

INSTITUTIONAL FEE PLAN 2012/13

Institution:	Coleg Llandrillo Cymru
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Note for Guidance: We require institutions to provide short, precise, quantifiable statements which can easily be verified against benchmarks. You should not include lengthy descriptions of institutional strategies, histories or other contextual information. If the information provided is not clear, or appears difficult to reconcile with other information in our possession, we will need clarification before decisions can be made. Plans should be self-contained documents. If, however, exceptionally, institutions consider it essential to add detailed contextual information to elements of the plan, this must be confined to clearly labelled appendices.

Please refer to the information provided in *Circular W11/14HE 'Fee Plan Guidance 2012/13'* (www.hefcw.ac.uk) when drafting your Fee Plan.

1. What level of fees do you propose to charge from 2012/13?

a) Does your institution propose to charge full time undergraduate fees above the basic rate?	Yes
b) What is your highest proposed fee rate (up to a £9K maximum) for: i) Full time undergraduate ii) PGCE (where applicable)	£7,200 N/A to PGCE (only deliver PT)
c) Will level i) (above) be charged for all undergraduate higher education provision at your institution?	Yes
d) If no, what is your average (mean) fee per full time undergraduate student likely to be? Note: in calculating this, you should include fees up to and including the basic fee of £4,000 as well as fees above this basic level.	N/A

2. Where you propose to charge different fees for different courses please provide details below. You should categorise your fee charges by either a) degree type (degree/sub-degree etc) b) subject or c) faculty groupings

Proposed Fee £	Degree Type	Subject	Faculty Groupings
N/A			

THE STUDENT VOICE

**3. a) What measures will you take to communicate clearly these new proposed fee levels to students, including those with deferred entry, enrolling in 2012/13 and beyond.
b) Please explain how they will be made clearly aware of your fee charges for the duration of their studies.**

Fee levels will be communicated on the College website and in hard copy in the form of a HE Fees Schedule, which will provide a concise list of the fees.

The HE Fees Schedule will also be included in a more detailed document – the HE Student Fees Information Guide. This guide will provide further information on fees, bursaries and other financial support available. This will be distributed to all individuals making an enquiry, an application and/or attending an interview. The HE Student Fees Information Guide will also be distributed to our Level 3 learners, through HE promotional events and materials.

Those students who have secured a place on a course but deferred their entry will be sent written communication on an individual basis, providing details of the intended fees to be charged on their year of entry.

Coleg Llandrillo intends to set an annual fee that will prevail for the duration of the expected timeframe for the completion of individual awards, subject to an incremental increase for inflation that will be made clear in the HE Fees Schedule. Students progressing onto subsequent levels of study will be sent a letter confirming the fees.

4. Describe the processes by which you have engaged with your student body, via the National Union of Students (or equivalent), when finalising your institution's Fee Plan for 2012/13.

Two student representatives were included in a fee planning group, and as such were involved in the development of the fee plan. In addition, Learner Panels consisting of potential and current HE learners were held to discuss the contents of the proposed fee plan.

The fee plan has been discussed at, and agreed by, the College's Corporation Board prior to sign off. (Note: the College's Student Union President is a member of the College's Corporation Board).

The fee planning group will remain in operation to oversee the implementation and ongoing review of the fee plan. This group will also produce the fee plan annual report for HEFCW and subsequent updates.

5. Higher fees will mean higher expectations. Detail how you intend to provide the following information to students applying to/enrolling at your institution:

- **full details of courses, including initial programmes and timetables**
- **information on how the new fee income contributes to course development**
- **information setting out precisely what is covered by the fees charged**
- **detailed information on the student financial support package available at your institution**
- **details about how any changes which may take place over the period of the course will be announced**
- **Annual Report on the use of fee income at your institution where you should indicate the outcomes of your Equality Impact Assessment**

Full details of courses will be provided via the website and hard copy in the form of a course leaflet for each programme. The course leaflets will include information on who the course is aimed at, course description, module content, individual module aims, teaching and learning methods, assessment methods, course length, entry requirements, progression opportunities, fees and any additional charges and details of support for learning.

Prospective students will also be sent a variety of information by post including the College Prospectus, specific course leaflet(s), information on the Bridging Programme to HE and the HE Student Fees Information Guide.

Information on how the new fee income contributes to course development will be provided in the HE Student Fee Information Guide which will make clear the College's commitment to improving the learner experience by addressing/responding to student feedback and suggestions for improvement captured through learner engagement.

Information setting out precisely what is covered by the fee charges will be provided in the HE Student Fee Information Guide, for example teaching and learning, marketing, administrative costs, access to resources, IT facilities and printing. Information relating to additional charges for specific courses will also be listed centrally in the HE Student Fees Information Guide, as well as in individual course leaflets. Examples of additional costs would include uniforms, personal and protective equipment, essential equipment and materials, studio fees, course/field trips and professional body fees.

The HE Student Fee Information Guide will contain details of bursaries, grants and other financial support available, together with information about when students will receive grants/bursaries and when and how to make payment of fees.

Students securing an offer on a course will be sent a letter providing information to include:

- the offer to undertake the bridge programme over the summer period to prepare them for HE;
- details of induction;
- details of the availability of the personalised support service available from the specialised staff within the Student Experience Directorate.

All freshers are invited to Welcome Meetings where they are introduced to key staff and the Student Union President. Opportunities for individual interviews to discuss personal financial circumstances, including support on budgeting, are available and are supported by specialist staff from the College and the LEA.

It will be made clear in the HE Fees Schedule and the HE Student Fees Information Guide that any changes to the fees over the period of the programme will be inflationary only and that learners will be informed of these by letter. All students will be reminded in writing of the payment date(s), as detailed in the HE Student Fees Information Guide, including payments that have been arranged on an individual basis.

An annual report will be produced on the use of fee income, indicating the outcomes of an Equality Impact Assessment and any priority socio/economic/demographic group(s) as identified by the College. The HE fees planning group will produce this report, and students will be involved in this exercise via a student representative on the group and through the HE learner panel.

INCOME FROM THE NEW FEE SYSTEM

6. What new fee income do you expect to receive in 2012/13? You should include any income received per full time undergraduate and PGCE student above £4K.

	2012/13 (£)
Full time undergraduate	£752,000
PGCE	£N/A
Total	£752,000

Based upon the long-term fee of £7,200 required when £894,746 of full-time teaching grant, £42,600 of per capita funding and £137,363 of premium funding is withdrawn and must be replaced with a fee to deliver the same income for the current position of approximately 330 learners plus . The first year cap is 235 learners equating to £752,000 of "new fee income".

1. Institutions are required to invest in the order of 30% of new fee income in relation to a) equality of opportunity and b) promotion of higher education. In order to be above the baseline 2011/12 Fee Plan level, institutions will need to retain current investment levels for continuing students as per the pre-existing fee arrangements.

Please provide details of your financial commitments to both investment areas. Institutions with further to travel to ensure further equality of access should invest more heavily in those activities.

	<u>Baseline</u> 2011/12 Fee Plan level	2012/13 £		
		Ongoing Fee Investment	New Fee Income (in the order of 30%)	Total investment 2012/13*
a) Total amount to be invested in equality of opportunity	£172,500 (current bursary of £500/per learner)	£55,500 (annual bursary of £500 to 2 nd year learners)	£297,463 (annual bursary of £500 for capped 235 learners, plus expectation of removal of existing premia)	£352,963
b) Total amount to be invested in promotion of higher education	£167,347 (current HE promotional activities)	£55,782	£161,565	£217,347
Total	£339,847	£111,282	£459,028	£570,310

*NB 'total investment' should be the sum of 'ongoing fee investment' and 'new fee income' and should be greater than the total baseline investment from fees in 2011/12.

2. ACTIVITIES SUPPORTED THROUGH NEW FEE INCOME

Please note:

- All strategic outcomes and targets relate only to directly funded provision. (Coleg Llandrillo has no franchise provision apart from the part time post graduate teacher training).
- The College will honour its remaining commitments to the Welsh Bursary Scheme for eligible continuing students.
- To enable student numbers to be given for the targets it has been necessary to estimate the number of learners the College will have in 2012/13. The estimate is 1020 of which 480 are estimated to be full time (based upon capped numbers) and 540 are estimated to be part time (based upon the planned activities below).
- 2009/10 has been used as the baseline date in most cases as this provides the most recent validated data.

i) Equality of Opportunity	
Strategic Outcome	Targets/ Benchmarks/Objectives
<p><i>Provide details of long term strategic outcome and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and For Our Future and identify specifically which measures these outcomes address.</i></p>	<p><i>These should be verifiable and benchmarked against existing institutional targets /HEFCW Corporate Strategy targets/ For Our Future targets etc., or can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p>
<p>The strategic outcomes shown here are taken from Coleg Llandrillo Cymru's, Higher Education Strategic Plan 2010 - 2013. The College's strategic plan for HE reflects the aims outlined in the following documents:</p> <ul style="list-style-type: none"> • For our Future – The 21st Century Higher Education Strategy and Plan for Wales, 2010,WAG (referred to below as FOF) • HEFCW Corporate Strategy 2010/11 – 2012/13 (referred to below as HCS) <p><u>Strategic Outcomes</u></p> <p>1. Increase participation rates from non-traditional HE</p>	<p>Objectives for 2012-2013:</p> <p>1. Increase enrolments of non-traditional HE learners through the following activities:</p> <ul style="list-style-type: none"> 1..1. Promote the College's HE Bursary Scheme to non-traditional HE learners. 1..2. Produce and distribute promotion materials articulating progression pathways to non traditional learners. 1..3. Train community learning staff within the College and the regional ACL partnerships to promote HE progression from non traditional learners. 1..4. Improve data reporting for enrolments from non traditional learners i.e. low participation communities, Communities First areas and Looked After Children to improve departmental and College target setting and monitoring.

i) Equality of Opportunity

Strategic Outcome	Targets/ Benchmarks/Objectives
<p><i>Provide details of long term strategic outcome and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and For Our Future and identify specifically which measures these outcomes address.</i></p> <p>learners, including those from Community First areas, rural settings and sectors with low progression rates. <i>(FOF - maximise participation, address inconsistencies in access & opportunity & increase higher level skills; HCS outcomes 1 & 8)</i></p> <p>2. Increase provision of Welsh medium and bilingual higher education <i>(HCS outcomes 1 and 4)</i></p> <p>3. Increase the retention and attainment chances of HE students <i>(FOF – increase higher level skills; HCS outcome 2)</i></p> <p>4. Increase participation of Looked after Children <i>(FOF – maximise participation & address inconsistencies in access and opportunity; HCS outcome 1)</i></p> <p>5. Enhance HE student experience <i>(FOF – deliver an excellent student experience; HCS outcome 2)</i></p> <p>6. Improve the statistical evidence base for widening access activities to improve effectiveness of recruitment activities. <i>(FOF – maximise participation & address inconsistencies in access and opportunity; HCS outcome 1)</i></p> <p>7. Further develop vocational pathways to level 4 and beyond, where there is local need, to ensure lifelong</p>	<p><i>These should be verifiable and benchmarked against existing institutional targets /HEFCW Corporate Strategy targets/ For Our Future targets etc., or can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p> <p><i>Targets 2012/13:</i></p> <ul style="list-style-type: none"> • Increase progression to HE from Low Participation Areas (Under Eligible Widening Access Premium) from 37% (316 / 852) in 2009/10 to 38% (385/1020) in 2012/13. (SO1) • Increase the number of learners from Communities First areas from 13% (110/852) in 2009/10 to 13.5% (138/1020). (SO1) • Increase from 0 (2010/11) to 2, the number of students enrolled who are declared as Looked after Children (LAC) (SO4) • Increase the ratio of over 23 year olds studying for an HE award from 71% (606/852) in 2009/10 to 75% (765/1020) of total College enrolments in 2012/13. (SO1) <p>Source: Participation Payment Return to HEFCW/HESES/EYM/Llandrillo College Registry. NB 2009/10 is the latest validated data set.</p> <p>2. Increase the number of students learning through the medium of Welsh or bilingually by:</p> <p>2.1. Promoting the take up of bursaries to learners who wish to be taught through the medium of Welsh/bilingually by targeting Welsh speaking level 3 learners and Welsh speaking communities.</p> <p>2.2. Introducing 2 new Welsh medium /bilingual Foundation Degrees to be delivered from the Dolgellau campus (Health and Social Care and Information Technology).</p> <p>2.3. Introducing new bilingual Access to HE programmes in the rural locations of Dolgellau and Pwllhelli and aim to enrol 40 students in 12/13. (SO2)</p>

i) Equality of Opportunity

Strategic Outcome	Targets/ Benchmarks/Objectives
<p><i>Provide details of long term strategic outcome and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and For Our Future and identify specifically which measures these outcomes address.</i></p> <p>learning for local communities and employees is a reality. (FOF – maximise participation, increase higher skills levels & address inconsistencies in access and opportunity; HCS outcomes 1, 4 and 6)</p> <p>8. Increase number of learners studying part time (FoF- maximise participation through part time study, improve part time learning opportunities; HCS outcomes 1,4 and 8)</p>	<p><i>These should be verifiable and benchmarked against existing institutional targets /HEFCW Corporate Strategy targets/ For Our Future targets etc., or can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p> <p>Targets 2012/13</p> <ul style="list-style-type: none"> • Enrol 20 students onto the 2 new Welsh medium/ bilingual Foundation Degrees. (SO2, 7 and 8) • Enrol 40 students on to the new bilingual Access to HE programmes (SO2) • Increase the number of students undertaking some element of their course through the medium of Welsh from 7.2% (62 out of 852 learners) in 2009/10 to 9% (92/1020). (SO2 and 7). Source: Participation Payment Return to HEFCW / HESES / EYM/ Llandrillo College Registry. NB 2009/10 is the latest validated data set. <p>3. Increase the ratio of part time to full time learners through increased engagement with employers and employees. This will include activities to promote part-time progression pathways (from apprenticeships to foundation degrees) and CPD modules at HE level.</p> <p>Target 2012/13</p> <ul style="list-style-type: none"> • Increase the ratio of part time learners from 47% in 2009/10 (402 out of 852 learners) to 53% (540/1020) of the College total (SO1, 2, 4, 7 and 8). Source: HESES/EYM/Llandrillo College Registry <p>4. Aim to have submitted the application/or attained the Frank Buttle Trust accreditation by the end of 2012/13. (SO4)</p> <p>5. Use UCAS data on socio/economic and demographic profiles of all HE applicants to measure conversion and success rates to determine equality of opportunity, and to influence the fees plan for 2013/14. (SO6) Source: UCAS data</p>

i) Equality of Opportunity

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	<p>6. Increase access to HE as well as student retention and success rates by increasing the use of learning technology for blended learning. All HE programmes will have all assessments, module descriptors and learning materials on the VLE by June 2012. The Higher Education Curriculum Development Officers will be trained to support staff in the achievement of these objectives.</p> <p><i>Targets 2012/13:</i></p> <ul style="list-style-type: none"> • increase rates of attendance from 75% to 81%. • increase attainment rates from 84% to 87% • increase completion rates from 86% to 87% • increase successful completion from 72% to 76%. <p>(SO1, SO3, SO5) Source: EYM/Llandrillo College Registry (KPI Performance Monitoring). Baseline data is for 2009/10 as that is the latest complete data set.</p> <p>7. Ensure all learners are informed of and can access qualified and welfare support staff, through extending the service to other College community sites College wide. (SO1, SO3, SO5) Source: Student Experience Directorate databases</p> <p>8. Increase progression to HE from the land-based FE student cohort through the development of a partnership agreement with a University partner. This will involve enhanced HE promotional activities, enhancing HE study preparation within the curriculum and the introduction of part time provision locally.</p>

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	<p><i>Target 2012/13</i></p> <ul style="list-style-type: none"> • Develop a land-based foundation degree for 2012/13 and enrol minimum of 12 part time students. (SO1, SO8) <p>Source: HESES/EYM/Llandrillo College Registry</p>

Examples of activities in support of Equality of Opportunity in relation to Access to HE might include, amongst others, activities aimed at promoting and safeguarding fair access to HE and identifying individuals with the greatest potential from disadvantaged backgrounds; measures to attract and retain students and prospective students from under-represented groups such as Community First areas or from disabled students; measures which seek to raise the educational aspirations and develop skills which prepare students for HE; measures which provide effective provision of information to students before and during their courses; measures which provide high quality academic and welfare support to students.

ii) Promotion of Higher Education

Strategic Outcome	Targets/ Benchmarks/Objectives
<p><i>Provide details of long term strategic outcome and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and For Our Future and identify specifically which measures these outcomes address.</i></p>	<p><i>These should be verifiable and benchmarked against existing institutional targets /HEFCW Corporate Strategy targets/ For Our Future targets etc., or can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p>
<p>The strategic outcomes shown here are taken from Coleg Llandrillo Cymru's Higher Education Strategic Plan 2010 -2013. The College's strategic plan for HE reflects the aims outlined in the following documents:</p> <ul style="list-style-type: none"> • For our Future – The 21st Century Higher Education Strategy and Plan for Wales, 2010,WAG (referred to below as FOF) • HEFCW Corporate Strategy 2010/11 – 2012/13 (referred to below as HCS) <p><u>Strategic Outcomes</u></p> <ol style="list-style-type: none"> 1. Increase progression rates to relevant employment for HE students (FOF – support economy , employability as a HE outcome; HCS outcome 6) 2. Increase number of learners studying part time (FoF- maximise participation through part time study, improve part time learning opportunities; HCS outcomes 1 and 8) 3. Develop new provision and enhance current provision through employer partnerships (FOF –support the economy, increase higher skills levels; HCS – outcomes 6 and 8) 	<p>Objectives for 2012-2013:</p> <ol style="list-style-type: none"> 1. Increase the emphasis on the modular aspect of the FD programmes to increase access to flexible provision, either for full awards or single modules as continuous professional development. <i>Target 2012/13</i> <ul style="list-style-type: none"> • Develop and promote work based modules from at least 5 FD programmes that are not currently developing work based modules through other projects. (SO1, SO2, SO3, SO4, SO5) Source: HESES/EYM/Llandrillo College Registry 2. Through the newly established Corporate Curriculum Lead roles, systematise engagement with the Sector Skills Councils to ensure each directorate has a Sector Skill Council informed HE curriculum development plan. (SO3, SO5) Source: College SSC Development Plans 3. Implement the recently approved Employability Strategy with the outcome that every HE student will have employability skills development either integrated into their programme of study or undertaken as a stand alone module/activity. <i>Target 2012/13</i> <ul style="list-style-type: none"> • A minimum of 30 degrees (including Foundation and Honours

ii) Promotion of Higher Education

4. Increase participation rates from non-traditional HE learners, including those from Community First areas and sectors with low progression rates. *(FOF - maximise participation, address inconsistencies in access & opportunity & increase higher level skills; HCS outcomes 1 and 8)*
5. Increase progression to HE from apprenticeships *(FoF- maximise participation through part time study, improve part time learning opportunities; HCS outcome 8)*
6. Increase the number of international HE students *(FOF – enhance the cultural role of HE; HCS outcome 5)*

Degree Programmes) have employability skills/work-based element/work-based project built into their programme of study. (SO1, SO5)

Source: Validation Documents for individual awards

4. Improve learner awareness of and engagement with Go Wales Graduate Academy, Work Taster programme and the Freelancing Academy by 10% from 19 in 2010/11 to 23. (SO1, SO5)
Source: Student Experience Directorate databases. Numbers based upon activity as at 15/06/2011.
5. Improve take up of opportunities for learners to attend national Employment and Graduate fairs by 10% from 27 in 2010/11 to 30. (SO1, SO5)
Source: Student Experience Directorate databases. Numbers based upon activity as at 15/06/2011.
6. Increase knowledge transfer to industry through increasing the opportunities for students to engage with industry on project work and placements.

Target 2012/13

- Each full time programme to have at least one project and all full time learners to have relevant work placements. (SO1, SO3, SO5)
Source: Validation Documents for individual awards.
7. Improve current progression rates from Foundation Degree and other L5 awards onto Level 6 by providing clear and transparent information about progression opportunities available, together with success rates for each programme of study. The regional strategy for North and Mid Wales - CADARN - provides support for this with an initial mapping

ii) Promotion of Higher Education

exercise of progression routes within the region.

Improve the methods used to collect student destination information to improve the robustness of the data collected and therefore its use in the quality improvement process. This transparency of information will aid the decision-making at the application/recruitment stage and motivation and commitment during the learner's studies.
(SO1)

Targets 2012/13:

- Increase progression from FDs to level 6 from 30 out of 77 leavers (39%) in 2009/10 to 93 out of 170 leavers (55%) in 2012/13. NB numbers of leavers in 2012/13 has been estimated.
- Publish HE student destination data for 2012/13.
Source: HESES/EYM/Llandrillo College Registry

8. The College will further improve the quality of experience of HE students through its quality improvement processes and its Learner Involvement Strategy. CLC's student body will be involved for the first time in the NSS in 2011/12. The College will encourage maximum student participation in the survey through the personal tutorial process.

Target 2012/13:

- Completion and satisfaction rates to be in the top quartile for HE in FE in Wales. (LO4, LO5)
Source: NSS/Ipsos Mori
9. Identify at least one successful Alumni in each programme area to act as College Ambassadors and promote career

ii) Promotion of Higher Education	
	<p>opportunities for graduates. (SO2, SO4)</p> <p>10. Articulate work-based progression pathways from apprenticeships to foundation degrees and use this for the production of promotional materials. Train all work-based assessors in the newly formed regional training consortium to promote these HE progression opportunities within the workplace. (SO2, SO4, SO5)</p> <p>11. Develop a formal partnership agreement with the local University to work in partnership to promote vocational higher education routes internationally. (SO6)</p>

Examples of Promoting Higher Education might include activities which aim to strengthen more effective engagement with private, public and voluntary bodies and communities in Wales; investments in improving the quality of learning and teaching; activities which strengthen the employability of Welsh graduates; actions which promote Welsh HE more effectively internationally and activities which raise awareness of the value of HE amongst potential learners.

Summary of Targets for 2012/13

Please see above for detailed information, including baseline data, on these targets.

1. Increase enrolments from Low Participation Areas from 37% to 38%.
2. Increase learners from Communities First areas from 13% to 13.5%.
3. Increase from 0 to 2 the number of Looked after Children.
4. Increase the ratio of over 23 year olds from 71% to 75% of total College enrolments.
5. Enrol 20 students onto the 2 new Welsh medium/ bilingual Foundation Degrees.
6. Enrol 40 students on to the new bilingual Access to HE programmes.
7. Increase the number of students undertaking some element of their course through the medium of Welsh from 7.2% to 9%.
8. Increase the ratio of part time learners from 47% to 53%.
9. Submit the application/or attained the Frank Buttle Trust accreditation.
10. Increase rates of attendance from 75% to 81%.
11. Increase attainment rates from 84% to 87%.
12. Increase completion rates from 86% to 87%.
13. Increase successful completion from 72% to 76%.
14. Develop a land-based foundation degree for 2012/13 and enrol minimum of 12 part time students.
15. Develop and promote work based modules from at least 5 FD programmes.
16. Each College directorate has a Sector Skill Council informed HE curriculum development plan.
17. Minimum of 30 degrees with employability skills built into their programme of study.
18. Improve learner awareness of and engagement with Go Wales Graduate Academy, Work Taster programme and the Freelancing Academy by 10% from 19 to 23.
19. Improve take up of opportunities for learners to attend national Employment and Graduate fairs by 10% from 27 to 30.
20. Each full time programme to have at least one work related project and all full time learners to have relevant work placements.
21. Increase progression from FDs to level 6 from 39% to 55%.
22. Publish HE student destination data for 2012/13.
23. NSS Completion and satisfaction rates to be in the top quartile for HE in FE in Wales.
24. At least one College Ambassador in place for each HE curriculum area.

12. **Sign off:** to be completed on paper copy by head of institution once the Fee Plan has been approved by your Governing Body.

Date approved by Governing Body:	Updates approved 15 th June 2011 by the Governance and Standards Committee
Signed Vice Chancellor/Principal:	
Date:	16 th June 2011

By 31 May 2011 each institution should ensure that:

- they have posted one hard copy Fee Plan to Emma Morris at the HEFCW office;
- they have emailed one electronic version of the Fee Plan to Emma.Morris@hefcw.ac.uk.