

Fee and Access Plan 2021-22



**Swansea
University**
**Prifysgol
Abertawe**

Duration of the fee and access plan

1 August 2021 to 31 July 2022

Section 1 - Fee levels

Section 1.1 – Fee levels or the determination of a fee level at each location

Fee level	Location of course
£9,000	<p>Swansea University</p> <ul style="list-style-type: none"> • Bachelor’s Degree Honours • Certificate of Higher Education (1 year full-time course) • First degree in Health/Veterinary or eligibility based on previous qualifications to start course in years 2 or 3 • Diploma and eligibility for Health/Veterinary • Enhanced First Degree (4 year degree leading to a Masters qualification) • PGCE
	<p>Coleg Cambria</p> <ul style="list-style-type: none"> • First Degree
£7,500	<p>Coleg Cambria</p>

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

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

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

*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 2021-22 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 2021-22 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 program. The University and its franchised partners will continue to strive 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

Student Union Officers sit on the Fee & Access Plan Working Group, in order to inform and steer the development of every Fee & Access plan. The development of this plan has involved a meeting with the President and Education Officer to discuss the evaluation of the 2018-19 Fee and Access Plan including developments for the 2021-22 plan as well as attending scheduled Fee & Access Plan meetings. The Students' Union (SU) review the first draft of the 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 is a member of Council and will endorse the plan for ultimate approval.

All the Student Union Full Time Officers and their Student Voice Team are key members of the **Student Partnership and Engagement Committee**, a key University Committee, where strategies and projects 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 University channels including:

- Student representative at University level committees and college based Student/Staff Forums and Learning and Teaching Committees
- MyUni website and a weekly student newsletter that is complimented with more focussed, directly issued student emails and a host of social media platforms
- Student Reviewer Community supporting quality review and enhancement objectives and sit on 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 are represented as partners 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 college.

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, College and University level. Students are able to post and comment anonymously on College 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 at ground level 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.

Student Staff Forums are held with Student Representatives, the Students' Union and College Staff to address student feedback and provide updates for the student body. A Welsh Affairs Officer will provide 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 also the Coleg Cymraeg Cenedlaethol's Academic Board.

The 'Student Rep' system has over 300 representatives at College and subject levels who sit on College Learning and Teaching Committees, Boards of Study and College Staff-Student Forums. Feedback from student representatives forms a major part of the agendas of boards of studies and College student forums. The College Reps also form a partnership 'Education Zone' committee run by the Students Union and chaired by the Education Officer within the Students' Union.

Every College also has Student Engagement Leads, both academic and administrative, who form close partnership relationships with their college 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 college level, such as peer mentoring and buddy schemes.

Students are represented in the quality review processes through membership on the panels of Periodic Reviews and Student Experience Enhancement Reviews (usually triggered by student feedback). Students are also invited to these panels 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.

The success of our student partnership is demonstrated in the transition to our new digital learning platform, Canvas. Students and Full-Time Officers were engaged throughout the procurement process and in the initial phase testing of the platform, highlighting changes and improvements for the benefit the wider student body. The President and Education Officer continue to sit on the Canvas Project Board to allow constant feedback. They have confirmed that they believe this has been instrumental in improving the quality of learning and teaching.

Another example of co-creation between the University and our student partners is reflected in the Black History Month Campaign where the SU worked with the University to host a number of Panel Talks and Webinars, including staff, students and alumni from different colleges. Additionally as part of the campaign the SU and the University's Enterprise Team worked jointly to create opportunities for students to develop their skills through pitching workshops.

The BAME Student Advisory Committee is a project between the SU and the University that has been co-created to ensure the voices of Black, Asian & Minority Ethnic students are being listened to 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 the issues that these group of students face.

Again the SU has worked in partnership with the University (CampusLife) to create resources such as Mental Health Guides for International Students', as well as working with the Wellbeing Service to create the 'Respect at Swansea' module on Canvas in order to educate students around sexual consent.

Section 3 - Under-represented groups

For 2021-22, the University has identified the following under-represented groups that in particular will be 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**).
- Students of all ages studying **part-time**.
- Students of all ages studying through the **medium of Welsh**.
- People of all ages from **UK low participation in HE** areas (POLAR4).

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**
- **Students from low-income families**

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

- **post-16 young people within the bottom two quintiles** of the Welsh Index of Multiple Deprivation
- **adults without level 4 qualifications within the bottom two quintiles of the Welsh Index of Multiple Deprivation**, to provide progression to level 4 provision, and
- **care experienced applicants and carers** in all age groups across Wales.

Section 4 - Objectives as they relate to supporting equality of opportunity and the promotion of HE

Section 4.1 - Equality of Opportunity Objectives:

- **EOP 1 - Attract:** Inspire and recruit more students from under-represented groups to study at Swansea University.
- **EOP 2:** Ensure students from under-represented groups are provided with **effective information** (including information on financial assistance) before and after they decide to study at the University.
- **EOP 3 – Progression and Retention:** Deliver inclusive academic, welfare and financial support for students from under-represented groups supporting them to progression through and complete their studies.
- **EOP 4 - Outcomes:** 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 Objectives:

- **PoHE 1 - Regional Strategic Partnerships:** Deliver partnerships within Wales that deliver the Institutions HE mission, expand opportunities for students and advances our Civic Mission aspirations.
- **PoHE 2 - Student Experience:** Deliver services, facilities and activities that enhance the student experience including improvements to the quality of teaching.

- **PoHE 3 - Employability:** Provide services, support and activities for students in partnership with employers that strengthen the employability of Welsh Graduates.
- **PoHE 4 - Internationalisation:** Deliver services and activities that promote Welsh HE internationally leading to greater international student recruitment and international partnerships.
- **PoHE 5 - Raise awareness** of the value of Higher Education to potential students generally.