



## 2018/19 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 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 the former Communities First catchment areas, the bottom quintile of the Welsh Index of Multiple Deprivation, and UK low participation neighbourhoods.
- Students from low income backgrounds or facing financial hardship.

- Disabled students and those in receipt of Disabled Student's Allowance.
- Students with mental health conditions.
- Care leavers, and students with caring responsibilities.
- Students wishing to undertake higher education through the medium of Welsh.
- Female students in science and engineering.

Each of the objectives in the plan address the categories outlined in the HEFCW guidance and over £8.5M will be invested in delivery of these objectives. The University has set a range of targets associated with these objectives through which the plan will be monitored.

## The Student Voice

Engagement with the student body is extensive and that engagement has become part of the fabric of the University's planning and development processes. We benefit from a long-standing partnership approach with our student body and Students' Union. Partnership is a constantly evolving approach underpinned by mutual respect, cooperation and collegiality. We actively encourage student contribution to the design and delivery of teaching, and influencing strategic change across Bangor University. This was recognised in June 2017 through the University's gold Teaching Excellence Framework (TEF) award which referred to evidence of "*optimum levels of student engagement and commitment to learning secured through excellent teaching and assessment practices*".

Democratic representation through an independent students' union is at the heart of our partnership. It ensures that the collective student body determines what is important, why and how changes should be made, and that we work together to make these changes a reality. Working with our Students' Union is critical to developing an inclusive approach to our decision making process. The Students' Union has a specific contact through the Pro Vice-Chancellor (Students) who chairs the Students' Union Task Group and is their first point of contact for any issues; this ensures that a close and effective working relationship is maintained. Sabbatical Officers from the Students' Union are involved in regular meetings with the Vice-Chancellor, Pro Vice-Chancellors and other senior staff, and are invited to attend all University Task Groups and Council committees.

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

Bangor University have taken on board HEFCW's guidance on good practice in funding effective, democratic student unions and student representation. Our

Relationship Agreement with the Students' Union is reviewed annually, along with the Student Charter, by the Students' Union Task Group.

The Students' Union at Bangor continues to be represented through its elected representatives and officers in discussions about the developing fee and access plan. The Students' Union continues to be fully engaged in discussions about how fee income should be spent and have contributed ideas and suggestions which have been incorporated within this plan and previous plans. The Students' Union have advised on the expectations of students and ensure that discussions about future fee levels remain student focussed. The measures in the fee and access plan are consistent with key themes identified through these engagements and are also consistent with the outcome of student surveys including the National Student Survey (NSS), year 1 and year 2 student surveys, 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.

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's Student Engagement Unit implements our commitment to partnership working at the institutional and subject level. The management of all student surveys is now consolidated in this Unit, which also developed and oversees the University's "Together We..." campaign: our vehicle for informing students ways in which their feedback is acted upon. Developed in partnership with the Students' Union, investment in this campaign has continued to elevate the profile of the student voice across the University, and since its inception in October 2016 has highlighted over 150 examples of change made in response to student feedback.

We continue to develop our Directors of Student Engagement in each academic School, who are academic staff with strategic responsibility for student engagement, partnership and the overall student experience in their School. Directors of Student Engagement have responsibility for ensuring: the course representative system is well-promoted and conducted in-line with the expectations of the Students' Union; that students are aware of how their feedback is acted upon (via the School's involvement in the "Together We..." campaign); and that the School takes deliberate steps to ensure students are involved in decisions about their own education.

The University is collaborating on a student-led Teaching and Learning Strategy to be implemented for the 2017/18 academic year. This project has five themes, identified jointly by course representatives and academic staff: Assessment and

Feedback, Outcomes and Retention, Induction and Support for Postgraduate Students, Curriculum Design, and Student Engagement and Communication.

The University is collaborating with our Students' Union on the development of a mechanism to support student involvement in programme design. This framework supports 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**

The maximum fee level for full-time, undergraduate and PGCE (QTS) courses for 2018/19 is determined upon approval of the fee and access plan by the Higher Education Funding Council for Wales, which institutions receive normally towards the end of July.

The University may increase the fees for each subsequent year of study by any inflationary amount permitted by Welsh Government.

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

Information regarding fee levels, financial support and costs of study is provided on the University website ([www.bangor.ac.uk/studentfinance](http://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 2018/19 entry prospectus refers prospective students to the University's website for the latest information on the 2018/19 fees and financial support. The University provides clear statements on its website in a specific section on fees and funding for 2018/19 onwards and will publish this fee and access plan as soon as it is approved by the Higher Education Funding Council for Wales (HEFCW).

This information will also be publicised at open days, recruitment fairs and other events. Marketing material outlining the student finance situation for 2018/19 containing information about fees, grants, loans, scholarships and bursaries will be produced in the autumn of 2017, and copies provided for all prospective students and applicants. The University also uses its Customer Relationship Management (CRM) system to communicate with prospective students and applicants as part of its ongoing communication plans, and information about student finance is regularly relayed through the CRM communications.

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

Information about the availability of financial support (including Coleg Cymraeg Cenedlaethol Scholarships) for those interested in HE opportunities through the medium of Welsh is communicated through our Welsh language marketing material, Welsh-medium events and communication plans.

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

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

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 University's Disability Adviser, Mental Health Adviser or 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.

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

Bangor University is committed to complying with the Competition and Markets Authority (CMA) guidelines for Higher Education (<http://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>).

## Rationale and Strategic Approach

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

### **Bangor University Strategic Plan**

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

#### Strategic Priority 1 – An Excellent Education and Student Experience

Aim 1: Provide a distinctive, high-quality education

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

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

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

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

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

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

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

### Strategic Priority 3 – An International University for the Region

Aim 1: Ensure a unique Bangor experience for international students

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

Aim 3: Promote and support outward mobility

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

### Strategic Priority 4 – Welsh Language, Culture and Civic Engagement

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

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

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

### **Undeb Bangor Strategic Plan**

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

#### Priority One: Your Education

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

- Develop the first ever joint University and Students' Union 'Student Led Teaching Strategy'.
- Secure full student representation across every University committee or forum.
- Develop, launch and embed a 'Student Impact Assessment' process across all University decision making structures.

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

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

### Priority Two: Your Opportunities

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

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

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

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

### Priority Three: Your Support

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

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

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

- Set up specific research projects to properly get to know you, our different student communities, tailoring our support offer for each.
- Develop an 'Academic Advice Service' that is on hand to provide you with impartial and confidential advice, practical guidance and representation.



## Priority Four: Your Community

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

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

## **Strategic Equality Plan**

The University's second Strategic Equality Plan (2016-2020)

([www.bangor.ac.uk/humanresources/equalitydiversity/Strategic\\_Equality\\_Plan\\_2016\\_EN.pdf](http://www.bangor.ac.uk/humanresources/equalitydiversity/Strategic_Equality_Plan_2016_EN.pdf)) is a statement of Bangor University's on-going commitment to the promotion of equality and diversity. The associated action plan sets out the actions the University has identified in order to achieve its equality objectives. The Strategic Equality Plan and Action Plan have been developed not only within the context of the University's legal duties under the Equality Act 2010 and the Duties Specific to Wales, but also with reference to the University's Strategic Plan.

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

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

The Strategic Equality Plan identifies:

- Objectives that reflect commitments carried forward from the University's first Strategic Equality Plan
- Key projects and objectives that are driven by the equality agenda and that are embedded in either the University's strategy or into other key University strategies (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/student-experience-english.pdf](http://www.bangor.ac.uk/about/docs/student-experience-english.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, with specific emphasis on the next stage of our commitment to inclusive partnership:

- 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

The theme of inclusive partnership is expanded on throughout this fee and access plan specifically in the areas of mental health, student engagement, and employability.

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.

### **Assuring the Quality of our Student Support Services**

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

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

## Appraisal of Previous Fee Plans

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

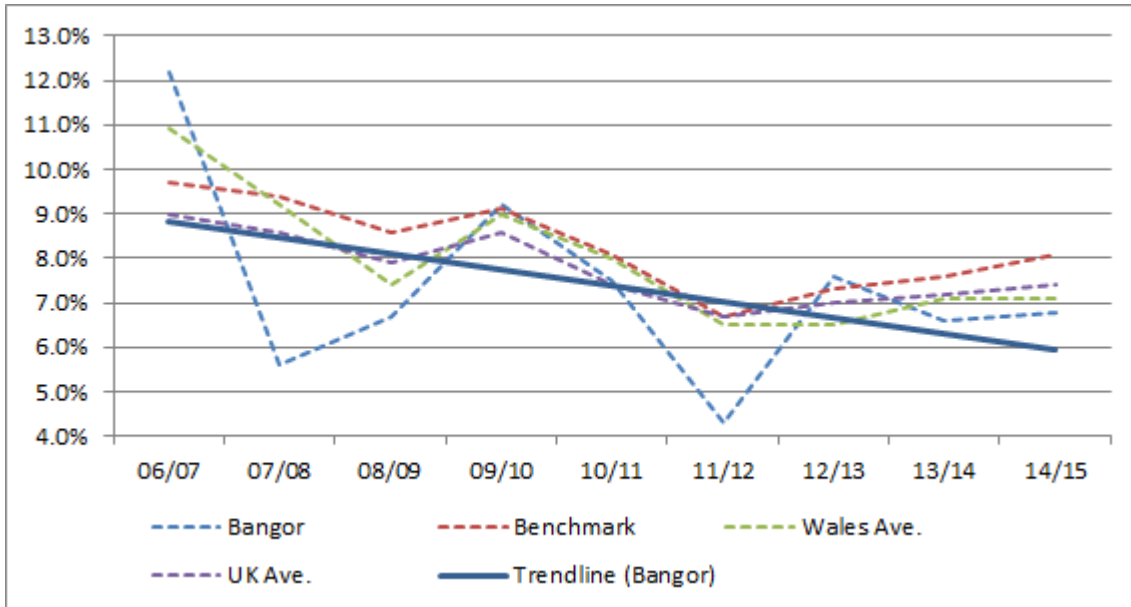
The University's means-tested bursary package has proven successful and delivered above target over a number of years, and this remains a key commitment both in terms of coverage and expenditure levels in this fee and access plan, to ensure that barriers to entry arising from household income are minimised.

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. The University has changed the specific engagement targets associated with our widening access activities that were included in our 2017/18 plan; these have been replaced with broader targets that give us the flexibility to respond to the changing demands of our regional partners.

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

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

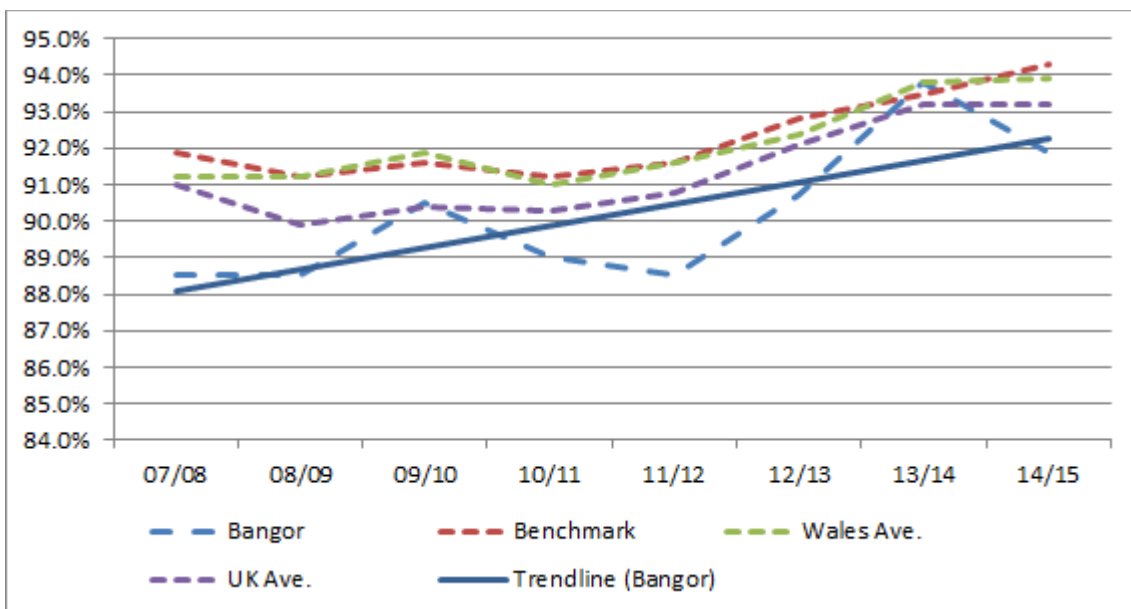
Retention of 2014/15 entrants (measured by the UK performance indicator for non-continuation following year of entry) has exceeded the University's fee plan target and the long term trend continues to show a marked improvement. The latest published figures show Bangor University outperforming the adjusted sector benchmark, and both Wales and UK sector averages for the second consecutive year.



**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 a long term upward trend for Bangor University, notwithstanding a downward blip in 2014/15, arising from the first cohort of students progressing to study the fourth year of our enhanced undergraduate degree programmes, rather than graduating and progressing to traditional Masters courses, and therefore not eligible for the survey cohort. (In 2014/15, the same % of graduates entered employment; the decrease related to students progressing to further study)



**UK Performance Indicators in Higher Education**

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

In the University’s 2017/18 plan, targets were set in relation to the Destination of Leavers from Higher Education (DLHE) survey. The last DLHE results will be published in 2018 in respect of 2016/17 graduates; we understand that the

replacement Graduate Outcomes Survey will not publish data until early 2020 in respect of 2017/18 graduates, so it is not possible to include such a target within the scope of this fee and access plan. We have however maintained our key input target in respect of employability, which is described in the following paragraph.

This fee and access plan continues to support those activities which have proven most effective, namely the continued roll-out of the Employability Hub and Bangor Employability Award. Engagement with the Employability Hub has increased year on year, starting at 25% of all undergraduates in 2012/13 and increasing to 57% by the end of 2015/16. The tables below show the positive impact that the Employability Hub and the Bangor Employability Award has on our graduates' employability, compared with those graduates who do not engage.

	<b>Employment/Further Study</b>	<b>High Skilled Employment/Further Study</b>
Employability Hub participant	94%	69%
Not an Employability Hub participant	90%	64%

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

*[Graduate destinations (DLHE) combined three years (2012/13 to 2014/15) for students who completed the Bangor Employability Award]*

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

The University's commitment to Welsh medium higher education is reflected in strong performance against ambitious targets and cements the University's clear position as the lead provider for Welsh medium higher education in terms of breadth and volume. The latest published statistics (Welsh Government, StatsWales portal) show that in 2014/5, Bangor University taught 745 fte of students through the medium of Welsh, equivalent to 42% of Welsh medium higher education taught across all Welsh universities. Bangor University also provides the broadest range of Welsh medium higher education, offering the opportunity to study through the

medium of Welsh in 13 different JACS principal subject areas, the largest number in Wales. This commitment will continue as a prominent theme throughout this fee and access plan, and will be fully aligned with the priorities set out by the Coleg Cymraeg Cenedlaethol in its recently revised academic plan, 'Towards 2020 and beyond' (2017) . The University's success in this area was recognised in June 2017 through the University's gold Teaching Excellence Framework (TEF) award which referred to evidence of "*an approach to Welsh/English bilingual learning that enhances educational outcomes*".

Bangor University's most notable achievement over the period covered by previous fee plans is the substantial increase in student satisfaction. Our dedication to teaching has produced consistently high results: Bangor University is the only Welsh university to have achieved NSS overall satisfaction scores above 90% for the last three years, consistently finishing in the top 10% of institutions within the UK. The quality of our teaching is particularly strong, as is the quality of our assessment and feedback: both are typically ranked 1st or 2nd in Wales, and in the top 20 in the UK on the NSS. Bangor offers a safe and friendly environment consistent with our focus on Student Support, perhaps our most impressive NSS measure, where our score has been in the top 10 in the UK for the last three years (4th in the UK in 2016).

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

The themes around working in partnership with our student body and the Students' Union have evolved further in this latest fee and access plan to demonstrate how these commitments have continue to develop 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.

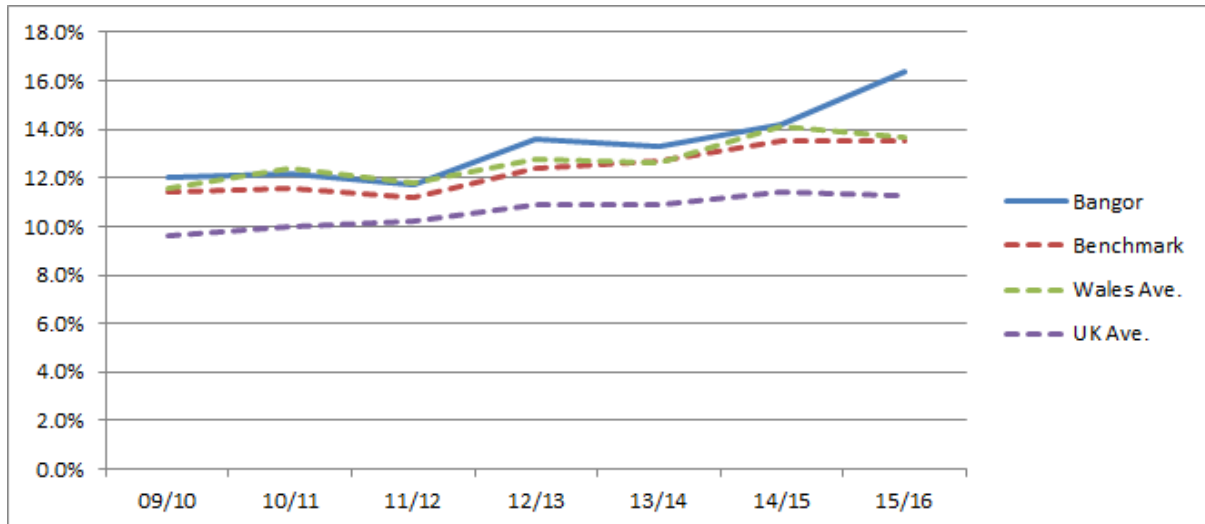
## **Groups Under-represented in Higher Education**

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

The University will continue to ensure that barriers to engagement with higher education are minimised, addressing the potential difficulties faced by members of the communities we serve, both prior to and during their studies. The University will continue to develop an understanding of the barriers to further and higher education faced by communities in the region and to share that knowledge across the University and the region, through engagement with people from the most economically underprivileged communities: those domiciled in the former **Communities First** catchment areas, the bottom quintile of Lower Super Output

Areas in the **Welsh Index of Multiple Deprivation**, and the UK POLAR3 **low participation neighbourhoods**.

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



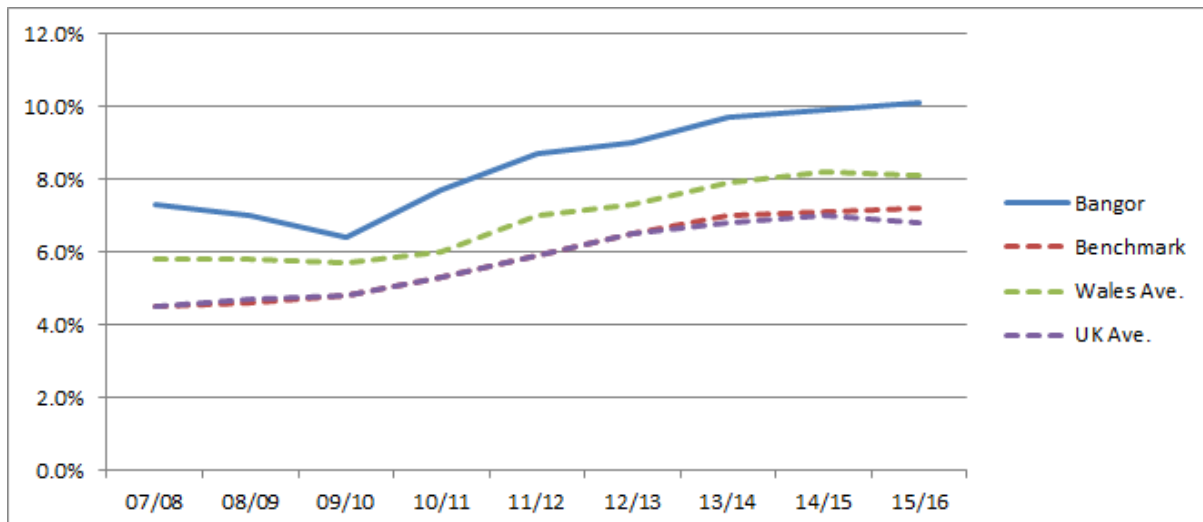
**UK Performance Indicators in Higher Education**

**T1a: Young full-time first degree entrants from low participation neighbourhoods (POLAR3)**

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

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

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

The University will continue to work with **care leavers**, the Carers Trust and other agencies in reaching **students with carer responsibilities**, both through its own work and in collaboration with the regional Reaching Wider Partnership.

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

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

The Talented Women Report makes recommendations to address the **under-representation and poor retention of women in STEM** (science, technology,

engineering and maths) in Wales; under the theme of education, the challenges highlighted in the report that are relevant to the University include:

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

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

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

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

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

#### **Objective 1: Widening Access to Higher Education**

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). The Minister's Remit Letter of 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.

The University operates a range of activities aimed at addressing inconsistencies in access and opportunity (HEFCW Corporate Strategy) and aligned with the University's commitment to meeting its equality duties, as specified in The Equality Act 2010. These activities are embedded within the University's core student

recruitment and schools liaison activities and the University's Widening Access Centre which further supports outreach activities working in partnership in the community and region to raise awareness of issues pertinent to widening access.

The University will continue to support the regional **Reaching Wider Partnership** to increase higher education participation from previously under-represented groups and communities in Wales through supporting its programme of aspiration raising activities, creating new study opportunities and developing creative and innovative pathways to learning. The University will continue to provide the partnership with "support-in-kind" in the form of office accommodation and access to administrative services such as finance and human resources.

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

- Bangor's Talent Opportunities Programme (TOP) will continue to work with secondary schools across North Wales in the former Communities First catchment areas and low-participation wards to raise educational aspirations and awareness of higher education amongst under-represented groups. The programme identifies individuals with potential, and develops their skills to prepare for higher education through activities including higher education workshops and University visits, as well as revision courses and other activities aimed at improving year eleven attainment. Complementary activities include facilitating visits from primary school pupils and parents from former Communities First catchment areas, and supporting community-based events to target young people outside of the school environment.
- The University will continue to organise a range of higher education taster activities, including a three-day residential Summer School aimed at year twelve pupils who have no family tradition of going on to higher education, and student shadowing days to introduce year twelve pupils to specific subject areas to gain a better understanding of the topic, as well as becoming more informed about higher education and what it has to offer them.
- The University will continue to produce a suite of GCSE and GCE (AS level) Science revision resources, with revision guides distributed to all schools in Wales and available on-line: [www.bangor.ac.uk/gcserevision](http://www.bangor.ac.uk/gcserevision) and [www.bangor.ac.uk/ASrevision](http://www.bangor.ac.uk/ASrevision). Our revision material has been welcomed by schools throughout Wales, with the WJEC commending the quality of the guides and recommending them to all schools. The University will continue to make available its bilingual science revision app to support year ten and year eleven pupils throughout Wales with their GCSE Science revision – the app has already been downloaded to more than 15,000 individual devices.

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

- The Discover Science Workshops for Girls is a six-week project which encourages young girls to find out more about science, engineering and technology in an informative and fun environment. Girls from schools across Gwynedd, Môn and Conwy visit the University's science departments to take part in activities aimed at encouraging female pupils to study STEM subjects in the future. STEM career opportunities in North Wales are highlighted and a

panel of industry / employer representatives provide positive role models for young women who are already succeeding in their chosen STEM careers.

- Bangor Science Festival will continue to offer a range of events with the aim of inspiring school pupils and students, and promoting science as a career. A particular emphasis is placed on involving female academics and student demonstrators in order to increase the visibility of female role models.
- Subject-specific activities e.g. visits and presentations by female Bangor Alumni who have moved on to have careers in STEM; National Women in Engineering Day talks for students.
- Women in Science Scholarships to encourage more women to follow science careers. The University will award three 'Women in Science' scholarships (one in each Science College) in the form of full fee waivers.

The University is committed to raising educational aspirations and minimising barriers to participation in higher education to **those from a care background, or those with carer responsibilities**:

- The University will continue to maintain specific information for students from care and students with carer responsibilities within the Student Services website ([www.bangor.ac.uk/student-services](http://www.bangor.ac.uk/student-services)) which outlines support and includes contact details for the named adviser for care leavers and student carers. Support will include pre-entry guidance during the University's application and admissions process, including help with applications to student finance. A named adviser is available to provide confidential support throughout the degree programme. The University will continue to provide information regarding provision and support to Leaving Care Teams within Local Authorities throughout the country, and to all University applicants who identify themselves as coming from care.
- The University will continue to support care leavers and student carers by hosting events that raise their aspirations towards higher education, and also helps us to understand what additional support would further ease their transition to higher education and support their progression during their studies. The events include facilitation from our current students who act as role models of success to prospective care leavers and student carers. Following a successful first residential event for young carers in 2017, the University aims to make this an annual event for prospective students with caring responsibilities.
- The University will continue to deliver outreach work with Local Authorities to raise the aspirations of young people in their care and work with Action for Children, Carers Outreach and Carers Trust in order to tackle barriers that young carers face in progressing from school to further and higher education.
- In partnership with Carers Outreach and the Open University in Wales the University intends to pilot a Day School for older carers to raise aspirations and awareness of return to study opportunities designed specifically for carers.
- Further information regarding outreach work and events aimed at carers are available on the University's website ([www.bangor.ac.uk/widening-access/carers](http://www.bangor.ac.uk/widening-access/carers)).
- The University will continue to work with the Students' Union to promote volunteering opportunities for students to mentor student carers and care

leavers, as well as younger prospective students from care backgrounds or with caring responsibilities.

- The Students' Union remains committed to working closely with the University's Widening Access Centre and Student Services to develop specific extracurricular activities for both care leavers and those students with caring responsibilities.

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

- Continued organisation of the North West Wales Widening Access Forum comprising members of University staff, the Reaching Wider Partnership, 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.
- Working in partnership with the University's academic Schools and Students' Union, to support the development of widening access initiatives: widening access research projects and KESS-funded research activities investigating the effectiveness of Welsh medium engagement activities through the University's Collaborative Institute for Education Research, Evidence and Impact (CIEREI); community engagement work; and developing student-led projects for students to support students into University.
- Continuing to work closely with the Reaching Wider Partnership on school-based and community-based activities. Work with schools will continue to include delivering Mentoring Skills workshops, delivering Mentoring and Critical Thinking training and promoting STEM activities within schools in deprived areas. Other projects include supporting the Wild Elements project working with disengaged young people, engagement with prospective employers, promoting the World of Work to primary school children, and events based around the University's library and archive collections.
- Continuing to work in partnership with Coleg Cymraeg Cenedlaethol to promote Welsh medium opportunities. This includes working with the primary school sector; raising the aspirations of pupils studying through the medium of Welsh, in particular for young carers; and running coding workshops.
- Continuing to work in partnership with GwE (the School Effectiveness and Improvement Service for North Wales) to further develop the Family Learning Signature with a view to providing family identified interventions in raising aspirations and removing barriers to further study, and to promote literacy and numeracy, especially with a family-wide focus, through e.g. literacy workshops for children and parents in conjunction with the University's School of Psychology.
- Continuing to work in partnership with other community, regional and national organisations on a range of initiatives. This includes working with Grŵp Llandrillo Menai to raise deaf awareness and expand British Sign Language provision; with Conwy Voluntary Services Council to provide support for parents in supporting their children in education.

The University will safeguard fair access and improved retention through the provision of **targeted financial support**:

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

The concerns of 'additional' course-specific costs have been highlighted for many years, with specific "Pound in Your Pocket" research from NUS in 2012 and initial indicators and guidance. Based on feedback from students, the University continues to work with our Students Union to implement a range of recommendations to address these concerns. These include making better information available to students before they commence their studies, and also eliminating some costs directly associated with students' academic studies (e.g. printing, binding).

Bangor University has a **strategic partnership with Grŵp Llandrillo Menai** which includes a commitment to facilitate student progression, and extend choice to students in the region. This commitment contributes to widening access to Higher Education, and enhancing the development of higher-level skills amongst learners in the region. Grŵp Llandrillo Menai's University Centre was built in partnership with Bangor University, opening in 2014 to provide state-of-the-art facilities for Grŵp Llandrillo Menai's higher education students. The partnership will continue the development and validation of Foundation Degrees and other HE provision, across an increasing range of disciplinary areas, the development of pathways to HE from FE, and the development of high quality pedagogy and pedagogical research in support of our aspirations to deliver excellent teaching. To date, the University has validated 27 higher education courses – 14 foundation degrees, 10 'top-up' bachelor degrees and 3 full bachelor degrees – for Grŵp Llandrillo Menai, upon which there are almost 500 enrolments. Further collaborations will continue to encompass Widening Access, Deaf Studies and Quality Assurance activities. To support this partnership and highlight the opportunities available to learners across the region, the University will work with Grŵp Llandrillo Menai to review and plan joint promotion events in the region, with a particular focus on prospective students who are unable to access traditional HE study.

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

## **Objective 2: Expanding Welsh Medium Higher Education**

Bangor University supports the Welsh Government's vision "to see the Welsh language thriving in Wales" (Welsh Government Policy Statement on Higher Education, June 2013) and are committed to playing our part in supporting Welsh Government to realise its aim of growing the number of Welsh speakers to one million by 2050. The development and strengthening of Welsh medium research and teaching have always been key facets of Bangor University's strategy. The institution has over 2,000 students who are Welsh speakers or learners. Around 70% of the University's staff are Welsh speakers or learners, a percentage that is comparable with those communities that might be considered as "strongholds" for the Welsh language. As the leading provider of Welsh medium higher education, Bangor University is committed to maintain its pre-eminent position by enhancing its Welsh medium provision across all disciplines, with a particular focus on those areas that are strategic priorities for Welsh Government's public policy, as outlined in the Coleg Cymraeg Cenedlaethol's Academic Plan.

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

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.

In order to target Welsh medium students and promote our Welsh medium provision, the University will continue to produce a full range of Welsh medium marketing material, aimed at complementing the more generic work done by the Coleg Cymraeg Cenedlaethol in highlighting the benefits of Welsh Medium higher education. This will include a designated Welsh medium prospectus, subject-specific leaflets, e-mail communications, newsletters and on-line material ranging from Welsh medium web information, social media accounts and YouTube videos. The University's status as the main provider of Welsh medium higher education will be underlined through continued activities and presence at events such as the National Eisteddfod of Wales and the Urdd National Eisteddfod. The programme of activities organised at these events includes hands-on activities for young children, workshop sessions for older pupils and live music/entertainment to target families and young people. The University will continue to target Welsh medium schools with specific information through visit days/events held in different locations, to target pupils from the North East, South East and South West of Wales.

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

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

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

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

The University's Study Skills Centre will continue to run activities including individual writing and study skills appointments, a maths and statistics advisory service, writing groups, online resources, and academic skills workshops (focusing upon task and time management, writing, research, presentation, and exam skills). The Centre has seen year on year growth in uptake of its provision and high levels of positive impact as evidenced by student feedback. The Centre will continue to involve students in the development of its workshop programme and, in line with our ongoing commitment to partnership working with students, will continue to run a Peer Writing Mentor Scheme through which students are trained to provide peer academic writing support. The mentors are themselves supported through a programme of supervision that includes filmed sessions, reflection cycles, team meetings and a peer-led blog. Building on its expertise in this area, the Centre will continue to support discipline-specific peer support initiatives within academic schools, and provide both initial mentor training and consultancy.

In 2016/17 the Centre collaborated with fourteen Schools across all five of the University's Colleges, supporting 46 modules, a third of which were Welsh medium. The Study Skills Centre will continue to contribute to the embedding of discipline-specific academic skills within the curriculum and will build on the number of modules and stand-alone workshops that it has developed for academic Schools. In addition to teaching within academic Schools, the Centre will continue to provide consultancy to academic staff and has developed a model through which co-teaching and design enables the scalability of its activities. The Centre will continue to analyse demographic uptake of its provision and use feedback mechanisms that enable it to



report uptake to academic Schools and to target resources where most needed. The Centre will continue to support Coleg Cymraeg Cenedlaethol through module development and CPD events, and contribute more broadly to the CPD activity of the University as a whole.

Increased information skills support will continue to be provided by the University's Library and Archives Service. Academic Support Librarians deliver stand alone and embedded skills sessions across all five Colleges; these include digital literacy, referencing, finding and evaluating all teaching, learning and research resources. The service is also developing a range of support services and leaflets for students who are using the Assistive Technology Rooms in the libraries as well as providing alternative format documents and copies of journal articles and book chapters.

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

The University will continue to operate an Attendance Monitoring system for all students, across the institution. Every student is assigned a Personal Tutor, who receives regular updates on individual student attendance patterns across a variety of timetabled activities (lectures, seminars, practicals etc.). This facilitates a pro-active approach to ensuring our students are actively committed to their studies. Where a student's attendance is considered problematic, we are able to act quickly, and put the appropriate support mechanisms in place. As an institution, we will continue to centrally monitor engagement levels, allowing the identification of trends, best practice, and areas for improvement. Our multi-layered pastoral approach, coupled with our institutional oversight of student engagement, allows us to ensure students make the most of the contact time on offer.

The University is continuing its commitment to learning analytics, by developing an in-house system within our student portal: myBangor. 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 will continue to be 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. Continued work on the development of subject-specific glossaries in particular is the focus of a terminology officer based at Canolfan Bedwyr and funded by the Coleg Cymraeg Cenedlaethol.

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

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

Bangor University 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 will continue to run the Social Eyes programme (based on materials developed with the National Autistic Society) and have further developed the course to include not only social skills but also mindfulness and CBT in ways that are useful to the needs of students on the autism spectrum. The University will continue to develop its inclusive practice within academic schools as well as maintaining high levels of central support for disabled students.

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

The University's counselling service will continue to use a well-researched and widely used outcome measure for assessing subjective levels of distress that it adopted in 2014, which includes questions specific to the student experience.

Pre- and post-counselling questionnaires allow the service to measure 'clinical and/or reliable improvement' (CRI) and hence students' improvement in well-being, functioning and effectiveness. Benchmarking against other Universities has shown that the service's CRI rates have been higher than average, and the service will aim to maintain outcomes that outperform sector averages.

The Student Mental Health Strategy Group is a University-wide group, chaired by our Head of Student Counselling, which will continue to bring 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.

The Mental Health Advisers will continue to run drop-in sessions with the Students' Union to raise awareness and encourage engagement with support; these have been very well utilised by students. The Mental Health Advisers will continue to provide a rolling programme of Mental Health First Aid training for staff; this is an externally accredited course which develops the skills of staff in supporting and responding to mental health issues. To enable us to support as many staff as possible in building their awareness of how best to support students' mental wellbeing, we will continue to deploy an external training package to supplement our face-to-face training for staff, and the University will continue to promote positive mental health through targeted health campaigns and provide mental health awareness days. The Counselling Service has diversified the support it provides so that group sessions, mindfulness training and online resources will continue to be built into the service's provision. A new psycho-educational training session on 'Building Emotional Resilience' will continue to be offered as a useful starting point for students who wish to develop effective strategies for dealing with everyday problems. Through collaboration with our Clinical Psychology department within the University, an emotional regulation training course using Dialectic Behavioural Therapy will continue to be delivered as a group session with current service users invited to attend based on their suitability for this supplementary support. The group has delivered improved clinical outcomes for some of our most complex and at risk students, and so the groups will be continued and expanded. We will continue to collaborate with the community mental health team, providing them with office space to see students who are their clients, and meeting regularly to share best practice.

Our Student Experience Strategy 2015-18, written in collaboration with our Students' Union outlines our continuing commitment to supporting and promoting mental wellbeing. We will continue our investment in support for students during times of difficulty, but we will also further develop activities that foster the resilience and self-reliance of our students, and continue our 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.

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. The Students' Union is a partner within our Student Mental Health Strategy group, and will continue to collaborate with the University on events and new initiatives such as the Walk and Talk group, an initiative that combines the activity of walking with the opportunity to talk to a counsellor in order to provide students with the health benefits of being active within the context of mental wellbeing. The Student's Union will continue to develop their work around student welfare further, working closely with Student Services to further develop prevention work around student suicide, mental health and low mood.

### **Objective 5: Promoting an Inclusive Environment**

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

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

We have made further enhancements to our Welcome Week activities building on our well established University-wide Peer Guiding Scheme. Through a collaboration between the Students' Union and the University, we will continue to offer a wide selection of non-alcoholic social opportunities for the arrival weekend. The programme includes child-friendly day-time events so that new student-parents are supported to find ways to socialise. Specific groups for faiths, LGBT, Welsh Language, and International students amongst others are hosted by the Students' Union so that students from all backgrounds can find the most comfortable way for them to make friends when first arriving at Bangor. Night-time alternatives to pubs

and clubs will continue to be offered, such as gaming events and late night, student-only film screenings in the University's arts centre, Pontio.

The Students' Union are committed to working with Student Services to support the University's work around retention, through developing bespoke peer-to-peer mentoring opportunities and providing one-to-one support provision for those students identified most at need.

Studying at our University gives students an opportunity to engage with new cultural experiences, particularly Welsh heritage and the Welsh language. 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 report which is also presented to the University Council.
- Physical Access: continue to prioritise issues identified by the University's Physical Access Working Group.
- Equality-related actions embedded in the University's Student Experience and Student Mental Health Strategies, and Students' Union activities identified elsewhere in this document.

The Students' Union will continue to support a number of activities aligned with the University's commitment to meeting its equality duties, as specified in The Equality Act 2010: Disability (lobbying on disability access issues, campaign for radar key access to disabled toilets, promotion of disability inclusivity training in sport); LGBTQ+ 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, in collaboration with our course representatives, course content to identify opportunities to negate cultural bias through, for example, the inclusion of multi-cultural and multi-racial perspectives, women's experiences, LGBT history, and the use of gender neutral and non-heteronormative language.

The Students' Union will continue to work 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 continue to 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 continue to promote outward student mobility and enhance the opportunities for study abroad for all students as part of an undergraduate programme and will continue to offer a full fee waiver to all students during their year abroad as part of a four- or five-year programme so to reduce financial barriers to participation in such opportunities.

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

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

We strongly encourage students to continue their studies through the medium of Welsh, and will continue to place emphasis on this as a study choice for our Welsh speaking students. Being able to speak Welsh is a valuable employability skill, and we 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. We will continue to offer workshops and promote the Welsh Language Skills Certificate provided by the Coleg Cymraeg Cenedlaethol, to encourage students to develop their Welsh language skills. 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. A Welsh Jobs Fair, featuring a host of employers who are actively recruiting bilingual personnel, will continue to be held annually.

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

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

## Promotion of higher education measures

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

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

### **Objective 7: Ensuring an Excellent and Consistent Student Experience**

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

Our partnership ethos is led by engaged students and committed staff, and brings many benefits to our university community. We will continue to provide students with a variety of engagement opportunities across the University, and ensure they are suitably supported to make the most of these opportunities. In line with our commitment to inclusive partnership, we will continually review our student engagement work to ensure that relevant and accessible opportunities are provided for all students, and regularly monitor the effectiveness of our approach. We will also ensure there are appropriate mechanisms for acknowledging the contribution made by staff, at all levels, to furthering student engagement.

With support from academics, students can bring their unique perspective and expertise as learners to the 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 continue to develop subject-specific approaches to designing the curriculum in partnership with students.

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



The University will also commit to the continuation of funding to the Students' Union in support of projects designed for the Students' Union and the University to work in partnership for the further enhancement of the student experience: the course representative system to 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 and we will continue to work 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 and will continue to provide items requested online by students for resources that are not currently on reading lists.
- The University will continue to offer a central inter-library loans service.
- A new Resource Discovery service and library management system has been implemented which enhances the ability of students to find and locate internal and external resources in all formats.

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

- Reviewed its opening times for the libraries taking into account student feedback and statistical usage, resulting in increased opening hours over the Easter vacation and opening the Deiniol Library 24/7 immediately after the Easter break until the end of the exam period.
- Increased the number of books students can borrow at any one time and doubled the standard loan period to four weeks. A new auto-renewal

system now automatically renews loans for a further four weeks (where books have not been recalled by another student).

- Changed the fines policy and now only charges for lost items, late recalled items (i.e. books wanted by other students) or late short-loan items.

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

International students add to the richness and diversity of the student body and are, therefore, welcome and valued. (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 we will continue to offer a unique Bangor experience that adds significant value to the career outcomes of all who are educated here. This will include: internationalising our curricula; ensuring our teaching and learning approaches intellectually develop home and international students alike; encouraging and supporting greater outward mobility and an international experience for UK students.

Although international recruitment is not specifically funded by home undergraduate fee income, improving the general student experience in Bangor and enhancing the curriculum will make Bangor a more attractive place to study and will deliver a further increase in international students to Bangor 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, the University will continue to offer a wide range of services and activities to school pupils, college students, and those who advise them. We will continue to provide impartial higher education advice and guidance, presentations on preparing for higher education, support at the UCAS application stage, mock interviews, and higher education conferences for both year 12 pupils and teachers/career advisers. At our year 12 conference, for example, secondary schools and colleges from North West Wales are invited to the University in June for a one day event, which addresses preparing for higher education, the application process, student life and studying specific subject areas. The teachers and advisers events will concentrate on updating them about developments in higher education (UCAS

process, entry requirements, etc.) as well as informing them of developments at Bangor University. Subject-specific support such as Maths Masterclasses and revision courses/resources will continue to be provided, with more support for schools in the delivery of the Welsh Baccaulaureate currently being developed.

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

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

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

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

### **Objective 9: Promoting Effective Community Engagement**

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

Partnership working with the Students' Union will be central to the University's approach to addressing the issues that students and the local community face. 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, and offers over 750 opportunities annually. The capacity of social projects working in the field of mental

health has increased, and more sports-based projects have been developed, contributing to their aim of making the menu of projects more representative of the types of course offered at Bangor. The Students' Union will expand their work with the wider community in North Wales and open up opportunities for students to support and develop local charities and organisations.

The Students' Union will continue with their 'Love/One Bangor' initiative and work to ensure that students are able to be active and recognised members of the local community. This important initiative 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 initiative provides 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. We will continue to fund an Employer Liaison Manager to develop an on-going institutional understanding of the current and future skills requirements of employers, and develop employer collaboration including scholarships with industrial placements and internships to develop the employability of our graduates.

Continuing priorities will include:

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

Our institutional approach to the development of our students' employability centres around a continued commitment to our employability framework, embedded within all aspects of our students' experience, and incorporating the

Bangor Employability Award (BEA) and the Higher Education Achievement Record (HEAR).

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

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

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

- Santander Universities increasing the flexibility of internship funding from 2-10 weeks and offering up to fifty funded work placements.
- Twenty sponsored two-week professional placements with large organisations such as Siemens, Horizon Nuclear Power, Pennaf Housing Association, and Gen2 Nuclear Training.
- Building the portfolio and development of work placements with local employers such as Anglesey Sea Zoo, Dunn & Ellis Accountants, Colwyn Bay Motorcycles and the supply chain of our strategic partners.
- 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's own funded internship scheme will continue to offer over 40 paid internships across a wide range of the University's academic schools and service departments. In addition to offering a variety of paid opportunities, the scheme also facilitates students' management of their personal and professional career, irrespective of whether they are successful in their application. All students receive feedback and advice on the quality of their application, their interview technique and, if selected for an internship, they receive mentoring on how to market their internship experience to a prospective employer. There is also a complementary paid internship scheme specifically for widening access that scopes internships within the University that will provide a supportive environment for graduate level work experience.

The Careers Services continues to work with HEFCW to implement the GO Wales: Achieve through Work Experience project ([www.hefcw.ac.uk/policy\\_areas/business\\_and\\_communities/go\\_wales.aspx](http://www.hefcw.ac.uk/policy_areas/business_and_communities/go_wales.aspx)) which complements the Bangor funded opportunities provided to our students.

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

- Disabled students
- Students with mental health conditions
- Care leavers, and students with caring responsibilities
- Black and ethnic minority backgrounds
- From UK low participation neighbourhoods

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

The Students' Union continue to develop 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 will continue to offer a 'Languages for All' programme, offering a range of evening classes in six languages: French, German, Italian, Spanish, Chinese (Mandarin) and 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 remains a key part of the Library and Archives strategy to increase the number of information skills and digital skills sessions for students; the service also provides a volunteer programme in the Archives and Special Collections where students can gain valuable transferable skills and experience.

Institutional fee and access plan 2018/19				
Table A: Fee levels and fee income and investment, 2018/19				
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		8,819		
Full-time PGCE (QTS)		9,000		
All FT UG/PGCE (QTS) students in pla		8,824		
d) What post-2012/13 fee regime income do you expect to receive in 2018/19? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.				
				£
Full-time undergraduate		50,823,000		
Full-time PGCE (QTS)		1,611,000		
<b>Total</b>		<b>52,434,000</b>		
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 2017/18 plans the proportion of total income invested in 2018/19 must be at least the proportion invested in 2017/18. For those applicants, HEFCW has provided below the 2017/18 amount and percentage of total income.				
Total amount to be invested in:	2018/19		2017/18	
	£	% of total income	£	% of total income
	6,300,000	12.0%	6,640,000	12.0%
	2,390,000	4.6%	2,460,000	4.5%
	<b>Total</b>	<b>8,690,000</b>	<b>16.6%</b>	<b>9,100,000</b>
If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:				

## Institutional fee and access plan 2018/19

Table B: Fee and access plan income forecast expenditure, 2018/19

## a) Equality of opportunity

	2018/19	2017/18
	£	£
Categories of expenditure to support individuals under represented in HE to:		
1. promote and safeguard fair access to higher education, including identifying individuals with the greatest potential from under-represented groups;	2,980,000	3,560,000
2. attract and retain students and potential students from under-represented groups;	530,000	410,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	160,000	160,000
4. support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers;	270,000	250,000
5. improve the higher education experience for groups under-represented in higher education;	880,000	1,040,000
6. provide to under-represented groups effective information, before and during their studies;	230,000	180,000
7. provide high quality academic and welfare support to groups under-represented in higher education; and	1,190,000	990,000
8. support the progress to employment or further study of groups under-represented in higher education.	60,000	50,000
9. Other, for example fee and access plan evaluation	0	0
<b>Total</b>	<b>6,300,000</b>	<b>6,640,000</b>
Percentage of forecast expenditure to be spent on Equality of Opportunity	72.5%	73.0%

## b) Promotion of HE

	2018/19	2017/18
	£	£
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales;	70,000	60,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience;	1,220,000	1,220,000
3. strengthen the employability of Welsh graduates;	340,000	310,000
4. promote Welsh higher education more effectively internationally;	500,000	630,000
5. deliver sustainable higher education; and	150,000	150,000
6. raise awareness of the value of higher education to potential students.	110,000	90,000
7. Other, for example fee and access plan evaluation.	0	0
<b>Total</b>	<b>2,390,000</b>	<b>2,460,000</b>
Percentage of forecast expenditure to be spent on Promotion of HE	27.5%	27.0%

## c) Total forecast expenditure of 2018/19 fee and access plan income, a) + b)

	2018/19	2017/18
	£	£
	<b>8,690,000</b>	<b>9,100,000</b>

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

	2018/19		2017/18	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	1,044,000	116	1,305,000	145
Bursaries	2,500,000	2,600	3,251,000	3,100
Scholarships	257,000	110	0	0
Hardship funds	201,500	N/A	200,000	0
Provision of financial management advice and skills			0	0
Other financial support			0	0
<b>Total</b>	<b>4,002,500</b>	<b>2,826</b>	<b>4,756,000</b>	<b>3,245</b>
Percentage of forecast expenditure to be spent on student financial support	46.1%		52.3%	

If the proportion to be invested in 2018/19 is less than in 2017/18 please provide commentary below:

The University introduced a revised bursary scheme from 2016 entry, aligned to levels of support provided by competitor universities; from 2018 entry further revisions have been made to the bursary scheme in response to the revised student support package available from Welsh Government, following the Diamond review of higher education funding and student finance arrangements.



**Institutional fee and access plan 2018/19****Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2018/19**

Institution name: Bangor University

Institution UKPRN: 10007857

Summary data	FT UG	FT PGCE (QTS)
Total expected income	50,823,000	1611000
Total expected student no.s	5,763	179
Average fee	8,819	9000

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	5,647	N		50,823,000
2	9,000	PGCE	All Subjects	All	Y	179	N		1,611,000
3	0	All UG Degrees - sandwich years and years abroad	All Subjects	All	N	116	N		0

## Institutional fee and access plan 2018/19

Table G: Targets

Institution name: Bangor University  
Institution UKPRN: 10007857

Row	Target description (maximum 500 characters)	Related category of expenditure (as listed in table B a) and B b)) Please select from drop down list	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data Please provide numbers and/or percentages where appropriate		Target		Optional longer term targets				Please provide a commentary on the 2018/19 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)		No.	%	2018/19		2019/20		2020/21		
								No.	%	No.	%	No.	%	
1	Bangor's Talent Opportunities Programme (TOP) to cover 2,500 pupils across 24 schools	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2016/17	2,099		2,500						Baseline is 2,099 pupils across 22 schools
2	Establish one-day and residential HE taster session for young adult carers and older adult carers	a1 Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds	N		2016/17	27		50						
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		2015/16	300	16.4%	315	16.4%					Target: maintain above benchmark (15/16 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 the former 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		2015/16	432	11.2%	480	11.2%					
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		2015/16	1,527		1,550						These are long-standing targets from the HEFCW Corporate Strategy dating back to 2013 and have been expressed as a number without a percentage since then. This is accepted by Coleg Cymraeg Cenedlaethol and widely understood amongst those at Bangor with responsibility for delivery of the target which is clearly framed around increasing the number of students studying through the medium of Welsh.
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		2015/16	831		850						Target: maintain above benchmark (15/16 benchmark 7.2%)
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		2015/16	670	10.1%	700	10.5%					Target: maintain above benchmark (14/15 benchmark 8.6%)
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		2016/17	20		25						
9	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		2014/15	20	9.0%	16	7.5%					Target: below benchmark (14/15 benchmark 8.6%)
10	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		2016/17	116		116						
11	Building on the existing Study Skills Centre's work of 104 embedded discipline-related skills training sessions across 14 Schools during 16/17, establish bespoke discipline-related skills training across all 21 academic schools to fully embed support for transition and academic progression.	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2016/17	14		21						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.
12	Student Counselling Service clients demonstrating clinically reliable improvements	a7 Providing high quality academic and welfare support to students from under-represented groups	N		2015/16		67.0%		67.0%					TARGET: continue to remain above the national average. The UK average 'clinically reliable improvement' rate for service users is 60% based on methodology specifically designed and researched for use by universities and college counselling services. 2015/16 data showed that the University is above the national average on the Distress Index at the point that students access the service so outperforming the sector average demonstrates the high quality of the support provided.
13	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						
14	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						
15	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						
16	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		2015/16		90.0%		90.0%					
17	% of undergraduate students engaging with the Bangor Employability Award (BEA)	b3 Activities which strengthen the employability of Welsh graduates	N		2015/16		57.0%		70.0%					
18	Engage with Year 12 students via activities such as HE conferences, Summer School, Student Shadowing, and revision course	a6 provide to under-represented groups effective information, before and during their studies; b6 raise awareness of the value of higher education to potential students.	N		2016/17	550		900						
19	Encourage more young people to consider STEM courses and careers by providing science engagement opportunities and support	a3 raise the educational aspirations and skills of people from under-represented groups to support success in higher education;	N		2016/17	500		950						
20	Maintain Matrix Accreditation for our Student Services (welfare support, study skills, financial advice, careers and employability service)	a4 support and increase retention, progression and completion, particularly people from low participation neighbourhoods, looked after children, care leavers and carers; a5 improve the higher education experience for groups under-represented in higher education; a6 provide to under-represented groups effective information, before and during their studies; a7 provide high quality academic and welfare support to groups under-represented in higher education; and a8 support the progress to employment or further study of groups under-represented in higher education. b3 strengthen the employability of Welsh graduates;	N		2013									The Matrix Standard (www.matrixstandard.com) is a unique quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career, learning, work and life goals. The service has been accredited since 2013.
21	No. of students enrolled on programmes validated by Bangor University at Grŵp Llandrillo Menai	a2 attract and retain students and potential students from under-represented groups;	Y	Grŵp Llandrillo Menai	2016/17	483		520						
22	Maintain ISO14001 (Environmental Management) accreditation	b5 deliver sustainable higher education; and	N		2014									<a href="https://www.iso.org/iso-14001-environmental-management.html">https://www.iso.org/iso-14001-environmental-management.html</a>

## **Authorisation of the 2018/19 fee and access plan application for submission to HEFCW**

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

- i. confirm that the information provided in this 2018/19 fee and access plan application is accurate at the time of writing, and is based on verifiable data.
- ii. confirm that: it is acceptable for HEFCW to use financial, quality and/or other information/data that it holds about a currently regulated applicant, regardless of whether the information/data was originally provided for purposes of regulation under the 2015 Act; and it is submitting new, up-to-date, more recent information/data to inform HEFCW's assessment.
- iii. understand that HEFCW reserves the right to undertake a visit to applicants to better understand eligibility related to the organisation and management of financial affairs, the data submitted on fee and access plans and the quality of education provided on, or on behalf of, applicants.
- iv. understand that it must provide HEFCW and/or HEFCW's agent, with information, assistance and access to its facilities and the facilities of other bodies providing higher education on its behalf.
- v. understand that HEFCW may carry out, or arrange for an agent to carry out, a review relating to the quality of education provided by, or on behalf of the applicants, and governing bodies must take into account any advice given to it by HEFCW or the body appointed by HEFCW for this purpose.
- vi. confirm that all education provided by, or on its behalf, regardless of the level or location of the provision has been taken into account in fee and access plan applications.
- vii. confirm that the institution is at a low risk of failure on financial grounds over the medium to long term.
- viii. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm and/or individual that prepared the accounts.
- ix. understand that the institution must comply with Competition and Markets Authority (CMA) guidelines for higher education.
- x. understand that any financial commitments to students made in the original 2017/18 fee and access plan, as approved by HEFCW, must be honoured.

**Final 2018/19 fee and access plan submission**

Date of Governing Body approval:

31/07/2017

Governing body authorised signature:

A handwritten signature in black ink, appearing to read "J. Smith", is written over the signature line.

Date:

31/07/2017

# **Bangor University**

## **Fee & Access Plan 2018/19**

Following initial approval of this Fee & Access Plan by the Higher Education Funding Council for Wales (HEFCW) in July 2017, Bangor University requested that a variation was made to the plan, which was approved in December 2017.

The variation was requested following the Cabinet Secretary's announcement that fee levels in Wales would remain at £9,000. The variation involved the removal of text which had originally referred to a proposed inflation-linked maximum tuition fee, and was made in order to provide clarity to students and prospective students on fee levels.