



2019/20 Fee and Access Plan

Executive Summary

Bangor University's fee and access plan has been developed with colleagues from the Students' Union, senior management, and key service managers with responsibility for those themes being developed as part of the commitments identified in the plan.

The plan draws together activities associated with the University's strategic priorities that are consistent with the fee and access plan guidance from HEFCW and Welsh Government, and takes forward the themes that have been developed since the University's first fee plan was prepared in 2011.

Preparation of the plan involves assessment of progress against targets in previous plans and other relevant performance metrics as outlined in the 'Rationale and Strategic Approach' section of the plan. The University's extensive student engagement activities mean that the priorities of students are identified through various processes throughout the academic year; these student priorities are considered during the development of the plan.

Drawing on the University's strategic priorities and successful elements of previous plans, this fee and access plan demonstrates the University's continued commitment to equality of opportunity and the promotion of higher education through the development of ten objectives:

1. Widening Access to Higher Education
2. Expanding Welsh-medium Higher Education
3. Providing High Quality Academic Support to Increase Retention and Completion of Under-Represented Groups
4. Providing High Quality Welfare Support to Improve the Experience of Under-Represented Groups
5. Promoting an Inclusive Environment
6. Developing and Delivering an Inclusive Curriculum
7. Ensuring an Excellent and Consistent Student Experience
8. Contributing Towards the Well-being of Future Generations
9. Promoting Effective Community Engagement
10. Strengthening Graduate Employability

The University's fee and access plan has been constructed to specifically address the following under-represented groups:

- Students domiciled in the former Communities First catchment areas, the bottom quintile of the Welsh Index of Multiple Deprivation, and UK low participation neighbourhoods.
- Students from low income backgrounds or facing financial hardship.
- Disabled students and those in receipt of Disabled Student's Allowance.
- Students with mental health conditions.
- Care leavers, and students with caring responsibilities.
- Students wishing to undertake higher education through the medium of Welsh.
- Female students in science and engineering.

Each of the objectives in the plan address the categories outlined in the HEFCW guidance and around £8.0M will be invested in delivery of these objectives. The University has set a range of targets associated with these objectives through which the plan will be monitored.

The Student Voice

Bangor University has embraced the principles of the Wise Wales statement on Partnership for higher education (www.wisewales.org.uk); engagement with the student body at Bangor University is extensive and that engagement has become part of the fabric of the University's planning and development processes. We benefit from a long-standing partnership approach with our student body and Students' Union which continues to "*to drive the agenda of students as partners*" (HEFCW Corporate Strategy 2017-2020). Partnership is a constantly evolving approach underpinned by mutual respect, cooperation and collegiality. We actively encourage student contribution to the design and delivery of teaching, and influencing strategic change across Bangor University. This was recognised in June 2017 through the University's gold Teaching Excellence Framework (TEF) award which referred to evidence of "*optimum levels of student engagement and commitment to learning secured through excellent teaching and assessment practices*".

Aligned to the principle in the Wise Wales statement on Partnership for higher education, "*partnership must exist between independent entities, such as a university and the collective student body,*" democratic representation through an independent students' union is at the heart of our partnership. It ensures that the collective student body determines what is important, why and how changes should be made, and that we work together to make these changes a reality. Working with our Students' Union is critical to developing an inclusive approach to our decision making process. The Students' Union has a specific contact through the Pro Vice-Chancellor (Students) who chairs the Students' Union Task Group and is their first point of contact for any issues; this ensures that a close and effective working relationship is maintained. Sabbatical Officers from the Students' Union are represented on the University's governing body (Council), are involved in regular meetings with the Vice-Chancellor, Pro Vice-Chancellors and other senior staff, and are invited to attend all University Task Groups and Council committees which helps to ensure that we "*build the student voice explicitly into regulatory processes and requirements*" (HEFCW Corporate Strategy 2017-2020).

The Students' Union acknowledge that our partnership approach to the Student Voice is sector leading and commit to continue to work in partnership with the

University and our Student Engagement Unit to ensure that student representation and voice is at the forefront of the agenda. The Students' Union will ensure that elected Course Representatives are closely supported, provided with the resources they need to deliver their role and have a high visibility across campus. The Students' Union will also continue to make resources available for student ideas and proposals, so that new and innovative schemes of work are constantly being developed.

Bangor University have taken on board HEFCW's guidance on good practice in funding effective, democratic student unions and student representation. In support of the principle in the Wise Wales statement on Partnership for higher education, "*produce an annual charter that outlines the expectations of mutual roles and responsibilities of universities and of their students,*" our Relationship Agreement with the Students' Union is reviewed annually, along with the Student Charter, by the Students' Union Task Group.

The Students' Union at Bangor continues to be represented through its elected representatives and officers in discussions about the developing fee and access plan. The Students' Union continues to be fully engaged in discussions about how fee income should be spent and have contributed ideas and suggestions which have been incorporated within this plan and previous plans. The Students' Union have advised on the expectations of students and ensure that discussions about future fee levels remain student focussed. The measures in the fee and access plan are consistent with key themes identified through these engagements and are also consistent with the outcome of student surveys including the National Student Survey (NSS), year 1 and year 2 student surveys, and the postgraduate taught (PTES) and postgraduate research (PRES) experience surveys. The plan also responds to issues raised at the Students' Union General Meeting which is attended by senior officers, including the Vice-Chancellor and Pro Vice-Chancellors. The Students' Union have confirmed that the fee and access plan is reflective of the discussions that they have had with the University.

The University's Student Engagement Unit implements our commitment to partnership working at the institutional and subject level. The management of all student surveys is now consolidated in this Unit, which also developed and oversees the University's "Together We..." campaign: our vehicle for informing students ways in which their feedback is acted upon. Developed in partnership with the Students' Union, investment in this campaign has continued to elevate the profile of the student voice across the University. We continue to develop our Directors of Student Engagement in each academic School, who are academic staff with strategic responsibility for student engagement, partnership and the overall student experience in their School. Directors of Student Engagement have responsibility for ensuring: the course representative system is well-promoted and conducted in line with the expectations of the Students' Union; that students are aware of how their feedback is acted upon (via the School's involvement in the "Together We..." campaign); and that the School takes deliberate steps to ensure students are involved in decisions about their own education.

The University has collaborated with the Students' Union on a student-led Teaching and Learning Strategy, implemented from the 2017/18 academic year. The strategy

has five themes, identified jointly by course representatives and academic staff: Assessment and Feedback, Outcomes and Retention, Induction and Support for Postgraduate Students, Curriculum Design, and Student Engagement and Communication. The strategy includes the following commitments which will further cement the student voice within the University's teaching and learning activities:

- Ensure students are trained and supported to actively contribute and make informed decisions about curriculum development, and introduce Annual Curriculum Reviews to discuss each School's course direction.
- Introduce student involvement in the interview processes for appointing all student facing staff, including academic posts. Additionally, introduce student involvement in the process for the appointment of Director of Student Engagement to further embed partnership working.
- Introduce regular Course Representative 'partnership working' sessions with School Directors of Student Engagement to increase support for course representatives.
- Develop a framework for consultation on proposed module changes and other enhancements at a University level.
- Continue to invest in the paid Student Reviewer system, maintaining high levels of training and support for their involvement in revalidation and validation panels.

Provision of Information to Students and Potential Students: Fee Levels & Financial Support

The University intends to charge the maximum fee level for full-time, undergraduate and PGCE (QTS) courses for 2019/20, which is determined upon approval of this fee and access plan by the Higher Education Funding Council for Wales (HEFCW). The maximum fee level is currently £9,000.

The University offers a full fee waiver to all students taking a year abroad as part of a four- or five-year programme to reduce financial barriers to participation in such opportunities.

To date there has been no indication that Welsh Government intend to increase the maximum allowable fee level for full-time, undergraduate and PGCE (QTS) courses beyond 2019/20; however the University may increase the fees for subsequent years of study should any inflationary increase be permitted by Welsh Government. This would not affect the fee waiver for students taking a year abroad as part of a four- or five-year programme.

All decisions relating to tuition fees will be taken in consultation with the Students' Union and will be communicated to any students and prospective students affected by any change through the communication channels outlined in the following text.

Information regarding fee levels, financial support and costs of study is provided on the University website (www.bangor.ac.uk/studentfinance), in printed material and via e-mail communications to all applicants. The University prospectus is printed over 18 months in advance of the start of the relevant academic year, and therefore the 2019/20 entry prospectus refers prospective students to the University's website for the latest information concerning 2019/20 fees and financial support. The

University provides clear statements on its website in a specific section on fees and funding for 2019/20 onwards and will publish this fee and access plan as soon as it is approved by the Higher Education Funding Council for Wales (HEFCW).

This information will also be publicised at open days, recruitment fairs and other events. Marketing material outlining the student finance situation for 2019/20 containing information about fees, grants, loans, scholarships and bursaries will be produced in the autumn of 2018, and copies provided for all prospective students and applicants. The University also uses its Customer Relationship Management (CRM) system to communicate with prospective students and applicants as part of its ongoing communication plans, and information about student finance is regularly relayed through the CRM communications.

Bangor University recognises the importance of providing students with information about their course costs upfront, including tuition fee levels and any additional costs a student could be expected to incur as part of their study. Additional course costs are therefore included in the course information provided on the University website. Bangor University is committed to complying with the Competition and Markets Authority (CMA) guidelines for Higher Education (<http://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>).

The concerns of ‘additional’ course-specific costs have been highlighted for many years, with specific “Pound in Your Pocket” research from NUS in 2012 and initial indicators and guidance. Based on feedback from students, the University continues to work with our Students Union to implement a range of recommendations to address these concerns including eliminating some costs directly associated with students’ academic studies (e.g. printing, binding). The University is also committed to providing better information for students, with on-line course information including additional course costs to provide prospective students with more information at the research stage. This highlights the fact that, depending on the course studied, there may be additional course-specific costs which students will need to meet. These fall into three categories:

- i) Mandatory Costs: related to a particular core or compulsory module that students will be required to complete to achieve their qualification (e.g. compulsory field trips, uniforms for students on placement, DBS check)
- ii) Necessarily Incurred Costs: these may not be experienced by all students, and will vary depending on the course (e.g. professional body membership, travel to placements, specialist software, personal safety equipment).
- iii) Optional Costs: depending on the choice of modules or activity and shown to give an indication of the optional costs that may arise in order to make a student’s choice as informed as possible (e.g. these could include graduation events, optional field trips, Welcome Week trips).

The availability of financial support to under-represented groups is communicated via the channels outlined earlier, as well as at specific targeted events. These include an information event targeting mature students on Access to HE courses, and a Summer School targeting those from low income backgrounds and those from the former Communities First catchment areas and low participation neighbourhoods. Information about the availability of financial support (including Coleg Cymraeg

Cenedlaethol Scholarships) for those interested in HE opportunities through the medium of Welsh is communicated through our Welsh language marketing material, Welsh-medium events and communication plans.

Bangor University aims to provide students with the information and support that will enable them to get the best out of their university experience. In particular, it is important that their time here should not be adversely affected by unnecessary financial worries. The Money Support Unit is part of Student Services and the experienced members of staff can provide advice, information and guidance on all aspects of student funding including: undergraduate funding for full- and part-time courses; postgraduate funding; University bursaries and scholarships; hardship fund and crisis grant; budgeting. Bursaries are available to help students with field trip costs which ensure that affordability is not a barrier to participation in such useful activities.

The availability of extra financial support for care leavers and for students with carer responsibilities is also highlighted on-line and in all our marketing material. There is a named contact person for care leavers and carers within the University's Student Services who will be able to provide assistance with completion of student finance forms; access to targeted financial support for care leavers and carers through the University's bursary and hardship funds; liaison with external agencies regarding state-funded bursaries and grants which students may be eligible for; and access to general money support advice. Those applicants who identify themselves on the UCAS form as care leavers are informed about this specific support by the University's designated Care Leavers contact.

Bangor University students are provided with a one-stop shop in order to help apply for Disabled Students Allowances (DSA) - a grant to help meet the extra costs students can face as a result of disability. The University assists students and prospective students with applications for DSA and can arrange an assessment of needs through its ACCESS Centre. Where it is thought a student has a specific learning difference such as dyslexia or dyspraxia, students can undergo a full diagnostic assessment to provide the evidence required to apply for DSA. Bangor University is registered with the DSA-Quality Assurance Group to provide specialist tutor provision to students receiving funding from Student Finance England and as such we need to evidence compliance with the DSA-Quality Assurance Framework in an annual audit. Bangor University's Access Centre and its Outreach Centre at Aberystwyth is an accredited assessment centre. Students not eligible for DSA receive equitable provision from Disability Services. Disabled students may also be able to claim certain benefits and the University's Student Money Adviser will be able to provide further advice on this.

The vast majority of our undergraduates want to go into university halls for their first year. They need to book their place months in advance of arriving at Bangor and long before they receive their student finance. For some students, finding the required deposit to secure their place in halls is a difficulty and can deter prospective students from applying for accommodation or even attending university. We recognise this as a potential barrier and have introduced a scheme whereby prospective students who are unable to pay the required deposit can apply to defer the payment until they have received their student finance.

Rationale and Strategic Approach

The University has a number of high level strategic documents around which this fee and access plan has been developed.

Bangor University Strategic Plan

The University's current strategic plan (www.bangor.ac.uk/strategic-plan), approved by the University's Council in December 2014, contains the following aims and objectives that are relevant to this fee and access plan:

Strategic Priority 1 – An Excellent Education and Student Experience

Aim 1: Provide a distinctive, high-quality education

- Continually review the standards of assessment and feedback practice.
- Embed the practice of *students as partners* in their education.
- Improve student outcomes, including progression, retention, completion, and degree classification.

Aim 2: Deliver an excellent learning experience and environment, which provides the best possible opportunity for our students to succeed

- Continued emphasis on students as partners through effective representation of all students in the University.
- Work with the Students' Union to embed partnership-working with students across all aspects of the student experience.
- Continue to enhance how we communicate with our students.
- Continue to deliver high-quality pastoral support.
- Continue in our commitment to provide an equitable educational environment, ensuring that an inclusive environment is maintained.

Aim 4: Build increased engagement with education in communities across the region

- Continue to enhance the work of the University's Widening Access Centre.
- Continue to develop our understanding of the barriers to further and higher education faced by communities in the region.
- Engage with people from the most economically underprivileged communities.
- Continue to offer targeted financial support to students.
- Recognise the importance of retention, and the additional challenges arising from widening access to higher education.
- Cooperate with regional institutions, organisations and communities.

Aim 5: Promote employer engagement and innovation and enterprise activities supporting student entrepreneurship and the creation of new enterprises by our students

- Establish an extensive portfolio of collaborative relationships between students and private, public and third sector organisations.
- Continue to support the Bangor Employability Award.
- Increase the number and range of opportunities for gaining transferable experience.

Strategic Priority 3 – An International University for the Region

Aim 1: Ensure a unique Bangor experience for international students

- Engage with the international student body to ensure that their views are heard.
- Ensure parity of student experience for international students.
- Promote the full engagement of the international student body.
- Support innovative approaches to enhancing the international student experience.

Aim 3: Promote and support outward mobility

- Sustain, or where possible increase, the numbers of staff and students engaging in international exchanges.
- Promote and embed a policy to support the objective of increasing international and intercultural engagement.

Strategic Priority 4 – Welsh Language, Culture and Civic Engagement

Aim 1: Continue to enhance Welsh-medium provision and Welsh language services

- Further promote our Welsh-medium provision to prospective students.
- Increase engagement with Welsh-medium provision amongst undergraduate and postgraduate students.
- Further extend the range of Welsh-medium modules available to students.
- Further promote and develop the support offered to students to maintain or improve their Welsh language skills.
- Further promote the University's bilingual services to students.

The University's Council receives an annual report on progress against KPIs underpinning the Strategic Plan; these KPIs are also considered annually with senior managers as part of the University's strategic planning processes.

Undeb Bangor Strategic Plan

Undeb Bangor, Bangor University's Students' Union, has developed a strategic plan covering the period 2016 – 2019 (www.undebbangor.com/about/strategic_plan) which contains the following student-facing aims and objectives that are relevant to and supported by this fee and access plan:

Priority One: Your Education

Use our strong relationship with the University to fully embed a culture of you and your voice at the centre of your education and the decisions that affect you.

- Develop the first ever joint University and Students' Union 'Student Led Teaching Strategy'.

- Secure full student representation across every University committee or forum.
- Develop, launch and embed a 'Student Impact Assessment' process across all University decision making structures.

Work with you to foster opportunities for you to get together with your peers to develop your education, create communities and celebrate your subject.

- Facilitate the development of 'Academic Societies' across every programme.
- Work in collaboration to develop and enhance your voice as a Welsh speaking student and support the development of Welsh-medium education.

Priority Two: Your Opportunities

Develop our understanding, capacity and knowledge so that we can facilitate you to develop, shape and grow the opportunities that you want to see whilst studying at Bangor.

- Work with you to develop and increase tailored support for your liberation, cultural and faith based activities.
- Shape the development of a collaborative University-wide 'Opportunities Strategy' to bring together and strengthen the wide range of student led activities, projects and opportunities offered across the University.

Utilise our position, experience and resources to develop the opportunities and experiences that will help you shape your employability and secure your future after university.

- Provide a platform for student led innovation and enterprise activities and help secure opportunities within the University and the wider community.
- Work with you to set up a bespoke 'Leadership Development Programme'.
- Expand our peer led training programme so that more of you get to shape the development and delivery of training and empowerment of the next generation of student leaders.

Priority Three: Your Support

Work with you and the University to put in place or further develop peer to peer support systems that are positioned to enable and support you throughout your time at Bangor.

- Develop a university wide 'Student Mentor Scheme'.
- Develop our collaborative work with the International Education Centre so that we fully understand the needs and wants of International Students.
- Work with our 'live at home students' to develop support systems, social space and community feel.

Review what we currently offer you with regards to academic advice, welfare and support around emotional resilience and good mental health and put in place the support systems that you need.

- Set up specific research projects to properly get to know you, our different student communities, tailoring our support offer for each.

- Develop an 'Academic Advice Service' that is on hand to provide you with impartial and confidential advice, practical guidance and representation.

Priority Four: Your Community

Strengthen our position and influence within both the local and wider community to ensure that your voice and ideas are at the centre of the decisions that affect you and that the impact you deliver through Love Bangor is recognisable and celebrated.

- Widen the focus of the 'Love Bangor' brand to include an increased range of student led community projects.
- Secure student representation on all major decision making bodies within the local community.
- Work with you to set up specific 'Access to Higher Education Projects' that provide you with opportunities to work with the local community.
- Set up a new 'Student Community Forum' so that your voice is heard and ideas for a better Bangor can be generated and acted upon.
- Develop our collaborative work with UMCB (Undeb Myfyrwyr Cymraeg Bangor) so that we have a clear plan and strategy to grow the Welsh language and develop cultural opportunities.
- Work with you and the local community to ensure you feel safe and secure in Bangor and feel able to challenge prejudice.

Strategic Equality Plan

The University's second Strategic Equality Plan (2016-2020) (www.bangor.ac.uk/humanresources/equalitydiversity/Strategic_Equality_Plan_2016_EN.pdf) is a statement of Bangor University's on-going commitment to the promotion of equality and diversity. The associated action plan sets out the actions the University has identified in order to achieve its equality objectives. The Strategic Equality Plan and Action Plan have been developed not only within the context of the University's legal duties under the Equality Act 2010 and the Duties Specific to Wales, but also with reference to the University's Strategic Plan.

The University's commitment to equality aims to provide an environment which respects and values the positive contribution of all its members so enabling them to achieve their full potential and to gain benefit and enjoyment from their involvement in the life of the University. To achieve this aim, the University acknowledges the following basic rights for all its members and prospective members:

- To be treated with dignity and respect
- To be treated fairly
- To receive encouragement to reach their full potential

The Strategic Equality Plan identifies:

- Objectives that reflect commitments carried forward from the University's first Strategic Equality Plan;
- Key projects and objectives that are driven by the equality agenda and that are embedded in either the University's strategy or into other key University strategies;

- New projects that have been identified by staff and student involvement.

The University's equality objectives are underpinned by a range of action plans related to at least one of the Equality Act protected characteristics of age, disability, gender identity, pregnancy or maternity, race religion or belief, sex and sexual orientation.

Student Experience Strategy

In 2011, Bangor University was one of the first UK universities to make an institutional commitment to embed partnership working with students across all aspects of the student experience (see pages 7-9, *Future Directions for HE in Wales: Students as Partners*). We made this commitment through our Student Experience Strategies that were co-authored with our Students' Union. The shared vision was one of partnership working that went beyond student representation or consultation, to be collaborative working based on an agenda of mutual respect. We saw partnership as a means of increasing engagement amongst our students through acknowledgement of the vital contribution they can make to enhancing and shaping their own university. Over the last six years, this commitment has been delivered and partnership working has been embedded across the institution in the following ways:

- student representation on all University committees;
- a strengthened course representative system with training provided for representatives through our Students' Union, and a code of practice developed and monitored across all academic schools;
- support from the University for the production of an evidence-based Students' Union Annual Student Statement to feed into the University's evaluation and development of the student experience;
- the introduction of the Student Voice Project in 2012 to work with academic schools to embed the student voice within teaching and learning (this developed into a new and permanent University function: the Student Engagement Unit);
- the creation, in collaboration with the Students' Union, of the annual NSS Action Plan days in academic schools to facilitate students' direct involvement in their school's response to the NSS, including setting the priorities and actions for the year ahead;
- establishing the post of Director of Student Engagement in each academic school for year-round delivery of our strategic approach to partnership working with students, and to ensure actions arising from student feedback are acted upon;
- University funds allocated to the annual Student-led Teaching Awards run by the Students' Union;
- embedding student submissions into the Internal Quality Audit and re-validation processes;
- the creation of partnership agreements between central university services and the Students' Union to identify areas of collaboration and clarify agreed areas of responsibilities.

Now that a culture of partnership working has been embedded within the central development of teaching and learning, within the practice of our academic schools, and within the evaluation of our central services, the purpose of an institution wide Student Experience Strategy has been fulfilled. Instead of continuing with such a wide-ranging strategy, we will continue to advance the promotion of student-led enhancements through specific projects and strategies that allow for more detailed oversight of progress.

Student-Led Teaching & Learning Strategy 2017-2020

The Students' Union has collaborated with the University to develop a student-led teaching and learning strategy. A student-staff steering group was constituted to oversee the development of the strategy and a decision was made to focus on four strategic themes based on our students' views of what was important to their learning experience. For each theme, we identified staff and students to lead discussions and develop content. The strategy, from beginning to end, was authored in complete partnership between the University and our Students' Union and student leaders.

The four themes of the strategy are as follows:

1. Developing a curriculum for the future
2. Assessment and Feedback
3. Student Engagement and Effective Representation
4. Student Outcomes and Retention

The success of the strategy will be measured through a range of metrics that have been developed under each of the four themes. Responsibility for monitoring the strategy rests with the University's Teaching and Learning Task Group, which is chaired by the Pro Vice-Chancellor (Teaching and Learning) and Pro Vice Chancellor (Students). The four themes are expanded on in the following sections of this document, where relevant.

Student Mental Health Strategy Group

Bangor University is committed to the provision of positive support for all of its students. The University's Student Mental Health Strategy Group brings together staff expertise and student representation in order to promote an institutional approach to our students' mental wellbeing. The group creates and oversees the University's Student Mental Health Strategy which has developed over the years to now cover six main areas that combine to support our strategic approach to supporting our students' mental wellbeing:

- Delivering a framework of support that is accessible and relevant to current students.
- Collecting data and eliciting feedback to improve support.
- Improving links with external agencies.
- Creating an inclusive environment that promotes mental wellbeing amongst students.
- Build awareness across the University.
- Provide training for staff.

Assuring the Quality of our Student Support Services

We know that the quality of our support for students is one of the reasons students choose to study here; we will therefore continue to assure that our student support services meet rigorous quality standards. The importance of this was highlighted in June 2017 through the University's gold Teaching Excellence Framework (TEF) award which referred to evidence of "*personalised support ... embedded within the University culture*".

The University assures the quality of its student support services through the Matrix Quality Standard – the UK government's national quality standard for information, advice and guidance services relating to learning and career goals. Accreditation requires rigorous assessment through three days of interview-based evidence gathering across all levels of service staff to ensure the comprehensive criteria of the quality standard is embedded at all levels of practice. Our assessment included interviews with external partners such as employers as well as a sizable sample of students. The quality standard criteria covers all aspects of service design, delivery and evaluation but most pertinent to the Fee & Access Plan is the emphasis on clear service objectives evaluated through measurable outcomes that feed into targets for continuous improvement. Achieving the standard requires that our student support services have detailed measures of impact for the delivery of study skills support, disability support, financial support, mental health support etc. Within the Matrix Standard, these measures of impact must go beyond levels of satisfaction and instead focus on the degree to which the service has impacted on students' ability to progress study and career goals. This allows us to measure the percentage of students who report that support has, for example, enabled them to stay on course, or advanced their academic progress, or increased their level of confidence in a career-related skill. This feedback from students on the outcomes of the support they receive enables us to target resources to ensure maximum impact as well as to monitor whether the service is meeting the needs of all groups of students. This ensures the quality of the provision and enables students' experiences to feed into the continuous improvement of the services.

Appraisal of Previous Fee Plans

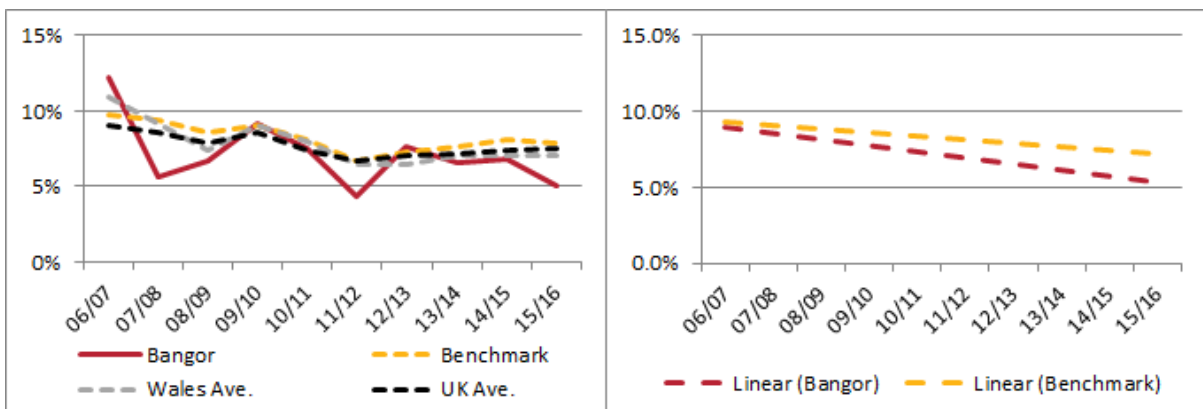
Since the introduction of the initial fee plan in 2012/13, each subsequent iteration has involved detailed discussions around narrative, levels of expenditure and targets that have involved the Students' Union, senior management, and key service managers with responsibility for those areas being developed as part of the ongoing commitments identified in the plans.

The University's means-tested bursary package has proven successful and delivered at or above target over a number of years, and this remains a key commitment both in terms of coverage and expenditure levels in this fee and access plan, to ensure that barriers to entry arising from household income are minimised.

The University's widening access activities continue to evolve according to the demand of regional partners and build on existing areas of strength; the nature of the University's commitment has been updated in this fee and access plan accordingly.

The University’s inclusive approach was recognised in June 2017 through the University’s gold Teaching Excellence Framework (TEF) award which found that “*the provider metrics supplemented by the submission indicate that students from all backgrounds achieve consistently outstanding outcomes*”.

This fee and access plan reaffirms Bangor University’s commitment to improving retention and sharpens our focus in those areas where we believe we can have the most impact. Retention of 2015/16 entrants (measured by the UK performance indicator for non-continuation following year of entry) has exceeded the University’s fee plan target and the long term trend continues to show a marked improvement and one that is improving at a faster rate than the University’s benchmark. The latest published figures show Bangor University outperforming the adjusted sector benchmark, and both Wales and UK sector averages for three consecutive years.



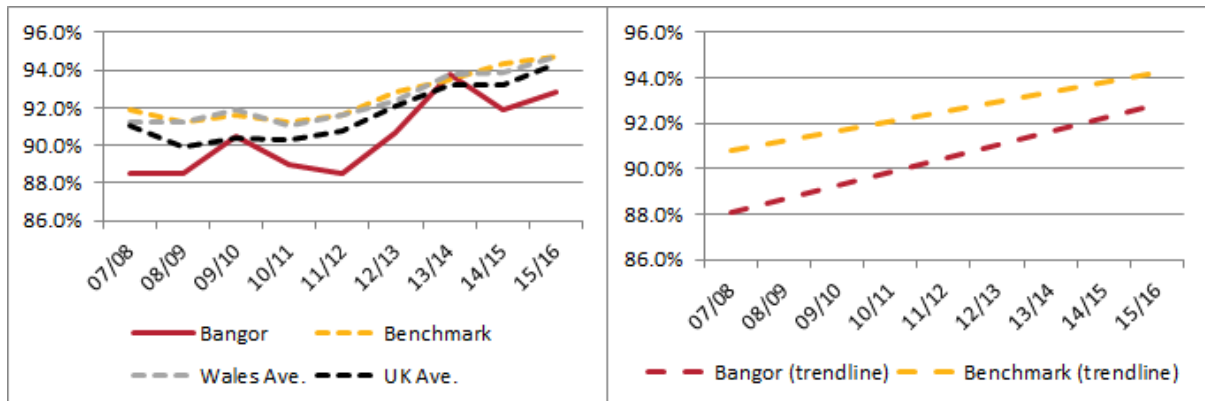
UK Performance Indicators in Higher Education
T3a: Non-continuation following year of entry: full-time first degree entrants

The University’s continued investment in our Study Skills Centre to support retention and academic progression is considered to be of continued value to our students; feedback from 2016/17 showed measures of satisfaction to be above 90% across all aspects of the service, and over 80% of responding students reported that their grades had improved following their use of the study skills and maths/statistics appointments.

Recent evaluation of embedding study skills provision within academic schools has shown a positive impact on student attainment in the related assessment tasks compared to previous years where the Study Skills provision was not provided. This positive impact has been in terms of both an increase in high attainment as well as a reduction in the number of students failing the assessment tasks. This evidence of value of the Study Skills Centre’s embedded work within the disciplines has been shared through the University’s Teaching and Learning Task Group in order to support increased take up of the provision from academic schools.

Similarly, progress has been made with Employability and the latest published results show a long term upward trend for Bangor University and one that is improving at a faster rate than the University’s benchmark, notwithstanding a downward blip in 2014/15, arising from the first cohort of students progressing to study the fourth year of our enhanced undergraduate degree programmes, rather

than graduating and progressing to traditional Masters courses, and therefore not eligible for the survey cohort. (In 2014/15, the same % of graduates entered employment; the decrease related to students progressing to further study)



UK Performance Indicators in Higher Education

E1a: Leavers obtaining first degrees from full-time courses Employment indicator - % in employment and/or further study

In the University’s 2017/18 plan, targets were set in relation to the Destination of Leavers from Higher Education (DLHE) survey. The last DLHE results will be published in 2018 in respect of 2016/17 graduates; we understand that the replacement Graduate Outcomes Survey will not publish data until early 2020 in respect of 2017/18 graduates, so it is not possible to include such a target within the scope of this fee and access plan. We have however maintained our key input target in respect of employability, which is described in the following paragraph.

The value students place on the University’s Careers & Employability Service is demonstrated through evaluation from 2016/17 which showed that 91% of respondents reported that their appointment had met their needs.

This fee and access plan continues to support those employability activities which have proven most effective, namely the continued roll-out of the Employability Hub and Bangor Employability Award. Engagement with the Employability Hub has increased year on year, starting at 25% of all undergraduates in 2012/13 and increasing to 64% by the end of 2016/17.

The success of this initiative was recognised in June 2017 through the University’s gold Teaching Excellence Framework (TEF) award which referred to evidence of “*an effective institutional framework for the enhancement of students’ employability skills, providing a flexible, individualised approach to the development of each student’s employability and encompassing every aspect of the student experience*”, further noting that “*the provider metrics indicate that ... progression to highly skilled employment or further study ... are above benchmark*”.

The following tables show the positive impact that the Employability Hub and the Bangor Employability Award has on our graduates’ employability, compared with those graduates who do not engage.

	Employment/Further Study	High Skilled Employment/Further Study
Employability Hub participant	93%	69%
Not an Employability Hub participant	91%	64%

	Employment/Further Study	High Skilled Employment/Further Study
Bangor Employability Award holder	98%	77%
Not a Bangor Employability Award holder	92%	67%

[Graduate destinations (DLHE) combined three years (2012/13 to 2015/16) for students who completed the Bangor Employability Award]

The University's commitment to Welsh-medium higher education is reflected in strong performance against ambitious targets and cements the University's clear position as the lead provider for Welsh-medium higher education in terms of breadth and volume. The latest published statistics (Welsh Government, StatsWales portal) show that in 2014/15, Bangor University taught 745 fte of students through the medium of Welsh, equivalent to 42% of Welsh-medium higher education taught across all Welsh universities. These statistics also show that Bangor University offered the broadest range of Welsh-medium higher education, offering the opportunity to study through the medium of Welsh in 13 different JACS principal subject areas, the largest number in Wales. This commitment will continue as a prominent theme throughout this fee and access plan, and will be fully aligned with the priorities set out by the Coleg Cymraeg Cenedlaethol in its recently revised academic plan, Towards 2020 and Beyond (2017). The University's success in this area was recognised in June 2017 through the University's gold Teaching Excellence Framework (TEF) award which referred to evidence of "*an approach to Welsh/English bilingual learning that enhances educational outcomes*".

Bangor University's most notable achievement over the period covered by previous fee plans is the substantial increase in student satisfaction. Our dedication to teaching has produced consistently high results: Bangor University is the only Welsh university to have achieved NSS overall satisfaction scores above 90% for the last four years, consistently finishing in the top 10% of institutions within the UK. Student satisfaction with the quality of our teaching is particularly strong, typically ranked 1st or 2nd out of Welsh universities. Student satisfaction with assessment and feedback also performs particularly well, ranking in the top 20 universities in the UK. Bangor offers a safe and friendly environment consistent with our focus on Student Support, where our score has been in the top 20 universities in the UK for the last four years (4th in the UK in 2016). The 2017 NSS survey also demonstrated the effectiveness of our student engagement efforts, through our exceptional performance on the new 'Student Voice' questions. Here, we returned our strongest institutional performance,

ranking 2nd out of UK universities and 1st out of Welsh universities for the question 'Staff value students' views and opinions about the course'.

The University's success in this area was recognised in June 2017 through the University's gold Teaching Excellence Framework (TEF) award which found that the University's metrics "*indicate consistently outstanding levels of student satisfaction with teaching, assessment and feedback, and academic support, notably exceeding the provider's benchmark*".

The themes around working in partnership with our student body and the Students' Union have evolved further in this latest fee and access plan to demonstrate how these commitments have continued to develop and how they remain a core part of the University's proposition in terms of ensuring continued high levels of student satisfaction. This is particularly evidenced through the recent development of our Student-led Teaching & Learning Strategy, which was authored in partnership between the University and our Students' Union and student leaders, and is referenced throughout this plan, where relevant.

The process of compiling this fee and access plan has involved a detailed review of all targets and expenditure associated with previous fee plans and additional activities that meet the requirements outlined in HEFCW's fee and access plan guidance.

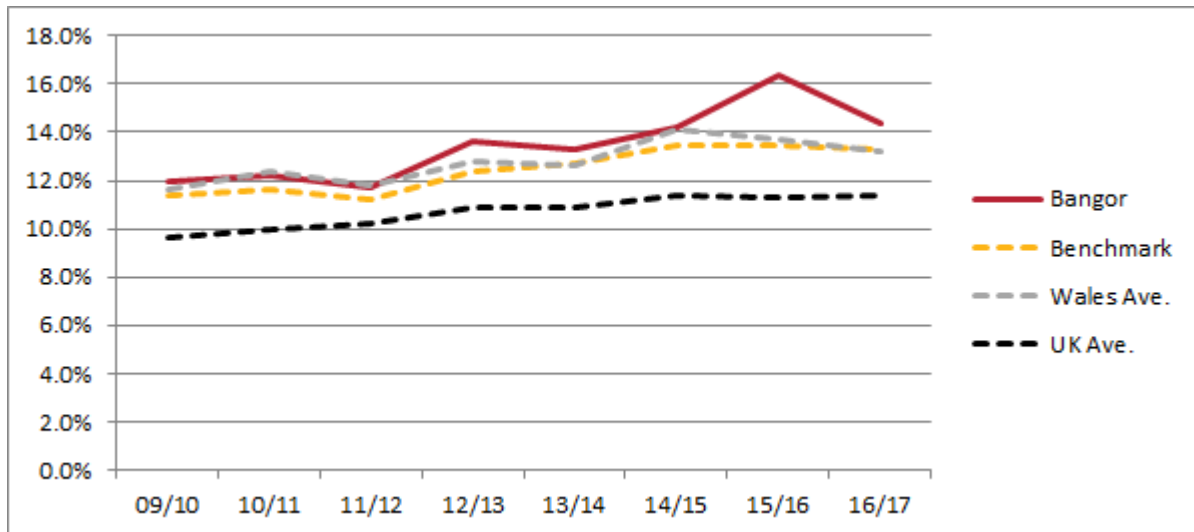
The University continues to prioritise investment in those areas that support equality of opportunity, and students from groups under-represented in higher education. Recognising the significant additional efforts to attract "hard to reach" prospective students and the additional academic and welfare support required to ensure an inclusive environment and curriculum for groups under-represented in higher education, the University is committed to allocating 70% (£5.8m) of fee and access plan investment to support these areas.

Groups Under-represented in Higher Education

The University has identified a number of under-represented groups to support through this fee and access plan.

The University will continue to ensure that barriers to engagement with higher education are minimised, addressing the potential difficulties faced by members of the communities we serve, both prior to and during their studies. The University will continue to develop an understanding of the barriers to further and higher education faced by communities in the region and to share that knowledge across the University and the region, through engagement with people from the most economically underprivileged communities: those domiciled in the former **Communities First** catchment areas, the bottom quintile of Lower Super Output Areas in the **Welsh Index of Multiple Deprivation**, and the UK POLAR3 **low participation neighbourhoods**. The University will continue to work with **care leavers**, the Carers Trust and other agencies in reaching **students with carer responsibilities**, both through its own work and in collaboration with the regional Reaching Wider Partnership.

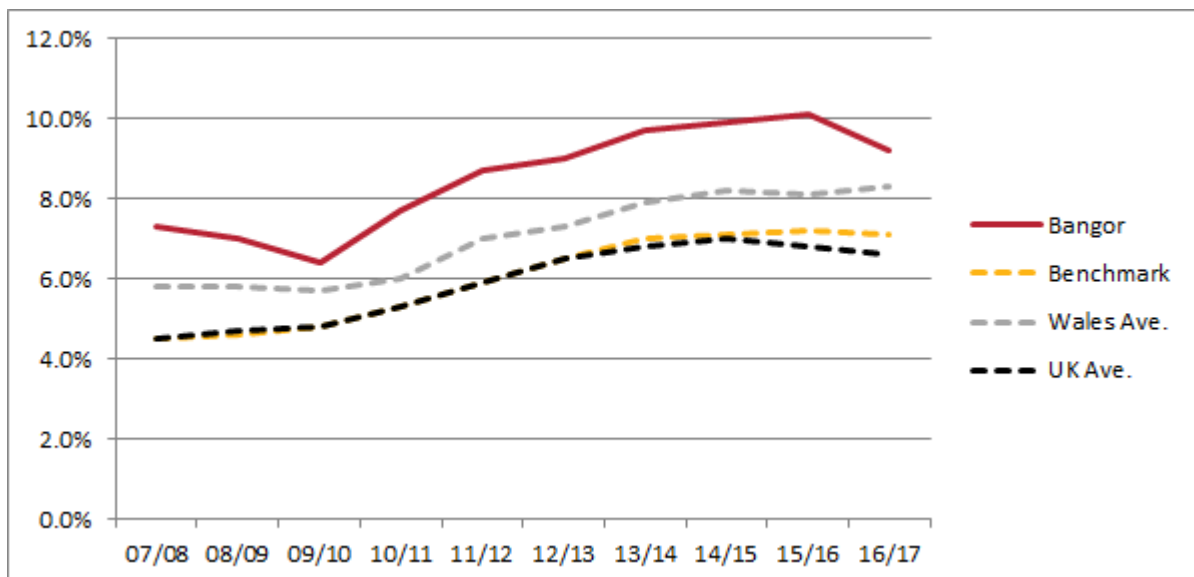
The latest published figures show Bangor University outperforming the adjusted sector benchmark, and both Wales and UK sector averages in terms of recruitment of students from low participation neighbourhoods.



UK Performance Indicators in Higher Education
T1a: Young full-time first degree entrants from low participation neighbourhoods (POLAR3)

The University will address inconsistencies in access and opportunity by safeguarding fair access and increasing retention through the provision of a flexible bursary scheme for students from **low income backgrounds** where students are not already eligible for Welsh Government’s revised package of financial support, and students facing **financial hardship**.

Bangor University continues to recruit a high level of **students in receipt of Disabled Students’ Allowance (DSA)**, far higher than the Wales and UK sector averages, and the University’s benchmark.



UK Performance Indicators in Higher Education
T7: Participation of students in receipt of DSA (full-time undergraduate)

The University is committed to building on its reputation for high quality support for **disabled students** and will continue to develop its inclusive practice within academic schools as well as maintaining high levels of central support for disabled students. The value of our support for disabled students is clear from student feedback: overall student satisfaction with Disability Services continues to exceed our target of 90% (95% attained in 2016/17).

In line with developments across the sector, the number of students with **mental health** and other complex conditions has increased year on year, and we have developed and extended our provision to ensure a comprehensive, University-wide approach to mental wellbeing that aims to foster resilience and self-reliance, recovery and empowerment. Clinical outcome scores for students making use of the University's mental health service clearly demonstrate that levels of client distress is higher at Bangor University than national averages in HE institutions. In 2016/17 rates for clinical/ reliable improvement in clients put the service in the top 4% of results for all Counselling Services that use the CCAPS outcome measure, across the UK and the USA. This justifies the need for the University to continue to prioritise its mental health provision, particularly in the context of a rural area with limited mental health provision in the local NHS.

Although Welsh-medium study is under-represented in Higher Education, Bangor University is at the forefront of **Welsh-medium higher education** and offers a wide range of modules and degree programmes through the medium of Welsh or bilingually. The Welsh-medium option at Bangor is grounded in a thoroughly bilingual support infrastructure. Welsh and English enjoy equal status in all aspects of University life in line with our comprehensive Welsh Language Policy and the Welsh Language Standards.

Following the publication of the Welsh Government's Talented Women for a Successful Wales report in 2016 (<http://gov.wales/docs/det/report/160308-women-in-science-en.pdf>), a sub-group of the University's Athena SWAN Task Group was formed to review the report's findings. The group examined what actions the University is currently undertaking to address the report's recommendations, and what more the University could do to address some of the issues that are highlighted in the report.

The Talented Women Report makes recommendations to address the **under-representation and poor retention of women in STEM** (science, technology, engineering and maths) in Wales; under the theme of education, the challenges highlighted in the report that are relevant to the University include:

- Women are particularly under-represented in engineering, physics and computer science, from the uptake of these subjects at A-level through to university.
- Children generally enjoy STEM lessons in school yet very few aspire to work as STEM professionals.
- The uptake of STEM subjects at Welsh universities is highly 'gendered': For instance, only 12% of engineering and technology students are women, while they make up 84% of students in medicine-related subjects.

Further to these specific priorities, as part of the University's Strategic Equality Action Plan, the University annually monitors data relating to student admissions, withdrawal, and attainment in respect of **protected characteristics**, where data is available. This information is reported in the University's Annual Equality Report, which is considered by the University's Executive.

Equality of Opportunity measures which support groups under-represented in higher education

A number of objectives have been created to address the following measures as set out in the HEFCW guidance:

- Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds
- Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics
- Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study
- Providing effective information to students from under-represented groups before and during their courses

Objective 1: Widening Access to Higher Education

Bangor University is committed to “*a more equal Wales*” and “*a society that enables people to fulfil their potential no matter what their background or circumstances*” (Well-being of Future Generations (Wales) Act 2015).

The University operates a range of activities aimed at “*ensuring that any future system has widening access as its core objective, is progressive and equitable*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016) and aligned with the University's commitment to meeting its equality duties, as specified in The Equality Act 2010. These activities are embedded within the University's core student recruitment and schools liaison activities, and the University's Widening Access Centre which further supports outreach activities working in partnership in the community and region to raise awareness of issues pertinent to widening access.

The University will continue as the lead partner supporting the regional **Reaching Wider Partnership** (www.reachingwider.ac.uk), one of a number of “*consortia of HE providers, to promote and incentivise aspiration-raising and the social aspects of widening access*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016). The University will continue to provide the partnership with “support-in-kind” in the form of office accommodation and access to administrative services such as finance and human resources. The University is committed to increasing higher education participation from previously under-represented groups and communities in Wales through a number of collaborative projects with the Reaching Wider Partnership:

- Bright Sparks: raises awareness of STEM with pupils, teachers and parents, and FE/HE opportunities/pathways of local, national and international employment opportunities.
- Stem yr Eisteddfod: academic schools within Bangor University provide a program of scientific activities for primary and secondary schools. As a result of the sessions, pupils have been invited to make presentations at the National Eisteddfod (Science Pavilion).
- Wildlife Gardens Caernarfon: a partnership with academic schools within Bangor University to provide a program of scientific activities in primary and secondary schools.
- Profi: targeting the transition from GCSE to A/S level, offering advice and support on the options available to participants. By working on a real challenge set by community clients from the third sector, pupils discover and develop new skills, and gain knowledge of regional employability opportunities.
- Looking Forward to Higher Education: aims to remove barriers and instil confidence in community members by providing a one week course immersing them into all aspects of university life, focusing specifically on academic study skills, encouraging their applications to university and to help with retention whilst they are at university. The programme also covers interacting with new people, accommodation and financial concerns.
- World of Work: introduces the concept of the world of work to pupils in the transition from Year 6 to Year 7, in order to raise aspirations and provide a learning opportunity with direct links to the new literacy and numeracy framework. The project enables learners to gain a sense of the concept of both Further Education and Higher Education, particularly linking professional level jobs and careers with a necessity to continue study at a higher level.
- The University is committed to supporting the Reaching Wider Partnership's work supporting individuals from the two lower quintiles of the Welsh Index of Multiple Deprivation.

The University works directly with **school pupils and parents of school pupils** through a number of regional and national initiatives:

- Bangor's Talent Opportunities Programme (TOP) will continue to work with secondary schools across North Wales in the former Communities First catchment areas and low-participation wards to raise educational aspirations and awareness of higher education amongst under-represented groups. The programme identifies individuals with potential, and develops their skills to prepare for higher education through activities including higher education workshops and University visits, as well as revision courses and other activities aimed at improving year eleven attainment.
- The University will continue to organise a range of higher education taster activities, including a three-day residential Summer School aimed at year twelve pupils who have no family tradition of going on to higher education, and student shadowing days to introduce year twelve pupils to specific subject areas to gain a better understanding of the topic, as well as becoming more informed about higher education and what it has to offer them.

- The University will continue to produce a suite of GCSE and GCE (AS level) Science revision resources, with revision guides distributed to all schools in Wales and available on-line: www.bangor.ac.uk/gcserevision and www.bangor.ac.uk/ASrevision. Our revision material has been welcomed by schools throughout Wales, with the WJEC commending the quality of the guides and recommending them to all schools. The University will continue to make available its bilingual science revision app to support year ten and year eleven pupils throughout Wales with their GCSE Science revision – the app has already been downloaded to more than 15,000 individual devices.
- The University's Widening Access Centre works closely with primary and secondary schools, raising confidence and aspirations particularly in the transition to secondary education, with Welsh-medium opportunities a priority at this crucial stage. Complementary activities include facilitating visits from primary school pupils and parents who have been part of the World of Work programme, and supporting community-based events to target young people outside of the school environment.

The University will continue its **science engagement activities** which include several initiatives specifically aimed at encouraging more female students to follow STEM (science, technology, engineering and maths) courses and careers:

- The Discover Science Workshops for Girls is a popular extra-curricular project, encouraging 14 year-old girls to find out more about science, engineering and technology in an informative and fun environment. Girls from schools across Gwynedd, Môn and Conwy visit the University's science departments to take part in activities aimed at encouraging female pupils to study STEM subjects in the future. STEM career opportunities in North Wales are highlighted and industry/employer representatives provide positive role models to introduce the pupils to women who are already succeeding in their chosen STEM careers.
- Supported by Horizon, the University ran a successful programme of STEM activities (Ocean Sciences/Engineering/SAFMEDS numeracy/Coding and Game design) targeted at year 6 and 7 pupils in Anglesey in 2017/18; the programme will be expanded to include two new catchment areas.
- Bangor Science Festival offers a range of events with the aim of inspiring school pupils and students, and promoting science as a career. A particular emphasis is placed on involving female academics and student demonstrators in order to increase the visibility of female role models.
- Subject-specific activities e.g. visits and presentations by female Bangor Alumni who have moved on to have careers in STEM; National Women in Engineering Day talks for students.
- As part of the University's Athena SWAN activities the University will award a number of 'Women in Science' scholarships.

The University is committed to raising educational aspirations and minimising barriers to participation in higher education to **those from a care background, or those with carer responsibilities** through "*personalised support packages*" and "*strategies to help students to combine their study with their family responsibilities,*" (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016):

- The University will continue to maintain specific information for students from care and students with carer responsibilities on the University's Widening Access Centre website (www.bangor.ac.uk/widening-access/carers) and within the University's Student Services website (www.bangor.ac.uk/studentsservices). Support will include pre-entry guidance during the University's application and admissions process, including help with applications to student finance. A named adviser is available to provide confidential support throughout the degree programme. The University will continue to provide information regarding provision and support to Leaving Care Teams within Local Authorities throughout the country, and to all University applicants who identify themselves as coming from care.
- In partnership with local authorities and relevant agencies and organisations, the University will continue to support care leavers and student carers by hosting events that raise their aspirations towards higher education, and also helps us to understand what additional support would further ease their transition to higher education.
- Following a successful first residential event for young carers in 2017, the University will continue to offer an annual event for prospective students with caring responsibilities. The University will work in partnership with Reaching Wider and local authorities in order to offer a similar residential event for young people in care, and will build upon its current support for care experienced students.
- In partnership with Carers Outreach and the Open University in Wales the University intends to pilot a Day School for older carers to raise aspirations and awareness of return to study opportunities designed specifically for carers.
- The University will continue to work with the Students' Union to to develop specific extracurricular activities for both care leavers and those students with caring responsibilities and to promote volunteering opportunities for students to mentor student carers and care leavers, as well as younger prospective students from care backgrounds or with caring responsibilities.

The University's Widening Access Centre will continue to raise awareness of widening participation, co-ordinating existing work and developing new initiatives, working closely with various **community, regional and national partnerships** (e.g. employers' organisations, Careers Wales, 14-19 and post-16 Consortium Networks). This partnership approach includes:

- Continued organisation of the North West Wales Widening Access Forum comprising members of University staff, the Reaching Wider Partnership, Grŵp Llandrillo Menai, and members of organisations active in community engagement and raising aspirations. The Forum meets on a regular basis to forge new partnerships and projects.
- Working in partnership with the University's academic Schools and Students' Union, to support the development of widening access initiatives: widening access research projects and KESS-funded research activities investigating the effectiveness of Welsh-medium engagement activities through the University's Collaborative Institute for Education Research, Evidence and Impact (CIEREI) and GwE (the School Effectiveness and Improvement Service for North Wales); community engagement work; and developing student-led projects for students to support students into University.

- Continuing to work in partnership with Coleg Cymraeg Cenedlaethol to promote Welsh-medium opportunities. This includes working with the primary school sector; raising the aspirations of pupils studying through the medium of Welsh, in particular for young carers; and running coding workshops.
- Continuing to work in partnership with GwE (the School Effectiveness and Improvement Service for North Wales) to further develop the Family Learning Signature with a view to providing family identified interventions in raising aspirations and removing barriers to further study, and to promote literacy and numeracy, especially with a family-wide focus, through e.g. literacy workshops for children and parents in conjunction with the University's School of Psychology.
- Continuing to work in partnership with other community, regional and national organisations on a range of initiatives. Examples include working with: Grŵp Llandrillo Menai to raise deaf awareness and expand British Sign Language provision, and to further develop bilingual provision in Coding and Game Design; Conwy Social Care and Education Services (Community Well Being Team), working with young people with ACE; CAIS, GISDA, Cartrefi Conwy and Cartrefi Cymunedol Gwynedd on working with young and older people with mental health issues; Betsi Cadwaladr University Health Board on projects with carers and individuals facing barriers to education due to mental health issues.

The University will continue its provision of **targeted financial support** to “*support widening access and retention of students from all backgrounds, including those from poorer backgrounds ... and ... ‘squeezed middle’ income families*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016):

- A bursary scheme for students from low income backgrounds, where students are not already eligible for Welsh Government's revised package of financial support.
- Additional financial support for students facing unexpected financial hardship whilst they study, to help them to continue their studies.
- Start-up funds for care leavers, foyer residents, students with carer responsibilities and the homeless.
- Means-tested grants to support students with children to find suitable family accommodation during their period of study to support student-parents' access to higher education.
- Means-tested funding for field trips for students currently unable to take part due to financial restrictions, in order to ensure that all students are able to participate in field trips which are recommended as part of their course to enhance their overall understanding of their area of academic study and promote the development of employability skills.

Bangor University has a **strategic partnership with Grŵp Llandrillo Menai** which includes a commitment to facilitate student progression, and extend choice to students in the region. A joint Widening Access group has been established to look at ways of enhancing the partnership's contribution to widening access to Higher Education, and enhancing the development of higher-level skills amongst learners in the region. The first national Coding competition, held by Coleg Meirion

Dwyfor and the University for both primary and secondary school pupils, has recently been held and it is aimed for this competition to be an annual event.

Grŵp Llandrillo Menai's University Centre was built in partnership with Bangor University, opening in 2014 to provide state-of-the-art facilities for Grŵp Llandrillo Menai's higher education students. The partnership will continue the development and validation of Foundation Degrees and other HE provision, across an increasing range of disciplinary areas, the development of pathways to HE from FE, and the development of high quality pedagogy and pedagogical research in support of our aspirations to deliver excellent teaching. To date, the University has validated 33 higher education courses for Grŵp Llandrillo Menai, upon which there are over 600 enrolments: 14 foundation degrees, 11 'top-up' bachelor degrees, 4 full bachelor degrees, 3 HE Certificates, and 1 PGCE (post compulsory).

Further collaborations will continue to encompass Widening Access, Deaf Studies and Quality Assurance activities. To support this partnership and highlight the opportunities available to learners across the region, the University will work with Grŵp Llandrillo Menai to review and plan joint promotion events in the region, with a particular focus on prospective students who are unable to access traditional HE study. Events such as a proposed joint HE Conference will also provide prospective students with more information about their HE options in order to ensure they make an informed choice about their future.

The Students' Union will develop further their relationship with Grŵp Llandrillo Menai and seek to offer further opportunities to their students, look at how our skills and resources can be shared, and look to set up specific joint projects for students from Bangor University and the College.

Objective 2: Expanding Welsh-medium Higher Education

Bangor University supports the Welsh Government's vision as set out in its 'Cymraeg 2050' strategy (2017) and is fully committed to playing its part in realising the Welsh Government's aim of growing the number of Welsh speakers to one million by 2050. The development and strengthening of Welsh-medium research and teaching have always been key facets of Bangor University's strategy. The institution has around 2,400 students who are Welsh speakers or learners. Over 70% of the University's staff are Welsh speakers or learners, a percentage that is comparable with those communities that might be considered as "strongholds" for the Welsh language. As the leading provider of Welsh-medium higher education, Bangor University is committed to maintain its pre-eminent position by enhancing its Welsh-medium provision across all disciplines, with a particular focus on those areas that are strategic priorities for Welsh Government, as outlined in the Coleg Cymraeg Cenedlaethol's Academic Plan.

In total the University employs around 150 staff who teach through the medium of Welsh, 30 of whom were initially funded through the Coleg Cymraeg Cenedlaethol's staffing scheme. The University is committed to sustaining all Welsh-medium developments and initiatives instigated by the Coleg's investment in academic staff whilst continuing to enhance the range and depth of Welsh-

medium provision across the institution within the context of the national framework developed by the Coleg Cymraeg Cenedlaethol.

A bursary scheme will continue to incentivise students to undertake more than 40 credits of their studies through the medium of Welsh, in addition to the separately funded Coleg Cymraeg Cenedlaethol scholarship scheme. Allied to these financial incentives is the emphasis on Welsh as a valuable employability skill, recognising the “*key role of higher education providers in developing a highly skilled bilingual workforce and preparing for a bilingual nation*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016). Students continue to be encouraged to recognise this through the Bangor Employability Award and are made aware of how their language skills can be applied to their future careers. A Welsh Jobs Fair, featuring a host of employers who are actively recruiting bilingual personnel, was introduced in 2015, and is now held annually in March as a means of manifesting the link between developing high-level Welsh language skills and employability.

In order to target Welsh-medium students and promote our Welsh-medium provision, the University will continue to produce a full range of Welsh-medium marketing material, aimed at complementing the more generic work done by the Coleg Cymraeg Cenedlaethol in highlighting the benefits of Welsh-medium higher education. This includes a designated Welsh-medium prospectus, subject-specific leaflets, e-mail communications, newsletters and on-line material ranging from web information to social media accounts and YouTube videos. A particularly important promotional initiative aimed at newly recruited students is the production of a full-colour gazette of all first-year Welsh-medium modules which is distributed to every Wales-domiciled student in advance of Welcome Week. These students are also encouraged to attend a specific Welsh-medium event during Welcome Week; at this event, students can meet lecturers who teach through the medium of Welsh as well as find out more about the Welsh-medium / bilingual modules that are available to them. Students are also reminded about the University’s Welsh-medium bursaries, as well as the additional Coleg Cymraeg scholarships available in specific subject areas.

In the wider context, the University’s status as the main provider of Welsh-medium higher education continues to be underlined through continued activities and presence at events such as the National Eisteddfod of Wales, and visits by subject specialists to school clusters all over Wales.

A number of objectives have been created to address the following measures as set out in the HEFCW guidance:

- Supporting and increasing student retention and completion, particularly those from low participation neighbourhoods, looked after children, care leavers and carers
- Improving the experience of higher education of students from under-represented groups including activities to promote an international experience
- Providing high quality academic and welfare support to students from under-represented groups

- Supporting students from under-represented groups to progress to employment or further study

Objective 3: Providing High Quality Academic Support to Increase Retention and Completion of Under-Represented Groups

“Widening access and participation in higher education are not just about getting students into institutions, but about supporting them to stay and to achieve”
(Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016).

Continued investment in the University’s Study Skills Centre will support students to complete their learning objectives successfully and contribute towards improving retention. The Centre will continue to offer a broad range of generic and discipline-specific activities designed to improve student outcomes, including progression, retention, completion, and degree classification.

The University’s Study Skills Centre will continue to run activities including individual writing and study skills appointments, a maths and statistics advisory service, writing groups, online resources, and academic skills workshops (focusing upon task and time management, writing, research, presentation, and exam skills). The Centre has seen year on year growth in uptake of its provision and high levels of positive impact as evidenced by student feedback.

The Centre will continue to involve students in the development of its workshop programme and, in line with our ongoing commitment to partnership working with students, will continue to run a Peer Writing Mentor Scheme through which students are trained to provide peer academic writing support. The mentors are themselves supported through a programme of supervision that includes filmed sessions, reflection cycles, team meetings and a peer-led blog. The Centre runs a specific peer mentor scheme for students at the Wrexham campus, and will continue to develop its online provision to meet the needs of part-time and off-campus students.

In 2016/17 the Centre collaborated with fifteen academic Schools, supporting 46 modules, a third of which were Welsh-medium. The Study Skills Centre will continue to contribute to the embedding of discipline-specific academic skills within the curriculum and will build on the number of modules and stand-alone workshops that it has developed for academic Schools. In addition to teaching within academic Schools, the Centre will continue to provide consultancy to academic staff and has developed a model through which co-teaching and design enables the scalability of its activities.

Increased information skills support will continue to be provided by the University’s Library and Archives Service. Academic Support Librarians deliver stand-alone and embedded skills sessions across all subject areas; these include digital literacy, referencing, finding and evaluating all teaching, learning and research resources. The service is also developing a range of support services and leaflets for students who are using the Assistive Technology Rooms in the libraries as well

as providing alternative format documents and copies of journal articles and book chapters.

During 2015/16 Bangor University was successful in securing funding via the Higher Education Academy's "Transition, Retention and Attainment" strategic engagement programme to develop learner analytics and supplementary assessment design. Following a successful pilot, the programme has been rolled out across the University from 2016/17, for students who are unable to progress due to one or more failed modules. In order to support successful re-submission, students are invited to submit additional work, following a structured and supported programme, held early in the summer. Furthermore, students identified in early Semester 1 assessments as being at risk of failure are directed to the Study Skills Centre and to discussion with their Personal Tutor. Students who have failed the year are alerted to options for redirection, such as changing their degree within their current School, transferring to a new degree outside the School, or other suitable options.

During summer 2017, the University's Centre for Enhancement of Learning & Teaching (CELT), Student Engagement Unit, and IT Services collaborated on an overhaul of the existing attendance monitoring system to develop a new learning analytics platform. Based on the principles of creating a system that is supportive, transparent, and easy to use, the new platform supports staff in staging early interventions with students who appear to be struggling to engage. Each student's individual engagement graph is available to them via the University's intranet, MyBangor, which they are encouraged to check regularly.

Underpinning the technology is a system of staff support. Coordinated by CELT and the Student Engagement Unit, this University-wide effort has involved each of the academic Schools, and complements the approach to centralised attendance monitoring. Student engagement graphs are regularly checked (weekly at the start of a semester) by School Directors of Student Engagement and Senior Tutors, who decide upon the best strategies for intervention with students who are disengaging. In its pilot year of 2017/18, this effort has been particularly focused on first year students, ensuring they receive the appropriate support to successfully transition to higher education study. Directors of Student Engagement have been evaluating the approach, and the University will build on the conclusions of this pilot from 2018/19.

Hosted within Student Services, the dedicated Interruptions to Study Service supports students who are considering voluntary withdrawal from their Programme. The Interruptions to Study Service supports students to make an informed choice about their future. Staff in the service meet with students individually and discuss the range of options available to them. Over the last four years, over 40% of students using this service have been supported to continue their studies at the University.

The mainstreaming of these enhancement projects is reflected in our student-led teaching and learning strategy. The strategy commits to a holistic framework to promote and support student retention, including the supportive summer re-assessment period, and continued development of the University-wide learning

analytics solution to effectively monitor student engagement, creating a positive and effective intervention framework, and identifying trends and predictors to target support. The strategy also recognises the need to ensure that students are better inducted into a higher education learning environment, with particular attention given to developing students' skills as independent learners.

A crucial aspect in supporting Welsh-medium study at Bangor is ensuring access to a broad range of learning resources through the medium of Welsh. Many such resources are made available, both in the University's own extensive collections, and through the Coleg Cymraeg Cenedlaethol's resource portal. The University is active in identifying areas where Welsh-medium learning resource provision could be enhanced with technology and software as well as with printed material, and works with relevant parties to address these areas. In 2017, for instance, two leading Bangor academics published a comprehensive Welsh language e-textbook exploring aspects of bilingualism, and later this year, a major project led by Welsh speaking academics in the School of Music will culminate in the publication of an extensive companion to Welsh Music, straddling centuries of musical tradition. Both publications, funded by the Coleg Cymraeg Cenedlaethol, will not only serve the needs of Bangor students, but also the needs of Welsh-medium students throughout Wales, and indeed, an extensive lay audience.

Alongside the publication of textbooks and resources, the development of subject-specific glossaries is the focus of a terminology officer based at the University, in Canolfan Bedwyr and funded by the Coleg Cymraeg Cenedlaethol. Working closely with subject specialists from within the Higher Education sector and beyond, this work is disseminated through an online terminology portal and a popular app (Ap Geiriaduron), and directly addresses one of the greatest concerns of those Welsh speaking students who are reluctant to take up Welsh-medium options.

In support of our emphasis on maximising conversion of Welsh speaking students to Welsh-medium provision and increasing the percentage uptake from a limited pool of students, a gazette of first-year Welsh-medium modules will continue to be distributed to every Wales-domiciled student in advance of Welcome Week, reinforced by a specific Welsh-medium welcome session and a number of Welsh language skills sessions held during Welcome Week. Recent developments have seen Welsh language skills sessions being embedded in first year skills modules across a number of disciplines, ranging from Sports Sciences to Business Studies and Music. A full programme of language skills workshops has also been developed to support the increasing number of students who undertake the Coleg Cymraeg Cenedlaethol's Language Skills Certificate.

Objective 4: Providing High Quality Welfare Support to Improve the Experience of Under-Represented Groups

Bangor University is committed to "*a healthier Wales*" and "*a society in which people's physical and mental well-being is maximised*" (Well being of Future Generations (Wales) Act 2015).

Bangor University has a reputation for high quality support for disabled students. We have continued to provide additional investment in Student Services in order to meet the needs of an increasing number of disabled students. We have further developed the Social Eyes programme which supports our autistic students; it now includes not only social skills but also mindfulness and CBT in ways that are useful to the needs of students. As well as maintaining high levels of central support for disabled students, the University will continue to develop its inclusive practice within academic schools informed by student feedback and in consultation with specialist staff in Disability Services.

In line with the sector, the number of students with mental health conditions entering the University has increased, and we will continue to develop and extend our provision to ensure a holistic and University-wide approach to mental wellbeing that aims to promote resilience, recovery, ownership and empowerment.

The current aims of the Student Mental Health Strategy Group are indicative of the approach that will be taken across the next few years:

- Investigate the development of activities that foster the resilience and self-reliance of students.
- Foster a University-wide approach to promoting mental wellbeing.
- Continue to deliver a programme of Mental Health First Aid to staff across the University, prioritising Students Union and other key staff.
- Promote a flexible range of responses for students seeking mental health support.
- Continue to collect relevant data that assists our knowledge of student mental ill-health, prevalence and outcomes.
- Encourage involvement from student bodies and other stakeholders.
- Promote organisational resilience in assessing and responding to mental health crises.
- Support and advise Students Union staff in development of peer-led support activities.
- Further enhance Welsh Language provision for student mental health including the exploration of viable external Welsh Language resources.

Some practical examples of the fulfilment of these aims include increased staffing levels of our Mental Health Advisers to ensure that students can readily access appropriate support during their studies. The Mental Health Advisers run drop-in sessions with the Students' Union to raise awareness and encourage engagement with support, and these are very well utilised by students. Introducing a self-assessment form where students are triaged more appropriately by Mental Health Advisers has freed up more appointments and helped to better prioritise advisers' time.

The Mental Health Advisers provide a rolling programme of Mental Health First Aid training for all categories of staff. This externally accredited course develops the skills of staff in supporting and responding to mental health issues. To enable us to support as many staff as possible in building their awareness of how best to support students' mental wellbeing, we have used an external training package to supplement our face-to-face training for staff.

The University has, in conjunction with its Students' Union, also invested in a 24/7 support package for students: Big White Wall (www.bigwhitewall.com). Members of the Student Mental Health Strategy Group are also working strategically at institutional and national levels to influence policy makers at Welsh Assembly level to recognise the importance of providing adequate mental health systems and services in the Welsh language, and to respond to recent national policy documents and proposals: <http://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/framework.aspx> and IPPR's 2017 'Not by Degrees' Counselling Service.

The Students' Union will continue its priority work around Student Mental Health, developing bespoke student led initiatives alongside specific initiatives aimed at Welsh speakers in conjunction with the local health board and charities, online provision through Big White Wall and information and guidance campaigns at key times of the year.

The University's Counselling Service has an operational plan that is reviewed annually. This covers 5 main areas:

- Continue to provide a range of effective therapeutic and psychological interventions for students.
- Develop and support activities that foster the emotional resilience and self-reliance of students.
- Continue to monitor, measure and demonstrate the effectiveness, impact and value of our services to the University and its students.
- Improve appropriate referral routes and build on collaborative partnerships with other teams, services and departments.
- Maintain and enhance competencies and wellbeing of Service staff to enable them to meet service demands and provision.

The Counselling Service has diversified the support it provides so that group sessions, mindfulness training and online resources are now built into the service's provision. Psycho-educational training sessions on 'Building Emotional Resilience' have been developed as a useful starting point for students who wish to develop effective strategies for dealing with everyday problems. Through collaboration with our Clinical Psychology department within the University, emotional regulation training courses using Dialectic Behavioural Therapy have been developed as a group session with current service users invited to attend, based on their suitability for this supplementary support. The group has delivered improved clinical outcomes for some of our most complex and at risk students, and additional groups have been run. Additional funding has been awarded to run tailored Mindfulness Based Stress Reduction courses for international and undergraduate students. Currently each staff member is involved in an outcomes and evaluation project, designed to cultivate curiosity in the team about clinical effectiveness, as well as providing evidence to support our value and impact to our clients and to the University. We continue to collaborate with the community mental health team, providing them with office space to see students who are their clients, and meeting regularly to share practice. We have also developed a research project with our School of Psychology to measure the impact of interventions on the emotional resilience of our students. The Head of Service also

works closely with the local Health Board's 'Local Implementation Teams' looking at auditing and improving mental health services for students and the whole community.

Objective 5: Promoting an Inclusive Environment

The University is committed to “*a Wales of cohesive communities*” which fosters an “*attractive, viable, safe and well-connected*” environment (Well-being of Future Generations (Wales) Act 2015).

Equity and opportunity for all students will continue to be fostered through investment to provide access to all sports clubs, societies and volunteering activities in the Student's Union free at the point of delivery, regardless of the student's ability to pay. This will address inconsistencies in access and opportunity and will also enhance retention as students who get involved in extra-curricular activities often are more likely to continue with their studies. Continued funding will ensure that clubs and societies have fit-for-purpose facilities and equipment for club activities and will provide for the one-off purchase of larger items of equipment which might otherwise be out of the reach of individual clubs and societies in terms of their own fund-raising activity or via the Students' Union's own grants. Funding will continue to be made available to purchase the highest possible insurance for students undertaking activities through the Students' Union, ensuring students have the highest possible support if injured whilst taking part in activities. These commitments resulted in Bangor University winning the 2017 WhatUni Student Choice Award for best Students' Union Clubs and Societies.

A third of our students take part in Students' Union sport, and our commitment to inclusivity in sport will continue to be evidenced through activities such as disability awareness training for club captains, and the 'Out in Sport' campaign to eradicate homophobia in sport. We recognise that many more students who do not participate in traditional sport can benefit from an active lifestyle, and as part of our commitment to promoting the wellbeing of our students, we will continue to invest in provision that goes beyond traditional sport to include non-competitive and semi-competitive organised activities to provide the widest appeal across the student body. Our aspiration is to provide the broadest range of structured activities so that any student can experience the health and wellbeing benefits of a physically active lifestyle.

Bangor University's Peer Guide Scheme is a successful part of the way in which Bangor extends a warm welcome to its new students. It operates in the region of 500 Peer Guides to welcome around 2,500 new students. The scheme is organised centrally by Student Services and there is a member of staff in each academic School designated to operate the scheme within the School. This dual structure gives standardisation across the University in terms of recruitment, training and visibility whilst allowing flexibility for each School to organise their welcome to best suit the specific needs of their students.

Peer Guides are current students who have volunteered to help new students settle in to University life. Their role is based on both social and academic integration; they help new students make friends through a range of social events

and show them around the city and the University. They give a wide range of information relating to living in Bangor as well as about the course and managing their studies.

The scheme aims to cater for the needs of a diverse student profile and the training has a strong emphasis on inclusivity. Peer Guides are encouraged to work alongside the School staff to put together a varied range of activities. They are asked to be mindful of issues such as age and ethnicity, etc. as well as looking at timing, location and prices of activities so that there is something suitable for everyone. To help with this Peer Guides are informed of centrally organised activities that supplement what can be offered in individual schools.

Training for Peer Guides is compulsory and during training they look at a number of scenarios and how those situations can be managed and where the points of referral are. These range from students not developing a sense of belonging to medical and academic issues as well as personal welfare issues. One of our recent additions to the scenarios has been included through collaboration with the North and Mid Wales Reaching Wider Partnership. This involves supporting a student who is a care leaver; the Peer Guides learn about some of the issues that care leavers may face and the extra help and support available to them at the University.

Building on our well established Peer Guide Scheme, through a collaboration between the Students' Union and the University, we will continue to offer a wide selection of non-alcoholic social opportunities for the arrival weekend. The programme includes child-friendly day-time events so that new student-parents are supported to find ways to socialise. Specific groups for faiths, LGBTQ+, Welsh Language, and International students amongst others are hosted by the Students' Union so that students from all backgrounds can find the most comfortable way for them to make friends when first arriving at Bangor. Night-time alternatives to pubs and clubs will continue to be offered, such as gaming events and late night, student-only film screenings in Pontio, the University's arts centre.

The University has dedicated staff resource to support the development of an inclusive University community. The new, full-time post of Student Equality and Diversity Officer will implement a university-wide strategic approach to ensuring a safe and inclusive campus in line with the recent recommendations of the UUK Taskforce on hate crime, harassment and violence against women. The Student Equality and Diversity Officer is available to provide individual support to students reporting harassment, hate crime or sexual violence, and works in collaboration with other support services, academic staff, disciplinary officers and external agencies to provide a single point of contact to students who make reports. The role also involves providing advice to staff on how to best support students who experience harassment, hate crime or sexual violence, and working with the relevant task groups in the University to develop policies, staff training and advice and information to ensure a consistent institutional approach to these issues.

The University will collaborate with the Students' Union to facilitate the establishment of a Carer Peer Group, eventually run solely by student carers. The

University's Widening Access Centre will coordinate initial meetings to establish a team, and provide support as and when requested by student carers themselves.

Studying at our University gives students an opportunity to contribute to "*a society that promotes and protects culture, heritage and the Welsh Language*" (Well-being of Future Generations (Wales) Act 2015) through engagement with new cultural experiences. We will continue to support Cymdeithas Llywelyn, the Welsh learners' society, and will ensure this student network is well-promoted, providing opportunities for Welsh learners to practice and use the language outside of the classroom. The University offers free Welsh classes to students as part of the University's "Languages For All" programme.

Bangor University is committed to meeting its equality duties, as specified in The Equality Act 2010:

- Eliminate unlawful discrimination on the grounds of a protected characteristic;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and people who do not.

The University's 2016-2020 Strategic Equality Action Plan builds on previous achievements and identifies further actions that the University will take to progress equality:

- Equality Impact Assessment (EIA): ensure that EIA documentation remains current and fit for purpose and that appropriate training and review processes are in place.
- Disseminate the University's commitment to equality through the appointment and training of Equality Ambassadors in Colleges and Departments to share issues and best practice across the University.
- Staff and student training: review the University's on-line equality training module and continue with the Equality for Managers Course using an external provider; develop the Executive team's equality briefings and extend these to include the University Council; provision of appropriate tailored training for front-line staff and student sabbatical officers.
- Monitoring and Publishing: widen the availability of monitoring data and review data collection to identify gaps to ensure that data is available to meet legal annual monitoring requirements; publish an annual equality report which is also presented to the University Council.
- Physical Access: continue to prioritise issues identified by the University's Physical Access Working Group.
- Equality-related actions embedded in University's strategies, and Students' Union activities identified elsewhere in this document.

The Students' Union will continue to support a number of activities aligned with the University's commitment to meeting its equality duties, as specified in The Equality Act 2010: Disability (lobbying on disability access issues, campaign for radar key access to disabled toilets, promotion of disability inclusivity training in sport); LGBTQ+ (awareness training, gender neutral campaign for toilets; "Out in Sport")

campaign to eliminate homophobia in sport); work on the Mental Health Pledge around eliminating stigma in this area; promote the Zero Tolerance to harassment Policy particularly in relation to “lad culture”; work around how to achieve a more diverse and inclusive learning experience for ethnic minority students.

Objective 6: Developing and Delivering an Inclusive Curriculum

Bangor is committed to providing equality of learning opportunity for all our students. We recognise that as well as continuing to invest in the support services that help students overcome barriers to academic attainment, the design and delivery of the curriculum is an essential part of ensuring inclusivity is embedded within the academic experience. Our aim is to ensure that the experiences of students of different gender, race, culture, disability, sexuality, and age inform programme design and delivery to ensure that Bangor’s academic offer is diverse and inclusive. We recognise that cultural bias within the content of curricula has the potential to create barriers to student engagement and achievement. We are committed to reviewing, in collaboration with our course representatives, course content to identify opportunities to negate cultural bias through, for example, the inclusion of multi-cultural and multi-racial perspectives, women’s experiences, LGBTQ+ history, and the use of gender-neutral and non-heteronormative language.

The Students’ Union has collaborated with the University to develop a student-led teaching and learning strategy which sets out how the University’s curriculum will promote a supportive, multicultural environment, embedding inclusiveness through the following commitments:

- Continue to embed diversity and inclusivity in the curriculum, to ensure that all students feel fully able to contribute and engage in their learning. This should include mentoring for staff and Postgraduates who teach, to ensure module content is diverse, relevant and representative of student population.
- Introduce programme-level evaluation including questions on course diversity and inclusivity to ensure that where students have met with unnecessary barriers to learning this is fed into curriculum review and design.
- Through diversifying assessment methods we will avoid over-reliance on examinations, promote innovative and inclusive assessment practices, and a wider range of feedback opportunities.
- Introduce regular Course Representative ‘partnership working’ sessions with School Directors of Student Engagement to increase support for course representatives and encourage diversity within meetings.
- Ensure students are better inducted into a higher education learning environment, developing students’ skills as independent learners and providing an experience tailored to students’ individual needs.
- Develop inclusive institutional approaches to ensure we continue to meet the needs of all our students, including widening participation students, mature students, disabled students, and other groups known to be at a higher risk of non-progression.

The Students’ Union will provide training for students who are involved in module design and revalidation activity. This training will focus on how to identify issues relating to an accessible and inclusive curriculum. The Union will work with schools

to increase representation, particularly for BME students, and will ensure they are supportive when discussing barriers they face in accessing the curriculum. The Union is supported in this work by the National Union of Students (NUS) and is continuing to strive for an accessible and inclusive curriculum, and in particular a reduction in the attainment gap.

The University supports the Students' Union in developing an active, University-wide course representative system. The Students' Union will work with Schools to identify gaps in representation, and when identified, support the school in electing students into those roles; for example, increasing representation at a school level for international students, when the cohort is particularly large, or increasing representation for Welsh speaking students, in schools that have significant proportion of Welsh-medium modules. Furthermore, the Union will also work with academic Schools to ensure better representation for BME students, in order to ensure specific representation through the system, including a focus on the attainment gap.

International student mobility is beneficial to both institutions and students to promote an "*internationally excellent higher education*" (HEFCW Corporate Strategy 2017-2020). For students, international mobility can enhance employability and personal development and offer greater opportunities for linguistic development. Students also benefit from greater cultural awareness and a more global mind-set. The University will continue to promote outward student mobility and enhance the opportunities for study abroad for all students as part of an undergraduate programme and will continue to offer a full fee waiver to all students during their year abroad as part of a four- or five-year programme to reduce financial barriers to participation in such opportunities.

We will continue to provide Widening Access Internships: eight-week summer internships (annually) for students who are registered disabled, have a Specific Learning Difference or are in financial hardship. Each intern is given responsibility for a specific project within different departments across the University, and provided with a mentor to help develop their employability skills in preparation for graduate employment. The scheme ensures participants can gain project-based work experience that provides them with tangible outcomes that will enhance their CV, all within a supportive working environment with reasonable adjustments to support their needs.

For our general undergraduate internship scheme, we will continue to ensure that maximum value is provided by not allowing previous experience to be a criterion for selection. Instead, the hosting academic or central service department will select on the basis of other criteria so that students from less privileged backgrounds, who typically have had limited opportunities to develop skills and experience prior to University, can succeed. The scheme is equality impact assessed on an annual basis to monitor how students from all backgrounds are represented in levels of application and recruitment.

We strongly encourage students to continue their studies through the medium of Welsh, and will continue to place emphasis on this as a study choice for our Welsh speaking students. Being able to speak Welsh is a valuable employability skill, and

we will continue to ensure students are aware of how their language skills can be applied to their future careers, and provide support and training in employment-specific language terms. We will continue to offer workshops and promote the Welsh Language Skills Certificate provided by the Coleg Cymraeg Cenedlaethol, to encourage students to develop their Welsh language skills.

Other measures to support groups under-represented in higher education such as fee and access plan effectiveness evaluation.

Since the introduction of the initial fee plan in 2012/13, each subsequent iteration has involved detailed discussion around narrative, levels of expenditure and targets that have involved the Students' Union, senior management, and key service managers with responsibility for those areas being developed as part of the ongoing commitments identified in the plans. This group will oversee an annual evaluation of the effectiveness of fee and access plans which the University will publish on its web site.

Promotion of higher education measures

A number of objectives have been created to address the following measures as set out in the HEFCW guidance:

- Investments in improving the quality of learning and teaching, with reference to the quality of the student experience
- Actions which promote Welsh higher education more effectively internationally
- Actions which improve delivery of sustainable higher education
- Activities which raise awareness of the value of higher education amongst potential learners

Objective 7: Ensuring an Excellent and Consistent Student Experience

We will ensure continuing efforts are made to deliver a consistent and excellent student experience which recognises "*the diversity of the student experience*" (HEFCW Corporate Strategy 2017-2020). This will continue to be delivered through a rolling investment programme in the teaching infrastructure by upgrading teaching spaces across the University and investing in new social learning spaces. We will continue to fund a Pro Vice-Chancellor (Students) with overall executive responsibilities covering areas such as student experience, student accommodation and sports facilities and strategy, to drive forward enhancements to the student experience.

Our partnership ethos is led by engaged students and committed staff, and brings many benefits to our university community. We will continue to provide students with a variety of engagement opportunities across the University, and ensure they

are suitably supported to make the most of these opportunities. In line with our commitment to inclusive partnership, we will continually review our student engagement work to ensure that relevant and accessible opportunities are provided for all students, and regularly monitor the effectiveness of our approach. We will also ensure there are appropriate mechanisms for acknowledging the contribution made by staff, at all levels, to furthering student engagement.

With support from academics, students can bring their unique perspective and expertise as learners to the process of developing the curriculum. Our broad and research-led curricula are constructed with students as a central focus. Working with our academic community, we will continue to develop subject-specific approaches to designing the curriculum in partnership with students.

As part of our continuing commitment to partnership working with students in the design and development of our services and facilities, we will continue to promote the utilisation of students' experience and expertise. From paid internships within University services, to participation in user groups and strategic planning, we will ensure students are central to the way we evaluate, plan and deliver our services for students.

The University will also commit to the continuation of funding to the Students' Union in support of projects designed for the Students' Union and the University to work in partnership for the further enhancement of the student experience: the course representative system to ensure "*that the student perspective is properly represented*" (HEFCW Corporate Strategy 2017-2020); research and analysis capability for academic representation projects, ensuring that the Students' Union work is student-led and evidence-based; the Annual Student Statement; NSS action-plan days; the course representative system; the Student-led Teaching Awards; and student submissions to the Internal Quality Audit and re-validation processes.

We will continue to engage with the Future Directions quality enhancement themes. The University will continue to support a Student Experience Enhancement Fund to fund small initiatives with maximal impact which are beyond the spending capacity of individual Schools and Central Services.

The University will continue to modernise our libraries, providing innovative technologically rich spaces with collaborative, individual and quiet study areas, social learning areas and specific postgraduate spaces or rooms. We will continue to invest in Library resources and facilities to maintain student satisfaction in the NSS regarding resources and facilities:

- Development of the online reading list system continues, ensuring availability of core electronic and print books and a tailored digitisation service for journal articles and book chapters.
- The University is investigating the purchase of electronic text-books.
- The More Books Service provides items requested online by students for resources that would be beneficial to their studies and enhance the Library's collection.
- The University will continue to offer a central inter-library loans service with improved response times due to new all-Wales reciprocal borrowing initiative.

The Library service will continue to work in partnership with students to develop and gain feedback on new services and resources to support their teaching and learning. Student Library Ambassadors will continue to be appointed and be involved with projects to promote student awareness of the services and facilities offered by the Library, and obtain feedback on potential service developments and priorities. Based on feedback received the University has:

- Reviewed its opening times for the libraries taking into account student feedback and statistical usage, resulting in increased opening hours over the Easter vacation and opening the Deiniol Library 24/7 immediately after the Easter break until the end of the exam period.
- Increased the number of books students can borrow at any one time and doubled the standard loan period to four weeks. A new auto-renewal system now automatically renews loans for a further four weeks (where books have not been recalled by another student).
- Changed the fines policy and now only charges for lost items, late recalled items (i.e. books wanted by other students) or late short-loan items.

Our investment in student residential accommodation is part of our commitment to providing accommodation of the highest standard. Our approach to student accommodation is not just about developing the best physical space, it is also about a commitment to creating a halls community that all students can participate in. Our Campus Life programme will continue to provide a diverse, alcohol-free, student-led social programme that is free to students as part of our holistic approach to providing the best experience of living in halls. We will continue to invest in the development of our student community within halls, ensuring our Campus Life programme remains student-led, inclusive to all and free to use. These commitments resulted in Bangor University winning the 2016 WhatUni Student Choice Award for best university accommodation.

International students add to the richness and diversity of the student body and are, therefore, welcome and valued. We will contribute to building “*internationally excellent higher education*” (HEFCW Corporate Strategy 2017-2020) through continued investment in the International Education Centre at Bangor. An International Education Strategy has been developed to ensure Bangor provides a relevant modern curriculum that is locally situated but globally applicable, and we will continue to offer a unique Bangor experience that adds significant value to the career outcomes of all who are educated here. This will include: internationalising our curricula; ensuring our teaching and learning approaches intellectually develop home and international students alike; encouraging and supporting greater outward mobility and an international experience for UK students.

Although international recruitment is not specifically funded by home undergraduate fee income, improving the general student experience in Bangor and enhancing the curriculum will make Bangor a more attractive place to study and will deliver a further increase in international students to Bangor.

Objective 8: Contributing Towards the Well-being of Future Generations

As part of the University's Education Liaison and Widening Access work, the University will continue to offer a wide range of services and activities to school pupils, college students, and those who advise them. We will continue to provide impartial higher education advice and guidance, presentations on preparing for higher education, support at the UCAS application stage, mock interviews, and higher education conferences for both year 12 pupils and teachers/career advisers. At our year 12 conference, for example, secondary schools and colleges from North West Wales are invited to the University in June for a one day event, which addresses preparing for higher education, the application process, student life and studying specific subject areas. The teachers and advisers events will concentrate on updating them about developments in higher education (UCAS process, entry requirements, etc.) as well as informing them of developments at Bangor University. Subject-specific support such as Maths Masterclasses and revision courses/resources will continue to be provided, with more support for schools in the delivery of the Welsh Baccaulaureate currently being developed.

The University recognises the need to "*promote a system of HE that is financially, economically, socially, and environmentally sustainable*" (HEFCW Corporate Strategy 2017-2020) and we will continue to promote The Sustainability Lab as a high-profile corporate focal point leading on all aspects of sustainable development at the University. We share the vision for Wales set out in the Well-being of Future Generations (Wales) 2015 Act and will make clear how our objectives relate to the act and how our actions meet the well-being goals. We embrace the sustainable development principle, we aim to achieve a balance between economic, social, environmental and cultural concerns and promote the five ways of working outlined in the act. We will engage in a dialogue with HEFCW and partner universities to ensure that universities play a key part in delivering this important legislation. In 2014, Bangor University successfully achieved ISO 14001 certification for its commitment to continual environmental improvement, and the University is committed to retaining this accreditation. ISO 14001 is the internationally recognised standard for organisations that proactively control their environmental impacts through a formal Environmental Management System.

Sustainability is a key enabler in our Students' Union's strategic plan and the Union will continue to work closely with the Sustainability Lab to secure economic, social, environmental and cultural change by providing opportunities for students to shape their world, and make a contribution to the Well-being of Future Generations. The Students' Union will also continue their work with the NUS Green Impact Award and work to ensure that they continue to be recognised as the top Students' Union in Wales for sustainability.

A number of objectives have been created to address the following measures as set out in the HEFCW guidance:

- More effective engagement with private, public or voluntary bodies and communities in Wales
- Activities which strengthen the employability of Welsh graduates

Objective 9: Promoting Effective Community Engagement

Through the development of relevant services and projects, we will continue to support students living in Bangor to become fully integrated members of the community, considerate neighbours, respectful of their environment, and positively engaged in student and civic life.

Partnership working with the Students' Union will be central to the University's approach to addressing the issues that students and the local community face. In line with the UUK/NUS report "Breaking down the barriers to Student Opportunities and Youth Social Action" (<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf>), the University will commit to the continuation of funding to the Students' Union in support of the Students' Union Student Volunteering Bangor scheme. The scheme promotes engagement between students and the community and addresses the barriers to student participation identified in the UUK/NUS report, through supporting the "*management of volunteering*" and "*access to expert support and advice*", and minimising financial barriers to participation. The scheme offers new opportunities each year, and offers over 750 opportunities annually. The capacity of social projects working in the field of mental health has increased, and more sports-based projects have been developed, contributing to their aim of making the menu of projects more representative of the types of course offered at Bangor. The Students' Union will expand their work with the wider community in North Wales and open up opportunities for students to support and develop local charities and organisations.

The Students' Union will continue to develop partnership and opportunities within the community for students to influence and shape their local community. Representation on local decision-making bodies and boards will be used to influence future decisions and ensure that students continue to add value and support local and regional development. Students are provided with the means to engage with local community groups to develop projects and initiatives, enabling the continuation and development of activity and the long-term development of relationships with key stakeholders in the community. The University Student Housing Office together in collaboration with the Students' Union, the County and City Councils, and external businesses and landlords, work to develop relationships between the student community and permanent community in Bangor. This helps to tackle shared issues such as housing standards, waste and recycling, local public services and much more.

The University's Widening Access Centre was established to provide vital links with local communities by channelling the University's resources and expertise in ways which help raise the aspirations of individuals of all ages, who have little or no experience of higher education. Our widening access resources are used to help facilitate community connections, and the Centre has established a North West Wales Widening Access Forum consisting of a broad range of people active in their individual communities. This opens up a two-way channel of communication to benefit of a wide range of community stakeholders in the region.

As part of a collaborative partnership with Grŵp Llandrillo Menai, the University hosts a successful programme of annual Health and Well Being public lectures.

The focus is on contemporary areas of health-related conditions and serves to raise awareness and spark interest in subjects which affect the well-being of community stakeholders.

During 2019/20 the University's Widening Access Centre will further build a number of community partnerships: Special Needs schools in the region; Youth Justice; Treborth Botanical Gardens, providing opportunities for a range of vulnerable adults and older people dealing with loneliness; Conwy Family Centres; Youth Shedz project.

Our regional Reaching Wider Partnership are coordinating the University's involvement in a new project with The Welsh Mountain Zoo. Several departments at the University are working with the National Zoological Society of Wales (Welsh Mountain Zoo at Colwyn Bay) towards The Silk Road project, assisting with the development of exhibits. Staff from our academic Schools are developing an interactive IT experience that will guide visitors and allow dialogue to continue after the visit, providing further research opportunities by using the visitors and subjects as citizen scientists. There will also be student volunteering / placement opportunities as part of this development.

Objective 10: Strengthening Graduate Employability

The University contributes to a "*prosperous Wales ... which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities*" (Well-being of Future Generations (Wales) Act 2015) The employability of our graduates remains a priority and we adopt a university-wide approach to continuously developing our provision and support for our students' success.

The Students' Union has collaborated with the University to develop a student-led teaching and learning strategy which sets out how the University's curriculum will enhance the employability of our graduates through the following commitments:

- Provide opportunities, embedded within the curriculum, for students to develop their skills, experiences and confidence to fulfil their goals, including increasing the number of opportunities for students to gain experience relevant to their careers and ambitions.
- Focus on actively promoting the Welsh language as an employability advantage, developing skills through varied and innovative Welsh-medium study opportunities.
- Broaden staff and employer contributions to curriculum development, ensuring we draw upon a diverse range of opinions and experience.
- Embed opportunities for graduate skills development through assessment practices (e.g. presentations) into all levels of the curriculum.

Our commitment to engaging with employers in the delivery of our employability provision continues as we recognise our responsibility to "*contribute to the economy and to society ... by providing employment-relevant skills at all levels.*" (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016). We will continue to maintain an institutional understanding of the current and future skills requirements of

employers, and develop employer collaboration including scholarships with industrial placements and internships to develop the employability of our graduates.

Continuing priorities will include:

- The continuing development of key strategic relationships with employers and regional partners, undertaking a regional sectorial approach to employers steered by the Welsh Government's Priority Economic Sectors and linked to the Anchor and Regionally Important Companies based in the region.
- Development of new collaborative relationships with graduate employers both at UK and international level.
- Facilitating a network for strategically important employers including high-level events to share ideas and strengthen links.
- Supporting existing Employer and Enterprise Liaison activities by informing SMEs and major graduate employers of the range of activities through which they can engage with students on campus e.g. Bangor Employability Award and B-Enterprise events.
- Using strategic employer relationships to enhance provision through identifying additional national and international vacancies, internships and graduate positions.

Our institutional approach to the development of our students' employability centres around a continued commitment to our employability framework, embedded within all aspects of our students' experience, and incorporating the Bangor Employability Award (BEA) and the Higher Education Achievement Record (HEAR).

The Bangor Employability Award is a University-wide scheme embedded within all aspects of the students' experience. Participation in this initiative has increased year-on-year, and analysis provided earlier in this document shows that those who engage with this initiative go on to enjoy better employment outcomes, following graduation.

We have further embedded employability by establishing employability-related sessions within every academic School and will continue to provide timetabled employability sessions, alongside co-curricular, School and College events designed to offer opportunities and enhance personal development. We are working to highlight the curricular skills and attributes through evaluation and reflection tools, so students can cross-reference them with those developed in extra- and co-curricular activities. We have introduced subject-level employability groups to help steer the employability work in academic Schools, to share best practice, and to investigate the potential for involving Bangor alumni in preparing current students for the graduate workplace.

Bangor University has invested in a new employer vacancy system that also provides booking, evaluation and reporting facilities for all aspects of employability provision, including automatic enrolment for students within their University login. The automatic enrolment and streamlined experience will raise the profile of employability provision amongst our students and provide them with access to

part-time jobs, internships, work experience, volunteering, industrial placements and graduate level opportunities locally, nationally and internationally. Employer engagement is at the core of developing employability and the TARGETconnect system gives our employer contacts the tools to advertise roles to students, and engage in the provision of employability events. The reporting function within the system will enable us to analyse take-up of opportunities from our students and strategically target our resources based on the intelligence the system provides.

We have increased the number and range of developmental opportunities for our students through events, workshops, competitions, internships and placements, and we will continue to develop our collaborative work with employers. Examples include:

- Santander Universities: increased flexibility of internship funding from 2-10 weeks and providing fifty funded work placements.
- Large organisation career planning: information session and workshops for students with partner organisations such as Siemens, Horizon Nuclear Power, Aldi and all six North Wales Housing Partners.
- Community heritage project: in partnership with Pierrots and Seaside Heritage, and funded by the Heritage Lottery Fund, this partnership project with the University will provide subject specific work experience and research skills for Bangor university students as well as support the development of specialised skills that are relevant to employers within the region.
- Extending the portfolio of work placements and developing the employee supply chain: working with local employers such as Anglesey Sea Zoo, Conwy Arts Trust, and the Princes Trust.
- Increased support for enterprise and entrepreneurship: more one-to-one business mentoring and co-curricular sessions, ongoing support for the Enactus society who promote social enterprise, developing test trading in the community, and prototyping through Arloesi Pontio Innovation.
- Showcasing the employability of our students: the annual Employability Celebration Event brings together employers, academic staff and students for an evening of student employability presentations and the Employability Excellence Awards (sponsored by our employer partners).
- Bangor's own funded internship scheme will continue to offer over 65 paid internships across a wide range of the University's academic schools and service departments. One of the two schemes is specifically for widening access, however both schemes provide a supportive environment for graduate level work experience. In addition to offering a variety of paid opportunities, the scheme also facilitates students' management of their personal and professional career, irrespective of whether they are successful in their application. All students receive feedback and advice on the quality of their application, their interview technique and, if selected for an internship, they receive mentoring on how to market their internship experience to a prospective employer.

The Careers and Employability service continues to increase the range and number of central events and workshops, working with employers and alumni who provide sessions that promote their organisations but also give our students an insight into the expectations of and criteria used by graduate employers. Individual advice is available to support students in their career planning.

The Careers Services continues to work with HEFCW to implement the GO Wales: Achieve through Work Experience project (www.hefcw.ac.uk/policy_areas/business_and_communities/go_wales.aspx) which complements the Bangor funded opportunities provided to our students.

The GO Wales: AtWE project provides funding for additional employability-enhancing support work with young students deemed under-represented in the graduate job market and at risk of not being in Employment Education or Training.

The project can support students who are under 25 years old, in full time education and fit one or more of the following criteria:

- Have a disability or work limiting health condition;
- Students with mental health conditions;
- Are a care leaver or have caring responsibilities;
- Are from a Black, Asian or minority ethnic background;
- From UK low participation neighbourhoods.

Working towards targets set by HEFCW, Project Advisors can support students, both practically and financially, by sourcing and arranging flexible, tailored work shadowing, tasters and/or paid work experience opportunities with local companies throughout their academic studies. Progress is monitored and assessed to ensure key employability skills are developed to sufficiently enhance career prospects. Developing good employer links and relationships is key to the success of the project with an emphasis on creating a sustainable and diverse workforce. The project works collaboratively with internal and external partners as well as local employers to deliver on key Welsh Government agendas such as Widening Access, Economic Priority Sectors and the Well-being of Future Generations Act. We have reviewed our own provision to avoid duplication and ensure that the range of opportunities includes all students. For example, mature students are not eligible for GoWales opportunities, and so we have specifically targeted this group in our own Widening Access Internships.

The Students' Union continue to provide structured opportunities for leadership development for their student leaders which aims to provide them with an opportunity to develop new skills and enhance their employability and to empower them to understand how the skills they develop being a student leader can be transferred into the workplace.

The University will continue to offer a 'Languages for All' programme, offering a range of evening classes in six languages: French, German, Italian, Spanish, Chinese (Mandarin) and Welsh. These 12-week language courses are designed to cater for a variety of levels, from beginners to learners, and the scheme – funded by the University and Erasmus+ – has made it possible for all students to enrol on one module per semester, free of charge.


It remains a key part of the Library and Archives strategy to increase the number of information skills and digital skills sessions for students; the service also

provides a volunteer programme in the Archives and Special Collections where students can gain valuable transferable skills and experience.

Authorisation of the 2019/20 fee and access plan application for submission to HEFCW

In authorising fee and access plan applications to be submitted to HEFCW, governing bodies:

- i. confirm that the information provided in this 2019/20 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act.
- iii. understand that HEFCW reserves the right to undertake a visit to applicants to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, applicants.
- iv. understand 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.
- v. understand 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 applicants, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. 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.
- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original 2018/19 fee and access plan, as approved by HEFCW, must be honoured.

2019/20 fee and access plan submission to HEFCW	
Date of Governing Body approval:	28 th June 2018
Governing body authorised signature:	
Date:	28 th June 2018

Institutional fee and access plan 2019/20				
Table A: Fee levels and fee income and investment, 2019/20				
Institution name:		Bangor University		
Institution UKPRN:		10007857		
a) What is your highest proposed fee rate for:				
		£		
Full-time undergraduate		9,000		
Full-time PGCE (QTS)		9,000		
b) Will the proposed fees in a) (above) be charged for all full-time undergraduate higher education and PGCE (QTS) provision at your institution or provided on your behalf?				
		Enter Yes or No		
Full-time undergraduate		No		
Full-time PGCE (QTS)		Yes		
c) If no, what is your average (mean) fee per full-time undergraduate and PGCE (QTS) student likely to be?				
		£		
Full-time undergraduate		8,779		
Full-time PGCE (QTS)		9,000		
All FT UG/PGCE (QTS) students in pla		8,786		
d) What post-2012/13 fee regime income do you expect to receive in 2019/20? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.				
		£		
Full-time undergraduate		46,206,000		
Full-time PGCE (QTS)		1,485,000		
Total		47,691,000		
e) Please provide details of how much fee income you expect to invest in relation to equality of opportunity and promotion of higher education. Where higher education providers had 2018/19 plans the proportion of total income invested in 2019/20 must be at least the proportion invested in 2018/19. For those applicants, HEFCW has provided below the 2018/19 amount and percentage of total income.				
Total amount to be invested in:	2019/20		2018/19	
	£	% of total income	£	% of total income
Equality of opportunity	5,810,000	12.2%	6,300,000	12.0%
Promotion of higher education	2,490,000	5.2%	2,390,000	4.6%
Total	8,300,000	17.4%	8,690,000	16.6%
If the proportion to be invested in 2019/20 is less than in 2018/19 please provide commentary below:				

Institutional fee and access plan 2019/20**Table B: Fee and access plan income forecast expenditure, 2019/20**

Institution name: Bangor University
 Institution UKPRN: 10007857

2019/20 fee and access plan income forecast expenditure

a) Equality of opportunity

	2019/20	2018/19
	£	£
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups	2,300,000	2,980,000
2. attract and retain students and potential students from under-represented groups	500,000	530,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education	120,000	160,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers	270,000	270,000
5. improve the higher education experience for groups under-represented in higher education	950,000	880,000
6. provide to under-represented groups effective information, before and during their studies	230,000	230,000
7. provide high quality academic and welfare support to groups under-represented in higher education	1,220,000	1,190,000
8. support the progress to employment or further study of groups under-represented in higher education	60,000	60,000
9. contribute to Reaching Wider Partnerships	160,000	0
10. other, for example fee and access plan evaluation	0	0
Total	5,810,000	6,300,000
Percentage of forecast expenditure to be spent on Equality of Opportunity	70.0%	72.5%

b) Promotion of HE

	2019/20	2018/19
	£	£
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales	70,000	70,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience	1,250,000	1,220,000
3. strengthen the employability of Welsh graduates	340,000	340,000
4. promote Welsh higher education more effectively internationally	560,000	500,000
5. deliver sustainable higher education	150,000	150,000
6. raise awareness of the value of higher education to potential students	120,000	110,000
7. other, for example fee and access plan evaluation	0	0
Total	2,490,000	2,390,000
Percentage of forecast expenditure to be spent on Promotion of HE	30.0%	27.5%

c) Total forecast expenditure of 2019/20 fee and access plan income, a) + b)

	2019/20	2018/19
	£	£
	8,300,000	8,690,000

d) Student financial support (already included in a) and b) above)

	2019/20		2018/19	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	1,161,000	129	1,044,000	116
Bursaries	1,750,000	2,049	2,500,000	2,600
Scholarships	257,000	110	257,000	110
Hardship funds	201,500	n/a	201,500	0
Provision of financial management advice and skills			0	0
Other financial support			0	0
Total	3,369,500	2,288	4,002,500	2,826
Percentage of forecast expenditure to be spent on student financial support	40.6%		46.1%	

If the proportion to be invested in 2019/20 is less than in 2018/19 please provide commentary below:

The University introduced a revised bursary scheme from 2016 entry, aligned to levels of support provided by competitor universities; from 2018 entry further revisions have been made to the bursary scheme in response to the revised student support package available from Welsh Government, following the Diamond review of higher education funding and student finance arrangements. These changes were implemented as part of previously approved Fee Plans / Fee & Access Plans.

Institutional fee and access plan 2019/20**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2019/20**

Institution name: Bangor University

Institution UKPRN: 10007857

Summary data	FT UG	FT PGCE (QTS)
Total expected income	46,206,000	1,485,000
Total expected student numbers	5,263	165
Average fee	8,779	9,000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	All UG Degrees, including integrated 4-year Masters, excluding sandwich years and years abroad	All Subjects	All	N	5,134	N		46,206,000
2	9,000	PGCE	All Subjects	All	Y	165	N		1,485,000
3	0	All UG Degrees - sandwich years and years abroad	All Subjects	All	N	129	N		0

Institutional fee and access plan 2019/20																			
Table G: Targets																			
Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?	Baseline year	Baseline data		Contextual information for baseline year			Target		Contextual information for target			Optional longer term targets				Please provide a commentary on the 2019/20 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based. (maximum 500 characters)
					No.	%	Population	No.	%	No.	%	Population	No.	%	2020/21		2021/22		
															Y / N	If Y please provide partner name(s)	No.	%	
1	Bangor's Talent Opportunities Programme (TOP) to cover 2,600 pupils across 24 schools	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		2016/17	2,288					2,600								Baseline is 2,288 pupils across 22 schools in 2016/17
2	Establish one-day and residential HE taster session for young adult carers and older adult carers	a1 promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	N		2017/18	50					60								
3	UK domiciled young full-time undergraduate entrants from low participation neighbourhoods (UKPI T1b)	a2 attract and retain students and potential students from under-represented groups;	N		2016/17		14.5%	1,735	250	14.5%	>13.4%	1,630	>218	>13.4%					Target: maintain above benchmark (16/17 benchmark 13.4%)
4	Welsh domiciled students who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in the former Communities First cluster areas	a2 attract and retain students and potential students from under-represented groups;	N		2016/17		11.8%	3,975	469	11.8%	12.0%	4,000	480	12.0%					
5	The number of students undertaking at least 5 credits of their course through the medium of Welsh	a2 attract and retain students and potential students from under-represented groups;	N		2016/17	1,444					1,500								
6	The number of students undertaking at least 40 credits of their course through the medium of Welsh	a2 attract and retain students and potential students from under-represented groups;	N		2016/17	858					870								
7	Participation of full-time, undergraduate students in receipt of Disabled Students' Allowance (UKPI T7)	a2 attract and retain students and potential students from under-represented groups;	N		2016/17		9.2%	6,930	640	9.2%	>7.1%	6,725	>477	>7.1%					Target: maintain above benchmark (16/17 benchmark 7.1%)
8	Number of care leavers enrolled at the University	a2 attract and retain students and potential students from under-represented groups;	N		2017/18	22					25								
9	Non-continuation following year of entry: young, full-time, first degree entrants from low participation neighbourhoods (UKPI T3b)	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	N		2015/16	25	8.1%	295	25	8.1%	<8.7%	270	<23	<8.7%					Target: maintain below benchmark (15/16 benchmark 8.7%)
10	Offer a full fee waiver to all students during their year abroad or sandwich year as part of a four-year programme.	b4 promote Welsh higher education more effectively internationally;	N		2017/18	129					129								
11	Maintain bespoke discipline-related skills training across all academic schools to fully embed support for transition and academic progression.	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17	15													Specific interventions are tailored to the requirements of the discipline, structure of the course and are intended to enhance the existing skills training already delivered through the curriculum. Established practice in the sector has shown that 'bolt on' skills training has less impact than integrated, subject-specific skills training. TARGET: maintain bespoke training across all academic schools.
12	Satisfaction with Study Skills Centre	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17		99.0%				>85%								As part of the Matrix Standard accreditation of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2016/17, 99% of students were satisfied with study skills appointments. TARGET: maintain satisfaction rates above 85%.
13	Student Counselling Service clients demonstrating clinically reliable improvements; maintain our position of being in the sector upper quartile for clinical outcomes.	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17														CCAPs, the methodology used to measure clinically reliable improvement for clients of university counselling services, has changed its reporting of outcomes. Instead of a national average, it now presents benchmarking data as rankings. Bangor in 2016/17 was in the top 4% for clinical outcomes for universities using the methodology in the UK and USA. TARGET: to maintain the position of being within the sector upper quartile for clinical outcomes.
14	Satisfaction with Student Counselling Service	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17		93.0%				>85%								As part of the Matrix Standard accreditation of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2016/17, 93% of clients were satisfied or very satisfied with our Student Counselling Service. TARGET: maintain satisfaction rates above 85%.
15	Satisfaction with Disability Service	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17		95.0%				>85%								As part of the Matrix Standard accreditation of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2016/17, 95% of students were satisfied with our Disability Service. TARGET: maintain satisfaction rates above 85%.
16	Number of students taking up summer internships for students registered disabled, dyslexic or with hardship	a8 support the progress to employment or further study of groups under-represented in higher education.	N		2016/17	9					12								
17	Increase the number of Students' Union community based projects	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2016/17	35					40								
18	Increase the number of students actively participating in Students' Union community related projects	b1 deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	N		2016/17	450					650								
19	Maintain the National Student Survey 'overall satisfaction' question to exceed the current benchmark.	b2 improve the quality of learning and teaching, with reference to the quality of the student experience;	N		2016/17		90.0%				90.0%								Target: maintain above benchmark. (2016/17 benchmark is 85%)
20	% of undergraduate students engaging with the Bangor Employability Award (BEA)	b3 strengthen the employability of Welsh graduates;	N		2016/17		60.0%				75.0%								
22	Satisfaction with Careers & Employability Service	b3 strengthen the employability of Welsh graduates;	N		2016/17		91.0%				>85%								As part of the Matrix Standard accreditation of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2016/17, 91% of students felt the appointment or workshop provided by our Careers & Employability Service met their needs. TARGET: maintain satisfaction rates above 85%.
23	Engage with Year 12 students via activities such as HE conferences, Summer School, Student Shadowing, and revision course	a6 provide to under-represented groups effective information, before and during their studies; b6 raise awareness of the value of higher education to potential students.	N		2016/17	550					900								
24	Encourage more young people to consider STEM courses and careers by providing science engagement opportunities and support	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		2016/17	500					1,200								
25	Maintain Matrix Accreditation for our Student Services (welfare support, study skills, financial advice, careers and employability service)	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers; a5 improve the higher education experience for groups under-represented in higher education; a6 provide to under-represented groups effective information, before and during their studies; a7 provide high quality academic and welfare support to groups under-represented in higher education; and a8 support the progress to employment or further study of groups under-represented in higher education.	N		2013														The Matrix Standard (www.matrixstandard.com) is a unique quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career, learning, work and life goals. The service has been accredited since 2013.
26	No. of students enrolled on programmes validated by Bangor University at Grŵp Llandrillo Menai	a2 attract and retain students and potential students from under-represented groups;	Y	Grŵp Llandrillo Menai	2017/18	611					760								
27	Maintain ISO14001 (Environmental Management) accreditation	b5 deliver sustainable higher education; and	N		2017														https://www.iso.org/iso-14001-environmental-management.html
28	Engage with mature learners across the region via activities such as taster events and Information Days	a2 attract and retain students and potential students from under-represented groups;	N		2017/18	80					150								
29	Satisfaction with Money Support Unit	a7 provide high quality academic and welfare support to groups under-represented in higher education; and	N		2016/17		89.0%				>85%								As part of the Matrix Standard accreditation of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2016/17, 89% of students rated the advice provided by our Money Support Unit as excellent. TARGET: maintain satisfaction rates above 85%.