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

Report compiled by:

Undeb Bangor Sabbatical Officer Team 2024-25

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Introduction

Following the University's financial sustainability exercise, Undeb Bangor, Bangor University's Students' Union, organised a number of sessions to allow students to give feedback on the proposed Business Cases for Change. These focus groups centred on the proposed changes to Academic Schools and Professional Services. We also held a focus group with Welsh-speaking students to gather their views and concerns about the potential impact on Welsh-medium education and services. As well as the above, students were also able to provide feedback through email and by submitting and signing petitions.

This report presents Undeb Bangor's and Students' responses 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 an appendix which has the petitions submitted by students on Undeb Bangor's webpage as well as a petition on change.org.

For information, Undeb Bangor and UMCB have worked together to compile this report, also giving attention to the potential impact on the experience of Welsh language students.

Undeb Bangor's Stance

Bangor University is a cornerstone of the North Wales economy and identity, creating jobs, training, and opportunities for the region. However, the Welsh Higher Education sector is under unprecedented pressure due to a lack of funding, falling student numbers, and Government policy changes. The repeated cycle of restructuring and redundancies at Bangor has had a devastating impact on the workforce, student experience and institutional stability, and this cannot continue. Wales urgently needs a sustainable funding model for its universities and more stable, long-term investment. The Welsh Government must act now to secure a strong and resilient future for higher education in Wales.

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 they currently are. We acknowledge that the proposed Business Cases for Change (BCFC) seek to address the current University financial situation to ensure sustainability for the future. However, we believe that the proposed changes, as well as the process by which they have been communicated to and consulted on with students, have had a severe impact, and will continue to do so, on the university's most vulnerable and marginalised students, particularly disabled students and students requiring the support of the Wellbeing Service.

It is alarming that similar issues and concerns from students have resurfaced from previous proposed restructures (Plant *et al.* 2019, Williams *et al.* 2020), suggesting that the university has not learned from mistakes made previously. These concerns include a lack of accessible

information from the University, poor communication, and a sense that students are unable to meaningfully contribute to the process due to its timing.

We share the frustrations students have and believe that the University could have put steps in place which would have mitigated these concerns, as currently, students find it difficult to understand the proposals, do not understand what the changes are or what the impact on their student experience will be. We share frustrations that students have raised with us that no student-friendly versions of the Business Cases for Change were available. We are also extremely concerned that many students report not having been invited to information sessions by their school.

While we acknowledge that it takes time to prepare Business Cases for Change, we echo the frustrations of our students that the consultation period occurred over the exam period, a time when students are already stressed and have little time or availability to read the Business Cases or to give feedback. The numbers of students able to actively engage in the process has been low, and as a result it is likely that many of the impacts of these proposed changes will not be recognised. Similarly, while we appreciate the professional services all-student meeting was a space for students to ask questions and raise concerns, we feel that the meeting was organised too late into the process and at an inaccessible time for students, right at the end of term. This follows a general trend where the communications around the Business Cases for Change were poorly planned out. In addition to this, we were unsatisfied with the responses to students' questions in the all-student meeting, sharing students' frustrations that they did not receive the clarity they deserve.

In the recent Quality Enhancement Review (QER), the University was commended for its strong relationship with students, "*with the views and feedback of students at the forefront of initiatives/projects to enhance the student experience.*". Additionally, the review commended "*The extensive and responsive support available both academically and pastorally, to help support students' needs throughout their time at the University*" (QAA Cymru 2025). We are extremely concerned that the current proposals undermine these previously highlighted strengths and the strong relationship between the University and the student body.

We believe that the following should have been put in place to tackle some of these issues and would have allowed students to meaningfully engage in the consultation process. These are all points which we have raised during and leading up to the consultation period.

- Student-friendly versions of the Business Cases for Change.
- Clearer communications plans which are shared and consulted on with the Students' Union in advance of the launch of the Business Cases.
- Communications plans which outlined all student and school level meeting dates and times in a timely fashion.

We also specifically highlight below the several key areas from the proposed Business Cases for Change that we believe require comment and scrutiny.

- **Timeline** - The proposed timeline for implementing job cuts by September 2025 is too tight and does not allow adequate time for meaningful student consultation, proper evaluation of alternative mitigations, or clear communication with students. Rushing these decisions increases the likelihood of disruption to students and limits the opportunity to develop plans that support their ability to graduate or progress.
- **Financial Forecasting** - We are concerned that the University's financial forecasting is overly pessimistic and risks driving premature and unnecessary cuts. While the University is projecting a £4.6 million deficit, the recent Medr report (Medr 2025a) confirmed that no Welsh university is currently at immediate risk of bankruptcy. Bangor has already received £1.3 million from the Welsh Government (Medr 2025b) to help mitigate current financial pressures, and this funding should be used to reduce the scale of proposed redundancies. Implementing deep structural cuts now, only to rehire in the next 12 to 24 months, would be inefficient, destabilising, and damaging to staff morale, institutional continuity, and the student experience.
- **Compulsory Redundancies** - We are strongly opposed to compulsory redundancies if savings can't be met through voluntary severance. No other Welsh university has resorted to compulsory redundancies in over 15 years, setting a dangerous precedent and weakening sector-wide stability and protections for students and staff. Staff are central to the student experience, and forced job cuts would harm education quality, student support, and community. Such actions risk damaging morale and undermining the trust needed for a sustainable long-term recovery. Recent petitions as well as years of Student Led Teaching Awards (SLTAs) have shown how much students appreciate and care about their staff, and if students see these staff forced to leave the university, they will be distressed.
- **High Salaries and Executive Structure** - In light of the significant cuts proposed across professional services and academic departments, it is essential that the University demonstrates fairness and transparency in its financial decisions. We call on the University to review the highest salaries within the institution, particularly those exceeding £100,000 per year. The recent 2024 Annual Report and Financial Statements showed that last year, costs from salaries exceeding £100,000 per year rose by over £1 million, an increase of well over 50% (Bangor University 2025). This is an unjustifiable expense while other staff are losing their jobs and services are being cut. Furthermore, we ask the University to explain how it will be reviewing the structure and size of the Executive team as mentioned in the FAQs, how this aligns with the savings being demanded of frontline staff and services, and how it will be fair, transparent, and unbiased. Students and staff alike deserve assurance that the University leadership is sharing in the responsibility and impact of these changes and should be able to input into decisions around the senior leadership structure of the institution.

- **Disability and Wellbeing Services** - We are aware that Bangor University has an above average number of students who require additional support. Therefore, we are very concerned about the impact on students of reductions in support services and would ask how the University will maintain the levels of support needed.
- **Merging of Disability and Wellbeing Services** - Disability and wellbeing services should not be merged. Disabled students often have distinct and specific needs that differ from those addressed by general wellbeing support. Merging the two risks blurring this important distinction and we are concerned this may lead to a reduction in the quality and effectiveness of disability support.
- **Diagnostic Assessment** - Students should not be required to pay for diagnostic assessment and certainly should not be required to pay any more than they currently do. We do, however, appreciate the proposal that students may be able to access hardship funding for this, as students have reported that they often need to save for months to afford these appointments.
- **Counselling Service** - We are deeply concerned about the proposal to outsource the student counselling service. While we recognise the need for financial sustainability, it must not come at the expense of the quality, accessibility, and inclusivity of mental health support. The current in-house service provides continuity of care, Welsh-language provision, and a deep understanding of the student experience at Bangor, qualities that risk being lost through outsourcing. There is no clear evidence in the Business Cases that outsourcing will reduce waiting times or maintain standards in line with Welsh Language Standards, Medr's monitoring requirements, or the principles of the University Mental Health Charter (Hughes & Spanner 2024). We are especially concerned about the potential for fragmented provision, reduced face-to-face support, and the loss of experienced staff. If this route is pursued, the University must guarantee the same level of care, seamless integration with campus services, and a firm commitment to Welsh-medium provision. Anything less risks undermining student trust and wellbeing.
- **Equality, Diversity, and Inclusion Activities** - We are deeply concerned about the proposed reduction in key equality, diversity, and inclusion activities, particularly the scaling back of Race Equality Charter work, and Athena Swan support, which sends an unfortunate signal about the university's long-term commitment to fostering an inclusive and supportive environment for all staff and students, especially when the Equality Impact Assessments of the Business Cases show that minority ethnic and female staff are at greater risk of losing their jobs.
- **Archives** - The Archives need adequate staffing to maintain the current level of availability to students, staff, and the local community. As well as being a crucial

resource for students and staff across the University, the Archives provide a critical bridge between the University and the heritage and community of North Wales and are of national and cultural significance.

- **Academi** - A significant number of students have expressed strong opposition to the closure of Academi, highlighting its importance to the student community. If Academi is to close, there must be a dedicated, student-exclusive nightclub alternative available at least once a week. Athletic Union (AU) Night plays a crucial role in fostering community, connection, and belonging, particularly through sports clubs. It also offers a safer environment for students who may feel uncomfortable or unsafe in other local venues. Removing this without an adequate replacement would severely undermine the student experience in Bangor.

As has been mentioned previously, there have been significant challenges in relation to the accessibility of the Business Cases for Change for students. In future the University should:

- Provide a student-friendly version of the Business Cases for Students, with no jargon or acronyms.
- Ensure the consultation takes place during term time.
- Make the consultation period longer so that there is adequate time to organise a meaningful student consultation.

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. In regard 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.

Impact on the Welsh Language Student Experience

Undeb Bangor and UMCB have worked together to compile this report, also giving attention to the potential impact on the experience of Welsh language students. We held a focus group with Welsh-speaking students to gather their views and concerns about the potential impact on Welsh-medium education and services.

Bangor has a long-standing reputation as a national leader in Welsh-medium education and a centre for Welsh culture, supported by years of high-quality teaching, provision, and a strong Welsh-speaking community. This strength is an area that represents a key strength and point of excellence for the University, as highlighted in the QAA's recent quality enhancement review (QAA Cymru 2025), which commended "*the extent to which the Welsh language and bilingualism are deeply embedded in the culture of the University, to the clear benefit of all staff and students in terms of learning opportunities and a sense of belonging*".

While we recognise the financial pressures facing the institution and accept that it may not be possible to fully protect all aspects of provision, the University must not use the current

financial situation to justify weakening or disproportionately targeting Welsh-medium teaching provision and services.

The University's own strategic documents make a strong, public commitment to enhancing bilingualism setting out ambitions to lead the sector in Welsh language provision, contribute to the Welsh Government's target of one million Welsh speakers by 2050 (Welsh Government 2017), and build a bilingual workplace and student experience. The Welsh Language Policy (Bangor University 2023) also commits to ensuring that Welsh and English services are equally visible, accessible, and effective, and that planning and recruitment support the University's bilingual identity.

To further inform our response, we draw on *the Undeb Bangor Welsh Student Experience: Student Insight Report (Rowlands et al. 2025)*, developed by Undeb Bangor and UMCB. The report explores why students choose Bangor, the value of Welsh-medium teaching, the Welsh-speaking community, and the role of UMCB. It highlights best practice and areas for improvement, offering insights that must inform strategic planning and reinforce the need to protect and enhance the Welsh-language student experience during this period of change.

We would like to specifically highlight several key areas about the Welsh language that we believe require comment and scrutiny. Undeb Bangor and UMCB believes:

- Any proposed changes must uphold the commitments set out in the University's Student Charter (Bangor University 2024), particularly regarding Welsh-medium provision. These are not only institutional promises but legal obligations under the Welsh Language Commissioner's standards, including access to Welsh-speaking personal tutors, the right to submit work in Welsh, and Welsh-language professional services. Undermining these would breach student trust and could potentially violate statutory requirements. The University must ensure that Welsh language rights are protected and fully integrated into all staffing and structural decisions.
- The Business Cases for Change appear to lack sufficient consideration of the impact on Welsh-language provision, particularly the potential loss of Welsh-speaking staff through voluntary severance. The implications for teaching and the wider student experience have not been clearly assessed, threatening the University's bilingual capacity.
- Despite the University's stated commitments to the Welsh language, the Business Cases provide little detail on how provision will be maintained within the restructure. Without clear plans, there is a serious risk to the quality, visibility, and accessibility of Welsh-language teaching and services undermining both the student experience and Bangor's strategic goals.
- Retaining bilingual staff brings both clear educational and financial benefits to Bangor University. Welsh-speaking staff not only support learning in both languages, but also contribute to pastoral care, recruitment, outreach, and the University's presence in Welsh media. Their loss would impact far more than teaching capacity alone. The Welsh language is a unique selling point for Bangor, and maintaining a strong bilingual

workforce is essential to protecting student experience, sustaining Welsh-medium provision, and strengthening future recruitment.

- As part of the proposed restructure of Professional Services, the number of Welsh-speaking Professional Services Directors will reportedly drop from three to one. Given the central role of the Welsh language in the University's vision and operations, this reduction raises serious concerns about Welsh language representation in senior leadership and how much consideration it was given in the development of the business case.
- We are concerned about the potential impact of the proposed changes on Welsh-language student recruitment, which has already declined in recent years. Our Welsh Student Experience Insight Report (Rowlands *et al.* 2025) highlighted that Bangor's strong Welsh-medium teaching, unique course offerings, and vibrant Welsh-speaking community are major factors in attracting students. Many choose Bangor for its cultural identity and commitment to the Welsh language. In this context, we welcome the proposal to create a Senior South Wales Recruitment Officer role, which could help strengthen Welsh-language recruitment if supported by a clear strategy and sufficient resources.
- Bangor is the leading provider of Welsh-medium higher education in Wales and is currently responsible for 46% of all students nationally studying 80 credits or more through the medium of Welsh. Every possible effort should be made to safeguard existing credits that are eligible for Coleg Cymraeg Cenedlaethol (CCC) scholarships or bursaries, as these have a direct financial impact on students studying through the medium of Welsh. The University should give careful consideration to any decisions that may put CCC investment or subject-specific grants at risk. The 40-credit minimum should be seen as a threshold, not a target, students should have the opportunity to complete at least half, if not all, of their course through the medium of Welsh.
- We strongly urge the University to ensure that every Business Case includes a clear assessment of its impact on the Welsh language provision and includes clear plans to uphold and strengthen the University's leadership in bilingual education and services. Anything less would represent a significant step back from the institution's stated ambitions and responsibilities to its Welsh-speaking students and staff and the community.

The current business cases put Bangor University's bilingual identity, strategic commitments, and national role at risk. Without decisive action:

- Welsh-medium provision will continue to decline.
- Welsh-speaking students will not receive an equal experience.
- and the University's leading role in the sector will be undermined.

We call on the University to:

- Assess the impact of each business case on Welsh-language provision.

- Develop a specific strategy to maintain and grow bilingual education and services.
- Review the implications of voluntary redundancies through the lens of language capacity.
- And ensure senior-level accountability for upholding commitments to the Welsh language.

Student feedback, comments, and concerns regarding the Welsh language impact from the specific Proposed Business Cases for Change are included within each relevant section of the Student Responses below.

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 students, comments via email and petitions via the Undeb Bangor website. Undeb Bangor supports all students in expressing their concerns and fully acknowledges all students' comments outlined below.

In addition to students' comments, we have also included questions after each section. We call on Bangor University to answer these questions to provide clarity and certainty to students. A summary of questions is included at the end of this document, and we would appreciate the University putting together responses to these so that they can be published for students. We believe that this this would alleviate student anxieties and help prevent further erosion of students' trust in the University leadership.

Key Issues for Students

These are the major themes that have emerged from our conversations with students, across multiple schools.

Accessibility and Communication of the Business Cases

- The language used in the Business Cases for Change documents is hard for students to understand, containing formal language and many acronyms.
- We have heard from students with Specific Learning Differences who found the inaccessible language used in the Business Cases particularly challenging to understand. Under the Equality Act 2010 (UK Government 2010), where provision of information leaves a disabled person at a disadvantage, there is a requirement to make reasonable adjustments and provide information in an accessible format (Equality and Human Rights Commission 2019). The University has not provided this, which is

particularly concerning given that areas of the Professional Services Business Case directly impact Disabled Students.

- There has been a lack of clear communication to students about the changes, with the University expecting students to read the Business Cases to obtain information. Students don't feel like they have enough understanding of the proposed changes to give legitimate feedback.
- Students don't understand or realise that 'Professional Services' includes areas of student support, as the name does not reflect this, meaning that many students are not aware of changes that will impact them.
- When students have asked staff for clarity on the changes, often staff do not have any more information than students. Students feel that staff have not been given enough information to answer their questions and concerns.
- The consultation period was held at a time when students are sitting exams or writing assignments, with some students having already left Bangor for the summer. There have been very low numbers of students attending focus groups and students have told us that many of their peers are not even aware of the Business Cases, meaning that most students have not been able to provide feedback on the proposals and it is likely that there are impacts on students that have not been recognised.
- Students feel that releasing the Business Cases at a time when few students are available due to exams and the summer break is an intentional way to limit student involvement and protests. Students are angry and feel that changes are being made 'under the radar'.
- Students are frustrated that many of the decisions have already been made, for example through voluntary redundancies, non-extension of temporary contracts or not filling vacant posts. These changes do have an impact on students, influencing which modules will be available and the support that is available to them.
- Students feel there is a lack of information about which specific modules will be changed or withdrawn, and which staff will be leaving, at a critical time of year where students should be choosing their modules for next year.
- There is a lack of clarity about what impact the changes will have on students and what the learning experience will look like for students on programmes that are being taught out or where staff are being reduced.
- The perceived lack of transparency from the University has eroded students' trust in the University.
- Students feel like the document is written insensitively from a student perspective, with the language focusing on financial savings, market conditions etc. and lacking awareness of non-financial benefits of education and the impact on students.

Impact of Business Cases on students' Wellbeing

- The uncertainty, lack of communication, and loss of support systems are taking a serious toll on student mental health.
- Students feel ignored and undervalued, with no acknowledgment of their distress.

- The timing of changes (during exams) has exacerbated stress and academic pressure, leaving students feeling overwhelmed.
- Staff are overwhelmed by restructuring, leading to delayed or absent academic support (e.g., dissertation support).

Questions

- What plans does the University have to ensure that changes and decisions are communicated to students through a range of methods, not just through the Student Bulletin?
- How will the University ensure that changes are communicated using accessible language in future, including for students who require reasonable adjustments under the Equality Act 2010?
- What is the University's timeline and plan for the next stages of the process?

Concerns about Professional Services:

Changes to Disability and Wellbeing Services

Many students already struggle to access the support they need through the Disability Services, students told us they have considered dropping out or having to retake the year because they have not been able to access support they need. They are concerned that the proposed changes will introduce further barriers to accessing support.

Concerns with combining the Disability Service with Wellbeing and Inclusivity

- Combining the Disability Service with Wellbeing and Inclusivity will reduce the specific support available to Disabled students. The Disability Service should remain as a separate service to reflect the unique and specific challenges disabled students face.

Diagnostic Assessments

- Some students already struggle to get the diagnoses they need for PLSPs and DSA, outsourcing this service will create another barrier to students with SpLDs and Disabilities.
- Currently students have to pay up to £100 towards the cost of assessments. Many students already struggle with this cost, with students telling us they have to save for months to be able to afford this. Therefore, there are concerns about the likely further increase in costs.
- Requiring students to pay 50% of the cost would significantly increase the cost of assessments, making accessing assessments prohibitive for many students.
- Many students aren't eligible for existing hardship funding, for example overseas students have been told they are not eligible. Students are concerned that they may be unable to afford the cost of assessments but will not be eligible to receive hardship funding and will therefore be at a disadvantage.

- Students rely on assessments for PLSPs and to receive Disabled Students Allowance. Introducing an additional financial barrier will mean many students cannot access the support they need to study, meaning worse outcomes for Disabled students.
- Students are concerned that they may not be eligible for hardship funding, for example due to being an overseas student, meaning they will be unable to afford the cost of assessments.

Outsourcing SpLD tutoring and reduction in SpLD advisors

- The service needs to be provided in person as well as online, according to the requirements of the individual student. Students are concerned that if SpLD tutoring is provided externally it will only be available online.
- It is important that SpLD tutors are familiar with Bangor University processes and staff, and are able to contact teaching staff when needed. External providers may not have the in depth understanding of Bangor University which will reduce the support they are able to offer students.
- Concerns that reductions in capacity of SpLD advisors will result in reduced support for students.

Outsourcing of Counselling Service

- Students find the counselling service incredibly valuable, with several students saying that the Wellbeing provision at Bangor was a factor in their decision to choose Bangor and that they continue to *'rely on the accessible, personalised, and embedded support offered by the existing in-house service'*.
- Students are concerned that outsourcing this service will mean people *'slip through the cracks'*.
- Students like the stability of being able to speak with the same counsellor each time and find a familiar face more approachable. Students currently using the service fear disrupted care.
- It is important that counsellors have a good understanding of both University processes and the experiences of Bangor students so they can provide the highest quality support. Students are concerned that an outsourced service may not have enough knowledge of these areas and that such outsourcing would be *'would be catastrophic for current and future students — especially those with complex mental health needs, limited support networks, or who are vulnerable due to socioeconomic barriers'*.
- Students are concerned about the current lack of information about what the service might look like in the future.

Welsh Language Considerations

- It is important that Welsh-language counselling provision is maintained.
- Current staff not only speak Welsh but understand the unique context of studying at Bangor. Outsourcing risks losing this cultural and linguistic familiarity, which is vital to student wellbeing and trust.

- The University must continue its funding commitment to the Welsh language Mental Health project Myf.Cymru which is led by Bangor University which has received substantial public funding from Welsh Government through Medr.

Questions

- If the Diagnostic Assessment Centre is removed, what will replace this to ensure students are still able to access Assessments and receive PLSPs and Disabled Students Allowance?
- How will the University guarantee that Hardship funding for Diagnostic Assessments will be available to all students who need it, given that many students are ineligible for existing hardship funding?
- How will the University ensure that all students can access a PLSP in a timely manner, regardless of financial situation?
- How will the University ensure that SpLD tutoring is available both face to face and online?
- If counselling and SpLD tutoring are outsourced, how will the University ensure that service providers have a good understanding of university and school processes and context, to ensure that students can get the support they need?
- Will counselling and diagnostic assessment be outsourced to a private company or will students have to access through the NHS?
- How will provision of all services through the medium of Welsh be guaranteed?

Changes to Careers & Employability

- Students welcomed the introduction of paid student roles as Career Coaches, recognising the value of peer support and skill development.
- Concerns were raised about the feasibility of shifting some delivery to academic staff, given existing workload and capacity constraints.
- Any changes to the service must ensure continued access to Welsh-medium provision, in line with the University's commitments to Welsh-speaking students.

Changes to the Archives

We heard from students across the University who use the archives for their degrees, including students from History, Archaeology, English Literature, Social Science, and Zoology, and students at all levels, from Undergraduate to PhD. Access to manuscripts is essential for many modules and degrees.

- Reducing archive staff from four to one part-time employee will severely limit access, both for students and local people. It would also mean losing the team's specialist expertise, raising serious concerns about how a single part-time staff could manage the workload.

- The archives are vital for history, heritage, Welsh culture, and local research, not just for students but for the North Wales community.
- The archives are a valuable and irreplaceable resource for students, giving access to material that isn't available online or through the library. Many students and PGRs use the archives for their dissertations or research. Students are concerned that staff losses will mean students are no longer able to access texts for their course, resulting in a poorer learning experience.
- The mid to long term effects of reducing archive staff would be detrimental to the survival of the archives and eventually lead to its non-usability. This would further erode the quality of history, archaeology, and social science courses at Bangor.
- Students visited the archives on offer holder/open days and now feel like the University lied to them about the level of access they could expect as part of their course.
- With the school shifting its focus from Archaeology to Heritage courses, these courses and research are often focused on the local heritage, e.g. Welsh Estates and slate quarries, and these Heritage courses will require significant access to the archives for their courses.

Welsh Language Considerations

- Students were concerned about how the changes would impact having access to Welsh-language documents,
- The importance of having Welsh-speaking staff in the archives was strongly emphasised, particularly in recognising the historical and cultural value of the materials.

In addition to feedback from the focus groups, 81 students have signed an Undeb Bangor petition to 'Save our Archives' and 3122 students, staff and people from across the world have signed a petition on Change.org (see Appendix 1).

Questions

- With reduced staffing of the archives, what areas of archive services will be maintained and which will be cut?
- What are the waiting times for archive access likely to be with the reduction in staffing?
- How will the University ensure that students can still access the archives for their courses?
- With reduced capacity of the archives staff, how will the University decide which courses continue to have access?
- Has the University done a thorough review to identify which courses and modules will be impacted by proposed cuts to archives staff?

Closure of Academi

481 students have signed an Undeb Bangor petition entitled 'Save Academi from closing' (Appendix 2).

- Academi is an 'essential part of University life' for many Bangor students, particularly those involved with sports clubs and societies. Academi provides *“a place to unwind, socialise and destress... to make friends that last a lifetime”*.
- Academi provides job opportunities for many students, providing essential part-time work.
- Academi provides a safer space for students on nights out. *“You know that you're always safe and that if you have an issue, it will be dealt with so quickly.”* Students have raised concerns about spiking at Trilogy and other non-university nightlife venues.
- Nightlife in Bangor is already limited. Without Academi, the nightlife opportunities for Bangor students will be even more limited. This is not only an issue for current students but could impact recruitment if prospective students don't feel like Bangor provides enough social opportunities.
- Academi offers affordable nightlife, students believe that without the competition from Academi, Trilogy prices will increase further.
- Academi does outreach work with the local community, including holding discos for under 18s and sponsoring sports clubs. Closing Academi would not only impact students but also the local community.

Questions

- What type of student events will be hosted in Pontio?
- Will the University continue to offer a Wednesday club night for students, in Pontio or elsewhere?
- How does the University plan to work with the local community to ensure student safety on nights out if Academi is closed?
- What paid work and internship opportunities will the University provide for students if Academi closes?

Accountability and Transparency from the University Executive

Students had concerns about the accountability and transparency coming from the University Executive.

- Students want the Vice-Chancellor to publicly justify the cuts (similar to Cardiff University's accountability measures).
- Students demand transparency on executive salaries and pay rises in recent years, amid widespread staff redundancies.
- Concerns that high-paid roles are protected while lecturers face cuts.
- Student request involvement in future restructuring discussions.

Questions

- Will the Executive structure be reviewed as part of the cost saving exercise?
- Will Executive salaries be reviewed?

Concerns from Specific Schools:

We held drop-in sessions for students from every college as well as focus groups for schools likely to be strongly impacted by the proposals.

Arts, Culture and Language

Concerns about the discontinuation of German, Italian and Chinese courses:

Students were distressed about the proposal to close German, Italian and Chinese courses. They were concerned about what the remainder of their degrees would look like.

- There is a lack of clarity about what the teach out process will look like and how it will be managed. Students who have not yet completed their courses are very concerned about what teaching and modules will be available to them.
- Students are concerned about the numbers of staff that will be remaining for discontinued courses. Cuts to staff will result in reduced breadth of knowledge and expertise, reduced module choice and reduced opportunities for pursuing areas of interest or specialisations, as well as a loss of continuity in teaching and the loss of established relationships between students and staff, which are an important part of students' learning experience. Overall, students are very concerned that while courses will be taught out, their learning experience will be substantially worse.
- Students studying Italian are concerned that with the only full time Italian lecturer leaving, there will be limited capacity for continuing to teach students for the remaining years of their course. Furthermore, overall, the reduced number of staff does not mean an immediate reduction in the number of current students, and consequently concerns were raised about how the workload would be redistributed among the remaining staff with limited capacity (and in some cases not enough expertise in terms of 'teach out').
- Having a wide range of languages (six) on offer creates a vibrant modern language learning community here at Bangor, with events such as film nights and language cafes. Students feel that loss of German, Italian and Chinese will not only result in the loss of these courses at Bangor but will diminish the language community here at Bangor which could have a long-term impact on the other language courses.
- Removal of language courses limits access to higher education for local young people, particularly those who are unable to relocate for university or who wish to study or receive support through the medium of Welsh. Offering a diverse range of languages provides an important opportunity for these prospective students to pursue language degrees closer to home.

- Students feel that the Business Cases focus on short-term savings, but do not take account of the risks of staff losses and discontinuation of courses, such as reduced retention, loss of staff capacity and poorer graduate outcomes, which could lead to a negative spiral of reduced revenue and further financial difficulties.
- Students also feel that the Business Cases do not take account of non-financial benefits of language degrees, such as creating global connections and developing essential skills for an international career.
- PGR students expressed serious concerns about the removal of graduate teaching assistant roles (including zero-hour contracts), which are crucial for gaining experience in leading seminars, lectures, and working with undergraduates—key for academic career progression. This change could severely hinder PGRs' ability to compete in an increasingly tough job market and limit their prospects when applying for university positions.

Welsh Language Considerations for French & Spanish

- Lack of clarity around the future of Welsh-medium provision in French and Spanish.
- These subjects are currently linked to Coleg Cymraeg Cenedlaethol (CCC)-funded provision.
- With Bangor University being recognised as a national Modern Languages hub by the CCC, it is essential that Bangor maintains a clear and active role in delivering Welsh-medium teaching in these areas.

In addition to these comments given at our focus group, 218 students have signed an Undeb Bangor petition requesting the University to keep modern foreign language courses (Appendix 3).

Concerns from English Literature and Creative Writing

- Loss of teaching staff means modules are under review. Students are concerned both about the potential loss of module choice and that they haven't yet been able to choose their modules for next year.

A feeling of unfairness that arts are facing cuts where Science and Engineering are not

- Arts education is already underfunded compared to STEM.
- Students feel that Arts/Humanities courses are facing more cuts than Science and Engineering courses. Students feel that arts courses are cheap to run, as they don't require much specialist equipment, laboratories, or field trips, compared to other courses.
- Some students feel it is inappropriate and insensitive to promote the new Business School at a time when many other courses are being cut or losing funding and staff are losing jobs. There is a lack of awareness that the funding for this project is only to be used for the Business School, leaving students questioning why the University are defunding some areas and closing buildings but are investing in a new Business School.

Impact of Archives cuts on courses in Arts, Culture and Language

- Students are concerned that loss of 3 out of 4 members of staff will significantly reduce the accessibility of the Archives to both students and local people.
- Students studying English Literature currently rely on manuscripts held in the Archives for modules such as 'Medieval Literature'. Students are concerned that staff losses will mean students are no longer able to access these texts for their course, resulting in a poorer learning experience.
- Students are concerned that reduced accessibility of the Archives will result in significant loss of Welsh cultural heritage.

Questions

- What will the teach out process look like for students?
- How will the University protect quality of teaching for students on courses that are being taught out?
- Will the University keep staff on throughout the teach out process or do they plan to hire staff externally?
- Does the University have any plans to consult students in developing teach out policies?
- How will the University ensure that students still have access to the range of modules they expected when they chose Bangor for their degree?
- If the University intends to retain current staff, or hire external staff for teach-out purposes, how will this approach result in the necessary cost savings?
- How will the University ensure that students continue to have access to the Archives for their courses?
- What Welsh-medium provision will be available in French and Spanish?

History, Heritage, and Archaeology

Concerns about phasing out of Archaeology programme

- Many students chose the university specifically for its archaeology programme, which is now at risk.
- Lack of future fieldwork opportunities has already diminished the course's value.
- Concerns that fewer staff, less funding and merging into a larger school will mean less staff support and fewer opportunities for students, diminishing the value of their degree.
- Students fear they will need to transfer to other universities for postgraduate studies in archaeology.
- There were also student concerns that without an archaeology programme or any archaeology modules, students will miss the opportunity to pursue careers in archaeology, especially since the commercial sector has a growing demand for archaeologists.

- Students stressed that archaeology must remain central to any Heritage-focused restructuring; a point also highlighted during the previous restructuring process (Williams *et al.* 2020, 8).

Concerns about Heritage courses

With the proposal to focus more on heritage courses, students have concerns regarding the following:

- Students have been told that many Heritage modules which have previously been bilingual will now only be available through the medium of Welsh. With the focus moving to Heritage, many of these staff members' salaries are funded by Welsh Government.
- Heritage courses rely heavily on the Archives. With the proposals to cut staffing levels of the Archives, students are concerned about what the Heritage offering will look like.

Concerns about phasing out of Medieval and Early Modern History programme

- Students feel the university has failed to deliver promised module variety, particularly due to cuts in medieval and early modern history programmes.
- Concerns were raised that the shift toward modern/contemporary history disadvantages those specialising in or preferring medieval history.
- Medieval history students worry they will be 'forced' into modern modules, leaving their degree feeling irrelevant to their academic goals.
- Some are considering transferring to another university to complete their studies.

Welsh Language Considerations

- Students were aware that two bilingual staff were at risk as part of the business cases proposal and felt that their removal could jeopardise Welsh-medium provision in history, including key areas like medieval and Welsh history.
- Concerns were raised about how the changes could affect students receiving the Coleg Cymraeg Cenedlaethol grant if the minimum of 40 credits being delivered in Welsh is not met.
- Students recognised that the number of those studying History through the medium of Welsh is currently low, and it is disappointing that more students are not being attracted to the course.
- The University should consider retaining Welsh-speaking staff as they can support learning and pastoral care in Welsh and English.

Lack of support to learn Welsh

- Students expressed frustration over the lack of support for non-Welsh speakers who want to learn the language. Students want to embrace the Welsh culture and language but feel they do not have the opportunities to do so.
- Current Welsh language resources (e.g., Duolingo, Dysgu Cymraeg) are insufficient for students to reach fluency quickly.

- Students would like the University to guarantee continued Welsh language support for learners, including proper language courses.

Module Uncertainty & Lack of Communication

- Students received a pre-registration form but were later told it was incorrect and to wait until August for accurate information.
- Students were told that their course/some modules (for example in Medieval History) would be 'repackaged' and offered as part of teach out or continuation of their course.
- No clarity on which modules will run, which staff will teach them, or how 'repackaged' courses will differ.
- The timing of announcements of Business Cases for Change (during exams and near summer break) has left students feeling abandoned and unsupported.
- Poor communication from the school about the Business Cases, with meetings held after students have left for the summer.

Staff Redundancies & Loss of Support

- Only three heritage staff members have been guaranteed jobs; others remain at risk. There is a serious lack of clarity because of this, leading to concerns and panic in terms of knowing what path their course will take in a matter of months.
- Personal tutors, a crucial support system, may be lost, leaving students without guidance.
- Staff are overwhelmed by restructuring, leading to delayed or absent academic support (e.g., dissertation support).

Impact of Archives cuts on courses in History, Archaeology & Heritage

- Reducing archive staff from four to one part-time employee will severely limit access to a lot of people but especially for students of history and archaeology from undergraduate to PhD.
- The archives are vital for history, heritage, and local research—not just for students but for the North Wales community.
- The mid to long term effects of reducing archive staff would be detrimental to the survival of archives and eventually leading to its non-usability. This would further erode the quality of history, archaeology, and social science courses at Bangor.
- Students feel like the University has 'lied to them' as the opportunities to access the archives that were promoted on the offer holder days will no longer be available.
- Impacts on heritage courses will also be significant as the University is supposedly shifting their focus according to the Business Case.
- Students and external stakeholders (e.g., MPs, councillors) need to be/are actively involved in protesting these cuts.
- Students believe the University should maintain the current staff numbers to preserve access for students and the public.

Financial & Trust Concerns

- Students question where their £9,000+ tuition fees are being allocated, given the cuts.

- Perceived favouritism towards STEM subjects (e.g., no cuts in Science & Engineering) has caused frustration.
- While some feedback emphasised the importance of protecting Welsh-medium provision, a small number of concerns were raised about perceptions of imbalance, and that prioritising Welsh-speaking students could create an unequal learning environment. This highlights the need for clear communication and inclusive planning that benefits all students.
- Lack of transparency has eroded significant trust in the university. The inaccessible language in which the Business Case has been written has caused more worry and further contributed to the apparent lack of transparency and lack of trust in the university.

Questions

- What will the teach out process look like for Archaeology programmes?
- How will the University preserve quality of teaching, support, and range of modules for students on taught out programmes?
- With reduced staff capacity, how will the University ensure that the remaining staff have the capacity to provide pastoral care and guidance as personal tutors?
- How will the University preserve and enhance the opportunities for students to learn Welsh at Bangor?
- How will the University ensure that a range of modules for History & Heritage courses continue to be available in both English and Welsh?
- Can the University confirm if at least 40 credits will be delivered through the medium of Welsh on all levels?
- What is the timeline for announcing changes and confirming which modules will be available for 2025-26?

Social Sciences

Welsh Language Considerations

- The loss of 9.7 FTE roles includes key Welsh-speaking staff. No guarantees have been provided about protecting Welsh-medium provision, including in areas like language planning.
- The mention of possibly offering the MA Polisi a Chynllunio Ieithyddol in the Business Case is vague and lacks any detail or certainty. There's no clear commitment, or explanation of how this would be delivered, making it hard to see how realistic or meaningful the proposal actually is.
- The possible loss of teaching on Polisi a Chynllunio Ieithyddol was especially concerning for students given the importance of language planning in supporting Welsh language policy, education, and community development. Bangor has a key role in this field and should be strengthening, not reducing, its commitment to this area.
- The changes risk previously viable 100% Welsh-medium degrees within social sciences.

- The University should consider retaining Welsh-speaking staff as they can support learning and pastoral care in Welsh and English.

Questions

- How will the University ensure the protection and continuation of Welsh-medium provision, particularly in light of the loss of key Welsh-speaking staff?
- Is there a firm commitment to continue the MA Polisi a Chynllunio Ieithyddol, and if so, how will it be delivered and resourced?
- What assessment has been made of the impact these changes will have on 100% Welsh-medium social science degrees?

Foundation Year (FY) – School of History, Law, and Social Sciences

Concerns about all current FY staff being at risk of redundancy

- Students are concerned about the language used in the BCFC that FY staff only "support" the programme, but they are in fact solely responsible for content creation, delivery, and student monitoring.
- Considering that FY has been critical for access to higher education, especially for students who would otherwise struggle, and that pastoral and academic support from the three FY staff has been essential for student success (e.g., confidence-building, academic achievement), students are concerned that splitting responsibilities among already overworked staff will lower teaching standards and reduce student success rates.
- Students point out that the Graduate Teaching Assistants (GTAs) took over when the original lead was overwhelmed, developed the course from scratch, and continually improved it.
- They raised concerns that cutting a highly successful programme to save costs ignores its long-term value in attracting and retaining students and redistributing roles will increase workload for other staff, risking burnout, and reduced quality.

Questions

- What evidence supports the claim that redistributing the FY workload among 'core staff' will maintain the same quality?
- How will the university ensure that other staff taking on FY responsibilities are not overburdened, given existing workloads?
- Has an impact assessment been conducted on how this affects teaching quality?
- How will the university ensure that the pastoral and academic support currently provided by the FY team is maintained?
- Has the university considered the long-term financial loss from reduced FY enrolment and student success rates?

PGR - History, Archaeology, Social Science

Key concerns

- PGRs have raised alarms about the lack of clarity and uncertainty over supervisory changes if current supervisors take voluntary severance or face compulsory redundancy.
- There is growing concerns and anxieties about being reassigned to new supervisors without relevant expertise, potentially derailing research direction.
- The planned disbanding of the School of History, Law, and Social Sciences raises concerns about the future of the current PGR workspace. This workspace is heavily used by students Monday to Friday, 9–5, and serves as a vital community hub, especially for those living alone or with families.
- PGRs fear that when the school is split, equivalent workspaces and community-building opportunities may not be adequately provided.
- PGRs, particularly those who are self-funded, report that conference funding has been reduced to none. This reduction has raised concerns among PGRs about the diminishing support for their academic development. Given the current financial challenges, PGRs question why cuts are affecting their academic experience and opportunities for professional growth.

Questions

- What contingency plans are in place for PGRs whose supervisors take voluntary severance or are made redundant?
- How will the university ensure that replacement supervisors have appropriate expertise in the PGR's research area and will PGRs have a say or choice in the selection of a new supervisor if required?
- How does the university plan to support PGR community-building and peer interaction if existing spaces are removed or relocated?
- Will alternative workspaces be available with similar access (e.g., Monday–Friday, 9–5)?
- How does the university plan to support the academic and professional development of PGRs (especially self-funded) amid financial constraints such as in the case of funding opportunities for conference attendance or research-related travel?

Education

Welsh Language Considerations

- Concerns were raised about the long-term sustainability of Welsh-medium provision across all Education courses.
- Staff reductions and fragmented module sharing risk weakening the consistency and quality of Welsh-language delivery.

Questions

- What assurances can the University provide about the long-term sustainability of Welsh-medium provision across all Education courses, especially in light of proposed staff reductions?
- How will the University address the risk that fragmented module sharing and staff losses will undermine the consistency and quality of Welsh-language delivery within the Education department?

Music

Welsh Language Considerations

- Students were under the understanding that after staff leaving on VS only two Welsh-speaking staff will remain in the department.
- It is unclear whether the 40 credits required to meet CCC Welsh-medium provision will be available next year.

Questions

- After recent and proposed staffing changes, how does the University intend to ensure that students can still access the 40 Welsh-medium credits required to meet Coleg Cymraeg Cenedlaethol (CCC) provision in Music?
- Can the University confirm how many Welsh-speaking staff will remain in the Music department next year, and whether this will be sufficient to support meaningful Welsh-medium learning?

Psychology

Uncertainty and Lack of Communication

- No formal meetings have been held by the School of Psychology to explain changes.
- Students rely on second-hand information from lecturers, who themselves are uncertain. Personal tutors do not have clear information, leaving students without guidance.
- No updates from senior staff on the Business Cases for Change.
- Changes were announced late in the academic year, leaving no time for student consultation, feedback, or opposition.
- Many students must leave campus due to housing contracts ending, preventing them from protesting.
- Students feel a lack of opportunity to challenge decisions before they are finalised.
- Students request an urgent school-wide meeting with the Head of Psychology to clarify which lecturers are leaving, which modules will be cut or altered, how BPS accreditation

will be maintained or assurance that it will not be affected and further assurances that dissertation supervision will not be compromised.

Impact on Teaching & Learning

- Lecturers running key modules are leaving, creating uncertainty about who will teach them.
- Dissertation supervisors may not return, affecting final-year projects.
- Far fewer module choices than advertised—some students cannot study topics they enrolled for.
- Specialisation options (e.g., neuropsychology) are disappearing, forcing students into generic pathways.
- Concerns over BPS (British Psychological Society) accreditation—if cuts weaken the degree's credibility, future career options may be affected.
- Concerns over Welsh provision. Students would like the school to guarantee at least 80 credits per level.
- Students worry that, the university may fail to deliver the promised quality and stability of academic support and that they will not get value for money.

Welsh Language Considerations

- Bangor has always been a leader in teaching Psychology through the medium of Welsh; students were proud of this and felt the provision shouldn't be put at risk.
- Concerns were raised that, if the delivery of Welsh-medium credits falls below the 40-credit minimum, students may no longer be eligible for the CCC grant.
- Students felt that reducing Welsh medium provision to the minimum of 40 credits is a step backwards. Bangor should commit to retaining at least 80 credits delivered in Welsh.

Future Study & Career Prospects

- Many students no longer want to stay at Bangor for master's degrees due to cuts.
- Loss of specialist modules may hinder postgraduate applications.
- Degrees may lose value if restructuring reduces teaching quality. Furthermore, it was made clear that they did not come to Bangor to have their academic experience affected significantly.
- The loss of personal tutors and other staff that students have engagement with also means loss of referees especially for final year students who have worked hard to build a good academic relationship and familiarity with potential referees.

Impact on Future Students

- Prospective students have not been informed of changes before accepting offers.
- Open days may have misled applicants about module availability.

Questions

- How will the University ensure, where courses are continuing but staff are leaving, that course quality and support for students (both academic and pastoral) is maintained?
- How will the University ensure that students are still able to pursue specialisms that will allow them to pursue postgraduate studies and careers in their chosen field?
- With fewer staff members, as well as the loss of employability advisors, how will the University ensure capacity to provide careers support and guidance, and that students are able to access referees for job applications?
- What is the timeline for announcing changes to modules for 2025/26?
- Can the School guarantee that BPS accreditation will be maintained?
- How will the University communicate changes to prospective students to ensure they are able to make an informed decision about whether to study at Bangor?

Sports Science

Two Schools, Fewer Staff

- Splitting into two schools (Psychology and sports Science) will increase demands on leadership and admin (e.g., two Heads of School, separate admin teams, marketing, and recruitment).
- How will this work alongside current staff cuts? More structure with fewer staff risks overburdening remaining employees.

Shared Modules

- Research Methods will remain shared but may be taught only by Psychology staff.
- Who will ensure Sport students receive sport-specific context, assignments, and fair marking?
- Without subject-tailored teaching, learning quality could decline.

Peer Support & Student Representation

- Sports Science already has fewer peer guides and course reps compared to Psychology.
- Psychology students currently assist with Welcome Week and ongoing support-students raised concern on how Sports Science will mitigate this loss.
- They are also worried about how the student community-development will function after the split.

Pastoral Care

- With the split in schools each school needs its own senior tutor for welfare support.
- With a reduction in staff, concerns were raised that student well-being may suffer due to stretched resources.

Welsh Language Considerations

- Concerns were raised that, if the delivery of Welsh-medium credits falls below the 40-credit minimum, students may no longer be eligible for the CCC grant.

Loss of Community & Collaboration

- The merger 3 years ago strengthened interdisciplinary links and student identity.
- Splitting the schools risks damaging research collaborations, joint projects, and the sense of belonging.

Questions

- How will the split be managed without compromising support for students and staff?
- How will it be ensured that Sports Science students receive subject-relevant teaching in shared modules?
- What plans are in place to maintain peer support in Sports Science?
- Will each school receive dedicated pastoral care staff? If not, how will welfare needs be met?
- How will the University ensure there are minimal to no negative effects on interdisciplinary work between Psychology and Sports Science?

Summary of Questions

Theme	Questions
Accessibility and Communication of the Business Cases	What plans does the University have to ensure that changes and decisions are communicated to students through a range of methods, not just through the Student Bulletin?
	How will the University ensure that changes are communicated using accessible language in future, including for students who require reasonable adjustments under the Equality Act 2010?
	What is the University's timeline and plan for the next stages of the process?
Disability and Wellbeing Services	If the Diagnostic Assessment Centre is removed, what will replace this to ensure students are still able to access Assessments and receive PLSPs and Disabled Students Allowance?
	How will the University guarantee that Hardship funding for Diagnostic Assessments will be available to all students who need it, regardless of international or overseas status?
	How will the University ensure that all students can access a PLSP in a timely manner, regardless of financial situation?
	How will the University ensure that SpLD tutoring is available both face to face and online?
	If counselling and SpLD tutoring are outsourced, how will the University ensure that service providers have a good

	<p>understanding of University and school processes to ensure that students can get the support they need?</p> <p>Will counselling and diagnostic assessment be outsourced to a private company or will students have to access through the NHS?</p> <p>How will provision of all services through the medium of Welsh be guaranteed?</p>
Bangor Archives	<p>With reduced staffing, what areas of service provision will be maintained and which will be cut?</p> <p>What are the waiting times for access likely to be with the reduction in staffing?</p> <p>How will the University ensure that students can still access the archives for their courses?</p> <p>With reduced capacity, how will the University decide which courses continue to have access?</p> <p>Has the University done a thorough review to identify which courses and modules will be impacted by proposed cuts to archives staff?</p>
Academi and Student Nightlife	<p>What type of student events will be hosted in Pontio?</p> <p>Will the University continue to offer a Wednesday club night for students, in Pontio or elsewhere?</p> <p>How does the University plan to work with the local community to ensure student safety on nights out if Academi is closed?</p> <p>What paid work and internship opportunities will the University provide for students if Academi closes?</p>
Arts, Culture and Language courses	<p>What will the teach out process look like for students?</p> <p>How will the University protect quality of teaching for students on courses that are being taught out?</p> <p>Will the University keep staff on throughout the teach out process or do they plan to hire staff externally?</p> <p>Does the University have any plans to consult students in developing teach out policies?</p> <p>How will the University ensure that students still have access to the range of modules they expected when they chose Bangor for their degree?</p> <p>If the University intends to retain current staff, or hire external staff for teach-out purposes, how will this approach result in the necessary cost savings?</p> <p>How will the University ensure that students continue to have access to the Archives for their courses?</p> <p>What Welsh-medium provision will be available in French and Spanish?</p>
History, Heritage, and Archaeology courses	<p>What will the teach out process look like for Archaeology programmes?</p> <p>How will the University preserve quality of teaching, support, and range of modules for students on taught out programmes?</p>

	<p>With reduced staff capacity, how will the University ensure that staff have the capacity to provide pastoral care and guidance as personal tutors?</p> <p>How will the University preserve and enhance the opportunities for students to learn Welsh at Bangor?</p> <p>How will the University ensure that a range of modules for History & Heritage courses continue to be available in both English and Welsh?</p> <p>Can the University confirm if at least 40 credits will be delivered through the medium of Welsh on all levels?</p> <p>What is the timeline for announcing changes and confirming which modules will be available for 2025-26?</p>
Social Science	<p>How will the University ensure the protection and continuation of Welsh-medium provision, particularly in light of the loss of key Welsh-speaking staff?</p> <p>Is there a firm commitment to continue the MA Polisi a Chynllunio Ieithyddol, and if so, how will it be delivered and resourced?</p> <p>What assessment has been made of the impact these changes will have on 100% Welsh-medium social science degrees?</p>
Foundation Year (FY)- School of History, Law, and Social Sciences	<p>What evidence supports the claim that redistributing the FY workload among 'core staff' will maintain the same quality?</p> <p>How will the university ensure that other staff taking on FY responsibilities are not overburdened, given existing workloads?</p> <p>Has an impact assessment been conducted on how this affects teaching quality?</p> <p>How will the university ensure that the pastoral and academic support currently provided by the FY team is maintained?</p> <p>Has the university considered the long-term financial loss from reduced FY enrolment and student success rates?</p>
PGR- History, Heritage, Archaeology, Social Science	<p>What contingency plans are in place for PGRs whose supervisors take voluntary severance or are made redundant?</p> <p>How will the university ensure that replacement supervisors have appropriate expertise in the PGR's research area and will PGRs have a say or choice in the selection of a new supervisor if required?</p> <p>How does the university plan to support PGR community-building and peer interaction if existing spaces are removed or relocated?</p> <p>Will alternative workspaces be available with similar access (e.g., Monday–Friday, 9–5)?</p> <p>How does the university plan to support the academic and professional development of PGRs (especially self-funded) amid financial constraints such as in the case of funding</p>

	opportunities for conference attendance or research-related travel?
Education	What assurances can the University provide about the long-term sustainability of Welsh-medium provision across all Education courses, especially in light of proposed staff reductions?
	How will the University address the risk that fragmented module sharing and staff losses will undermine the consistency and quality of Welsh-language delivery within the Education department?
Music	After recent and proposed staffing changes, how does the University intend to ensure that students can still access the 40 Welsh-medium credits required to meet Coleg Cymraeg Cenedlaethol (CCC) provision in Music?
	Can the University confirm how many Welsh-speaking staff will remain in the Music department next year, and whether this will be sufficient to support meaningful Welsh-medium learning?
Psychology and Sport Science courses	How will the University ensure, where courses are continuing but staff are leaving, that course quality and support for students (both academic and pastoral) is maintained across both school?
	How will the University ensure that students are still able to pursue specialisms that will allow them to pursue postgraduate studies and careers in their chosen field?
	With fewer staff members, as well as the loss of employability advisors, how will the University ensure capacity to provide careers support and guidance, and that students are able to access referees for job applications?
	What is the timeline for announcing changes to modules for 2025/26?
	Can the School guarantee that BPS accreditation will be maintained?
	How will it be ensured that Sports Science students receive subject-relevant teaching in shared modules with psychology?
	What plans are in place to maintain peer support in Sports Science as it would be in psychology?
	How will the University ensure there are minimal to no negative effects on interdisciplinary work between Psychology and Sports Science?
	How will the University communicate changes to prospective students to ensure they are able to make an informed decision about whether to study at Bangor?

Appendix: Student Petitions



Academi Night Club is THE place to be on a Wednesday night in Bangor, Wales. It's not just a nightclub; it's a staple for students and an essential part of our university life. This is where freshers meet all the sports teams and societies in a laid-back environment, fostering camaraderie and friendships that last a lifetime. Without Academi, AU Wednesday night will never be the same.

Beyond being a crucial social hub, Academi provides job opportunities for many students. For those studying at Bangor University, having part-time work is often essential to manage living expenses. By closing this nightclub, the university is not only disrupting the vibrant student life but also jeopardizing these valuable job opportunities.

We urge those in power at Bangor University to reconsider this decision. There must be alternative solutions that can keep Academi open while addressing any concerns the university might have.

Please sign this petition to show your support for keeping Academi Night Club open. Let's preserve this key part of Bangor's student life for current and future students alike. Your support can make a difference.

Figure 1: Student petition to 'Save Academi from Closing' showing 481 student signatures as of 10/6/2025.

The university is currently holding a discussion between 14th May 2025 - 13th June 2025, where decisions made will be implemented in August 2025

The university is considering the removal or extreme condensing of departments, one being the MFL courses by condensing it to contain only French and Spanish, removing Italian, German and Mandarin. Furthermore, there are potential staff cuts still for MFL lecturers.

The "languages for all" scheme will also be considered to be removed, taking away the opportunity for all students in the university to learn a new language.

Other courses/departments/modules that will be apart of this discussion are Geography, Politics, History, Biology/Veterinary Science, Biotechnology, Ocean Sciences, English Literature and more.

If this discussion concludes with the change or removal of these departments/schemes/modules, this will effect current students and their futures, new applicants for 2025, staff and more.

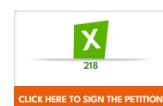


Figure 2: Student petition for 'Keeping MFL and other courses in the university' showing 218 student signatures as of 10/6/2025.

Bangor University's proposed cuts will lead to a sudden, unprecedented threat to access to heritage.

Bangor University is slashing funding to your Archives, meaning the loss of jobs and decades worth of knowledge.

The current 4 employees are doing everything they can to stretch resources, find new funding, and advocate for solutions. But without urgent support, they are running out of time.

We are asking you, and other members of the community to call on Bangor University to see the value of our archives—your signing of our petition can help keep this vital service running and be sustainable in the future. We have just 4 weeks to appeal the plans drawn up by university's higher management.

Our community - which includes local people, students, staff as well as international and global visitors - should not have to suffer the loss of such a treasured resource because of short-sighted budget cuts.

Together we can show that as a community we take pride in our heritage and value access to knowledge.

Please act by signing our petition by the 11th June.

If the collections held at Bangor University Archives and Special Collections, or the staff have helped your work, discovering more about your family heritage or local place then please also consider writing a short personal message explaining how.

You can send your personal message of support to communications@bangor.ac.uk

Mae toriadau arfaethedig Prifysgol Bangor yn mynd i arwain at fygythiad sydyn a digynsail i fynediad i dreftadaeth.

Mae Prifysgol Bangor yn torri cyllid yr Archifau a Chasgliadau Arbennig sy'n golygu colli swydd a cholli gwerth degawdau o wybodaeth.

Mae'r 4 gweithiwr presennol yn gwneud popeth o fewn eu gallu i ymestyn yr adnoddau, dod o hyd i gyllid newydd, ac eirioli dras atebion. Ond heb gymorth brys, maent yn rhedeg allan o amser.

Rydym yn gofyn i chi, ac oelodau eraill o'r gymuned, a'w Brifysgol Bangor i weld gwerth ein harchifau—gall arwyddo ein deiseb helpu i gadw'r gwasanaeth hanfodol hwn a sicrhau ei gynnaladwydd yn y dyfodol. Dim ond 4 wythnos sydd genym i apelio yn erbyn y cynlluniau a luniwyd gan uchw reolwyr y brifysgol.

Ni ddylai ein cymuned - sy'n cynnwys pobl leol, myfyrwyr, staff yn ogystal ag ymwelwyr rhyngwladol a byd-eang - orfod dioddef colli adnodd mor werthfawr oherwydd toriadau cyflidebol byr eu galw.

Gyda'n gilydd gallwn ddangos ein bod fel cymuned yn ymfalchïo yn ein treftadaeth ac yn gwerthfawrogi mynediad at wybodaeth.

Gweithredwch drwy lofnodi ein deiseb erbyn 11 Mehefin.

Os yw'r casgliadau a gedwir yn Archifau a Chasgliadau Arbennig Prifysgol Bangor, neu'r staff wedi helpu eich gwaith chi a'ch cynharthwyo i ddarganfod mwy am eich treftadaeth deulau neu le lleol yna cofiwch hefyd ystyried ysgrifennu neges bersonal fer yn egluro sut.

Gallwch anfon eich neges bersonal a gefnogaeth at cyfathrebu@bangor.ac.uk

The detail

It is proposed that 3 archival posts will disappear with only 1 part-time post remain to "manage" the whole archival collection as well as the printed special collections and rare books. (78 full time equivalent posts will be lost throughout the whole University).

It is difficult to apprehend how this decision was made which means a reduction of 75% in the archives staffing levels – a reduction which is completely disproportionate to the wider cuts within Digital Services Department.

We consider these proposed changes to be a direct assault on the service and on the rare and unique collection that have been entrusted to the University for safekeeping since the early days.

In addition to the historical records of Bangor University we have large collections of papers relating to the whole of Wales and the world, specifically the papers of landed estates and renowned literary figures.

This is what Daniel Huws, the former Keeper of Records at the National Library of Wales has to say about us "Bangor University Archives and Special Collections - Its archival and manuscript holdings are today among the most distinguished in a university anywhere in Britain."

It is difficult to imagine what kind of service the University will be able to offer with one member of staff (part-time), but there is no doubt that access to our collections will be affected significantly.

We ask you kindly for your support as we fight against this decision and call on the University to re-consider.

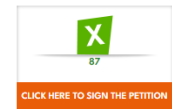


Figure 3: Student support petition for 'Save our Archives / Achubwch eich archifdy' showing 87 student signatures as of 10/6/2025.

SAVE YOUR ARCHIVE / ACHUBWCH EICH ARCHIFDY



**Archifau a
Chasgliadau Arbennig**
Archives and
Special Collections

ACHUBWCH EICH ARCHIFDY SAVE YOUR ARCHIVE

Mae toriadau arfaethedig Prifysgol Bangor yn mynd i arwain at fygythiad sydyn a digynsail i fynediad i dreftadaeth. Bangor University's proposed cuts will lead to a sudden, unprecedented threat to access to heritage.

3,122
Verified signatures ▾

Sign this petition

First name

Last name

Email

Bangor, LL57
United Kingdom

Figure 4: Petition for 'Save our Archives / Achubwch eich archifdy' on change.org showing 3122 signatures as of 10/6/2025.

Glossary

BCFC- Business Case for Change. This refers to the proposal for changes/cuts to various schools and professional services that was released by the University on 14th May 2025. This can be viewed here: (add link here).

BPS- British Psychological Society.

CCC- Coleg Cymraeg Cenedlaethol.

DSA- Disabled Students Allowance.

FAQ- Frequently Asked Questions.

FTE- Full Time Employment.

GTA- Graduate Teaching Assistant.

Medr- (the Commission for Tertiary Education and Research) is an arm's-length body of the Welsh Government, established by the Tertiary Education and Research (Wales) Act 2022 to fund and regulate the tertiary education and research sector in Wales.

PGR- Postgraduate Researchers (includes PhD and MRes students).

PLSP- Personal Learning Support Plan.

QAA- Quality Assurance Agency

SLTA- Student Led Teaching Awards.

SpLD- Specific Learning Disability.

STEM- Science, Technology, Engineering, and Mathematics.

UMCB- Undeb Myfyrwyr Cymraeg Bangor which is Bangor Welsh Students' Union.

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