



2020/21 Fee and Access Plan

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Executive Summary

Bangor University's fee and access plan has been developed with colleagues from the Students' Union, senior management, and key professional 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.

Preparation of the plan involves assessment of progress against targets in previous plans and other relevant performance metrics as outlined in the 'Strategic Review' section. The University's extensive student engagement activities mean that the priorities of students are identified through various processes throughout the academic year; these student priorities are considered during the development of the plan.

Drawing on the University's strategic priorities and successful elements of previous plans, this fee and access plan demonstrates the University's continued commitment to equality of opportunity and the promotion of higher education through the development of seven objectives:

1. Widening Access to Higher Education
2. Expanding Welsh-medium Higher Education
3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups
4. Promoting an Inclusive Environment and Education
5. Ensuring an Excellent and Consistent Student Experience
6. Contributing Towards Civic Engagement and the Well-being of Future Generations
7. 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 lower 2 quintiles 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, and
- Female students in science and engineering.

The objectives in the plan address the categories outlined in the HEFCW guidance and around £7.0M 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.

Student Partnership

Bangor University has embraced the principles of the Wise Wales statement on Partnership for higher education (www.wisewales.org.uk); engagement with the student body at Bangor University 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 which continues to *"to drive the agenda of students as partners"* (HEFCW Corporate Strategy 2017-2020). 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"*.

Aligned to the principle in the Wise Wales statement on Partnership for higher education, *"partnership must exist between independent entities, such as a university and the collective student body,"* 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, and they also submit an Annual Student Experience Report, containing contributions from both the officer team and the student body, outlining recommended ways in which they could work together with the University. This ensures that a close and effective working relationship is maintained. Sabbatical Officers from the Students' Union are represented on the University's governing body (Council), 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 which helps to ensure that we *"build the student voice explicitly into regulatory processes and requirements"* (HEFCW Corporate Strategy 2017-2020).

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 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 proposals so that new and innovative schemes of work are constantly being developed. Similarly, the University will ensure that each school has a dedicated member of staff committed to working with and supporting

Course Representatives within the school, alongside the Students' Union. This has directly responded to the Annual Student Experience Report recommendations to ensure students are aware of the procedures around, for example, changing personal tutors, adding items to liaison committee agendas, and ensuring the curriculum is representative and accessible. These examples have helped contribute to Objectives 3, 4 and 5 (and their predecessors in previous iterations of the Plan).

Bangor University have taken on board HEFCW's guidance on good practice in funding effective, democratic students' unions and student representation. In support of the principle in the Wise Wales statement on Partnership for higher education, "*produce an annual charter that outlines the expectations of mutual roles and responsibilities of universities and of their students,*" 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, at committees, in discussion with University officers and via the Annual Student Experience Report, 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, and the postgraduate taught (PTES) and 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, as well as through the annually produced Student Experience Reports (previously known as Annual Student Statements). The Students' Union have confirmed that the fee and access plan is reflective of the discussions that they have had with the University, and that it helps address the recommendations they have made, including, for example, taking an institutional approach to developing student feedback, ensuring student representation on all committees and in all departments (Objectives 3, 4 & 5), and in ensuring student leaders are fully equipped to fulfil their roles as representatives, both whilst at university and beyond (Objective 7).

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 consolidated in this Unit, which also developed and oversees the University's "Together We..." campaign: our vehicle for informing students of the 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. The Unit continues to develop opportunities for further student involvement in University processes, including opportunities to evaluate and shape the direction of new practices. The Unit also supports 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. Furthermore, we continue to develop our student engagement practices at a postgraduate level, investing in further opportunities for postgraduate taught and research students to work in partnership with academic staff, to enhance their curriculum and student experience.

The University has collaborated with the Students' Union on a Student-led Teaching and Learning Strategy, initially identified as a recommendation via the Annual Student Experience Report: to work with students to evaluate and to review the curriculum, which significantly contributes to Objectives 4 and 5 of this Plan (and its previous iterations). Implemented from the 2017/18 academic year, the strategy has four themes, identified jointly by course representatives and academic staff: Assessment and Feedback, Outcomes and Retention, Curriculum Design, and Student Engagement and Communication. The strategy includes the following commitments which further cement the student voice within the University's teaching and learning activities:

- Ensure students are trained and supported to actively contribute and make informed decisions about curriculum development, and introduce Annual Curriculum Reviews to discuss each School's course direction.
- Introduce student involvement in the interview processes for appointing all student facing staff, including academic posts. Additionally, introduce student involvement in the process for the appointment of Director of Student Engagement to further embed partnership working.
- Introduce regular Course Representative 'partnership working' sessions with School Directors of Student Engagement to increase support for course representatives.
- Develop a framework for consultation on proposed module changes and other enhancements at a University level.
- Continue to invest in the paid Student Reviewer system, maintaining high levels of training and support for their involvement in revalidation and validation panels.

The University will collaborate with the Students' Union on a Student Mental Health Strategy to be implemented in 2019/20. The strategy builds on the approach developed through the partnership working and is a further example of our commitment to the ethos of partnership working with students.

Duration of the Fee and Access Plan

This fee and access plan will be in effect for the period 1st August 2020 to 31st July 2021.

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

The University intends to charge the maximum fee level for full-time, undergraduate and PGCE (QTS) courses for 2020/21, which is determined upon approval of this fee and access plan by the Higher Education Funding Council for Wales (HEFCW). The maximum fee level is currently £9,000.

To date there has been no indication that Welsh Government intend to increase the maximum allowable fee level for full-time, undergraduate and PGCE (QTS) courses beyond 2020/21; however the University may increase the fees for subsequent years of study should any inflationary increase be 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 students and prospective students affected by any 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), 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 2020/21 entry prospectus refers prospective students to the University's website for the latest information concerning 2020/21 fees and financial support. The University provides clear statements on its website in a specific section on fees and funding for 2020/21 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 2020/21 containing information about fees, grants, loans, scholarships and bursaries will be produced in the autumn of 2019, 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 (<http://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>).

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 including eliminating some costs directly associated with students' academic studies (e.g. printing, binding). The University is also committed to providing better information for students, with on-line course information including additional course costs to provide prospective students with more information at the research stage. This highlights the fact that, depending on the course studied, there may be additional course-specific costs which students will need to meet. These fall into three categories:

- i) **Mandatory Costs:** related to a particular core or compulsory module that students will be required to complete to achieve their qualification (e.g. compulsory field trips, uniforms for students on placement, DBS check)
- ii) **Necessarily Incurred Costs:** these may not be experienced by all students, and will vary depending on the course (e.g. professional body membership, travel to placements, specialist software, personal safety equipment).
- iii) **Optional Costs:** depending on the choice of modules or activity and shown to give an indication of the optional costs that may arise in order to make a student's choice as informed as possible (e.g. these could include graduation events, optional field trips, Welcome Week trips).

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 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. Bursaries are available to help students with optional 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 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.

Bangor University students are provided with a one-stop shop in order to help apply for Disabled Students Allowances (DSA) - a grant to help meet the extra costs students can face as a result of disability. The University assists students and prospective students with applications for DSA and can arrange an assessment of needs through its ACCESS Centre. Where it is thought a student has a specific learning difference such as dyslexia or dyspraxia, students can undergo a full diagnostic assessment to provide the evidence required to apply for DSA. Bangor University is registered with the DSA-Quality Assurance Group to provide specialist tutor provision to students receiving funding from Student Finance England and as such we need to evidence compliance with the DSA-Quality Assurance Framework in an annual audit. Bangor University's Access Centre and its Outreach Centre at Aberystwyth is an accredited assessment centre. Students not eligible for DSA receive equitable provision from Disability Services. 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.

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), 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.

Alignment of the University's new Strategic Plan with the Fee & Access Plan is being considered further as it is developed over the coming year.

Ways In Which The Strategy Informs This Fee & Access Plan:

Objective 1. Widening Access to Higher Education

- maps onto Strategic Priority 1, Aim 4: Build increased engagement with education in communities across the region

Objective 2. Expanding Welsh-medium Higher Education

- maps onto Strategic Priority 4, Aim 1: Continue to enhance Welsh-medium provision and Welsh language services

Objective 3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups

- maps onto Strategic Priority 1 – An Excellent Education and Student Experience

Undeb Bangor Strategic Plan

Bangor University's Students' Union, Undeb Bangor, has previously developed a strategic plan covering the period 2016-19 (www.undebbangor.com/about/strategic_plan) and will develop an interim operational plan for 2019-20 that will capture the current needs of the SU, students and the relationship with the University, whilst working towards the creation of a new strategic plan to be launched in readiness for September 2020. The current strategic plan contains the following student-facing aims and objectives that are relevant to and supported by this fee and access plan (and the new plan from 2020 onward is likely to cover similar priority areas): -

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 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.

Ways In Which The Strategy Informs This Fee & Access Plan:

Objective 3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups

- maps onto Priority 3: Your Support

Objective 5. Ensuring an Excellent and Consistent Student Experience.

- Maps onto Priority 2: Your Opportunities

Objective 6. Contributing Towards Civic Engagement and the Well-being of Future Generations

- maps onto Priority 4: Your Community communities across the region

Strategic Equality Plan

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

(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;
- 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.

Ways In Which The Strategy Informs This Fee & Access Plan:

Objective 4. Promoting an Inclusive Environment and Education

- provision of a full-time Student Equality and Diversity Officer
- provision of student support services for all underrepresented groups
- Student's Union lobbying on disability access issues, LGBTQ+ campaigns, and promotion of the Zero Tolerance to Harassment policy

A Student-led Strategic Approach to Student Experience

In 2011, Bangor University was one of the first UK universities to make an institutional commitment to embed partnership working with students across all aspects of the student experience (see pages 7-9, *Future Directions for HE in Wales: Students as Partners*). We made this commitment through our Student Experience Strategies that were co-authored with our Students' Union. The shared vision was one of partnership working that went beyond student representation or consultation, to be collaborative working based on an agenda of mutual respect. We saw partnership as a means of increasing engagement amongst our students through acknowledgement of the vital contribution they can make to enhancing and shaping their own university. This commitment has been delivered as acknowledged in the University's last QAA report (May 2018) where we were commended for '*The extensive, and culturally valued partnership with students, which permeates all facets of university life*'. Now that partnership working is successfully embedded within the University, we have moved beyond a generalised student experience strategy to the innovative approach of creating student-led strategies that set the strategic direct for specific areas of the student experience.

The first of these was the Student-led Teaching and Learning Strategy, and this pioneering approach to student-led strategic development has now been applied to our new Student-led Mental Health Strategy; both are outlined below.

Student-Led Teaching & Learning Strategy 2017-2020

The Students' Union has collaborated with the University to develop a Student-led Teaching and Learning Strategy. A student-staff steering group, which engaged in extensive consultation with the student body, was constituted to oversee the development of the strategy and a decision was made to focus on four strategic themes, based on our students' views of what was important to their learning experience. For each theme, we identified staff and students to lead discussions and develop content. The strategy, from beginning to

end, was authored in complete partnership between the University and our Students' Union and student leaders.

The four themes of the strategy are as follows:

1. Developing a curriculum for the future
2. Assessment and Feedback
3. Student Engagement and Effective Representation
4. Student Outcomes and Retention

The success of the strategy will be measured through a range of metrics that have been developed under each of the four themes. Responsibility for monitoring the strategy rests with the University's Teaching and Learning Task Group, which is chaired by the Pro Vice-Chancellor (Teaching and Learning) and Pro Vice-Chancellor (Students). The four themes are expanded upon throughout the following sections of this document, where relevant.

Ways In Which The Strategy Informs This Fee & Access Plan:

Objective 3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups

- this objective maps onto the strategy's representation and retention themes

Objective 7: Strengthening Graduate Employability

- providing opportunities, embedded within the curriculum, for students to develop their skills, experiences and confidence to fulfil their goals
- developing skills through varied and innovative Welsh-medium study opportunities
- embedding opportunities for graduate skills development through assessment practices into all levels of the curriculum

Student-led Mental Health Strategy

Bangor University is committed to the provision of positive mental health and wellbeing support for all of our students. The University previously involved students in the development of this provision through the Student Mental Health Strategy Group, chaired by the Head of the Student Counselling Service. This group brought together staff expertise and student representation in order to promote an institutional approach to our students' mental wellbeing. The group created and oversaw the University's Student Mental Health Strategy which comprised six main objectives:

- 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.

In order to build further on this partnership approach to the development of mental health provision, work began in 2019 to create a Student-led Mental Health Strategy. Facilitated by the Head of Student Counselling and the Director of Bangor Students' Union, this collaborative project brings together a wide range of students and key University staff to research and develop our next mental health strategy in a way that draws extensively on students' experience and ideas. A paid student internship was created to facilitate the project, and the intern worked closely with the project leads and the Student Voice Team within Bangor Students' Union. A number of methods were used to gather evidence to inform the development of the strategy including responses from the Students' Union annual student experience survey, University data, and a series of focus groups drawing on a wide range of student groups. Analysis of the data and creation of a draft will be completed for the start of 2019/20 and systematic feedback sought from a wide range of students to ensure that the draft strategy meets the needs of students. Once agreed, the strategy will provide the direction for the continuing development of the University's mental health and well-being provision, and implementation will be overseen by a strategy group to include student representation from both the Students' Union and service users.

Ways In Which The Strategy Informs This Fee & Access Plan:

Objective 1. Widening Access to Higher Education

- Removing barriers for young people where mental health poses a challenge to fulfilling potential
- the Students' Union sharing practice from the student-led approach to mental health with GLIM

Objective 3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups

- ensuring a holistic and University-wide approach to mental wellbeing that aims to promote resilience, recovery, ownership and empowerment
- investment in Big White Wall support

Assuring the Quality of 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's 2018 Quality Enhancement Review report provided this assessment of our support services for students: *"Both internal and external metrics... reflect the University's excellent work in this area. Students who have interacted with the services provided speak very positively about the support and help they receive which correlates with the evidence and data presented to the review team."*

For more than six years our student support services have been underpinned by a systematic approach to continuous improvement that ensures the quality of our services. This systematic approach begins with the publication of clear service aims and objectives for each area of support and is underpinned by the identification of measurable outcomes. All areas of support use appropriate methods of evaluating the impact of their services,

through usage data, measures of impact, student and staff feedback, and University data, including NSS and our Welcome Week Survey. We work with our Students' Union to include questions on student support within their annual Student Experience Survey so that we can learn from the views of students who may not have used our services. Each support service reviews feedback, usage data and measures of impact and uses this to write an Annual Report of the previous year and an operational plan for the year ahead. The Student Services Annual Report combines the data from across the services to present to the Student Services Task Group and University Senate who provide oversight of the effectiveness of the support services. Both committees include student representation. The Annual Report includes summaries of trends in the use of the services, levels of student satisfaction with the services and measures of impact relating to the service objectives. It also summarises the new service developments and future plans for adapting the developing the services to the changing needs of our diverse student body.

In addition to our embedded approach to continuous improvement, student support is subject to a number of audits. There are annual themed audits from the University's internal audit provider RSM. These themed audits have previously focused on areas such as induction, pastoral support and employability. Our Disability Services are subject to external DSA Quality Assurance audits where we have an excellent track record. We have achieved 100% for our dyslexia support every year, and our Access Centre consistently performs above the UK benchmark (16/17 achieved 93%, UK benchmark 89%; 17/18 achieved 100%, UK benchmark 97%). The effectiveness of our Student Counselling Services is measured through a clinical outcomes measure that is benchmarked with other UK and US counselling services. From this data we know that our effectiveness is in the top 10% amongst counselling services using the CCAPS measure (16/17 Bangor was in the top 4%; 17/18 Bangor was in the top 8%). We publicise our quality and impact measures to students through a summary report published through the MyBangor IT portal each year, and we work with the Student Engagement Unit to publicise the ways in which we have enhanced the service in light of student feedback. Through the Student Engagement Unit we use student focus groups to provide feedback on the implementation of changes to services so that we can ensure that any developments are meeting students' needs. During 2018/19 we ran a focus group on Student Housing which initiated a number of service developments, and we ran a focus group to get feedback on our new online registration system and student administrative support centre to ensure the changes were meeting the needs of all students. In this way, our commitment to quality assurance is covered by a number of internal and external measures which are underpinned by an embedded approach to partnership working with students to ensure the relevance and effectiveness of our student support services.

Ways In Which The Strategy Informs This Fee & Access Plan:

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

- provision of a range of effective therapeutic and psychological interventions for students
- students not eligible for DSA receiving equitable provision from Disability Services
- Study Skills team work alongside staff within academic schools to embed academic skills within the curriculum

Objective 7. Strengthening Graduate Employability

- week-long summer internships for students who are registered disabled, have a Specific Learning Difference or are in financial hardship

Strategy for the Reaching Wider North and Mid Wales Partnership

In line with the priorities outlined in the Strategy for the Reaching Wider North and Mid Wales Partnership, the University's complementary activities aim to achieve sustained and meaningful impact with target individuals, through improved continuity and progression between Reaching Wider activities and those activities delivered by the University. Increased staff resource in the University's Widening Access Centre will facilitate and monitor progression from projects targeting pre-16 age groups to projects targeting post-16 age groups, with a focus on the two lower quintiles of the Welsh Index of Multiple Deprivation and other key target groups e.g. care-experienced students and student carers.

Through its Widening Access Centre, the University will extend key elements of its widening access activities to further align activities with the priorities outlined in the Reaching Wider Partnership strategy. The Widening Access Centre will ensure alignment of its activities with the new Reaching Wider Partnership strategy, with a particular focus on post-16 young people and adults without level 4 qualifications domiciled in the two lower quintiles of the Welsh Index of Multiple Deprivation, and looked after children, care leavers and carers. The University has recently appointed a Widening Access Development Officer to build capacity in this area of work and take forward the new areas of work outlined in this plan, in particular the facilitation and monitoring of continuity and progression between Reaching Wider activities and those activities delivered by the University.

This work will complement, or re-focus existing fee and access plan commitments such as the University's Talent Opportunities Programme (TOP) working with low-participation wards to raise educational aspirations and awareness of higher education amongst under-represented groups; higher education taster activities, including a residential Summer School aimed at year twelve pupils who have no family tradition of going on to higher education; and student shadowing days; supporting community-based events to target young people outside of the school environment.

Profi is a ground-breaking experiential learning programme aimed at those pupils who find the transition from GCSE to AS level challenging for a variety of reasons. The purpose of the programme is to develop potential and build confidence, with increased self-worth within

young people by: increasing life-skills and employability skills within young people; increasing opportunities, offered to young people through experiential learning offering new and different experiences they haven't come across before; and building a network of partnerships between businesses, charities, schools and the University. Pupils engaging with the Profi programme will benefit from continuous support and mentoring from Bangor University Students. This is aligned to the University's fee and access plan commitment to fund the Students' Union in support of the Students' Union Student Volunteering Bangor scheme, and benefits these students by developing employability skills, providing experience of working with young people, and meeting key regional employers.

The Coleg Cymraeg Cenedlaethol is developing its widening access Welsh medium strategy and has now allocated funding to this work. The University's Widening Access Centre is leading on delivery of this and will contribute to widening access to Welsh medium higher education, in the context of RW priorities, to contribute towards the Welsh Government target of a million Welsh speakers by 2050. The project will work initially in the Dyffryn Nantlle area within the two lower quintiles of the Welsh Index of Multiple Deprivation. It will be based on a programme of coding workshops for year 6 pupils with progression to year 7 in Ysgol Dyffryn Nantlle secondary school. The second phase of the project in 2019/20 will target the Peblig/Cadnant wards in Caernarfon, which are in the lowest quintile of the Welsh Index of Multiple Deprivation.

Ways In Which The Strategy Informs This Fee & Access Plan:

Objective 1. Widening Access to Higher Education

- the Widening Access Centre and the Reaching Wider Partnership working in partnership to provide bilingual science-based activities
- Bangor's Talent Opportunities Programme (TOP) continuing to work with secondary schools across North Wales in low-participation wards

Responding to HEFCW National Measures

1. Widening Access and 2. Participation

Objective 1 explicitly responds to this measure with regard to students domiciled in the bottom two quintiles of WIMD, and from UK low participation areas. The following targets, defined in Annex B, also directly and indirectly address these measures: 1, 2, 3, 19, 21, 22, 24, 25, 27, 28 & 29.

3. Retention

Objective 3 responds to this measure, later within this annex, and targets 30 & 31, in Annex B, directly and relatively address the proportion of full-time undergraduate students present in higher education one year following year of entry for a) UK domiciled students and b) students domiciled in the bottom two quintiles of WIMD.

6. NSS

Target 16 in Annex B directly responds to this measure.

7. Welsh Medium

Objective 2 responds to this measure, along with Targets 4 & 5, respectively responding to students studying at least 5 and at least 40 credits through the medium of Welsh.

8. Student Mobility

Target 32 responds to this measure for all Bangor students, and opportunities for study abroad are covered in Objective 4.

11. Employment and 12. Graduate Employment

Objective 7 discusses employment and employability activities, and Targets 33 & 34 directly respond to these national measures, respectively.

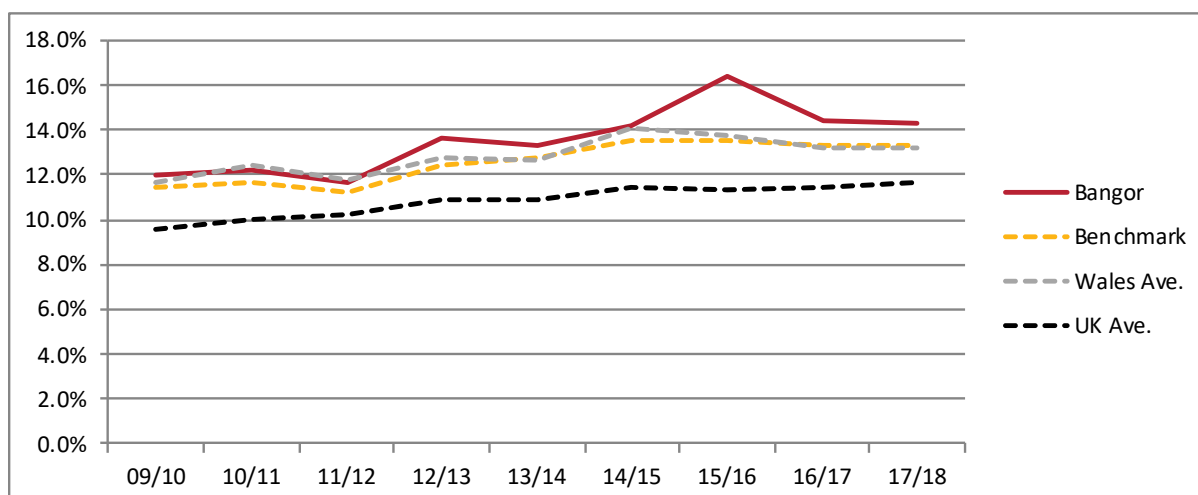
Groups Identified as Under-represented in Higher Education

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 2 lower quintiles of the **Welsh Index of Multiple Deprivation**, and the UK POLAR4 **low participation neighbourhoods**. 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. The table below shows the numbers of care leavers since 2016/17. Whilst the number of new students has decreased, the number of indications from UCAS forms that applicants were from a care background was 18 for 2018/19 and 33 for 2019/20.

Care Leavers at Bangor University	New Students	Continuing Students	Total No. Care Leavers
2016/17	12	7	19
2017/18	8	13	21
2018/19	7	14	21
2019/20	4	12	TBC

At Bangor University, the latest data provided by HEFCW shows that 25.9% of Welsh domiciled students are domiciled in the bottom two WIMD quintiles, compared to the sector average of 36.9%; 9.4% of Welsh domiciled students are domiciled in the bottom WIMD quintile, compared to the sector average of 17.4%. On both measures this ranks Bangor 8th out of the 9 HEIs in Wales, demonstrating that these students are under-represented at Bangor. However, 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 UK low participation neighbourhoods.



UK Performance Indicators in Higher Education

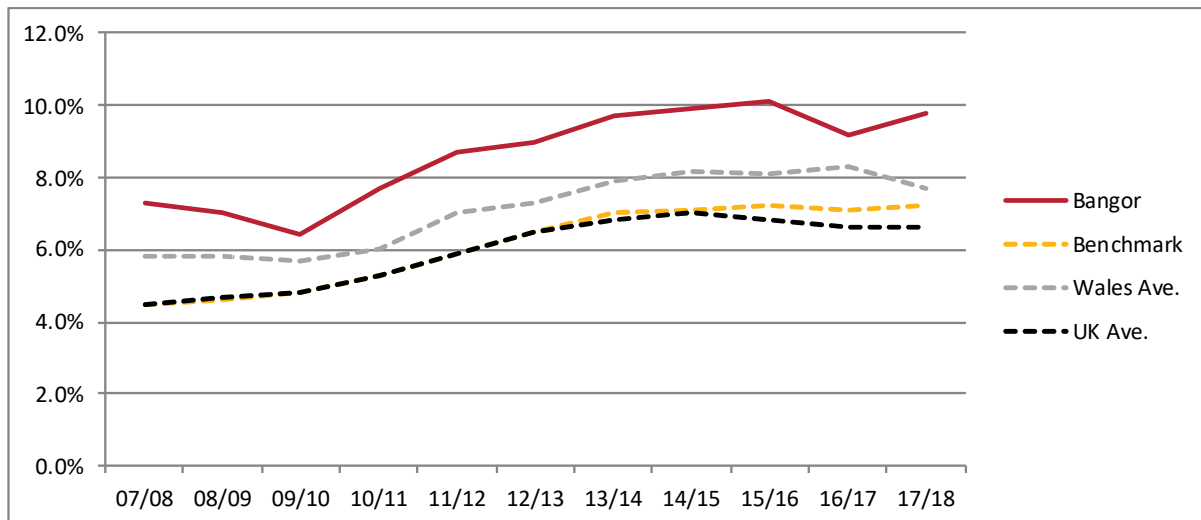
T1a: Young full-time first degree entrants from low participation neighbourhoods (POLAR3)

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**.

Awards made for students in financial hardship	2016/17	2017/18	2018/19	2019/20
Financial Hardship	187	178	135	
Care Leavers Bursaries: £1,000	13	11	9	12
Foyer Bursaries: £1,000	1	2	1	2
Homeless Bursaries: £500	0	4	4	
Relocation Bursaries: £1,000	1	1	0	
Postgraduate Access Bursaries up to £500	19	22	32	
Carers Bursaries: £1,000	4	21	40	32+
Total awards paid	225	239	221 (to date)	

All of the payments in the table above have been made from the University Hardship Fund. Foyer Bursaries are awarded to UK students who are estranged from their families and/or have lived in independent, supported-living accommodation provided by their local authority or nominated charity/organisation. The Homeless bursary is awarded to UK students who were of no fixed abode pre-entry and is awarded in their first academic year. The relocation bursary was introduced as we no longer offer family accommodation. It is awarded to students with taxable household income of £25,000 or less and payable in the first academic year only. A Postgraduate Access Bursary is awarded to UK student who were unemployed pre-entry or who are in receipt of the student finance as an undergraduate during the previous academic year.

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 University's benchmark.



UK Performance Indicators in Higher Education

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

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. The value of our support for disabled students is clear from student feedback: overall student satisfaction with Disability Services continues to exceed our target of over 85% (95% attained in 2017/18).

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. In 2017/18 rates for clinical/ reliable improvement in clients put the service in the top 8% of results for all Counselling Services that use the CCAPS outcome measure, across the UK and the USA. In 2018, the service was also nominated for a Times Higher Education Award in the category of 'Outstanding Support for Students'. The CCAPS outcome measure enables us to benchmark level of distress amongst students at point of access to the Counselling Service, and from this data we know that levels of client distress are 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.

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 Policy and the Welsh Language Standards. Indeed, "the deeply embedded bilingualism in all aspects of university life which positively impacts on student experience" was one of three commendations noted in the QAA's outcome report following the Quality Enhancement Review of Bangor University (May 2018).

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% of engineering and technology students are women, while they make up 84% 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 – Objectives, Activities and Targets

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

Bangor University is committed to "*a more equal Wales*" and "*a society that enables people to fulfil their potential no matter what their background or circumstances*" (Well-being of Future Generations (Wales) Act 2015).

The University operates a range of activities aimed at “*ensuring that any future system has widening access as its core objective, is progressive and equitable*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016) 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 as the lead partner supporting the regional **Reaching Wider Partnership** (www.reachingwider.ac.uk), one of a number of “*consortia of HE providers, to promote and incentivise aspiration-raising and the social aspects of widening access*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016). 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 **Widening Access Centre** will ensure that existing widening access commitments as outlined in the University’s fee and access plan maximises focus on the Reaching Wider Partnership priorities:

- The Widening Access Centre will continue to work closely with the Reaching Wider Partnership under the STEM Gogledd project, specifically targeting the Reaching Wider target groups. The aim of STEM Gogledd is to promote and enrich extracurricular STEM activities in schools, through a range of specific interventions that will complement but not duplicate mainstream education. The project objectives are to increase the take up and attainment levels in STEM subjects amongst 11-19 years old, with young people continuing to study STEM subjects post-16; and young people taking part in extracurricular STEM activities.

The aims of the project are aligned to those of the Reaching Wider Partnership, targeting the following:

- young people in education identified by teachers as being at risk of achieving grades C/D in specified science subjects who will benefit from added value inspirational engagement activities to improve predicted grades. (*this cohort has been identified by WISERD as key target participants who are more likely to enter FE/HE following specific interventions to help them achieve a grade C or above*);
 - young people in education identified by teachers and/or careers advisors who would benefit from additional STEM-inspired activities to help them decide on choosing STEM options post-14, post-16 and/or post-17
 - young people unable to access specific STEM-related work experience.
- The Widening Access Centre and the Reaching Wider Partnership will work in partnership in the provision of bilingual science based activities through Bright Sparks,

STEM Family Challenge and other workshops under the auspices of University members of staff. More schools will be targeted within Bright Sparks, and STEM Family Challenge will be expanded to include the primary school sector, thereby furthering family engagement. Progression workshops will be offered by University staff, particularly in the lead to the National Eisteddfod (Science Pavilion). STEM Family Challenge will target the Dyffryn Nantlle area within the two lower quintiles of the Welsh Index of Multiple Deprivation. Bright Sparks will cover all eight counties of the Reaching Wider Partnership.

- The Widening Access Centre will work closely with the Reaching Wider Partnership on the implementation of Coding Competition, which is run in partnership with Grŵp Llandrillo-Menai. The programme of Coding workshops and establishment of local Code Clubs will be offered in those catchment areas where Reaching Wider priority groups are located. By supporting Digital Skills in the community through intergenerational workshops and targeted Code Clubs, there is consistency of digital skills progression for communities to both engage and succeed in this important sector.
- These activities will support widening access for adults in WIMD areas through the intergenerational coding workshops, family-oriented activities (World of Work, Coding Challenge, STEM Family Challenge). The University will continue to reach out to adults through its work with community groups as part of the regional widening access network and the promotion of the Open University access course.

The University 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 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.
- Subject-specific activities e.g. visits and presentations by female Bangor alumnae who have moved on to have careers in STEM; National Women in Engineering Day talks for students.
- As part of the University's Athena SWAN activities the Athena SWAN Task Group, which considers wider gender issues, will award a number of 'Women in Science' scholarships to female students in STEM subjects.
- The Widening Access Centre will continue to offer a programme of STEM taster sessions for year 6 and 7 transition pupils. These will be held in secondary schools during year 6 pupils' orientation weeks.
- The University will work closely with STEM Gogledd, Reaching Wider and the North Wales Economics Ambitions Board in promotion of STEM activities.

The **Widening Access Centre** will also commission the following additional activities to complement this provision:

- With regard to children in care and care-experienced individuals, Reaching Wider and the University will work with local authorities in reaching out to, and collaborating with, the individuals themselves. To date, Reaching Wider work has focussed on foster carers and those involved in supporting them, but will now, together with the University, focus on children in care and care-experienced individuals with activities similar to those currently provided for young carers.
- Mental health issues have been identified as a barrier to participation in Higher Education for care-experienced students and young carers. The University will enhance its work with recognised organisations involved in removing barriers for young people where mental health has been/continues to be a challenge in fulfilling potential. Working with recognised organisations, groups of young and older people will be offered taster sessions and workshops to raise confidence and aspirations. These workshops will be varied in nature and geared to the needs identified by the organisations supporting the individuals. Advice and guidance on progression routes to educational opportunities will be offered. Relevant partners (such as GISDA) are engaged in the University's Widening Access Network and the University will work with these partners to identify people who are also from the two lower quintiles of the Welsh Index of Multiple Deprivation and promote opportunities for transition from pre-16 to post-16 activities.
- Through the Profi programme, school pupils will benefit by developing employability skills, confidence and self-worth. They will work with businesses, charities and other organisations taking part in many activities. The programme offers knowledge of the educational, employment and training opportunities available to them and gives them a taster of what it's like to work on a real project with real clients. The focus on transferable skills and confidence building makes it an excellent way of helping young people become HE-ready. The programme will be made available to all secondary schools in Gwynedd and Anglesey, and will include collaboration with Grŵp Llandrillo-Menai. The focus will be on year 12 pupils, at risk of opting out of post-16 mainstream education. Welsh medium provision within Profi will be increased by working with the Students' Union to encourage Welsh speaking student volunteers to take part.
- This complements the new Reaching Wider Partnership strategy by providing progression for pupils in the pre-16 category who are at risk of becoming NEET. It also strengthens the Welsh medium work of the partnership, whilst introducing relevant sessions from the World of Work programme, jointly offered by the Reaching Wider Partnership and the Widening Access Centre.

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 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.

- 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 support Science education in schools with a range of bilingual revision resources, thereby attracting Welsh medium students, including guides which are distributed to schools and made available on-line. The revision material produced has been well received by schools throughout Wales and commended for its quality by the WJEC.
- 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 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** through *“personalised support packages”* and *“strategies to help students to combine their study with their family responsibilities,”* (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016):

- The University, in partnership with Reaching Wider, will continue to maintain specific information for students from care and students with carer responsibilities on the University's Widening Access Centre website (www.bangor.ac.uk/widening-access/carers) and within the University's Student Services website (www.bangor.ac.uk/student-services). 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.
- In partnership with CLASS Cymru, local authorities and relevant agencies and organisations, 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.
- Following a successful first residential event for young carers in 2017, the University will continue to offer an annual event for prospective students with caring

responsibilities. The University will work in partnership with Reaching Wider and local authorities in order to offer a similar residential event for young people in care, and will build upon its current support for care experienced students.

- In partnership with Carers Outreach, local authorities 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.
- The University will continue to work with the Students' Union to develop specific extracurricular activities for both care leavers and those students with caring responsibilities and 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 University's Widening Access Centre will continue to raise awareness of widening participation, co-ordinating existing work and developing new initiatives, working closely with the Reaching Wider North and Mid Wales Partnership and various **community, regional and national partnerships** (e.g. employers' organisations, Careers Wales, LEA Networks). This partnership approach includes:

- Continued organisation of the North West Wales Widening Access Forum comprising members of University staff, the Reaching Wider Partnership, Grŵp Llandrillo Menai, 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) and GwE (the School Effectiveness and Improvement Service for North Wales); community engagement work; and developing student-led projects for students to support students into University.
- 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) 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. SAFMEDS and Headsprouts numeracy and 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: Grŵp Llandrillo Menai to raise deaf awareness and expand British Sign Language provision, and to further develop bilingual provision in Coding and Game Design; Conwy Social Care and Education Services (Community Well Being Team), working with young people with ACE; CAIS, GISDA and Cartrefi Cymunedol Gwynedd on

working with young and older people with mental health issues; Gwynedd and Anglesey local authorities Betsi Cadwaladr University Health Board on projects with carers, care experienced and individuals facing barriers to education due to mental health issues.

The University will continue its provision of **targeted financial support** to “*support widening access and retention of students from all backgrounds, including those from poorer backgrounds ... and ... ‘squeezed middle’ income families*” (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016):

- 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.

Bangor University has a strong strategic partnership with Grŵp Llandrillo Menai (GLIM) which includes a commitment to facilitate student progression through extending opportunities to students in the region, in terms of both academic and vocational subjects, across qualification levels and by widening and further promoting the regional part time HE offer. A joint Widening Access Group has been established to look at ways of enhancing the partnership’s contribution to widening access to higher education, and enhancing the development of higher-level skills amongst learners in the region. Under our strategic partnership, the two organisations are implementing degree apprenticeships and propose to expand our capacity in this respect as well, continuing to develop joint initiatives around STEM, such as the national Coding competition, held by Coleg Meirion Dwyfor and the University, for both primary and secondary school pupils: it is intended for this competition to be a sustainable annual collaborative event that targets multiple underrepresented groups as defined by both Bangor (women in STEM, WIMD and POLAR4 areas, and Welsh medium) and GLIM (geographical areas underrepresented in HE, and also Welsh medium).

GLIM’s University Centre was built in partnership with Bangor University, opening in 2014, to provide state-of-the-art facilities for GLIM’s higher education students. The partnership will continue the development and validation of foundation degrees and other HE demand-led provision, across an increasing range of disciplinary areas, therefore strengthening 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 (2018-19), the University has validated 40 higher education courses for GLIM, upon which there are over 800 enrolments: 1 Masters, 19 foundation degrees, 12 'top-up' bachelor degrees, 4 full bachelor degrees, 3 HE Certificates, and 1 PGCE (post compulsory).

Further collaborations will continue to encompass Widening Access (to include Coding and work with Carers and Care Experienced individuals), 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 GLIM to review and plan joint promotion events in the region, with a particular focus on prospective students who are less able to access traditional HE study. Two joint HE Conferences have been held in the GLIM Rhyl and Rhos on Sea campuses to provide prospective students with more information about their regional HE options in order to ensure they make an informed choice about their future.

The Students' Union will further develop their relationship with GLIM and seek to offer further involvement in projects and opportunities to their students, including how skills and resources can be shared. The Students' Union will liaise with GLIM to assist their student-led initiative around supporting student mental health, and share practice from the student-led approach to the University's Mental Health Strategy. This activity addresses both the priority for Student Wellbeing in the HEFCW Remit Letter, and the Welsh Government national priority for Widening Access to HE

Objective 2: Expanding Welsh-medium Higher Education

Bangor University supports the Welsh Government's vision as set out in its 'Cymraeg 2050' strategy (2017) and is fully committed to playing its part in realising the Welsh Government's 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 currently has over 2,500 students who are Welsh speakers or learners, and approximately 68% of the University's staff are Welsh speakers or learners. As the leading provider of Welsh-medium higher education, Bangor University is committed to maintaining its pre-eminent position by safeguarding its Welsh-medium provision across all disciplines whilst seeking to further develop those areas that are strategic priorities for Welsh Government, as outlined in the Coleg Cymraeg Cenedlaethol's Academic Plan.

A Welsh Government statistical bulletin published in July 2018 'Welsh Language in Higher Education, 2016/17' revealed that the University has 220 staff who teach through the medium of Welsh. These numbers include nearly 30 members of staff who 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.

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. Allied to these financial incentives is the emphasis on Welsh as a valuable employability skill, recognising the *“key role of higher education providers in developing a highly skilled bilingual workforce and preparing for a bilingual nation”* (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016). Students continue to be encouraged to recognise this through the Bangor Employability Award and are made aware of how their language skills can be applied to their future careers. A Welsh Jobs Fair, featuring a host of employers who are actively recruiting bilingual personnel is held annually in March as a means of manifesting the link between developing high-level Welsh language skills and employability. Indeed, data from the DLHE survey shows that students who study through Welsh at Bangor are significantly more likely to be in employment or further study, and in high skilled employment, than other students.

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 includes a designated Welsh-medium prospectus, subject-specific leaflets, e-mail communications, newsletters and on-line material ranging from web information to social media accounts and YouTube videos. A particularly important promotional initiative aimed at newly recruited students is the production of a full-colour gazette of all first-year Welsh-medium modules which is distributed to every Wales-domiciled student in advance of Welcome Week. Having raised awareness of the provision amongst Welsh speaking students who may not have considered the Welsh-medium option, the validity of that option is then reinforced during Welcome Week by a specific Welsh-medium welcome session and several Welsh language skills sessions. Students are also reminded about the University’s Welsh-medium bursaries, as well as the additional Coleg Cymraeg scholarships available in specific subject areas. In 2017/18, a total of 157 Coleg Cymraeg Cenedlaethol scholarships were awarded to Bangor students.

In the wider context, the University’s status as the main provider of Welsh-medium higher education continues to be underlined through continued activities and presence at events such as the National Eisteddfod of Wales, and visits by subject specialists to school clusters all over 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 and Welfare Support to Increase Retention and Completion of Under-Represented Groups

“Widening access and participation in higher education are not just about getting students into institutions, but about supporting them to stay and to achieve” (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 to complete their learning objectives successfully 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. The Centre supports students studying at distance and trains Peer Mentors in the use of Skype for Business in order to facilitate online appointments. Provision for students studying away from the main Bangor campus will be enhanced through the development of interactive recordings of its generic workshop programme and the creation of a Blackboard site for distance learners.

The Study Skills team work alongside staff within academic schools to embed academic skills within the curriculum, and in 2017-18 increased by 26% the number of schools (n.19) with which it collaborates and by 4% the number of modules (n.53) that it supports. Analyses of student attainment on supported programmes evidence impact both in terms of increase in the percentage of students attaining upper second class grades and a decrease in the number failing to gain a pass. 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 promote a model through which co-teaching and design enables the scalability of its activities.

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 subject areas; 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.

Bangor University will continue to develop learner analytics and supplementary assessment design. Students who are unable to progress due to one or more failed modules are invited to submit reassessment work, following a structured and supported programme, held early in the summer in which many Schools offer module drop-ins and study support. 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's Centre for Enhancement of Learning & Teaching (CELT), Student Engagement Unit, and IT Services continue to collaborate on an attendance monitoring system and the University's learning analytics capabilities. Based on the principles of creating a system that is supportive, transparent, and easy to use, the platform supports staff in staging early interventions with students who appear to be struggling to engage. Each student's individual engagement graph is available to them via the University's intranet, MyBangor, which they are encouraged to check regularly.

Underpinning the technology is a system of staff support. Coordinated by CELT and the Student Engagement Unit, this University-wide effort has involved each of the academic Schools, and complements the approach to centralised attendance monitoring. Student engagement graphs are regularly checked (weekly at the start of a semester) by School Directors of Student Engagement and Senior Tutors, who decide upon the best strategies for intervention with students who are disengaging.

Hosted within Student Services, the dedicated Interruptions to Study Service supports students who are considering voluntary withdrawal from their Programme. The Interruptions to Study Service supports students to make an informed choice about their future. Staff in the service meet with students individually and discuss the range of options available to them. Typically, each year around a third of students choose to continue their studies after receiving support from this service (37% in 2017/18).

The mainstreaming of these enhancement projects is reflected in our Student-led Teaching and Learning Strategy. The Strategy commits to a holistic framework to promote and support student retention, including the supportive summer re-assessment period, and continued development of the University-wide learning 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 2018, for instance, two leading Bangor academics in the School of Music published an extensive companion to Welsh Music, straddling centuries of musical tradition. Also published during the same year were the first two e-textbooks in a series of multi-media Sociology resources by two Bangor lecturers. Both examples, 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 across the school and university sectors, and in the case of the Music companion, 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.

Another barrier that can discourage students from making the Welsh-medium choice is a general lack of confidence in their own Welsh language skills. In a concerted attempt to address this issue, substantial progress has been made over the last five years in embedding Welsh language skills sessions in first year skills modules across a number of disciplines, ranging from Social, Natural and 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, a qualification recognised by numerous employers based in Wales that serves as evidence of students' language skills and their ability to work through the medium of Welsh.

Bangor University is committed to *"a healthier Wales"* and *"a society in which people's physical and mental well-being is maximised"* (Well-being of Future Generations (Wales) Act 2015).

The University has a reputation for high quality support for disabled students. As well as maintaining high levels of central support for disabled students, the University will

continue to develop its inclusive practice within academic schools informed by student feedback and in consultation with specialist staff in Disability Services. In line with the sector, the number of students with mental health conditions entering the University has increased, 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 current Student Mental Health Strategy Group has the following aims:

- Investigate the development of activities that foster the resilience and self-reliance of students.
- Foster a University-wide approach to promoting mental wellbeing.
- Continue to deliver a programme of Mental Health First Aid to staff across the University, prioritising Students Union and other key staff.
- Promote a flexible range of responses for students seeking mental health support.
- Continue to collect relevant data that assists our knowledge of student mental ill-health, prevalence and outcomes.
- Encourage involvement from student bodies and other stakeholders.
- Promote organisational resilience in assessing and responding to mental health crises.
- Support and advise Students Union staff in development of peer-led support activities.
- Further enhance Welsh Language provision for student mental health including the exploration of viable external Welsh Language resources.

The new Student-led Mental Health Strategy is in progress, which will further advance the above aims in collaboration with our Students' Union and student body. Some practical examples of the fulfilment of these aims include increased staffing levels of our Mental Health Advisers to ensure that students can readily access appropriate support during their studies. The Mental Health Advisers run drop-in sessions with the Students' Union to raise awareness and encourage engagement with support, and these are very well utilised by students. Introducing a self-assessment form where students are triaged more appropriately by Mental Health Advisers has freed up more appointments and helped to better prioritise advisers' time.

The Mental Health Advisers provide a rolling programme of Mental Health First Aid training for all categories of staff. This externally accredited course develops the skills of staff in supporting and responding to mental health issues. To enable us to support as many staff as possible in building their awareness of how best to support students' mental wellbeing, we have used an external training package to supplement our face-to-face training for staff.

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 to recognise the importance of providing adequate mental health systems and services in the Welsh language, and to respond to recent national policy documents and proposals:

<http://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/framework.aspx> and IPPR's 2017 'Not by Degrees' Counselling Service.

The Students' Union will continue its priority work around Student Mental Health, developing bespoke student led initiatives alongside specific initiatives aimed at Welsh speakers in conjunction with the local health board and charities, online provision through Big White Wall and information and guidance campaigns at key times of the year. In addition, as outlined in the strategic rationale section, the Students' Union is currently collaborating with the University to produce a brand new Student-led Mental Health Strategy. A staff-student steering group has been set up and a number of sessions will be held with students to allow them to direct the development of the strategy alongside the University.

The University's Counselling Service has an operational plan that is reviewed annually. This covers 5 main areas:

- Continue to provide a range of effective therapeutic and psychological interventions for students.
- Develop and support activities that foster the emotional resilience and self-reliance of students.
- Continue to monitor, measure and demonstrate the effectiveness, impact and value of our services to the University and its students.
- Improve appropriate referral routes and build on collaborative partnerships with other teams, services and departments.
- Maintain and enhance competencies and wellbeing of Service staff to enable them to meet service demands and provision.

The Counselling Service has diversified the support it provides so that group sessions, mindfulness training and online resources are now built into the service's provision. Psycho-educational training sessions on 'Building Emotional Resilience' have been developed 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, emotional regulation training courses using Dialectic Behavioural Therapy have been developed 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 additional groups have been run. This initiative was shortlisted for a Times Higher Award 2018 for Outstanding Support for Students. Mindfulness Based Stress Reduction courses are run for all students with specific materials developed for international students. Each counsellor is involved in an outcomes and evaluation project to engage all staff with the process of developing evidence of the value and impact of their work with clients and across the University. We 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 practice. We have also developed a research project with our School of Psychology to measure the impact of interventions on the emotional resilience of our students. The Head of Service also 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.

Objective 4: Promoting an Inclusive Environment and Education

The University is committed to "*a Wales of cohesive communities*" which fosters an "*attractive, viable, safe and well-connected*" 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 extracurricular 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 450 Peer Guides to welcome new students to the University. 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. We provide a diverse range of case studies; for example, we include one on supporting a student who is a care leaver so that Peer Guides can 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-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, LGBTQ+, 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 Pontio, the University's arts centre.

The University has dedicated staff resource to support the development of an inclusive University community. The Student Equality and Diversity Officer leads a university-wide strategic approach to ensuring a safe and inclusive campus in line with the recommendations of the UUK Taskforce on hate crime, harassment and violence against women. The Student Equality and Diversity Officer is available to provide individual support to students reporting harassment, hate crime or sexual violence, and works in collaboration with other support services, academic staff, disciplinary officers and external agencies to provide a single point of contact to students who make reports. The role also involves providing advice to staff on how to best support students who experience harassment, hate crime or sexual violence, and working with the relevant task groups in the University to develop policies, staff training and advice and information to ensure a consistent institutional approach to these issues.

The University will collaborate with the Students' Union to facilitate a Carer Peer Group, run solely by student carers. The University's Widening Access Centre will manage an Instagram page to provide a point of information as and when requested by student carers themselves.

Studying at our University gives students an opportunity to contribute to “*a society that promotes and protects culture, heritage and the Welsh Language*” (Well-being of Future Generations (Wales) Act 2015) through engagement with new cultural experiences. We will continue to support the UMCB (Welsh Students’ Union’s) 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 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); LGBTQ+ (awareness training, gender neutral campaign for toilets; “Out in Sport” campaign to eliminate homophobia in sport); promote the Zero Tolerance to harassment Policy; and work around how to achieve a more diverse and inclusive learning experience as part of the 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, LGBTQ+ history, and the use of gender-neutral and non-heteronormative language.

The Students' Union has collaborated with the University to develop a Student-led Teaching and Learning Strategy which sets out how the University's curriculum will promote a supportive, multicultural environment, embedding inclusiveness through the following commitments:

- Continue to embed diversity and inclusivity in the curriculum, to ensure that all students feel fully able to contribute and engage in their learning. This should include mentoring for staff and Postgraduates who teach, to ensure module content is diverse, relevant and representative of student population.
- Introduce programme-level evaluation including questions on course diversity and inclusivity to ensure that where students have met with unnecessary barriers to learning this is fed into curriculum review and design.
- Through diversifying assessment methods we will avoid over-reliance on examinations, promote innovative and inclusive assessment practices, and a wider range of feedback opportunities.
- Introduce regular Course Representative 'partnership working' sessions with School Directors of Student Engagement to increase support for course representatives and encourage diversity within meetings.
- Ensure students are better inducted into a higher education learning environment, developing students' skills as independent learners and providing an experience tailored to students' individual needs.
- Develop inclusive institutional approaches to ensure we continue to meet the needs of all our students, including widening participation students, mature students, disabled students, and other groups known to be at a higher risk of non-progression.

The Students' Union will provide training for students who are involved in module design and revalidation activity. This training will focus on how to identify issues relating to an accessible and inclusive curriculum. The Union will work with schools to increase representation, particularly for BME students, and will ensure they are supportive when discussing barriers they face in accessing the curriculum. The Union is supported in this work by the National Union of Students (NUS) and is continuing to strive for an accessible and inclusive curriculum, and in particular a reduction in the attainment gap.

The University supports the Students' Union in developing an active, University-wide course representative system. The Students' Union will work with Schools to ensure a streamlined and effective representation system. The Students' Union will also identify gaps in representation, and, if identified, support the school in electing students into those representative roles; for example, increasing representation at a school level for international students, where the cohort is particularly large. The Students' Union will also work with all Schools to increase representation for Welsh-speaking students, so that all Schools have a Welsh Medium Course Representative. The Students' Union will also provide a Welsh Course Representative Council.

International student mobility is beneficial to both institutions and students to promote an "*internationally excellent higher education*" (HEFCW Corporate Strategy 2017-2020). 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 mindset. 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.

We will continue to provide Widening Access Internships: eight, week-long 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 maximum value is provided by not allowing previous experience to be a criterion for selection. Instead, the hosting academic or central service department 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 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.

Promotion of Higher Education – Objectives, Activities and Targets

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

Objective 5: Ensuring an Excellent and Consistent Student Experience

We will ensure continuing efforts are made to deliver a consistent and excellent student experience which recognises “*the diversity of the student experience*” (HEFCW Corporate Strategy 2017-2020). 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 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 ensure *"that the student perspective is properly represented"* (HEFCW Corporate Strategy 2017-2020) including dedicated members of staff in Schools to help support it; research and analysis capability for academic representation projects, ensuring that the Students' Union work is student-led and evidence-based; the Student Experience Report (previously the Annual Student Statement); NSS action-plan days; the Student-led Teaching Awards; and student submissions to the Internal Quality Audit and re-validation processes.

The University will continue to invest in Library resources and facilities to maintain a high level of student feedback in the NSS. 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.

- Development of the online reading list system continues, ensuring availability of core electronic and print books and a tailored digitisation service for journal articles and book chapters.
- The University is investigating the purchase of electronic text-books.
- The More Books Service provides items requested online by students for resources that would be beneficial to their studies and enhance the Library's collection.
- The University will continue to offer a central inter-library loans service with improved response times due to new all-Wales reciprocal borrowing initiative.
- Ongoing development of Library Search enhances the ability of students to discover a breadth of print, digital and electronic resources.
- The University will continue to offer a Library Chat service and associated bilingual FAQ page.

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 are for lost items, late recalled items (i.e. books wanted by other students) or late short-loan items.
- Implemented online fines payment.

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 multiple accommodation-related awards in 2018:

- What Uni Student Choice Award – Best Accommodation
- National Student Housing Award – Best Student Broadband
- National Student Housing Award – Best Environmental Management
- National Student Housing Award – Quality Mark for International Accommodation
- Student Crowd Accommodation Award (studentcrowd.com is a website where students can submit reviews for various aspects of their University).

International students add to the richness and diversity of the student body and are, therefore, welcome and valued. We will contribute to building “*internationally excellent higher education*” (HEFCW Corporate Strategy 2017-2020) through provision of 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.

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.

Objective 6: Contributing Towards Civic Engagement and 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 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 school pupils, college students and teachers/career advisers. Subject-specific support such as Maths Masterclasses and revision courses/resources will continue to be provided, as well as opportunities for HE experiences and engagement throughout events such as Summer Schools and Student Shadowing Days. The teachers and advisers events will provide

updates on developments in higher education (UCAS trends, entry tariff, etc.) as well as useful support for schools in the delivery of the Welsh Baccalaureate.

The University recognises the need to “*promote a system of HE that is financially, economically, socially, and environmentally sustainable*” (HEFCW Corporate Strategy 2017-2020) and 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.

The Students’ Union’s 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 one of the top Students’ Union in the UK for sustainability.

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. 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. Work has also begun in partnership with local dementia groups, with more student projects and training planned for the year ahead. 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 to develop partnership and opportunities within the community for students to influence and shape their local community and ensure that students continue to add value and support local and regional development. Students are

provided with the means to engage with local community groups to develop projects and initiatives, enabling the continuation and development of activity and the long-term development of relationships with key stakeholders in the community. The University Student Housing Office together in collaboration with the Students' Union, the County and City Councils, and external businesses and landlords, work to develop relationships between the student community and permanent community in Bangor. This helps to tackle shared issues such as housing standards, waste and recycling, local public services and much more.

The University's Widening Access Centre was established to provide vital links with local communities by channelling the University's resources and expertise in ways which help raise the aspirations of individuals of all ages, who have little or no experience of higher education. Our widening access resources are used to help facilitate community connections, and the Centre has established a North West Wales Widening Access Forum consisting of a broad range of people active in their individual communities. This opens up a two-way channel of communication to benefit of a wide range of community stakeholders in the region.

During 2020/21 the University's Widening Access Centre will further build a number of community partnerships: special needs schools in the region; Youth Justice; Treborth Botanical Gardens, providing opportunities for a range of vulnerable adults and older people dealing with loneliness; Conwy Family Centres; Youth Shedz project (Blaenau Ffestiniog).

Objective 7: Strengthening Graduate Employability

The University contributes to a "*prosperous Wales ... which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities*" (Well-being of Future Generations (Wales) Act 2015) The employability of our graduates remains a priority and we adopt a university-wide approach to continuously developing our provision and support for our students' success.

The Students' Union has collaborated with the University to develop a student-led teaching and learning strategy which sets out how the University's curriculum will enhance the employability of our graduates through the following commitments:

- Provide opportunities, embedded within the curriculum, for students to develop their skills, experiences and confidence to fulfil their goals, including increasing the number of opportunities for students to gain experience relevant to their careers and ambitions.
- Focus on actively promoting the Welsh language as an employability advantage, developing skills through varied and innovative Welsh-medium study opportunities.
- Broaden staff and employer contributions to curriculum development, ensuring we draw upon a diverse range of opinions and experience.
- Embed opportunities for graduate skills development through assessment practices (e.g. presentations) into all levels of the curriculum.

Our commitment to engaging with employers in the delivery of our employability provision continues as we recognise our responsibility to *“contribute to the economy and to society ... by providing employment-relevant skills at all levels.”* (Professor Sir Ian Diamond: The Review of Higher Education Funding and Student Finance Arrangements in Wales, September 2016). We will continue to maintain an 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.
- 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 using our online Employability Hub and the Higher Education Achievement Report (HEAR), as outlined in the Welsh Government Policy Statement area of Employability.

The Employability Hub provides all our students with an online facility for the validation of the extracurricular activities and work experience to be included in section 6 of the HEAR. This facility includes the widest possible range of activities including Students’ Union volunteering, clubs and societies and the course rep system, so that all students have the opportunity to enhance their HEAR through the inclusion of any of their employability-relevant extracurricular activities.

We have embedded employability by establishing employability-related sessions within every academic School and will continue to provide timetabled employability sessions, alongside co-curricular School and College events designed to offer opportunities and enhance personal development.

The University is working towards providing every student with a work placement opportunity as part of their degree programme, and we are aligning our school-based employability provision to this new development. We will tailor our school-based provision so that it prepares students for their work placement and helps them to get the

most from the opportunity through reflection and training in how to evidence the value of the placement to future employers.

Bangor University has implemented a new employer vacancy system which also provides booking, evaluation and reporting facilities for all aspects of employability provision, including automatic enrolment for students within their University login. The automatic enrolment and streamlined experienced will raise the profile of employability provision amongst our students and provide them with access to 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@bangor.ac.uk 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. The system will also facilitate and support the work placement opportunities offered to students within their degree programmes.

We continue to collaborate with employers to increase the number and range of developmental opportunities for our students through events, workshops, competitions, internships and placements. Examples include:

- Continued close working with Santander Universities who provide funding for an internships scheme that we run on their behalf providing over fifty funded work placements.
- Career planning information sessions and workshops for students with partner organisations such as the NHS, Virgin Media, Virgin Start-up, Santander, Siemens, Civil Service Fast Stream, Aldi, and Enterprise Rent-A-Car.
- Heritage Lottery Funded Project, in partnership with St Asaph Cathedral, working with Bangor University on a project that will provide work placements for History, Philosophy and Religion, Welsh, Business and Marketing students. This partnership project with the University will provide subject specific work experience and research skills for Bangor University students as well as supporting the development of specialised skills that are relevant to employers within the region.
- Continued extension of our portfolio of work placements and developing the employee supply chain: working with local employers such as Betsi-Cadwaladr University Health Board, M-SParc, Natural Resources Wales, North Wales Magazine, the Princes Trust, North Wales Wild life trust, and Exercise Referral Scheme, Anglesey Council.
- Increased support for enterprise and entrepreneurship: more one-to-one business mentoring and co-curricular sessions, ongoing support for the Enactus society who promote social enterprise, providing opportunities and funding to test trade and undertake market research, prototyping through Arloesi Pontio Innovation, provision of free incubation space at M-SParc and opportunities to network, pitch ideas and participate in a wide range of internal and external enterprise competitions.
- Showcasing the employability of our students: the annual Employability Celebration Event brings together employers, academic staff and students for an

evening of student employability presentations and the Employability Excellence Awards (sponsored by our employer partners).

- Bangor's own funded internship scheme will continue to offer over 65 paid internships across a wide range of the University's academic schools and service departments. One of the two schemes is specifically for widening access, however both schemes provide a supportive environment for graduate level work experience. 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.

The Skills and Employability service continues to increase the range and number of central events and workshops, working with employers and alumni who provide sessions that promote their organisations but also give our students an insight into the expectations of and criteria used by graduate employers. Individual advice is available to support students in their career planning.

We continue to work with HEFCW to implement the GO Wales: Achieve through Work Experience project which complements the Bangor-funded opportunities provided to our students: www.hefcw.ac.uk/policy_areas/business_and_communities/go_wales.aspx.

This funding provides additional resources for employability-enhancing support work with young students who face barriers to employment and are deemed at increased risk of not being in employment, education or training after completing their studies.

The project can work with 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, including mental health conditions;
- Are a care leaver
- Have caring or childcare responsibilities
- Are from a Black, Asian or minority ethnic background;
- Are from UK low participation neighbourhoods.

Working towards targets set by HEFCW, Project Advisors support eligible students, both practically and financially, by sourcing and arranging flexible, tailored work experience opportunities with local companies. This intervention enables participants to gain essential workplace skills and knowledge alongside their academic studies.

Progress is monitored and assessed to ensure key employability skills are developed to sufficiently enhance career prospects, signposting to mainstream careers service provision where necessary. The project is proving to be a valuable addition to Student Services by linking pastoral care and support with employability, to help ease the transition from Higher Education into work.

Good employer links and relationships have been established in a range of sectors, offering distinct opportunities to students based on career interest and availability. The project also works collaboratively with internal and external partners to deliver on key Welsh Government agendas such as Widening Access, Economic Priority Sectors and the Well-being of Future Generations Act with an emphasis on creating a sustainable and diverse workforce.

The Students' Union continues to provide structured opportunities for leadership development for their student leaders including an annual student leadership conference 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.

Monitoring and Evaluating Fee and Access Plans

Since the introduction of the initial fee plan, each subsequent iteration has involved detailed discussions around narrative, levels of expenditure and targets that have involved the Students' Union, senior management, and key professional service managers with responsibility for those areas being developed as part of the ongoing commitments identified in the plans. This Fee & Access Plan Group, chaired by the Pro Vice-Chancellor (Students), oversees the annual monitoring and evaluation of the effectiveness of the University's fee and access plans, in addition to the required interim monitoring. The Group's terms of reference are as follows:

1. Commission a rolling programme of evaluation for all fee and access plan activities to inform future planning
2. To ensure compliance with the general requirements of the University's fee and access plan.
3. To monitor compliance with the fee levels established in the University's fee and access plan.
4. To monitor performance against the objectives established in the University's fee and access plan.
5. To report an annual summary of the annual monitoring and evaluation process to the Governing body or, by delegation, one of its Committees.

6. To report to the Governing body or, by delegation, one of its Committees annually (or by exception) via the annual monitoring procedure.

The University's governing body, the Council, delegates authority to its Finance and Resources Committee, which reviews each fee and access plan, including the appraisal of progress against previous plans, and a summary of the annual monitoring and evaluation process undertaken by the Fee & Access Plan Group. Through receipt of this report (prior to submission to HEFCW), the Finance and Resources Committee, including its representation from the Students' Union, ensures compliance is monitored on behalf of the governing body.

The Council receives an annual KPI benchmark report at its December meeting, covering the KPIs in the University's Strategic Plan, and indicating how performance compares against fee and access plan targets, where these form part of the University's KPIs. Officers of the Students' Union are also members of the University Council and are involved in this monitoring process at that level too.

From 2019/20, the Fee and Access Plan Group shall include the preparation of a rolling programme of evaluation for all fee and access plan activities to inform future planning.

APPENDIX: Strategic Review of Previous Plans

1. Widening Access to Higher Education

Bangor's Talent Opportunities Programme (TOP) has continued to work with secondary schools in the former Communities First catchment areas and low-participation wards to raise educational aspirations and awareness of higher education amongst under-represented groups. 2228 pupils were reached in 2017/18, just short of the 2500 target; time and staffing constraints in individual schools, and not expanding to the intended extra school has impacted on the number of pupils chosen to participate in the programme, affecting the overall target. However, there has been overall success in this area (with targets 9, 12, 22 and 23), and through complementary activities including facilitating visits from primary school pupils and parents from former Communities First catchment areas, as well as supporting community-based events to target young people outside of the school environment. The number of Welsh Baccalaureate coordinators and year 12 pupils forecast to attend the respective University-arranged conferences significantly exceeded target, by 20 and almost 400, respectively.

The University continued to organise a range of higher education taster activities, including a three-day residential Summer School aimed at year twelve pupils with no family background of higher education, accommodating 50 in 2017/18; ten above target. Additionally, student shadowing days were held 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 has continued 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. The University has continued to make available its bilingual science revision app to support year ten and year eleven pupils throughout Wales with their GCSE Science revision. In addition, a total of 651 pupils attended the AS and GCSE Science revision courses for years ten, eleven and twelve pupils held at the University during Easter 2018, far exceeding the target of 550. The University has also continued to organise a range of higher education taster activities, including subject-specific seminars and HE conferences with the aim of introducing year twelve pupils to specific subject areas.

The University continued its science engagement activities aimed at encouraging more female students to follow STEM courses and careers. Bangor Science Festival offered a range of events promoting science as a career, and the University also arranged visits and presentations from female Bangor alumnae who have developed careers in STEM; this included National Women in Engineering Day talks for students. In addition, 14 year-old girls from 7 schools across Gwynedd, Môn (Anglesey) and Conwy visited the University's science departments to take part in "Discover Science Workshops for Girls" activities, aimed at encouraging female pupils to study STEM subjects in the future.

The University has continued to fund GwE-facilitated sessions with parents as part of the Headsprouts programme and has also worked with RWP on existing projects: Bright Sparks, and the STEM Family Challenge. There has been continued involvement in the former

Communities First areas of Anglesey, Bangor, Caernarfon and Dyffryn Nantlle, and an extension to communities in northeast Wales.

In partnership with local authorities and relevant agencies and organisations, the University continued to support care leavers and student carers by hosting events that raise aspirations towards higher education. Support continued to include pre-entry guidance during the University's application and admissions process, and help with applications to student finance. A named adviser continues to be available to provide confidential support throughout the degree programme. The University provided information regarding provision and support to Leaving Care Teams within Local Authorities throughout the country. Following a successful first residential event for young carers in 2017, the University continued to offer an annual event for prospective students with caring responsibilities, exceeding the target of 40 by 10. Also, the University continued 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 University's Widening Access (WA) Centre has continued to raise awareness of widening participation, working closely with various community, regional and national partnerships, including the continuation of the North West Wales Widening Access Forum, comprising members of University staff, the Reaching Wider Partnership, former Communities First areas, and members of organisations active in community engagement and raising aspirations. Alongside the University's academic Schools and Students' Union the Centre has supported the development of: 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 student-led projects to support prospective students into University. Through the WA Centre, the University has continued to work in partnership with GwE to further develop the Family Learning Signature with a view to providing family-identified interventions in raising aspirations and removing barriers to further study.

The WA Centre held the second Young Carers residential event in April 2018 with 47 individuals attending. This event was in partnership with Carers Trust Wales and supported by Action for Children, WCD and CREDU. A programme of taster sessions with academic members of staff formed part of the event, as well as social activities in partnership with the Students' Union and the Canolfan Brailsford sports centre. NMWRWP led on the work with care leavers, providing training support through the "What About Me?" project, funded by them. Some activities were funded specifically for Care Leavers, for example the Forest School initiative, and financial support in the form of a £1000 bursary is available to all student carers meeting the required criteria.

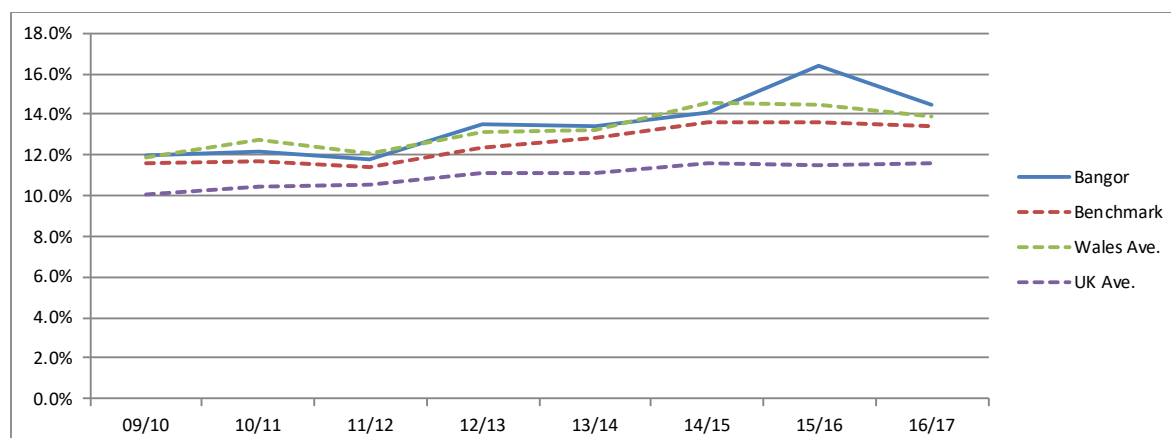
The University continued to offer a 60-credit Access programme through a partnership involving the OU, CCC, FE and HE institutions and NMWRWP. The programme provides free places for students from Communities First areas, funded by NMWRWP. The University has undertaken to offer an interview to any student who has completed the OU's Access level module successfully.

The University worked in partnership with Coleg Cymraeg Cenedlaethol with the primary school sector, raising the aspirations of pupils studying through the medium of Welsh, in particular for young carers, running coding workshops in both mainstream and SEN schools.

The University worked with Grŵp Llandrillo Menai to expand British Sign Language provision, and supported the annual 'Clust i Wrando/Lend Me Your Ears' one-day conference on deaf awareness.

Means tested bursaries of £3.1m were paid to 3,363 new and continuing undergraduate students in 2017/18, exceeding the number forecast, but spending less than anticipated due to the reduced fee income from recruitment. The University continues to support its care leavers with a £1,000 bursary and with a dedicated advisor within the Student Support Service. In 2017/18, there were 20 care leavers registered at Bangor with an additional care leaver choosing to withdraw from study due to ill health. Student Support continues to work with Bangor's Widening Access Centre to encourage care leavers to consider Higher Education. The University continues to provide its hardship fund for students facing unexpected financial hardship whilst studying. The £200k fund was underspent by 30% in 2017/18, but, as this is demand-driven, it is difficult to forecast its requirement.

There was an increase on the numbers from 2016/17 for students domiciled in the bottom quintile of wards in the Welsh Index of Multiple Deprivation or in Communities First cluster areas in 2017/18. Whilst the numbers fell just short of the forecast target, the percentage was exceeded. Similarly, with the UK domiciled young full-time undergraduate entrants (UKPI T1b, below), the number fell just short of the target, but the percentage was met and the benchmark has been consistently exceeded, outperforming Wales and the UK.



T1b: Young full-time undergraduate entrants from low participation neighbourhoods (NEW methodology, POLAR3)

The University is delivering on this objective and needs to sustain investment in this area to retain performance at the benchmark level.

2. Expanding Welsh-medium Higher Education

The University continues to support the Welsh Government's vision as set out in its 'Cymraeg 2050' strategy (2017) and is fully committed to playing its part in realising the Welsh Government's aim of growing the number of Welsh speakers to one million by 2050. The University's success in this area was recognised in 2018 through the Quality Enhancement Review, undertaken by the QAA, which commended "the deeply embedded bilingualism in all aspects of university life, which positively impacts on student experience".

A bursary scheme continued to be offered 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. This bursary scheme has exceeded its target for 2017/18 by 130 students, compensating somewhat for the relative drop of 114 (compared to forecast target) in those studying 5 credits or more.

The University continued 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. A particularly important promotional initiative aimed at newly recruited students is the production of a full-colour gazette of all first-year Welsh-medium modules which is distributed to every Wales-domiciled student in advance of Welcome Week. These students are also encouraged to attend a specific Welsh-medium event during Welcome Week; at this event, students can meet lecturers who teach through the medium of Welsh as well as find out more about the Welsh-medium / bilingual modules that are available to them. Students are also reminded about the University's Welsh-medium bursaries, as well as the additional Coleg Cymraeg scholarships available in specific subject areas.

The University, both centrally and through academic departments, increased the number of Welsh-medium sixth-form students attending Welsh medium revision/study-days in targeted regions in Wales, exceeding its target by 80 individuals.

Students continue to be encouraged to recognise their Welsh language skills through the Bangor Employability Award and are made aware of how their language skills can be applied to their future careers. A Welsh jobs fair, featuring a host of employers who are actively recruiting bilingual personnel, was introduced in 2015, and has continued to be held annually as a means of manifesting the link between developing high-level Welsh language skills and employability.

The University is delivering on this objective and needs to sustain investment in this area to retain performance at the benchmark level.

3. Providing High Quality Academic Support to Increase Retention and Completion of Under-Represented Groups

Bangor University has continued to reaffirm its commitment to improving retention. Retention of 2015/16 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 and one that is improving at a

faster rate than the University's benchmark. The latest published figures show Bangor University outperforming the adjusted sector benchmark, and both Wales and UK sector averages for three consecutive years.

With the backdrop of an agreement to collaborate with Jisc, to use learner analytics to improve student support and learner outcomes, in 2017/18, the University fully introduced its in-house learning analytics system, having worked in collaboration with staff from IT Services, Computer Science and the Student Engagement Unit. Based on the principles of creating a system that is supportive, transparent, and easy to use, the new platform is now being used to support academic staff in staging early interventions with students who appear to be struggling, with a view to supporting the student in re-engaging as early as possible. The system allows students to see their own attendance patterns and how they compare with the maximum possible engagement they could achieve.

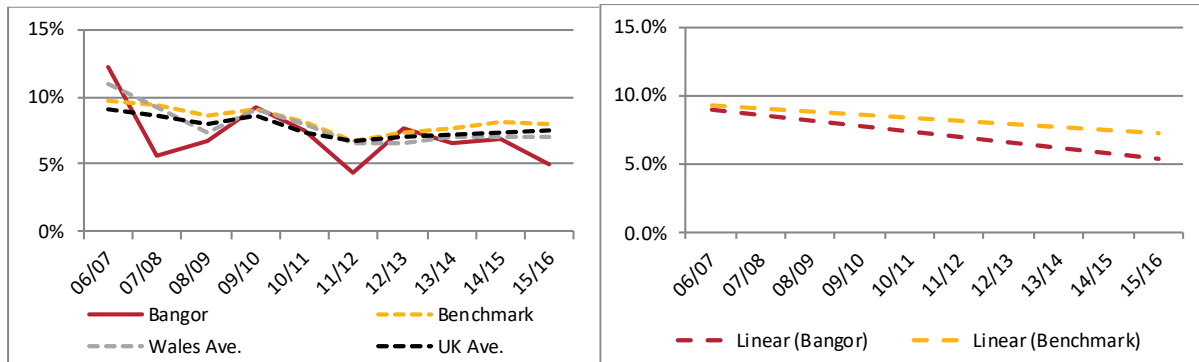
Underpinning the technology is a system of staff support. Coordinated by CELT and the Student Engagement Unit, this University-wide effort has involved each of the academic Schools, and complements the approach to centralised attendance monitoring. Student engagement graphs are regularly checked (weekly at the start of a semester) by School Directors of Student Engagement and Senior Tutors, who decide upon the best strategies for intervention with students who are disengaging. In its pilot year of 2017/18, this effort has been particularly focused on first year students, ensuring they receive the appropriate support to successfully transition to higher education study. Directors of Student Engagement have been evaluating the approach, and the University will build on the conclusions of this pilot at the end of the current academic year. The development of further tools is planned to interrogate the data for behavioural trends.

Hosted within Student Services, the dedicated Interruptions to Study Service supports students who are considering voluntary withdrawal from their Programme. The Interruptions to Study Service supports students to make an informed choice about their future. Staff in the service meet with students individually and discuss the range of options available to them. The table below demonstrates the effectiveness of this service in supporting students to continue with their studies:

	2013/14	2014/15	2015/16	2016/17	2017/18
Students seen by the service	294	421	378	278	289
% students continuing to study following support	42%	49%	44%	35%	37%

Numbers of students using the Interruptions to Study Service, 2013/14 - 2017/18

The primary national performance indicator for non-continuation, published annually by HESA, shows a continued downward trend (i.e. improvement) for Bangor (as detailed in the chart, below). Adding a linear trend line to the Bangor University data and its benchmark, highlights this sustained downward trend (i.e. improvement) over a number of years, but also shows a trend for Bangor University that is both outperforming and improving at a faster rate than the University's benchmark.



UK Performance Indicators in Higher Education

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

The University's continued investment in its Study Skills Centre to support retention and academic progression is considered to be of continued value to its students; feedback from 2016/17 showed measures of satisfaction to be above 90% across all aspects of the service, and over 80% of responding students reported that their grades had improved following their use of the study skills and maths/statistics appointments. Recent evaluation of embedding study skills provision within academic schools has shown a positive impact on student attainment in the related assessment tasks compared to previous years where the Study Skills provision was not provided. This positive impact has been in terms of both an increase in high attainment as well as a reduction in the number of students failing the assessment tasks. This evidence of value of the Study Skills Centre's embedded work within the disciplines has been shared through the University's Teaching and Learning Task Group in order to support increased take up of the provision from academic schools. All but three academic schools have taken up this opportunity, and the recent institutional restructure means 2 of these 3 are now merged with already-engaged schools, which should aid future engagement.

Increased information skills support continued to be provided by the University's Library and Archives Service in 2017/18. Academic Support Librarians deliver stand-alone and embedded skills sessions across all subject areas; these include digital literacy, referencing, finding and evaluating all teaching, learning and research resources. The service also continues to develop 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.

After the University's successful bid, in 2015/16, in securing funding via the HEA's "Transition, Retention and Attainment" strategic engagement programme to develop learner analytics and supplementary assessment design, a successful pilot programme has been rolled out across the University, 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 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.

To assess the impact of appointments on attainment, an online survey was conducted for all students who had used Study Skills appointments. 82.3 % of respondents stated that their appointments had helped them to improve their writing, and 82 % of those who had received grades subsequent to their appointment reported that their grades had increased.

In student-reported measures of impact, 71% of respondents strongly agree or agree that Disability Services have been a significant factor in continuing at university. 72% of respondents reported that Disability Services helped them to achieve their learning goals.

Through Counselling Service evaluation 82% of responding students said that counselling had been an important factor in improving their overall university experience; 64% reported that it had been a significant factor in doing better in their academic work, and 64% reported that it had been a significant factor in staying on at university.

The Money Support Unit also contributes to aiding retention and completion. We assessed the impact of the hardship funds by asking students about the difference the funds have made to their university experience. For 2017/18, from our survey we know that 29% of responding students would not have continued their studies had they not received financial assistance, and 50% said they would not have done as well in their studies without the financial support. 79% said that the funds had made a significant difference to their quality of life as a student, with the remaining 21% reporting it made some difference.

The University is delivering on this objective and needs to sustain investment in this area to retain performance at the benchmark level.

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

The University continues to prioritise investment in those areas that support equality of opportunity, and students from groups under-represented in higher education. Recognising the significant additional efforts to attract “hard to reach” prospective students and the additional academic and welfare support required to ensure an inclusive environment and curriculum for groups under-represented in higher education, the University is committed to allocating fee and access plan investment to support these areas.

The University continued to provide additional investment in Student Services in order to meet the needs of an increasing number of disabled students. It has further developed the Social Eyes programme which supports its autistic students; the programme now includes not only social skills but also mindfulness and CBT in ways that are useful to the needs of students. As well as maintaining high levels of central support for disabled students, the University continues to develop its inclusive practice within academic schools informed by student feedback and in consultation with specialist staff in Disability Services.

The University continued to develop and extend its provision to ensure a holistic and University-wide approach to mental wellbeing, which aims to promote resilience, recovery,

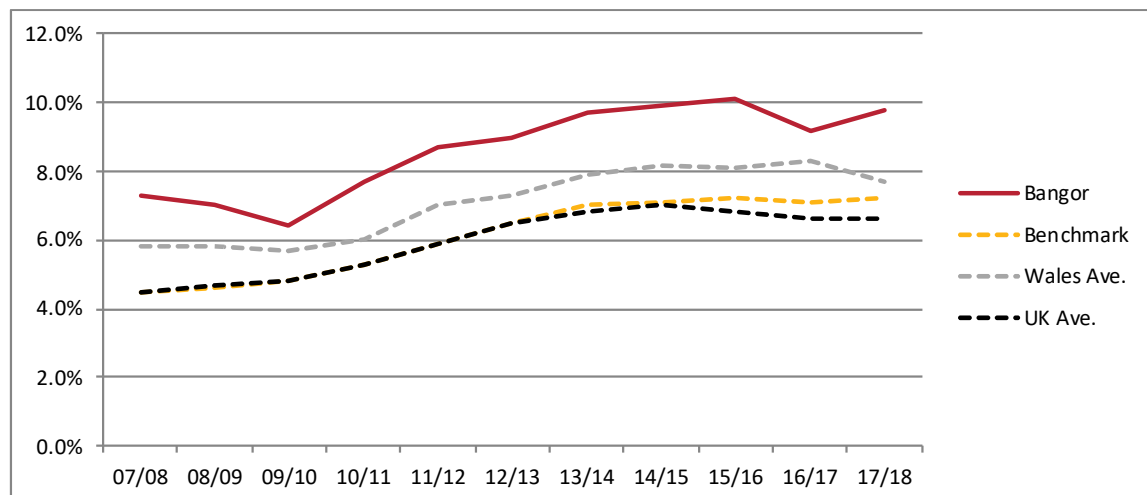
ownership and empowerment. The Mental Health Advisers run drop-in sessions with the Students' Union to raise awareness and encourage engagement with support, and these are very well utilised by students. Introducing a self-assessment form where students are triaged more appropriately by Mental Health Advisers has freed up more appointments and helped to better prioritise advisers' time.

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 both institutional and national levels to influence policy makers at Welsh Assembly to recognise the importance of providing adequate mental health systems and services in the Welsh language, and to respond to recent national policy proposals.

The Counselling Service has diversified the support it provides so that group sessions, mindfulness training and online resources are now built into the service's provision. Psycho-educational training sessions on 'Building Emotional Resilience' have been developed 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, emotional regulation training courses using Dialectic Behavioural Therapy have been developed 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 additional groups have been run.

CCAPs, the methodology used to measure clinically reliable improvement for clients of university counselling services, has changed its reporting of outcomes. Instead of a national average, it now presents benchmarking data as rankings. Bangor in 2017/18 was in the 93rd percentile (top 7%) for clinical outcomes for universities using the methodology. The University's target for future years is to maintain the position of being within the top 25% for clinical outcomes.

The percentage for the participation of full-time, undergraduate students in receipt of Disabled Students' Allowance (UKPI T7, below) fell short of the forecast amount. However, the target was to maintain performance above the benchmark; the latest published benchmark (16/17) was 7.2%, which was exceeded by the 9.8% participation.



T7: Participation of students in receipt of Disabled Students' Allowance (DSA) (full-time undergraduate)

The University is delivering on this objective and needs to sustain investment in this area to retain performance at the benchmark level.

5. Promoting an Inclusive Environment

Equity and opportunity for all students has continued to be fostered through investment to provide access to all Students' Union sports clubs, societies and volunteering activities free at the point of delivery, regardless of the student's ability to pay. Continued funding has ensured that clubs and societies have fit-for-purpose facilities and equipment for club activities and has provided for one-off purchases of larger items of equipment. Funding has also continued to be made available for the purchase of the highest possible insurance for students undertaking activities through the Students' Union.

The University has continued 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, alongside other European and Asian languages.

The University has provided a dedicated staff resource to support the development of an inclusive University community. The full-time post of Student Equality and Diversity Officer will implement a University-wide strategic approach to ensuring a safe and inclusive campus in line with the recent recommendations of the UUK Taskforce on hate crime, harassment and violence against women. The Officer is available to provide individual support to students reporting harassment, hate crime or sexual violence, and works in collaboration with other support services, academic staff, disciplinary officers and external agencies to provide a single point of contact to students who make reports. The role also involves providing advice to staff on how to best support students who experience harassment, hate crime or sexual violence, and working with the relevant task groups in the University to develop policies, staff training and advice and information to ensure a consistent Institutional approach to these issues.

The University has built upon previous achievements and continued to identify further actions from its 2016-2020 Strategic Equality Action Plan: Equality Impact Assessments (EIA) ensure that documentation remains current and fit for purpose and that appropriate training and review processes are in place; the appointment and training of Equality Ambassadors in Colleges and Departments to share issues and best practice across the University; review of the University's on-line equality training module and continuation of the Equality for Managers course, using an external provider; developed the Executive team's equality briefings and extended them to include the University Council; provision of appropriate tailored training for front-line staff and student sabbatical officers; and, continued to prioritise issues identified by the University's Physical Access Working Group.

The Students' Union continued to support a number of activities aligned with the University's commitment to meeting its equality duties: Disability (lobbying on disability access issues, campaign for radar key access to disabled toilets, promotion of disability inclusivity training in sport); LGBTQ+ (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"; and, work around how to achieve a more diverse and inclusive learning experience for ethnic minority students.

The University remains committed to inclusivity and so it will be retaining this objective.

6. Developing and Delivering an Inclusive Curriculum

The themes around working in partnership with our student body and the Students' Union have continued to evolve further, demonstrating how these commitments have continued and how they remain a core part of the University's proposition in terms of ensuring continued high levels of student satisfaction. This is particularly evidenced through the development of a Student-led Teaching & Learning Strategy, which was authored in partnership between the University, the Students' Union and student leaders. The Strategy sets out how the University's curriculum will promote a supportive, multicultural environment, embedding inclusiveness through the following commitments:

- Continuing to embed diversity and inclusivity in the curriculum to ensure that all students feel fully able to contribute and engage in their learning
- Introducing programme-level evaluation, including questions on course diversity and inclusivity to ensure that where students have met with unnecessary barriers to learning this is fed into curriculum review and design
- Diversifying assessment methods to avoid over-reliance on examinations, promote innovative and inclusive assessment practices, and provide a wider range of feedback opportunities
- Introducing regular Course Representative 'partnership working' sessions with School Directors of Student Engagement to increase support for course representatives and encourage diversity within meetings

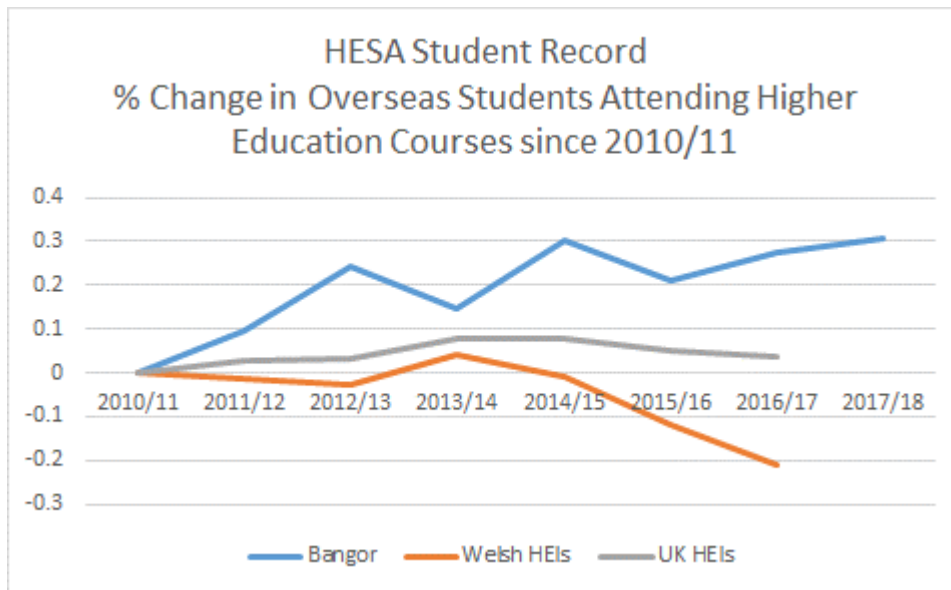
- Ensuring students are better inducted to a higher education learning environment, developing students' skills as independent learners and providing an experience tailored to students' individual needs
- Developing inclusive institutional approaches to address the needs of all students, including widening participation students, mature students, disabled students, and other groups known to be at a higher risk of non-progression.

The University's success in this area was also recognised in 2018 through the Quality Enhancement Review, undertaken by the QAA, which commended "the extensive and culturally valued partnership with students, which permeates all facets of university life".

The University has continued to provide Widening Access Internships: eight-week summer internships 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. The number of internships increased to 15 in 2017/18, exceeding the target of 12.

The University's Undergraduate Internship Scheme continues to ensure that maximum value is provided by not allowing previous experience to be a criterion for selection. Instead, the hosting academic or central service department selects 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.

The International Education Strategy has continued to ensure Bangor provides a relevant modern curriculum that is locally situated but globally applicable. This has included: internationalising curricula; ensuring teaching and learning approaches intellectually develop home and international students alike; and also encouraging and supporting greater outward mobility and an international experience for UK students. In 2017/18, the number of overseas students at the University was lower than anticipated, but the long term trend far outstrips the performance of the UK sector, against which the target was set, as demonstrated by the following chart:



The University remains committed to inclusivity and so it will be retaining this objective.

7. Ensuring an Excellent and Consistent Student Experience

The University has continued to fund a Pro Vice-Chancellor (Students) with overall executive responsibilities covering the student experience, student accommodation and sports facilities and strategy, in order to drive forward enhancements to the student experience.

The University has also continued to fund the Students' Union in support of projects designed for Union-University partnership-working for the further enhancement of the student experience, incorporating: 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.

Bangor University achieved an NSS overall satisfaction score of 88% in 2017/18, falling slightly from the previous year, 2% short of the 90% target, but maintaining its UK top 10 status and coming 3rd in Wales. Five subject areas are first in the UK for student satisfaction, a total of nine programmes achieved 100% satisfaction, and 22 subjects were placed in the UK top 20. The University's success in this area was a third to be commended in 2018 through the Quality Enhancement Review, undertaken by the QAA: "the systematic collection and use of student engagement and performance data to inform and enhance student support and academic progress". This exceeded our benchmark by 85%, in line with the target.

The University has continued to modernise its libraries, providing innovative technologically-rich spaces with collaborative, individual and quiet study areas, social learning areas, and specific postgraduate spaces. The Library service has continued 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 have continued to be involved with

projects to promote student awareness of the services and facilities offered by the Library, and obtain feedback on potential service developments and priorities. Based on feedback received the University has: reviewed its opening times for the libraries, 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; amended 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.

The Campus Life programme has continued to provide a diverse, alcohol-free, student-led social programme that is free to students as part of the holistic approach to providing the best experience of living in halls. The University has continued to invest in the development of its student community within halls, ensuring the 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.

The University is delivering on this objective and needs to sustain investment in this area to retain performance at the benchmark level.

8. Contributing Towards the Well-being of Future Generations

As part of the University's Education Liaison and Widening Access work, the University has continued to offer a wide range of services and activities to school pupils, college students, and those who advise them, including 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, and more support for schools in the delivery of the Welsh Baccalaureate currently being developed. The number of Welsh Baccalaureate coordinators and year 12 pupils forecast to attend the respective University-arranged conferences significantly exceeded target, by 20 and almost 400, respectively.

The University has continued to promote The Sustainability Lab as a high-profile corporate focal point leading on all aspects of its sustainable development. The University successfully achieved ISO 14001 certification (the internationally recognised standard for organisations that proactively control their environmental impacts through a formal Environmental Management System) for its commitment to continual environmental improvement, and the University is committed to retaining this accreditation. The Students' Union has continued to work 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 Union has also continued its work with the NUS Green Impact Award to ensure that they continue to be recognised as the top Students' Union in Wales for sustainability.

The University remains committed to inclusivity and so it will be retaining this objective.

9. Promoting Effective Community Engagement

Through the development of relevant services and projects, the University has continued 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. The University's Widening Access Centre has established vital links with local communities by channelling the University's resources and expertise in ways which help raise the aspirations of individuals of all ages, who have little or no experience of higher education. Our widening access resources are used to help facilitate community connections, and the Centre has established a North West Wales Widening Access Forum consisting of a broad range of people active in their individual communities. This opens up a two-way channel of communication to benefit of a wide range of community stakeholders in the region.

As part of a collaborative partnership with Grŵp Llandrillo Menai, the University hosts a successful programme of annual Health and Well Being public lectures. The focus is on contemporary areas of health-related conditions and serves to raise awareness and spark interest in subjects which affect the well-being of community stakeholders.

The Students' Union continued to develop partnership and opportunities within the community for students to influence and shape their local community. Due to transient staffing losses in the Union, the number of community-based projects forecast decreased, which meant that it concentrated on quality over quantity of projects; there was still an increase on the number of projects compared to 2016/17, increasing to 47, but falling short of the 60 project target. With fewer community based projects, the Union was able to concentrate on targeting volunteers for the specific projects, which surpassed its 650-volunteer target by reaching 736 in 2017-18.

Our regional Reaching Wider Partnership has coordinated the University's involvement in a new project; several departments at the University are working with the National Zoological Society of Wales (Welsh Mountain Zoo at Colwyn Bay) towards The Silk Road project, assisting with the development of exhibits. Staff from the University's academic Schools are developing an interactive IT experience that will guide visitors and allow dialogue to continue after the visit, providing further research opportunities by using the visitors and subjects as citizen scientists. There will also be student volunteering and placement opportunities as part of this development.

The University remains committed to inclusivity and so it will be retaining this objective.

10. Strengthening Graduate Employability

As mentioned above, the Students' Union has collaborated with the University to develop a Student-led Teaching and Learning Strategy; the following commitments from the strategy outline how the University's curriculum enhances the employability of its graduates:

- Providing opportunities, embedded within the curriculum, for students to develop their skills, experiences and confidence to fulfil their goals, including increasing the number of opportunities for students to gain experience relevant to their careers and ambitions
- Focusing on actively promoting the Welsh language as an employability advantage, developing skills through varied and innovative Welsh-medium study opportunities
- Broadening staff and employer contributions to curriculum development, ensuring a diverse range of opinions and experience to be drawn upon
- Embedding opportunities for graduate skills development through assessment practices (e.g. presentations) into all levels of the curriculum.

The University has continued to maintain an institutional understanding of the current and future skills requirements of employers, and to develop employer collaboration including scholarships with industrial placements and internships to develop the employability of its graduates.

The University has continued to support those employability activities which have proven most effective, namely the continued roll-out of the Employability Hub and the Bangor Employability Award. Engagement with the Employability Hub has consistently increased, year on year, starting at 25% of all undergraduates in 2012/13 and increasing to 80% by the end of 2017/18, exceeding the target of 60% by a considerable margin. The success of this initiative was recognised in June 2017 through the University's gold 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 following tables show the positive impact that the Employability Hub and the Bangor Employability Award have on our graduates' employability, compared with those graduates who do not engage.

	Employment/Further Study	High Skilled Employment/Further Study
Employability Hub participant	93%	69%
Not an Employability Hub participant	91%	61%

	Employment/Further Study	High Skilled Employment/Further Study
Bangor Employability Award holder	96%	73%
Not a Bangor Employability Award holder	92%	67%

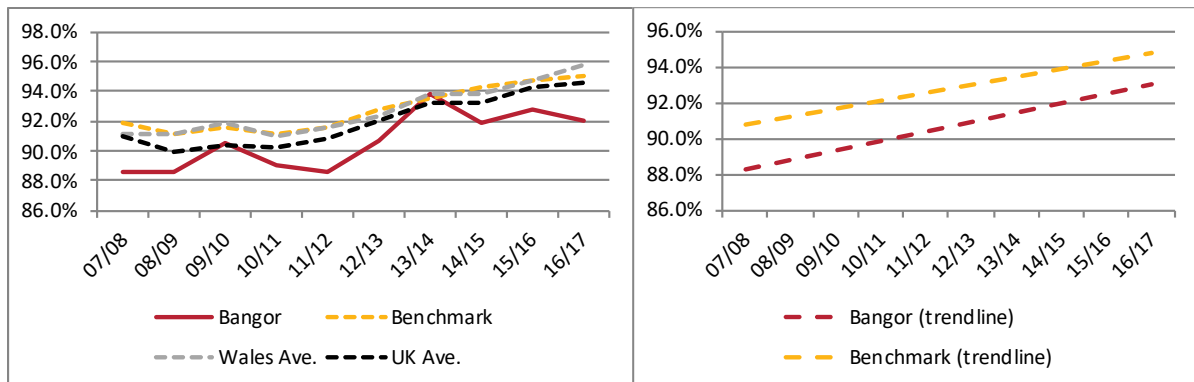
[Graduate destinations (DLHE) combined four years (2012/13 to 2016/17)]

The University has further embedded employability by establishing employability-related sessions within every academic School and providing timetabled employability sessions, alongside co-curricular, School and College events designed to offer opportunities and enhance personal development. The Careers and Employability Service has aided students in highlighting curricular skills and attributes through evaluation and reflection tools, so students can cross-reference them with those developed in extra- and co-curricular activities. Subject-level employability groups have also been introduced to help steer the employability work in academic Schools, to share best practice, and to investigate the potential for involving Bangor alumni in preparing current students for the graduate workplace.

The Careers and Employability service has continued to work with HEFCW to implement the GO Wales: Achieve through Work Experience project, which complements the other opportunities provided to its students through 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 Students' Union has continued 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.

Performance against the DLHE KPI has fallen short of expectations, however, there is still a long term upward trend for Bangor University and one that continues to improve at a similar rate to the University's benchmark. Recognising that performance against employability targets has fallen short of expectations, a project to include employability options across the curriculum (e.g. work experience, placements, etc.) has been established, in line with the new Student-led Teaching and Learning Strategy. The University has also invested in a new employer vacancy system that also provides booking, evaluation and reporting facilities for all aspects of employability provision, including automatic enrolment for students through a single 'log-in'.



UK Performance Indicators in Higher Education

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

These are the last DLHE results, published in 2018 in respect of 2016/17 graduates; the University understands that the replacement Graduate Outcomes Survey will not publish data until early 2020 in respect of 2017/18 graduates, so it will not be possible to include an update until that time.

Whilst overall performance, as demonstrated by the metric, is not in a position with which the University is satisfied, specific initiatives do evidence improvements in individuals' employability enhancement.

Final 2020/21 fee and access plan submission (where applicable)	
Date of Governing Body approval:	24 th July 2019
Governing Body authorised signature: Mrs Marian Wyn Jones, Chair of Council	
Date:	24 th July 2019

Institutional fee and access plan 2020/21
Table A: Fee levels and fee income and investment, 2020/21

Institution name: Bangor University
 Institution UKPRN: 10007857

Have you specified fee levels in your fee and access plan? See paragraph 75.	Enter Yes or No
	Yes

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	8,759
Full-time PGCE (QTS)	9,000
All FT UG/PGCE (QTS) students in plan	8,765

d) What current fee regime income do you expect to receive in 2020/21? You should include all fee income received per full-time undergraduate and PGCE (QTS) student.

	£
Full-time undergraduate	42,273,000
Full-time PGCE (QTS)	1,089,000
Total	43,362,000

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 2019/20 plans the proportion of total income invested in 2020/21 must be at least the proportion invested in 2019/20. For those applicants, HEFCW has provided below the 2019/20 amount and percentage of total income.

	2020/21		2019/20	
	£	% of total income	£	% of total income
Total amount to be invested in:				
Equality of opportunity	5,290,000	12.2%	5,810,000	12.2%
Promotion of higher education	2,256,000	5.2%	2,490,000	5.2%
Total	7,546,000	17.4%	8,300,000	17.4%

If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below (e.g. inclusion of evaluation costs in 2019/20)

Institutional fee and access plan 2020/21				
Table B: Fee and access plan income forecast expenditure, 2020/21				
Institution name: Bangor University				
Institution UKPRN: 10007857				
There are prompts or failed validations - refer to red text to RIGHT of table				
a) Equality of opportunity				
			2020/21	2019/20
			£	£
Objectives to improve equality of opportunity				
1. Widening Access to Higher Education			2,090,000	
2. Expanding Welsh-medium Higher Education			970,000	
3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups			1,420,000	
4. Promoting an Inclusive Environment and Education			810,000	
5.				
6.				
7.				
8.				
9.				
10.				
Total			5,290,000	5,810,000
Percentage of forecast expenditure to be spent on Equality of Opportunity			52900.0%	
b) Promotion of HE				
			2020/21	2019/20
			£	£
Objectives to promote higher education				
1. Ensuring an Excellent and Consistent Student Experience			1,672,000	
2. Contributing Towards Civic Engagement and the Well-being of Future Generations			248,000	
3. Strengthening Graduate Employability			336,000	
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Total			2,256,000	2,490,000
Percentage of forecast expenditure to be spent on Promotion of higher education			22560.0%	
c) Evaluation				
			2020/21	
			£	
Investment in evaluating the effectiveness of fee and access plans			10,000	
d) Total forecast expenditure of 2020/21 fee and access plan income, a) + b) + c)				
			2020/21	2019/20
			£	£
			7,556,000	8,300,000
e) Reaching Wider				
			2020/21	2019/20
			£	£
Investment to support Reaching Wider Partnership			160,000	159,461
f) Student financial support (already included in a) and b) above)				
	2020/21		2019/20	
	£	Anticipated student numbers supported	£	Anticipated student numbers supported
Fee waivers	1,161,000	129	1,161,000	129
Bursaries	1,450,500	2,026	1,750,000	2,049
Scholarships	291,981	130	257,000	110
Hardship funds	150,000	N/A	201,500	0
Provision of financial management advice and skills			0	0
Other financial support			0	0
Total	3,053,481	2,285	3,369,500	2,288
Percentage of forecast expenditure to be spent on student financial support	40.5%		40.6%	
If the proportion to be invested in 2020/21 is less than in 2019/20 please provide commentary below:				
The difference is 0.1%; this is negligible.				

Institutional fee and access plan 2020/21
Table C: Fee levels and fee income for full-time undergraduate and PGCE (QTS) students under the current fee regime, 2020/21

Institution name: Bangor University

Institution UKPRN: 10007857

Summary data	FT UG	FT PGCE (QTS)
Total expected income	42,273,000	1,089,000
Total expected student numbers	4,826	121
Average fee	8,759	9,000

Row	Proposed fee £	Qualification aim (or other grouping)	Subject (or other grouping)	Year(s) of course	PGCE (QTS) Y/N?	Forecast student numbers used in calculation of average fee	Is this provision validated by another body? Y or N	If Y, please provide name of validation body	Total expected fee income (no. students x proposed fee) £
1	9,000	All UG Degrees, including integrated 4-year Masters, excluding sandwich years and years abroad	All Subjects	All	N	4,697	N		42,273,000
2	9,000	PGCE	All Subjects	All	Y	121	N		1,089,000
3	0	All UG Degrees - sandwich years and years abroad (pre 2020/21 entry)	All Subjects	All	N	129	N		0
4	1,350	All UG Degrees - sandwich years and years abroad (2020/21)	All Subjects	All	N	0	N		0

Institutional fee and access plan 2020/21																				
Table G: Targets																				
Institution name: Bangor University Institution UKPRN: 10007857																				
Row	Target description (maximum 500 characters)	Related objective (as listed in table B a) and B b))	Is the achievement of the target the responsibility of more than one fee and access plan applicant?		Baseline year	Baseline data		Contextual information for baseline year			Target		Contextual information for target			Optional longer term targets				Please provide a commentary on the 2020/21 targets where numerical descriptions are not appropriate, or other information needs to be provided. We would expect most targets to be numerically based. (maximum 500 characters)
			Y / N	If Y please provide partner name(s)		No.	%	Population	No.	%	2020/21		2020/21			2021/22		2022/23		
											No.	%	No.	%	No.	%	No.	%		
1	Bangor's Talent Opportunities Programme (TOP) to cover 2,600 pupils across 22 schools	1. Widening Access to Higher Education	N		2017/18	2,228					2,600									
2	UK domiciled young full-time undergraduate entrants from low participation neighbourhoods (UKPI T1b)	1. Widening Access to Higher Education	N		2017/18		14.3%	1,560	225	14.3%	>13.4%		1,535	>205	>13.4%					TARGET: Maintain above benchmark (17/18 benchmark 13.4%)
3	HEFCW National Measure 1a: Welsh domiciled students who are domiciled in the bottom two quintiles of the Welsh Index of Multiple Deprivation	1. Widening Access to Higher Education	N		2017/18		25.9%	3,960	1,025	25.9%	>25%									TARGET: Maintain above 25%
4	HEFCW National Measure 7a: The number of students undertaking at least 5 credits of their course through the medium of Welsh	2. Expanding Welsh-medium Higher Education	N		2017/18	1,436					1,500									In accordance with clause 124 of the HEFCW guidance notes, the targets for Welsh medium numbers were agreed in a meeting with Coleg Cymraeg Cenedlaethol officials on 26 February 2019 and correspond to their formula for calculating meaningful targets.
5	HEFCW National Measure 7b: The number of students undertaking at least 40 credits of their course through the medium of Welsh	2. Expanding Welsh-medium Higher Education	N		2017/18	980					900									In accordance with clause 124 of the HEFCW guidance notes, the targets for Welsh medium numbers were agreed in a meeting with Coleg Cymraeg Cenedlaethol officials on 26 February 2019 and correspond to their formula for calculating meaningful targets.
6	Participation of full-time, undergraduate students in receipt of Disabled Students' Allowance (UKPI T7)	4. Promoting an Inclusive Environment and Education	N		2017/18		9.8%	6,795	665	9.8%	>7.2%		6,415	>462	>7.2%					TARGET: Maintain above benchmark (17/18 benchmark 7.2%)
7	Number of care leavers enrolled at the University	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18	22					25									
8	Maintain bespoke discipline-related skills training across all academic schools to fully embed support for transition and academic progression.	4. Promoting an Inclusive Environment and Education	N		2017/18	19	95.0%	20	19	95.0%	14	100.0%	14	14	100.0%					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. TARGET: maintain bespoke training across all academic schools.
9	Satisfaction with Study Skills Centre	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18		100.0%				>85%									As part of our systems for quality assurance and the continuous improvement of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2017/18, 100% of students were satisfied with study skills appointments. TARGET: maintain satisfaction rates above 85%.
10	Student Counselling Service clients demonstrating clinically reliable improvements: maintain our position of being in the sector upper quartile for clinical outcomes.	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18		8.0%													CCAPS, the methodology used to measure clinically reliable improvement for clients of university counselling services, has changed its reporting of outcomes. Instead of a national average, it now presents benchmarking data as rankings. Bangor in 2017/18 was in the top 8% for clinical outcomes for universities using the methodology in the UK and USA. TARGET: to maintain the position of being within the sector upper quartile for clinical outcomes.
11	Satisfaction with Student Counselling Service	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18		93.0%				>85%									As part of our systems for quality assurance and the continuous improvement of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2017/18, 93% of students were satisfied with their experience of the counselling service. TARGET: maintain satisfaction rates above 85%.
12	Satisfaction with Disability Service	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18		95.0%				>85%									As part of our systems for quality assurance and the continuous improvement of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2017/18, 95% of students were satisfied with Disability Services. TARGET: maintain satisfaction rates above 85%.
13	Number of students taking up summer internships for students registered disabled, dyslexic or with hardship	4. Promoting an Inclusive Environment and Education	N		2017/18	15					12									
14	Increase the number of Students' Union community based projects	6. Contributing Towards Civic Engagement and the Well-being of Future Generations	N		2017/18	47					55									
15	Increase the number of students actively participating in Students' Union community related projects	6. Contributing Towards Civic Engagement and the Well-being of Future Generations	N		2017/18	736					850									
16	HEFCW National Measure 6: Maintain the National Student Survey 'overall satisfaction' question to exceed the current benchmark.	5. Ensuring an Excellent and Consistent Student Experience	N		2018		88.0%				88.0%									TARGET: Maintain above benchmark (2018 benchmark 85%)
17	% of undergraduate students engaging with the Employability Hub	7. Strengthening Graduate Employability	N		2016/17		60.0%				75.0%									
18	Satisfaction with the Skills & Employability Service	7. Strengthening Graduate Employability	N		2017/18		90.0%				>85%									As part of our systems for quality assurance and the continuous improvement of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2017/18, 100% of students who used individual appointments and 90% of those using workshops were satisfied that the career support met their needs. TARGET: maintain satisfaction rates above 85%.
19	Engage with Year 12 students via activities such as HE conferences, Summer School, Student Shadowing, and revision course	1. Widening Access to Higher Education	N		2017/18	550					900									
20	Encourage more young people to consider STEM courses and careers by providing science engagement opportunities and support	4. Promoting an Inclusive Environment and Education	N		2017/18	500					1,200									
21	No. of full-time students enrolled on programmes validated by Bangor University at Grŵp Llandrillo Menai	1. Widening Access to Higher Education	Y	Grŵp Llandrillo Menai	2018/19	473					480									
22	Engage with mature learners across the region via activities such as taster events and Information Days	1. Widening Access to Higher Education	N		2017/18	80					150									
23	Satisfaction with Money Support Unit	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18		100.0%				>85%									As part of our systems for quality assurance and the continuous improvement of our Student Services, each service gathers student feedback and evaluates performance against targets in order to monitor the quality of provision and to ensure it meets students' needs. In 2017/18, 100% of students rated the advice provided by our Money Support Unit as good or excellent. TARGET: maintain satisfaction rates above 85%.
24	No. of participants in science workshops delivered in areas within the two lower quintiles of the Welsh Index of Multiple Deprivation.	1. Widening Access to Higher Education	N		2017/18	1,200					1,500									
25	No. of schools participating in STEM Family Challenge delivered in areas within the two lower quintiles of the Welsh Index of Multiple Deprivation.	1. Widening Access to Higher Education	N		2017/18	5					8									
26	No. of Bangor students volunteering on Profi programme	6. Contributing Towards Civic Engagement and the Well-being of Future Generations	N		2017/18	15					30									
27	No. of schools participating in the Profi project delivered in areas within the two lower quintiles of the Welsh Index of Multiple Deprivation.	1. Widening Access to Higher Education	N		2017/18	8					11									
28	No. of workshops to be run within the Profi programme, to include new preparatory sessions led by our World of Work tutors	1. Widening Access to Higher Education	N		2017/18	35					150									
29	HEFCW National Measure 1b: Welsh domiciled students who are domiciled in the bottom quintile of the Welsh Index of Multiple Deprivation	1. Widening Access to Higher Education	N		2017/18	375	9.4%	3,960			>9%									TARGET: Maintain above 9%
30	HEFCW National Measure 3a: proportion of full-time undergraduate students present one year following year of entry	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18	2,130	94.6%	2,250			95.0%									
31	HEFCW National Measure 3a: proportion of full-time undergraduate students domiciled in the bottom two quintiles of WMD present one year following year of entry	3. Providing High Quality Academic and Welfare Support to Increase Retention and Completion of Under-Represented Groups	N		2017/18	265	92.6%	285			94.0%									
32	HEFCW National Measure 4a: number of students attending higher education courses that are part-time	1. Widening Access to Higher Education	N		2017/18	1,565					1,665									
33	HEFCW National Measure 5a: students at Welsh HEIs taking up study, work and volunteering experiences abroad	5. Ensuring an Excellent and Consistent Student Experience	N		2017/18	120	1.1%	11,145			125									
34	HEFCW National Measure 12: Employment	7. Strengthening Graduate Employability	N		2016/17	1,210	92.2%	1,310												It is not yet clear what metrics will be published when Graduate Outcomes replaces DLHE, nor how this might impact on our relative performance. Our long-term aim is to be aligned with the Welsh HE median; for the 16/17 DLHE this was 95.6%
35	HEFCW National Measures 13: Graduate Employment	7. Strengthening Graduate Employability	N		2016/17	755	67.4%	1,120												It is not yet clear what metrics will be published when Graduate Outcomes replaces DLHE, nor how this might impact on our relative performance. Our long-term aim is to be aligned with the Welsh HE median; for the 16/17 DLHE this was 70.5%