



2018/19 Fee and Access Plan

Executive Summary

NPTC Group of College's mission statement is "Inspiring Learning, Enriching Lives, Delivering Success'. The Group mission statement is underpinned by the group Vision.

In 2019 the Group will be:

- A key partner in strategic networks;
- A college delivering excellent teaching and learning;
- An enterprising and entrepreneurial college;
- A college that successfully prepares students for positive progression;
- A recognised lead in using technology;
- An employer of choice;
- The employers choice for learning and engagement;
- A college that is helping to tackle poverty by improving economic prosperity;
- A college that promotes Welsh-medium and bilingual learning.

NPTC Group of Colleges is committed to achieving the values, visions and objectives in the Strategic Plan 2015-19. The strategic and operational activities of the College are governed by a core set of values. The College value statements commit us to being:

- Student and learning centred in our actions;
- Caring and inclusive in our attitudes;
- Responsible and respectful in our behaviour;
- Bound by equity and diversity as our guiding principles;
- Professional and corporate in our conduct;
- Enterprising and innovative in our outlook;
- Tolerant and supportive in our responses.

The over-arching aim of the College's 2018/19 Fee and Access Plan is to invest income strategically into activities and interventions to meet our strategic objectives and to encourage participation of groups that are under-represented in Higher Education.

The setting of targets and delivery of activities, events and interventions to support the achievement of the 2018/19 Fee and Access Plan is a result of the learning and the evaluation of the success of previous fee plan targets and feedback from a number of mechanisms including those from staff, students, surveys, data reports, internal quality assurance, external examiners, external quality review etc. The focus and content of the fee and access plan is based on activities and initiatives to attract and support all students, and especially those from underrepresented groups to study Higher Education and to successfully complete and progress from their programme of study.

In addressing the Equality of Opportunity and Promotion of Higher Education the College is committing 14.3% of the income it will generate in 2018/19 student fees equating to £91,973.

The college's fee and access plan targets have been aligned with the key performance indicators in the Higher Education 2016-2021 Strategy, these are

organised under three categories: Student Transitions, Standards and Performance and Student Experience.

The Student Voice

NPTC Group of Colleges Student Involvement Strategy focuses on student involvement under four strands: Individual Applicants and Students, Student Representatives, the Bursary, Scholarship and Ambassador Programme and the Student Union.

The College operates a Student Representation system, with Higher Education Students Representatives elected and trained each year to represent all Higher Education programmes and year groups. These representatives are vital to shaping the student experience and they act as the link between their peers, the academic school and the senior management team. The group meets monthly to work in partnership with the College to agree priorities, content and direction of the student learning experience with links into committee structures with activity underpinned by the Student Involvement Strategy and the Higher Education Student Charter.

Demonstrating its commitment to work in partnership with students, the College has supported the development of the Students Union with first elections taking place in May 2017.

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

NPTC Group of Colleges is committed to providing high quality learning opportunities for individuals wishing to follow a programme of Higher Education. The College recognises that both staff and students have rights and responsibilities that help determine the ability of the College to maintain and enhance its fundamental role of teaching and learning across its higher education programmes. The Higher Education Student Charter has been created by the College to encourage the commitment of all staff and students to the principle of partnership and to make clear the basis on which that partnership rests. It is reviewed annually by both the College and the Higher Education Student Representative Group.

The Higher Education Student Governor is an elected member of the College's governing body and brings first-hand insight into the experience of being a student. They have the opportunity to comment on college policies and plans to improve the student experience and outcomes.

Student representatives are nominated to attend the relevant College Committees which oversee the implementation of the College's strategic plan, including the HE Quality and Enhancement Management Group, the Student Management Group and the Curriculum Management Group. Students are represented on the college's programme review processes and provide feedback through survey responses which all contribute to set the direction for enhancement. Through student focus groups, Vocal Eyes, the enrolment and induction survey, the National Students Survey, completion of module reviews, contributions to annual monitoring reports, Major review and Revalidation events, students are involved in identifying themes and projects for enhancement and quality improvement. The development of solutions

that address issues arising from student feedback takes place at HE Student Representative meetings. These are considered at the HEQEMG and Student Management group meetings as appropriate and feed through to the Senior Management Team. Student Union Officers are in place following May 2017 elections and this will further strengthen student/college partnership working in all areas.

- *the extent to which fee and access plan applications reflects the principles of the [Wise Wales statement on Partnership for higher education](#); [Breaking down the barriers to student opportunities and youth social action](#); and the [Guide to providing information to prospective undergraduate students](#).*

The fee and access plan drafting and submission has become a natural part of staff and HE student experience. Through the full implementation of the Student Involvement Strategy the College is making the transition to students becoming active participants reflecting the core principle of the Wise Wales Statement on Partnership for Higher Education. The College is committed to overcoming the barriers outlined in the Breaking down the barriers to student opportunities and youth social action report through a variety of mechanisms, including the offering of bursaries and a Higher Education Hardship Fund, timetabling to fit around family and parenting commitments, and these are also designed to accommodate those who need to work and those that wish to volunteer alongside their studies. Access and referral to advice and support is made as easy as possible, including finance, careers, counselling, mental health, enterprise and study skill support. Traditionally HE in FE enjoy smaller group sizes and informal as well as formal contact with lecturers and a personal tutor provides individual pastoral care and support.

- *the extent of applicants' engagement with their student body in developing, assessing and finalising the fee and access plan*

Alongside the College's regular student involvement activities, the Higher Education Student Representative group in particular have been involved in the process of developing the 2018/19 fee and access plan from the beginning of the drafting process. Information regarding access to, equality and promotion of higher education has been gathered through the following mechanisms: an online survey, focus group meetings, analysis of staff-student consultative committee meetings, external examiner reports, annual monitoring reports and survey results. Following an initial briefing and review of 2015/16 and 2016/17 targets and performance to date, the Higher Education Student Representative Group met and agreed the fee levels and provided input into the 2018/19 fee and access plan targets. A further feedback opportunity is provided when the draft fee and access plan is circulated to HE students prior to finalising and approval by SMT and Governors.

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

The [College website](#) contains detailed information on Higher Education Fees and Financial Support alongside the College's Fee Policy and its terms and conditions to enable students to be clear on their responsibilities and the total cost of their higher

education programme and this complies with the Competitive and Markets Authority regulations for Higher Education providers. The College Admissions team communicate fees and funding information directly to applicants at the offer stage. The tuition fee includes all essential costs including mandatory trips and visits.

Tuition fee levels for 2018/19 entry will be £7500 per year for the standard, other undergraduate programmes as set out in Annex Aii Table C. This tuition fee will be the same continuing fee for the duration of the programme. The college strives to minimise additional costs but details of any additional costs are published in the prospectus and individual programme profiles on the College website.

The College hosts a number of Higher Education information events including student finance talks and provides clear information for parents and students. Fee levels, bursaries and the Higher Education Hardship Fund are widely advertised through open events and through publications and online information including the College website, UCAS and Unistats. They are further communicated through programme handbooks, the student intranet and Moodle (VLE).

The rationale for the fee and access plan

NPTC Group of College's mission statement is "Inspiring Learning, Enriching Lives, Delivering Success'. The current strategic objectives that link to the Fee and Access plan aims are:

1.1 Attract students from all sectors of the community and promote high aspirations and excellence, insisting on the achievement of the highest possible standards of performance from staff and students.

3.1 Develop a college culture whereby all teachers aspire and have confidence to deliver excellent lessons and all students enjoy the best possible learning experience.

3.2 Utilise sector leading teaching, learning and assessment strategies that support students in taking responsibility for their own learning and enhance their independent learning skills.

3.3 Promote excellent student engagement by providing effective communication channels for 'the learner voice' and appropriate representation of students on decision making groups and committees at all levels within the organisation.

3.4 Use ILT to enrich and to support teaching and learning and increase the use of blended and e-learning to improve access and flexibility of provision for students.

5.1 Provide a curriculum that allows positive progression and appropriate opportunities for students to move on to HE, employment or further learning.

7.2 Invest in staff by planning and providing high quality continuous professional development (CPD) that provides opportunities for professional growth.

8.1 Improve employer engagement and establish effective partnership, networking and collaborative arrangements that provide a good understanding of their current and future training needs.

8.2 Work in partnership with employers to develop workforce skills by providing education and training that will help individuals improve their skills and support improvements in business profitability.

8.4 Ensure provision is flexible to meet employer needs including programme content, mode of delivery, timing and location.

9.1 Target non-traditional and under-represented students in order to increase participation, reduce the number of people classified as NEET and increase the skills and knowledge of those already in employment.

9.2 Work in partnership with other local and national providers of adult and community based learning to provide and encourage access to formal and informal learning opportunities which engage learners, particularly those from disadvantaged communities.

9.4 Engage positively with the regional agenda for the provision of higher education, working with HE and FE partners to increase participation rates in Higher Education in NPT and Powys.

9.5 Identify students most at risk of failure and provide effective tracking and support for all students to progress through the system successfully.

10.1 Increase incrementally the amount of Welsh-medium/bilingual learning in support of the Welsh Government Welsh-medium education strategy.

10.3 Develop the capacity and skills of academic staff to deliver planned increases in Welsh-medium and bilingual curriculum.

The College's 2016-2021 Higher Education Strategy is aligned and committed to achieving the values, visions and objectives in the College's 2015-19 Strategic Plan. The objectives are:

- To actively encourage students to develop a lifelong relationship with the College from pre-entry, to undergraduate and alumni.
- To further enhance the successful outreach and school liaison work to continue to widen participation in Higher Education and build aspiration and ambition amongst potential students.
- To provide clear advice, guidance and information to enable informed choice, and curriculum which meets student needs and adds genuine value.
- To promote internal progression to Higher Education from Level 3 to Level 4 and from Level 5 to Top Ups.

- To support our staff to be professional and pro-active in their pursuit of current knowledge and skills and confident to respond quickly and effectively to future challenges through continuous professional development.
- To deliver engaging and inspiring teaching and learning approaches to raise student aspirations and provide a stimulating learning experience.
- To develop a Higher Education community in partnership with our students and staff. To understand student needs, learn from their experiences and work to continually enhance their experience, helping to secure future levels of recruitment and maximising student retention and achievement rates across the Higher education provision.
- To provide an excellent experience for all Higher Education students which is motivating, rewarding and both challenges and inspires within a supportive environment.
- To continue to proactively engage with a wide range of employers and organisations striving to address the skills needed by local and regional industries, and provide clear information on progression pathways between skills levels to facilitate planned growth. Alongside in-depth subject knowledge, we will equip our graduates for life and work beyond the College and enable them to thrive, helping to ensure their success.

The College's Strategic Equality Plan 2016 responds to the requirements of the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. As a listed public body the College has responsibilities under this act to comply with the public sector equality duty, known as the general duty. The general duty has three elements and public bodies must have due regard to all three.

The three elements or 'aims' as they are usually referred to are;

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act.
2. To advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. To foster good relations between people who share a protected characteristic and those who do not.

Applying the general duties to the work of the College will aim to ensure we minimise disadvantage, try to meet the needs of people from protected groups where these are different from the needs of other people and encourage people to participate in public life where they are underrepresented. Fostering good relations requires us to tackle prejudice and promote understanding between all people. Staff are aware of the role equality and diversity plays through the recruitment and selection process, during their induction, through an online training module and role specific training. Students address equality and diversity throughout the induction process and during the tutorial programme to ensure understanding. Tutorial content and delivery is reviewed annually and the College gathers student feedback on the relevance and effectiveness of the tutorials. We seek to maximise all opportunities to mainstream diversity within existing NPTC Group events and also to attempt innovative ideas

wherever possible. We believe that equality of opportunity is at the heart of all we do and is central to achieving our mission and promoting success for all our students. NPTC Group is an inclusive organisation and believes it is essential that all members of the College community feel valued and able to fulfil their potential. An important element of this vision is that equality and diversity are not separate or additional concerns but central to our College life and work. The Strategic Equality Plan (SEP) 2016 sets out the following objectives:

1. Embed the principles of Equality & Diversity across key decision making and policy within NPTC Group
2. Expand the quantity and quality of data pertaining to protected characteristics on staff and students so that we can measure the impact of SEP
3. Improve enrolment, retention & attainment for all and in particular for students from any underrepresented protected characteristic group.
4. Improve enrolment, retention & attainment for all and in particular for students from any underrepresented protected characteristic group.
5. Ensure access to learning opportunities and employment by improving facilities and services for all, regardless of their protected characteristics.
6. Consolidate equality & diversity related awareness raising and training for all the NPTC Group
7. Continue to foster effective working relationships with community groups, partners and public bodies

The Fee and Access Plan objectives and spend and provision under Equality of Opportunity support the Strategic Equality Plan objectives.

The College is an active member of the South West Wales and the Mid and North Wales Reaching Wider Partnerships. Fee and Access Plan activities and interventions will build on and complement this work.

The objectives in the Higher Education Strategy align with the requirements of the fee and access plan: to promote equality of opportunity to support under-represented groups in higher education and to promote higher education. The over-arching aim of the 2018/19 Fee and Access Plan is to invest income strategically into activities and interventions to meet the strategic objectives outlined below and encourage participation of groups that are under-represented in Higher Education.

The setting of targets and delivery of activities, events and interventions to support the achievement of the 2018/19 Fee and Access Plan is a result of the learning and evaluation of the success of previous fee plan targets and feedback from a number of mechanisms including those from staff, students, surveys, data reports, internal quality assurance, external examiners, external quality review etc.

- *Review of the 2014/15 fee plan targets*

10. To recruit a minimum of 25% of students that were domiciled in Communities First areas or the Lower quartile of the Welsh Index of Multiple Deprivation to year one cohorts in 2014-15

This target was exceeded and in 2014/15, 41.7% of students from the first year cohort were domiciled in Communities First areas or the Lower quartile of the Welsh Index of Multiple Deprivation.

2. A minimum of 50% internal progression from Level 3 applicants.

The internal progression percentage from level 3 to programmes contained within the fee plan in 2014/15 was 9.7%. This was below the target set. However the total number of UCAS applications from NPTC Group of College students to Higher Education showed an increase in 2014/15. 547 (53.5%) students across all college campuses submitted a UCAS application to apply for a higher education place. The College has agreed to use the number of UCAS applications as one of its key performance indicators going forward.

3. Issue 25 bursaries at an additional cost of £3,750

22 bursaries (to 71% of the cohort) were awarded in 2014/15 to eligible applicants. These were all awarded for clean progression to level 5. The bursary awards were reviewed and categories changed for applications in 2015/16 to better reflect HEFCW corporate targets, to include for example: those domiciled in Communities First Area, Care Leavers etc. In addition a Higher Education Hardship Fund was also introduced at the start of 2015/16.

4. Improve the progression rate from level 4 to 5 from 55% in 2011/12 to 85% in 2014/15.

Students progressing from level 4 to level 5 was 45% for the HND in Computing and Systems Development for the 2014 cohort. Students progressing from level 4 to 5 on the HNC Building Studies was 82% for the 2014 cohort. Overall the progression rate from level 4 to level 5 for the 2014/15 cohort was 64%. As a consequence formal procedures of attendance reporting and monitoring have been established to improve in year retention as this was reported to be the main cause of the non-continuation. Attendance level monitoring was introduced in 2015/16 at the monthly HE Coordinator Working Group meeting and through the Assistant Principal Students' reporting at Head of School and Learning and Performance Management Group meetings. The College introduced Student Transition and Retention Officers during 2015/16 to support the academic staff in following up on absences and working with students where referrals or additional support was required. The data shows that this had a positive impact on attendance levels in terms 1 and 2 in 2015/16 for students in the first year of study – with higher attendance levels than the previous two years being evidenced. For second year full-time students the interventions had a positive impact on attendance levels throughout the academic year, showing an increase from 76.3% to 85.6%.

5. Improve modular completion to 82% on year one of programmes to 87% by 2013 on the second year of programmes.

Overall module completion in year one in 2014/15 was 70%. This was due to the retention rate of the programmes as described above and was reported to relate to poor attendance. Module completion rate in the second year in 2014/15 was 100%.

6. Retain Buttle UK Quality Mark in re-assessment in 2013

The college retained the quality mark at 'Exemplary Level' following reassessment in 2013.

7. Achieve an overall satisfaction score of 94% in NSS in 2014/15

The overall satisfaction for the 2014 NSS survey was 92% in 2014 and 84% in 2015. In 2014 'I am satisfied with the Student's Union' scored 72% in 2014 and in 2015 67% and represented the lowest scores on the survey. Considerable investment and enhancement since 2014 has been evident in student engagement and a number of work strands have been developed to strengthen this area. This is reflected in the 100% score in the 2016 survey. There were 45 respondents to the 2015 NSS survey, a response rate of 48%.

8. Research project undertaken in 2013/14

A number of professional enquiry groups (PEGS) were set up in 2014/15 directly address an issue or try to solve a problem that teachers have identified in their own classroom and the learning process. The developmental needs of the teaching staff were also identified through a close and robust scrutiny of 2013/14 lesson observation data. The analysis allowed the management team to pinpoint those areas where the teaching was least effective. This helped to inform the focus of PEGS. Through engagement with educational research they sought to find a number of solutions. Through peer coaching and support from their group members they selected one possible solution and experimented to determine if it had a positive impact on learning and hence resulted in the desired outcome. Both approaches required teaching staff to collaborate with their group and hence promoted more talking about teaching but more importantly the techniques that are more effective in promoting learning. Examples of professional enquiry group topics were:

- To use more innovative and interactive teaching methods with IT groups with the aim of improving engagement and exam/assignment grades
- If students are given greater opportunities to express their views, would/could this lead to increased retention and a greater level of successful completion?
- Does increasing the use of repetition and practice in the classroom increase student use of more active forms of revision?

10. 75% progression of successful learners either to further study at Level 6 or full time employment by 2014/15.

The 2014/15 DLHE survey reports that 53% of graduates are now undertaking full-time study, 27% are in full-time work, 7% in part-time work and 13% undertaking

work and study. This target was met as 93% of students were in full-time employment, studying or both.

- *Review of the 2015/16 fee plan targets*

10. A rise in the proportion of all directly funded Welsh domiciled students studying higher education courses at NPTC Group who are domiciled in the bottom quintile of lower super output areas in the Welsh Index of Multiple Deprivation or in Communities First (CF) cluster areas to 10 out of 34 learners (29.4%) in 2015/16.

46.5% of full-time students were domiciled in Communities First Areas, 25.6% were domiciled in low participation neighbourhood (LPN) 1 with 79.1% from LPN 1-3. This target was exceeded.

2. A decrease in the % of full time undergraduate students no longer in higher education following year of entry. The target for 2015/16 is 5 out of 34 learners (15%).

Non-continuation in 2015/16 for all full-time students covered by the fee and access plan was 31.4%. When looking at those domiciled in Communities First (CF) Clusters, the non-continuation is 25% and for those domiciled in low participation neighbourhoods (LPNs) 1-3 is 35.7%. Those domiciled in LPNs 1-3 have a higher level of non-continuation compared to the total full-time cohort.

There have been slow improvements in the overall non-continuation statistics over the last few years. With this in mind, the College has commissioned and invested in two Enhancement projects in 2016/17 with a number of recommendations to be introduced in 2017/18. These are focused on the quality of teaching and learning and on improving academic skills in Higher Education and seek to improve non-continuation. The College has also purchased a new pastoral module for full implementation in 2017/18 designed to increase attendance and retention and help students to remain motivated and focused on learning, keep student achievement on track by enabling them to take responsibility for their learning, with access to key information such as attendance and punctuality and to maximise outcomes and provide a quality learner experience.

Due to the slower improvement in the non-continuation, more investment in the 2018/19 fee and access plan has been directed to 'support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers' and 'provision of high quality academic and welfare support to groups under-represented in higher education' rates. The investment directed to 'provide high quality academic and welfare support to groups underrepresented in higher education' has also been increased with the anticipated recommendations from the academic skills enhancement project.

3. The percentage change in the number of part-time franchise and direct funding students attending higher education courses in NPTC Group will increase by 6%. Part time will account for 324 out of 600 learners (54%).

Overall (new and continuing) part-time accounted for 218 out of 694 students in 2015/16, representing 31.4%. In 2015/16 part-time students accounted for 137 (30%) new starts. This showed an increase in number (from 103) and percentage (from 28%) of part-time students in 2014/15. The slower recruitment of part-time students may in part be due to the increase in part-time tuition fees for Higher Education (although these fees have been raised alongside the introduction of student support for part-time students) and the introduction of higher apprenticeships. The higher apprenticeship enrolments are reported and quality assured under work-based learning and this development and potential impact on part-time numbers would have been an unknown factor when submitting the 2015/16 fee plan for approval. The College will continue to increase the number of students studying Higher Apprenticeships and will work in partnership to develop Degree Apprenticeships. These developments may impact on Higher Education student numbers reported through the fee and access plan.

4. The three year rolling average score for NPTC Group in the National Student Survey, "overall satisfaction" question will be equal to, or greater than the NPTC Group benchmark. The NPTC Group target for 2015/16 is 86%.

The overall satisfaction score for 2014 was 92% and 2015 84% and in 2016 was 90% making the three year rolling average 88.67%, above the target set. The survey also reported higher scores in academic support, learning resources, organisation and management and satisfaction with the Student's Union or equivalent compared to the 2015 survey.

5. The number of directly funded students studying higher education courses at NPTC Group undertaking at least 5 credits of their course through the medium of Welsh, per annum, will rise from the 2011 /12 baseline of 0 to 2 in 2015/16.

No delivery was made through the medium of Welsh in 2015/16. In 2016/17 one module is being taught bilingually on the first year of the HND in Computing and Systems Development. The 2017/18 fee and access plan targets a module delivered bilingually on all first year programmes and work is planned in consultation with the Coleg Cymraeg Cenedlaethol to work towards this ambitious target and to meet the 2018/19 fee and access plan targets for delivery of a bilingual module per year group, per programme. This investment is linked to the strengthening the employability of Welsh graduates.

6. The proportion of leavers from directly funded courses at NPTC Group obtaining undergraduate qualifications through full-time and part-time study who are employed, studying or both, six months after leaving will be equal to, or greater than its baseline target. The target for 2015/16 is 29 out of 34 leavers (85%).

The 2015/16 DLHE is due for publication in July 2017. The 2014/15 DLHE survey reports that 53% of graduates were undertaking full-time study, 27% were in full-time work, 7% in part-time work and 13% undertaking work and study. 93% in total were in employment or further study.

7. Together for Mental Health. Maintain provision of 3 counsellors across the college campuses.

Counselling provision has been maintained across the group with Counsellors available across the four main campuses of Newtown, Brecon, Neath and Afan.

- *Overview of enhancement projects for 2016/17*

Enhancement Projects commissioned in 2016/17 have centred on the following themes:

- Teacher and Learning Enhancement,
- Admissions,
- Library Services, and
- Improving Academic Skills.

The College's Enhancement Project: Admissions was informed by the Enrolment and Induction Survey and completed in January 2017. This has led to a significantly improved system for recording and considering applications, with links to central information systems, and can trigger requests for additional learning or pastoral support. In parallel with this project, the College has implemented the new Welsh Education Screening Test to identify lower levels of academic ability in admissions, which it can then address through additional support.

The Enhancement Project: Teacher and Learning Enhancement includes an analysis of student feedback from the National Student Survey (NSS) and other sources to inform activity. It also takes account of the revised higher education teaching observation process and responds to the need for additional continuous professional development support identified in External Examiner reports.

The Improving Academic Skills enhancement project is establishing mechanisms to undertake early analysis of student academic skill levels on entry, at individual and course level and provide appropriate support to the College's Higher Education applicants. The project will make recommendations around:

- Improving academic skill levels, study skill techniques and learning strategies
- Providing equal opportunities and appropriate support to meet student needs, with a focus on under-represented groups and non-traditional learners.

Progress to date has indicated the need for a second stage project in 2017/18, focusing on the accessibility of Study Skill Support through a range of activities delivered by Study Skills Coaches and possibly other departments/agencies with appropriate skill sets to support HE students and qualifications.

The library resources enhancement project is less pertinent to the fee and access plan, as it is concerned with the provision of physical library resources on the College's smaller campuses. The provision under the fee and access plan is delivered on the main campuses and is thus likely to be unaffected by changes implemented as a result of this enhancement project.

Groups' Under-Represented in Higher Education

The data table below indicates the characteristics of the direct funded students active at the 1 December census point.

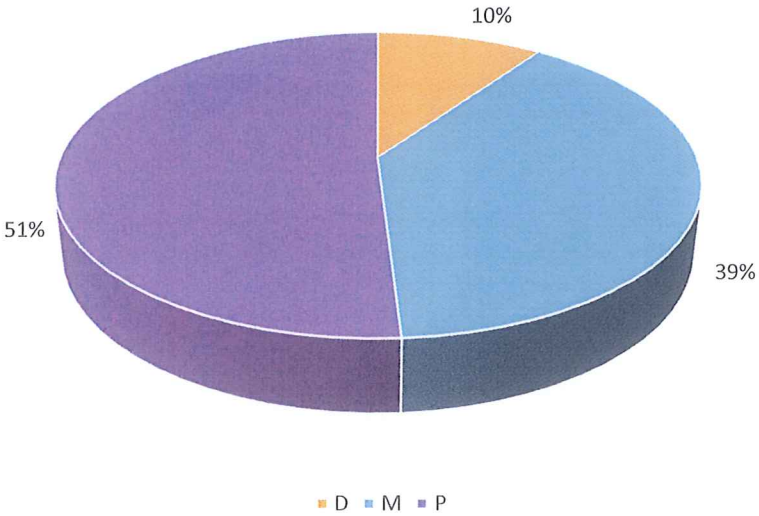
		Full-time					Part-time					Total	
		Headcount					Headcount					Headcount	%
		2013/14	2014/15	2015/16	FT Total	%	2013/14	2014/15	2015/16	PT Total	%	Total	%
Level of study	First degree	0	0	0	0	0%	0	0	0	0	0%	0	0%
	Other UG	21	30	43	94	100%	38	32	57	127	100%	221	100%
Age	Under 21	16	26	32	74	79%	10	9	6	25	20%	99	45%
	21 to 30	2	2	9	13	14%	16	14	29	59	46%	72	33%
	Over 30	3	2	2	7	7%	12	9	22	43	34%	50	23%
Ethnicity	White	17	30	35	82	87%	15	27	40	82	65%	164	74%
	Black	0	0	0	0	0%	0	0	0	0	0%	0	0%
	Asian	0	0	0	0	0%	0	0	0	0	0%	0	0%
	Other	0	0	8	8	9%	3	5	17	25	20%	33	15%
	Unknown	4	0	0	4	4%	20	0	0	20	16%	24	11%
Sex	Male	19	26	39	84	89%	35	30	51	116	91%	200	90%
	Female	2	4	4	10	11%	3	2	6	11	9%	21	10%
	Other	0	0	0	0	0%	0	0	0	0	0%	0	0%
Disability	Yes	0	0	0	0	0%	0	0	0	0	0%	0	0%
	No	21	30	43	94	100%	38	32	57	127	100%	221	100%
Domicile	UK	21	30	43	94	100%	38	32	57	127	100%	221	100%
	Other EU	0	0	0	0	0%	0	0	0	0	0%	0	0%
	Non-EU	0	0	0	0	0%	0	0	0	0	0%	0	0%
POLAR	1	8	8	11	27	29%	5	5	9	19	15%	46	21%
	2	5	12	15	32	35%	13	12	21	46	37%	78	36%
	3	4	5	8	17	18%	9	5	10	24	20%	41	19%
	4	4	5	6	15	16%	10	9	13	32	26%	47	22%
	5	0	0	2	2	3%	0	1	3	4	4%	6	4%
	Non-polar	0	0	1	1	1%	1	0	1	2	2%	3	1%
Welsh	Yes	10	13	20	43	46%	13	11	18	42	33%	85	38%
Communities First	No	11	17	23	51	54%	25	21	39	85	67%	136	62%
Welsh medium	Yes	0	0	0	0	0%	0	0	0	0	0%	0	0%
	No	21	30	43	94	100%	38	32	57	127	100%	221	100%

Data analysis indicates

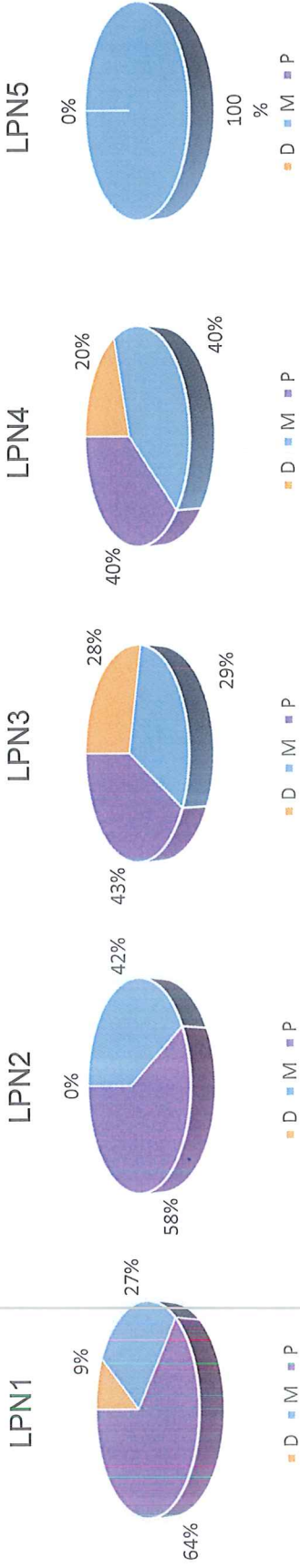
- Low percentages of full-time students over 30 years of age enrolled on higher education programmes
- Low percentages of part-time students under 21 years of age enrolled on higher education programmes
- Low percentages of female students enrolled on full and part-time programmes
- High percentages of white students enrolled on full and part-time programmes
- No students have disabilities or have studied through the medium of Welsh/bilingually
- All students are UK domiciled
- The college is performing strongly in recruiting students from Communities First and Low Participation (1-3) Neighbourhoods.

The College has noted that overall the number of students achieving a 'good' honours (1st and 2.1) has reduced over the last few years. The College's Higher Education Quality and Enhancement Management Group commissioned a study to look at the impact of domicile on outcomes. The data is presented below.

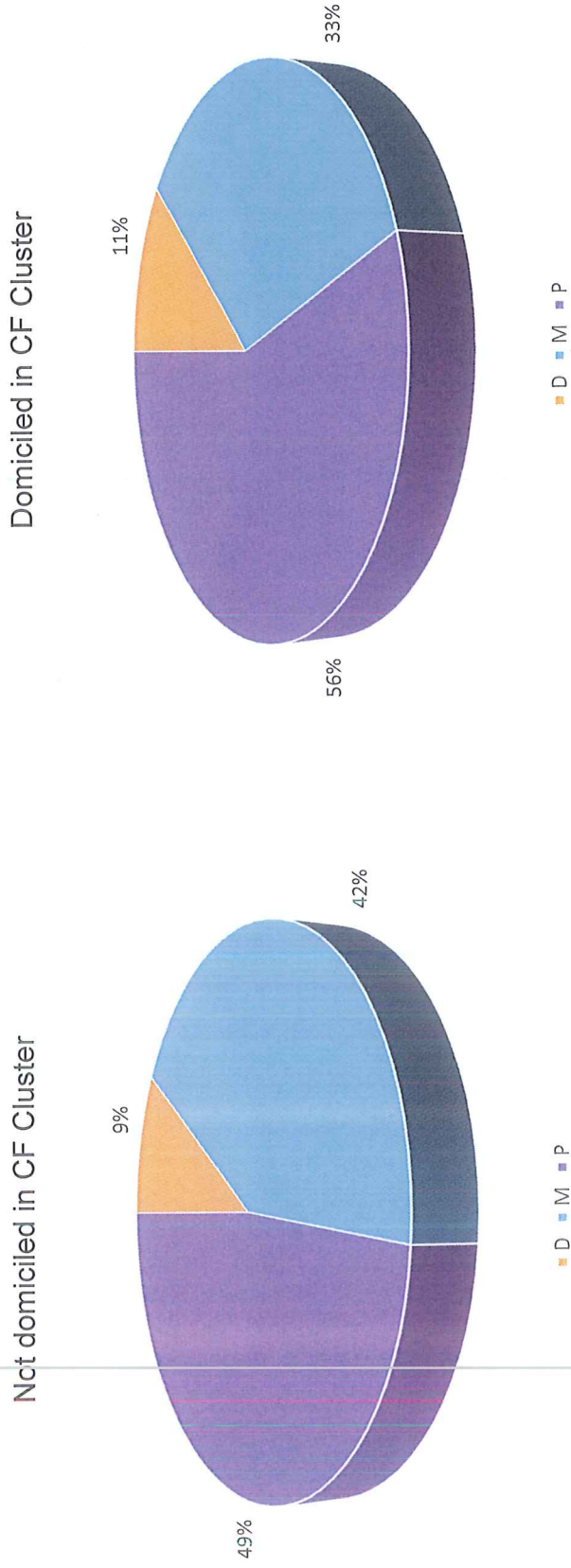
Outcome data for 2015/16 – all students



Outcome data for 2015/16 by Low Participation Neighbourhood



Outcome data for 2015/16 by domiciled in Community First (CF) Cluster



Data analysis indicates:

- 10% of all students achieve a distinction profile.
- 49% of all students achieve a distinction or merit profile.
- A higher percentage of students domiciled in a CF Cluster obtain a distinction profile compared to those not domiciled in a CF cluster.
- A higher percentage of students not domiciled in a CF Cluster obtain a distinction or merit profile compared to those domiciled in a CF cluster (51% vs 44%).
- A higher percentage of students domiciled in LPN 3 achieve a distinction profile compared to those domiciled in other LPNs.
- A higher percentage of students domiciled in LPN1 achieve a pass profile.
- The percentage of students achieving a distinction or merit profile is 36% in LPN1, 42% in LPN2, 57% in LPN3, 60% in LPN4 and 100% in LPN5.

Whilst this is only one cut of the data it suggests the College needs to do more and invest more in this fee and access plan to support and improve the outcome data for those students domiciled in LPN1 and 2. This is reflected in the increased expenditure planned to support activities to 'Support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers' and 'Provide high quality academic and welfare support to groups under-represented in higher education'.

Provision

Having reviewed the success of previous fee plan targets, data gathered to inform and as a result of the College's enhancement projects, the student characteristics and outcome data, the total amount of funding that will be invested to meet the strategic objectives, including the allocation of bursaries totals £91,973. This will be allocated as outlined below:

(i) Equality of Opportunity

Category of Expenditure	Amount
A1. Promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	£9,100
A2. Attract and retain students and potential students from under-represented groups	£20,200
A4. Support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers	£9,484
A7. Provide high quality academic and welfare support to groups under-represented in higher education	£20,000
Total	£58,784

Provision under equality of opportunity will include:

A1. Promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds;

Widening access has been strong at the College in recent years. In its strategic plan the College recognises the need to work closely with a variety of providers and communities to ensure progression to HE curriculum is responsive to employer and local needs and that it seeks out collaborative opportunities to provide and promote education as a life-choice. The College will continue to do this through:

- Widening access activities and events in primary schools, secondary schools, in Communities First Clusters and with under-represented groups as identified in this fee and access plan
- Gateway to HE programme
- Operation of fair and equitable admission processes, recognising individual applicant experience and qualifications in line with the Equality Act 2010.
- Operation of DBS and risk assessment procedures on criminal conviction disclosures and for all programmes involving placements with children and vulnerable adults.

The College will also continue to engage and provide widening access activities and meeting the strategic aims and objectives of the South West Wales Reaching Wider Partnership and the North and Mid Wales Reaching Wider Partnership

A2. Attract and retain students and potential students from under-represented groups;

The College makes available and widely promotes a clear student financial support package that is easy to understand, apply and which is particularly directed to support underrepresented groups. This includes:

- Bursary awards
- Higher Education Hardship Fund
- Support for disabled students.

As part of its widening access and promotion of Higher education the College will offer a range of taster HE sessions and a Level 4 module in order to promote aspiration in underrepresented groups as well as level 3 students and cohorts in the local community. Community and on campus delivery of 10 credit provision aims to introduce potential applicants to study at level 4 to boost confidence, build aspiration and promote progression to higher education.

Each undergraduate programme will develop a bilingual module working with resources from and in partnership where possible with the Coleg Cymraeg Cenedlaethol. The College is not in a position to offer Welsh Medium programmes at present but will offer weekly Welsh Medium tutorial provision.

The College is committed to supporting students through the provision of a range of services (including counselling, financial advice, careers advice, referrals etc) to help students transition into, fully participate throughout and progress strongly from higher education.

Sustainable higher education is promoted through the creation of cohorts and addressing underrepresentation at lower levels of qualifications, with clear pathways through to study at a higher level, for example Women in Construction.

The College will provide support to students entering from non-traditional backgrounds and with weaker academic, numeracy and communication skills diagnosed at application through a range of mechanisms, including literacy programmes, study skill summer schools and series of online tools and resources. This work is supported by Study Skill Support, Student and Transition Retention Officers and the continued implementation of the Study Skill Enhancement Project recommendations.

A3. Raise the educational aspirations and skills of people from under-represented groups to support success in higher education;

Through a variety of widening access mechanisms the College will deliver activities and events to raise aspiration in school students and communities to make higher education a real life choice. Through its alumni mentoring scheme to higher education students and potential entrants to higher education the College will work to attract those currently underrepresented into higher education. These will include:

- School based activities to highlight pathways to and value of Higher Education
- Community taster activities and events
- Alumni mentoring scheme.

A4. Support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;

Induction programmes are delivered to all new students, incorporating a range of study skill workshops and activities to introduce College facilities, resources and staff and support transition into higher education. All students are allocated a personal tutor and the higher education tutorial programme provides regular dialogue, academic support, pastoral care and preparation for progression.

A range of monitoring and mechanisms support College students to protect and boost attendance levels, protecting retention and outcome levels. Robust data reporting enables interventions, referrals and enhancement project development to support strong retention of all students. The following support is also in place to promote retention, completion and progression:

- Bursary awards
- Student Transition and Retention Officers
- Continued implementation of the Study Skill Enhancement Project recommendations
- Monitoring of attendance, retention and withdrawal information
- Study skill support
- Enhancement project spend.

A5. Improve the higher education experience for groups under-represented in higher education;

The College employs a variety of activities to boost student employability skills, to give real life work and work-related experiences. From student representative programmes and training, involvement in committee structures, student ambassador programmes to enrichment type activities to develop softer skills and traits adds value to programmes to boost employability skills in under-represented groups. This also includes:

- Bursary awards
- Student union activities
- Activities aligned to the Student Involvement Strategy
- Employment fairs
- 'More than an education' offer to students

A6. Provide to under-represented groups effective information, before and during their studies;

Information provided about higher education study includes targeted information for students underrepresented in higher education. This ranges from the support available, financial schemes, study skill support, bilingual and Welsh Medium provision, available online and in hard copy formats. Hard copy and online information is available and accessible and includes:

- Open day activities and advice
- Taster events
- Level 3 progression events
- Information to prospective students
- Information to enrolled students.

A7. Provide high quality academic and welfare support to groups under-represented in higher education;

The college will continue to invest in student services and study skill support to ensure students have access to advice, support and help. These services are communicated through the College website, printed information, programme handbooks, induction, tutorial activities and through promotional events on the campuses. Provision includes:

- Student Services (including welfare support, financial support and advice, counselling, referrals)
- Study Skill support
- Higher education tutorial system
- Measures taken under the Prevent duty
- CPD for staff
- Funding for Student Union activities
- Supporting student feedback mechanisms and reporting
- Enhancement project spend

A8. Support the progress to employment

College staff are aware of the need to embed employability skills in programme and make explicit links between content and employability in addition to the 'add on'

provision available to support progression to employment of further study. The College supports progression through a number of mechanisms:

- Career advisor access
- Higher education tutorial system
- Employment fairs
- Alumni mentoring scheme.

(ii) Promotion of Higher Education

Category of Expenditure	Amount
B1. Deliver more effective engagement with private, public or voluntary bodies and communities in Wales	£4,250
B2. Improve the quality of learning and teaching, with reference to the quality of the student experience	£14,875
B3. Strengthen the employability of Welsh graduates	£3,889
B6. Raise awareness of the value of higher education to potential students	£10,175
Total	£33,189

Provision under promotion of higher education will include:

B1. Provide more effective engagement with private, public or voluntary bodies and communities in Wales;

The College has close links with a range of employers. With the recent refocus of the College’s Business Development Unit the College aims to more effectively engage with employers to enhance student opportunities and employability skills including:

- Employer engagement activities (needs analysis, curriculum enhancement, lectures, visits)
- Strengthen work placement and volunteering opportunities for students across all higher education programmes
- Employment fairs held on campus with local and national employers present to create aspiration.

B2. Improve the quality of learning and teaching, with reference to the quality of the student experience;

The college will continue to invest in a range of learning technologies, IT facilities and in its learning environments through a continued programme of estates maintenance.

The College will continue the work started through the Teaching and Learning Enhancement Project to deliver high quality learning and teaching through further strengthening of the:

- CPD for staff
- Peer observation system of teaching and learning.
- Monitoring and response to student satisfaction levels

Through strengthening of the student involvement systems, student feedback, focus groups and Vocal Eyes activity the College will have a range of information to consider and support improvements in provision and the student experience. The College will also use internal surveys, e.g. the enrolment and induction survey to review provision and inform continuous improvement.

B3. Strengthen the employability of Welsh graduates;

The College looks to strengthen employability through a variety of mechanisms outlined below:

- Employment fairs
- Alumni mentoring scheme
- Bilingual module development
- Welsh medium tutorial provision provided on a weekly basis
- Management and monitoring of work placement
- Embedding employability skills and experience through tutorial and curriculum delivery
- Funding to support Student Union activity (that includes the promotion of employability).

B4. Promote Welsh higher education more effectively internationally;

The College will continue to participate and invest in activities that are reputation enhancing. This in turn will promote Higher Education nationally and internationally and includes:

- Activities connected with the Assistant Principal, Worldwide Operations
- Promotion of Higher Education through the Assistant Principal, Worldwide Operations
- Engaging in reputational activities, e.g. TEF
- Monitoring and compliance activities linked to UK Visa and Immigration.

B5. Deliver sustainable higher education;

Sustainable higher education is promoted through the creation of cohorts and addressing underrepresentation at lower levels of qualifications, with clear pathways through to study at a higher level. It also relies on strong quality assurance mechanisms and continued investment ensure programmes remain industry focussed and fit for purpose in supporting student transition into employment. Sustainability is achieved through:

- Investment in resources and facilities to enhance curriculum delivery
- Employer engagement to ensure fit for purpose curriculum
- Strong and robust quality assurance mechanisms
- CPD for staff
- Promotion of pathways from FE to HE, from levels 1/2 to level 5/6
- Engaging in reputation building activities.

B6. Raise awareness of the value of higher education to potential applicants.

The College works with schools, the local community and students at lower levels of study to promote the value of higher education. This is achieved through a variety of mechanisms including marketing activities, widening access activities, open events, taster sessions, information evenings, social media and website activity. The College ensure high quality information and guidance. The College's annual celebratory graduation event promotes those who succeed at higher education and through student case studies, the value of higher education is promoted generally and in those underrepresented in higher education. The use of a variety of media helps maximise awareness of the value of higher education.

Fee and Access Plan Objectives

The college's fee and access plan objectives have been aligned with the key performance indicators in the College's Higher Education 2016-2021 Strategy. The objectives are shown under Equality of Opportunity and promotion of Higher Education and organised under the three categories: Student Transitions, Standards and Performance and Student Experience from the College's Higher Education Strategy:

Equality of Opportunity

Student Transitions

- To increase the participation of under-represented groups – UK domiciled mature (>30 years) full-time students, from 4.7% in 2015/16 to 6% in 2018/19
- To increase the participation of under-represented groups – UK domiciled female full-time students, from 9.3% in 2015/16 to 12% in 2018/19
- To maintain the percentage participation of under-represented groups – full-time domiciled in low participation neighbourhoods 1-3.

Standards and Performance

- To reduce non-continuation following year of entry, the percentage of UK domiciled full-time students from low participation neighbourhoods (1-3) from 35.7% in 2015/16 to 20% in 2018/19
- To ensure non continuation following year of entry, full-time students in receipt of academic and welfare support is equal or better than those not in receipt of support
- Achievement of distinction profile, for those in receipt of academic and welfare support to be equal or better than the percentage achieved by those not in receipt of support
- To maintain the percentage of students supported through bursary and hardship funds.

Student Experience

- Provision of a weekly Welsh Medium tutorial session.

Promotion of Higher Education

Student Transitions

- To promote Higher Education activities and events including widening access initiatives to exceed 25
- To maintain 93% of graduates in employment, studying or both
- To achieve 60% progression from level 3 to Higher Education (as determined by the number of UCAS applications).

Standards and Performance

- To reduce non-continuation following year of entry, the percentage of UK domiciled full-time students from 31.4% in 2015/16 to 20% in 2018/19
- To exceed the year 2 retention target of 90% (measured from 1 December in year 2).
- Achievement of distinction profile to increase from 9.8% to 15%.

Student Experience

- To increase the number of students actively participating in Student Union projects and activities from 0 to 5
- To deliver of a bilingual module per programme and year group increasing from 13 students in 2016/17 to 86 students in 2018/19
- To increase the number of HE delivery staff with HEA Associate Fellowship or fellowship status from 10 (9%) in 2016/17 to 22 (20%) in 2018/19
- To improve the quality of teaching and learning – in top quartile for FECs as reported in the National Student Survey, improve to 88% in 2018
- To improve the overall satisfaction – in top quartile for FECs as reported in the National Student Survey, improve to 92% in 2018.

Monitoring progress and compliance with the Fee and Access Plan

The Higher Education Quality and Enhancement Management Group (HEQEMG) have the responsibility to implement and oversee delivery of activities, events and interventions to meet the Fee and Access Plan targets. This group will ensure actions are identified in the Higher Education quality development plan and/or commission enhancement projects to ensure the fee and access plan targets can be met. Where appropriate, actions may also be allocated to other management groups, e.g. the Student Management Group, the Human Resources Management Group for implementation. The HEQEMG monitors the completion of the quality development plan actions and enhancement projects through their termly meeting as well as fee and access plan targets allocated elsewhere.

Interim reporting on the progress against the fee and access plan targets is to the monthly meeting of the College's Standards and Performance Management Group. This and the HEQEMG meeting are overseen by the Vice Principal, Academic Services. The Standards and Performance Management Group reports to the Senior Management Team meeting on a monthly basis. The Senior Management Team receives minutes of the management group meetings and they and Governors receive interim reporting in February and June on the progress and performance against the fee and access plan targets in year and receive the annual monitoring statement in the following October (or earlier) reviewing performance against the fee and access plan targets for approval before submission to the Higher Education Funding Council for Wales.

The progress and achievement of the fee and access plan targets are reviewed in year to allow adjustment where necessary. The fee and access plan annual monitoring statement reviews and evaluates the success of the College in meeting the Fee and Access Plan targets. This evaluation is typically undertaken and drafted ahead of HEFCW deadlines to provide direction and rationale for targets and spend in the following year's Fee and Access Plan application.

<p>Institutional fee and access plan 2018/19 Table A: Fee levels and fee income and investment, 2018/19</p>																			
<p>Institution name: <u>Grwp NPTIC Group</u> Institution UKPRN: <u>10009614</u></p>	<p>Data relating to FT UG and FT PGCE (QTS) courses that you have control of, that come under the post-2012/13 fee regime in 2018/19, are to be returned in this table. If you provide courses that have a year out, such as a year out on an industrial placement, or a year abroad, and different fee levels are charged for these years, then this should be taken account of in calculating the average fee and the total fee income returned on this table. For further guidance and definitions used in this table, please see Annex B of the guidance.</p>																		
<p>a) What is your highest proposed fee rate for:</p>	<table border="1"> <tr> <td>Full-time undergraduate</td> <td>£</td> <td>7,500</td> </tr> <tr> <td>Full-time PGCE (QTS)</td> <td></td> <td></td> </tr> </table>	Full-time undergraduate	£	7,500	Full-time PGCE (QTS)														
Full-time undergraduate	£	7,500																	
Full-time PGCE (QTS)																			
<p>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?</p>	<table border="1"> <tr> <td>Full-time undergraduate</td> <td>Enter Yes or No</td> </tr> <tr> <td>Full-time PGCE (QTS)</td> <td>Yes</td> </tr> </table>	Full-time undergraduate	Enter Yes or No	Full-time PGCE (QTS)	Yes														
Full-time undergraduate	Enter Yes or No																		
Full-time PGCE (QTS)	Yes																		
<p>c) If no, what is your average (mean) fee per full-time undergraduate and PGCE (QTS) student likely to be?</p>	<table border="1"> <tr> <td>Full-time undergraduate</td> <td>£</td> <td>7,500</td> </tr> <tr> <td>Full-time PGCE (QTS)</td> <td></td> <td></td> </tr> <tr> <td>All FT UG/PGCE (QTS) students in plan</td> <td></td> <td></td> </tr> </table>	Full-time undergraduate	£	7,500	Full-time PGCE (QTS)			All FT UG/PGCE (QTS) students in plan											
Full-time undergraduate	£	7,500																	
Full-time PGCE (QTS)																			
All FT UG/PGCE (QTS) students in plan																			
<p>d) What post-2012/13 fee regime income do you expect to receive in 2018/19? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.</p>	<table border="1"> <tr> <td>Full-time undergraduate</td> <td>£</td> <td>645,000</td> </tr> <tr> <td>Full-time PGCE (QTS)</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>645,000</td> </tr> </table>	Full-time undergraduate	£	645,000	Full-time PGCE (QTS)			Total		645,000									
Full-time undergraduate	£	645,000																	
Full-time PGCE (QTS)																			
Total		645,000																	
<p>e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2017/18 plans the proportion of total income invested in 2018/19 must be at least the proportion invested in 2017/18. For those applicants, HEFCW has provided below the 2017/18 amount and percentage of total income.</p>	<table border="1"> <thead> <tr> <th></th> <th>2018/19</th> <th>2017/18</th> </tr> <tr> <th></th> <th>£</th> <th>% of total income</th> </tr> </thead> <tbody> <tr> <td>Total amount to be invested in:</td> <td></td> <td></td> </tr> <tr> <td>Equality of opportunity</td> <td>58,784</td> <td>9.1%</td> </tr> <tr> <td>Promotion of higher education</td> <td>33,189</td> <td>5.1%</td> </tr> <tr> <td>Total</td> <td>91,973</td> <td>14.3%</td> </tr> </tbody> </table>		2018/19	2017/18		£	% of total income	Total amount to be invested in:			Equality of opportunity	58,784	9.1%	Promotion of higher education	33,189	5.1%	Total	91,973	14.3%
	2018/19	2017/18																	
	£	% of total income																	
Total amount to be invested in:																			
Equality of opportunity	58,784	9.1%																	
Promotion of higher education	33,189	5.1%																	
Total	91,973	14.3%																	
<p>If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:</p>	<p></p>																		

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

Institution name: Grŵp NPTC Group

Institution UKPRN: 10009614

There are prompts or failed validations - refer to red text to RIGHT of table

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

Guidance note

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

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

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

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

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

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

Categories of expenditure to support individuals under represented in HE to:

	2018/19 £	2017/18 £
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	9,100	5,000
2. attract and retain students and potential students from under-represented groups;	20,200	24,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	9,484	6,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;		0
5. improve the higher education experience for groups under-represented in higher education;		0
6. provide to under-represented groups effective information, before and during their studies;		0
7. provide high quality academic and welfare support to groups under-represented in higher education; and	20,000	0
8. support the progress to employment or further study of groups under-represented in higher education.		0
9. Other, for example fee and access plan evaluation		0
Total	58,784	35,000
Percentage of forecast expenditure to be spent on Equality of Opportunity	63.9%	55.6%

b) Promotion of HE

Categories of expenditure to :

	2018/19 £	2017/18 £
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	4,250	0
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	14,875	10,000
3. strengthen the employability of Welsh graduates;	3,889	6,000
4. promote Welsh higher education more effectively internationally;		0
5. deliver sustainable higher education; and		0
6. raise awareness of the value of higher education to potential students.	10,175	12,000
7. Other, for example fee and access plan evaluation.		0
Total	33,189	28,000
Percentage of forecast expenditure to be spent on Promotion of HE	36.1%	44.4%

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

	2018/19 £	2017/18 £

Institutional fee and access plan 2018/19

Institution name: Grop NPTC Group
 Institution UPRN: 10088314

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 fees and access plan areas. Applicants will want to satisfy themselves that they have sufficient targets to provide a full account of, and return on, the level of public investment to which the plan relates. The level of public investment will differ between institutions, as will the quantity of targets.

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

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target		Optional longer term targets				
			Y / N	if Y please provide partner name(s)		No.	%	2018/19	No.	%	2019/20		2020/21	
											No.	%	No.	%
1	Student Transitions: Participation of under-represented groups - UK domiciled mature (28+ years) full-time students	a2 attract and retain students and potential students from under-represented groups;	N		2015/16	2	4.7%	5	6.0%					
2	Student Transitions: Participation of under-represented groups - UK domiciled female full-time students	a2 attract and retain students and potential students from under-represented groups;	N		2015/16	4	9.3%	10	12.0%					
3	Student Transitions: Participation of under-represented groups - full-time domiciled in low participation neighbourhoods 1,3	a2 attract and retain students and potential students from under-represented groups;	N		2015/16	34	79.1%	47	79.0%					
4	Student Transitions: Promotional Higher Education activities and events delivered internally and externally including widening access initiatives	b6 raise awareness of the value of higher education to potential students.	N		2015/16	20	N/A	25	N/A					
5	Student Transitions: Percentage of graduates in employment, studying or undertaking further education	b3 strengthen the employability of Welsh graduates;	N		2014/15	14	93.0%	25	93.0%					
6	Student Transitions: Progression from level 3 to Higher Education (as determined by the number of UCAS applications)	b6 raise awareness of the value of higher education to potential students.	N		2015/16	675	63.1%	600	60.0%					
7	Standards and Performance: Non-continuation following year of entry, the percentage of UK domiciled full-time students	s4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2015/16	11	31.4%	17	20.0%					
8	Standards and Performance: Non-continuation following year of entry, the percentage of UK domiciled full-time students from low participation neighbourhoods	s4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2015/16	10	35.7%	9	20.0%					
9	Standards and Performance: Non-continuation following year of entry, full-time students in receipt of academic and welfare support	s7 provide high quality academic and welfare support to groups under-represented in higher education and experience;	N		2017/18				20.0%					
10	Standards and Performance: Achievement of distinction profile	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2016	5	9.8%	5	15.0%					
11	Standards and Performance: Achievement of distinction profile, for those in receipt of academic and welfare support	s7 provide high quality academic and welfare support to groups under-represented in higher education, and	N		2017/18				15.0%					
12	Standards and Performance: Retention of full-time students supported through bursary and hardship funds	s7 provide high quality academic and welfare support to groups under-represented in higher education, and	N		2016/17	14	31.0%	26	30.0%					
13	Standards and Performance: Retention of programmes in year 2 or 2+ participating in Student Union projects and activities	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2015/16	20	90.9%	24	90.0%					
14	Student Experience/Involvement: Increase the number of students active/engaged in Student Union projects and activities	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2015/16	0	N/A	5	N/A					
15	Standards and Performance: Increase the number of students active/engaged in Student Union projects and activities	b3 strengthen the employability of Welsh graduates;	N		2015/16	0	N/A	86	100.0%					
16	Standards and Performance: Increase the number of students active/engaged in Student Union projects and activities	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2017	10	9.0%	22	20.0%					
17	Standards and Performance: Increase the number of students active/engaged in Student Union projects and activities	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2016	N/A	85.0%	N/A	88.0%					
18	Standards and Performance: Increase the number of students active/engaged in Student Union projects and activities	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2016	N/A	90.0%	N/A	92.0%					

Please provide a commentary on the 2018/19 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)

No baseline data available, it is difficult to predict numbers as those requiring support in 2018/19 is unknown.

No baseline data available, it is difficult to predict numbers as those requiring support in 2018/19 is unknown.

Internal data obtained from the Student Union

Authorisation of a fee and access plan submission to HEFCW

Guidance note

10. 2018/19 fee and access plan applications require approval by applicants' governing bodies, following a process of engagement with student bodies, before being submitted to HEFCW.
11. HEFCW may not recommend for approval fee and access plan applications that have not been finally approved by a governing body. Applicants should ensure that their governing body has agreed appropriate delegation of authority arrangements for fee and access plans in advance of submitting fee and access plans, or revisions to these plans.
12. 2018/19 fee and access plan applications must comprise
 - Section 1: regulatory information not for publication;
 - Section 2: the focus and content which may be in applicants' own format; and
 - Section 3: the governing body's approval document and this application template which includes the Word document and Excel tables.

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

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

- i. confirm that the information provided in this 2018/19 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;
 - ~~b. it is not acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant for purposes of regulation under the 2015 Act; and~~
 - ~~c. it is submitting new, up-to-date, more recent information/data to inform HEFCW's assessment.~~
- iii. understand that HEFCW reserves the right to undertake a visit to applicants to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, applicants.

- iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the applicants, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original 2017/18 fee and access plan, as approved by HEFCW, must be honoured.

2018/19 fee and access plan submission to HEFCW⁴	
Date of governing body approval:	10 May 2017
Governing body authorised signature:	
Date:	12 May 2017
Updated/Final 2018/19 fee and access plan submission (where applicable)	
Date of Governing Body approval:	25 July 2017
Governing body authorised signature:	
Date:	25 July 2017

⁴ Fee and access plans published on institutions' websites can include only the date of the final version submitted by the governing body and approved by HEFCW.