



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Fee and Access Plan

2025-2027

(updated March 2026)

Mae'r ddogfen hon ar gael yn Gymraeg ac yn Saesneg | This document is available in Welsh and English

Fee and Access Plan

Name of institution	University of Wales Trinity Saint David
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	
Fee level	Location of course
Maximum regulated fee	Wales Campuses: Carmarthen, Swansea, Lampeter, Cardiff <ul style="list-style-type: none"> • Home (including Ireland, Channel Islands and the Isle of Man) undergraduate • Home Integrated Masters • Home PGCE
20% of the maximum regulated fee	Wales Campus: Swansea Home (including Ireland, Channel Islands and the Isle of Man) undergraduate - Sandwich year (year in industry)
Maximum regulated fee	England Campuses: London and Birmingham Home (including Ireland, Channel Islands and the Isle of Man) undergraduate
Maximum regulated fee	South Wales Outreach Locations: Bridgend, Llanelli, Newport, Pontypridd, Cardiff <ul style="list-style-type: none"> • Home (including Ireland, Channel Islands and the Isle of Man) undergraduate • Home PGCE
Maximum regulated fee	Franchise providers: Coleg Sir Gâr, Gower College, NPTC Group, Pembrokeshire College Home (including Ireland, Channel Islands and the Isle of Man) undergraduate

The University is committed to delivering services that are compliant with consumer protection legislation, in line with the guidance to higher education providers published by the Competition and Markets Authority.

Maximum tuition fees in Wales are governed by the Welsh Government for full-time (FT) Home undergraduate (UG) (including PGCE) students. The maximum chargeable fee will be applied to new and continuing students who commenced a new programme of study in 2025/26 and beyond unless the University communicates otherwise.

Tuition fees for students commencing a programme of study in 2025/26 and beyond may be increased by the University on an annual basis in line with any revision to the maximum tuition fees set by Welsh Government.

Aggregate fees for the whole duration of the course will depend on the length of the programme and whether there are increases to the maximum tuition fees set by the Welsh Government as outlined above.

We will inform all applicants and 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.

We will inform all applicants and students affected of fee levels and any increases for successive years of study as soon as confirmation is received from Welsh Government, and approval for the relevant Fee and Access Plan is received from HEFCW. Updates will be published on our website, any applicants and students affected will be contacted by email and letter; tuition fee information is published on the University's website where applicants and students are directed via MyTSD, the University's applicant and enrolment portal. Updates to undergraduate tuition fee levels are also displayed on the UCAS website and the Student Loans Company (SLC) student finance portal.

Section 1.2 - Aggregate fee levels

Aggregate fees for the whole duration of the course will depend on the length of the programme and whether there are increases to the maximum tuition fees set by the Welsh Government as outlined above, however may be calculated as follows:

The annual full-time tuition fee rate X the expected number of years taken for the programme = total tuition fees for the programme

The University communicates tuition fee information to our learners via our website on our [finance pages](#), and on our [Fee and Access Plan pages](#). Available Student Financial Support is communicated to students via a variety of methods. The Student Money Support team attends open days and taster days and meets with students and parents (both virtually and face to face) in advance of both application and arrival at University. The team answers general and specific student finance queries, provides guidance on the student finance application process, and advises on availability and eligibility in relation to UWTSD [bursaries, scholarships and additional financial support](#).

Students starting University receive an introductory handbook and an invitation to their induction in advance of their first day at the University. The handbook includes brief information about student financial support, including how to access advice and guidance through the Student Money Support team and [links](#) to more information and relevant bursary application forms.

The induction process for all new students includes an introduction to Student Services which provides a brief description of the University's bursary framework and signposting to the Student Money Support team for queries and support. Key details of our staff team and details of our bursary framework, including eligibility criteria, application dates and online forms, are available on our [website](#) and available to our students via the UWTSD Hwb app.

Reminder information is circulated to returning students on an annual basis as part of their course induction activity. Our welcome and Hwb introduction videos both include specific information on student finance support. Periodically, e-mails are circulated to remind all students about bursary availability and deadlines, and referral systems are in place from the Students' Union, Student Hwb and Institutes to help students reporting financial difficulty to access individual support from the Money Support team. Our Hwb chat bot makes referrals out of hours on the website. In addition to the above, we have information included in our prospectus and other central publications linked to the website and the Hwb. Panels for the Student Financial Support Fund and the Digital Connectivity Bursary meet weekly through the year to confirm eligibility, assess applications and award support. The panel includes representation from the Students' Union.

Section 2 - Student Partnership

Consistent with our Student Charter, the University is committed to working in partnership with its learners and the Students' Union to provide a high quality learning experience. Since the inception of fee and access planning, a number of models have been explored for ensuring that the learner voice is an integral part of the development of plans and the associated investment strategies. Student engagement and representation strategies are well embedded across the University. Two sabbatical officers are members of the University Council and, with the exception of the Audit and Risk Committee, all Council standing committees have a student member. These include the Resources and Performance Committee, which maintains governance oversight of the fee planning and monitoring process and the University's performance in meeting its strategic objectives more generally. Through the Students' Union, learners are also represented on the Senate (the senior academic body) and all of its standing committees. Sabbatical officers may be accompanied by a Students' Union staff member (normally the Chief Executive) at academic committee meetings which provides for greater continuity of approach and supports the sabbatical officers in making informed and influential contributions to decisions. The Students' Union is also represented on the Fee and Access Plan Working Group which oversees the operational aspects of fee and access planning and receives draft Plans and monitoring reports for commendation to senior officers and governors.

Working in partnership with the Students' Union and through subject-specific targeting, the University has made considerable efforts to achieve optimum participation in student satisfaction surveys, and to ensure that the outcomes of such surveys are used systematically to target areas for improvement and investment. Survey data is also used to target areas and focus groups to further explore issues and plan solutions with learners. With the agreement of the Students' Union, and in the light of the wide geographical spread of our campuses, the development of this Fee and Access Plan has focused on the feedback obtained through the National Student Survey, the UK Engagement Survey (UKES), Postgraduate Taught Engagement Survey (PTES), Postgraduate Research Engagement Survey (PRES), Module Questionnaires, other internal surveys and wider consultation undertaken as part of specific policy and strategic frameworks (e.g. Learning and Teaching Enhancement Strategy, Race Equality Plan, Health and Student Wellbeing Strategy, and the Strategic Equality Plan).

The work of the Partnership Team Leaders provides the University with a continuous source of information about the learner experience at partner institutions (including our HE learners that study at FE locations), about any barriers to participation that learners face. The development of this Fee and Access Plan has focused on the feedback obtained through these mechanisms.

The findings from these consultations are shared with our Fee and Access Plan Working Group which includes representation from the Students' Union, and have informed the setting of this Fee and Access Plan. Mechanisms already exist between the University and learners to feedback findings from surveys and action taken to resolve matters highlighted. The Fee and Access Plan Working Group monitors progress with the Plan. Students' Union representation on this Group ensures that the student voice is heard within our monitoring and evaluation activity.

The Fee and Access Plan Working Group also includes representation from our Widening Access Manager to ensure alignment between our Fee and Access Plan and our Reaching Wider commitments.

Our Students' Union has made the following statement in support of the Plan:

“At the Students' Union, we are incredibly grateful for the communication we have received from the University regarding its transparency with the fee and access plan for the coming years. It has been made abundantly clear that the student voice, through the Students' Union has been a priority in the decision making. As an officer team, we are grateful to have been included in the fee and access plan discussions, where we have been able to challenge the university on its decision-making processes and have received clear guidance on what the plan will look like for all students studying at UWTSD.”

Taya Gibbons, Group President 2023-2024.

Section 3 - Under-represented groups

The under-represented groups identified within this Plan are a continuation of those initially identified in 2022/23, and continue to be represented in our 2023/25 and 2025/27 Fee and Access Plan.

To inform the identification of our under-represented groups for our Fee and Access Plan, we undertook an analysis of learner enrolment, retention and achievement data for the UWTSD Group and for higher education in Wales more generally. This analysis confirmed the groups that are both currently under-represented within the UWTSD Group and the focus of national and sectoral priorities. The focus of our Plan is to increase participation of learners in these groups by identifying barriers to success and continuing to develop and provide targeted support.

Our under-represented groups which are also identified by HEFCW as under-represented in higher education are:

- Part-time learners
- Learners from deprived areas, including those in the bottom and bottom two quintiles of Lower Super Output Areas of the Wales Index of Multiple Deprivation, and people of all ages from UK low participation in Higher Education areas.
- Students of all ages studying through the medium of Welsh.

In submitting our Reaching Wider (RW) Programme Statement of Intent to HEFCW we confirmed that we will work closely with the regional RW Partnership to support learners and students through all means and modes living in the bottom two quintiles of the Welsh Index of Multiple Deprivation (WIMD), and within these two quintiles in the RW Partnership region, those that are:

- post-16 young people in up to level 4 learning, in addition to adults over 21 years of age without level 4 qualifications;
- learners and students with a disability;
- learners and students from minority ethnic communities; and
- learners and students in Welsh medium learning, including supporting second language learning and Welsh cultures.

Our under-represented groups which are based on our mission, purpose and distinct student population include:

- Learners declaring a disability (regardless of where they live)
- Minority ethnic learners (regardless of where they live)
- Welsh medium learning, including supporting second language learning and Welsh cultures (regardless of where they live)
- Refugees and asylum seekers

RW institutional provision and commitment is articulated in our widening access strategies, and is aligned to this Fee and Access Plan. Our RW institutional practice is informed by an ongoing equality impact assessment, and that developments 'act in the spirit of' the socio-economic duty of the Equality Act (2010) and take account of the Well-being of Future Generations Act (2015) sustainability principle, goals and ways of working. To strengthen the commitment to the widening access provision the University continues its investment in a Widening Access Manager and a Widening Access Delivery team.

The institution lead for the RW provision is a member of the South West Wales Reaching Wider Partnership (SWWRWP)'s steering group. This provides visibility to the nature of the activities that are planned and delivered by the SWWRWP and enables the institution plan to align closely with the partnership activities by avoiding any duplication and having an oversight of the all the activities delivered to the various target groups. One Widening Access Officer is funded fully by the partnership to ensure all planned activities are complementing and provide the best value for the investment made. In addition to this, the University funds four additional roles that contribute towards widening access activity, thus further evidencing our commitment to this agenda.

Our commitment to our learners declaring a disability is detailed in our Health and Wellbeing Strategy ([accessible here](#)). The Strategy contains important information on the steps the University is taking to ensure that students' health and wellbeing is prioritised so that all can flourish and fulfil their potential. It adopts the guidelines from [HEFCW's Wellbeing and Health in Higher Education Policy Statement \(2019\)](#), and embeds several key sector frameworks including [Universities UK: Stepchange Mentally Healthy Universities \(2020\)](#), [Student Minds: University Mental Health Charter \(2019\)](#), [Universities UK / Papyrus: Suicide Safer Universities \(2018\)](#) and the [Health Universities Framework](#).

The University Strategic Equality Plan (SEP) (2020-24 and 2024-2028) outlines our institutional objectives and goals. The SEP includes a Race Equality Plan which supports the University's commitment to providing an inclusive learning and working environment, free from prejudice and discrimination, where all our staff and our learners are supported, feel respected and are empowered to realise their full potential. It also fully embeds the principles of the Advance HE's Race Equality Charter and adopts the recommendations from the UUK Tackling Racial Harassment in Higher Education. The University has signed up in Oct 2021 to Advance HE's Race Equality Charter's 5 principles as well as Zero Racism Wales and aims, as part of its commitments detailed in this plan, to apply for a Bronze REC award by July 2025.

Our commitment to Welsh medium learning, including supporting second language learning and Welsh cultures is underpinned by the University's Welsh Language Strategy. The Strategy contains firm commitment to ensuring opportunities to learn and study through the medium of Welsh in line with the Welsh Government's Cymraeg 2050: A million Welsh Speakers Strategy. Compliance with Welsh Language Standards also ensures that the University provides a supportive environment and ethos for individuals learning the language or studying through the medium of Welsh.

We are committed to providing equal opportunities to all individuals, regardless of background, to gain admissions to a course that is suited to their ability and aspirations. Our admissions process allows us to consider additional information through contextual data to help us identify an individual's potential to succeed. More information on how we use contextual data can be accessed on our [website here](#).

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

Section 4.1 - Equality of Opportunity

Objective 1	Enhance the promotion and safeguarding of fair access to higher education from under-represented groups
Objective 2	Improve access to Welsh-medium education
Objective 3	To increase progression, retention and completion of people from under-represented groups

Section 4.2 - Promotion of higher education

Objective 1	To ensure all of our learners receive a high quality, supportive and inclusive learning experience to enable them to achieve their full potential
Objective 2	To develop and enhance our partnerships and confederations with other institutions, to maximise higher education and progression opportunities for learners
Objective 3	To strengthen the employability of Welsh Graduates

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: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;
 - ~~b. it is not acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution for purposes of regulation under the 2015 Act; and~~
 - ~~c. 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.

Fee and access plan application submission to HEFCW ¹	
Date of Governing Body approval:	23 May 2024
Governing Body authorised signature:	 Emlyn Dole, Chair of Council
Date:	23 May 2024

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