

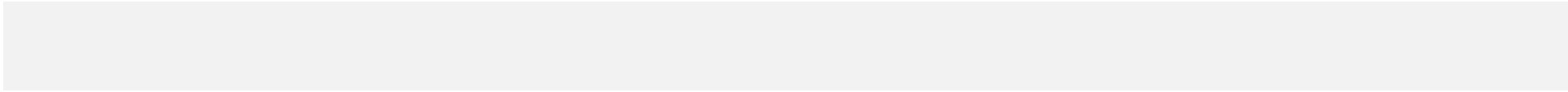
Part Two: Fee and Access Plan (required for publication)

Fee and Access Plan

Name of institution

Bangor University

Duration of the fee and access plan



Section 2-

utilises the expectations outlined in the Student Charter when communicating with both students and the University, and where possible develops campaigns and initiatives. The Student Experience Strategy Group, incorporating student membership, reviews the Student Charter annually.

The University Executive Board and the Student Council.

Through Student Services, the University provides central support for the Director of Student Engagement in each academic school. These directors have responsibility for ensuring: the course representative system is well established; that students are aware of how their feedback is acted upon; and that the School takes deliberate steps to ensure students are involved in decisions about their own education.

A practical example of partnership working within academic schools is the NSS Action Planning events, hosted jointly with the

Post-16 young people up to level 4 learning, within the bottom two quintiles of WIMD
Adults without level 4 qualifications within the bottom two quintiles of WIMD
People with disabilities
People from ethnic minority backgrounds
Welsh medium learning, including supporting second language learning and Welsh cultures

Selected from HEFCW defined list

Students with protected characteristics

- o Disabled students and those with a mental health condition
- o Students with a mental health condition
- o Female students in STEM subject areas

Young males from WIMD and low participation areas (POLAR) 4

Refugees and asylum seekers

Service and ex-service personnel and their families

Bangor University defined

Students domiciled in UK low participation neighbourhoods (POLAR quintiles 1 and 2)

Students facing financial hardship

Mature students

Males where underrepresented

Students who are estranged from their parents/carers

Students and applicants who are care-experienced

Students and applicants who have caring responsibilities

Students from Gypsy, Traveller, Roma, Showman and other communities (GTRSB)

Students from homeless/addiction backgrounds

Unusual entry qualifications

Section 4 Objectives as they relate to supporting equality of opportunity and the promotion of HE
(Guidance paragraphs 1-148)

Section 4.1- Equality of Opportunity

- | | |
|----|---|
| 1. | To attract more applications to HE from Widening Access students |
| 2. | To increase the participation of Welsh speakers in HE |
| 3. | To provide academic and welfare support to ensure the retention and outcomes of under-represented groups are comparable to the wider population of students |
| 4. | To ensure an inclusive environment and education |

Section 4.2 Promotion of higher education

- | | |
|----|---|
| 5. | To ensure provision of an excellent and consistent student experience |
| 6. | To ensure development of further community and civic partnerships in consideration of the needs of future generations |
| 7. | To ensure all students leave the University having experience of work |

Authorisation of the fee and access plan application to FEV (required for publication)

In authorising fee and access plan application the governing body

- x. confirms that the institution is at a low risk of failure on financial grounds over the medium long term.
- xi. confirms that the accounts are audited each year by a registered auditor and that the registered auditor is not the same firm as the auditor that prepared the accounts.
- xii. confirms that the institution complies with Competition and Markets Authority (CMA) requirements.

