

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

<b>Fee and Access Plan</b>	
Name of institution	Swansea University
Duration of the fee and access plan	1 August 2025 to 31 July 2027
<b>Section 1 - Fee levels</b>	
<b>Section 1.1 – Fee levels or the determination of a fee level at each location</b> (Guidance paragraphs 85-92)	
Fee level	Location of course
Maximum regulated fee	<p><b>Swansea University</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s Degree Honours</li> <li>• Enhanced First Degree (4 year degree leading to a Master’s qualification)</li> <li>• PGCE</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>• Foundation year for classroom-based subjects</li> </ul>
Fee specified in franchise partner agreements	<p><b>Coleg Cambria</b></p> <ul style="list-style-type: none"> <li>• Foundation Degree</li> <li>• First Degree</li> </ul>
20% of the maximum regulated fee	<b>Swansea University</b>

	<ul style="list-style-type: none"> <li>• Bachelor’s Degree Honours - year in industry</li> <li>• Enhanced First Degree - year in industry</li> </ul>
15% of the maximum regulated fee	<p><b>Swansea University</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s Degree Honours - year abroad</li> <li>• Enhanced First Degree - year abroad</li> </ul>
<p>Maximum tuition fees in Wales are set by the Welsh Government. The University reserves the right to increase tuition fees in the second and subsequent years of a course as permitted by any change in Welsh Government policy.</p> <p>We will inform all applicants and current students of fee levels and any increases for successive years of study as soon as confirmation is received from Welsh Government and will publish updates on our website.</p>	
<p><b>Section 1.2 - Aggregate fee levels</b> (Guidance paragraphs 98-101)</p>	
<p><b>Total cost of tuition fees across course duration (aggregate fees)</b></p> <p>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.</p> <p>Regardless of the fee level, we will:</p> <ul style="list-style-type: none"> <li>• Write to all students applying for entry from 2026-27 to notify them of the fees, the arrangements for paying fees and the support available to them.</li> <li>• 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).</li> <li>• We will also write to students applying to Swansea University for entry in 2026-27 deferred from the previous year to notify them of the fees.</li> <li>• 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.</li> <li>• <b>Fee information and associated costs can be found <a href="#">here</a></b></li> </ul>	

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 102-105)

Student' Union Officers provide their inputs and inform the development of the Fee & Access plans. This is achieved by reviewing the initial iterations of the plan and providing direct inputs based on their engagement and feedback from the student body that is obtained through various platforms such as the Student Forums and surveys. SU Officers also use further opportunities to highlight issues and concerns that need prioritising in the plan when they meet University's Senior Leadership Team and PVC-Education. The nominated Student Governors i.e. President and Education Officer (2023-24) then play a role in informing and endorsing the plan when it is presented/submitted to University Council for approval.

### **Student Voice and Engagement**

We hold the student voice in high regard, and through collaborative efforts with the Students' Union, we provide year-round opportunities for students to share their views about what the University is doing well and how we can improve their experience.

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.

In addition to annual surveys, our Unitu student voice platform ensures a transparent feedback process. Students can post praise, ideas, and requests on the online platform and comment anonymously on Faculty and University-wide boards, allowing staff to respond directly and facilitating meaningful discussion. The platform provides real-time insights into student priorities, leaving waiting for periodic surveys unnecessary. Work is being undertaken to review the boards on the platform and ensure we are providing an engaging and responsive environment for student feedback.

We actively seek student engagement in the development of new projects and services, integrating feedback into planning processes. Student feedback is pivotal in the development of University initiatives, including the new Education Strategy, and in the designing of services. Regular 'Food for Thought' sessions gather feedback from students, allowing the University to gather meaningful and timely feedback.

Student Staff Forums are held with Student Representatives and Faculty Staff to address student feedback and provide updates for the student body. Minutes are collated centrally to ensure feedback is being acted on and we are provided with a picture of the student experience. These forums, co-chaired by Engagement staff and School Representatives, occur at least once a term in every school.

Staff can engage with student module feedback via the EvaMetrics Engagement Portal which supports in-class completion of the surveys. The portal provides staff with a simple tool for providing reflections to students based on their feedback, identifying actionable insights, and establishing a productive dialogue, thereby closing the feedback loop.

Additionally, the Welsh Affairs Officer coordinates and chairs a Welsh Language Student Forum each term, providing a platform for Welsh-speaking students to raise feedback they may have.

We have established mechanisms to communicate to students and staff how this feedback has driven positive change across the University, closing the feedback loop. Our 'Together We Changed' initiative showcases the outcomes of student input at programme, faculty, and university levels through visual displays and messages.

### **Academic Rep System**

The Academic Rep System is a partnership between the Students' Union and the University and comprises of over 400 representatives operating at both School and Subject levels. These representatives actively participate in School Learning and Teaching Committees, Boards of Studies, Student Advisory Forums, and School Staff-Student Forums. Their insights, collected from fellow students, form a significant part of the agendas in these forums, driving discussions on improvement initiatives.

They also work on Union and University campaigns and collect feedback from their peers throughout the year to instigate meaningful change and improvements in their courses.

School Reps meet monthly in the SU's Education Executive Committee, which is serviced by the Students' Union and chaired by the Education Officer. Here they share feedback and updates from their Schools, which are then channelled through the SU Education Officer, SUSU Student Voice Team and SPES for appropriate action.

SPES and the Students' Union are currently conducting a comprehensive review of the Rep system, gathering feedback from students, Reps, and staff. This review aims to refine roles and responsibilities to better suit students' needs. Over 500 students have contributed to the review. This project includes evaluating the training provided, with a focus on enhancing the employability of representatives through meaningful training opportunities.

## **Student Engagement Partners**

Each Faculty has Student Engagement Partners, both academic and administrative, who form close partnership relationships with their School and Subject student representatives. They provide support in addressing issues and co-create initiatives, such as peer mentoring and buddy schemes, at a faculty level.

To foster collaboration and share best practices, a regular Student Engagement Partner Forum is hosted by the Student Partnership and Engagement Team in conjunction with the Students' Union. This forum serves as a platform for exchanging ideas and strategies to enhance student engagement across the Institution.

## **Students' Union and the Student Partnership Structures**

The Students' Union Full-time Officers, SUSU Student Voice team, SUSU Liberation Part-time Officers and a number of student Reps are key members of the Student Advisory Forum. The committee is where strategies and projects related to student experience and partnership are discussed and approved. Notably, the committee underwent restructuring for the 2023/24 academic year, resulting in an increased proportion of student representation.

SAF reports directly to the University Education Forum and holds responsibility for overseeing the annual review of the Student Charter, aligning with HEFCW recommendations and broader student experience enhancements and adjustments.

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 monthly meetings with the University's Senior Leadership Team to provide feedback and relay any issues needing immediate attention. FTOs also engage in fortnightly meetings with the PVC (Education and Student Experience), to communicate, follow up, and monitor progress on the important issues related to students' academic and wider student experience.

The Students' Union operate a democratic student-led structure of student leaders and volunteers and facilitate various Union committees such as the Executive Committee (FTOs & PTOs), Education Executive, Sports Executive, Societies Executive, Welfare Committee, Race Inclusion Student Advisory Forum, Sustainability Executive. The executive committees are led by elected Officers and elected representatives from respective student groups, demographic and liberation groups.

The Students' Union conducts independent surveys e.g. Speak Week and organises termly Student Forums including liberation groups to directly gather feedback. This feedback is then relayed to relevant committees through elected Officers, Reps, and the Union staff to collaboratively address student feedback. Moreover, SU Officers and CEO sits on various University and Faculty-level strategic and operational boards, committees, steering groups and task & finish groups. The Students' Union's Senior Management team similarly contributes to several operational committees and groups. The SU Student Voice team closely collaborates with the University's Student Partnership & Engagement Service to foster ongoing student inclusion and participation in decision-making processes.

Complementing these efforts, the University has established a Student Review Community - a collective of students dedicated to enhancing academic quality and quality assurance processes across the institution. Student Reviewers are trained and mentored, and then assigned to specific quality events, reviews or activities, where they will provide a critical, insightful student voice.

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

For 2026-27, 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:
  - 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 117-135)



**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 and build a sense of belonging, including providing a platform for student voice, co-creation opportunities and celebration of various cultures. Additionally, deliver improvements to the quality of teaching by supporting and equipping staff with relevant knowledge through various training opportunities.
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.

<b>Fee and access plan application submission to HEFCW<sup>1</sup></b>	
Date of Governing Body approval:	5 February 2026
Governing Body authorised signature:	
Date:	5 February 2026
<b>Final fee and access plan submission once HEFCW has confirmed it has no further issues (where applicable)</b>	
Date of Governing Body approval:	12 March 2026
Governing Body authorised signature:	
Date:	12 March 2026

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