

Strategy 2030:
Student Experience Strategy

|  |
| --- |
| 1. **Alignment to Strategy 2030**
 |
|  | *Primary* | *Secondary* |
| **Strategic Pillars:** **Sustaining****and progressing….** | Research excellence |  | ü |
| Transformative learning experiences | ü |  |
| An excellent student experience | ü |  |
| A thriving Welsh language and bilingual environment |  | ü |
|  |
| **Transformational themes:****Strengtheningand promoting…** | Economic, social, and civic impact |  | ü |
| Global reach |  | ü |
| Health and wellbeing |  | ü |
| People and talent |  | ü |
|  |
| **Underpinned by…** | Institutional sustainability |  | ü |

|  |
| --- |
| 1. **Alignment to Corporate Risks**
 |
| CR3 | Loss of high-quality student experience |
| CR2 | Reduction in quality of the academic portfolio |
| CR6 | Failure to realise the University’s strategic aims in relation to the Welsh language |
| CR9 | Inadequate progress with the estates strategy |

|  |
| --- |
| 1. **Governance**
 |
| Strategy period | 2020-2023 |
| Strategy review arrangements | The strategy will be reviewed annually by the Student Experience Strategy Group and the outcomes will be reported to the Executive. |
| Last reviewed | The initial strategy was reviewed and approved by the Executive in 2020.The latest revision was reviewed and approved by the Executive in 2022. |

|  |
| --- |
| 1. **Introduction**
 |
| **Our Vision**:We believe that all students should have the opportunity to shape their experiences at university. We are committed to delivering a personalised student experience for our students; this means providing support for all students to embrace opportunities, develop, and realise their ambitions. As a bilingual institution and a global centre of excellence for Welsh-medium education, we are uniquely placed to understand and champion diversity in our approach to the student experience and engagement with our communities.**Where we are:** Bangor University has a history of development and enhancement initiatives in partnership with our student body, most recently in the #TogetherWe programme. Students are at the heart of our decision-making, something that is not only reflected in the make-up of our committee structures, with student representation from the Students’ Union, but also in our approach to strategic developments and the day-to-day running of the University. In 2011, Bangor University was one of the first UK Higher Education Institutions to make a commitment to partnership working with students across all aspects of the student experience. Our vision was to extend partnership working beyond student representation and consultation to collaboration: an agenda based on mutual respect. Bangor University already has an excellent reputation for its staff and student collaboration, particularly within our academic domain. This is evident through the development of our first Student-Led Teaching and Learning Strategy (2017-2020) which in turn informed the development of our new student-centred Teaching and Learning Strategy (2020-2025).The student experience was dramatically affected from early 2020 when the COVID-19 pandemic, and associated changes in behaviour, changed so many elements of student life. The University worked hard to try and mitigate these effects, moving teaching on-line, modifying the examination process, and adapting student support to the new environment. Inevitably, however, the student experience was affected in innumerable ways.In this Student Experience Strategy, we strive for a longer-term vision. We will further enrich our relationship with our students, by developing our collaborative practices and extending them outside the academic domain to continue to deliver an exceptional student experience.**Our 4 key areas of focus:**Through consultation with key stakeholders, including staff, students, and the Students’ Union, we identified four areas of focus for our strategy:* **Student Life**
* **Supporting Our Communities**
* **Engagement**
* **Strategic Partnership Working**

We will deliver on our strategy by providing our staff and students with opportunities to collaborate and to engage in meaningful conversations that challenge ideas in a constructive way, whilst learning from best practice, within and outside of the University.  |

|  |
| --- |
| 1. **Objectives**
 |
| 1. **Student Life**
 |
| **What do our students think?**When it comes to student life on campus, our students highlighted the importance of being able to study in spaces that they can work collaboratively with other students; that they can work from their own devices without the worry of running out of power; and can also talk, eat and drink in those areas. They particularly valued the opportunities for extracurricular activity, including sport.Students highlighted that they particularly enjoy campaigns such as the Students’ Union’s Studyaid – which provide students with tea/coffee and free food, in areas such as the Library and foyers with communal seating, in order to give students a break from their studies and promote wellbeing.**Our commitment:**We are committed to physical and virtual environments that are inclusive; support students’ lifestyle choices and provide high quality, sustainable facilities, and services, regardless of location. We will include opportunities for student-centred services and facilities design. We will increase and enhance opportunities for student group activities: social learning, group working and opportunities for extracurricular activity. We will promote these on our physical campuses and virtual learning environments, to ensure they meet the needs of our students. **To achieve this, we will:***Spaces*1. Ensure our Estates-planning is student driven, by increasing opportunities for student-centred facility design within our structures.
2. Increase and enhance our student social spaces to ensure they exceed the needs of our students for social learning and group working activities, including support for a ‘bring your own device’ option.
3. Ensure students are able to find their way around our campus and gain access to the service and facilities they need, by making better use of maps, signage and online content to ease way finding, particularly for our new students.

*Catering*1. Increase our catering offer to provide more student friendly choice at competitive prices.
2. Provide food and drink choices shaped by budget, health and lifestyle and culture, including access to facilities in order to support those who wish to bring their own food.
3. Develop our student focussed food option across campus, in the right places, so access is easy for all, regardless of where you are studying including the possibility of a central refectory as a catering outlet for students.

*Halls*1. Continue to develop our Campus Life programme to provide opportunities for students living in University Accommodation.
2. Develop our Campus and Halls offering in order to provide opportunities for our living at Home students; building on our success of Campus Life and one night stay options to promote more opportunities for live at home students to stay on campus.
3. Continue to invest and develop our diverse range of accommodation types such as in Alcohol-free, Quiet and Postgraduate only halls, to provide students with a living environment that suits their needs.

*Extracurricular Activity*1. Continue our commitment to free clubs and societies, and related free extracurricular activity such as Languages for All.
2. Continue our commitment to Wednesday afternoons free for sport, seeking to grow engagement opportunities for outdoor activities.
3. Continue our commitment other activities which broaden the joint work between staff and students, such as involvement in Validations, and the Student Led Teaching Awards.
 |
| 1. **Supporting Our Communities**
 |
| **What do our students think?**Bangor Universityis an institutionthat cares about its students. When asked, our students highlighted the ‘friendliness’ and ‘supportiveness’ of staff as being one of the best aspects of studying at Bangor. Our students strongly identify with their academic school and a sense of belonging is important to them, something that is echoed in our 2020-2022 Student-led Mental Health and Wellbeing strategy. This is particularly important in our postgraduate communities, too.Students enjoy socialising with others in an environment that is safe, and students welcome the broad range of opportunities available to them, particularly through free membership to Students’ Union clubs and societies. **Our Commitment:** We will celebrate diversity and provide students with an experience that is meaningful and purposeful. Our students come from a broad range of backgrounds and cultures and have varying responsibilities and access needs; we will ensure our services and facilities are accessible and that students can relate to the opportunities that are available to them, across all levels of study.**To achieve this, we will:**1. Develop alternative and/or online solutions in order to provide a comparable experience for those students arriving outside of the traditional University ‘welcome week’, including a review of January intake.
2. Continue to celebrate diversity and culture through student-led initiatives and support our students to support each other by developing resources on living and working together, including investing in Bystander training.
3. Continue to develop our offering for our Postgraduate students, including identifying college level leads for our PGT community and encouraging staff and students to share their research and enhance postgraduate students’ sense of belonging in their academic school.
 |
| 1. **Engagement**
 |
| **What do our students think?**As a society, we are used to receiving information instantaneously and often online. Students highlighted that having information as early as possible is important, particularly for those who have parent or caring responsibilities. Students sometimes note that there can be too much information available for them and it can be hard to know what is most relevant and important. Additionally, increasingly students are using social media and other online platforms to communicate with their peers and the University, such as Facebook and Instagram. Students have also expressed that they would like to know more about staff and student research that is going on across the University, and noted that it is important to continue to promote how student involvement in initiatives and student feedback is used to make changes in their schools and across the University.**Our commitment:**We believe it is important to have an understanding of our students as partners in shaping their education and student experience. We will continue to monitor student feedback through established survey initiatives and will demonstrate to our students how we respond to their feedback. **To achieve this, we will:**1. Carry out a full review of student communications with a view of streamlining and ensuring that information is up to date and relevant to the student body.
2. Explore the use of online tools, such as social media, apps and survey software, in order to holistically survey and engage students across all services and departments so that they understand their roles as a partner in consultation, student feedback opportunities, and how they can influence decisions that affect them both locally and at a university level.
3. Continue to promote an Institutional feedback campaign that promotes how student feedback and partnership working has been acted upon to generate change and enhance the student experience.
4. Continue to invest in the experiences of our student living and studying away from the Main University campus, through further developing our online platforms and resources in order to ensure a parity of experience and sense of belonging to the University as defined in our Digital Strategy.
 |
| 1. **Strategic Partnership Working**
 |
| Students are at the heart of our decision-making. This is most notably reflected in the make-up of our committee structures, with student representation from the Students’ Union on all committees, and on Council. Our partnership working also includes regular meetings between SU officers and senior management, and joint meetings with the Executive, testament to our approach to strategic developments and the day-to-day running of the University.**Our commitment:**We will monitor and review the implementation of the University’s student experience strategy through the University’s Student Experience Strategy Group and will provide annual updates on progress to our students. **To achieve this, we will:**1. Continue with student representation on our committee structures.
2. Continue with student representation on processes such as Validation of Partner Review where possible and seek opportunities to grow these opportunities.
3. Continue to consult the student body, in a diverse range of ways, about future actions, and engage with the student body about progress.
 |

|  |
| --- |
| 1. **Key Performance Indicators**
 |
| Progress against each of the objectives will be articulated through key performance indicators (KPIs); these are underpinned by a framework of more detailed KPIs and targets which are aligned and operationalised through the University’s annual business planning round. |
| 1. | We will continue to monitor student satisfaction in a range of ways:1. National Student Survey (NSS)
2. Postgraduate Taught Experience Survey (PTES
3. Postgraduate Research Experience Survey (PRES)
4. Croeso survey
5. SU annual survey
6. SU Student Experience report
 |
| 2. | We will monitor student engagement in extracurricular activities, both in terms of breadth of engagement (membership of clubs and societies), and success of our teams (where this is measurable).1. Membership of clubs & societies
2. Team successes
 |

The Student Experience Strategy Group, chaired by Prof. Oliver Turnbull, Deputy Vice-Chancellor.