



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

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# Fee & Access Plan

## 2022-2023

## Fee and Access Plan

Name of institution	University of Wales Trinity Saint David
Duration of the fee and access plan	1 August 2022 – 31 July 2023
<b>Section 1 - Fee levels</b>	
Section 1.1 – Fee levels or the determination of a fee level at each location (Guidance paragraphs 88-97)	
Fee level	Location of course
£9,000	<b>Wales Campuses: Carmarthen, Swansea</b> Cert HE HND Foundation Degree Undergraduate Degree Integrated Masters PGCE
	<b>Wales Campus: Lampeter</b> Cert HE HND Foundation Degree Undergraduate Degree Integrated Masters
	<b>London Campus</b> Cert HE Undergraduate Degree

	<p><b>Birmingham Learning Centres</b> Cert HE Undergraduate Degree</p>
	<p><b>Cardiff Location: The Gate</b> Undergraduate Degree</p>
	<p><b>Cardiff Locations: YMCA Plas, UW Registry</b> Cert HE Undergraduate Degree</p>
	<p><b>South Wales Outreach Locations: Bridgend, Llanelli, Newport, Pontypridd</b> Cert HE Undergraduate Degree</p>
£9,000	<p><b>Franchise providers:</b>  <b>Coleg Sir Gâr:</b> HND, Foundation Degree, Undergraduate Degree  <b>Gower College:</b> HND, Foundation Degree  <b>NPTC Group:</b> HND, Foundation Degree, Undergraduate Degree  <b>Pembrokeshire College:</b> HND, Undergraduate Degree</p>
£1,800	<p><b>Wales Campus: Swansea</b> Undergraduate Degree - Sandwich year (year in industry)</p>

The University is committed to delivering services that are compliant with consumer protection legislation, in line with the guidance to higher education providers published by the Competition and Markets Authority.

The Welsh Government has not signalled an intent to change tuition fee arrangements for 2022/23, therefore the University specifies the annual tuition fees that we intend to charge our new and continuing Home and EU full-time undergraduate learners in 2022/23, across all delivery locations, as follows:

<b>Programme of Study</b>	<b>Fee</b>
Cert HE	£9,000
HND	£9,000
Foundation Degree	£9,000
Undergraduate Degrees	£9,000
Sandwich Year (BEng year in industry)	£1,800
Integrated Masters	£9,000
PGCE	£9,000

Taking account of these fees, aggregate fees for the whole course per full-time undergraduate will be:

Full-time undergraduates (non-sandwich course)	£27,000
Full-time undergraduates (with sandwich course)	£28,800
Full-time PGCE (QTS)	£9,000

Section 1.2 - Aggregate fee levels  
(Guidance paragraphs 98-102)

The aggregate fees for completing the whole course per full-time undergraduate are as follows:

Full-time undergraduates (non-sandwich course)	£27,000
Full-time undergraduates (with sandwich course)	£28,800
Full-time PGCE (QTS)	£9,000

We confirm that there will be no fee increases for learners for the duration of the course.

The University communicates fee information to our learners via our website on our [finance pages](#), and on our [Fee and Access Plan pages](#). Available Student Financial Support is communicated to students via a variety of methods. The Student support team attend open days and taster days and meet with students and parents (both virtually and face to face) in advance of both application and arrival at University. The team answer student finance queries and provide guidance on available [bursaries, scholarships and hardship support](#).

Students starting University receive an introductory handbook and an invitation to their induction in advance of their first day at the University. The handbook includes brief information about student financial support, how to access advice and guidance and [links](#) to more information and application forms.

During the induction process, all students have a Student Services introduction which includes a brief description of the scholarships and bursaries and sign-positing to the student finance team for queries and support. All of the key details of our staff team and details of our bursary and scholarship framework, including eligibility criteria, application dates and downloadable forms, are available on our [website](#) and on the [UWTSD Hwb app](#).

Reminder information is circulated to returning students on an annual basis as part of their course induction activity. Our welcome and Hwb introduction videos both include specific information on student finance support. Periodically, all student e-mails are circulated to remind students about bursary availability and deadlines, and referral systems are in place from the Students' Union, Student Hwb and Institutes to help students reporting financial difficulty to access support from the financial support team. Our Hwb chat bot makes referrals out of hours on the website. In addition to the above we have information included in our prospectus and other central publications, all of which point to the website and the Hwb.

## Section 2 - Student Partnership (Guidance paragraphs 103-106)

*The institution should set out how it has involved students in the development of this plan.*

*When assessing this section of the application we will expect to understand:*

- *how the institution identifies the views of its diverse student populations (not just the institution's sabbatical officers) and how those views have informed:*
  - *the plan's objectives,*
  - *the activities and services the institution is delivering, and*
  - *the under-represented groups the institution is supporting.*
- *how the institution feeds back to its students how it has responded to the priorities identified by its students, and*
- *whether the plan was informed by surveys of prospective students or as a result of Reaching Wider Partnership involvement.*

*If the institution has courses delivered on its behalf by another charity, or it delivers courses at multiple campuses, then we will expect the institution to explicitly reference how it has identified the priorities of those students.*

*Where particular activities are delivered in collaboration with students this should be clearly identified.*

Consistent with our Student Charter, the University is committed to working in partnership with its learners and the Students' Union to provide a high quality learning experience. Since the inception of fee and access planning, a number of models have been explored for ensuring that the learner voice is an integral part of the development of plans and the associated investment strategies. Student engagement and representation strategies are well embedded across the University. Two sabbatical officers are members of the University Council and, with the exception of the Audit and Risk Committee, all Council standing committees have a student member. These include the Resources and Performance Committee, which maintains governance oversight of the fee planning and monitoring process. Through the Students' Union, learners are also represented on the Senate (the senior academic body) and the majority of its committees. Sabbatical officers may be accompanied by a Students' Union staff member (normally the Chief Executive) at committee meetings which provides for greater continuity of approach and supports the sabbatical officers in making informed and influential contributions to decisions. The Students' Union is also represented on the Fee and Access Plan Working Group which oversees the operational aspects of fee and access planning.

Working in partnership with the Students' Union and through subject-specific targeting, the University has made considerable efforts to achieve optimum participation in student satisfaction surveys, and to ensure that the outcomes of such surveys are used systematically to target areas for improvement and investment. Survey data is also used to target areas and focus groups to further explore issues and plan solutions with learners. With the agreement of the Students' Union, and in the light of the wide geographical spread of our campuses, the development of our Fee and Access Plan for 2022/23 has focused on the feedback obtained through the National Student Survey, the UK Engagement Survey (UKES) and the consultation findings undertaken as part of the work to set the objectives and action plan of the Strategic Equality Plan.

The work of the Partnership Team Leaders provides the University with a continuous source of information about the learner experience at partner institutions (including our HE learners that study at FE locations), about any barriers to participation that learners face. The development of our Fee and Access Plan for 2022/23 has focused on the feedback obtained through these mechanisms.

The findings from these consultations are shared with our Fee and Access Plan Working Group which includes representation from the Students' Union, and have informed the setting of our Fee and Access Plan for 2022/23. Mechanisms already exist between the University and learners to feedback findings from surveys and action taken to resolve matters highlighted. The Fee and Access Plan Working Group monitors progress with the Plan. Students' Union representation on this Group ensures that the student voice is heard within our monitoring and evaluation activity. We will work closely with the Students' Union to ensure that progress is fed back to our student body throughout the year.

The Fee and Access Plan also includes representation from our Senior Reaching Wider Co-ordinator, which ensures our focus supports Reaching Wider commitments.

Our Students' Union has made the following statement in support of the Plan:

*"The Students' Union is grateful to the University for its inclusive approach to the fee and access plan, from sharing the content with the Sabbatical team through to attending our Campus Councils to invite input from our Part Time Officers. This has demonstrated that student input is at the heart of developing our institution's offering while focusing on widening access to education. We would like to congratulate the University for their continual commitment to inclusivity and supporting the evolving diversity of our student cohorts."* Tammy Bowie Lampeter Campus President.

### **Section 3 - Under-represented groups** (Guidance paragraphs 107-113)

The under-represented groups identified within our Plan are a continuation of those identified in 2021/22.

To inform the identification of our under-represented groups for our Fee and Access Plan, we have undertaken an analysis of learner enrolment, retention and achievement data for the UWTSD Group and for higher education in Wales more generally. This analysis confirmed six groups that are both currently under-represented within the UWTSD Group and the focus of national and sectoral priorities. The focus of our Plan is to increase participation of learners in these groups by identifying barriers to success and continuing to develop and provide targeted support.

Our under-represented groups which are also identified by HEFCW as under-represented in higher education are:

- Part-time learners
- Learners from deprived areas, including those in the bottom and bottom two quintiles of Lower Super Output Areas of the Wales Index of Multiple Deprivation, and people of all ages from UK low participation in Higher Education areas.

- Students of all ages studying through the medium of Welsh.

Our under-represented groups that will be supported through our institutional Reaching Wider Plan are:

- Post-16 young people within the bottom two quintiles of WIMD
- Adults without level 4 qualifications within the bottom two quintiles of WIMD, to provide progression to level 4 provision
- Care experienced applicants<sup>1</sup> and carers in all age groups across Wales

Our under-represented groups which are based on our mission, purpose and distinct student population include:

- Learners declaring a disability
- Black, Asian and Minority Ethnic (BAME) learners
- Refugees and asylum seekers

The institution lead for the reaching wider provision is a member of the South West Wales Reaching Wider Partnership (SWWRWP)'s steering group. This provides visibility to the nature of the activities that are planned and delivered by the SWWRWP, and enables the institution plan to align closely with the partnership activities by avoiding any duplication and having an oversight of the all the activities delivered to the various target groups. To strengthen the relationship further, the University's Reaching Wider co-ordinator is a joint appointment between the University and the SWWRWP in a 60-40 split. This again ensures all planned activities are complementing and provide the best value for the investment made.

Our commitment to our learners declaring a disability is detailed in our [Health and Wellbeing Strategy](#). The Strategy contains important information on the steps the University is taking to ensure that students' health and wellbeing is prioritised so that all can flourish and fulfil their potential. It adopts the guidelines from [HEFCW's Wellbeing and Health in Higher Education Policy Statement \(2019\)](#), and embeds several key sector frameworks including [Universities UK: Stepchange Mentally Healthy Universities \(2020\)](#), [Student Minds: University Mental Health Charter \(2019\)](#), [Universities UK / Papyrus: Suicide Safer Universities \(2018\)](#) and the [Health Universities Framework](#).

The University is considering the issues of race equality in higher education as part of its participation in the Advance HE enhancement programme, Race: Access and Success in Higher Education which will lead to a comprehensive action plan. To demonstrate our commitment to improve the experience of our staff and students, regardless of their racial background, UWTSD has approved that it begins the process of working towards Advance HE's Race Equality Charter.

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<sup>1</sup> Looked after children and care leavers



**Section 4 – Objectives as they relate to supporting equality of opportunity and the promotion of HE**  
(Guidance paragraphs 114-148)

**Section 4.1 - Equality of Opportunity**

Objective 1	Enhance the promotion and safeguarding of fair access to higher education from under-represented groups
Objective 2	Improve access to Welsh-medium education
Objective 3	To increase progression, retention and completion of people from under-represented groups

**Section 4.2 - Promotion of higher education**

Objective 1	To ensure all of our learners receive a high quality, supportive and inclusive learning experience to enable them to achieve their full potential
Objective 2	To develop and enhance our partnerships and confederations with other institutions, to maximise higher education and progression opportunities for learners
Objective 3	To strengthen the employability of Welsh Graduates