

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.

University and our 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

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 strategy includes the following commitments which will further

University provides clear statements on its website in a specific section on fees and funding for 2019/20 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 2019/20 containing information about fees, grants, loans, scholarships and bursaries will be produced in the autumn of 2018, 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.

Bangor University recognises the importance of providing students with information about their course costs upfront, including tuition fee levels and any additional costs a student could be expected to incur as part of their study. Additional course costs are therefore included in the course information provided on the University website. Bangor University is committed to complying with the Competition and Markets Authority (CMA) guidelines for Higher Education
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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. Bursaries are available to help students with field trip costs which ensure that affordability is not a barrier to participation in such useful activities.

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 and carers



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.

Secure full student representation across every University committee or forum.

Develop, launch and embed a 'Student Impact Assessment' process across

Develop an 'Academic Advice Service' that is on hand to provide you with

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.

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)

In the University's 2017/18 plan, targets were set n ,Æ ... m

Employability Hub participant	93%	69%
Not an Employability Hub participant	91%	64%
Bangor Employability Award holder	98%	77%

ranking 2nd out of UK universities and 1st out of Welsh universities for the question 'Staff value students' views and opinions about the course'.

The University's success in this

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.

The University is committed to building on its reputation for high quality support for and will continue to develop its inclusive practice within academic schools as well as maintaining high levels of central support for disabled students. The value of our support for disabled students is clear from student feedback: overall student satisfaction with Disability Services continues to exceed

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 and 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 Widening Access Centre works closely with primary and secondary schools, raising confidence and aspirations particularly in the transition to secondary education, with Welsh-medium opportunities a priority at this crucial stage. Complementary activities include facilitating visits from primary school pupils and parents who have been part of the World of Work programme, and supporting community-based events to target young people outside of the school environment.

The University will continue its 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 popular extra-curricular project, encouraging 14 year-old 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 industry/employer representatives provide positive role models to introduce the pupils to women who are already succeeding in their chosen STEM careers.

Supported by Horizon, the University ran a successful programme of STEM activities (Ocean Sciences/Engineering/SAFMEDS numeracy/Coding and Game design) targeted at year 6 and 7 pupils in Anglesey in 2017/18; the programme will be expanded to include two new catchment areas. Bangor Science Festival offers a range of events with the aim of inspiring

The University will continue to

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. Examples include working with: G

Dwyfor and the University for both primary and secondary school pupils, has recently been held and it is aimed for this competition to be an annual event.

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

Supporting students from under-represented groups to progress to employment or further study

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(Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016).

Continued investment in the University's Study Skills Centre will support students

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

analytics solution to effectively monitor student engagement, creating a positive and effective intervention framework, and identifying trends and predictors to target support. The strategy also recognises the need to ensure that students are better inducted into a higher education learning environment, with particular attention given to developing students' skills as independent learners.

A crucial aspect in supporting Welsh-medium study at Bangor is ensuring access to a broad range of learning resources through the medium of Welsh. Many such resources are made available, both in the University's own extensive collections, and through the Coleg Cymraeg Cenedlaethol's resource portal. The University is active in identifying areas where Welsh-medium learning resource provision could be enhanced with technology and software as well as with printed material, and works with relevant parties to address these areas. In 2017, for instance, two leading Bangor academics published a comprehensive Welsh language e-textbook exploring aspects of bilingualism, and later this year, a major project led by Welsh speaking academics in the School of Music will culminate in the publication of an extensive companion to Welsh Music, straddling centuries of musical tradition. Both publications, funded by the Coleg Cymraeg Cenedlaethol, will not only serve the needs of Bangor students, but also the needs of Welsh-medium students throughout Wales, and indeed, an extensive lay audience.

Alongside the publication of textbooks and resources, the development of subject-specific glossaries is the focus of a terminology officer based at the University, in Canolfan Bedwyr and funded by the Coleg Cymraeg Cenedlaethol. Working closely with subject specialists from within the Higher Education sector and beyond, this work is disseminated through an online terminology portal and a popular app (Ap Geiriaduron), and directly addresses one of the greatest concerns of those Welsh speaking students who are reluctant to take up Welsh-medium options.

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-

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 needs of an increasing number of disabled students. We have further

The University has, in conjunction with its Students' Union, also invested in a 24/7 support package for students: Big White Wall (www.bigwhitewall.com). Members of the Student Mental Health Strategy Group are also working strategically at institutional and national levels to influence policy makers at Welsh Assembly level

works closely with the local Health Board's 'Local Implementation Teams' looking at auditing and improving mental health services for students and the whole community.

The University is committed to “ - ” which fosters an “ , ’ , - ” environment (Well-being of Future Generations (Wales) Act 2015).

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.

Bangor University's Peer Guide Scheme is a successful part of the way in which Bangor extends a warm welcome to its new students. It operates in the region of 500 Peer Guides to welcome around 2,500 new students. The scheme is organised centrally by Student Services and there is a member of staff in each academic School designated to operate the scheme within the School. This dual structure gives standardisation across the University in terms of recruitment, training and visibility whilst allowing flexibility for each School to organise their welcome to best suit the specific needs of their students.

Peer Guides are current students who have volunteered to help new students settle in to University life. Their role is based on both social and academic integration; they help new students make friends through a range of social events

and show them around the city and the University. They give a wide range of information relating to living in Bangor as well as about the course and managing their studies.

The scheme aims to cater for the needs of a diverse student profile and the training has a strong emphasis on inclusivity. Peer Guides are encouraged to work alongside the School staff to put together a varied range of activities. They are asked to be mindful of issues such as age and ethnicity, etc. as well as looking at timing, location and prices of activities so that there is something suitable for everyone. To help with this Peer Guides are informed of centrally organised activities that supplement what can be offered in individual schools.

Training for Peer Guides is compulsory and during training they look at a number of scenarios and how those situations can be managed and where the points of referral are. These range from students not developing a sense of belonging to medical and academic issues as well as personal welfare issues. One of our recent additions to the scenarios has been included through collaboration with the North and Mid Wales Reaching Wider Partnership. This involves supporting a student who is a care leaver; the Peer Guides learn about some of the issues that care leavers may face and the extra help and support available to them at the University.

Building on our well established Peer Guide Scheme, through a collaboration between the Students' Union and the University, we will continue to offer a wide selection of non-

University's Widening Access Centre will coordinate initial meetings to establish a team, and provide support as and when requested by student carers themselves.

Studying at our University gives students an opportunity to contribute to “

” (Well-being of Future Generations (Wales) Act 2015) through engagement with new cultural experiences. 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. The University offers free Welsh classes to students as part of the University's “Languages For All” programme.

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 University's

to increase representation, particularly for BME students, and will ensure they are

The Library service will continue to work

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 relationships 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 provide

part-time jobs, internships, work experience, volunteering, industrial placements and graduate level opportunities locally, nationally and internationally. Employer engagement is at the core of developing employability and the TARGETconnect system gives our employer contacts the tools to advertise roles to students, and engage in the provision of employability events. The reporting function within the system will enable us to analyse take-up of opportunities from our students and strategically target our resources based on the intelligence the system provides.

We have increased the number and range of developmental opportunities for our

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) 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.

The project can support students who are under 25 years old, in full time education and fit one or more of the following criteria:

- Have a disability or work limiting health condition;
- Students with mental health conditions;
- Are a care leaver or have caring responsibilities;
- Are from a Black, Asian or minority ethnic background;
- 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 and 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 Well-being of Future Generations 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 provide structured opportunities for leadership development 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 workplace.


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 Welsh. 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.

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

- i. confirm that the information provided in this 2019/20 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.
- 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 2018/19 fee and access plan, as approved by HEFCW, must be honoured.

Date of Governing Body approval:	28 th June 2018
Governing body authorised signature:	
Date:	28 th June 2018

Institutional fee and access plan 2019/20

Table A: Fee levels and fee income and investment, 2019/20

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

	Enter Yes or No
Full-time undergraduate	No
Full-time PGCE (QTS)	Yes

	£
Full-time undergraduate	8,779
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in pla	8,786

	£
Full-time undergraduate	46,206,000
Full-time PGCE (QTS)	1,485,000
Total	47,691,000

Total amount to be invested in:	£	% of total income	£	% of total income
Equality of opportunity	5,810,000	12.2%	6,300,000	12.0%
Promotion of higher education	2,490,000	5.2%	2,390,000	4.6%
Total	8,300,000	17.4%	8,690,000	16.6%



Institutional fee and access plan 2019/20

Table B: Fee and access plan income forecast expenditure, 2019/20

Institution name: Bangor University
 Institution UKPRN: 10007857

2019/20 fee and access plan income forecast expenditure

a) Equality of opportunity

	2019/20	2018/19
	£	£
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	2,300,000	2,980,000
2. attract and retain students and potential students from under-represented groups	500,000	530,000
3. raise the educational aspirations and skills of people from under-represented groups to support success in higher education	120,000	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	270,000
5. improve the higher education experience for groups under-represented in higher education	950,000	880,000
6. provide to under-represented groups effective information, before and during their studies	230,000	230,000
7. provide high quality academic and welfare support to groups under-represented in higher education	1,220,000	1,190,000
8. support the progress to employment or further study of groups under-represented in higher education	60,000	60,000
9. contribute to Reaching Wider Partnerships	160,000	0
10. other, for example fee and access plan evaluation	0	0
Total	5,810,000	6,300,000
	70.0%	72.5%

b) Promotion of HE

	2019/20	2018/19
	£	£
Categories of expenditure to :		
1. deliver more effective engagement with private, public or voluntary bodies and communities in Wales	70,000	70,000
2. improve the quality of learning and teaching, with reference to the quality of the student experience	1,250,000	1,220,000
3. strengthen the employability of Welsh graduates	340,000	340,000
4. promote Welsh higher education more effectively internationally	560,000	500,000
5. deliver sustainable higher education	150,000	150,000
6. raise awareness of the value of higher education to potential students	120,000	110,000
7. other, for example fee and access plan evaluation	0	0
Total	2,490,000	2,390,000
	30.0%	27.5%

c) Total forecast expenditure of 2019/20 fee and access plan income, a) + b)

	2019/20	2018/19
	£	£
Total	8,300,000	8,690,000

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

	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	1,161,000	129	1,044,000	116
Bursaries	1,750,000	2,049	2,500,000	2,600
Scholarships	257,000	110	257,000	110
Hardship funds	201,500	n/a	201,500	0
Provision of financial management advice and skills			0	0
Other financial support			0	0
Total	3,369,500	2,288	4,002,500	2,826
	40.6%		46.1%	

If the proportion to be invested in 2019/20 is less than in 2018/19 please provide commentary below:

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Institutional fee and access plan 2019/20

Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the post-2012/13 fee regime, 2019/20

Institution name: Bangor University
Institution UKPRN: 10007857

Summary data	FT UG	
Total expected income	46,206,000	1,485,000
Total expected student numbers	5,263	165
Average fee	8,779	9,000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)

