



## 2017/18 Fee and Access Plan

### Executive Summary

responsibility for those themes being developed as part of the commitments identified in the plan.

The plan is consistent with the fee and access plan guidance from HEFCW and Welsh Government, and takes forward the themes that have been developed since the last fee plan was prepared in 2011.

The plan focuses on 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 following under-represented groups:

Students domiciled in Communities First, the bottom quintile of the Welsh Index of Multiple Deprivation, and UK low participation neighbourhoods.  
Students from low income backgrounds or facing financial hardship.  
Disabled students and those in receipt of a bursary.

Students with



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

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

The availability of financial support to under-represented groups is communicated via the channels outlined earlier, as well as at specific targeted events. These include an information event targeting mature students on Access to HE courses, and a Summer School targeting those from low income backgrounds and those from Communities First and low participation neighbourhoods. Information about the availability of financial support (including Coleg Cymraeg Cenedlaethol Scholarships) for those interested in HE opportunities through the medium of Welsh is communicated through our Welsh medium marketing material, Welsh-medium events and communication plans. The availability of extra financial support for Care Leavers is also highlighted on-line and in all our marketing material. Those applicants who identify themselves on the UCAS form as Care Leavers are informed

Bangor University aims to provide students with the information and support that will enable them to get the best out of their university experience. In particular, it is important that their time here should not be spoiled by unnecessary financial worries. The Money Support Unit is part of the Student Support Team and the experienced members of staff can provide advice, information and guidance on all aspects of student funding including: Undergraduate funding for full and part-time courses; Postgraduate funding; University Bursaries and Scholarships; Hardship Fund and Crisis Grant; Budgeting.

## **Rationale and Strategic Approach**

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

### **Strategic Plan**

### 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

Annual report on progress against KPIs underpinning the Strategic Plan; these KPIs are also considered annually with senior

### **Bangor Students' Union Strategic Plan 2016-19**

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

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

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

Working as part of a much bigger picture:

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

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

- Student Led Teaching and Learning Strategy

- Inclusive Curriculum

- Enhanced Course Rep provision and support

- Students at the heart of University wide academic decision making

- Accessible and affordable education (e.g. Course Costs)

Facilitating student led opportunities and empowering future leaders:

- Increased volunteering opportunities

- Developing shared resources

- Building capacity to deliver increased opportunities

- Virtual support

- Leadership development

- Increased student activities space

- Collaboration and joint campus wide initiatives

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

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

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 Student Experience Strategy ([www.bangor.ac.uk/about/docs/sees-en.pdf](http://www.bangor.ac.uk/about/docs/sees-en.pdf)), covering the period 2015-2018, has been co-authored with the Annual Statements and data such as the National Student Survey and Postgraduate Experience Surveys. The strategy was developed considering feedback from staff via a University-wide consultation, and detailed discussions with Directors of Student Engagement in academic schools, alongside sector publications from bodies such as HEFCW, the Quality Assurance Agency, the Higher Education Academy and the National Union of Students.

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

- Prioritising student engagement
- Delivering an excellent postgraduate experience
- Leading innovation for the Welsh language



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.

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**UK Performance Indicators in Higher Education**

**T3a: Non-continuation following year of entry: full-time first degree entrants**

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

**UK Performance Indicators in Higher Education**

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



**UK Performance Indicators in Higher Education**  
**T1a: Young full-time first degree**

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

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

Although Welsh medium study is under-represented in Higher Education, Bangor University is at the forefront of **Welsh medium higher education** and offers a wide range of modules and degree programmes through the medium of Welsh or bilingually. Our comprehensive Welsh Language Scheme ensures that students can access services in Welsh and that Welsh and English enjoy equal status in all aspects of University life.

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offer rates, attainment rates) relating to students with protected characteristics and expects to develop clear priorities aligned to this theme in future fee and access plans.

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

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

Promoting and safeguarding fair access to higher education, including identifying individuals with the greatest potential from disadvantaged backgrounds

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

The University has created a Widening Access

Examples of outreach activities undertaken include:

Llandrillo Menai in raising deaf awareness and expanding British Sign Language provision, particularly in new areas such as south Gwynedd.

Working with Betsi Cadwaladr in music therapy for patients at Hergest, involving student volunteers.

Working with schools and families on Anglesey to tackle issues of obesity, involving the School of Sports Science and other students.

Leading on Coleg Cymraeg Cenedlaethol's promotion of Welsh medium opportunities by targeting the primary school sector. Through a recently created Widening Access Committee within the Coleg Cymraeg Cenedlaethol

Welsh medium activities on a full- and part-time basis.

In partnership with BusinessLab (Aberdeen), GwE and participating primary/secondary schools, further develop the Family Learning Signature (FLS) with a view to providing family identified interventions in raising aspirations and removing barriers to further study. A core part of Bangor

researching the FLS in order to inform future developments.



Work with the Carers Trust and other agencies in reaching young carers, young adult carers and adult carers.

Facilitation of activities by academic schools in relevant equality community engagement work.

Promotion of the provision of the Miles Dyslexia Unit.

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

economy, Welsh language/bilingual employment and with a community-based focus. This will provide greater opportunities for students to take part, or all, of their degree programme through the medium of Welsh and for the University to make a crucial difference to our society.

In total the University employs around 150 staff who teach through the medium of Welsh. The University is committed to retaining all Welsh Medium developments previously funded by the University, including through the Welsh Medium premium. In addition, Coleg Cymraeg Cenedlaethol play an important role in providing support for the building and enhancing the range and depth of Welsh medium provision across the institution.

In order to enable study through the medium of Welsh to take place in a wider range of programmes (HEFCW Corporate Strategy), a bursary scheme will continue to incentivise students to undertake more than 40 credits of their studies through the medium of Welsh, in addition to the separately funded Coleg Cymraeg Cenedlaethol scholarship scheme. The University will also continue to fund

initiatives that would help sustain provision in individual schools where numbers are small.

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

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

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

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

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

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

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

We understand that access to a broad range of learning resources through the medium of Welsh is an important part of the student learning experience. Many Welsh medium learning resources are made available, both in our University collections, and through the Coleg Cymraeg Cenedlaethol, and we will work with academic staff and students to ensure these are well-

representation in order to oversee our strategic approach to mental wellbeing. The

Strategy ensuring that service users have a voice in the development of the

**Objective 5: Promoting an Inclusive Environment**

Equity and opportunity for all students continues to be fostered through investment to provide access to all sports clubs, societies and volunteering activities in the

Foster good relations between people who share a protected characteristic and people who do not.

-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.

barriers to student engagement and achievement. We are committed to reviewing course content to ide



We will continue to ensure students are aware of how their language skills can be applied to their future careers, and provide support and training in employment-specific language terms. Through workshops and the Welsh Language Skills Certificate provided by the Colege Cymraeg Cenedlaethol, we will constantly encourage students to develop their skills. We will use our links with employers to promote opportunities for Welsh speaking students, and ensure students feel well-equipped when applying for jobs through the medium of Welsh.

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

Since 2013, the University has been working to improve the Welsh language skills of its students and staff. This is done through a range of activities, including the Welsh Language Skills Certificate, which is a nationally recognised qualification. The University also provides Welsh language support for students and staff, and has a range of Welsh language resources available. The University is committed to ensuring that all students and staff have the opportunity to learn and use the Welsh language.



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

gain feedback on new services and resources to support their teaching and learning. With this in mind, Student Library Ambassadors have been appointed and have

those who advise them. These activities include providing impartial higher education advice and guidance, presentations on preparing for higher education, support at the UCAS application stage, mock interviews, and higher education conferences for both year 12 pupils and teachers/career advisers. For the year 12 conference, for example, secondary schools and colleges from North West Wales are invited to the University in June for a one day event, covering preparing for higher education, the application process, student life and studying specific subject areas. The teachers and advisers events concentrate on updating them about developments in higher education (UCAS process, entry requirements, etc.) as well as informing them of developments at Bangor University. Subject-specific

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

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

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

Santander Universities increasing their three-month internship funding from 15 to 20, and a new allocation of 7 fully-funded work placements.

Development of work placements with local employers such as Faun Trackway, Siemens and Colwyn Bay Zoo.

Support for enterprise and entrepreneurship has increased including one-to-one business mentoring and co-curricular sessions, the creation of a Bangor Enactus society to promote social enterprise, and test trading in the community and prototyping through Arloesi Pontio Innovation.

Bangor University and Horizon Nuclear power were recently nominated for a UK National Graduate Recruiter award in acknowledgement of the strategic partnership that has been developed.

and currently

provides over 40

academic schools and service departments. In addition to offering the

management of their personal and professional career, irrespective of their selection. To ensure equality of opportunity, the scheme is designed so that selection is not based on experience, instead candidates need to demonstrate their enthusiasm and interest in the internship as well as their potential and transferable skills. There is also a complementary paid internship scheme specifically for disabled students that scopes internships within the University that will provide a supportive environment for graduate level work experience.

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

The development of subject-specific resources and training for our students so they can identify, reflect on and articulate the employability attributes they have developed throughout their degree and are able to summarise their transferable skills and knowledge in job applications and interviews.

Maximising the benefit of the Higher Education Achievement Record (HEAR) by linking it to our Bangor Employability Award so that the full

-curricular experience can be captured and

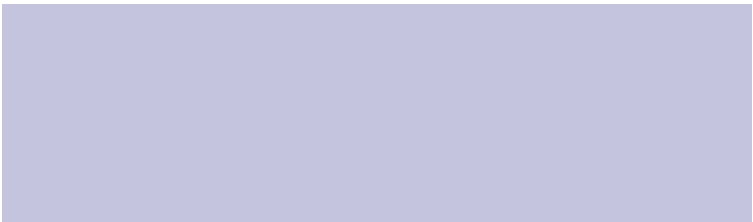
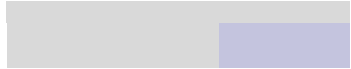
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Continuing to foster entrepreneurship amongst our students by providing training for enterprise skills, opportunities to develop business ideas and

**Institutional fee and access plan 2017/18**  
**Table A: Fee levels and fee income and investment, 2017/18**

Institution name:

Bangor University



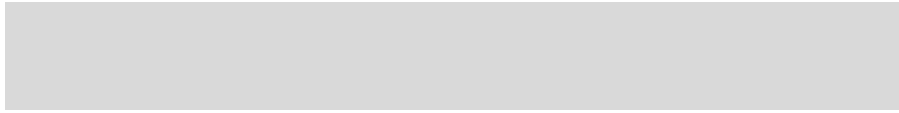


**Institutional fee and access plan 2017/18**

**Table B: Fee and access plan income forecast expenditure, 2017/18**

**2017/18 fee and access plan income forecast expenditure**





Institutional fee and access plan 2017/18

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

Summary data		
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Bangor

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

- i. confirms that the information provided in this 2017/18 fee and access plan

Date of Governing Body approval:	15/07/2016
Governing body authorised signature:	
Date:	15/07/2016

