



2017/18 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.

Drawing on the University's strategic priorities and successful elements of previous fee plans, this fee and access plan demonstrates the University's 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 Communities First, 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, young carers, young adult carers and adult carers.
- Students wishing to undertake higher education through the medium of Welsh.

Each of the objectives in the plan address the measures outlined in the HEFCW guidance and over £9M will be invested in delivery of these objectives. The University has set a range of targets associated with these objectives through which the plan can be monitored.

The Student Voice

Engagement with the student body is extensive and that engagement has become part of the fabric of the University's planning and development processes. The Students' Union at Bangor has developed a very productive relationship with the University: Sabbatical Officers from the Students' Union are involved in regular meetings with the Vice-Chancellor, Pro Vice-Chancellors and other senior staff and are invited to attend all Task Groups and Council committees. 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 has ensured that a close and effective working relationship has developed.

Bangor University have taken on board HEFCW's guidance on good practice in funding effective, democratic student unions and student representation. Our Relationship Agreement with the Students' Union is reviewed and revised annually as appropriate, along with the Student Charter, via 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 the fee income should be spent and have contributed a number of ideas and suggestions which have been incorporated in the fee and access plan and previous fee 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, the postgraduate taught (PTES) 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.

Franchised students at Grŵp Llandrillo-Menai are also members of Bangor University Students' Union which ensures their representation; there are plans for Bangor Students' Union to work more closely with the Students Union at Grŵp Llandrillo-Menai to build on engagement and explore how they can be better supported through sharing of resources.

Partnership is about more than just listening to the student voice and enabling students to have input in to decisions that affect them. True partnership relies upon an environment where the priorities, content and direction of the learning experience are all set by students and staff in partnership. (Welsh Government Policy Statement on Higher Education, June 2013) As part of the University's commitment to embed partnership working with students within all aspects of the student experience, and to meet the commitments outlined in the WISE agenda, the University funded a Student Voice Project. This was originally led by a full-time project officer, working closely with students and schools and reporting to a steering committee chaired by the Pro Vice-Chancellor (Students).

The Student Voice Project has now been expanded into a Student Engagement Unit of two full-time staff members, consolidating our student surveys into a central unit, and continuing with our projects to develop partnership working with students. We have appointed 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. This includes 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.

The University will collaborate with our Students' Union on the development of a toolkit to support student involvement in programme design. This framework will support both academic staff and student representatives to facilitate meaningful input from current students into the development of new and existing programmes. Presently, we include student reviewers as panel members for our internal quality audits, new programme approval, and revalidation, which has been successful and commented on positively by external panel members.

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

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 2017/18 entry prospectus refers prospective students to the University's website for the latest information on the 2017/18 fees and financial support. The University provides clear statements on its website in a specific section on fees and funding for 2017/18 onwards and will publish the 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 2017/18 and containing information about fees, grants, loans, scholarships and bursaries will be produced in the autumn of 2016, and copies provided for all applicants. The University also uses its Customer Relationship Management (CRM) system to communicate with all applicants as part of its ongoing communication plans, and information about student finance is regularly relayed through the CRM e-mails. We

also work closely with Grŵp Llandrillo Menai to ensure that information is also available on their website. Students on franchised courses at Grŵp Llandrillo Menai apply through the University and Colleges Admission Service (UCAS) to Bangor University and are included within our communication plans.

The University may increase the fees for each subsequent year of study by any amount permitted by Welsh Government; the University will communicate such changes to any students or prospective students affected by such an increase through the communication channels outlined earlier in this document.

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 Communities First 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 medium marketing material, Welsh-medium events and communication plans. The availability of extra financial support for Care Leavers is also highlighted on-line and in all our marketing material. 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 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 spoiled by unnecessary financial worries. The Money Support Unit is part of the Student Support Team 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.

There is a named contact person for care leavers within the University's Student Services who will be able to provide assistance with completion of Application for Student Finance forms; access to targeted financial support for care leavers through the University's bursary and financial contingency funds; liaison with external agencies regarding state-funded bursaries and grants which students may be eligible for; and access to general money support advice.

Information on how to apply for Disabled Students Allowances (DSA) - a grant to help meet the extra costs students can face as a result of 'disability', which includes: on-going health conditions, mental health difficulties, autism spectrum, and specific learning differences such as dyslexia - is available from the Disability Adviser, Mental Health Adviser or the Dyslexia Service. The University assists students and prospective students with applications for DSA and can arrange an assessment of needs through the University's ACCESS Centre. 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.

Rationale and Strategic Approach

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

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

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.

Bangor Students' Union Strategic Plan 2016-19

Bangor Students' Union is in the process of developing a strategic plan to cover the period 2016-19. A number of key themes are being explored as part of this development.

Being the support you need to ensure you understand your rights, options and responsibilities:

- Strengthening academic advice provision
- Peer to peer support provision
- Coordinated information, awareness and change campaigns
- Better support for Mental Health and Emotional Resilience
- Tailored and specific support for different groups

Working as part of a much bigger picture:

- Developing closer links with Welsh Unions
- Closer working with NUS on national issues
- Appreciation and celebration of the local area
- Developed partnerships with Bangor community

Enabling you to shape your education and be at the heart of decision making:

- Student Led Teaching and Learning Strategy
- Inclusive Curriculum
- Enhanced Course Rep provision and support
- Students at the heart of University wide academic decision making
- Accessible and affordable education (e.g. Course Costs)

Facilitating student led opportunities and empowering future leaders:

- Increased volunteering opportunities
- Developing shared resources
- Building capacity to deliver increased opportunities
- Virtual support
- Leadership development
- Increased student activities space
- Collaboration and joint campus wide initiatives

Many of these themes set the agenda for this fee and access plan and will be further developed in future fee and access plans.

Strategic Equality Plan

The University's second Strategic Equality Plan (2016-2020) (www.bangor.ac.uk/humanresources/equalitydiversity/policy_intro.php.en) 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 (e.g. Student Experience Strategy, Student Mental Health Strategy, Fee and Access Plan)

- 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

Bangor University has developed a strong partnership approach to the enhancement of the student experience to ensure that all student-related activity is reviewed and developed from the perspective of its diverse and changing student body. Aligned to the University's strategic plan, the University's second Student Experience Strategy (www.bangor.ac.uk/about/docs/sees-en.pdf), covering the period 2015-2018, has been co-authored with the Students' Union, and draws on evidence from their Annual Statements and data such as the National Student Survey and Postgraduate Experience Surveys. The strategy was developed considering feedback from staff via a University-wide consultation, and detailed discussions with Directors of Student Engagement in academic schools, alongside sector publications from bodies such as HEFCW, the Quality Assurance Agency, the Higher Education Academy and the National Union of Students.

The strategy outlines our vision for how we will further enhance the Bangor Student Experience through the identification of key areas for development over the next three years:

- Prioritising student engagement
- Delivering an excellent postgraduate experience
- Leading innovation for the Welsh language
- Developing an inclusive curriculum
- Creating employable graduates
- Building an inclusive community
- Student-centred facilities
- Supporting our local community

Many of these themes are expanded on throughout this fee and access plan.

The implementation of the commitments contained within the Student Experience Strategy is overseen by a joint University and Students' Union steering group.

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 specific aims of the group are:

- Continue with a holistic and University-wide approach to mental wellbeing that aims to promote resilience, recovery, ownership and empowerment.

- As part of the Student Experience Strategy, develop activities that foster the resilience and self-reliance of our students, and create a University-wide approach to promoting mental-being.
- Continue to deliver a programme of Mental Health First Aid to staff across the University.
- Continue to collect relevant data that assists our knowledge of student mental ill-health, prevalence and outcomes.
- Encourage involvement from student bodies in awareness raising, mental health promotion and providing feedback to service providers.
- Align with the University Mental Health Advisers Network (UMHAN) themes and promote Universities Mental Health Days.

Appraisal of Previous Fee Plans

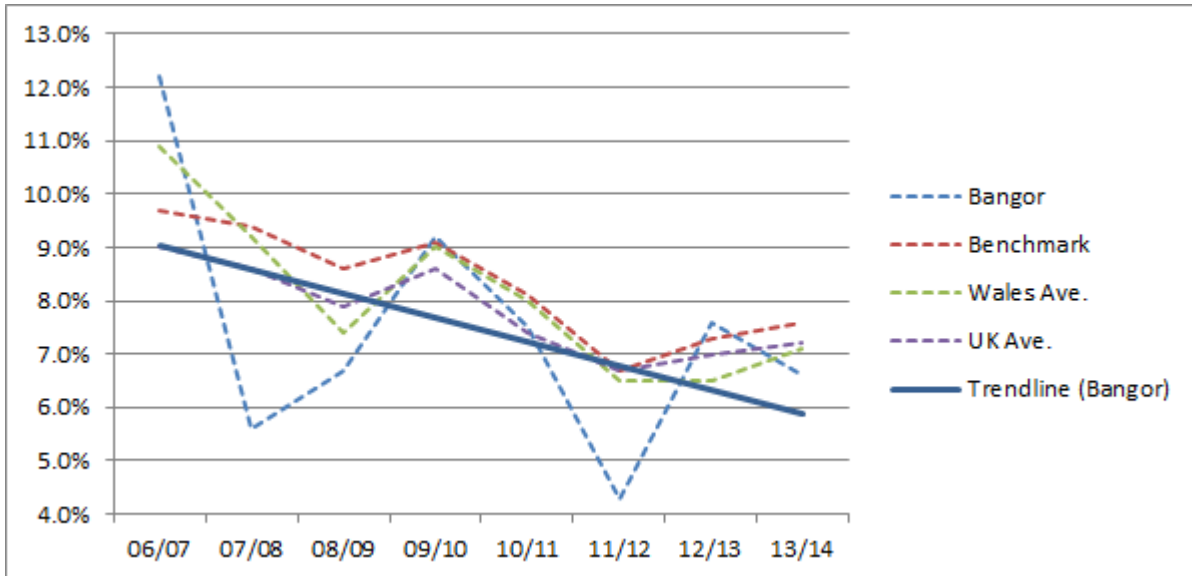
Since the introduction of the initial fee plan in 2012/13, each subsequent iteration has involved detailed discussion around narrative, levels of expenditure and targets that have involved the Students' Union, senior management, and key service managers with responsibility for those areas being developed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

The University's means-tested bursary package has proven successful and delivered 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 building on existing areas of strength; the nature of the University's commitment has been updated in this fee and access plan accordingly.

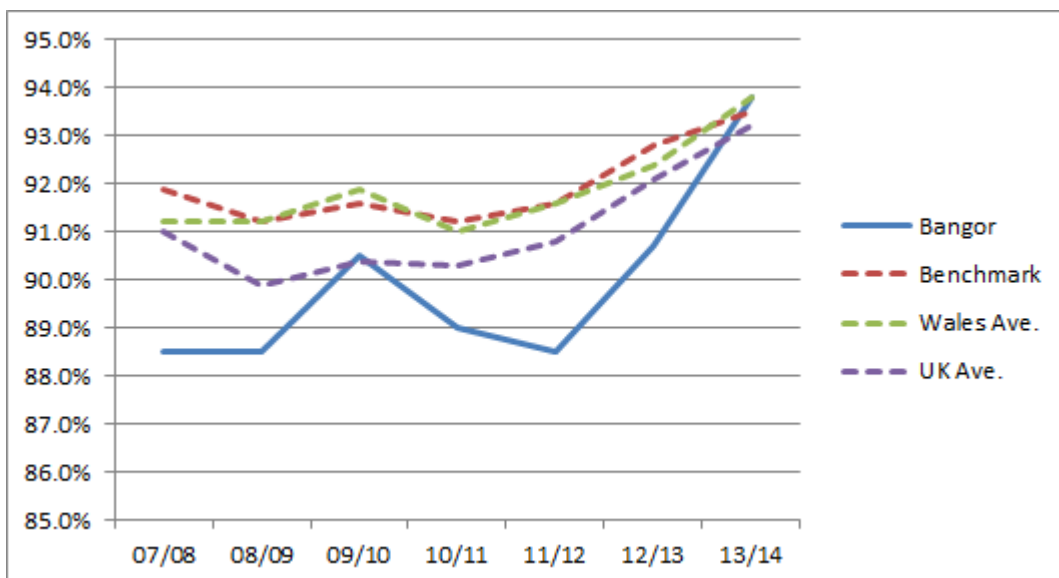
This fee and access plan reaffirms Bangor University's commitment to improving retention and sharpens our focus in those areas where we believe we can have the most impact.

Retention (non-continuation following year of entry) has fallen slightly short of target although the long term trend continues to show a marked improvement, though the latest published figures show Bangor University outperforming the adjusted sector benchmark, and both Wales and UK sector averages.



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

Similarly, progress has been made with Employability and the latest published results show Bangor University ahead of the adjusted benchmark and UK sector average for the first time. This fee and access plan continues to support those activities which have proven most effective, namely the continued roll-out of the Bangor Employability Award.



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

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. This commitment will continue as a prominent theme throughout this fee and access plan.

Bangor University's most notable achievement over the period covered by previous fee plans is the substantial increase in student satisfaction, as demonstrated by the University's NSS results, which places Bangor in the sector top ten. The themes around working in partnership with our student body and the Students' Union have been revised in this latest fee and access plan to demonstrate how these commitments have evolved and how they remain a core part of the University's proposition in terms of ensuring continued high levels of student satisfaction.

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 case to continue some elements included in previous fee plans proved less compelling than the new opportunities afforded by the guidance, and in some cases the financial support they required is being sustained through alternative means. As such, some elements from previous fee plans are no longer presented in this plan: e.g. University sports facilities, student housing advice, and student social facilities. The University will continue to support these activities but it was felt that they no longer directly support the objectives outlined in this fee and access plan.

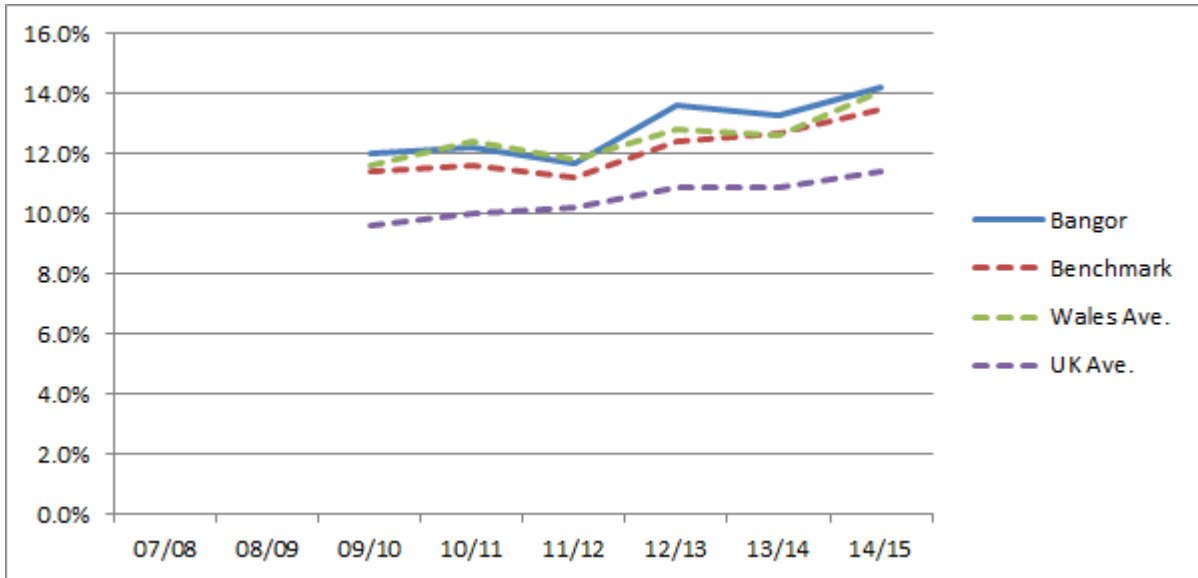
Having delivered so comprehensively against the student experience agenda in recent years, and given that the University's commitment to partnership working with students within all aspects of the student experience is now firmly embedded across the University's operations, we have taken the opportunity afforded by the new fee and access plan guidance to increase the focus on equality of opportunity.

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. Through the work of the University's Widening Access Centre, 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 **Communities First**, the bottom quintile of Lower Super Output Areas in the **Welsh Index of Multiple Deprivation**, and the UK POLAR3 **low participation neighbourhoods**.

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.

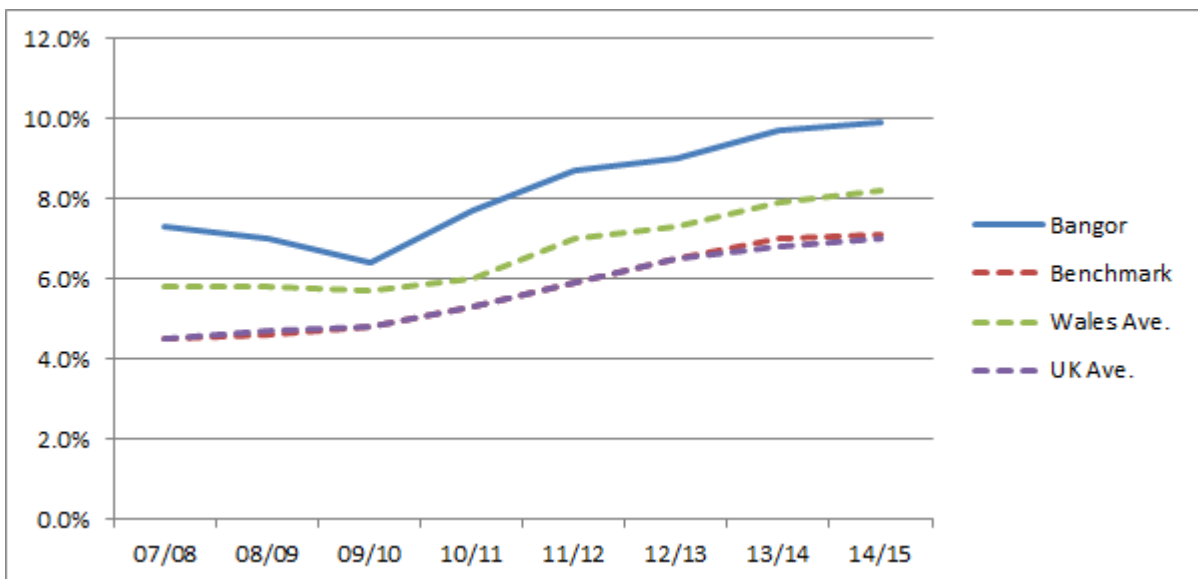


UK Performance Indicators in Higher Education

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** 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 adjusted benchmark. 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.



UK Performance Indicators in Higher Education

T7: Participation of students in receipt of DSA (full-time undergraduate)

The number of students with **mental health** conditions entering the University has increased year on year, and we have developed and extended our provision to ensure a holistic and University-wide approach to mental wellbeing that aims to promote resilience, recovery, ownership and empowerment.

The University will continue to collaborate with the Reaching Wider Partnership in work with care leavers; work with the Carers Trust and other agencies in reaching young carers, young adult carers and adult carers.

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. Our comprehensive Welsh Language Scheme ensures that students can access services in Welsh and that Welsh and English enjoy equal status in all aspects of University life.

As part of the University's Strategic Equality Action Plan, and aligned to the priorities of the Students' Union, the University is planning to explore a range of metrics (e.g. offer rates, attainment rates) relating to students with protected characteristics and expects to develop clear priorities aligned to this theme in future fee and access plans.

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

Inconsistencies in access and opportunity (HEFCW Corporate Strategy) are addressed through Bangor's Talent Opportunities Programme (TOP) - one of the largest widening access and engagement programmes in the region. Operating across North Wales, TOP works with secondary schools in Communities First catchment areas and/or low-participation wards to raise educational aspirations and awareness of higher education amongst under-represented groups by identifying individuals with potential, and developing skills to prepare students for higher education. Activities include higher education workshops and University visits as well

as revision courses and other activities aimed at improving year 11 attainment. Complementary activities include establishing links with primary schools in Communities First areas, facilitating visits for year 6 pupils and parents, and pilot projects with youth clubs/groups within Communities First catchment areas, to target young people outside of the school environment.

The University continues to develop the resources available to schools and school pupils to support their learning. Alongside the on-campus revision courses, the University also produces a full suite of GCSE Science revision resources, with revision guides distributed to all schools in Wales and made available on-line at www.bangor.ac.uk/gcserevision. We have also produced the first ever bilingual science revision app to support year 10 and year 11 pupils throughout Wales with their GCSE Science revision. The “Adolygu – Revision” app provides material to help pupils prepare for their exams – in the format of an ‘against the clock’ quiz. The app is available to download for free to either smartphone or tablet on both Android and iOS platforms, and the app has now been downloaded to more than 11,000 individual devices. Revision courses and resources for AS Science students are also being developed to provide extra support at post-16 level.

A range of higher education taster activities are also organised, including a three-day residential Summer School aimed at year 12 pupils who have no family tradition of going on to higher education, and Student Shadowing Days to introduce Year 12 pupils from TOP schools to subject areas such as Psychology and Education. Such activities allow the young people to gain a better understanding of the specific subject areas covered, as well as become more informed about higher education and what it has to offer them.

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’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.

Our provision includes outreach work with Local Authorities to raise the aspirations of young people in their care, and 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 Higher Education Taster Days. The University is supporting care leavers by hosting events for care leavers that both raises their aspirations towards higher education, but also help us to understand what additional support would further ease their transition and support their progression. The events include facilitation from our current care leaver students who act as role models of success to prospective care leaver students.

The University continues to support the regional Reaching Wider Partnership across a range of projects and through provision of “support-in-kind” in the form of office accommodation and access to administrative services such as finance and human resources. The University supports the partnership’s aims to increase higher

education participation from previously under-represented groups and communities in Wales (in particular Communities First areas) through supporting a programme of aspiration raising activities, creating new study opportunities and developing creative and innovative pathways to learning.

The University has created a Widening Access Centre for the purpose of co-ordinating and strengthening the University's widening access operations; The Head of Widening Access has been established to provide a focal point for the Centre's work. To promote partnership in new and progression opportunities, the Centre has established a North West Wales Widening Access Forum comprising members of academic staff, Reaching Wider, the TOP Scheme, Communities First and members of organisations active in community engagement and raising aspirations. The Forum meets on a regular basis to forge new partnerships and projects and also to avoid duplication of activity.

The Minister's Remit Letter of 21 March 2013 emphasises the priorities attached to widening access to higher education, and to encouraging educational aspirations, improved retention in higher education and progression to higher-level employment in under-represented communities (including the new Communities First and lower quintile areas). The Centre enables the University to pursue these policies in a more focussed and visible way by co-ordinating existing work and developing new initiatives, working closely with various regional partnerships.

The Centre's aims are:

- Co-ordinate the implementation of the widening access action plan, and promote the benefits of higher education to under-represented groups.
- In a facilitation role, to advise and support academic Schools in the development of widening access portfolios and programmes, including part-time provision.
- Support research elements in projects undertaken by academic colleagues.
- Further strengthen links with Grŵp Llandrillo Menai in widening access activity and raising aspirations of those furthest from education.
- Provide an active link between the Open University, the 'Reaching Wider' programme, the TOP Scheme, the School of Lifelong Learning, and the Study Skills Centre.
- Provide liaison and networking opportunities with widening access colleagues elsewhere in Wales, and with external organisations (e.g. employers' organisations, Careers Wales, 14-19 and post-16 Consortium Networks).

The Widening Access Centre is working with Ynys Môn on a project to improve the assessment of KS2 children, a key point in children's educational progress. This will allow pupils to be assessed as first language Welsh speakers as opposed to second language, thereby providing opportunities to continue study through the medium of Welsh to secondary education and beyond. The project involves colleagues across the University as well as Coleg Cymraeg Cenedlaethol and the Local education Authority.

All applications for support from the Widening Access Centre from 2017/18 will need to demonstrate how the Wellbeing Goals of 2015 are addressed.

Examples of outreach activities undertaken include:

- A partnership with Grŵp Llandrillo Menai in raising deaf awareness and expanding British Sign Language provision, particularly in new areas such as south Gwynedd.
- Working with Betsi Cadwaladr in music therapy for patients at Hergest, involving student volunteers.
- Working with schools and families on Anglesey to tackle issues of obesity, involving the School of Sports Science and other students.
- Leading on Coleg Cymraeg Cenedlaethol's promotion of Welsh medium opportunities by targeting the primary school sector. Through a recently created Widening Access Committee within the Coleg Cymraeg Cenedlaethol's Academic Board, jointly develop a Widening Access Plan for Welsh medium activities on a full- and part-time basis.
- In partnership with BusinessLab (Aberdeen), GwE and participating primary/secondary schools, further develop the Family Learning Signature (FLS) with a view to providing family identified interventions in raising aspirations and removing barriers to further study. A core part of Bangor University's work is and will be researching the FLS in order to inform future developments.
- In partnership with GwE, collaboration on literacy and numeracy, especially with family-wide focus.
- Working with Conwy Voluntary Services Council to provide support for parents in supporting their children in education.
- Working with TEC Cymru to provide additional support for those with low confidence and lack of self-esteem.
- Supporting the Wild Elements project in partnership with Reaching Wider to work with disengaged young people, outside the School system
- Working in partnership with Reaching Wider to deliver Mentoring Skills workshops in primary and secondary schools across Anglesey, Gwynedd and Conwy.
- Literacy workshops (Headsprouts) for children and parents in conjunction with the School of Psychology and the School Effectiveness and Improvement Service for North Wales.
- The University's Library and Archives Service is working with Reaching Wider and offers a series of events for schoolchildren and members of the community based around their collections.
- Developing a coordinated approach for the support of care experienced students with Reaching Wider.
- Initiating KES funded research activities investigating the effectiveness of Welsh medium engagement activities with Reaching Wider.

The University's Widening Access Centre supports a number of activities aligned with the University's commitment to meeting its equality duties, as specified in The Equality Act 2010:

- Collaboration with the Reaching Wider Partnership in work with Care Leavers.

- Work with the Carers Trust and other agencies in reaching young carers, young adult carers and adult carers.
- Facilitation of activities by academic schools in relevant equality community engagement work.
- Promotion of the provision of the Miles Dyslexia Unit.

Higher education should be available to all those with the potential to benefit regardless of age, gender, mode and level of study, country of origin and background (Welsh Government Policy Statement on Higher Education, June 2013). We will address Inconsistencies in access and opportunity (HEFCW Corporate Strategy) by safeguarding fair access and increasing retention through the provision of a flexible bursary scheme for students from low income backgrounds and students in hardship. Alongside the Welsh Government's package of support we will target financial support to promote and sustain access to higher education.

To ensure that targeted financial support is available for those in need, we will establish a University Hardship Fund for all students, to replace the Financial Contingency Fund. This fund will include provision for:

- General 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 and the homeless.
- Means-tested grants to support students with children finding 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 for their course, enhancing the overall understanding of an area of academic study and promoting employability.

The concerns of 'additional' or 'hidden' and unknown costs have been highlighted for many years, with specific "Pound in Your Pocket" research from NUS in 2012 and hidden course costs initial indicators and guidance. Based on feedback from students, coordinated by the Students' Union, the University is working with the Students Union to implement a range of recommendations to address these concerns.

Objective 2: Expanding Welsh Medium Higher Education

We support the Welsh Government's vision "to see the Welsh language thriving in Wales." (Welsh Government Policy Statement on Higher Education, June 2013). The development and strengthening of Welsh medium research and teaching have always been key facets of Bangor University's strategy. The institution has over 2,000 students who are Welsh speakers or learners. Around 70% of the University's staff are Welsh speakers or learners, which compares favourably with those communities that might be considered a "stronghold" 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 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 total the University employs around 150 staff who teach through the medium of Welsh. The University is committed to retaining all Welsh Medium developments previously funded by the University, including through the Welsh Medium premium. In addition, Coleg Cymraeg Cenedlaethol play an important role in providing support for the building and enhancing the range and depth of Welsh medium provision across the institution.

In order to enable study through the medium of Welsh to take place in a wider range of programmes (HEFCW Corporate Strategy), 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. The University will also continue to fund a 'Welsh Medium Enhancement Fund', to fund small initiatives that would help sustain provision in individual schools where numbers are small.

In order to target Welsh medium students and promote our Welsh medium provision, the University produces a full range of Welsh medium marketing material. This includes a designated Welsh medium prospectus, subject-specific leaflets, newsletters and on-line material ranging from Welsh medium web information to YouTube videos. The University's status as the main provider of Welsh medium education is underlined throughout its activities and presence at events such as the National Eisteddfod. The programme of activities organised included hands-on activities for young children, workshop sessions for older pupils and live music/entertainment to target families and young people. Welsh medium schools are also targeted with specific information through the Welsh medium study days held in different locations, to target pupils from the North East, South East and South West Wales. A range of subject areas are covered during the days, varying from more traditional subjects such as Welsh and History to areas such as Engineering, Psychology and Biology where the Welsh medium provision is increasing/being developed.

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

Retention is as important as recruitment. Widening access to those with no tradition of university life can bring additional challenges for retention. (Welsh Government Policy Statement on Higher Education, June 2013) Helping students to complete their learning objectives successfully (HEFCW Corporate Strategy objective) and improving retention will be achieved through a continued investment in a Study Skills Centre, to support the varied skills students need for transition and academic progression including academic writing skills, numeracy, research skills, oral communication skills, and project planning. The Centre provides both individual and group support for all levels of study, and works with academic schools to embed academic skills training within the curriculum. In line with our ongoing commitment to embedding partnership working with students through all aspects of the student experience, the Centre runs a Peer Writing Mentor Scheme where students are trained and supervised to provide peer support for the development of academic writing skills. The Centre also supports discipline-specific peer support initiatives within academic schools. The Centre has seen year on year growth in use by students, and high levels of positive impact evidenced by student feedback.

Increased information skills support has been provided by the Library and Archives Service. Academic Support Librarians deliver stand alone and embedded skills sessions across all Colleges; these include digital literacy, referencing, finding and evaluating all teaching, learning and research resources. The Library 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.

The University has been successful in submitting a bid to work with the Higher Education Academy (HEA) Wales transition, retention and attainment (TRA) strategic enhancement programme. The University's School of Psychology has successfully enhanced its retention strategies by understanding that the issue of retention can be subdivided into re-engagement, re-submission and re-direction. The University's participation in the HEA Wales TRA Project will build on this work to produce a case study of Bangor's strategically holistic institutional 'stakeholder' approach to developing retention strategies.

The project will support and evaluate a week long pilot Summer School for year 1 and 2 students in 2015/16, where students can be offered supplementary assessment to redeem failure. This initiative will include not only early, pro-active supplementary work strategies, which avoid the necessity of students waiting long periods to re-sit failed modules in August, but also dedicated tutor support throughout the week. By engaging with tutors and post-graduate teaching assistants, students will develop and shape assignments throughout the week in order that they successfully pass the supplementary work and acquire a solid understanding of the material before progressing to the following year. The outcomes of this pilot project will be evaluated with a view to rolling out across further subject areas in future years.

The University aims to pilot a new learning analytics system in 2016/17 with a view to full implementation in 2017/18. Led by our Head of Student Engagement, and

overseen by our Pro Vice Chancellor (Teaching and Learning), the project will allow the University to identify students whose engagement pattern indicates they are at risk of academic failure, or terminating their studies. The system will draw together real-time engagement data (attendance at timetabled events, submission of assessment, interaction with Blackboard etc.) into a user-friendly interface, available to both students and staff, to support early intervention to improve retention and student outcomes. The project is being implemented in full consultation with the Students' Union.

We understand that access to a broad range of learning resources through the medium of Welsh is an important part of the student learning experience. Many Welsh medium learning resources are made available, both in our University collections, and through the Coleg Cymraeg Cenedlaethol, and we will work with academic staff and students to ensure these are well-utilised. We will also identify areas where Welsh medium learning resource provision could be enhanced with technology and software as well as with printed material, and we will work with relevant parties to address these areas, particularly on the development of subject-specific glossaries.

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 is 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, which was extended in 2014/15 to include Sports Sciences and History.

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

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 year on year increase in our number of disabled students. We have recruited an additional Disability Adviser, and developed a sophisticated online system for Personal Learning Support Plans that provides different levels of access to different categories of staff to ensure that information is centrally available to support the implementation of an individual's reasonable adjustments whilst maintaining confidentiality. We have worked with the National Autistic Society to develop Social Eyes, a group programme for autistic students that provides support for the development of social skills within a university setting. The University continues to develop its inclusive practice within academic schools as well as maintaining high levels of central support for disabled students.

The number of students with mental health conditions entering the University has increased year on year, and we have developed and extended our provision to ensure a holistic and University-wide approach to mental wellbeing that aims to promote resilience, recovery, ownership and empowerment. The Student Mental Health Strategy Group is a University-wide group, chaired by our Head of Student Counselling, which brings together internal and external expertise as well as student

representation in order to oversee our strategic approach to mental wellbeing. The group creates and oversees the University's Student Mental Health Strategy. Areas of work developed through this strategy covered six main areas:

- 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.

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 have run drop-in sessions with the Students' Union to raise awareness and encourage engagement with support. Robust systems for measuring clinical outcomes of Counselling support have been implemented and Bangor is a partner in UK-wide research into the development of benchmark data for students' mental health. 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.

The Student Mental Health Strategy Group works across the University to raise awareness and promote positive mental health through targeted health campaigns and high profile mental health awareness days. The Counselling Service has diversified the support it provides to include online self-help resources, and group workshops and Mindfulness training. These group sessions have been well attended and promote the independence and emotional resilience of our students. They also engage groups of students who are less likely to make use of individual counselling, typically male students and also international students.

Our Student Experience Strategy 2015-18, written in collaboration with our Students' Union outlines our continuing commitment to supporting and promoting mental wellbeing. We know that the quality of our support for students is one of the reasons students choose to study here; we will therefore continue our investment in support for students during times of difficulty, but we will also develop activities that foster the resilience and self-reliance of our students, and create a university-wide approach to promoting mental wellbeing. Our positive approach to mental health will not only include services for when students need support, but include training and resources that build students' capacity to deal with the challenges of university life. By investing in an approach that builds resilience, we will be equipping our students with life skills that will help them to realise their ambitions following graduation.

The Students' Union and Student Services have worked together on the University's 'Time to Change Pledge' which outlines a range of joint commitments to tackling the social stigma and discrimination that can be associated with mental health difficulties. Students have contributed to the creation of the University's current Mental Health

Strategy ensuring that service users have a voice in the development of the University's approach.

Objective 5: Promoting an Inclusive Environment

Equity and opportunity for all students continues 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. Funding will ensure that clubs and societies have fit for purpose facilities and equipment for club activities. Funds would also be made available 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 also 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.

A third of our students take part in Students' Union sport, and our commitment to inclusivity in sport is evidenced in 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 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.

As part of their new strategy the Students' Union will be developing a peer-to-peer mentoring scheme which aims to aid retention and the mental wellbeing of students by creating support networks.

Studying at our University gives students an opportunity to engage with new cultural experiences, particularly Welsh heritage and the Welsh language. Offering innovative and engaging means for learning Welsh is an important part of our commitment to the language, and we will ensure students are offered a range of flexible opportunities to develop their skills in this area. 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.

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 reports which is also presented to the University Council.
- Physical Access: prioritise issues identified by the University's Physical Access Working Group, including an audit of accessible toilet facilities, review of accessible parking provision, and communication of how the University has addressed accessibility issues ("You said... we did").
- Equality-related actions embedded in the University's Student Experience and Student Mental Health Strategies, and Students' Union activities identified elsewhere in this document.

The Students' Union supports 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+ 2 (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 course content to identify opportunities to negate cultural bias through, for example, the inclusion of multi-cultural and multi-racial perspectives, women's experiences, LGBT history, and the use of gender neutral and non-heteronormative language.

The Students' Union will be working with the University on a student-led teaching strategy which aims to make education more accessible and inclusive, including how assessments can be developed to be accessible to all with a particular focus on students from non-traditional entry routes and widening access areas. In order to embed inclusive practice within our academic planning processes, both validation and revalidation of existing programmes will include reference to the access needs of disabled students, including opportunities for students to demonstrate that they have attained the required learning outcomes through alternative methods of assessment. To ensure that the diverse needs of our students are integrated into our teaching and learning feedback and evaluation processes, we will actively seek feedback and representation from the widest range of students ensuring sufficient focus on issues relating to barriers to engagement and achievement.

International student mobility is beneficial to both institutions and students. 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. (Welsh Government Policy Statement on Higher Education, June 2013). The University will promote outward student mobility and enhance the opportunities for study abroad for all students as part of an undergraduate programme and will offer a full fee waiver to all students during their year abroad as part of a four-year programme so to reduce financial barriers to participation in such opportunities.

Since 2011 the Widening Access Internship Programme has developed and offered approximately 12 eight-week summer internships (annually) for students who are registered disabled, dyslexic or with hardship. Each intern has been responsible for a specific project within different departments across the University, 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 that is adapted to their needs prior to the start of the internship.

To ensure that the maximum value is provided by the University's undergraduate internship scheme we do not allow previous experience to be a criterion for selection. Instead, selection for the internship places is based on 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 by demonstrating their interest and ideas for the internship. 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 encourage students to recognise this through their Bangor Employability Award.

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. Through workshops and the Welsh Language Skills Certificate provided by the Colege Cymraeg Cenedlaethol, we will constantly encourage students to develop their skills. We will use our links with employers to promote opportunities for Welsh speaking students, and ensure students feel well-equipped when applying for jobs through the medium of Welsh.

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 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 an excellent student experience (HEFCW Corporate Strategy Outcome) by delivering a consistent 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.

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 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 exciting 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 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 cement the student voice at Bangor and ensure that the student voice strengthens Higher Education (HEFCW Corporate Strategy Outcome); 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 invest in Library resources and facilities to maintain the significant improvement in student feedback in the NSS regarding resources and facilities. 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.

- The online Talis reading lists system has been implemented working with Directors of Teaching and Learning to encourage uptake.
- The University is investigating the purchase of further digital core texts via a range of suppliers. This will ensure that students have parity of access and no hidden costs.
- A More Books Service has been launched to provide items requested online by students for resources that are not currently on reading lists.
- The University has also implemented a central inter-library loans service.

- A new Resource Discovery service and library management system will be implemented in August 2016 and will dramatically enhance the ability of students to find and locate internal and external resources in all formats.

The Library's strategy includes working in partnership with students to develop and gain feedback on new services and resources to support their teaching and learning. With this in mind, Student Library Ambassadors have been appointed and have worked on projects with students and the Students' Union about student awareness of e-books and a project on the Multicultural Library. The University has also 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 during the exam period after Easter.

Our investment in student residential accommodation, including a new, state-of-the-art student village, 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 provides 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. (Welsh Government Policy Statement on Higher Education, June 2013). We will enhance the internationalisation of higher education in Wales (HEFCW Corporate Strategy Outcome) 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 a unique Bangor experience that adds significant value to the career outcomes of all who are educated here. 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.

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 the Welsh Government Policy Statement on Higher Education and the HEFCW Corporate Strategy.

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

As part of the University's Education Liaison and Widening Access work, a wide range of services and activities are offered to school pupils, college students, and

those who advise them. These activities include providing 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. For the 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, covering preparing for higher education, the application process, student life and studying specific subject areas. The teachers and advisers events 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 are also provided, with more support for schools in the delivery of the Welsh Baccaalaureate currently being developed.

We have established The Sustainability Lab as a high-profile corporate focal point to be the face 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 objectives set. We embrace the sustainable development principle and the five ways of working outlined in the act and will engage in a dialogue with HEFCW and partner HEIs to ensure that Universities play a key part in delivering this important legislation.

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. The University will commit to the continuation of funding to the Students' Union in support of the Students' Union Student Volunteering Bangor scheme to meet increased demand and to promote engagement between students and the community. The scheme offers new opportunities each year, now offering over 750 opportunities annually, more than doubling the capacity of social projects working in the field of mental health, and in the last 2 years have developed more sports-based projects, contributing to their aim of making the menu of projects more representative of the types of course offered at Bangor. The scheme has developed a more detailed programme of leadership training opportunities, in

addition to a residential training opportunity for leaders. They have also developed a module in Volunteer Management.

The Love Bangor Partnership is a project that aims to develop relationships between the student community and permanent community in Bangor in order to tackle shared issues such as housing costs and standards, waste and recycling, local public services and much more. The aim of the project is to provide students with the means to engage with local community groups to develop projects and initiatives and to enable the continuation and development of activity and the long-term development of relationships with key stakeholders in the community.

Objective 10: Strengthening Graduate Employability

Economic success rests on the expansion of a highly skilled and capable workforce. Enhancing the employability of all graduates is a key priority for Government and universities (Welsh Government Policy Statement on Higher Education, June 2013). Our work through the HEFCW funded Skills and Employability Action plan focused on the identification of key employers who are of strategic importance (both regionally and UK wide) to the institution. Through the development of an Employer Liaison Manager role, we have developed an on-going institutional understanding of the current and future skills requirements of employers, and developed employer collaboration including scholarships and internships to develop the employability of our graduates.

We have now made this Employer Liaison Manager a permanent post funded by the University. The post sits in the Careers Service but works across the University to continue this work. Continuing priorities for the role include:

- The continuing development of key strategic relationships with employers, 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 that they can engage with students on campus e.g. Bangor Employability Award and B-Enterprise events.
- Using strategic employer relationship to enhance provision through identifying additional national and international vacancies, Internships and Graduate positions.

We have continued to enhance our institutional approach to the development of our students' employability through our Bangor Employability Award which is a University-wide scheme embedded within all aspects of the students' experience. We have further embedded employability within academic schools by establishing a minimal number of employability related sessions to be provided within every school. We have increased the number and range of developmental opportunity

for our students through events, workshops, competitions, internships and placements, and we continue to develop our collaborative work with employers. Examples have included:

- Santander Universities increasing their three-month internship funding from 15 to 20, and a new allocation of 7 fully-funded work placements.
- Development of work placements with local employers such as Faun Trackway, Siemens and Colwyn Bay Zoo.
- Support for enterprise and entrepreneurship has increased including one-to-one business mentoring and co-curricular sessions, the creation of a Bangor Enactus society to promote social enterprise, and test trading in the community and prototyping through Arloesi Pontio Innovation.
- Bangor University and Horizon Nuclear power were recently nominated for a UK National Graduate Recruiter award in acknowledgement of the strategic partnership that has been developed.
- Bangor's own funded internship scheme continues to grow and currently provides over 40 paid internships across a wide range of the University's academic schools and service departments. In addition to offering the variety of paid opportunities, the scheme also facilitates students' management of their personal and professional career, irrespective of their selection. To ensure equality of opportunity, the scheme is designed so that selection is not based on experience, instead candidates need to demonstrate their enthusiasm and interest in the internship as well as their potential and transferable skills. There is also a complementary paid internship scheme specifically for disabled students that scopes internships within the University that will provide a supportive environment for graduate level work experience.

Student employability is a key aspect of our new Student Experience Strategy 2015-18 which includes the following commitments to ensuring our students can transfer their academic studies to the world of employment:

- The development of subject-specific resources and training for our students so they can identify, reflect on and articulate the employability attributes they have developed throughout their degree and are able to summarise their transferable skills and knowledge in job applications and interviews.
- Maximising the benefit of the Higher Education Achievement Record (HEAR) by linking it to our Bangor Employability Award so that the full breadth of every student's extra-curricular experience can be captured and evidenced for employers.
- Increasing the number and range of opportunities for students to gain experience, from paid internships to community-based volunteering, from schemes to foster entrepreneurship and social enterprise, to projects applying academic knowledge to work-based settings.
- Increasing employer involvement in the development of our students' employability skills through delivering skills workshops, providing work experience, and sponsoring enterprise competitions or providing mentoring, we will ensure that the input from employers informs the development of our students' employability.

- Continuing to foster entrepreneurship amongst our students by providing training for enterprise skills, opportunities to develop business ideas and support for setting up new business. By making enterprise skills part of our employability provision, we will help our students discover their entrepreneurial potential and give them a chance to put their business ideas into practice within a supportive environment.

The Careers Services is working with HEFCW to implement the new GoWales project which will complement the current Bangor funded opportunities provided to our students.

The Students' Union are developing a leadership programme 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 work-place.

The University runs a 'Languages for All' programme, offering a range of evening classes in six languages: French, German, Italian, Spanish, Chinese (Mandarin) and Japanese. 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 is a key part of the Library and Archives new 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.

Institutional fee and access plan 2017/18				
Table A: Fee levels and fee income and investment, 2017/18				
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		8,778		
Full-time PGCE (QTS)		9,000		
All students in plan		8,787		
d) What new fee regime income do you expect to receive in 2017/18? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.				
		£k		
Full-time undergraduate		53,003		
Full-time PGCE (QTS)		2,268		
Total		55,271		
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 2016/17 plans the amount invested in 2017/18 must be at least the amount invested in 2016/17. For those applicants, HEFCW has provided below the 2016/17 amount and percentage of total income.				
Total amount to be invested in:	2017/18		2016/17	
	£k	% of total income	£k	% of total income*
Equality of opportunity	6,640	12.0%	5,550	10.5%
Promotion of higher education	2,460	4.5%	3,250	6.2%
Total	9,100	16.5%	8,800	16.7%
* The 2016/17 percentage has been recalculated so that it is out of total estimated income, including that from the fee below £4k.				
If amount to be invested in 2017/18 is less than in 2016/17 please provide commentary below: See final two paragraphs of the strategic rationale on page 11 of the fee and access plan submission.				

Institutional fee and access plan 2017/18		
Table B: Fee and access plan income forecast expenditure, 2017/18		
Institution name: Bangor University Institution UKPRN: 10007857		
2017/18 fee and access plan income forecast expenditure		
a) Equality of opportunity		
Measures to support individuals under represented in HE:	£	
1. Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	3,560,000	
2. Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	410,000	
3. Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	160,000	
4. Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	250,000	
5. Improving the experience of higher education of students from under-represented groups including activities to promote an international experience	1,040,000	
6. Providing effective information to students from under-represented groups before and during their courses	180,000	
7. Providing high quality academic and welfare support to students from under-represented groups	990,000	
8. Supporting students from under-represented groups to progress to employment or further study	50,000	
9. Other	0	
Total	6,640,000	
b) Promotion of HE		
Measures to deliver:	£	
1. More effective engagement with private, public or voluntary bodies and communities in Wales	60,000	
2. Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	1,220,000	
3. Activities which strengthen the employability of Welsh graduates	310,000	
4. Actions which promote Welsh higher education more effectively internationally	630,000	
5. Actions which improve delivery of sustainable higher education	150,000	
6. Activities which raise awareness of the value of higher education amongst potential learners	90,000	
7. Other	0	
Total	2,460,000	
c) Total forecast expenditure of 2017/18 fee and access plan income, a) + b)		
	£	
	9,100,000	
d) Student financial support (already included in a) and b) above)		
	£	Anticipated student numbers supported
Fee waivers	1,305,000	145
Bursaries	3,251,000	3,100
Scholarships		
Hardship funds	200,000	n/a
Provision of financial management advice and skills		
Other financial support		
Total	4,756,000	3,245

Institutional fee and access plan 2017/18**Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime, 2017/18**

Institution name: Bangor University

Institution UKPRN: 10007857

Summary data	FT UG	FT PGCE (QTS)
Total expected income	52,767,000	2,268,000
Total expected student no.s	6,008	252
Average fee	8,783	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	5,863	N		52,767,000
2	9,000	PGCE	All Subjects	All	Y	252	N		2,268,000
3	0	All UG Degrees - sandwich years and years abroad	All Subjects	All	N	145	N		0

Institutional fee and access plan 2017/18**Table D: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the new fee regime for partnership provision based in the UK, 2017/18**

Institution name: Bangor University
 Institution UKPRN: 10007857

Summary data	FT UG	FT PGCE (QTS)
Total expected income	235,600	0
Total expected student no.s	30	0
Average fee	7,853	

Row	Partner name	Partner address	Please confirm that the partner is a charity (✓)	Qualification aim Please select from drop down list	Course title	PGCE (QTS) Y/N?	Date of partnership agreement DD/MM/YYYY	Addendum confirmed Provision covered under HE Act Y or N	Year(s) of course	Forecast number of students used in calculation of average fee	Proposed fee £	Total expected fee income (no. students x proposed fee)
1	Grwp Llandrillo Menai	Llandudno Road, Rhos-on-Sea, Colwyn Bay, Conwy	Y	(e) an HND	Business Studies	N	01/09/2015	N	1	8	7,900	63,200
2	Grwp Llandrillo Menai	Llandudno Road, Rhos-on-Sea, Colwyn Bay, Conwy	Y	(c) a foundation degree	Sports Science (Sports Coaching)	N	01/09/2015	N	1	8	7,900	63,200
3	Grwp Llandrillo Menai	Llandudno Road, Rhos-on-Sea, Colwyn Bay, Conwy	Y	(e) an HND	Business Studies	N	01/09/2015	N	2	7	7,800	54,600
4	Grwp Llandrillo Menai	Llandudno Road, Rhos-on-Sea, Colwyn Bay, Conwy	Y	(c) a foundation degree	Sports Science (Sports Coaching)	N	01/09/2015	N	2	7	7,800	54,600

Institutional fee and access plan 2017/18

Table G: Targets


Institution name: Bangor University
Institution UKPRN: 10007857

Row		Measure type (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 Please provide numbers and/or percentages where appropriate		Target		Please provide a commentary on the 2017/18 targets where numerical descriptions are not appropriate. We would expect most targets to be numerically based. (maximum 500 characters)
			Y / N	If Y please provide partner name(s)		2017/18				
						No.	%	No.	%	
1	Expand Bangor's Talent Opportunities Programme (TOP) from 2250 pupils in 23 Schools (2015/16) to 2500 in 24 schools by 2017/18	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2015/16	2,250		2,500		
2	Establish a residential HE taster session for young adult carers and adult carers with 40 participants	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N			0		40		This is a new initiative
3	UK domiciled young full-time undergraduate entrants (UKPI T1b)	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	245	14.1%	265	14.5%	Target: maintain above benchmark (14/15 benchmark 13.6%)
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 Communities First cluster areas	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	457	11.3%	480	11.7%	
5	The number of students undertaking at least 5 credits of their course through the medium of Welsh	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	1,538		1,550		
6	The number of students undertaking at least 40 credits of their course through the medium of Welsh	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15	823		850		
7	Participation of full-time, undergraduate students in receipt of Disabled Students' Allowance (UKPI T7)	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2014/15		9.9%		10.5%	Target: maintain above benchmark (14/15 benchmark 7.1%)
8	Number of care leavers enrolled at the University	a2 Attracting and retaining students and prospective students from under-represented groups, which may include students from less advantaged backgrounds and students with protected characteristics	N		2015/16	19		25		
9	Increase attendance at GCSE revision courses	a3 Raising educational aspirations and developing skills which prepare students from under-represented groups for higher education study	N		2015/16	450		550		
10	Non-continuation following year of entry: young, full-time, first degree entrants from low participation neighbourhoods (UKPI T3b)	a4 Supporting and increasing student retention and completion, particularly for those from low participation neighbourhoods, looked after children, care leavers and carers	N		2013/14		7.9%		7.5%	Target: maintain below benchmark (13/14 benchmark 8.2%)
11	Offer a full fee waiver to all students during their year abroad or sandwich year as part of a four-year programme.	b4 Actions which promote Welsh higher education more effectively internationally	N		2015/16	116		145		
12	Increase number of Welsh-medium Sixth Form students attending Welsh medium revision/study-days in targeted regions in Wales	a6 Providing effective information to students from under-represented groups before and during their courses	N		2015/16	250		400		
13	Building on the existing Study Skills Centre's work of 104 embedded discipline-related skills training sessions across 14 Schools during 15/16, establish bespoke discipline-related skills training with all 22 academic schools by the end of the 17/18 to fully embed support for transition and academic progression	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2015/16	14		22		The 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, bespoke discipline-related skills training is the aim of the Study Skills Centre's work in academic schools.
14	Student Counselling Service clients demonstrating clinically reliable improvements	a7 Providing high quality academic and welfare support to students from under-represented groups	N						65.0%	The Counselling Service switched to a different outcome measure from 2015/16 specifically designed and researched for use by universities and college counselling services. Early findings indicate that the 'clinically reliable improvement' rate for service users in the UK the average is around 60% showing clinically reliable improvement. Our target for 17/18 is to ensure we continue to remain above the national average.
15	Number of students taking up summer internships for students registered disabled, dyslexic or with hardship	a8 Supporting students from under-represented groups to progress to employment or further study	N		2015/16	8		12		
16	Increase the number of Students' Union community based projects	b1 More effective engagement with private, public or voluntary bodies and communities in Wales	N		2015/16	35		60		
17	Increase the number of students actively participating in Students' Union community related projects	b1 More effective engagement with private, public or voluntary bodies and communities in Wales	N		2015/16	450		650		
18	Maintain the National Student Survey 'overall satisfaction' question to exceed the current benchmark.	b2 Investments in improving the quality of learning and teaching, with reference to the quality of the student experience	N		2014/15		91.0%		90.0%	
19	% of undergraduate students engaging with the Bangor Employability Award (BEA)	b3 Activities which strengthen the employability of Welsh graduates	N		2014/15		50.6%		60.0%	
20	The proportion of leavers obtaining undergraduate qualifications through full-time and part-time study who were employed, studying or both six months after leaving will be equal to or exceed the UK PI benchmark	b3 Activities which strengthen the employability of Welsh graduates	N		2013/14		93.8%		94.0%	Target: maintain above benchmark (13/14 benchmark 93.5%); as the PIs from the 17/18 survey will not be published in time for appraisal of the 17/18 fee and access plan, we will use the results from the 16/17 survey to assess performance
21	The percentage change year on year in the number of overseas students at Bangor University will be equal to, or greater than, the comparable figure for UK higher education.	b4 Actions which promote Welsh higher education more effectively internationally	N		2014/15	1,981		2,100		
22	Support schools by organising a conference for Welsh Bacc co-ordinators in 2017/18, with the aim of attracting 30 attendees	b6 Activities which raise awareness of the value of higher education amongst potential learners	N			0		30		This is a new initiative
23	Increase attendance at the Year 12 HE conferences	b6 Activities which raise awareness of the value of higher education amongst potential learners	N		2015/16	600		775		

Authorisation of the 2017/18 fee and access plan application for submission to HEFCW

In authorising the fee and access plan application to be submitted to HEFCW, the governing body:

- i. confirms that the information provided in this 2017/18 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirms 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. understands that HEFCW reserves the right to undertake a visit to the applicant to better understand eligibility related to the organisation and management of financial affairs, the data submitted on the fee and access plan and the quality of education provided on, or on behalf of, the applicant.
- iv. 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.
- v. 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 applicant institution, and the governing body must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. 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 the fee and access plan application.
- vii. confirms 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. understands that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understands that any financial commitments to students made in the original 2017/18 fee and access plan, as approved by HEFCW, must be honoured.

Final 2017/18 fee and access plan submission	
Date of Governing Body approval:	15/07/2016
Governing body authorised signature:	
Date:	15/07/2016