |
| <p>10. <i>OIA complaints</i> Total complaints (justified, partly-justified and settled) made against Welsh institutions to the Office of the Independent Adjudicator as reported in the OIA's annual report and annual statements.</p> | <p>No target as there are no OIA complaints.</p> |

| | |
|--|--|
| | |
|--|--|

C: Strengthening skills, employability and entrepreneurship

| | |
|--|--|
| <p><i>11. Employment The proportion of leavers from Welsh HEIs and FEIs obtaining undergraduate qualifications who were employed, studying or both 6 months after leaving compared with the equivalent figure for the UK. (From 2017/18, this will be 15 months after leaving.)</i></p> <p><i>WG remit letter 20th March 2019: HE Funding, communications, graduate employability, student wellbeing, quality, welsh medium, fairness and equality, climate change.</i></p> | <p><i>14) Increase positive progressions to employment or further study</i></p> <p><i>15) Ensure sustained employability activity in all GLIM foundation degrees</i></p> <p><i>19) Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities</i></p> <p><i>In addition for Climate Change, please refer to FAP table 6 ‘manages its estate in a sustainable way in line with an estates strategy.</i></p> |
| <p><i>12. Graduate employment The proportion of leavers from Welsh HEIs and FEIs who were working or working and studying who were working in a managerial/professional job 6 months after leaving. (From 2017/18, this will be 15 months after leaving.)</i></p> <p><i>WG remit letter 20th March 2019: HE Funding, communications, graduate employability, student wellbeing, quality, welsh medium, fairness and equality, climate change.</i></p> | <p><i>14) Increase positive progressions to employment or further study</i></p> <p><i>15) Ensure sustained employability activity in all GLIM foundation degrees</i></p> <p><i>19) Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities</i></p> |
| <p><i>13. Continuing professional development The total number of learner days delivered by Welsh HEIs for continuing professional development and continuing education, recorded on the HE-BCI survey</i></p> <p><i>WG remit letter 20th March 2019:communications, graduate employability, quality, welsh medium.</i></p> | <p><i>GLIM is not part of the HE-BCI survey</i></p> <p><i>CPD offered to learners in the form of standalone CPD modules, part time provision, enterprise officer workshops.</i></p> <p><i>9) Increase the number of students who are studying HE part time</i></p> <p><i>10) Increase the publicity and promotion of the part time HE offer to result in greater take up of standalone HE modules (excluding the bridging Aiming Higher module)</i></p> <p><i>12) Increase the number of students studying 5 credits or more through the medium of Welsh</i></p> <p><i>16) Increase the take up of the bridging module to those living in areas underrepresented in HE</i></p> |

| | |
|--|--|
| | 21) Increase the additional study skills support take-up by learners to assist the transition from FE to HE' |
|--|--|

Financial assistance

From 2019-20 onwards, the college is investing in a substantial bursary to those internal learners progressing directly from FE level 3 to undergraduate study at the college. This will further support those learners who are accessing the free bridging level 4 module while studying at level 3, and is likely to most benefit those learners least able or not wishing to access traditional university higher education. This will be awarded to all those eligible, including those gaining bursary assistance through the other bursary categories to provide further support for those groups being prioritised by GLIM.

This means that for those learners under-represented in higher education in 2020-21, many of whom come through the college's own vocational further education provision and are supported through the level 4 bridging module, to progress in to higher education at the college, the total bursary assistance that they will be eligible to receive is:

- £1,000 Level 3 to Level 4 bursary
- £300 Communities First or WIMD areas bursary per year
- £300 looked after child or young person per year (plus £500 at the end of the programme to assist with graduation costs)
- £300 Welsh language bursary per year

Therefore, potentially a learner in all of the above categories could access bursary assistance of £2,700 plus £1,000 at the start of their studies plus £500 at the end of the course (i.e. up to a total support of £4,200).

Additionally, the GLIM hardship fund is a means-tested fund that students can apply to annually to further gain assistance to help with their studies, for example child care costs and costs of essential resources.

Bursary funding is widely publicised on the college website, in the GLIM Degrees Guide, through internal posters and flyers, at open events at talks and during HE induction. Learner Services staff widely raise awareness to HE students regarding the bursary assistance available.

Learner Services staff provide personalised information regarding our fees at enquiry, application and following interview. Impartial financial guidance is also provided to applicants and learners by Student Loans Company staff who attend our recruitment and enrolment events and offer information sessions during internal college Future Options events.

HE fee information is available on the college website course fees page and is updated annually to reflect the cost per year of full time study for new and continuing students. Bursary information is published on the finance support page. A HE fee schedule is part of the GLIM Tuition Fees Policy, and provides a concise list of fees and information available for all modes of study and is published on the college website our policies page, learner policies. In addition, guidance on the full cost of a programmes is also available to prospective students through Learner Services advice and guidance staff, presentations during external open events, internal future options events and during induction events on the fees for the full programme. Prospective students are signposted to appropriate financial support services

'Student Finance Wales' who also support events as guest speakers speakers to advise on student finance wales financial support.

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 Standards and Strategic Equality Plan. All prospective students are informed of their total fees for the duration of their studies, including any additional costs related to their programmes as outlined in the validated programme specification. Annual fees are published in the GLIM Tuition Fees Policy and on the college website our policies page, learner policies.

Fees are an integral part of Unistats and are available for scrutiny by applicants, learners and others, with links to Unistats on the GLIM website where programmes meet the Unistats criteria.

Fee and Access Plan Investment

GLIM have specified investment of £820,000 in ensuring Equality of Opportunity and Promotion of Higher Education. This represents 20.7% of current fee regime income, maintaining the value of investment despite the decrease in expected fee income compared with the 2019/20 Fee and Access Plan. This commitment of continued funding has been made alongside the holding of the maximum fee level for the Grŵp at £8,300.

Of the total investment, £670,000 is to be invested in equality of opportunity and £150,000 to be invested in the promotion of higher education (Annex B Table B).

GLIM also remains committed to the Reaching Wider Programme and the college will make a proportionate contribution to Reaching Wider funding in the North Wales region, and will continue to work within the North Wales partnership to target the specified lowest 40% of WIMD areas.

Monitoring fee and access plans

The GLIM fee and access plans are reviewed and monitored as a standing HE item at the Curriculum, Students and Standards Committee (CSSC) which is a subcommittee of and reports to, the Corporation Board, and meets termly. The elected student HE President attends both this Board and the Corporation Board. The Coleg Llandrillo Principal who is the strategic lead for the GLIM HE, presents a 'Fee and Access Plan Report' at each CSSC meeting. An annual schedule is planned to ensure that the relevant fee and access plans are tabled appropriately to each meeting to ensure that there is effective and timely review of in-year progress, monitoring of previous year plans and forward planning.

Our HE is continuously and rigorously monitored against its fee and access plan at top level (Tim Polici). In turn, the Grwp-wide Tim Strategol also closely monitors the HE planning, performance (including ongoing key performance indicators) and priorities. The GLIM Grwp-wide HE key performance indicators are available live on the GLIM dashboard to senior managers and middle managers view KPIs for their own provision. The programme leader dashboard view ensures that each HE programme is carefully monitored at each level of the organisation.

Evaluating Fee and Access Plans

Evaluation of the impact and effectiveness of the 2019-20 fee and access plan is being more firmly built in to the structural arrangements for monitoring and evaluating HE provision at GLIM. As this is part of our organisational commitment to monitoring and evaluating are fee and access plans, GLIM is not investing further fee income into these processes at this time as we are committed to the investments documented here that will directly benefit our students in widening access.

Evaluation is ongoing through the Higher Education Operational Management Group (HEOMG), which was added to the GLIM monitoring structures in 2018 and is chaired by the Coleg Llandrillo Principal who has overall responsibility for GLIM higher education. This group meets monthly and includes the following membership:

- *Principal Coleg Llandrillo*
- *Principal Coleg Menai*
- *Assistant Principal Coleg Llandrillo with Grwp HE responsibility*
- *HE Manager*
- *GLIM Director of Finance*
- *HE President (student paid post)*

Additional key senior managers attend specific meetings to present reports or contribute to bespoke agenda items. These include the Director of Learner Services and the Director of Quality.

Within year, the objectives and associated targets of the fee and access plan are monitored on an ongoing basis in order to facilitate strengthened evaluation. The fee and access plan working group carries out the detailed operational work to develop and monitor the plans on an ongoing basis. This group meets weekly during the fee and access planning, evaluation and review periods consists of:

*Assistant Principal, Coleg Llandrillo
Administrative Assistant
Higher Education Manager
Director of Financial Services
Registry Manager*

Additionally, the HE Student President, the Director of Learner Services, Director of Curriculum and Quality are invited to regular meetings of the group and play a key role in the internal work in planning, monitoring and evaluation processes.

Equality of Opportunity

| | | Objectives | | |
|---------------------------|---|---|---|---|
| Welsh Government Category | Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from under-represented groups | <i>Increasing access to part time higher education</i> | | |
| | Attract and retain students and potential students from under-represented groups | <i>Increasing HE recruitment, retention and attainment, of those living in underrepresented areas.</i> | <i>Increasing HE retention and success for those students with additional learning needs.</i> | <i>Working with Coleg Cymraeg Canadlaethol, increase access for GLIM HE students to scholarship and bursary funding.</i> |
| | Raising the educational aspirations and skills of people from under-represented groups in higher education | <i>Increase GLIM FE learner progression to vocational HE for those receiving EMA in FE.</i> | <i>Further strengthen the partnership working with the secondary school year 11 pupils through sustained engagement to raise aspiration to HE through informed and motivating progression pathways.</i> | |
| | Supporting and increasing progression and completion of people from under-represented groups | <i>Increasing HE recruitment, retention and attainment, of those living in underrepresented areas.</i> | <i>Increasing HE retention and success for those students with additional learning needs.</i> | <i>Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues.</i> |
| | Improving the higher education experience for groups under-represented in higher education | | | |
| | Providing effective information to under-represented groups, before and during their studies | | | |
| | Providing high quality academic and welfare support to groups under-represented in higher education | <i>Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues.</i> | <i>Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE.</i> | <i>Provide high quality academic study skills support to those progressing from vocational FE to HE.</i> |
| | Supporting the progress to employment or further study of groups under-represented in higher education | <i>Embed employability knowledge skills and experience in all GLIM foundation degrees.</i> | | |

Promotion of Higher Education

| | | Objectives | | |
|---------------------------|---|--|---|--|
| Welsh Government Category | Delivering more effective engagement with private, public or voluntary bodies and communities in Wales. | <i>Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs.</i> | | |
| | Improving the quality of learning and teaching, with reference to the quality of the student experience | <i>Increase the additional study skills take-up by learners to assist the successful transition from FE to HE.</i> | <i>Provide an excellent student HE experience.</i> | |
| | Strengthening the employability of Welsh graduates | <i>Increasing Welsh-medium higher education.</i> | <i>Strengthening graduate employability and progression opportunities.</i> | <i>Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs.</i> |
| | Promoting Welsh higher education more effectively internationally | | | |
| | Delivering sustainable higher education | | | |
| | Raising awareness of the value of higher education to potential students | <i>Increase the targeted GLIM HE promotion activity by vocational sector, FE campus.</i> | <i>Increase recruitment and success for underrepresented groups on the bridging module 'Aiming Higher'.</i> | |

Institutional fee and access plan 2020/21**Table A: Fee levels and fee income and investment, 2020/21**

Institution name: Grŵp Llandrillo Menai
 Institution UKPRN: 10007820

This Annex must be completed whether or not you have specified fee levels in your fee and access plan. Institutions that have not specified fee levels must complete this document using their forecasted fee income for 2020/21. We accept these figures are forecasts only and not a fee level commitment.

Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the current fee regime in 2020/21, 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, 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 **Section Four** of the guidance.

| | |
|--|-----------------|
| Have you specified fee levels in your fee and access plan? See paragraph 75. | Enter Yes or No |
| | Yes |

a) What is your highest proposed fee rate for:

| | |
|-------------------------|-------|
| | £ |
| Full-time undergraduate | 8,300 |
| 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 | 8,247 |
| Full-time PGCE (QTS) | |
| All FT UG/PGCE (QTS) students in plan | |

d) What current fee regime income do you expect to receive in 2020/21? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

| | |
|-------------------------|------------------|
| | £ |
| Full-time undergraduate | 3,958,400 |
| Full-time PGCE (QTS) | |
| Total | 3,958,400 |

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 2019/20 plans the proportion of total income invested in 2020/21 must be at least the proportion invested in 2019/20. For those applicants, HEFCW has provided below the 2019/20 amount and percentage of total income.

| | 2020/21 | | 2019/20 | |
|---------------------------------|----------------|-------------------|----------------|-------------------|
| | £ | % of total income | £ | % of total income |
| Total amount to be invested in: | | | | |
| Equality of opportunity | 670,000 | 16.9% | 690,000 | 14.4% |
| Promotion of higher education | 150,000 | 3.8% | 155,000 | 3.2% |
| Total | 820,000 | 20.7% | 845,000 | 17.6% |

If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below (e.g. inclusion of evaluation costs in 2019/20)

| |
|--|
| |
|--|

Institutional fee and access plan 2020/21**Table B: Fee and access plan income forecast expenditure, 2020/21**

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

This table collects investment committed to achieve each objective that is specified in your fee and access plan (see paragraphs 102 to 106), investment committed to evaluate fee and access plans, investment committed for Reaching Wider Partnerships and student financial support.

Please input your **chosen objectives** in the table below and the forecasted income for 2020/21 to be invested to deliver these objectives.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

Investment to deliver objectives to improve equality of opportunity must relate only to groups under-represented in higher education.

Student financial support activities will be a part of the applicant's total investment in objectives 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 an applicant to separately identify forecast investment in student financial support activities **already included** in (a) and (b).

Applicants should set out their level of expenditure against each objective. All objectives will need to have expenditure returned against them.

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

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

2020/21 fee and access plan income forecast expenditure

a) Equality of opportunity

| | 2020/21 | 2019/20 |
|---|----------------|----------------|
| | £ | £ |
| Objectives to improve equality of opportunity | | |
| 1. Increasing HE recruitment, retention and attainment, of those living in underrepresented areas. | 170,000 | |
| 2. Increasing HE retention and success for those students with additional learning needs. | 120,000 | |
| 3. Working with Coleg Cymraeg Canadlaethol, increase access for GLIM HE students to scholarship and bursary funding. | 75,000 | |
| 4. Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues. | 80,000 | |
| 5. Increase GLIM FE learner progression to vocational HE for those receiving EMA in FE. | 50,000 | |
| 6. Further strengthen the partnership working with the secondary school year 11 pupils through sustained engagement to raise aspiration to HE through informed and motivating p | 40,000 | |
| 7. Increasing access to part time higher education | 50,000 | |
| 8. Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE | 20,000 | |
| 9. Provide high quality academic study skills support to those progressing from vocational FE to HE. | 40,000 | |
| 10. Embed employability knowledge skills and experience in all GLIM foundation degrees. | 25,000 | |
| Total | 670,000 | 690,000 |
| Percentage of forecast expenditure to be spent on Equality of Opportunity | 81.2% | |

b) Promotion of HE

| | 2020/21 | 2019/20 |
|---|----------------|----------------|
| | £ | £ |
| Objectives to promote higher education | | |
| 1. Increasing Welsh-medium higher education. | 50,000 | |
| 2. Increase the targeted GLIM HE promotion activity by vocational sector, FE campus. | 10,000 | |
| 3. Strengthening graduate employability and progression opportunities. | 50,000 | |
| 4. Increase recruitment and success for underrepresented groups on the bridging module 'Aiming Higher'. | 10,000 | |
| 5. Provide an excellent student HE experience | 20,000 | |
| 6. Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs | 10,000 | |
| 7. Increase the additional study skills take-up by learners to assist the successful transition from FE to HE. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| Total | 150,000 | 155,000 |
| Percentage of forecast expenditure to be spent on Promotion of higher education | 18.2% | |

c) Evaluation

| | 2020/21 |
|--|---------|
| | £ |
| Investment in evaluating the effectiveness of fee and access plans | 5,000 |

d) Total forecast expenditure of 2020/21 fee and access plan income, a) + b) + c)

| | 2020/21 | 2019/20 |
|--|----------------|----------------|
| | £ | £ |
| | 825,000 | 845,000 |

e) Reaching Wider

| | 2020/21 | 2019/20 |
|--|---------|---------|
| | £ | £ |
| Investment to support Reaching Wider Partnership | 12,000 | 10,908 |

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

| | 2020/21 | | 2019/20 | |
|---|----------------|-------------|----------------|-------------|
| | £ | Anticipated | £ | Anticipated |
| Fee waivers | | | 0 | 0 |
| Bursaries | 190,000 | 420 | 192,500 | 440 |
| Scholarships | | | 0 | 0 |
| Hardship funds | 12,000 | 55 | 12,000 | 55 |
| Provision of financial management advice and skills | | | 0 | 0 |
| Other financial support | | | 0 | 0 |
| Total | 202,000 | 475 | 204,500 | 495 |
| Percentage of forecast expenditure to be spent on student financial support | 24.6% | | 24.2% | |

If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below:

Institutional fee and access plan 2020/21**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the current fee regime, 2020/21**

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 current fee regime.
- you propose to charge the same fee for all courses or cohorts, for full-time undergraduate and PGCE (QTS) provision under the current 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 on Table A.

Those institutions that have not specified fees in their plan should complete the table based on the fees they expect to charge for 2020/21. This does not commit institutions to these fees.

The guidance below provides the categories of courses for which information should and should not 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

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 current fee

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

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

| Summary data | FT UG | FT PGCE (QTS) |
|--------------------------------|-----------|---------------|
| Total expected income | 3,958,400 | 0 |
| Total expected student numbers | 480 | 0 |
| Average fee | 8,247 | |

| 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? | If Y, please provide name of validation body | Total expected fee income (no. students x proposed fee) £ |
|-----|----------------|---------------------------------------|-----------------------------|-------------------|-----------------|---|--|--|---|
| 1 | 8,300 | FdA | Business Management | 1 | N | 20 | Y | Bangor University | 166,000 |
| 2 | 8,300 | FdA | Business Management | 2 | N | 17 | Y | Bangor University | 141,100 |
| 3 | 8,100 | BA (Hons) Top up | Business Management | 3 | N | 15 | Y | Bangor University | 121,500 |
| 4 | 8,300 | FdA | Events Management | 1 | N | 6 | Y | Bangor University | 49,800 |
| 5 | 8,300 | FdA | Events Management | 2 | N | 4 | Y | Bangor University | 33,200 |
| 6 | 8,100 | BA (Hons) Top up | Events Management | 3 | N | 2 | Y | Bangor University | 16,200 |
| 7 | 8,300 | FdA | Hospitality Management | 1 | N | 6 | Y | Bangor University | 49,800 |
| 8 | 8,300 | FdA | Hospitality Management | 2 | N | 4 | Y | Bangor University | 33,200 |

| | | | | | | | | | |
|----|-------|--------------------|--|---|---|----|---|-------------------|---------|
| 9 | 8,100 | BA (Hons) Top-up | Hospitality Management | 3 | N | 3 | Y | Bangor University | 24,300 |
| 10 | 8,300 | FdA | Tourism Management | 1 | N | 6 | Y | Bangor University | 49,800 |
| 11 | 8,300 | FdA | Tourism Management | 2 | N | 6 | Y | Bangor University | 49,800 |
| 12 | 8,100 | BA (Hons) | Tourism Management | 3 | N | 6 | Y | Bangor University | 48,600 |
| 13 | 8,300 | FdA | Culinary Arts | 1 | N | 6 | Y | Bangor University | 49,800 |
| 14 | 8,300 | FdA | Culinary Arts | 2 | N | 8 | Y | Bangor University | 66,400 |
| 15 | 8,100 | BA (Hons) Top-up | Culinary Arts | 3 | N | 4 | Y | Bangor University | 32,400 |
| 16 | 8,300 | FdSc | Sport Science (Sports Coaching) | 1 | N | 8 | Y | Bangor University | 66,400 |
| 17 | 8,300 | FdSc | Sport Science (Sports Coaching) | 2 | N | 10 | Y | Bangor University | 83,000 |
| 18 | 8,100 | BSc (Hons) Top-up | Sport Science (Sports Coaching) | 3 | N | 8 | Y | Bangor University | 64,800 |
| 19 | 8,300 | FdSc | Sport Science (Outdoor Recreation) | 1 | N | 5 | Y | Bangor University | 41,500 |
| 20 | 8,300 | FdSc | Sport Science (Outdoor Recreation) | 2 | N | 6 | Y | Bangor University | 49,800 |
| 21 | 8,300 | FdA | Childhood Studies | 1 | N | 18 | Y | Bangor University | 149,400 |
| 22 | 8,300 | FdA | Childhood Studies | 2 | N | 18 | Y | Bangor University | 149,400 |
| 23 | 8,100 | BA (Hons) Top-up | Childhood Studies | 3 | N | 20 | Y | Bangor University | 162,000 |
| 24 | 8,300 | FdA | Health & Social Care | 1 | N | 16 | Y | Bangor University | 132,800 |
| 25 | 8,300 | FdA | Health & Social Care | 2 | N | 16 | Y | Bangor University | 132,800 |
| 26 | 8,100 | BA (Hons) Top-up | Health & Social Care | 3 | N | 15 | Y | Bangor University | 121,500 |
| 27 | 8,300 | FdA | Health & Social Care (Social Policy) | 1 | N | 6 | Y | Bangor University | 49,800 |
| 28 | 8,300 | FdA | Health & Social Care (Social Policy) | 2 | N | 7 | Y | Bangor University | 58,100 |
| 29 | 8,100 | BA (Hons) Top-up | Health & Social Care (Social Policy) | 3 | N | 6 | Y | Bangor University | 48,600 |
| 30 | 8,300 | FdA | Health & Social Care (Supporting Adults and Young People with Additional Learning Needs) | 1 | N | 4 | Y | Bangor University | 33,200 |
| 31 | 8,300 | FdA | Health & Social Care (Supporting Adults and Young People with Additional Learning Needs) | 2 | N | 3 | Y | Bangor University | 24,900 |
| 32 | 8,300 | FdA | Health & Social Care (Promoting Independence using Assistive Technologies) | 1 | N | 3 | Y | Bangor University | 24,900 |
| 33 | 8,300 | FdA | Health & Social Care (Promoting Independence using Assistive Technologies) | 2 | N | 3 | Y | Bangor University | 24,900 |
| 34 | 8,300 | FdSc | 3D Animation & Games Development | 1 | N | 10 | Y | Bangor University | 83,000 |
| 35 | 8,300 | FdSc | 3D Animation & Games Development | 2 | N | 10 | Y | Bangor University | 83,000 |
| 36 | 8,100 | BSc (Hons) Top-up | 3D Animation & Games Development | 3 | N | 8 | Y | Bangor University | 64,800 |
| 37 | 8,300 | FdSc | Computing (Software Development) | 1 | N | 8 | Y | Bangor University | 66,400 |
| 38 | 8,300 | FdSc | Computing (Software Development) | 2 | N | 8 | Y | Bangor University | 66,400 |
| 39 | 8,100 | BSc (Hons) Top-up | Computing (Software Development) | 3 | N | 6 | Y | Bangor University | 48,600 |
| 40 | 8,300 | FdSc | Computing (Networking) | 1 | N | 8 | Y | Bangor University | 66,400 |
| 41 | 8,300 | FdSc | Computing (Networking) | 2 | N | 8 | Y | Bangor University | 66,400 |
| 42 | 8,100 | BSc (Hons) Top-up | Computing (Networking) | 3 | N | 4 | Y | Bangor University | 32,400 |
| 43 | 8,300 | FdA | Creative and Broadcast Media | 1 | N | 8 | Y | Bangor University | 66,400 |
| 44 | 8,300 | FdA | Creative and Broadcast Media | 2 | N | 10 | Y | Bangor University | 83,000 |
| 45 | 8,100 | BA (Hons) Top-up | Creative and Broadcast Media | 3 | N | 8 | Y | Bangor University | 64,800 |
| 46 | 8,300 | BA (Hons) | Fine Art | 1 | N | 7 | Y | Bangor University | 58,100 |
| 47 | 8,300 | BA (Hons) | Fine Art | 2 | N | 10 | Y | Bangor University | 83,000 |
| 48 | 8,100 | BA (Hons) | Fine Art | 3 | N | 8 | Y | Bangor University | 64,800 |
| 49 | 8,300 | FdA | Art & Design | 1 | N | 7 | Y | Bangor University | 58,100 |
| 50 | 8,300 | FdA | Art & Design | 2 | N | 8 | Y | Bangor University | 66,400 |
| 51 | 8,300 | FdA | Photography | 1 | N | 6 | Y | Bangor University | 49,800 |
| 52 | 8,300 | FdA | Photography | 2 | N | 6 | Y | Bangor University | 49,800 |
| 53 | 8,100 | BA (Hons) Top-up | Photography | 3 | N | 5 | Y | Bangor University | 40,500 |
| 54 | 8,300 | FdSc | Construction | 1 | N | 4 | Y | Bangor University | 33,200 |
| 55 | 8,300 | FdSc | Construction | 2 | N | 6 | Y | Bangor University | 49,800 |
| 56 | 8,100 | BSc (Hons) Top-up | Commercial Construction Management | 3 | N | 4 | Y | Bangor University | 32,400 |
| 57 | 8,300 | FdEng | Civil Engineering | 1 | N | 6 | Y | Bangor University | 49,800 |
| 58 | 8,300 | FdEng | Civil Engineering | 2 | N | 8 | Y | Bangor University | 66,400 |
| 59 | 8,100 | BEng (Hons) Top-up | Civil Engineering | 3 | N | 6 | Y | Bangor University | 48,600 |
| 60 | 8,300 | HNC | Performing Arts (Acting) | 1 | N | 8 | Y | Bangor University | 66,400 |

Institutional fee and access plan 2020/21

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 areas. Plans should contain 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 numerical targets, contextual information or assumptions used to calculate the target should be included, where appropriate, in the form of population numbers, or numbers or percentages from the particular group the target relates to, where these have not been included as the target. For example, if a percentage of students that are from a particular group is a target or if a change in the percentage of students from a particular group is part of the target descriptor, you should include in the contextual information the expected number from this group and/or the expected population of students that the percentage is based on. Population numbers should be consistent with other information provided in this Annex and your latest forecasts, i.e. those returned to HEFCW in July 2018, updated as appropriate if additional information is available. This is only required for the 2020/21 targets and the baseline data and not for future targets.

In monitoring targets that have a number or percentage as the target, we will base our judgement of whether the target has been met or not met on the target statistic. The contextual information will be used to understand more fully whether any increases or decreases in the target translate to differences in numbers of students from particular groups where percentages are given or in percentages where numbers are given.

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

| Row | Target description (maximum 500 characters) | Related objective (as listed in table B a) and B b)) | Is the achievement of the target the responsibility of more than one fee and access plan applicant? | | Baseline year | Baseline data | | Contextual information for baseline year | | Target | | Contextual information for target | | | Optional longer term targets | | Please provide a commentary on the 2020/21 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based. (maximum 500 characters) | | | |
|-----|--|--|---|-------------------------------------|---------------|---------------|-------|--|-------|--------|---------|-----------------------------------|-----------------------|-------|------------------------------|---------|--|---------|--|--|
| | | | Y / N | If Y please provide partner name(s) | | No. | % | Population | No. | % | 2020/21 | | 2020/21 | | | 2021/22 | | 2022/23 | | |
| | | | | | | | | | | | No. | % | No. | % | No. | % | | No. | % | |
| 1 | Increase HE recruitment for those living in the bottom two quintiles of WIMD | Increasing HE recruitment, retention and attainment, of those living in underrepresented areas. | N | | 2017-18 | 504 | 34.0% | Total HE enrolments | 1,469 | 100.0% | 600 | 39.0% | Total HE enrolments | 1,550 | 100.0% | | | | | |
| 2a | Increase FT completion of students living in the bottom two quintiles of WIMD to be at least equal to completion of those not living in WIMD areas | Increasing HE recruitment, retention and attainment, of those living in underrepresented areas. | | | 2018-19 | 429 | 84.0% | FT HE completion | 511 | ##### | 417 | 87.0% | FT HE | 480 | 100.0% | | | | | Numerical target is for all FT HE, and % target also applies to WIMD bottom 2 quintiles |
| 2b | Increase PT completion of students living in the bottom two quintiles of WIMD to be at least equal to completion of those not living in WIMD areas | Increasing HE recruitment, retention and attainment, of those living in underrepresented areas. | | | 2018-19 | 750 | 93.0% | PT HE completion | 807 | ##### | 1,005 | 94.0% | PT HE | 1,070 | 100.0% | | | | | Numerical target is for all PT HE, and % target also applies to WIMD bottom 2 quintiles |
| 3 | Increase HE recruitment for those with additional learning needs | Increasing HE retention and success for those students with additional learning needs. | | | 2017-18 | 234 | 15.9% | Not declaring ALN* | 1,235 | 84.1% | 280 | 18.0% | Total HE enrolments | 1,550 | 100.0% | | | | | |
| 4 | Sustain completion of students declaring an additional learning need to be at least equal to completion of all HE students | Increasing HE retention and success for those students with additional learning needs. | | | 2017-18 | 168 | 89.3% | Total HE completing* | 1,068 | 89.4% | 252 | 90.0% | Total HE completing * | 1,170 | 90.0% | | | | | *Those completing HE programme in that year |
| 5 | Increase the take-up of GLIM Welsh medium bursary funding | Working with Coleg Cymraeg Canadiaethol, increase access for GLIM HE students to scholarship and bursary funding. | | | 2017-18 | 1 | | | | | 80 | | | | | | | | Renewed focus on Welsh medium bursary promotion and uptake. | |
| 6 | Implement a student-led support structure to support the wellbeing of GLIM HE students | Increasing the HE structures and support to promote student mental wellbeing and to support those experiencing mental health issues. | | | 2018-19 | 0 | | | | | 40* | | | | | | | | *minimum of 40 students to be supported in year 1 | |
| 7 | Increase direct progression from GLIM Level 3 full time study, to GLIM HE study for those in receipt of Education Maintenance Allowance while studying in FE | Increase GLIM FE learner progression to vocational HE for those receiving EMA in FE. | | | 2018-19 | 101 | 30.0% | Level 4 total | 338 | 70.0% | 130 | 35.0% | Level 4 target | 370 | 100.0% | | | | | |
| 8 | Increase the number of secondary school pupils engaged in aspirational HE activities in the regional secondary schools | Further strengthen the partnership working with the secondary school year 9 to year 11 pupils through sustained engagement to raise aspiration to HE through informed and motivating progression pathways. | | | 2018-19 | 220 | 92.0% | Total number* | 240 | 100.0% | 260 | | Total number ** | | | | | | | *Targeted (2018-19) total in Rhyl High schools years 10 and 11. **Targeted total in Rhyl High schools and Conwy High schools. |
| 9 | Increase the number of students who are studying HE part time | Increasing access to part time higher education | | | 2017-18 | 859 | 66.0% | Total HE | 1,311 | 100.0% | 1,085 | 70.0% | Total HE enrolments | 1,550 | 100.0% | | | | | |
| 10 | Increase the publicity and promotion of the part time HE offer to result in greater take up of standalone HE modules (excluding the bridging Aiming Higher module) | Increasing access to part time higher education | | | 2017-18 | 69 | | | | | 80 | | | | | | | | 80 students enrolling on standalone modules | |
| 11 | Continue to maximise the take up of students studying 40 credits or more through the medium of Welsh | Increasing Welsh-medium higher education. | | | 2018-19 | 70 | | | | | 100 | | | | | | | | Number of students studying 40 credits or more through the medium of Welsh. | |
| 12 | Increase the number of students studying 5 credits or more through the medium of Welsh | Increasing Welsh-medium higher education. | | | 2018-19 | 90 | | | | | 120 | | | | | | | | Number of students studying 5 credits or more through the medium of Welsh. | |
| 13 | Increase the bespoke vocational promotional activity to target underrepresented groups | Increase the targeted GLIM HE promotion activity by vocational sector, FE campus. | | | 2017-18 | 5 | | | | | 10 | | | | | | | | Number of bespoke promotional vocational activities on FE campuses | |
| 14 | Increase positive progressions to employment or further study | Strengthening graduate employability and progression opportunities. | | | 2012-13* | 556 | 54.0% | | | | 70.0% | | | | | | | | **2016-17 data as the graduate outcomes survey (2017-18) is not yet available. | |
| 15 | Ensure sustained employability activity in all GLIM foundation degrees | Embed employability knowledge skills and experience in all GLIM foundation degrees. | | | 2017-18 | 23 | ##### | | | | 22 | 100.0% | | | | | | | All foundation degrees to embed employability assessed modules with associated work placement or equivalent. | |
| 16 | Increase the take up of the bridging module to those living in areas underrepresented in HE | Increase recruitment and success for underrepresented groups on the bridging module 'Aiming Higher'. | | | 2018-19 | 360 | | | | | 400 | | | | | | | | | |
| 17 | Ensure a NSS response rate of at least 73% | Provide an excellent student HE experience | | | 2017-18 | | 63.0% | | | | 73.0% | | | | | | | | | |
| 18 | Ensure a student overall satisfaction rate in the NSS of a minimum of 88% | Provide an excellent student HE experience | | | 2017-18 | | 81.0% | | | | 88.0% | | | | | | | | | |
| 19 | Validate/ revalidate new programmes that embed employability in response to employer demand-led skills needs in the region activities | Work with regional employers to develop appropriate HE programmes that meet their current and future higher skills workforce needs | | | 2017-18 | 11 | | | | | 6 | | | | | | | | All to be demand led with employer involvement in design and employability embedded. | |
| 20 | Through sustained FE to HE intensive ongoing support, increase the number of care leavers who progress from the college's FE to HE and complete their HE programme | Provide high quality academic and welfare support to looked after children and care leavers in transition from FE to HE | | | 2017-18 | 9 | | | | | 12 | | | | | | | | | |
| 21 | Increase the additional study skills support take-up by learners to assist the transition from FE to HE | Provide high quality academic study skills support to those progressing from vocational FE to HE. | | | 2017-18 | 35 | 3.0% | Total HE | 1,311 | 100.0% | 77 | 5.0% | HE target | 1,550 | 100.0% | | | | | |