

## Fee and Access Plan Application Form



### Part Two: Fee and Access Plan (required for publication)

| Fee and Access Plan  |  |
|--|--|
| Name of institution  | Coleg Cambria  |
| Duration of the fee and access plan  | 1 August 2025 to 31 July 2027  |
| Section 1 - Fee levels   |  |
| Section 1.1 – Fee levels or the determination of a fee level at each location<br>(Guidance paragraphs 85-92) |  |
| Fee level  | Location of course   |
| New and continuing students, PT<br>Level 4 (Pearson)<br>£2500 per academic year                              | <ul style="list-style-type: none"> <li>2025/26</li> <li>Coleg Cambria - Northop site</li> <li>Higher National Certificate</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Yale site</li> <li>● Higher National Certificate</li> </ul>         |
|   | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Bersham Road site</li> <li>● Higher National Certificate</li> </ul> |
|   | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Llysfasi site</li> <li>● Higher National Certificate</li> </ul>     |
| New and continuing students, FT<br>Level 4 (Pearson)<br>£5000 per academic year | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Northop site</li> <li>● Higher National Certificate</li> </ul>      |
| New and continuing students, PT<br>Level 5 (Pearson)<br>£2500 per academic year | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Northop site</li> <li>● Higher National Certificate</li> </ul>      |
|   | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Yale site</li> <li>● Higher National Certificate</li> </ul>         |
|   | <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Bersham Road site</li> <li>● Higher National Certificate</li> </ul> |
| New and continuing students, FT   | <ul style="list-style-type: none"> <li>● 2025/26</li> </ul>   |

|   |   |
|---|---|
| <p>Level 5 (Pearson)<br/>£5000 per academic year</p>  | <ul style="list-style-type: none"> <li>● Coleg Cambria - Northop site</li> <li>● Higher National Certificate</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● 2025/26</li> <li>● Coleg Cambria - Llysfasi site</li> <li>● Higher National Certificate</li> </ul> |
| <p>Coleg Cambria will publish the following statement on our website:</p> <p>Annual fees may increase in line with inflation for all students beginning their studies in 2025/26 or 2026/27.</p> <p>However, at the time of writing, the college has no plans to increase its fee levels within this time period.</p>   |   |
| <p><b>Section 1.2 - Aggregate fee levels</b><br/>(Guidance paragraphs 98-101)</p>   |   |
| <p>Fees are accessible for students to see via the <a href="#">Coleg Cambria Website</a> under the Cost section of each programme information tile.</p> <p>Please see the examples below:</p> <p><a href="#">HNC Animal Management Course Profile &amp; Fees as at 23 04 24.pdf</a></p> <p><a href="#">HND Animal Management Course Profile &amp; Fees as at 23 04 24.pdf</a></p> <p>Fee information for all of our higher education programmes is also accessible within the tuition fees policy and also within the published fee and access plan.</p> <p>Tuition fees on full-time undergraduate degree courses included within this plan are £5000 for each year of study, an aggregate total of £10,000.</p> |   |

The annual fees may increase in line with inflation, however, this is not anticipated. Inflationary increases in fees will not result in the fee exceeding the maximum fee level prescribed in legislation.

## **Section 2 - Student Partnership** (Guidance paragraphs 102-105)

Through the delivery of higher education the college aims to provide vocationally relevant progression pathways for all levels of learning in collaboration with local employers/skills needs, enabling those who need or prefer to study locally gain the skills, knowledge and qualifications needed for sustainable employment. The Higher Education Strategy also supports this (see below for further information relating to our current and future Higher Education Strategy).

At Cambria we take deliberate steps to engage all students (individually and collectively) as partners in the assurance and enhancement of their higher education experience.

The experience of higher education learners at Cambria is, in the main, excellent. The vast majority of learners are extremely happy with the teaching, learning, assessment, support and resources. Where issues have been raised, they are discussed within the Student Voice mechanisms (please see below for further information relating to this), resolved where possible and learners notified of the outcomes. Feedback from Student Voice is also shared directly with programme teams and via the Higher Education and Access to Higher Education Steering Group, where our learners are invited and encouraged to attend. This process allows for relevant action plans to be agreed so that improvements (where needed) can be implemented within quality processes.

The Higher Education Quality Cycle provides clear detail and plans for how students will be involved in college processes and how they are able to contribute throughout an academic year. The Quality Cycle for higher education is reviewed and amended (where necessary) on an annual basis and through the agreement of the Higher Education and Access to Higher Education Steering Group, where our higher education learners are in attendance.

The college has a [Student Charter for Higher Education](#) learners that clearly outlines the entitlements and responsibilities that they have as students of Coleg Cambria.

The Student Charter outlines responsibilities for learning, progress and assessment along with the support that the college will provide to help students to be successful in their academic achievements, for example, a Personal Tutor to monitor individual progress via the newly introduced Value Added system. The higher education Student Charter also clearly articulates learner responsibilities regarding taking responsibility for their own learning and availing themselves of the resources available. This is emphasised during Induction and learners are supported as well as challenged through their personal tutorials and the Value Added system to make good progress in their learning through taking advantage of the many opportunities that the college offers, for example, Welsh programmes, digital literacy qualifications, numeracy and literacy skills development and qualifications, competitions, work placements and workplace projects.

Learner views about their experience are also sought through other various mechanisms including:

- Module Evaluation surveys - used by module tutors to enhance the teaching, learning and enhancement experience at module level
- Annual student survey
- Tutorial sessions
- Student Representatives
- Joint Boards of Study
- Student Staff Liaison Meetings (SSLMs)
- Learner Engagement Visits (LEVs).

Through the Student Voice, the annual student survey, module evaluations, Joint Boards of Study and membership of the Higher Education and Access to Higher Education Steering Group, the college engages in dialogue with our higher education student community about their experiences and uses the outcomes to agree and implement necessary changes for the purpose of enhancing the student experience at a programme and institutional level.

### Module Evaluation Surveys

Module evaluation surveys are one of the formal ways we gather student feedback at Coleg Cambria, this helps us to improve the student experience for current and future students. Module evaluation surveys take place towards the end of every taught module in the programme and give our higher education student community an opportunity to reflect on their experiences of the module and contribute thoughts on what worked well and where enhancements could be considered for the future. We encourage students to complete the surveys once they are available and we then provide students with a detailed response, and associated actions, after the survey closes.

### Annual Student Survey

Student satisfaction plays a vital role in terms of assessing the success of higher education at Cambria and as such all higher education learners are encouraged to take part in the annual student satisfaction survey.

At Cambria, we take deliberate steps to engage all students, individually and collectively, as partners in the quality of their experience with us. In most areas, students engage well with the processes and are able to see the changes that are made as a result. For the minority of students that choose not to engage, this is generally due to personal and working commitments. Moving forward, further emphasis will be placed on student response rates to the annual survey and further increased overall satisfaction levels as this forms part of our Higher Education Key Performance Monitoring (KPI) process.

### Student Voice/Student Representatives

Groups are asked to nominate at least one higher education Student Representative at the start of each academic year.

Higher education Student Representatives are invited to the Higher Education and Access to Higher Education Steering Group, where they play a vital role in discussions surrounding the processes and systems for higher education at Cambria.

Programme Leaders work with the higher Education Student Representatives to gather views from their Groups prior to holding Staff Student Liaison Meetings (SSLMs) twice a year (these are held 3 times per year for Swansea programmes). The SSLM Meetings are designed to focus on feedback regarding teaching & learning activities. The outcomes of these are noted by Teams and feedback is provided to the students on the items raised. Student Staff Liaison Meetings (SSLM) topics and actions are reported on by Teams via their Programme Annual Monitoring Report (PAMR) & Continuous Improvement Plan (CIP).

In addition to the Programme Teams holding SSLMs twice a year, the Higher Education Compliance Manager holds informal 'Drop In' Sessions across each of our sites. These are planned around the days and times for each course and take place during Semester 1/2. The Drop In Sessions are designed to provide an informal setting for students to discuss issues relating to their environment. The Higher Education Compliance Manager works on the feedback provided with relevant cross-college staff as needed. A summary report relating to the topics raised by students in the Drop In Sessions is presented to the Higher Education & Access to Higher Education Steering Group at the end of each academic year.

#### Joint Boards of Study

We aim to hold two Joint Boards of Study per programme annually. The group includes cross-college support services along with higher education Student Representatives, the Programme Team and the HE Compliance Manager (Chair). The Student Representatives provide feedback from their group(s) and the format of the meetings allows for open discussions directly with the staff involved, allowing the students to directly impact on decisions made in relation to their programmes.

#### Student Staff Liaison Meetings (SSLM)

The Staff Student Liaison Meeting (SSLM) provides a forum within which academic staff and all higher education students can raise and discuss issues relating to: teaching and learning, assessment and the content and design of courses/programmes.

These meetings are planned to ensure that there is an effective channel for formal communication between staff and students, through which students can reflect and give feedback on their programmes of study as part of Coleg Cambria systems and procedures for assuring academic standards and enhancing the quality of the student experience.

It is anticipated that there will be two meetings held each academic year within the planned mandatory Personal Tutorial sessions (one per Semester). Please see [Personal Tutorial Policy for Higher Education Students 24\\_27.pdf](#). Students are informed at the start of each academic year when these meetings will take place.

Whilst there is no set agenda for this, as discussions may form the agenda for conversations within the meetings with students, it is anticipated that the following areas will be discussed:

- Learning and teaching matters
- Assessment and feedback
- Academic support
- Organisation and communication

The outcomes of these meetings will form a base of discussion during the Higher Education Programme Lead meetings throughout each academic year. Outcomes will also assist with Programme Annual Monitoring Reports and should form the basis of Continuous Improvement Plans.

#### Learner Engagement Visits (LEVs)

LEVs were introduced in 2022/23 as part of the college's commitment to continuously improve our quality assurance mechanisms. Coleg Cambria's vision of being an 'internationally recognised college of excellence' means that we are committed to developing excellence in teaching and learning to ensure the highest quality of learner outcomes. We recognise that our learners are at the heart of all we do and are committed to properly understanding every aspect of their college experience.

Procedures such as LEVs are used regularly across the further education sector as a key method for understanding the learning experiences of learners as they move through their lessons and their day around the college. They are used to collect evidence about learning, the progress learners are making, and the areas that need further development, in addition to addressing issues raised by colleagues about the teaching environments, student behaviour and technology. LEVs give an in-depth understanding for colleagues and managers of what it feels like to be a student learning at the college.

The LEV is a College wide process that provides a thematic overview of specific topics. They are thought-provoking and positive experiences that can be used by teams to share and reflect on practice, and on identified topics. They can help bring fresh learner-centred perspectives which can help teams think in new ways, about what they do and how to make it even better for learners. LEVs are intended to be developmental and constructive rather than judgemental and are a whole-college improvement activity.

Higher education learners at Cambria are further represented in a number of processes and practices, which are highlighted below:



- Twice yearly higher education Student Voice meetings for each programme
- Higher Education and Access to Higher Education Steering Group - Terms of Reference includes HE Student Representation.
- Board of Governors allow for two student representatives - these can be higher or further education learners
- Current higher education learners play a vital role in our approval/validation events for our future higher education curriculum development
- Feedback via the annual survey - evaluated and used for improvement processes (if required) through individual programme annual monitoring.

Through these groups and processes we work with our higher education student community as partners to identify their priorities which are used to inform strategy, policies and processes and future programme change/development. Issues that are raised via any of the above forums inform the robust continuous improvement planning process that the college has in place.

This is the first submission of a Fee and Access Plan for Coleg Cambria. We seek views from all of our higher education student community via a number of differing forums. We plan to share this Plan with students via our Virtual Learning Platforms, Student Staff Liaison Meetings, Student Voice mechanisms and also through the Higher Education and Access to Higher Education Steering Group.

### **Section 3 - Under-represented groups** (Guidance paragraphs 106-116)

The underrepresented groups that Coleg Cambria will support through our Fee and Access Plan investment to improve equality of opportunity in Wales, will be:

- Students of all ages from the bottom two quintiles of the Welsh Index of Multiple Deprivation (WIMD)
- Students of all ages from the bottom quintile of WIMD
- People of all ages from UK low participation in HE areas
- Students of all ages that would benefit from studying part-time HE
- Students of all ages studying through the medium of Welsh

Coleg Cambria has a long history of accomplishment in widening access to underrepresented groups. It is core to our values and features strongly in our current and future Higher Education Strategy. We are committed to strategies for widening access to higher education as well as ensuring student success which in turn improves the progression opportunities for our higher education student community.

Through our higher education programmes, partnership with Reaching Wider, our Higher Education Strategy and our Higher Education Public Good Plan we are meeting the strategic priorities we have set ourselves for Higher Education. Through implementation of the previous / future plan we are:

- Widening access to higher education for underrepresented groups
- Continuing to evaluate the varying data sets of our students and the identified underrepresented category groups that they fall into, so that future plans can be distinguished to support these learners and their needs to access, succeed and progress through their higher education journey
- Continuing to examine any gaps in success rates of learners from underrepresented groups through easier and accessible monitoring quality processes, any gaps that have been analysed will be included within future Continuous Improvement Plans at programme and strategic level
- Working in close collaboration with Reaching Wider and other higher education providers to enhance the access, success and progression for university level study for our underrepresented student groups
- Aiming to continue to increase progression to higher learning of our Level 3 learners
- Supporting the local economy through developing the local workforce with higher level skills
- Increasing the number of learners studying some or all of their programme through the medium of Welsh or bilingually
- Contributing to increasing the percentage of the local working population who have higher level qualifications.
- Continuously revising our programme offer to ensure that access for all remains a constant priority.

Cambria aims to do this by focusing on the following broad activities:

1. Continue to design and implement a wider range of vocationally relevant higher education programmes, including higher and degree apprenticeships, with progression opportunities where relevant
2. Design models of delivery that enable students to study whilst working
3. Target the promotion of higher education opportunities to learners from low participation areas and underrepresented groups through collaboration with Reaching Wider and other higher education providers
4. Raise awareness about progression opportunities and available support for our Level 3 students through targeted cross-college collaboration

5. Prepare students for the transition from further education to higher education study, in particularly adults who have had a study gap, utilising the specialist teams that are available within Coleg Cambria
6. Provide additional study support through our highly skilled library support team for higher education students to facilitate success on their programme
7. Deliver a high quality student experience through the enhancement of teaching and learning skills, including Welsh Language
8. Equip students with employability skills and work experience opportunities
9. Continue to improve our data reporting systems so that we are in a better position to evaluate the specific access, success and progression needs of our underrepresented student community.

In addition to the above, the college has robust action plans in place to increase Welsh-medium and bilingual provision for our FE and Work Based Learning provision. Please see below;

[Cynlluniau Gweithredu 2023-24 \(Saesneg\).pdf](#)

[Cynlluniau Gweithredu Prentisiaethau 2023-24 \(Saesneg\).pdf](#)

Institutionally we have set budgets to develop and support students to study via the medium of Welsh, within our further education and work based learning provision. The specific subject areas are listed below:

- Health and Care
- Childcare
- Public Services
- Sport
- Land Based studies
- Business
- Creative Industries
- Construction

As a result of our most recent Gateway Quality Review, plans are now underway to create a specific action plan to increase Welsh-medium and bilingual provision for our higher education provision moving forward.

The college continues to work closely with Reaching Wider, we work both as an institution and collaboratively with other providers to support widening access for underrepresented groups across our region. Planned collaboration through this partnership will support future activity

that aims to close any gaps in access, success and progression for specific groups who are currently underrepresented in higher education, linking to regional and national priorities. Specific project aims will need to be developed for this work, using evidence such as regional outreach mapping, alongside country-wide data on higher education access, success and progression.

College Cambria's [Strategic Equality Plan](#) states that within Objective 5: Ensuring Equity, we have included a specific action on "*Providing appropriate support and learning experience for non-FE pathways*". The internal Equality Action Plan is currently being developed, and will include specific targets on auditing, researching and offering advice and guidance to higher education staff and students.

As part of our Anti-Racist Action Plan and with support from the Welsh Government's project, as a college we are embedding anti-racist curriculum within our work. We have undertaken a project which has brought in Tutors and Progress Coaches to learn from resources which will be developed into internal training on embedding anti-racism within our further curriculum.

**Section 4 – Objectives as they relate to supporting equality of opportunity and the promotion of HE**  
(Guidance paragraphs 117-135)

**Section 4.1 - Equality of Opportunity**

|             |  |
|-------------|--|
| Objective 1 | Increase recruitment of our underrepresented groups of students, including those from underrepresented groups  |
| Objective 2 | Reduce any retention gaps between different groups of students, including those from underrepresented groups   |
| Objective 3 | Reduce any gaps in completion and attainment between different groups of students, whilst also providing support for all students, including those from underrepresented groups, to complete their programmes of study |
| Objective 4 | Increase the proportion of students progressing from FE and studying HE through the medium of Welsh within subject priority areas, as identified within our Further Education and Welsh-medium Apprenticeships Action  |

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|  | Plans.  |
| <b>Section 4.2 - Promotion of higher education</b>   |   |
| Objective 1  | Review our higher education portfolio to provide wider opportunities to enhance student employability                   |
| Objective 2  | Increase publicity and promotion for our further education student community to raise aspirations to higher level study |
| Objective 3  | Increase the promotion and publicity for both FT and PT routes.   |
| <p>Cambria intends to measure progress against our plan objectives through a number of mechanisms, which are listed below:</p> <ul style="list-style-type: none"> <li>• Through PAMR's, SARs CIPs and Impact Reviews (as highlighted above).</li> <li>• Via a working group, which will be set up ahead of the introduction of the plan. Key staff and managers will work to evaluate progress against the plan during half termly meetings.</li> <li>• Via a Fee and Access Plan Dashboard*.</li> </ul> <p>*Dashboards have been developed by the Quality Reporting Team for the use of all staff and managers at the college and are accessible to all via an internal online platform.</p> <p>Dashboards are embedded within quality processes, evaluation and measures and are currently available for many areas across the College, including Higher Education, Equality and Diversity, Inclusion and Admissions. Dashboards are tailored to each staff user and allow data collection, analysis and evaluation to be completed as and when necessary. Data is accessible via drill-down reports and infographics, which makes data more accessible and easier to interpret.</p> <p>The contents of our HE Dashboard covers Applications, Enrolments, Retention/continuation and Success, amongst many other operational and strategic measures that we set as expectations as a College.</p> <p>The Diversity, Inclusion Characteristic and Equality (DICE) Dashboard allows staff and managers to assess data from an equality</p> |   |

perspective. An example of this is to access success data, this can then be further analysed to assess the success of learners from different backgrounds, i.e. age, gender, deprivation, disability, ethnicity, Welsh Language.

We plan to develop a Fee and Access data Dashboard, which will allow an analysis of all targets set within this Plan to be continuously evaluated throughout each academic year.

Through the Fee and Access Plan Dashboard, we will endeavour to benchmark our internal data against any national data that we have access to. It is important to us, as a College-based HE provider, that we measure ourselves against similar providers, with the introduction of CTER, it would be useful to see national measure include HE in FE providers as a reporting group.

Through the quality assurance of our partner universities/awarding body assessment boards, academic regulations and External Examiners', the college has confidence that both assessment and final classification processes are robust, reliable, fair and transparent.

Received annual External Examiner reports indicate that national standards are being maintained across higher education programmes delivered at Cambria. The received reports are shared via the Higher Education/Access to Higher Education Steering Group and virtual learning platforms with both staff and students.

External expertise for managing quality assurance is completed in collaboration with our partner universities/awarding bodies through the implementation of their academic regulations and working in partnership with our link tutors and External Examiners. The annual self assessment process at Cambria is robust and is approved through a panel of experts, including a college governor. A link governor is assigned to higher education and provides a critical challenge throughout the academic year. Our current link governor for higher education has many years experience of managing within the higher education sector.

The higher education Quality Cycle is well established and is reviewed annually via the Higher Education and Access to Higher Education Steering Group. The document outlines processes for each academic year and clear lines of responsibility, whilst also highlighting relevant processes and procedures that each element connects to within higher education annual monitoring processes.

Through the Programme Annual Monitoring Reporting and Self-Assessment processes and via discussions at Joint Boards of Study, we review our core practices for maintaining standards. The outcomes of these quality assurance processes form the Continuous Improvement Plan for Higher Education, so that year on year, enhancements and improvements can be planned and monitored.

Via higher education programme monitoring and continuous improvement planning, we systematically review our Core Practices via a

cyclical process. Along with Joint Boards of Study, internal monitoring processes also provide a vehicle for continuous review of Core Practices. The outcomes of these processes are fed into CIPs to drive further success and enhancement for our higher education programmes.



## Authorisation of the fee and access plan application to HEFCW (required for publication)

In authorising fee and access plan applications, the governing body:

- i. confirms that it continues to be an institution that provides higher education in Wales and is a charity;
- ii. has seen and considered appropriate evidence to support the declarations being made in this application;
- iii. confirms that there has been appropriate consultation with its students, both those studying at the institution and at other providers where education is delivered on its behalf;
- iv. confirms that the information provided in this fee and access plan application is accurate and current, at the time of writing, and is based on verifiable data;
- v. confirms that:
  - a. it is submitting new, up-to-date, more recent information/data to inform HEFCW's assessment;
- vi. understands that HEFCW reserves the right to undertake a visit to the institution to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and/or the quality of education provided on, or on behalf of, the institution;
- vii. understands 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;
- viii. understands 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 institution, and its governing body must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose;
- ix. confirms that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in this fee and access plan application;



- x. confirms that the institution is at a low risk of failure on financial grounds over the medium-to long-term;
- xi. 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;
- xii. confirms that the institution complies with Competition and Markets Authority (CMA) guidelines for higher education;
- xiii. understands that any financial commitments to students made in the fee and access plan, as approved by HEFCW, must be honoured;
- xiv. confirms that it will continue to invest the same proportion of full-time undergraduate fee income to promote equality of opportunity and promote higher education and not reduce invest to promote equality of opportunity which is intended to support only under-represented in higher education;
- xv. confirms that it will continue to invest its institutional contribution to the Reaching Wider Programme aligned to its agreed Reaching Wider Strategy and Implementation Plan;
- xvi. confirms that it will maintain student support levels;
- xvii. confirms that the institution will ensure that a copy of the fee and access plan can be made accessible to its students in any format;
- xviii. confirms that the institution will clearly signpost its students to HEFCW's complaints processes;
- xix. take all reasonable steps to supporting under-represented groups that are studying for postgraduate courses;
- xx. considers how investment can best support students most impacted by the Covid-19 pandemic where they are not already identified as under-represented groups; and
- xxi. gives due consideration to any guidance published by the Commission for Tertiary Education and Research as it discharges its duties in relation to the Tertiary Education and Research (Wales) Act 2022, particularly in relation to learner protection, learner engagement, equality of opportunity, and the support and promotion of the welfare of its students and staff.

| <b>Fee and access plan application submission to HEFCW<sup>1</sup></b>   |   |
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| Date of Governing Body approval:   | at the Curriculum and Standards Committee on 13 May 2024  |
| Governing Body authorised signature:   |               |
| Date:  | 13 May 2024 (further sign off can be completed once the Plan is finalised)                      |
| <b>Final fee and access plan submission once HEFCW has confirmed it has no further issues (where applicable)</b> |   |
| Date of Governing Body approval:   | 29 July 2024 ( <i>further to in principle agreement provided by the Board on 17 June 2024</i> ) |
| Governing Body authorised signature:   |               |
| Date:  | 29 July 2024  |

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<sup>1</sup> Fee and access plans published on the institution's websites must only include versions approved by HEFCW.