


## Fee and Access Plan

Name of institution	 <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <p style="font-size: 1.2em; margin: 0;"><b>Swansea University</b></p> <hr style="width: 100%; border: 0.5px solid black; margin: 5px 0;"/> <p style="font-size: 1.2em; margin: 0;"><b>Prifysgol Abertawe</b></p> </div>
Duration of the fee and access plan	<p>1 August 2023 to 31 July 2025. (Guidance paragraphs 82-83)</p>
<b>Section 1 - Fee levels</b>	
Section 1.1 – Fee levels or the determination of a fee level at each location (Guidance paragraphs 88-97)	
<b>Fee level</b>	<b>Location of course</b>
£9000	<p><b>Swansea University</b></p> <ul style="list-style-type: none"> <li>Bachelor’s Degree Honours</li> <li>Certificate of Higher Education (1 year full-time course)</li> <li>First degree in Health/Veterinary or eligibility based on previous qualifications to start course in years 2 or 3</li> <li>Diploma and eligibility for Health/Veterinary</li> <li>Enhanced First Degree (4 year degree leading to a Master’s qualification)</li> <li>PGCE</li> </ul>

	<b>Coleg Cambria</b> First Degree
£7,500	<b>Coleg Cambria</b> Foundation Degree
£1,800	<b>Swansea University</b> <ul style="list-style-type: none"> <li>• Bachelor's Degree Honours - year in industry (year 3)</li> <li>• Enhanced First Degree - year in industry (year 4)</li> </ul>
£1,350	<b>Swansea University</b> <ul style="list-style-type: none"> <li>• Bachelor's Degree Honours - year abroad</li> <li>• Enhanced First Degree - year abroad</li> </ul>

Fees for full-time Undergraduate UK students may be increased in subsequent years of study by an inflationary amount determined by Welsh Government.

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

**Total cost of tuition fees across course duration (aggregate fees)**

Using the information from our course pages on our website it is possible for students to calculate the total or aggregate tuition fee they will pay across their chosen degree. Some typical examples are listed below:

Typical degree type (UK/EU full time undergraduate)	Calculation	Total tuition fee across the duration of the course*
3 year full-time undergraduate degree/PGCE	3 x £9,000 per annum	£27,000
4 year degree with year abroad	3 x £9,000 plus £1,350 for the year abroad	£28,350
4 year degree with year in industry	3 x £9,000 plus £1,800 for the year in industry	£28,800
4 year degree	4 x £9,000	£36,000

Foundation Degree	2 x £7,500 per annum	£15,000
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\*does not include additional cost incurred from studying particular courses (see below).

Regardless of the fee level, we will...

- Write to all students applying for entry from 2023-24 to notify them of the fees, the arrangements for paying fees and the support available to them.
- We will provide information on fee levels for each year of the programme of study (in order to calculate the aggregate fee for the entire programme).
- We will also write to students applying to Swansea University for entry in 2023-24 deferred from the previous year to notify them of the fees.
- We will also write to current students who may be affected by fee changes if they choose to move to another course or have to re-sit to provide them with the appropriate information.
- **Fee information and associated costs [can be found here](#)**

In addition to Tuition Fee charges and living costs, certain programmes (or modules) may attract further **additional mandatory or optional costs** necessary for students to fully participate and complete their program of choice.

Students will need to budget for these costs separately as they are not included in the overall tuition fee charged. Such costs can include fieldwork trips, travelling expenses for work or study placements, laboratory and equipment costs or CRB/DBS checks specific to the programme. The University and its franchised partners will continue to work to minimise the number and scale of any additional costs but **details of any additional costs will be published on individual programme web pages and will be included in the programme information sent to applicants at the point of offer.** More information on our website can [be found here](#).

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

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

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

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

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

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

**Students' Union Officers** inform and steer the development of Fee & Access plans. The Students' Union (SU) review the initial plan and subsequent iterations following HEFCW feedback. SU Officers will also play a role in endorsing the plan when it is submitted for Senior Leadership Team/Council approval. In addition, the SU President along with another nominated Full Time Officer are members of Council and will endorse the plan for ultimate approval.

All the Students' Union Full Time Officers, the SUSU Student Voice Team and a number of student Reps are members of the **Student Partnership and Engagement Committee**, a key University Committee where strategies and projects related to student experience and partnership are discussed and approved. This Committee reports into the University Senior Leadership Team and also has oversight of the annual review of the Student Charter in line with HEFCW recommendations and wider student experiential additions and amendments.

Students are kept informed via many **dedicated channels** including:

- Student representatives at University-level committees and Faculty-based Student/Staff Forums and Learning and Teaching Committees
- MyUni website and a weekly student newsletter that is complemented with more focussed, directly issued student emails and a host of social media platforms
- Unitu Student Voice platform, including a Together We Changed function where students can see how feedback has been acted on
- Student Reviewer Community supporting quality review and enhancement objectives and annual programme reviews

Our **Student Engagement Strategy** focuses on creating an inclusive culture of student engagement and partnership ensuring that our Student Representative body reflects the diversity of our student population and is represented as a core partner throughout our structures. All students, including those with protected characteristics, are encouraged and supported to engage as partners through a wide variety of platforms enabling choice and supporting accessibility such as Student Opinion Panels, and Food for Thought events. We also engage with our students at partner organisations through this strategy. The student voice and student feedback is captured by Learner Voice surveys within our partner institutions that feed back to the link tutor for each faculty.

The University runs a **'Together We Changed'** initiative, aimed at closing the feedback loop. Visuals and messages detailing positive actions as a result of student feedback are communicated at programme, Faculty and University level. Students are able to post and comment anonymously on Faculty and University-wide boards through the Unitu student voice platform, allowing staff to respond and facilitating meaningful discussion. The platform provides insight into students' priorities and conversation is constantly evolving. Staff are able to engage with student module feedback via the EvaMetrics Engagement Portal which supports in-class completion of the surveys at both in-module and end of module. The portal provides staff with a simple tool for providing reflections to students based on their feedback, identifying actions and creating a dialogue between staff and students, supporting co-creation of module content and helping to close the feedback loop. In order to further inform students of how their feedback is taken into account, key 'Feedback Themes' and areas of enhancement have been shared with students via our Canvas feedback module.

**Student Staff Forums** are held with Student Representatives, the Students' Union and Faculty Staff to address student feedback and provide updates for the student body. The **Welsh Affairs Officer** provides representation and support for students who are Welsh speaking and/or are from Wales and/or are studying part of their course through the medium of Welsh. A specific forum has been established for Welsh-medium students who are members of the Coleg Cymraeg Cenedlaethol and their feedback is received by the University's Welsh Language Strategy Board and the Coleg Cymraeg Cenedlaethol's Academic Board.

The **'Student Rep' system ('Education Zone')** is led by the Students' Union Education Officer and comprises more than 350 representatives at School and subject levels. These Representatives attend School Learning and Teaching Committees, Boards of Studies, and School Staff-Student Forums. Feedback from student representatives forms a major part of the agendas of Boards of Studies and School Staff-Student forums.

School Reps also meet regularly at Education Committee, which is serviced by the Students' Union and chaired by the Education Officer. Each member of the committee is invited to share feedback which is then taken to various staff and committees across the University for comment or consideration.

Every Faculty also has **Student Engagement Partners**, both academic and administrative, who form close partnership relationships with their School and subject student representatives. The leads and student representatives provide mutual support for each other in addressing issues and developing and co-creating initiatives at a faculty level, such as peer mentoring and buddy schemes. A regular Student Engagement Partner Forum is run with the Student Partnership and Engagement Team and the Students' Union to share best practice.

Students are represented in the **quality assurance and enhancement processes** through membership on the Review Teams for Quality Reviews, and Student Experience Engagements. Students are also invited to review meetings to give feedback on their academic experience. Student feedback through survey responses form a major part of the quality review processes and the high response rate at Swansea enables us to have very robust data on student satisfaction. Student feedback at module level, collected biannually, also contributes to staff professional development reviews. In 2019, the University launched a new Student Reviewer Community, designed to select and engage students more fully in quality assurance processes through ongoing training and mentorship.

The Race Inclusion Student Advisory Committee is a project between the Students' Union and the University that has been co-created to ensure the voices of Black, Asian & Minority Ethnic students are being included and represented in all areas of the University. Each student on this committee has a member of the Senior Leadership Team to mentor, in order to further educate SLT on issues that this group of students may encounter.

In addition to the abovementioned student partnership structures with the wider and diverse student body, the Students' Union Full Time Officers (FTOs) and CEO have bi-monthly meetings with the University's Senior Leadership Team to provide feedback and relay any issues needing immediate attention. FTOs also have fortnightly meeting with the PVC (Education and Student Experience), as well as monthly meetings with the Chair of Council, to communicate, follow up and monitor progress on the important issues related to students' academic and wider student experience. The Students' Union conducts its own surveys, student forums including with liberation groups and secure direct feedback from them. This feedback is then relayed to relevant committees through elected Officers, Reps and the Union staff. SU Officers and Senior Management Team also part of various University and Faculty level committees and its Student Voice team works very closely with University's Student Partnership & Engagement Service to support and facilitate continuous and consistent student inclusion and participation in addressing matters concerning their academic and wider student journey.

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

List the under-represented groups the institution will support through its fee and access plan investment to improve equality of opportunity in Wales.

The groups should be separated into those groups identified by HEFCW as under-represented in higher education (these are listed in the supporting guidance document), those that will be supported through the institution's institutional contribution to the Reaching Wider Programme and those different groups identified by the institution as under-represented in HE.

We expect the institution to prioritise only those groups that it can most effectively support through its fee and access plan investment, this may mean that the institution cannot support all under-represented groups through plan investment.

For 2023-25, the University has identified the following under-represented groups that will be particularly supported by this plan:

Under-represented groups **identified by HEFCW:**

- Students of all ages **from the bottom two quintiles** of the Welsh Index of Multiple Deprivation 2014 (**WIMD40**).
- Students of all ages **from the bottom quintile** of the Welsh Index of Multiple Deprivation 2014 (**WIMD20**).
- People of all ages from UK low participation in HE areas (POLAR4).
- Students of all ages that would benefit from studying part-time Higher Education
- Students of all ages studying through the **medium of Welsh**.

In addition, **Swansea University** has identified the following under-represented groups:

- **Care experienced students**
- **Students estranged from their parents**
- **Student carers** (relative or friend excluding children unless they are disabled or have a long-term medical condition)
- **Mature students aged over 21 on entry**
- **Disabled students**
- **UK minority ethnic groups**
- **Asylum Seekers and Refugees**

The target groups for the **Institutional contribution to the Reaching Wider Programme** are:

- priority groups in the bottom two quintiles (40% of the population) of the Welsh Index of Multiple Deprivation (WIMD) in south west Wales:
  - young people up to 16;
  - adults over 21 years of age without level 4 qualifications;
  - post-16 young people in up to level 4 learning, in addition to adults without level 4 qualifications;
  - people with disabilities;
  - people from ethnic minority backgrounds; and
  - Welsh medium learning, including supporting second language learning and Welsh cultures
  
- care experienced learners and carers in all age groups in the south west Wales region regardless of WIMD 40.

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

**Section 4.1 - Equality of Opportunity**

EOP1	<b>Attract:</b> Inspire and recruit more students from under-represented groups to study at Swansea University.
EOP2	Ensure students from under-represented groups are provided with <b>effective information</b> (including information on financial assistance) before and after they decide to study at the University.
EOP3	<b>Progression and Retention:</b> Deliver inclusive academic, welfare and financial support for students from under-represented groups supporting them to progression through and complete their studies.
EOP4	<b>Outcomes:</b> Support more students from under-represented groups to achieve positive outcomes in HE leading to employment or further study.

**Section 4.2 - Promotion of higher education**

POHE1	<b>Regional Strategic Partnerships:</b> Deliver partnerships within Wales that deliver the Institutions HE mission, expand opportunities for students and advances our Civic Mission aspirations.
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POHE2	<b>Student Experience:</b> Deliver services, facilities and activities that enhance the student experience including improvements to the quality of teaching.
POHE3	<b>Employability:</b> Provide services, support and activities for students in partnership with employers that strengthen the employability of Welsh Graduates.
POHE4	<b>Internationalisation:</b> Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment and international partnerships.
POHE5	<b>Raise awareness</b> of the value of Higher Education to potential students generally.