

### INSTITUTIONAL FEE PLAN 2013/14

<b>Institution:</b>	<b>Bangor University</b>
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**Note for Guidance:** We require institutions to provide short, precise, quantifiable statements which can easily be verified against benchmarks. You should not include lengthy descriptions of institutional strategies, histories or other contextual information. If the information provided is not clear, or appears difficult to reconcile with other information in our possession, we will need clarification before decisions can be made. Plans should be self-contained documents. If, however, exceptionally, institutions consider it essential to add detailed contextual information to elements of the plan, this must be confined to clearly labelled appendices.

Please refer to the information provided in *Circular W12/15HE 'Fee Plan Guidance 2013/14'* ([www.hefcw.ac.uk](http://www.hefcw.ac.uk)) when drafting your Fee Plan.

<b>1. What level of fees do you propose to charge from 2013/14?</b>	
a) Does your institution propose to charge full time undergraduate fees above the basic rate?	<b>Yes</b> <i>NB: If 'no' please complete Q9 and return to HEFCW by 15 April 2012.</i>
b) What is your highest proposed fee rate (up to a £9K maximum) for: i) Full time undergraduate ii) PGCE (where applicable)	£9,000 £9,000
c) Will level i) (above) be charged for all undergraduate higher education provision at your institution?	No
d) If no, what is your average (mean) fee per full time undergraduate student likely to be? Note: in calculating this, you should include fees up to and including the basic fee of £4,000 as well as fees above this basic level.	£ 8975

**2. Where you propose to charge different fees for different courses please provide details below. You should categorise your fee charges by a) qualification aim (HND / degree / FD etc) b) subject and/or c) cohort, as appropriate.**

**For each category included please provide details of your assumed numbers, and whether (for HEIs only) numbers represent franchised out provision.**

Proposed Fee £	Qualification Aim	Subject with JACS Code	Cohort	Franchised out provision? Y/N	Assumed student numbers used in calculation of average
£9,000	All UG Degrees	All Subjects	All	N	3500
£9,000	PGCE	All Subjects	All	N	300
£7,300	HND	All Subjects	New	Y	25
£7,000	HND	All Subjects	Continuing	Y	25

## THE STUDENT VOICE

**NB. Institutions may include information in this section from their Fee Plans 2012/13. However, information must be up-to-date and appropriate for student entry in 2013/14.**

- 3. a) What measures will you take to communicate clearly these proposed fee levels to students enrolling in 2013/14 and beyond?  
b) Please explain how they will be made clearly aware of your fee charges for the duration of their studies.**

The University will use all means available to communicate with students about fee levels and the student support available, including its website, printed material and emails to applicants. The prospectus has already been published for 2013/14 and states the 2012/13 fee and refers prospective students for 2013/14 to the University's website. The University provides clear statements on its website in a specific section on fees and funding for 2013/14 onwards and will publish the fee plan as soon as it is approved by HEFCW. The University will provide other publicity about fees as appropriate, and will produce a leaflet explaining student fees and finances which will be sent to all applicants to the University and to our franchised courses at Coleg Menai. The University will also use its Customer Relationship Management (CRM) system to communicate with all applicants by email as part of its ongoing communication plans. We will work closely with Coleg Menai to ensure that information is also available on their website. Students on franchised courses at Coleg Menai apply through UCAS to Bangor University and are included within our communication plans.

The fee levels for entry in 2013/14 and the level of bursaries and other support available will be widely advertised through Open Days and recruitment fairs.

The University has no intention to raise the fee for existing undergraduate degree and PGCE students during the course of their studies. Currently Welsh Government regulations do not allow fees to be raised above the £9000 threshold.

Fees for franchised provision at Coleg Menai may be subject to an incremental increase for inflation and the University will communicate with its existing students via email and through clear statements on its website to ensure all students are aware of any fee changes during the duration of their studies.

- 4. Describe the processes by which you have engaged with your student body, via the National Union of Students (or equivalent), when finalising your institution's Fee Plan for 2013/14.**

The Students' Union at Bangor has been represented through its elected representative alongside senior managers on the internal Fee Plan Working Group and through other internal discussions. The Students' Union also represents the

University's franchised students at Coleg Menai. They have been fully engaged in discussions about how the fee income should be spent and have contributed a number of ideas and suggestions which have been incorporated in the fee plan. The SU have advised on the expectations of students and have ensured that discussions about future fee levels have remained student focussed.

Engagement with the student body is much more extensive than just about finalising the Fee Plan. Sabbatical Officers from the Students' Union are involved in regular meetings with the Vice-Chancellor, Pro-Vice-Chancellors and other senior staff on a regular basis. The Students' Union is now represented on the all University Task Groups and has been actively involved in the development of the University's Student Experience Enhancement Strategy and accompanying action plan.

Therefore, the measures in the fee plan are consistent with key areas identified through all these engagements and are also consistent with the outcome of student surveys including the National Student Survey, year 1 and year 2 student surveys, the postgraduate taught (PTES) postgraduate research (PRES) experience surveys. The Fee Plan also responds to issues raised at the Student forum and feedback from the SU Athletic Union regarding sports facilities.

The Fee Plan also addresses some of the concerns raised by the Students' Union in their recent submission to the QAA in advance of the University's Institutional Review about Library resources.

HEFCW have recently provided guidance on good practice in funding effective, democratic student unions and student representation. The University has drafted a joint response to this circular with the Students' Union and we are currently reviewing our Memorandum of Agreement with the Students' Union in the light of this advice. The revised version will be published in July 2012.

**5. Higher fees mean higher expectations. Detail how you intend to provide the following information to students applying to/enrolling at your institution:**

- **full details of courses, including initial programmes and timetables**
- **information on how the new fee income contributes to course development**
- **information setting out precisely what is covered by the fees charged**
- **detailed information on the student financial support package available at your institution**
- **details about how any changes which may take place over the period of the course will be announced**
- **Annual Report on the use of fee income at your institution where you should indicate the outcomes of your Equality Impact Assessment**

Full details of courses are provided to students applying to Bangor through Open Days, the printed prospectus and the on-line prospectus which is kept up-to-date with the latest information. Students are able to approach Schools directly with any questions they have about courses. The initial timetable is provided to students on

registration when they first arrive in Bangor.

Key Information Sets will be published in September 2012 and will provide an additional source of information about all courses at the University including satisfaction levels regarding teaching, courses, support and guidance, feedback, library and IT facilities; employability and salary details for graduates; information about scheduled learning and assessments; and fees, accommodation costs and financial support available.

Our resource allocation system, which is under review for the new fee regime, allocates all fee income to academic Schools. Schools will be required to communicate with students about how the new fee income contributes to course development and the course representative system, partially funded by this fee plan, will also be used as a channel for this. Course development will also be a regular feature of the University-wide Student Forum, chaired by the Vice-Chancellor.

The newly agreed Student Charter outlines clearly the University's commitment to students. The University will also clearly state on its website precisely what is covered by the fee and details of necessary and voluntary additional costs associated with the student's programme of study, such as field trips. Students will also be made aware of these costs through Open days and recruitment material from the relevant Schools.

The University currently produces an annual booklet on student fees and funding as well as providing comprehensive web pages. This includes detailed information on the financial support package available to students, including bursaries and other support. These will be enhanced to include further information about the new fees and precise information about what is covered by the fees charged and sent to all applicants at Bangor University and those on franchised courses at Coleg Menai. Bangor University will ensure that no students face hidden charges and the fee plan, if accepted, includes an aspiration to ensure that all students' sports clubs, societies and volunteering in the Students' Union are also provided free at the point of delivery and included within the fee charged. This will also be available to students studying franchised courses at Coleg Menai.

As stated above, the University has no intention to change the fee for existing students during the course of their studies, other than inflationary increases if necessary and allowable for fees below £9,000. Any changes will be communicated with existing students (including those on franchised courses at Coleg Menai) via email and through clear statements on its website as well as the use of other media available.

The Fee plan Working Group has been established with membership from the Students' Union and will monitor performance against the targets outlined in this fee plan. The University also intends to produce an Annual Report on the use of fee income at Bangor each year following the completion of the annual accounts and annual monitoring statement to HEFCW. This will indicate the outcomes of our Equality Impact Assessment.

## INCOME FROM THE NEW FEE SYSTEM

<b>6. What new fee income do you expect to receive in 2013/14? You should include any income received per full time undergraduate and PGCE student above £4K.</b>	
	2013/14 £k
Full time undergraduate	£17.66M
PGCE	£1.50M
<b>Total</b>	<b>£19.16M</b>

<b>7. Institutions are required to invest in the region of 30% of fee income above the basic level in relation to a) equality of opportunity and b) promotion of higher education.</b>	
<b>Please provide details of your financial commitments to both investment areas. Institutions with further to travel to ensure further equality of access should invest more heavily in those activities.</b>	
	2013/14 £k
	Total Fee Income Investment 2013/14* (in the region of 30% of fee income above the basic level)
a) Total amount to be invested in equality of opportunity	£4.00M
b) Total amount to be invested in promotion of higher education	£2.00M
<b>Total</b>	<b>£6.00M</b>

*Although some activities in this fee plan are referenced in other institutional strategies, the amount above relates to additional spend for activities funded either solely or jointly from fee income.*

## 8. ACTIVITIES SUPPORTED THROUGH NEW FEE INCOME

<b>i) Equality of Opportunity</b>	
<b>Strategic Outcome</b>	<b>Targets/ Benchmarks/Objectives</b>
<p><i>Provide details of long term strategic outcome and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and For Our Future and identify specifically which measures these outcomes address.</i></p>	<p><i>These should be verifiable and benchmarked against existing institutional targets /HEFCW Corporate Strategy targets/ For Our Future targets etc., or can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p>
<p><b>HEFCW Corporate Strategy Strategic Theme: Widening Access</b> - Ensure equity, opportunity and success in higher education.</p> <p><b><u>Strategic Outcome 1: Financial Support for Students</u></b></p> <p><i>Inconsistencies in access and opportunity are addressed (FoF p4 / HEFCW p10) by safeguarding fair access and increasing retention through the provision of an enhanced and flexible bursary scheme for students from low income backgrounds and students in hardship. Alongside the Welsh Government's package of support we will <i>target financial support to promote and sustain access to higher education (FoF p 15).</i> The University will also consider the development of a travel bursary scheme for students travelling from outside the immediate area to study at Bangor. [These bursaries will also contribute to target 3.3 – low participation neighbourhoods and target 3.4 – Communities First.]</i></p> <p>Targeted financial support for care leavers is available through the University's bursary and financial contingency funds.</p>	<p><i>(Data source in italics)</i></p> <p>[Target 1.1] Provide enhanced means tested bursaries of £2.5m to over 1800 new and continuing students in 2013/14, rising to £3.6m to over 2500 students by 2014/15. (Current baseline estimate: £0.4m to 875 new students in 2011/12) <i>(BU/SLC Data).</i></p> <p>We will honour remaining commitments to the Welsh Bursary Scheme and other Bangor specific bursaries for continuing students.</p>

## **Strategic Outcome 2: Expanding Welsh Medium Provision**

The development and strengthening of Welsh medium research and teaching have always been key facets of Bangor University's strategy. The institution has approaching 3,000 students who are Welsh speakers or learners, and around 65% of the total number of staff are Welsh speakers or learners. In 2010, the university embarked on a Welsh language review, in light of the Welsh Assembly Government's aspirations as set out in *For Our Future* and their regional approach to HE planning and delivery. 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 by means of multidisciplinary Welsh medium degrees with strong links to the local economy, Welsh language/bilingual employment and with a community-based focus. This will provide greater opportunities for students to take part, or all, of their degree programme through the medium of Welsh and for the University to make a crucial difference to our society.

In addition, Y Coleg Cymraeg Cenedlaethol will play an important part in building and enhancing Welsh medium provision across the institution. The University has received funding from the Coleg for 16 Welsh-medium lectureships.

In order to *enable study through the medium of Welsh to take place in a wider range of programmes (FoF p14, HEFCW Outcome 4)*, the bursary scheme will also be used to incentivise students to undertake more than 40 credits of their studies through the medium of Welsh.

[Target 2.1] Despite a 10% reduction in the maximum number of students the University is allowed to recruit, the number of Welsh domiciled students undertaking some element of their course through the medium of Welsh will rise to 1410 by 2014/15 (Current baseline estimate 2010/11: 1346). (HEFCW CS Outcome 4)

- 2013/14 interim target: 1380 students.

[Target 2.2] Expand the undergraduate Welsh medium provision by means of 18 new modules in 2012-13 and 14 new modules in 2013-14 based on the subject specialism of newly-appointed Coleg Cymraeg Cenedlaethol staff at Bangor.

<p>Other activities include:</p> <ul style="list-style-type: none"> <li>• Welsh medium Revision/Study-days for 6th Form students in targeted regions in Wales focusing on well-established subject areas in Bangor University.</li> <li>• Recruitment events targeting parents &amp; 6th Form students during high-profile national festivals (e.g. The Urdd National Eisteddfod, The National Eisteddfod of Wales, The Cerdd Dant Festival etc.)</li> <li>• Regular visits to bilingual comprehensive schools in underprivileged areas of North West Wales.</li> <li>• Developing close collaboration between Bangor University &amp; bilingual comprehensive schools in Wales via the Reaching Higher TOPS programme (including 2/3-day residential visits at Bangor).</li> <li>• Developing a series of on-line seminars/lectures via the JANET video-conference provision for Welsh medium schools in Wales</li> <li>• Enhanced publicity and marketing of Welsh medium provision at Bangor University by way of designated Welsh medium prospectus, subject-specific leaflets &amp; on-line materials</li> <li>• Establish cross-institutional collaborative Welsh medium modules with Aberystwyth &amp; Swansea Universities and The University of Wales Trinity St-David.</li> <li>• Develop the range and depth of Welsh medium academic provision by means of Coleg Cymraeg Cenedlaethol Ph.D. Scholarships (3 years) and Teaching Fellowships in areas such as Archaeology, Business, Law, Biomedical Science &amp; Computer Science.</li> <li>• Enhance the employability of Welsh medium students through the development of a Bangor Employability Award (in Welsh) and work-experience opportunities</li> </ul>	
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<p><b><u>Strategic Outcome 3: Increased Access to HE</u></b></p> <p><i>Inconsistencies in access and opportunity are addressed (FoF p4 / HEFCW p10) further through increased investment in Bangor’s Talent Opportunities Programme (TOP) which works with Schools in Communities First areas to raise educational aspirations and awareness of under-represented groups; by identifying individuals with potential, and developing skills to prepare students for Higher Education; and providing revision classes and other activities aimed at improving year 11 attainment in TOP schools. Further activities will be developed to target mature learners from Communities First areas alongside piloting activities with youth groups and clubs in Communities First areas. We will measure TOP’s contribution by benchmarking progression rates post-16 against LEA averages.</i></p> <p>We will work collaboratively across the region to extend opportunities for under-represented groups to engage with and gain experience of HE through extending STEM outreach activities and introducing taster activities aimed at specific groups to improve access to and understanding of HE.</p> <p>These will deliver <i>improved access and progression for people in locations where such opportunities are low. (HEFCW Outcome 1).</i></p> <p>The University continues to hold the Frank Buttle Trust Quality Mark which requires the University to meet certain criteria demonstrating our commitment to supporting <b>looked after children</b> and <b>children from care</b>. Our strategy is monitored through a University group with progress reports submitted to the Trust. Our provision includes outreach work with Local Authorities to raise the aspirations of young people in their care, and</p>	<p>[Target 3.1] Expand Bangor’s Talent Opportunities Programme from 14 (2010/11) to 20 Schools in 2013/14. (BU)</p> <p>[Target 3.2] 400 school students to attend GCSE revision courses. (Current baseline: No activity) (BU)</p> <p>[Target 3.3] Increase participation of undergraduate students from low participation neighbourhoods to meet our benchmark by 2014/15 (2009/10 baseline 9.9% (200), benchmark 12.3% (250)). (HESA PI T1b)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: increase to 11.4% (230).</li> </ul> <p>[Target 3.4] Increase the proportion of all Welsh domiciled students studying HE courses who are domiciled in Welsh Communities First areas to 12.5% (approx 600) by 2014/15 (2009/10 baseline 9.3% (445)). (HEFCW CS Outcome 1)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: increase to 12% (575).</li> </ul> <p>[Target 3.5] Increase the number of UG students studying STEM subjects from low participation neighbourhoods and Communities First areas from 637 (baseline 2009/10) to 730 by 2014/15. (HESA Population / HEFCW CF &amp; HEFCE POLAR2)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 700</li> </ul>
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information on the support available within the University for care leavers is integrated into our work with local schools, colleges and careers staff as well as being part of our HE Taster days. The Miles Dyslexia Centre works with parents and foster carers in the community, highlighting issues in respect of dyslexia and demonstrating the support and strategies which carers may use to support children identified with a range of specific learning difficulties.

A University leaflet outlines our provision and support for looked after children and it is sent out to Leaving Care Teams within Local Authorities throughout the country, and to all University applicants who identify themselves as coming from care. There is a specific web site for students from care within the Student Support Services website which outlines support and includes contact details for the named adviser for care leavers. Support includes pre-entry guidance during the university application and admissions process including help with applications to student finance. A named adviser is available to provide confidential support throughout the degree programme.

#### **Strategic Outcome 4: Increased Retention**

*Helping students to complete their learning objectives successfully (HEFCW p9) and increasing the module completion rate (HEFCW Objective 2)* will be achieved through a continued investment in a 'Study Skills Centre' to support the varied skills students need for transition into University, retention, success and employability – including literacy, numeracy, information handling, IT, statistical, leadership, teamwork, project planning, entrepreneurial, oral and written communication skills. As well as providing central support the

[Target 4.1] Increase the module completion rate for undergraduate enrolments to 96% by 2014/15. (HEFCW Corporate Strategy Outcome 2)

- 2013/14 interim target: increase the module completion rate for undergraduate enrolments to 95.2%.

[Target 4.2] Improve non-continuation following year of entry (Full-time first degree entrants) to 5.0% (115) by 2014/15.

<p>'centre' will work with academic schools to develop embedded study skills within the curriculum and peer-led study support. This will support transition to HE, remove barriers to academic progression and improve retention.</p> <p>Enhanced welfare support for students, especially disabled students and those from under-represented groups, will be provided through additional investment in Student Services.</p> <p><i>Equity and opportunity</i> for all students will be pioneered through an exciting 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.</p> <p>The University is committed to enhancing further the range of pastoral support it offers to all its students. As part of this, we are establishing an interfaith centre to act as a focal point for representatives of the various faith groups whose work in terms of pastoral support is crucial. The centre will be linked to Student Services and will be managed by a Faith Officer whose role will also encompass the organisation of interfaith activities.</p>	<p>(2009/10 baseline 6.7% (155)). (HESA PI T3a)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 5.5% (130)</li> </ul> <p>[Target 4.3] Improve non-continuation following year of entry (young entrants from low participation neighbourhoods) to 5.0% by 2014/15. (2009/10 baseline 6.6%). (HESA PI T3b)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 5.5%</li> </ul> <p>[Target 4.4] Maintain non-continuation following year of entry (mature entrants with no previous HE experience) to be 5% below benchmark (baseline currently 7.9%, benchmark 12.6%). (HESA PI T3c)</p> <p>[Target 4.5] Appointment of a Faith Officer and the development of interfaith activities and enhancement of pastoral support for students from all denominations.</p>
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**Examples of activities in support of Equality of Opportunity in relation to Access to HE** might include, amongst others, activities aimed at promoting and safeguarding fair access to HE and identifying individuals with the greatest potential from disadvantaged backgrounds; measures to attract and retain students and prospective students from under-represented groups such as Community First areas or from disabled students; measures which seek to raise the educational aspirations and develop skills which prepare students for HE; measures which provide effective provision of information to students before and during their courses; measures which provide high quality academic and welfare support to students.

## ii) Promotion of Higher Education

<b>Strategic Outcome</b>	<b>Targets/ Benchmarks/Objectives</b>
<p><i>Provide details of long term strategic outcome and rationale behind investment. Institutions must reference HEFCW's Corporate Strategy and For Our Future and identify specifically which measures these outcomes address.</i></p>	<p><i>These should be verifiable and benchmarked against existing institutional targets /HEFCW Corporate Strategy targets/ For Our Future targets etc., or can represent new activity targets. Targets should be SMART and explicitly cross reference which of the Strategic Outcomes opposite they address.</i></p>
<p><b>HEFCW Corporate Strategy Strategic Theme: Student Experience</b> - Ensure that the student learning experience is of high quality.</p> <p><b><u>Strategic Outcome 5: A Consistent Student Experience</u></b></p> <p>We will ensure continuing efforts are made to deliver an excellent student experience (FoF p6, HEFCW Outcome 3) by delivering a <u>consistent</u> student experience for students at Bangor. This will be delivered through investment 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.</p> <p>The University will also commit to the continuation of the post to co-ordinate the course representative system to cement the student voice at Bangor and ensure that the student voice strengthens Higher Education (FoF p15, HEFCW p13)</p> <p>We will also establish an enhancement project entitled 'Embedding the Student Voice' the aim of which is to ensure the University meets with the commitments outlined in the WISE agenda. This will be led by a project officer, working closely with students and</p>	<p>As well as improving overall student experience (HEFCW Outcome 3), we will target the following specific objectives:</p> <p>[Target 5.1] Increase the number of Schools with an overall satisfaction rating of 85% or higher in the National Student Survey from 10 (2010) to 19 by 2014/15 (NSS)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 16 Schools with an overall satisfaction rating of 85% or higher.</li> </ul> <p>[Target 5.2] Increase the proportion of teaching space classified as "excellent" to 40% and "good or excellent" to 90%" by 2014/15 (baseline 21% excellent, 55% good). (BU Data)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 35% excellent, 85% good or excellent.</li> </ul>

school and reporting to a steering committee chaired by the Pro Vice-Chancellor (Students).

### **Strategic Outcome 6: Enhanced Sporting Facilities**

A new post of Sports and Recreation Director has been appointed, alongside the investment (mentioned above) to provide access to all sports clubs and societies and volunteering activities in the Student's Union free at the point of delivery, regardless of the student's ability to pay. This has been requested by the student body and will further enhance the student experience at Bangor.

The University will further invest in its sports facilities in line with its Sports Strategy, including

- providing subsidised access to sport and physical activity for all students at Bangor University,
- extending opening hours for all sports facilities
- increasing participation of Sport Wales target groups,
- expanding funding to provide wider opportunities in non-traditional activities,
- expanding our partnership work to provide more opportunities for students including access to facilities,
- providing students with subsidized access to coaching and professional qualifications, thus enhancing employability,
- improving the University sporting estate through staffing and equipment to ensure greater availability for sport and physical activity (eg creating cycle path between sites, improving footpaths and access to sporting spaces), and
- expanding the intramural programme to include women's only teams, faculty teams, hall teams, inter-site teams through the provision of more facilities and different activities.

[Target 6.1] Increase the participation of BME and disabled students at Maes Glas from a level currently less than 2% (current baseline) to 8% by 2015/16. (*SportWales*)

- 2013/14 interim target: increase participation to 5%.

[Target 6.2] Increase uptake of non-traditional sports activities and 'come and try' sessions from 100 students (current baseline) to 500 students by 2015/16. (*BU Data*)

- 2013/14 interim target: increase to 250.

[Target 6.3] Increase the number of students taking a course leading to a coaching or professional qualification from 60 students (current baseline) to 120 students by 2015/16. (*BU data*)

- 2013/14 interim target: increase to 80.

[Target 6.4] Increase the number of students playing intramural sport from 300 students (current baseline) to 1500 students by 2015/16. (*BU data*)

- 2013/14 interim target: increase to 700.

[Target 6.5] The University will also increase the number of Sports bursaries offered in 2013/14 from 5 to at least 10.

### **Strategic Outcome 7: Enhanced Library Resources**

The University will invest in Library resources and facilities as a direct response to student feedback in the NSS regarding lack of resources and facilities, lack of information skills support and lack of sufficient numbers of books.

We will continue to modernise our libraries, providing innovative technologically rich spaces with collaborative, individual and quiet study areas, social learning areas and specific post-graduate spaces or rooms.

A new model of Information Resources/Materials Allocation will be implemented to ensure parity of experience for students in accessing resources.

A digital reading/resource list system will be implemented in order to place the student at the heart of the experience and ensure that all resources on a modular reading list are available. Behind this will sit a reading list policy with details of the ratio of number of books to students which will be purchased. E-books will be purchased where available and book chapters and journal articles will be digitised to ensure access for on and off-campus students. Core/essential texts will be purchased to a ratio of 1 book to 10 students.

Two additional members of staff will be recruited to support information literacy/skills delivery, provide training for students on accessing e-resources, provide subject specific support and liaise with the academic community. This will ensure adequate support and a consistent experience for students in using the Library and its facilities.

[Target 7.1] NSS 2010/11 Increase the number of students satisfied with Library resources from 79% (2011 baseline) to 85% by 2015/16 (*NSS*)

- 2013/14 interim target:81%

[Target 7.2] Increase the spend per FTE student on books from £11.87 (2010/11 baseline) to £25.00 by 2015/16 to ensure comparability with other similar pre 1992 institutions. (*SCONUL Statistics*)

- 2013/14 interim target: £18.00 per FTE

[Target 7.3] The ratio of the number of core/essential books on reading lists to number of students will be increased to 1:10 by 2013/14. (current baseline is variable: 1:15 and higher). (*BU data*)

[Target 7.4] Implementation of a new funding model for Information Resources /Materials Budget and a robust Collections Strategy that supports parity of experience for students in accessing, finding resources and information skills delivery.

[Target 7.5] Increase the number of inductions and information skills sessions by 20% by 2013/14 (current baseline: to be determined in 2011/12) (*BU data*)

<p><b><u>Strategic Outcome 8: Internationalisation of the Curriculum</u></b></p> <p>Enhance the <i>internationalisation of higher education in Wales (HEFCW Outcome 5)</i> through investment in the new International Education Centre at Bangor. A new International Education Strategy has been developed to ensure Bangor provides a relevant modern curriculum that is locally situated but globally applicable, and a unique Bangor experience that adds significant value to the career outcomes of all who are educated here. [Contributes to target 9.2 – graduate employment] This will include internationalizing our curricula as well as 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.</p> <p>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 in support of the outcomes of For our Future and the HEFCW Corporate Strategy. <i>(HEFCW Outcome 5)</i></p>	<p>[Target 8.1] Increase the number Home/EU UG students undertaking a year or semester study/placement abroad to 150 by 2015 (baseline 64). <i>(BU Data)</i></p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 120 students.</li> </ul> <p>[Target 8.2] Increase the total on-campus international students to 2100 by 2015 (2010/11 baseline 1510). <i>(HESA Students Tab 1)</i></p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: increase the on-campus international students to 2000.</li> </ul> <p>[Target 8.3] Offer a full fee waiver to all students during their year abroad as part of a four-year programme.</p>
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<p><b>HEFCW Corporate Strategy Strategic Theme: Skills</b> - Ensure that all graduates are equipped for the world of work and for their role as citizens.</p> <p><b><u>Strategic Outcome 9: Employable Graduates</u></b></p> <p>We will ensure <i>employability is a key outcome of the higher education experience (FoF p6, HEFCW Outcome 6)</i> through increased investment in volunteering activities in the Students' Union and significant investment in employability and the Bangor Employability Award.</p> <p>As the main vehicle for the development of employability skills the BEA provides an institutional framework for implementing the <i>Skills and Employability Framework's</i> vision of developing graduates able to evidence and clearly communicate their employability skills to potential employers.</p> <p>The award is delivered through academic schools and includes a compulsory element of reflection on the employability skills developed through the degree programme thus promoting the embedding of employability skills within the curriculum. Assessment for the award is reflection-based and supported by a comprehensive taxonomy of skills including reference to the CBI's list. There is a compulsory element of work experience for the award which can include part-time work to ensure that students who need to earn money are not excluded from the award. There is a specific paid University summer internship scheme for disabled students and funds have been identified to further increase the number of work experience and placements scheme for all students as a complement to the provision of GoWales. The Award includes a bilingual element to encourage recognition of the</p>	<p>[Target 9.1] Increase the proportion of leavers obtaining first degrees from full-time courses who were employed, studying or both six months after leaving to exceed the PI benchmark by 2014/15. (Current baseline 88.5%, benchmark currently 91.2%). (<i>HESA PI E1a, HEFCW Corporate Strategy Outcome 6</i>)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: increase the proportion to 90.8% six months after leaving.</li> </ul> <p>[Target 9.2] Increase the proportion of graduates in graduate level employment six months after leaving to 66% by 2014/15 (current baseline 2009/10 – 63.4%). (<i>BU Data</i>)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 65.3% students in graduate employment six months after leaving.</li> </ul> <p>[Target 9.3] Continue to offer the Bangor Employability Award to undergraduates across all 22 Schools, including Lifelong Learning in 2013/14. (<i>BU Data</i>)</p> <p>[Target 9.4] Increase take-up of the Bangor Employability Award to 40% across all undergraduate years by 2014/15 (current baseline 2011/12 – 17%). Further increases in take-up are anticipated beyond the first three years of full implementation as the award becomes established and a body of alumni within each school are available to promote the award to current students. (<i>BU Data</i>)</p> <ul style="list-style-type: none"> <li>• 2013/14 interim target: 30% take-up across all undergraduate years</li> </ul>
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<p>value of Welsh Medium and other language skills, and enterprise skills and entrepreneurship are embedded with the scheme. The award is supported by online as well as face-to-face career development training thus ensuring easy access to careers advice and guidance for all students. Through the Regional Skills Centre, employers are sourced to deliver elements of the skills training for the award to enhance the relevance and bring an employer perspective to the award.</p> <p>Being a framework rather than a fixed programme, the route through the award is tailored to the individual needs of the students, with a transcript produced on completion that details the range of activities through which the BEA was gained. Feedback from students who completed the award in the pilot stage has provided evidence that the award successfully encourages students to engage in a broader range of employability and skills activities and improves their self-awareness and ability to articulate the transferability of their skills. In these ways, the Bangor Employability Award is a comprehensive framework for the continuing development and promotion of the priorities of the <i>Skills and Employability Framework</i>.</p> <p>Through increased investment, we will expand the Students' Union Student Volunteering Bangor scheme to meet the increased demand and to promote engagement between students and the community. Additionally through this activity <i>the cultural and civic role of higher education is enhanced (FoF p7)</i>.</p>	<p>[Target 9.5] Continue to recruit to target in quota subjects which meet the skills need, such as Initial Teacher Training.</p>
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**Examples of Promoting Higher Education** might include activities which aim to strengthen more effective engagement with private, public and voluntary bodies and communities in Wales; investments in improving the quality of learning and teaching; activities which strengthen the employability of Welsh graduates; actions which promote Welsh HE more effectively internationally and activities which raise awareness of the value of HE amongst potential learners.

9. **Sign off** - to be completed on paper copy by head of institution once the Fee Plan has been approved by your Governing Body.

**In submitting this plan for approval, the institution commits:**

**to avoid exceeding the maximum fee grant income; and, to reimbursing HEFCW on request in respect of fee grant income which exceeds the maximum fee grant income for the institution, according to the penalty arrangements set out in HEFCW circular W/12/38HE.**

<b>Date approved by Governing Body:</b>	12 June 2012
<b>Signed Vice Chancellor/Principal:</b>	
<b>Date:</b>	22 February 2013

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**By 9 May 2012 each institution should ensure that:**

- they have posted one hard copy Fee Plan to Sheridan Nott at the HEFCW office;
  - they have emailed one electronic version of the Fee Plan to [Sheridan.Nott@hefcw.ac.uk](mailto:Sheridan.Nott@hefcw.ac.uk).
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