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# **Undeb Bangor's Response to the Business Cases for Change at Bangor University**

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**Undeb Bangor Sabbatical Officer Team 2018-19**

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## 1. Introduction

Following the University's financial sustainability exercise, the Students' Union have organised a number of sessions to allow students to feedback on the proposed Business Cases for Change. Specifically, with regards to the Business Cases for Academic Schools, we have held focus groups with Course Representatives from a number of Schools, as well as Sabbatical Officer Question and Answer sessions. In relation to the Non-Academic School based Business Cases, we consulted students via our Students' Union Council and Executive Committees. As well as the above, students were also able to feedback through email.

The following report is Undeb Bangor's and Students' response to the proposed Business Cases for Change. This report is compiled from the comments, concerns and feedback raised in the numerous sessions held with students mentioned above and is therefore reflective of the opinions and thoughts of the Student body. We have also included a number of documents as appendices which have been presented to us by students. These can be seen in section 5.

For information, Undeb Bangor and UMCB, who are now unified have worked together to compile an UMCB report fully focusing on the Welsh language. Undeb Bangor and UMCB share the concerns outlined in both reports.

## 2. Undeb Bangor's Statement

Undeb Bangor acknowledges that due to the University's current financial situation, savings must be made and therefore it may not be possible for Academic and Service Provision to be delivered in the same way as it is currently. We acknowledge that the Proposed Business Cases for Change seek to address the current University financial situation to ensure sustainability for the future. However, we believe there are additional options which should also be explored to contribute to the financial saving needed, which have not been put forward at present. These include;

- A review of higher salaries across the institution, particularly those over £100,000 per annum.
- A review of high expenses claims to ensure these are sustainable and appropriate.
- A review of whether the former Vice Chancellors house will be put up for sale.
- A review of the University's marketing strategy (more information can be seen below).

We would strongly encourage the University to explore and take into consideration all of the above before any final decisions are made. In relation to any savings identified in other areas, we would encourage the University to revisit the current proposals as appropriate.

Expanding on the above, Undeb Bangor believe that serious questions need to be asked as to why recruitment to the University has fallen despite predictions that this would not be the case. Many students have commented that improvements to marketing by the University need to be made. As an example, students commented that they often see or hear advertisements for other institutions on numerous external medias and that other Universities are far more prominent in terms of their marketing. We would therefore urge the University to revisit its marketing strategy and strategically use modern, new and novel techniques that specifically target people to come to study at Bangor University. With regards to this, we would welcome dialogue with the University on how students can share ideas about recruitment more effectively with the University. It is noteworthy that there is an obvious urge amongst students to help.

We would also like to specifically highlight some key areas from the proposed Business Cases for Change that we would like to comment on. Undeb Bangor believe;

- That the closure of a complete subject area, such as is proposed for Chemistry, should only be implemented as an absolute last resort. Undeb Bangor would urge the University to thoroughly explore all other viable options before taking such drastic measures and would therefore strongly urge the University to revisit the current proposal for Chemistry. More detailed information on this can be found in section 3.1 Student Response to Chemistry Business Case for Change (Page 5).
- That the provision of Welsh language education should remain a core part of the Universities strategic priorities.
- That the safety and security of Students is of paramount importance. We would oppose a move to having a single security hub on Ffriddoedd Site only, as opposed to both Main Arts and Ffriddoedd site as is currently. More detailed information on this can be found in section 3.11 Student Response to PACS Business Case for Change (Page 29).

Undeb Bangor are reiterating to students that they are not going unheard. We have made it clear that we are working on their behalf and will continue to do so. We welcome the University being open and transparent with students and would urge this openness and transparency to continue over the coming months.

In regards to next steps, we believe the University should provide further information, in detail, of what these will be once the consultation deadline has ended. We feel it would be useful for the University to produce a timeline clearly indicating the process and key dates for Students.

Finally, we would like to add that we are grateful to the University in its commitment to working with Undeb Bangor to ensure that students are able to effectively feed into the consultation process and in working with us to answer student comments, questions and concerns on the proposed Business Cases for Change.

### 3. Students Responses to Proposed Business Cases for Change

This section of the report includes student responses, comments and concerns to the Proposed Business Cases for Change. These have been compiled based on focus groups with course reps, question and answer sessions with students and comments via email. Undeb Bangor supports all students in expressing their concerns and fully acknowledges all students comments outlined below.

#### 3.1 Student Response to Chemistry Proposed Business Case for Change

The Students' Union have met with students and Course Representatives from Chemistry regarding the proposed closure of the subject area. It is clear that Chemistry students are strongly opposed to the closure and that such measures should only be taken as an absolute last resort. Students and Undeb Bangor would urge the University to thoroughly explore all other viable options before taking such drastic measures.

Students acknowledge that savings must be made and that it may not be possible for Chemistry to be delivered in the same way or stay the same, in terms of size and structure, as it is now. However, students believe there are a number of other viable options, aside from the complete closure of Chemistry proposed, which have not been fully explored. These are included in the table below;

Other Viable Options	Reasoning
Shrinking Chemistry by removing the vast majority of the active research and having most of the focus on teaching.	<ul style="list-style-type: none"> <li>• Would focus Chemistry on its core of teaching, reducing costs in other areas.</li> <li>• Would also mean reduced costs due to a reduction in staff costs.</li> <li>• With a focus on teaching, this could eventually lead to an increase in student numbers once the many recruitment challenges sector wide are more optimistic.</li> <li>• Students have previously commented on poor marketing strategies from Bangor University. Keeping Chemistry open would allow the University time for improved marketing strategies to have an impact on student numbers.</li> <li>• Students have previously raised that many Universities have re-opened chemistry as a subject area after closing it. Therefore, as student numbers in the sector do pick up, it would allow the subject to grow again. This would be more economical versus making a decision further down the line to re-open a closed subject area.</li> <li>• This would allow for other subject areas, which rely on areas of chemistry, to continue to benefit from this without difficulties.</li> <li>• Would allow the proposed new science site to adequately hold Chemistry.</li> <li>• In relation to all of the above it allows Bangor University to continue to teach a core science subject.</li> </ul>
In parallel with the above, look to start cross subject/school courses such as Biochemistry.	<ul style="list-style-type: none"> <li>• Allows for new, popular and marketable courses to be put on leading to increased student numbers to the University.</li> <li>• Allows for cost efficiencies where staff can teach across schools.</li> </ul>
In parallel with the above, explore innovative, more economical and sustainable ways to teach Chemistry, such	<ul style="list-style-type: none"> <li>• Sustainable Chemistry uses more environmentally friendly and safer chemicals, reduces the amount of solvent used and waste chemicals generated. This is not only a more economical way of running the Chemistry course but is a newer, more innovative way of doing Chemistry and could be a potential USP of Chemistry at Bangor University.</li> <li>• Has the potential to be very marketable due to innovative new ways of doing chemistry.</li> </ul>

as "Sustainable Chemistry".	<ul style="list-style-type: none"> <li>• More economical and sustainable.</li> <li>• Highly environmentally friendly, which could be used as a huge unique selling point both in terms of student numbers and politically.</li> <li>• Would need less expensive equipment and chemicals.</li> </ul> <p><i>NB: A definition of Sustainable Chemistry from OECD is: "Sustainable chemistry is a scientific concept that seeks to improve the efficiency with which natural resources are used to meet human needs for chemical products and services. Sustainable chemistry encompasses the design, manufacture and use of efficient, effective, safe and more environmentally benign chemical products and processes. Sustainable chemistry is also a process that stimulates innovation across all sectors to design and discover new chemicals, production processes, and product stewardship practices that will provide increased performance and increased value while meeting the goals of protecting and enhancing human health and the environment."</i></p>
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Students strongly believe that the University should thoroughly explore these options in detail before making any further decision on the closure of Chemistry and therefore would strongly urge the University to revisit the current proposal.

In addition to the above, students believe that serious questions need to be asked as to why recruitment for Chemistry has been falling over the last few years, when other North Wales based Higher Education Institutions, such as Glyndwr University, continue to invest in Chemistry. This suggests that there is a market for Chemistry within North Wales and students would urge the University to utilise this market and use new novel marketing strategies to recruit larger student numbers. Many students have commented on perceived poor marketing by the University. As an example, students commented that they often see or hear advertisements for other institutions on media's such as Spotify, YouTube and many other similar platforms. We would therefore urge the University to revisit it's marketing strategy and strategically use modern techniques that specifically target young people to come to study at Bangor University.

It is clear that Chemistry Students benefit from a fantastic Bangor University Student Experience. Many current students who are due to graduate this academic year expressed that they would like to remain in Bangor to study Postgraduate taught or research programmes and have received an exceptional experience whilst here at Bangor University. They also believe that a degree in Chemistry from Bangor is a quality degree. They are concerned that this is being overlooked and therefore would urge the University to do everything in its power and explore every avenue before committing to closing a vital subject area.

Finally, as mentioned above, students thoroughly acknowledge that savings must be made and that it may not be possible for Chemistry to be delivered in the same way or stay the same in terms of size and structure as it is now. However, students would like to call on the University to have an open dialogue on alternative ideas with students and staff alike, allowing for these ideas and strategies to be thoroughly discussed as opposed to the current transactional approach of responding to a single business case.

A number of specific comments, questions and concerns expressed by students, some of which the University have provided responses to, are detailed below.

***Student comments, questions and concerns to Chemistry Proposed Business Case for Change sent to University on 30/01/19***

<b>Student Concerns</b>	<b>University Response</b>
Students believe that the Royal Society of Chemistry need to see the business case. This was raised at the most recent Q and A session with the School held on 18/01/19. Students	The business case has been sent to the RSC and a letter has been received from the RSC.

<p>would like to know whether the RSC has been sent the business case and if so whether they have responded?</p>	<p>The College has asked the RSC if we can share their letter with Chemistry students, we are awaiting a response to our request.</p>																																	
<p>At the last Q and A session on 18/01/19, students asked about repairing of equipment. The University responded by saying that equipment would be repaired if it is economical to do so. Some PhD students currently regularly travel up to 3 hours to other institutions to carry out their research. This causes undue stress, is a potential welfare issue and is not sustainable for students. Student would like to know what the University mean by only repairing equipment “when it is economical to do so”?</p>	<p>The University considers many factors when deciding if a piece of equipment is economical to repair or replace. These factors include:</p> <ol style="list-style-type: none"> <li>1. Total cost of the repair/replacement</li> <li>2. Usage of the equipment</li> <li>3. Cost in terms of money and time to use alternative provision</li> <li>4. Impact on students</li> <li>5. Impact on staff</li> <li>6. Impact on research and teaching commitments</li> </ol> <p>A similar methodology as now will be used to identify whether something is economical to repair or replace.</p>																																	
<p>If chemistry is closed, due to the loss of student numbers, this will lead to loss of income in other areas such as halls, catering and other commercial services. Student would like to know what the projected losses of income from other areas due to the closure of Chemistry are.</p>	<p>The University is actively considering options and developing curriculum for growth in other subject areas where market conditions are more favourable. These new courses could replace any lost income in non-academic services. Student demand for non-academic services varies so it is not always possible to explicitly link changes in student numbers to changes in income in non-academic services.</p>																																	
<p>Students would like to see a breakdown of the predicted cost savings outlined in the Business Case. For example, what is the breakdown of the predicted £200k saving from non pay activities? Students would like to see this so they have an idea of the specific areas of expenditure the University will save – this would then allow them to more fully comment on where they believe savings are and are not acceptable.</p>	<table border="1" data-bbox="762 1122 1426 1496"> <thead> <tr> <th></th> <th>Spend (£)</th> <th>Income (£)</th> </tr> </thead> <tbody> <tr> <td>Income</td> <td></td> <td>75,000</td> </tr> <tr> <td>Internal Transfers</td> <td></td> <td>1,350</td> </tr> <tr> <td>Teaching (organic)</td> <td>35,000</td> <td></td> </tr> <tr> <td>Marketing and Outreach</td> <td>20,000</td> <td></td> </tr> <tr> <td>PA Spend</td> <td>70,000</td> <td></td> </tr> <tr> <td>Safety</td> <td>10,000</td> <td></td> </tr> <tr> <td>Studentships/Fellowships</td> <td>25,350</td> <td></td> </tr> <tr> <td>Facilities</td> <td>75,000</td> <td></td> </tr> <tr> <td>Departmental Misc</td> <td>37,367</td> <td></td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>272,717</b></td> <td><b>76,350</b></td> </tr> </tbody> </table>		Spend (£)	Income (£)	Income		75,000	Internal Transfers		1,350	Teaching (organic)	35,000		Marketing and Outreach	20,000		PA Spend	70,000		Safety	10,000		Studentships/Fellowships	25,350		Facilities	75,000		Departmental Misc	37,367		<b>TOTAL</b>	<b>272,717</b>	<b>76,350</b>
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<p>Students previously raised questions about there appearing to be a market in North Wales for Chemistry due to the fact that other Universities in North Wales (Glyndwr), have opened new Chemistry programmes. Students would like to know why the University cannot recruit students to Bangor’s more established Chemistry programme when other similar institutions such as Glyndwr can?</p>	<p>Bangor University does not have access to the recent recruitment data at the subject level for other institutions.</p> <p>Whilst we cannot comment on another institutions recruitment and marketing strategies, it is worth noting that the Chemistry programme in Glyndwr is not a new provision.</p>																																	
<p>Students commented that they often see or hear advertisements for other institutions on media’s such as Spotify, YouTube and many other similar platforms. Students would like know why Bangor University is failing to market using modern techniques that</p>	<p>Bangor University uses a range of channels to reach the target audience of potential UCAS applicants. These channels include on-line student forums and university choice websites (WhatUni, Complete University Guide, The Student Room, Hotcourses, UCAS), social media (Facebook, Instagram, YouTube), Digital radio and</p>																																	

<p>specifically target young people? Furthermore, students believe that improving Bangor's marketing strategy would lead to increased numbers of students.</p>	<p>Spotify, and outdoor digital poster sites in areas of high population in our target regions. While feedback from these campaigns has been positive, there is no doubt that we are facing very tough competition from larger universities deploying with significantly greater marketing expenditure, all against a backdrop of a big drop in the size of the applicant pool in the UK due to a drop in the number of young people aged 18 – 21.</p>
<p>Students would like to know why so much money has been spent on buildings as opposed to core missions such as teaching and learning.</p>	<p>Having a modern, efficient and fit-for-purpose estate is essential to our future development, growth, success and financial sustainability. We need to invest in our estate on an ongoing basis otherwise potential students may choose to study at universities with better and more attractive facilities and we may not be able to compete for certain research grants if we do not have the right type of research facilities in place. We also want our students and staff to be able to study and work in pleasant surroundings. Many of our building projects are funded through external sources and we carefully consider the business case for each one to ensure they deliver the best value for money and support our future development, growth, success and financial sustainability. We strongly believe our investment in new buildings and upgrading facilities has had a positive overall impact on the student experience here at Bangor University.</p>

***Student comments, questions and concerns to Chemistry Proposed Business Case for Change with University Responses.***

**Quality of Degree and degree offer**

<b>Student Concerns</b>	<b>University Response</b>
<p>Students are concerned about the implications of a three year teach out on students studying courses longer than this.</p> <ul style="list-style-type: none"> <li>• What guarantees are there in place to ensure the experience of students who are studying courses longer than three years is safeguarded?</li> <li>• What plans are in place to mitigate against this risk?</li> <li>• The future of the Single Honours Master of Chemistry course is not mentioned in the Business Case for Change. Can the university confirm the details for the potential teaching out of this course?</li> </ul>	<ul style="list-style-type: none"> <li>• We would work with the students and take a flexible approach with those enrolled on programmes with European Experience, International Experience or Industrial Experience over, for example, when the placement year is undertaken.</li> <li>• We would take a flexible approach to the placement year and work with the students as a group to identify what would work best for them.</li> <li>• The MChem is a single honours chemistry course and as stated in the</li> </ul>

	<p>business case the proposal is to “discontinue single honours chemistry and teach out the remaining students via a phased reduction of staff”.</p>
<p>There are serious concerns that quality on courses will be impacted. What detailed plans are in place to ensure that quality is assured?</p>	<p>The degrees we award at Bangor University are subject to internal quality control, by the Quality Assurance Unit, and to external quality control by the External Examiners who sit on the Examination Boards. These mechanisms would remain in place whilst the chemistry degrees are being taught out, if the chemistry programmes are withdrawn.</p>
<p>Students studying courses outside of Chemistry also take modules within Chemistry as part of their degree programme. What specific plans are in place to mitigate against this?</p>	<p>There is some chemistry service teaching provided to students enrolled on other programmes. It is envisaged that this teaching will continue in the short term. A recent lecturing appointment in SOS means that the chemistry provision of the SOS degree programmes is already being reviewed. Plans will be put in place for the other affected degree programmes over the next year or so.</p>
<p>Concern has been raised from students who are enrolled on chemistry programmes with a year spent in industry. How will a proposed closure affect these students? What plans are in place to ensure these students can still spend a year in industry without being adversely affected?</p>	<p>The university is committed to the student experience and to ensuring that students can graduate with the degree that they are currently enrolled on. We would work with the students and take a flexible approach to the placement year for those enrolled on programmes with European Experience, International Experience or Industrial Experience. As we are in the consultation phase detailed plans have not yet been prepared. Plans will be prepared once a decision is taken.</p>
<p>Students are concerned that the diversity of modules, dissertation projects and topics taught will be greatly reduced with each year of a phase out, which is proposed to lose a third of staff each academic year. Can the University provide clarity on what the academic offer will look like at each stage of any proposed teach out? For example, modules on offer, dissertation topics available etc.</p>	<p>As we are in the consultation phase detailed plans have not yet been prepared. Plans will be prepared once a decision is taken. The proposal, if taken forward, would see the staffing of chemistry reduced in line with the student cohort. Maintaining a broad range of expertise would be part of the decision making process when looking at the reduction in staffing. This would ensure that undergraduate projects could be offered in line with RSC requirements. During the teach-out, the teaching would deliver the same learning outcomes and cover the same topics as now.</p>
<p>There are serious concerns from students about the perceived quality of their degree going forward. What</p>	<p>The degrees we award at Bangor University are subject to internal quality</p>

<p>guarantees are there that a Chemistry from Bangor will still be seen as a quality degree?</p>	<p>control, by the Quality Assurance Unit, and to external quality control by the External Examiners who sit on the Examination Boards. These mechanisms would be in place whilst the chemistry degree is being taught out, if the chemistry programmes are withdrawn.</p>
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### Royal Society of Chemistry Accreditation

<b>Student Concerns</b>	<b>University Response</b>
<p>There are serious concerns about courses still receiving Royal Society of Chemistry accreditation if Chemistry is to be phased out. Students need to receive detailed, concrete and evidenced assurances that all students' courses will remain RSC accredited. Are the University able to provide this?</p>	<p>The Royal Society of Chemistry (RSC) has been informed of the consultation and the possible outcomes. We will continue to work with the RSC to ensure that the chemistry courses retain their accreditation.</p>
<p>Students would like to seek clarity on whether the Royal Society of Chemistry has been contacted and what their response was regarding continued accreditation of the Chemistry Degree programmes at Bangor. Have the RSC provided assurance that degree programmes will remain accredited?</p>	<p>The Royal Society of Chemistry (RSC) has been informed of the consultation and the possible outcomes. We have not yet received a response from the RSC.</p>

### Equipment

<b>Student Concerns</b>	<b>University Response</b>
<p>Students are seriously concerned about the continued maintenance of equipment, which is already in some instances in a state of disrepair. What plans are in place to ensure the continued maintenance of this equipment which is a necessity to many ongoing projects?</p>	<p>The necessary experimental experience needed to satisfy learning outcomes and Royal Society of Chemistry requirements will be provided. Equipment servicing will be maintained as now and will be repaired when economical to do so. Alternative provision may also be sought in some cases, where demand is low and repair or replacement costs are high.</p>

### Postgraduate Concerns

<b>Student Concerns</b>	<b>University Response</b>
<p>PhD students are concerned about the potential implications on KESS funding. Have all stakeholders in KESS funding been contacted? What is being put in place to ensure KESS funding is not impacted?</p>	<p>Once awarded, KESS 2 funding cannot be withdrawn. The KESS 2 funding is awarded to the participant (student) and will be in place to see each individual through to completion. Bangor University has a responsibility to see KESS 2 students through to completion should a company partner withdraw. An e-mail communication will go</p>

	out to all affected KESS 2 stakeholders in the New Year and these assurances will be clarified.
PhD Students are concerned about the make-up of their research degree committee. What changes are likely to be seen to PhD students research degree committees and how will these students be protected?	The composition of a Review Committee is established in the PGR regulations, and will remain the same (Chair, Internal, Supervisor & Co-supervisors), although different individuals will be appointed into these roles if staff change.
Several PhD students benefit from KESS funding. There are serious concerns that if wanting to transfer University or follow a staff member who has left, they will lose their funding. How will this be negated?	This will have to be dealt with case by case. KESS 2 funding may be able to be moved to another institution in Wales if a Supervisor and Student move (depending also on the company partner), but cannot be moved outside of Wales.
PhD students currently help on several modules. If the proposal to Chemistry goes ahead and the phase out period is implemented PhD students are concerned that they will be asked to help with an increased number of modules, as staff and PhD student numbers are reduced. What guarantees are there that this will not be the case?	The PGR Regulations set limits to teaching commitments by PGR students and these will be adhered to. Various sponsors have additional limitations on teaching.
PhD students currently have supervisors who are specialists in their area of research and are key to their research. What is in place to ensure that this specialist knowledge will still be available to PhD students, if these members of staff are made redundant?	This will have to be dealt with case by case. The University will endeavour to ensure that an alternative supervisor with appropriate expertise will take over as Principal or Co-supervisor. In some circumstances, it may be necessary to identify external Co-supervision if all of the expertise required is not present in Bangor.

### Recruitment and Market Analysis

Student Concerns	University Response
Students are under the impression that Chemistry is on track for a bigger percentage increase intake at the University this year compared to other subject areas. Can the University provide clarification on these numbers?	By this time last year, the university had received 34 applications for chemistry undergraduate programmes, to date 40 applications have been received. Whilst this is a slight increase in the number of applications, it is to be seen whether this increase could be sustained throughout the application window or if it would generate a significant number of students above last year's recruitment. (The average conversion rate at Bangor is 20-25%).
The business case highlights that the trend of low recruitment levels is likely to continue. Are the University able to provide the analysis which evidences this will be the case?	There is a demographic shift in the number of 18 year olds in the UK, with a 10% drop between 2015 and 2020. The number of 18 year olds will return to 2015 levels by 2025. This demographic shift coupled to the lifting of the cap on student numbers and the increased competition from larger, traditionally highly selective universities

	means that Bangor expects to see a sustained reduction in the number of applications and student numbers over the next few years.
Students are concerned that other Universities in North Wales (Glyndwr), have opened new Chemistry programmes. This suggests that there is a market for Chemistry provision in North Wales – taking this into consideration, why is it suggested that there is not market demand for Chemistry in Bangor?	<p>There has been a marked decline in the recruitment onto the Bangor Chemistry course over a number of years. There are currently 23 first year students enrolled on the undergraduate Chemistry courses compared to 61 in 2015/16.</p> <p>Between 2013/14 and 2017/18 the applications for Chemistry at Bangor have almost halved.</p> <p>There has been a national decline in the number of applications made to study Chemistry from 28,000 applications per annum in 2015 to 24,000 applications made in 2017.</p>
Students believe that the marketing of Chemistry at Bangor has been poor, both domestically and internationally. They are concerned that Chemistry has not been given the opportunity to increase its intake due to this. What assurances can the University give that Chemistry has been well marketed and that low student number are not a product of poor marketing?	<p>Up until 2016/17 Bangor was one of the few universities in Wales (along with Cardiff and Swansea) which had managed to maintain its student numbers. Between 2013/14 and 2016/17 all other universities in Wales saw a sharp decline in student numbers of between 14% and 24%. Chemistry has been supported by the College Marketing Manager and a Recruitment Administrator who have both been co-located in the Chemistry Tower and worked closely and directly with the Chemistry staff. The level of staff and non-pay resources available to Chemistry has been in line with the resources available to the other schools in the College.</p> <p>Chemistry has invested heavily in staff time (academic and administrative) in a host of outreach activities and benefits from a Royal Society of Chemistry funded administrator to coordinate chemistry outreach.</p> <p>To support conversion activities and to increase applications, Chemistry has been given an additional budget to provide incentives to applicants e.g. the £1,500 Chemistry Bursary and iPads.</p>

### Institutional Risks

Student Concerns	University Response
Students raised concerns on the impact that the closure of Chemistry could have on the University being able to call itself a “University” as opposed to a “Polytechnic”. Has this been taken into consideration and what are the implications?	<p>The University offers a wide range of scientific disciplines that are internationally recognised for their research and recruit well.</p> <p>More than 75% of the research submitted to the Research Excellence Framework 2014 by the College of Environmental Sciences and</p>

	<p>Engineering has been rated as world-leading or internationally excellent. This places the College in the top 25 amongst UK universities in each of three subject areas: Environmental Science, Agriculture and Electronic Engineering. Research strength is growing rapidly in the College with its quality rating in Environmental Science increasing by 20% since the 2008 assessment, the 5th highest increase of any UK university, which now places the College in 16th place for its “research power”. We are aiming for a similar if not improved performance in the Research Excellence Framework 2021.</p> <p>The decision had already been taken not to submit Chemistry to the Research Excellence Framework 2021.</p>
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### Political and Socioeconomic Impacts

Student Concerns	University Response
<p>Student raised concerns that the proposal to close Chemistry is happening despite the Welsh Government supporting STEM subjects. What is the justification to close Chemistry despite this?</p>	<p>There has been a marked decline in the recruitment onto the Bangor chemistry course over a number of years. There are currently 23 first year students enrolled on the undergraduate Chemistry courses compared to 61 in 2015/16. At these numbers chemistry is unsustainable.</p>
<p>What impacts will the closure of Chemistry have on the local economy?</p>	<p>The main impact will be the loss of jobs and the associated spend in the local economy.</p>
<p>What has the Welsh Governments stance been on the proposed closure?</p>	<p>No response has been received from Welsh Government.</p>
<p>If Bangor University ceases to provide Chemistry, what impact will this have on students’ access to studying Chemistry through the medium of Welsh?</p>	<p>We are very aware of the responsibility we have as a university towards the Welsh language, and many of our degrees in the College of Environmental Sciences and Engineering include Welsh Medium modules. Bangor University as a whole offers a wide range of Welsh Medium teaching (equivalent to a teaching load of 552.9 FTE in 2017/18, Chemistry accounted for 5.4 FTE of this load).</p> <p>There are no Welsh medium only chemistry modules and the same access to Welsh medium provision will be provided during the teach-out phase. In 2018/19 chemistry recruited three students who identified as being fluent Welsh speakers.</p> <p>Two other Universities in Wales provide Welsh medium teaching in Chemistry:</p> <ul style="list-style-type: none"> <li>• Swansea University’s Chemistry course webpages (e.g. <a href="http://www.swansea.ac.uk/undergraduate/courses/science/chemistry/bsc-chemistry-f100/">www.swansea.ac.uk/undergraduate/courses/science/chemistry/bsc-chemistry-f100/</a>) indicate that there is the opportunity to access</li> </ul>

	<p><a href="#">modules taught wholly or partially in Welsh, coursework or exams can be submitted and marked in Welsh and there are Welsh-speaking tutors.</a></p> <ul style="list-style-type: none"> <li>The Glyndwr University Chemistry course page (<a href="http://www.glyndwr.ac.uk/en/Undergraduatecourses/Chemistry/">www.glyndwr.ac.uk/en/Undergraduatecourses/Chemistry/</a>) indicates that, whilst there is no formal Welsh-medium teaching, tutorial support available through the medium of Welsh and work may be submitted through the medium of Welsh.</li> </ul>
Bangor is the only university currently offering Chemistry modules through the medium of Welsh. Can the university inform students of what the Coleg Cymraeg Cenedlaethol's stance on the closure of Chemistry is?	No response has been received from the Coleg Cymraeg Cenedlaethol.

## Other

Student Concerns	University Response																								
Students are extremely disappointed that no other viable options aside from the closure of Chemistry were presented. What other options were explored and what evidence suggests there are not viable alternative options?	<p>The business case included three options.</p> <ol style="list-style-type: none"> <li>Do nothing continue as is</li> <li>Run a much smaller Chemistry department</li> <li>Discontinue single honours chemistry.</li> </ol> <p>The rationale behind the decision on the preferred option is also provided in the business case.</p>																								
Are the University able to provide exact numbers of students which will be affected across Chemistry? How many across each year at both undergraduate and postgraduate level?	<p>Undergraduate and postgraduate students who are due to graduate this year will be largely unaffected by the proposals contained within the business case.</p> <p>The potentially affected students, by year and level, currently enrolled are:</p> <table border="1"> <thead> <tr> <th></th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> </tr> </thead> <tbody> <tr> <td><b>UG</b></td> <td>23</td> <td>40</td> <td>31**</td> <td>24*</td> <td>1*</td> </tr> <tr> <td><b>Masters</b></td> <td>4***</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>PhD</b></td> <td>7</td> <td>7</td> <td>13</td> <td>1*</td> <td></td> </tr> </tbody> </table> <p>* All of the students are expected to graduate this year  ** eight of the students are expected to graduate this year</p>		Yr1	Yr2	Yr3	Yr4	Yr5	<b>UG</b>	23	40	31**	24*	1*	<b>Masters</b>	4***					<b>PhD</b>	7	7	13	1*	
	Yr1	Yr2	Yr3	Yr4	Yr5																				
<b>UG</b>	23	40	31**	24*	1*																				
<b>Masters</b>	4***																								
<b>PhD</b>	7	7	13	1*																					

	<p>***three of the students are expected to graduate this year</p> <p>The third year PhD students will be entering their write up year and the vast bulk of their experimental work should have been completed.</p>
<p>Has the university considered the cost of emptying the Chemistry building? If so, can they provide evidence of this cost?</p>	<p>No modelling has been undertaken on the cost implications of chemistry decanting from the Alun Roberts Tower.</p>
<p>Students are concerned that the Dean may have invested interests in Electronic Engineering and is therefore unable to make a neutral decision. Can the university comment on this?</p>	<p>The proposal was discussed, scrutinised and agreed by senior staff other than the Dean of College at the following fora: Academic Strategy Group, University Executive and the University Council.</p>

### 3.2 Student Response to Business Proposed Business Case for Change

Overall students feel that the proposed business case lacks clarity and fails to provide evidence for either the potential benefits of the proposed staff reductions or its proposed avenues for future development and sustainability. Furthermore, students feel that it is essential that the University maintain a strong relationship and reputation with external sources, both at home and abroad.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Students' Concerns, Feedback and Questions</b>
Students are concerned around the lack of detail and clarity in the proposed business case. Which specific modules are at risk of being closed?
Students believe that the choice of modules offered in Bangor Business School attracts both home and EU students. What impact will having less module choice have?
Students believe that REF is a key USP of the Business school. Has the University considered how the REF performance will be affected?
Students are concerned that with a reduction of staff Post Graduate students, whom make up a large number of the student population at the Business School, will not be able to specialise. Can the University confirm what specialist subject areas may be at risk?
Students are worried that Post Graduate Research is not mentioned in the risk section of the business case. Students believe that Post Graduate Research could be at risk if the proposed business case goes ahead.
Students believe that the current system of having more choice in your 3 <sup>rd</sup> year and Post Graduate study works well. Students feel strongly that the ability to specialise must remain.
Students are generally happy about modules turning from 10 into 20 credit modules. However they do believe they must be weighted sensibly, for example, spread over 2 semesters.
In the Risk section of the business case, it states that some regulatory requirements could be at risk, can the University outline which regulations these are?
Students are concerned that the University assumes that central marketing is capable of attracting more home/EU students, does the University have evidence to support this claim?

### **3.3 Student Response to History, Philosophy and Social Sciences Proposed Business Case for Change**

No focus group was requested by course reps from The School of History, Philosophy & Social Sciences.

Undeb Bangor welcomes some of the changes suggested in the proposed business plan for The School of History, Philosophy & Social Sciences. These include the introduction of a new Politics degree and the development of the Police foundation degree.

### 3.4 Student Response to Languages, Literatures and Linguistics Proposed Business Case for Change

Students feel that it is vital that the diversity and specialism of what is taught is protected within the school and are concerned that modules and programmes will become too broad. They believe that this diversity and breadth of modules available is a unique selling point for Bangor University. Students also commented about the fact, at present, they are able to study an additional language without having an A level (or equivalent) in the language. Students felt that this should be protected.

In addition, students are concerned about a lack of clarity about what is proposed in regards to ELCOS and would like to seek more information about this.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Students' Concerns, Feedback and Questions</b>
Currently a large variety of module choice is offered within Literature and Linguistics. Students are concerned that without this variety they may not be able to specialise which is a key element to LLL courses across universities in the UK. Students outlined that the variety and breadth of modules available is a USP for Bangor University.
Students are concerned that if the University plans to overlap degree programs, modules from across the LLL school will be combined into broader modules, this could mean that the entire subject area for that module may not be relevant to students, and more specific subject areas may be lost.
Students are concerned that if they are studying joint honours degrees, that if there is less variety in modules, they will be left with mainly compulsory modules, and not be able to specialise.
How does the University plan to protect the ability for students to specialise in a variety of subjects with a reduction of staff?
Students feel that staff are already stretched and there is already a reduction in staff contact time after the previous re-structure. With the potential loss and re-profiling of staff will the University be able to protect the staff contact time (1 to 1's, additional support) that is already available to students? And what does the University consider an acceptable staff to student ratio?
PHD students are concerned that with a potential loss of staff, in a school where staff are already stretched, there will be a loss of staff contact time, and a potential loss of supervisors. Students outlined that this could have a knock on effect to the intake of students wanting to study PHD's at Bangor University.
Can the University clarify what will happen if a PHD student loses their supervisor?
Students outlined that a key USP within LLL at Bangor University was that students could study a language without having an A level (or equivalent) in the language. Can the University guarantee that this will be protected?
Students outlined that a number of students enjoy studying two languages. With the potential loss of one modern language, students outlined that they will have less choice in which languages they can study.
Creative Literature has recently lost a lecturer (December 2018), is this loss included in the proposed business case?
Students are concerned that the Appendix containing the specific Business Case for ELCOS has not been made available. And there is a lack of clarity about what is proposed in regards to ELCOS.
ELCOS Students highlighted that they find the ELCOS course very welcoming and useful to make friends and feel accepted within the community. They feel this course is essential to people who are part of it, and emphasised that it should remain free.

### 3.5 Student Response to Law Proposed Business Case for Change

Students feel that the Law School in Bangor University can grow effectively if it uses its resources and targets the correct areas of growth (see below for more detail). Students feel it is essential to protect key USP's of the course which includes a variety of modules. Students understand that some of these will need to be adapted with the change to LLB, but they would like a clear timeline of when and what is changing. Student's also offered another proposal that they feel is worth exploring, which is for the University to offer an LPC (changing to an SQE) and BPTS as part of a joint qualification with the LLB, this is detailed below.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Students' Concerns, Feedback and Questions</b>
Students feel that the diversity in modules that is currently offered in the Law school is a USP, especially to international students. Students feel that if certain modules are discontinued, it is important that there is a clear timeline and guide offered to students stating when and which modules will be discontinued.
Students would appreciate more information about when and how the changes within the LLB course will take place.
Students feel that it is essential that the LLB is protected.
Students have already commented that their personal tutors do not want to meet up until after the consultation period has ended incase their jobs are lost. Students feel that the staff student contact time must be protected.
Students feel that the employability aspect of the school is strong, and that that lecturers are helpful when finding work experience for students. Students feel that this must be protected.
Students highlighted that the guest lecturer program at the school is a success and adds to the student experience. Students would like this to continue.
Students feel that it is essential that the two Welsh medium modules that are already offered are protected.
Students feel that it is important that the University protects and maintains its relationships with its international links. Therefore, if the University has a fall in UK based recruitment, protecting its international recruitment will protect the University's reputation. Students made the following comments regarding the current international relationships that the University is building/maintaining;
<p><b>Toulouse</b></p> <p>Students commented that in the past there has been negative experience for Bangor students when they have gone to study in Toulouse. Students are already in talks with the school to offer the Erasmus opportunity to Bangor students outside of Toulouse. However, students realise that the student intake each year from Toulouse is very valuable. Therefore, students feel that although this relationship should be protected, extra resources should not be allocated when it is needed in the Bangor Law school.</p>
<p><b>Malaysia</b></p> <p>Students highlighted that Malaysia does not currently recognise the course offered by Bangor Law School. Therefore students feel that this relationship should be maintained in the background, and viewed as a more long term goal. Students feel that it will take a lot of lobbying and resources until the course is recognised. Therefore students believe that this effort should not be abandoned but the University should focus more on countries that already recognise the LLB, such as the UK, Nigeria and Canada.</p>
<p><b>Canada</b></p>

Students agree with the University that improving the relationship and recruitment in Canada is a good idea, and resources should be used to do this.

### **Nigeria**

Students agreed with the University that there is a market for Law students, especially Post Graduate, in Nigeria, and the University should use its resources to strengthen this relationship.

### **China**

Students feel that the University should reassess the Law School's relationship with China before investing resources into it as they feel that the student intake into the Law School from China is low.

### **India**

Students feel that the relationship with India is worth maintaining as the LLB that Bangor offers has recently been recognised. This means that students will be able to work as qualified solicitors in India, students believe that this is a real USP, therefore should attract more students from India.

Students feel that the 2-year course currently offered in the Law school should be protected as it attracts a lot of international students.

Law students highlighted that currently, after completing their LLB, students must move University to undertake their LPC or BPTS before they are qualified to work as solicitors/barristers. Students feel that if Bangor University offered this course there would be a strong interest from both current and new students. If the University was to offer it as a combined course with the LLB, students feel that this would be especially attractive to international students. The University could also explore offering the course or aspects of it through the medium of Welsh, creating another USP. Students also highlighted that it could be the perfect time to offer the LPC, as it is changing to an SQE, Bangor University could be the first university in Wales, if not the UK, to offer this qualification, therefore attracting a number of students. Students also realise that the University could be in competition with some of the bigger Universities such as Cardiff, Liverpool and Manchester, but offering these accredited qualifications combined with the LLB would be a way of attracting students, especially international ones. This would then mean that students stay in Bangor University for an extra year.

If the University does not want to explore this option, students also suggested that the University could investigate creating a relationship with Chester University (who already run an LPC and BPTS), to run a sister course at Bangor University.

### 3.6 Student Response to Music and Media Proposed Business Case for Change

There are serious concerns from students in the proposal to move to more creative activity and that this will be to the detriment of theory and research. Some students commented that with a move in this direction, how does Bangor University Music differentiate itself from a sixth form or higher education college?

Students believe that by moving to more creative activity could lead to a reduction in student recruitment due to the fact that a large proportion of students want to study the theory alongside practical elements of the course. Students believe that research and creativity need a good balance and that this is currently the case at Bangor. This balance is needed so that students are able to apply the theory to the creative practice, giving students a rounded and holistic education in the field. Students commented that they did choose Bangor for the depth and breadth of its academic offer and that this impacts directly on the quality of their course of study. Students were particularly concerned that that with a greater focus on practical skills that would come with a purely creative focus risks students leaving the university with only a narrow skill set, restricting their potential for future employment, and limiting their ability to move forward in their chosen career.

Similarly, students have concerns that the proposal to focus on creative activity in order to lessen research activity could appear to be short sighted with regard to Postgraduate recruitment. They feel it ignores the fact that the school has a growing body of postgraduate students. The business case acknowledges this growth but comments that these increases cannot wholly mitigate the decline in undergraduate recruitment. Students acknowledge that the growth in this area cannot fully make up for the lack of undergraduate students, but a move to decrease research would make Bangor less attractive to these students and thus lead to their decline.

Students raised concerns about moving to a largely bilingual approach to teaching with a reduction in exclusively Welsh medium modules. With a bilingual mode of delivery, if a large proportion of lecture delivery is in the medium of English, Welsh speaking students commented that they are more likely to veer towards doing assignments and exams through the medium of English. Therefore students would suggest that a bilingual mode of delivery does not adequately cater for those who wish to study through the medium of Welsh. Student would therefore urge the University to ensure that exclusive Welsh medium teaching is not impacted. Furthermore, a number of Coleg Cymraeg Cenedlaethol bursaries which students receive stipulate minimum numbers of modules studied through the medium of Welsh and therefore provision for this must be protected to allow students to access these bursaries.

Students highlighted that the proposal to move English Language writing, including Creative Writing, entirely to the School of Languages, Linguistics and Literatures makes sense. Additionally, students did highlight that 'World Music' and 'Music Cultures' does not appear to be a popular area of study within the school and could be an area to explore to make savings.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Student's Concerns, Feedback and Questions</b>
What assurances can the University give to students who have committed to coming here, that teaching will remain as excellent as the recent Gold Teaching standards awards, should some of our key academics lose their positions?
Music and Media is a specialised area, in a field that is already being actively undermined at most educational levels, yet has a huge and irreplaceable input into people's daily lives and their quality of living. The staff in this school are all specialists within their respective fields and are indispensable to the students who have chosen to come to Bangor to study with them.

<p>Students raised concerns about losing members of staff from the school of Music &amp; Media. They feel that the school is already stretched and underfunded and fear that this loss will adversely affect not only the quality of teaching, but also morale within the school, and the students' experience during their time at Bangor.</p>
<p>It is important to students to know that the department has depth and breadth in its academic practice. Students believe this impacts directly on the quality of their course of study. This includes all staff in the department, not just those involved in the delivery of their course.</p>
<p>Despite a large number of students commenting that the proposal to move English Language writing, including Creative Writing, entirely to the School of Languages, Linguistics and Literatures makes sense, one student commented that with English language writing as a discipline (including Creative Writing) moving entirely to LLL it seems to show a lack of understanding as to how the Media side of the school's modules depend on one another. For example;</p> <ol style="list-style-type: none"> <li>1. The modules that the business case seems to be defining as "English-language writing" are interwoven throughout a number of degree programmes, offering a narrative foundation to many practical courses, from film-making to game design.</li> <li>2. No mention is made regarding journalism, also an area of "English-language writing", but the business case seems to imply that this concern over "English-language writing" is really only creative writing. Its removal to LLL therefore does not offer the intended simplicity to students as some would still have to navigate the cross-school requirements (only now it would encompass far more than just the creative writing students it does currently).</li> </ol>
<p>Students have concerns that the proposal to focus on creative activity in order to lessen research activity seems short-sighted. They acknowledge that the savings that could be made on funding at an institutional level make sense. However, they feel it ignores the fact that the school has a growing body of postgraduate students. The business case acknowledges this growth briefly but comments these increases cannot wholly mitigate the decline in undergraduate recruitment. Students understand it cannot make up for the lack of undergraduate students, but believe that removing/decreasing research activity would make Bangor less attractive to these students and thus lead to their decline.</p>
<p>Students commented that although interesting module opportunities through creative activity will likely appeal to undergraduate students, staff who maintain relevance through research and contributing to their field will be of more interest to postgraduate students. Therefore maintaining this area will encourage more postgraduate students to choose Bangor and grow Music and Media's research community. This would also ensure that it remained attractive to international postgraduate applicants - an area that the business case suggests it wants to target.</p>
<p>Students raised concerns that the intention to appeal to undergraduate applicants by realigning the school to be primarily creative activity focused raises the question of whether courses will still be a quality University degree. For example, though students' feedback does highlight how much they enjoy the practical side of Music and Media, they chose to come to university for more than just this. Bangor, and university life, must offer more than simply attending a college course that could provide the same technical skills. Also, the practical skills that come with a purely creative focus risk the student leaving the university with only a narrow skill set, restricting their potential for future employment, and limiting their ability to move forward.</p>
<p>Serious concerns were raised suggesting that the proposal of realigning staff to be more teaching focused risks losing more staff than outlined. Students commented that it could decrease the attractiveness of Bangor to academic staff in the future, particularly early career researchers. Job profiles for most other lecturing roles in other universities focus on research output - to move up in academia therefore requires publications and active research. By restricting research, Bangor would be restricting the growth of their academic staff, and for some this may mean that it is not an environment they wish to stay in. It could also be less attractive to the any new hires needed in the future which could result in courses being lost due to lack of integral members of staff.</p>
<p>Concerns were raised that if Bangor's attractiveness to postgraduate students is reduced through the reduction of research activity, it is likely that there will be less ability to teach certain modules.</p>

<p>Students commented that currently there are at least four postgraduate students assisting with teaching in the Media side, without considering the GTA positions. Concerns were raised that it is unlikely that these modules could run at their current capacity without these postgrads and therefore, if the current plan continues and recruitment of postgrads fails as a result, they will not be sustainable.</p>
<p>PhD students raised serious concerns about how the quality of their research will be impacted. Furthermore, concerns about the perceived quality of research and future employment and career prospects were raised if Bangor University does not appear to be research focussed. Students would like assurances of what is being put in place to ensure that the quality of research conducted by PhD students is maintained.</p>
<p>Serious concerns were raised about the potential to lose a varied programme within Music. Students commented that the varied programme they receive which develops their skills as musicians and researchers, sets them apart from students studying at other institutions. How will the University ensure there is still a varied programme with the proposed changes?</p>
<p>With comments referring to Student:Staff ratios within the Business Case, students have concerns that their teaching and learning experience will suffer.</p> <p>What guarantees are there to ensure that a change in staff:student ratio does not impact the student experience and can the University provide further information on staff:student ratio proposals?</p>
<p>Concerns were raised about the potential loss of members of staff who may be supervising students both at UG, PGT and PGR level. What is in place to safeguard against this?</p>
<p>Serious concerns were raised about whether there would be a reduction in the choice of modules available. There were concerns that some modules students wish to take and which were advertised, will become unavailable. What is the likelihood that this will be happen and what can be done to mitigate against this?</p>
<p>Students commented that they have lost approximately five members of staff in the Music department since 2016. With that in mind, students would like to know why a large number (2.8 FTE), of music staff in particular are being proposed to be reduced.</p>
<p>There are serious concerns from students in the proposal to move to more creative activity and that this will be to the detriment of theory and research. Some students commented that with a move in this direction, how does Bangor University Music differentiate itself from a sixth form or higher education college?</p>

### **3.7 Student Response to Education and Human Development Proposed Business Case for Change**

No focus group was requested by students from The School of Education and Human Development. Therefore no comments, questions or concerns from students can be provided.

### 3.8 Student Response to Health Sciences Proposed Business Case for Change

Students on the Learning Disability Nursing course feel that the Proposed Business Case for Change targets their area disproportionately. They have voiced the following alternative suggestions;

- Recruitment drive for new staff should be scaled back, with a focus on retention of current staff.
- Evaluation of the necessity of filling certain redundant roles.
- Explore alternative solutions which do not involve compulsory redundancies such as; voluntary redundancies, purchasable annual leave, early retirement settlements.
- Sharing staff cuts across all four fields of nursing to reduce the impact felt by any one field.

In addition, the students were concerned about the impact the proposed changes could have on the Staff:Student ratio, and other Nursing requirements. They also strongly felt that there has been a lack of transparency between the School and students, and that more clarity and communication would have been appreciated.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Students' Concerns, Feedback and Questions</b>
Students commented that figures in the Proposed Business Case for Change are reportedly incorrect, with students stating that the current structure employs one Grade 9 T&S FTE, one Grade 8 T&S FTE and one 0.5 Grade 7 T&S FTE. Correct figures are reported as one Grade 9 T&S FTE and 1.5 Grade 8 T&S FTEs. What impact will correct figures have on the Proposed Business Case?
Students are concerned that staff are currently being considered for redundancies whilst recruitment is still occurring for other nursing staff.
What provisions are in place if the ratio of students to staff increases? Insufficient/Inadequate provision will be detrimental to the Student Experience.
Students would appreciate further reassurances that the Learning Disability course will not close as a result of the proposed business case for change. Concerns were raised that the proposal may impact the course through affecting future intakes, staff morale, funding issues.
If the student intake increases in September, coinciding with decreased lecturer availability, what impact will this have on the current Staff:Student ratio of 1:17, which is a requirement.
What considerations have been given to provision of teaching through the medium of Welsh if the number of staff is reduced? Student felt more clarity was needed in this area due to the fact that some students currently study through Coleg Cymraeg Cenedlaethol. Have they been made aware of the proposals?
Students raised concerns about the impact of reduced staffing levels on lecturers continued ability to provide adequate student support. Following a Nursing Course can be stressful at times and therefore students feel that this is an area which should not be overlooked.
Currently, approximately 50 students are on placements across North Wales. These are supported by staff. How will this continue with reduced staffing?
Students commented that communication between the Head of School and students has not been adequate. Students would have appreciated more clarity regarding the business case earlier in the process.
Concerns were raised that the current course isn't marketed adequately, and as a result, potential candidates for enrolment are being missed. Students believe that improved promotion and marketing would lead to an increase in recruitment. What are the plans for this in the coming years?

### 3.9 Student Response to Medical Sciences Proposed Business Case for Change

Students feel surprised that there are proposed cuts in their school, as they already feel that the school is underfunded, and staff are stretched. Students feel that it is essential that the relationship that the University has with North Wales Cancer Research is protected and maintained, as it is an essential part of the research side of learning within the school and is a key USP. Students also feel that it is a priority that accreditation is maintained with IBMS and GMC, as students cannot work in the NHS without this accreditation.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Students' Concerns, Feedback and Questions</b>
<p>Serious concerns were raised by a number of students with regard to the risk of losing IBMS and or GMC accreditation of courses. How likely is this?</p> <p>Students raised the following concerns regarding the above;</p> <ol style="list-style-type: none"> <li>1. Losing accreditation would lead to many students considering transferring courses.</li> <li>2. Losing IBMS accreditation would significantly impact all future intakes - most Biomed students refuse to apply for courses that are not accredited.</li> <li>3. As a general rule, only graduates with IBMS accreditation can work in NHS biomed labs, and to lose the accreditation midway through our course would, I anticipate, lead to a significant drop out before third year commences.</li> <li>4. Future intake would be significantly hindered as a course losing its accreditation would seem like a course not worth taking</li> </ol> <p>What measure are being put in place to mitigate against this risk and is the University able to provide assurances that these accreditation will be safeguarded both in the short and long term?</p>
<p>Students strongly urge the University to revise any proposed changes which risk losing accreditations with the IBMS and GMC for Undergraduate courses.</p>
<p>Students feel like teaching staff in the School of Medical Sciences are already very stretched at the moment. Has the teaching workload of staff been fully considered?</p>
<p>Considering teaching staff are already very stretched in terms of their workload and there are plans to grow the school of Medical Sciences over the next few years, students find it very counterintuitive to shrink the staff</p>
<p>Students are concerned that the implications of the proposed business case would have a negative effect on the relationship between the University and North Wales Cancer Research.</p> <p>Students felt that this was a relationship that needed protecting for the following reasons;</p> <ul style="list-style-type: none"> <li>• Having a link with Cancer Research is a definite USP.</li> <li>• Many students attend Bangor University specifically to undertake Cancer Research projects.</li> <li>• There are very few universities that work with Cancer Research.</li> <li>• Researchers from Cancer Research take on research projects within Bangor University. If this was to reduce it could reduce the capacity of lab based projects and leave students with only generic research projects.</li> <li>• Cancer Research currently funds a number of PHD's undertaken at Bangor University. The PHD's within the school which are not funded by Cancer Research are all self-funded, this is not an option for a lot of students.</li> </ul>

<p>It is understood that the Medical School is expanding and looking to introduce new courses next year. Can the University clarify how this would work with a potential reduction of staff?</p>
<p>It is understood that Bangor University is linking with Cardiff University to offer some degrees. How will Bangor University attract and manage these students if there is a loss of staff?</p>
<p>Students feel that the money that Bangor University is spending on a proposed new Medical school for Cardiff University students would be better invested in current Undergraduate courses at Bangor University. Students also believe that it is the wrong time to be making this link with Cardiff University. Can the University confirm whether growth in the current courses in Bangor University would be more profitable than setting up a new Med School?</p>
<p>It is outlined that the relationship between the University and the health board could be effected negatively. Students feel that not having this good relationship would be very detrimental to their studies (placements) and post-university careers (employability). How does the University intend to protect this relationship?</p>
<p>Students commented that Clinical trainees must be trained by working clinical professionals. How does the University propose that they will maintain this?</p>
<p>Students are already taught by unpaid NHS professionals. Can the University confirm that they will keep funds to support this (for petrol etc.)</p>
<p>Students feel that it is vital that the University ensures that the post graduate courses are viable. They attract numerous foreign students and ensures a good relationships with external funders, both whom are key to funding the current courses.</p>
<p>Undergraduate students already feel that they cannot undertake specific projects because of the lack of staff members available who specialise in certain fields. Students are concerned that with a reduction of staff this problem will only worsen, and therefore have a knock on effect to student satisfaction levels and future intake.</p>
<p>Can the University confirm what an acceptable staff to student ratio is, and how acceptable is the current staff to student ratio in medical sciences? Can the university also outline the difference in the staff to student ratio between clinical and research modules?</p>
<p>Currently there is a significant distinction between clinical and research focussed modules. Students feel that this distinction is important to their learning and chosen career path. If the proposed business case is applied, can the University confirm that these distinctions would remain?</p>
<p>Students commented that Bangor University has set up a PG course in the area of genomic and precision medicine. Students have outlined that they believe applications are still being received for this course, but the University is turning applicants away as the School does not have the resources to carry this course out. Can the University explain why the school is not receiving support to deliver this very popular and marketable course?</p>
<p>Students believe that the courses offered in the School of Medical Sciences are very relevant to a growing sector, and feel that if the proposed business case goes ahead, there will be no room for growth within the school.</p>

### **3.10 Student Response to Sport, Health and Exercise Sciences Business Case for Change**

Following the Sport, Health and Exercise Sciences focus group, it was apparent from students that their main concern is the potential impact on Welsh language provision. A detailed response in relation to this area is provided in the report from UMCB. Undeb Bangor shares the concerns highlighted in that report.

The main concerns raised are highlighted below;

- Students commented that Welsh speaking students wouldn't have come to Bangor to study in the School of Sport, Health and Exercise Science if there was no Welsh language provision.
- Students stressed that they felt it was a mistake to sacrifice the grant from the Coleg Cymraeg Cenedlaethol in times when savings are being made.
- Students commented that the business case does not appear to be in line with the other business cases due to the fact that it is the only one fully protecting the research based provision.

### 3.11 Student Response to Property and Campus Services (PACS) Business Case for Change

Students raised a number of concerns with regard to the Property and Campus Services (PACS) Business Case for Change.

Student safety is of paramount importance and any proposed changes should be thoroughly assessed to ensure that these do not impact in any way upon student safety across the whole of the University estate. Students noted that the proposed business case suggests a move to having a single security hub on Ffriddoedd Site only, as opposed to both Main Arts and Ffriddoedd site, as is currently. Students oppose a move to a single security hub and would strongly urge the University to reconsider this option.

At present, students are highly complimentary of the University in its commitment to ensuring students feel safe and believe this is a unique positive for Bangor University. Any proposals should ensure that the following continues in its present form;

- Continued, unchanged roaming security across campus
- Continued multiple security hubs.

Furthermore, students commented on the security team's vital contribution to ensuring clubs, societies and volunteering projects operate seamlessly and that these groups feel safe when using University facilities late at night.

In relation to all of the above, the table below highlights some things the security team assist with at present and why a reduction in this area could impact both student safety and the student experience.

<b>What the security team assist with.</b>	<b>Reason a reduced capacity to carry this out could impact student safety and/or the student experience.</b>
Unlocking and locking facilities for student groups across campus.	<ul style="list-style-type: none"> <li>• If rooms are locked and student groups struggle to get into these or they are not opened quickly this could have a negative impact on the club, society or volunteering projects activity. Undeb Bangor and the University prides itself on our award winning student groups and activities and therefore this could be put at risk.</li> <li>• If students are needed to become more reliable for ensuring rooms are safely locked etc after use, this could lead to undue stress and extra responsibility on committee members which is not necessarily in students' best interests.</li> </ul>
Safety on halls sites.	<ul style="list-style-type: none"> <li>• Students know they can rely on the security team for a fast response to incidents on halls sites. Students believe this must be protected. Any reduction to this provision and the ability of security to respond quickly could put student safety on halls sites at risk.</li> </ul>
Safety across campus	<ul style="list-style-type: none"> <li>• As above, students know they can rely on the security team for a fast response to incidents across campus. Students believe this must be protected. Any reduction to this provision and the ability of security to respond quickly could put student safety across the university at risk.</li> <li>• Many students carry out academic work or take part in activities across campus late at night. Students feel particularly vulnerable at these times and a wide security presence ensures students both feel and are safe.</li> </ul>
Safety and welfare of international students	<ul style="list-style-type: none"> <li>• International students in particular have commented on their reliance on the security team in terms of their welfare and safety. Coming to a new country to study can be a daunting</li> </ul>

	experience. Bangor University's continued welcoming and safe environment for international students should be maintained and any proposals around the provision of security across should take this into account.
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Additionally, students have commented that the impacts on the student experience following the last restructure of security provision are already being seen, particularly in lower Bangor. Students have raised that;

- Rooms are frequently not open for student groups.
- The ability of students to get hold of and for security to respond to incidents has been impacted.

Students feel that any further changes could exacerbate these issues.

Finally, students also raised concerns surrounding the lack of clarity throughout the business case about any impacts specifically on collections of post and cleaning provisions. Therefore, Students and Undeb Bangor would like a clearer overview of the plans in relation to this.

In conclusion, students would strongly urge the University to carefully consider all of the above when proposing any changes to Property and Campus Services.

### 3.12 Student Response to Research Innovation and Impact Office (RIIO) Proposed Business Case for Change

Students' main concerns with regard to the RIIO proposed business case for change were;

- Concern that academics' ability to access grant capture would be reduced and the subsequent impact this could have on the quality of research the University produces – this could have multiple negative consequences for the University including; being less attractive to potential postgraduate students and a perception from students of lower quality teaching staff who are not experts in their field.
- Concern that staff would not be as well supported to access grant capture, which could lead to less staff time to support students on a day to day basis.
- Concern that less grant funding would be available for potential PGR candidates leading to less PGR candidates studying at Bangor University.
- Concern that any changes could lead to Bangor University being less attractive to academic staff due to less research support.

Students also note that the RIIO proposed business case for change does not mention students within it. Therefore, students would strongly urge the University to assess the impacts of the RIIO proposed business case for change on the student experience, particularly in relation to the above.

A number of specific comments, questions and concerns expressed by students are detailed below.

<b>Students' Concerns, Feedback and Questions</b>
What is the likelihood that academics will have to do more work on their own to access grants? If this is the case, will this impact upon the time staff have to support students?
Will students see less expertise in their areas of study? Could this lead to less valued courses over time and impact on recruitment?
What is the likelihood that Bangor University would become less appealing to PGR students?
What will the impact be on levels of performance in terms of research output from across the University?
What is the likelihood that there would be less grants available for potential PGR candidates?

#### **4. Undeb Bangor's Closing Statement**

As previously mentioned, Undeb Bangor acknowledges that due to the University's current financial situation, savings must be made and therefore it may not be possible for Academic and Service Provision to be delivered in the same way as it is currently. We acknowledge that the Proposed Business Cases for Change seek to address the current University financial situation to ensure sustainability for the future.

However, as is evident from both Undeb Bangor's statement, outlined in section 2 of the report, and the responses from students outlined throughout section 3, there are areas within the proposed Business Cases which both Undeb Bangor and Students believe need extremely careful consideration and further thought. Therefore, we would strongly encourage the University to explore and take into consideration all points outlined throughout this report before making any final decisions and to revisit the current proposals as appropriate.

We welcome a continued dialogue with the University and look forward to being part of ongoing discussions once the consultation process has ended. We would also call on the University to produce a detailed timeline of events clearly indicating the ongoing processes and key dates for Students.

Finally, we would like to reiterate that we are grateful to the University in its commitment to working with Undeb Bangor to ensure that students are able to effectively feed into the consultation process and in working with us to answer student comments, questions and concerns on the proposed Business Cases for Change.

## 5. Appendices

Appendix i - Final Response to the Proposed Business Case to Chemistry by [REDACTED] on behalf of Chemistry Students.

# Chemistry Students

## Final Response to the Proposed CoESE Business Case

### Our Counter Proposal

We, the students, back the counter-proposal by the Chemistry staff to reduce the footprint of Chemistry in the Alun-Roberts Tower, have a reduction in staffing numbers and moving more to a T-and-S staffing whilst refocusing the department towards a new Sustainable Chemistry model. Providing the student experience is maintained.

- Reducing our footprint or moving out of the building almost entirely would save on costs as, due to the age and condition of the Alun-Roberts Tower, less maintenance and general cost of running the building would be minimised.
- By moving to a more T-and-S model would allow the department to reduce its staffing number and reduce on research costings. It would also mean that some equipment would no longer be required so would not need to be maintained. It is important to ensure that staffing remains diverse for the student experience.
- Sustainable Chemistry uses more environmentally friendly and safer chemicals, reduces the amount of solvent used and waste chemicals generated. This is not only a more economical way of running the Chemistry course but is a newer, more innovative way of doing Chemistry and could be a potential USP of Chemistry at Bangor University.

A definition of Sustainable Chemistry from OECD is: *“Sustainable chemistry is a scientific concept that seeks to improve the efficiency with which natural resources are used to meet human needs for chemical products and services. Sustainable chemistry encompasses the design, manufacture and use of efficient, effective, safe and more environmentally benign chemical products and processes. Sustainable chemistry is also a process that stimulates innovation across all sectors to design and discover new chemicals, production processes, and product stewardship practices that will provide increased performance and increased value while meeting the goals of protecting and enhancing human health and the environment.”*

### Other Responses

- We feel that our ability to firmly respond to the proposed business case for change was hindered due to the lack of definitive evidence and planning.
- The response from former students and staff and other Chemistry professionals is vehemently against the proposed business case for change.
  - Since this proposed Business Case was announced in mid-December, hundreds of former students and staff have reached out, expressing their disbelief, their shock and their frustrations. We have always had such a close-knit community feel to our department, it is not uncommon to see staff sitting having a cup of tea, or eating their lunch, on our sixth-floor common room, joined by all-sorts. Undergraduate students, other staff, PhD students – there is no us and them, we are one.

- The refusal to acknowledge other loss of income from halls fees and other University facilities by closing Chemistry is unacceptable.
- The response the University provided to 'student's concerns, feedback and questions' was inadequate. Our questions were not properly answered and the attitude it seemed to give was one suggesting the University did not care. Many of these were genuine concerns that deeply worried students and the response we received did nothing to settle these worries.
- The business case states that the University would have involved any major stakeholders in the consultation. We believe that stakeholders may have been contacted, but no response was invited. We find this unacceptable.
- We feel that timing of the consultation was an inappropriate and has had a detrimental effect upon student's mental health. It has caused our Christmas' to have become disheartened and we have experienced undue stress and anxiety during our already difficult 'exam season'.
- A loss of a member of staff in the previous academic year caused significant delay and disruption to choosing dissertation supervisors due to the uncertainty over which staff would be available the next academic year. With the proposed reducing of staff levels, how does the University plan to mitigate this?
- Whilst we understand that the University does not want to give the impression of pre-emptive decisions being made, the repeated use of the phrasing "detailed plans have not yet been prepared" and "plans will be drawn up once a decision is made", inadvertently gives the impression of not having fully thought through all of the consequences of closing Chemistry.

I would also like to express my thanks to Undeb Bangor for their ongoing support to the Students during this consultation period.

[REDACTED]

**Appendix ii – Letter in Protest of closing the Chemistry Department by [REDACTED] (Translated from Welsh)**

I would like to strongly protest about the proposal to close the Chemistry department at Bangor University. I firmly believe this would be a monumental mistake. In this letter, I would like to explain my reasons and hopefully persuade you not to follow this route.

The Department of Chemistry at Bangor University is the only Chemistry department in the world that offers an opportunity to study part of a Chemistry course through the medium of Welsh. This is something we should take great pride in. I was born and brought up in the Canary Islands (Spain) - my mother is Welsh and my father is Spanish. The main reason I chose to come to Bangor University as a student was that I could study part of the M.Chem course through the medium of Welsh. It is essential that Chemistry students are able to study the subject in Welsh if Wales is going to have a supply of bilingual chemists for industry, business and education in the future. The proposal being considered is contrary to the Welsh Government's policy of attaining a million Welsh speakers by 2050.

Bangor University is the principal organization that provides wealth to the city of Bangor in what is a fairly deprived area of Wales. When a University department closes fewer staff will be required and fewer students will apply to attend the University; this is going to have a very negative impact on the city's economy. It is students who keep the city of Bangor the vibrant and lively place it is. A reduction in chemistry graduates in North Wales will not help solve the problem of young people moving over the border in search of jobs. In 2016 Swansea University realized their error in closing their Chemistry department by admitting that a Chemistry provision is essential for Welsh industry. That Chemistry department had to be reopened.

The standard of teaching in the Chemistry department at Bangor University is outstanding. I am personally very grateful to the staff for the education that I have received during the M.Chem course; a happy consequence of this is that I have been accepted to pursue a PhD course at Oxford University in October 2019. Staff at the Chemistry department are diligent and active, their lectures are always of the highest quality and their support for the students is invaluable.

There is an acute shortage of Chemistry teachers and chemists in the UK as well as in Wales. Closing this department would only exacerbate the problem. In addition, it would leave a huge purpose-built building without use and too expensive to get rid of it. A waste of a building and money!

Yours sincerely,

[REDACTED]

### Appendix iii – Letter in response to Chemistry Business Case by [REDACTED]

Hello

In response to the recent email about discontinuing single honours chemistry, and massively reducing that department- it seems that the university has forgotten what a university is.

'The scale of the savings needed are such that focus must be turned to no longer supporting teaching and research in a whole subject area. This approach also mitigates the risks by ensuring that only a limited area of the College is affected and will also reduce demand on Professional Services'

What are these professional services, and are they really more important than the study and development of Chemistry? If the output of the school is lower and less lucrative than in other universities, does this really make it a lower priority than non-academic work? It seems the university is asset stripping and losing sight of itself. Box 1.3 was especially distasteful. Providing education is expensive. A 100+ year old university should be aware of this. Journal subscriptions and the pay of 18 hard working academics should be expected overheads. Also, what are the plans for the Alun Roberts Tower? It's a valued facility for several schools, and leaving a large building derelict is ridiculous when workspace and real estate are so valuable

Rather than self-cannibalism, could costs not be saved by-

- Charging for parking and gym membership in Halls (while we already have to pay for laundry, and not all of us use the gym or have a car)
- Not overheating so much of the Main Arts Building, Deiniol Road Library or Brambell (with added perks of reduced SBS lurgy)
- Shaving off from the salaries of staff members earning £100,000+
- Making staffing cuts at the supra-college level. This would simplify the University's administrative structure and save a large amount of money in wages. Instead of compulsory redundancies, posts can be offered in currently understaffed parts of the university, for example Estates and Maintenance (this will be extremely unpopular, though comparable to what certain transport companies do)
- Check up on contractors employed to maintain university facilities. It is well known that they are paid by their time so take as long as possible to complete a job. The appropriate contact in the university occasionally strolling past Perris during the 2015-16 academic year asking questions like 'Hi, how are the gutters coming on?' or 'Why hasn't that pile of poles moved in 5 weeks?' could have saved many expensive work hours. The resident students asking such questions would have little effect
- Reduce funding to sports clubs in line with Societies. Most sports club members will admit that they struggle to spend so much
- Hiring out rooms to local groups more, for example renting spare office space to private companies or hosting local WI events. Treborth Botanic gardens does this with huge success, boosting the university public profile as well as finances
- Opening university food vendors at weekends when there is increased demand, particularly in Pontio

#### Appendix iv – Letter regarding the proposed Business Case for Languages, Literature & Linguistics by

[REDACTED]

Hello,

Thank you for providing this means for students to express their concerns about the proposed staff cuts. People have probably expressed most of these concerns already but I thought it would do no harm to add to them.

I understand that the University is in financial difficulties and needs to find ways to save money but I don't think the proposed staff cuts are the answer. They're both morally wrong - they will cause upset and possible hardship to the staff concerned - and damaging to the University. Fewer staff will almost inevitably mean a reduction in the number and variety of courses each department is able to offer and this will attract fewer students which will ultimately cause the University to lose more money. It will also risk damaging its reputation which will take a long time to recover.

I'm now in my 8<sup>th</sup> year at Bangor. I've done my undergraduate and Masters here in the English Literature department and I'm now in the final year of my PhD divided between English and Modern Languages. All the staff who've taught me have been wonderful and have made my experience studying in Bangor a brilliant one – I wouldn't change anything about it. They've always been approachable, helpful and encouraging. There is no way that I would have stayed to do a Masters, never mind a PhD, if they hadn't been, and so the university would have lost four years of fees from me. I'm sure many others could say the same. My area (Welsh writing in English) is also quite specialist with only a few universities doing it which was another reason for choosing Bangor for further study. If departments can't offer these niche subject areas, postgraduate and undergraduate applications will surely drop.

Staff cuts will also leave the remaining staff unable to their job to the same standard. They will be overworked and therefore more likely to get stressed and ill, needing to take time off. They will also struggle to maintain the high quality teaching and pastoral support they provide. This risks lowering student satisfaction figures which in turn will lower the number of applications.

Finally, I have also heard it argued that staff cuts will not actually reduce the deficit at least in the short term, as redundancy payouts will be a huge cost. I don't know if this is true or not but it is surely a consideration.

I understand the University needs to save money but I really don't think that cutting staff is the right way to go about it for the reasons I've outlined above. It should only be considered as a very last resort. Could the University sell off some of its excess buildings? And does it get any revenue at all from Pontio eg rents, percentage of takings, having poured a lot of money into its construction? Or is the only current benefit the use staff and students can make of its facilities? Is there any way of negotiating something from that? I'm no accountant or business manager – I can't suggest many other alternatives – but I think it's vital that people who can are consulted and all other options considered.

Thank you again for providing this forum.

Best wishes,

[REDACTED]

## Appendix v – Letter regarding the proposed Business Case for Languages, Literature & Linguistics (ELCOS Section)

We are writing to you regarding the ICE Course (ELCOS).

We know that the University is going to decide if cancel or not the course due to financial problems. For that reason, we would like to say how important it is and what it represents for a foreign student like us. The lessons are followed by many students from different countries, they are undergraduate, master, PhD students or other people who are here for just a period due to an internship or other programmes of exchange like Erasmus.

For a student in the UK for the first time, this class is a good way of getting general knowledge and to learn about British culture. So, for a new student the class represents a good place to practise English, to meet new friends and to learn knowledge. This course makes attending lectures easier and improves our writing skills for the exams and thesis. It's also helpful in preparing for further studies. Last week we were able to meet a former student of the class who explained to us how she had started studies in Bangor indeed thanks to this course her English improved a lot and she was able to get a PhD in the UK. The most important thing is that it is a free course and many students can't pay for English courses: there aren't other classes available that help us with everyday life in Bangor and in the UK. It is useful because you can choose different levels and practise and speak with other people, indeed the course is well designed to improve speaking skills.

In the end, ■■■ is a very good teacher with a good sense of humour and a lot of patience!! She is always ready to resolve our doubts and makes the classrooms very pleasant and suitable to learn a new language.. every lesson with a new thing to learn!

Thus, this is not only a place to learn and improve our English but also a place to meet other students and be part of a fantastic group!

Sincerely,

The students

## Appendix vi – Letter regarding the proposed Business Case for Law.

To whom it may concern,

My name is [REDACTED], I am a first year undergraduate LLB Law course rep. On behalf of myself and the other course reps on this course I would firstly like to thank you for continuously keeping us informed to the current financial situation in regards to funding cuts across the university.

Today during a meeting we were given a booklet on the 'Business Case for Change' of the law school, within which it stated throughout that certain modules were under the risk or of a higher consideration of being unavailable to us in future years. We brought this up to the Course Rep counsel earlier today, and were told that nobody knows what modules will be taken off for definite as of yet. In addition to this, we were told that the funding cuts may not impact us as much, instead would be the applicants next year, and that these cuts would not impact module opportunity until 2020. Despite this, some of us will be studying here until 2021 or later and therefore, will still be effected. However, it is to our understanding (due to it being stated in the Business Case for Change booklet on page 3 section 2 subsection 2.1) that 'existing students may be affected by less module choice in the curriculum'.

On behalf of not only myself and the other course reps, but also other students wishing to specialise in certain areas of the law or just taking certain modules for mere enjoyment... we wish to have a list of the modules that are of a higher risk of being taken off the course. As for some, this would mean having to move to another university to pursue their ambitions.

Thank you for your time, I look forward to hearing from you.

With thanks

[REDACTED]

## Appendix vii – Letter regarding the proposed Business Case for Music and Media by [REDACTED]

Dear Sir/Madam,

I am writing to pass on my concerns regarding the proposed changes happening within the university, particularly those relating to the School of Music and Media. Having read the business cases that the student union forwarded on and listened to whatever information has filtered through from Seren and other sources, the impact and implications of the proposed changes have been fully considered and, while cuts may be necessary, the current proposals offer only short term benefits whilst creating more long term problems.

First, it seems to show a lack of understanding as to how the Media side of the school's modules depend on one another. The modules that the business case seems to be defining as "English-language writing" are interwoven throughout a number of degree programmes, offering a narrative foundation to many practical courses, from film-making to game design. No mention is made regarding journalism, also an area "English-language writing", but the business case seems to imply that this concern over "English-language writing" is really only creative writing. Its removal to LLL therefore does not offer the intended simplicity to students as some would still have to navigate the cross-school requirements (only now it would encompass far more than just the creative writing students it does currently). As someone who's undergrad took place across both schools, I feel it is important to note that there is a vast difference between the creative writing done in what was SCSM (really more digital writing and theory) and what is now LLL (poetry and prose).

More worryingly, however, the proposal to focus on creative activity in order to lessen research activity seems particularly short-sighted. While the savings that could be made on funding at an institutional level make sense, it also ignores the fact that the school has a growing body of postgraduate students. The business case acknowledges this growth briefly but sweeps it away by saying that these increases cannot wholly mitigate the decline in undergraduate recruitment. Understandable it cannot make up for the lack of undergraduate students, but surely to remove/decrease research would make Bangor less attractive to these students and thus lead to their decline?

Though interesting module opportunities through creative activity will surely appeal to undergraduate students, staff who maintain relevance through research and contributing to their field will be of more interest to postgraduate students and therefore maintaining this area will encourage more postgraduate students to choose Bangor and grow Music and Media's research community. This would also ensure that it remained attractive to international postgraduate applicants - an area that the business case suggests it wants to target.

Furthermore, this intention to appeal to undergraduate applicants by realigning the school to be primarily creative activity focused raises the question of why Bangor or even why university? Though students feedback no doubt highlights how much they enjoy the practical side of Music and Media, it can be assumed that they chose to come to university for more than just this. Bangor, and university life, must offer more than simply attending a college course that could provide the same technical skills. Also, the practical skills that come with a purely creative focus risk the student leaving the university with only a

narrow skill set, restricting their potential for future employment, and limiting their ability to move forward.

This realignment also risks losing more staff than outlined as it surely decreases the attractiveness of Bangor to academic staff, particularly ECRs. Job profiles for most other lecturing roles in other universities focus on research output - to move up in academia therefore requires publications and active research. By restricting research, Bangor would be restricting the growth of their academic staff, and for some this may mean that it is not an environment they wish to stay in. It will also be less attractive to the new-hires needed to fill those spots which could result in courses being lost due to lack of integral members of staff.

A further addition to this staffing problem is that, by reducing Bangor's attractiveness to postgraduate students through the reduction of research, it is likely that there will be less ability to teach certain modules. Currently, even without considering the GTA position, there are at least four postgraduate students assisting with teaching in the Media side. It is unlikely that these modules could run at their current capacity without these postgrads and therefore, if the current plan continues and recruitment of postgrads fails as a result, they will not be sustainable.

At a personal level, I am a PhD student who has been at Bangor from undergrad up. While the practical application of creative activities interested me and were among my favourite modules, I feel that I developed more diverse skills by learning how to conduct good research through the example of the academics within SCSM. It is because of their example and encouragement that I decided to continue my education here and work towards a PhD. The proposed plan suggests a lessening of the school's research community, however, and this does make me question how this may impact my future career. If I come from a school that is known not to care about research, why should I be employed? If the school is decreasing its research output and staff (either in the proposed cuts or due to its lack of attractiveness to research-oriented academics), how will the quality of my own research be affected? Everyone, from the (now former) vice-chancellor to the head of school have tried to claim that these changes should not affect us, the students, but I do not see how they cannot.

The business case made for the School of Music and Media highlights many of the issues that have been in place since the joining of SCSM to Music last year. It has not felt like the new head of school properly understands how the Media side works, which is understandable due to the short time period between the merge and the release of this business case, but it is concerning that these changes have been proposed without him trying to get a better and more developed understanding of the school. It is clear that he does not understand the balance of modules within the school, nor the growing research community that Media promotes. Furthermore, while a great deal of attention seems to have been paid to the perception of Music and Media as a school, this priority seems to serve the music side far more than that of media. The proposed changes seem reasonable at a glance but clearly demonstrate a lack of discussion with staff or students.

To summarise, I feel that the business case proposed for the School of Music and Media shows a great deal of short-sightedness and a lack of care/understanding about the media side of the newly combined school. The suggestion to move "English-language writing" (in reality only creative writing) to LLL does not consider how these modules work within the school, nor does it show an understanding as to what these modules

encompass. The decision to move to a creative activity focus and decrease in research is short-sighted, focusing on the momentary happiness of undergraduate students over their future employability, the attractiveness of the school to postgraduate students (both home and international), and the fulfilment of academic staff. It demonstrates a clear lack of discussion with staff and students and a focus only on the external perceptions of the school over its actual function as a place of learning. If the school chooses to move forward with these changes, I feel that I will be directly impacted and that my future potential in academia will be impeded.

I hope that my concerns regarding the business case for Music and Media are understandable and that the proposed changes can be reconsidered so that a more appropriate plan can be formed.

Best,



## Appendix viii – Letter regarding the proposed Business Case for Music and Media by [REDACTED]

To whom it may concern,

I am a Part Time MA Music student. I completed my undergraduate Music degree at Bangor in 2012-2015, left to complete my PGCE at MMU, taught for two years and subsequently made the decision to leave and return to study.

When I was choosing my master's programme, there was no doubt in my mind that I would return to Bangor and the welcome I received and the support which has followed since and completely confirmed that I am in the right place and have made the right decision. The School of Music and Media feels like a family home.

I find it completely frustrating that this next round of cuts will see the university attempt to yet again narrow down the staffing particularly in Music. The staff of Bangor's School of Music are and continue to be the reason I study here, ever since my first open day in 2011. To see staff who lectured me, leave and not be replaced, hear of staff opting to retire early to save their colleagues and now more suggestion of cutting staff made me contemplate how Bangor's music degree will seek to exist as the wonderful and varied programme it has always be able to pride itself as. The simple fact is, it won't and that was perhaps the second most important reason for my choice of Bangor University.

It's safe to say, my undergraduate degree set me miles ahead of others on my PGCE course. The sheer variety and expertise I had the opportunity to experience not only developed my skills as a musician and researcher, but the support of the staff and whole school allowed me to thrive and be successful.

To see another desire to reduce the ratio of staff to students again frustrates me. I know from being a teacher myself that it is staff to student ratio that massively affects overall achievement and progress. I've experienced being one teacher with 34 teenagers, versus being 1 teacher with 6 teenagers and as much as our lecturers aren't having to deal with teenagers, I'm sure they'd agree that especially in specialised and individualistic subjects such as Music, less is more. Yet again, this staff to student ratio is another reason why people choose to come to Bangor. I could have gone to a Russell Group university, been 1/100 people on a course and been just another number student to pass through. Instead, I went to Bangor as 1/45 (thereabouts) and was treated as an individual, with a name and who really mattered.

I guess all in all, my biggest concern is the impact this will have on the second year of my master's study. Am I going to lose the member of staff I want to supervise my part II? This was one of the most important considerations when decided where to return to study. Are the modules I've selected going to be run by those people it said would run it? Am I going to see my lecturers demoralised, over worked and unhappy in their jobs? There are certain members of staff who are already feeling this pressure and we as students see that impact. The whole reason I and hundreds of thousands of others left secondary teaching was this pressure and I am extremely worried that this is going to become a trend in universities.

It is safe to say the School of Music is a community and these cuts propose to remove significant foundations of this community. If Bangor doesn't have the variety of staff and modules and the family feel of a true community, I can't see how we can recruit students in the future. These cuts remove everything that Bangor is able to use to sell itself as an individual in amongst a vicious line up of competition.

Please don't kill off a school which has quite literally changed my life. Music is the beating heart of the university and wider community and it is unbelievable how wide impacting it can be. In a day and age where for some reason arts just don't matter, please don't follow this trend.

The music staff deserve so much better than this for all of the hours of dedication they put into supporting their students and allowing them to thrive and overcome challenges. They are a true asset to Bangor.

**Appendix ix – Letter regarding the proposed Business Case for Music and Media by [REDACTED]**

To Whom it May Concern,

I, and other students from the school, are incredibly shocked and angered about the possibility of losing some of the lecturers/professors from the School of Music and Media, which I believe is one of the Schools that is being reviewed. I understand that most students will feel this way about their own school and tutors, however, Music and Media is a specialised area, in a field that is already being actively undermined at most educational levels, yet has a huge and irreplaceable input into people's daily lives and their quality of living. The staff in this school are all specialists within their respective fields and are indispensable to the students who have chosen to come to Bangor to study with them.

What assurances can the university give to students who have committed to coming here, that teaching will remain as excellent as the recent Gold Teaching standards awards, should some of our key academics lose their positions?

Undergraduate students are each paying approximately £30,000 for undergraduate degrees. Will the university be reimbursing those of us whose education will undoubtedly suffer through the loss of key members of staff?

Although I have every faith in the remaining academics doing their utmost to uphold the high standards that we are used to in the School of Music and Media - if we lose some of our professors then it will undoubtedly have a knock on effect, no matter how hard the remaining professors work to keep the school afloat.

Should these redundancies happen, how can the university justify the high remuneration packages of top management, when ineffective leadership has helped to force the university into such a state of financial hardship? **This is vitally important** - there should be accountability within every role in any organisation, (academia included), and where roles have not been satisfactorily performed there should be investigations and reparations from the individuals concerned; i.e. senior management should lose their jobs (rather than being allowed to 'retire') - NOT academic staff.

I'm also quite honestly shocked by the lack of compassion and thoughtlessness of sending out potential redundancy emails two weeks before Christmas.

Please answer my questions as soon as possible, and even more importantly, please rethink this ludicrous scheme. There are many effective ways to save money within an organisation, without having to lay off academic staff.

Yours faithfully

[REDACTED]

## Appendix x – Letter regarding the proposed Business Case for Music and Media by [REDACTED]

To Whom It May Concern,

After reading the Music and Media business case, it is understandable that the department needs to re-think its arrangement due to the decreasing national intake for music as a whole. Staff reduction and refocusing the school makes sense as the country continues to loose intake for A-Level Music.

However, in point 1.4 'option 3', it mentions the recent large-scale investments in facilities etc... But what I find most unusual, is the university's disregard for these facilities, and their marketing potential for music and other creative subjects.

The online presence and marketing for The School of Music and Media is poor. Regardless of the national reduction in music being studied academically, marketing at Bangor University is what should be held accountable when discussing student intake in Music.

Here is just one of many ideas the university should consider before letting go of so many staff:

We have numerous musical societies and ensembles within the university performing regularly in Pritchard Jones Hall, Powis Hall, The Media school (JP Hall), and Pontio and outside of the university. A music degree isn't just about turning up to lectures every day, completing assignments, essays and performances. A student's life is about the 'fun' things that happen behind the scenes.

Music is all about performance, and the results people achieve after hard work and practise. This is displayed in concerts and shows that happen annually, but for some reason aren't celebrated outside of the university. How do we share this success and abundance of high class musical life?

When 17/18 years olds look for university courses, every sixth-form/college directs them to the UCAS website where they can compare similar courses offered by different universities. They then visits university websites and look closely at the specific schools and courses which interest them. The Bangor University website for the school of music has been completely neglected, with links and media including 'Virtual Tours' that frankly don't work on any platform. Also, society pages, such as the music society page, haven't been updated since 2016.

Bangor is a hard to reach university in the north-west of Wales, and without having a properly functioning website, how on earth in this day and age can the university expect to have a good intake for music? Yet international students, and UK students nationwide, still find good reason to travel hours on end to study here!

The Music Studio's behind Powis Hall, I believe, cost £3 million pounds to update and reconstruct. Four dedicated live rooms for acousmatic works, film composition and music technology. Let's use these facilities to their full potential and professionally record all this semester's shows and concerts. Let's redesign the website; make known the incredible opportunities that are available here and only here in North Wales.

██████████ (Year 2 BA Music) and I, are highly experienced in professionally recording shows/concerts and setting up live applications in music venues and classical ensembles. Since the beginning of this month I have organised a petition and online campaign to apply for a Special Commission on marketing the societies/ensembles within The School of Music and Media. Something we would require no financial aid on whatsoever, may I add.

In the past few weeks we have gained an ever increasing 159 online/physical signatures supporting this petition, including willingness to help from staff, students, societies members, parents and the general public; a copy of which I have attached to this email. Link to our online petition can be found here;

<https://www.facebook.com/savebangormusic/>

It is now crucial the university considers its future very carefully. I came to university wanting a degree so that I could teach music at key-stage 2/3, or in a 6<sup>th</sup> form college. But if universities, such as this one, cannot move forward with modern times and sustain such a dynamic and charismatic subject, then what point is there for me to take up such a career other than to fight for what I love.

If any extra explanation is required, ██████████ and I are very happy to meet in person to discuss things further.

Yours faithfully,

██████████

(Year 2 BA Music)

***Anonymous Comments from petition and supporters***

Comment	From Whom?
"We need to protect Welsh medium modules as the only institution in the world that offers research into Welsh music of all kinds"	Year 2 Music/Cerddoriaeth Student
"We are already small we can't lose lecturers or staff, everyone in music has value and everyone is needed..."	Year 3 Music Student

"Music has an important role to play within society and requires support from our academic institutions to be at the forefront of educating and promoting this. We cannot allow the department reduce its impact, on the current and future students that will pass through its doors, through the cutting of staff."	SEN Music Teacher
"Save this amazing course..."	Administration
"As a musical 15 year old I was thinking of pursuing a music degree at Bangor University, but with all the cuts going on there, I will probably go to another University."	School Pupil
Bangor doctorate student 1981 to 1984, "Both of my daughters have benefited from being members of the University Symphony Orchestra whilst still at secondary school. The ensemble of students , staff and city residents is a wonderful place to learn musical and social skills. The university ensembles play an important role in the musical life of Bangor."	Civil Servant
"I'm not a Bangor student any more, but it was a big part in my life and I hope to support you guys in any way I can..."	Trainee Music Teacher
"This is outrageous."	Music at Durham - Postgraduate
"No who's crazy idea is this to attack the music department?"	Year 3 Music Student
'This department launched me into my happy career! It deserves to be kept uncut!'	Composer
"Emails have already been sent to the student union..."	Year 2 Music
"Studied Music - now work for a Charity, Studied Music at Bangor Uni from 2014-2018. So sad to hear about these cuts, especially after having brand new facilities provided for music students to study..."	
"The implementation of these cuts would be a tragedy..."	Music Teacher
"Music is an asset to a University and something to be cherished for what it brings, it saddens me greatly to read of the intended cuts..."	Teacher
"Music is a fantastic and varied academic subject – don't make shortsighted cuts"	Bangor Staff
As a Music Postgraduate of Bangor University this is completely shocking to me!	Video Editor - Music Postgrad

<p>"As a former music student being a part of this department gave me the confidence to speak out and share my ideas with others. A struggle I experienced before accessing some of the most helpful and genuine academics I have ever met. I would have been lost without the support of my tutors. I would also have never had the confidence to conduct the music society choir in my masters year which has given me the stepping stone to help integrate music further in my home town."</p>	<p>Teacher</p>
<p>"Arts education is important, I recognise cuts must be made but this school has such a community feel, I will do whatever it takes to keep that alive..."</p>	<p>Year 1 Music/Media Student</p>
<p>Graduate from the school</p>	<p>Local Freelance Musician</p>
<p>"Music changes lives - please let our young people have the opportunities they deserve..."</p>	<p>"Music"</p>
<p>"The new buildings have just opened, you are a centre of excellence you should be expanding and proud for our students"</p>	<p>Parent of Student</p>

**Appendix xi – Letter regarding the proposed Business Case for Medical Science by [REDACTED]**

Hello,

As a second year Undergraduate Biomedical Science student, the anticipated risks from the proposed alterations to staffing within the School of Medical Science is of huge concern to me, and I'm sure it will be to my fellow classmates.

Losing IBMS accreditation would significantly impact all future intake as, speaking from experience, most Biomed students refuse to apply for courses that are not accredited. As a general rule, only graduates with IBMS accreditation can work in NHS biomed labs, and to lose the accreditation midway through our course would, I anticipate, lead to a significant drop out before third year commences. Not only that, but I would predict that future intake would be significantly hindered as from an outsider viewpoint, a course losing its accreditation would seem like a course not worth taking. I imagine this loss would be extremely detrimental to the image of the whole school and to the university, which is a huge risk to take considering the current negativity being presented in the media.

As the school plans a merge with Cardiff to provide a graduate medicine course, I would urge the University to reconsider taking the plan of action it proposes. Even if it could guarantee current students it's accreditation, the new intake for the proposed course would hardly balance the future loss to the Biomedical Science course, and the damage to the links between the school and the NHS laboratories in Ysbyty Gwynedd and Glan Clwyd if accreditation was lost would be irreversible.

I urge those with power to revise the proposed changes to do so, as any risk involving accreditation is not one worth taking.

Regards,

[REDACTED]

## Appendix xii – General Letter regarding the proposed Business Cases

To whom it may concern, I am using the opportunity given to me by yourselves to voice my opinion on the current financial situation of Bangor University and the cuts that may be happening in the near future. Firstly, I want to say that I think what the previous vice chancellor did was disgusting. Taking those funds for the purchase and furnishing of his house whilst the university is in dire financial state is not only immoral, but an unforgivable abuse of the power given to him. I also want to point out that I know it is not solely his fault that these cuts are happening. I realise that from what the 'Interim vice chancellor' has said that the university has not reached its recruitment targets in some years now which is disappointing, but that's just the situation we have been presented with. I can say that the cuts to the fundamental subjects, and not just my own, have left me feeling betrayed. Optional modules being cut as well as key staff who have helped countless students over the year is not just a betrayal to the students who take these courses but also the lecturers. I just cannot believe that a core science that is needed in day to day life is axed completely - it is somewhat unimaginable and unbelievable. The cuts to my course particularly, and I know I am not alone in saying this, have made me want to drop out and retake my second year at another institution, which is a massive shame because I absolutely adore Bangor University. I really hope that there is another alternative to the current path that the university has chosen, and I hope this can be found before it is too late. Thank you for giving me this opportunity to voice my opinion. Many thanks, [REDACTED]

### Appendix xiii – General Letter regarding the proposed Business Cases

Hello,

From a students perspective the university appears to be making cuts in all the wrong places!

You say these cuts won't affect students but by reducing lectures you reduce the knowledge and resource pool which we are paying you for.

But making cuts to the gardens, maintenance and grounds teams you reduce the amount of aesthetic work that can be put into the university to make students want to attend this university.

Where you should be making cuts is at the top, a lot of admin based job are widely spread out and could be condensed into less staff. This way you can spend more time on the source of your income (the students).

Other methods of reducing cost could be to install more renewable energy outlet to cut the electricity bill from the costings.

Also the university owns a working farm and botanical gardens which have potential to increase the universities income if more time, staff and money were put into them. This will also enhance the universities opportunities to enhance the student attendance to the university within environmental degrees by improving and enhancing the facilities work ability.

This is a fraction of things which the university could manage better to enhance income while maintaining and improving student experience because the removal of lecturers is a poor choice in managerial options.

Kind regards,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## Appendix xiv – Letter regarding the proposed Business Cases with regard to Welsh Provision (Translated from Welsh).

Dear [REDACTED],

Happy New Year!

Having read the business case that affects the School of Law, it appears miraculously that it does not directly affect the Welsh language. However, it will be a blow to the school and many negative changes will take place. From what I can see at present, only two or three changes will affect the Welsh language (though indirectly).

There are two modules offered through the medium of Welsh only (which is brilliant really, considering the number of English speakers on the course compared to Welsh speakers), *Materion Cyfoes Cyfreithiol* (Current Legal Affairs) and *Y Gyfraith ar Waith* (The Law in Action). (I haven't seen the second advertised this year but I think that's due to a lecturer's sickness absence rather than anything else). The business case mentions that modules will be lost in the cuts; it would be a great disappointment if these two were lost, but there is no confirmation of which modules will go, so we'll cross that bridge when we come to it.

Secondly, under the heading "Risks" the possibility is mentioned of no longer being able to offer the LLB in the future. We know that this is a "worst case scenario" risk as it were, however ceasing to offer the LLB would be detrimental to the Welsh language within the School of Law here at Bangor. The fact that my degree (*Y Gyfraith gyda'r Gymraeg* / Law with the Welsh language) is an LLB and a QLD (Qualifying Law Degree, what you need to go on to train as a solicitor) is the reason why I chose to come to Bangor over Cardiff/Aber, and I know that I am not the only one to have made this choice on the basis of the LLB provision. Still, I hope that this will not happen, but it is something to bear in mind. The wide range of choice of specialist modules that reflect the lecturers' research interests is one of the School of Law's USPs as if it were, and by losing that element of choice, the numbers commencing the course will undoubtedly be affected, and in turn this could mean the loss of one or two Welsh-medium students.

I appreciate that on the whole the School of Law is not being hit as badly as other departments, but in terms of losing academic staff (especially within our college) I think that we are one of the worst hit schools. It must be noted that the School of Law has quite a good number of Welsh speaking staff, but there are two who go out of their way to promote and help Welsh-medium education within the school. (I'm sure they won't mind being named, [REDACTED] and [REDACTED]). Losing those two could potentially affect the numbers of Welsh students, as they are the personal tutors of the vast majority of us studying through the medium of Welsh and they are such brilliant tutors, it would be a major disappointment to lose them in the cuts.

As you can see, there are a lot of "Worst Case Scenarios" here, but it's probably necessary to think in those terms to avoid long-term damage to the Welsh language within the school! I shall be meeting with the other Course Reps at the school over the next few weeks to prepare a response and if any Welsh-medium issues arise I'll let you know!

Otherwise, thank you for enquiring and we will keep you "in the loop" if there are any changes,

Best wishes

[REDACTED]