

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

Fee and Access Plan	
Name of institution	Bangor University
Duration of the fee and access plan	1 August 2023 to 31 July 2024, and 1 August 2024 to 31 July 2025
Section 1 - Fee levels	
Section 1.1 – Fee levels or the determination of a fee level at each location (Guidance paragraphs 88-97)	
Fee level	Location of course
£9,000	This fee relates to both 2023/24 and 2024/25
	The University’s campuses in Bangor/Menai Bridge, and Wrexham.
	Qualifications: Bachelor’s and extended undergraduate Master’s degrees, and PGCEs.
£1,350	This fee relates to both 2023/24 and 2024/25
	The University’s campuses in Bangor/Menai Bridge, and Wrexham.
	Qualifications: Bachelor’s and extended undergraduate Master’s degrees – for the relevant sandwich years and years abroad.

Section 1.2 - Aggregate fee levels
(Guidance paragraphs 98-102)

Bangor University confirms that, in line with its Tuition Fees Policy (published on its web pages alongside its Fee Schedule and Fee & Access Plan), there will be no fee increases for undergraduate and PGCE students for the duration of their full-time programme. Subject to paragraph 8.2 of the Policy, reproduced below, each student shall be charged the same amount for each year of study.

The following paragraphs are the relevant excerpts from the University's Tuition Fees Policy: -

3.3. The Welsh Government determines the statutory fee cap for undergraduate and Postgraduate Certificate in Education (PGCE) programmes for home students. The University sets both full- and part-time fees to reflect this maximum applicable fee cap, as defined in its annual Fee and Access Plan, agreed with the Higher Education Funding Council for Wales (HEFCW). Fees may be revised, if permitted and where necessary, in line with the relevant statutory fee caps, however, the University will not raise the fee for any credits or programmes during an academic year, or once the fees for an academic year have been published.

8.2. For all taught students, the fee regime (the relevant fee policy and schedule of fees) in place at the start of the first academic year, remains in effect for the duration of their programme, unless: -

- 1. there is a shift in mode of study (e.g. from full-time to part-time), or*
- 2. there is a break in study of more than 2 years, or*
- 3. an agreement has been otherwise defined in the offer letter,*

after which a new fee regime would apply. There is no change in fee regime if a student transfers from an honours to a non-honours programme, or vice versa.

The University commits to abiding by the Competition and Markets Authority (CMA) guidelines for higher education.

Section 2 - Student Partnership (Guidance paragraphs 103-106)

Bangor University has a long-standing partnership approach with its student body and Students' Union. Partnership is a constantly evolving approach underpinned by mutual respect, cooperation and collegiality. The University actively encourages student contribution to the design and delivery of teaching, and influencing strategic change across Bangor University. Through partnership working, it consults with and listens to students in both the creation and delivery of its work, ensuring they can meaningfully direct the future of the University. This is evident through institutional strategies being student-centred throughout their development. In the development of the most recent institutional strategies, the University has committed to providing students with further opportunities to work in partnership with staff, both locally within their schools and as part of the wider University and Students' Union communities. These strategies, built on the approach developed through partnership working, are further examples of a commitment to the ethos of partnership working with students.

Democratic representation through an independent Students' Union is at the heart of the partnership. It ensures that the collective student body determines what is important, why and how changes should be made, and that working together can make these changes a reality. Working with the Students' Union is critical to developing an inclusive approach to the University's decision-making process. The Students' Union specifically interacts with the Deputy Vice-Chancellor as the first point of contact for any student experience issues. The Students' Union also collates an Annual Student Experience Report. This report highlights key themes and the most topical and relevant issues affecting Bangor students. The Report (and any recommendations therein) contributes ideas to how partnership working can continue to enhance the student experience, and helps ensure 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 Strategy and Task Groups and Council Committees. The University has also established joint Executive meetings between the University Executive and the Sabbatical Officers, which happen once per semester. In addition, the Vice-Chancellor, Pro Vice-Chancellors and other members of the Executive occasionally attend the Students' Union's All-Student Meeting.

The Students' Union acknowledges that the partnership approach to the Student Voice is sector-leading and commits to continue to work in partnership with the University to ensure that student representation is at the forefront of the agenda. The Students' Union continues to ensure that Course Representatives are closely supported, provided with the resources they need to deliver their role, and have high visibility across campus. The Students' Union also continues to make resources available for student ideas so that new and innovative schemes of work are constantly being developed. Similarly, the University continues to ensure that each school has a dedicated member of staff committed to working with and supporting the school's Course Representatives.

Bangor University has taken on board HEFCW's guidance on good practice in funding effective, democratic students' unions and student representation. An annual Student Charter is produced, that outlines the expectations of the mutual roles and responsibilities of the University, the Students' Union and the students. This is embedded into welcome talks with students and is displayed in all halls of residence. The Students' Union

utilises the expectations outlined in the Student Charter when communicating with both students and the University, and when developing new campaigns and initiatives. The Student Experience Strategy Group, incorporating student membership, reviews the Student Charter annually. Additionally, the University's Relationship Agreement with the Students' Union is reviewed and approved annually by the University Executive and Council.

Through Student Services, the University provides central support for the Directors of Student Engagement in each academic school. These directors 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; and that the School takes deliberate steps to ensure students are involved in decisions about their own education.

A practical example of partnership working within academic schools is the NSS Action Planning events, hosted jointly with the Students' Union. These events bring together staff and students within an academic school to discuss and agree teaching enhancements in light of NSS results and other key data. Within the design of its support services, Bangor has been sector leading in its development of a Student-led Mental Health Strategy. Working with our Students' Union to ensure diversity of representation during our student consultation process, this student-led strategy has shaped the design and delivery of both central support services and our whole-institution approach to student wellbeing. This practice continues with the second iteration of our Student-led Mental Health Strategy in 2022 that is again based on extensive consultation with our student body and co-produced with our Students' Union.

Furthermore, the University continues to develop its student engagement practices at a postgraduate level, investing in further opportunities for postgraduate taught and research students to work in partnership with academic staff to enhance their curriculum and student experience. An example of this is the annual action planning events developed in partnership with staff and students, which ensure that feedback from NSS and PRES is considered at a school level. Students are directly involved in shaping the action plans of the school for the coming academic year. Additionally, a postgraduate taught experience project group has been developed to ensure there are opportunities for these students to be as involved in shaping their experience.

The Students' Union continues to be represented through its elected representatives and officers in discussions about the developing fee and access plan, and continues to be fully engaged in discussions about how fee income should be spent, having contributed ideas and suggestions at committees and in discussion with University officers. The measures in the University's fee and access plan are consistent with key themes identified through these engagements and are also consistent with the outcome of student surveys and reports. The Students' Union has confirmed that the fee and access plan is reflective of the discussions that it has had with the University, and that it helps address the recommendations it has made, including, for example, taking an institutional approach to developing student feedback, ensuring student representation on all committees and in all departments (Objectives 3, 4 & 5), and in ensuring student leaders are fully equipped to fulfil their roles as representatives, both whilst at university and beyond (Objective 7).

The University's governing body, the Council, delegates authority to its Finance and Strategy Committee, which reviews and signs off the University's fee and access plans, including the appraisal of progress against previous plans, and a summary of the annual monitoring and evaluation process undertaken by the Fee & Access Plan Monitoring Group. The Students' Union President, in addition to being a student governor on the University Council, is a member of both the Fee & Access Plan Monitoring Group and the Finance & Strategy Committee, and is therefore directly involved in signing off the plan. Student representatives (and/or the President) are also involved throughout the University's governance structures, and the priorities identified through these engagements inform the priorities and decision-making for developing the fee & access plans.

Section 3 - Under-represented groups (Guidance paragraphs 107-113)

List the under-represented groups the institution will support through its fee and access plan investment to improve equality of opportunity in Wales.

The groups should be separated into those groups identified by HEFCW as under-represented in higher education (these are listed in the supporting guidance document), those that will be supported through the institution's institutional contribution to the Reaching Wider Programme and those different groups identified by the institution as under-represented in HE.

We expect the institution to prioritise only those groups that it can most effectively support through its fee and access plan investment, this may mean that the institution cannot support all under-represented groups through plan investment.

HEFCW-defined

- Students of all ages from the bottom two quintiles of the Welsh Index of Multiple Deprivation 2014
- Students of all ages from the bottom quintile of the Welsh Index of Multiple Deprivation 2014
- People of all ages from UK low participation in HE areas
- Students of all ages that would benefit from studying part-time HE
- Students of all ages studying through the medium of Welsh.

Reaching Wider

Through the institutional contribution to the regional Reaching Wider Programme (RWP):

- Young people up to age 16 in the bottom two quintiles of the Welsh Index of Multiple Deprivation (WIMD)
- Care experienced learners and carers in all age groups in the RWP region, regardless of WIMD.

- Post-16 young people in up to level 4 learning, within the bottom two quintiles of WIMD
- Adults without level 4 qualifications within the bottom two quintiles of WIMD
- People with disabilities
- People from ethnic minority backgrounds, and
- Welsh medium learning, including supporting second language learning and Welsh cultures.

Selected from HEFCW-defined list

- Students with protected characteristics
 - Disabled students and those in receipt of Disabled Students' Allowance (DSA)
 - Students with a mental health condition
 - Female students in STEM subject areas
- Young males from WIMD and low participation areas (POLAR 4)
- Refugees and asylum seekers
- Service and ex-service personnel and their families

Bangor University-defined

- Students domiciled in UK low participation neighbourhoods (POLAR quintiles 1 and 2)
- Students facing financial hardship
- Mature students
- Males where underrepresented
- Students who are estranged from their parents/carers
- Students and applicants who are care-experienced
- Students and applicants who have caring responsibilities
- Students from Gypsy, Traveller, Roma, Showman and Boater communities (GTRSB)
- Students from homeless/addiction backgrounds
- Unusual entry qualifications

Section 4 – Objectives as they relate to supporting equality of opportunity and the promotion of HE
(Guidance paragraphs 114-148)

Section 4.1 - Equality of Opportunity

- | | |
|----|--|
| 1. | To attract more applications to HE from Widening Access students |
| 2. | To increase the participation of Welsh speakers in HE |
| 3. | To provide academic and welfare support to ensure the retention and outcomes of underrepresented groups are comparable to the wider population of students |
| 4. | To ensure an inclusive environment and education |

Section 4.2 - Promotion of higher education

- | | |
|----|--|
| 5. | To ensure provision of an excellent and consistent student experience |
| 6. | To ensure development of further community and civic partnerships in consideration of the well-being of future generations |
| 7. | To ensure all students leave the University having experience of work |

Authorisation of the fee and access plan application to HEFCW (required for publication)

In authorising fee and access plan applications, the governing body:

- i. confirms that it continues to be an institution that provides higher education in Wales and is a charity.
- ii. has seen and considered appropriate evidence to support the declarations being made in this application.
- iii. confirms that there has been appropriate consultation with its students, both those studying at the institution and at other providers where education is delivered on its behalf.
- iv. confirms that the information provided in this fee and access plan application is accurate and current, at the time of writing, and is based on verifiable data.
- v. confirms that: **[delete one or more statements, as appropriate]**
 - a. it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act;
 - ~~b. it is not acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated institution for purposes of regulation under the 2015 Act; and~~
 - ~~c. it is submitting new, up-to-date, more recent information/data to inform HEFCW's assessment.~~
- vi. understands that HEFCW reserves the right to undertake a visit to the institution to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and/or the quality of education provided on, or on behalf of, the institution.
- vii. understands that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- viii. understands that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the institution, and its governing body must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- ix. confirms that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in this fee and access plan application.

- x. confirms that the institution is at a low risk of failure on financial grounds over the medium- to long- term.
- xi. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- xii. confirms that the institution complies with Competition and Markets Authority (CMA) guidelines for higher education.
- xiii. understands that any financial commitments to students made in the fee and access plan, as approved by HEFCW, must be honoured.
- xiv. confirms that it will continue to invest the same proportion of full-time undergraduate fee income to promote equality of opportunity and promote higher education and not reduce invest to promote equality of opportunity which is intended to support only under-represented in higher education.
- xv. confirms that it will continue to invest its institutional contribution to the Reaching Wider Programme aligned to its agreed Reaching Wider Strategy and Implementation Plan.
- xvi. confirms that it will maintain student support levels.
- xvii. confirms that the institution will ensure that a copy of the fee and access plan can be made accessible to its students in any format.
- xviii. confirms that the institution will clearly signpost its students to HEFCW's complaints processes.
- xix. take all reasonable steps to supporting under-represented groups that are studying for postgraduate courses.
- xx. considers how investment can best support students most impacted by the Covid-19 pandemic where they are not already identified as under-represented groups.

Fee and access plan application submission to HEFCW ¹	
Date of Governing Body approval:	13/05/2022
Governing Body authorised signature:	See excerpt from the Finance & Strategy Committee minutes, below.
Date:	13/05/2022

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

Bangor University
EXCERPT FROM the MINUTES OF THE FINANCE & STRATEGY COMMITTEE

Date: 13 May 2022

Present: Sir Paul Lambert (Chair), Dr Myfanwy Davies, Mr Robert Eddowes, Mr Marc Proudlove Jones, Mrs Marian Wyn Jones, Ms Julie Perkins, Prof. Tim Wheeler, Mr James Avison (President of the Students' Union), Prof. Iwan Davies (Vice Chancellor), Mr Rob Eastwood (Interim Director of Finance), Dr Kevin Mundy (Chief Operating Officer & University Secretary), Mr Michael Wilson (Head of Planning; Secretary to the Committee).

Apologies: Mrs Tracy Hibbert (Director of Human Resources), Prof. Oliver Turnbull (Deputy Vice Chancellor), Mr Lars Weigand (Director of Property & Campus Services),

2122-46 HEFCW fee and access plan

The Chief Operating Officer presented a paper outlining the requirements associated with the HEFCW fee and access plan.

The paper contained the following key points:

- Before being submitted to HEFCW, the fee and access plan requires approval by the University Council, which has delegated responsibility to the Finance & Strategy Committee and its Chair.
- HEFCW require the submission of a plan covering the two academic years 2023/24 and 2024/25, which is planned to cover the period of transition from HEFCW to its successor agency, CTER.
- The plan is overseen by the University's Fee & Access Plan Monitoring Group, chaired by the Chief Operating Officer, and consisting of representation from the Students' Union, and colleagues with responsibility for the key themes covered by the plan: student support, widening access, Welsh medium and marketing/recruitment.
- An overview of the regulatory framework, the rationale behind the content for each section of the plan, the targets, and the required investment was provided.

The Committee **agreed** to endorse the draft plan and authorise the Chair to sign-off the initial submission to HEFCW and any subsequent re-submissions.