# UNIVERSITY OF LEEDS Summary of 2020-21 to 2024-25 access and participation plan

## What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. See our full [Access and Participation plan](https://www.leeds.ac.uk/downloads/download/93/access_and_participation_plan).

## Key points

Our Plan outlines some of the ways we are working to improve students’ outcomes here at Leeds. We know that outcomes are lower for some of these groups:

* Students from neighbourhoods where not many people go onto higher education, mature students and ethnic minority students are less likely to complete their degree or achieve a degree award of 2:1 or above.
* Mature students and students from neighbourhoods where not many people go onto higher education are also less likely to come to Leeds

## Fees we charge

The maximum fees we charge are £9,250 for full-time students and £6,935 for part-time students. See our full list of [fees for our courses](https://www.leeds.ac.uk/undergraduate-fees/doc/fees-undergraduate-fees).

Subject to the maximum fee limits set by Government we do intend to increase fees each year using the RPI-X as a measure.

## Financial help available

Our[Leeds Bursary](https://www.leeds.ac.uk/undergraduate-funding-university/doc/leeds-bursary) offers full and part-time students a choice of a fee discount, cash or contribution towards accommodation.

### Leeds Bursary – Full-time

| Household Income | Award Amount Year 0 (foundation year only) | Award amount  Year 1 and subsequent years |
| --- | --- | --- |
| £0 - £25,000 | £3,000 | £2,000 |
| £25,001 - £30,000 | £1,500 | £1,500 |
| £30,001 - £36,000 | £1,000 | £1,000 |
| £36,001 - £42,875 | £500 | No award |

### Leeds Bursary Part-time

| Household Income | Award Amount  Year 0 (Foundation Year) | Award amount  Year 1 and subsequent years |
| --- | --- | --- |
| £0-£25,000 | £3,000 | £2,500 |
| £25,001-£30,000 | £1,500 | £1,500 |
| £30,001-£36,000 | £1,000 | £1,000 |
| £36,001-£42,875 | £500 | £500 |

We also offer means-tested scholarships for groups who are either less likely to go onto higher education or more likely to have lower outcomes. These are worth £3k per year and full details, including selection and eligibility criteria can be found on the [scholarships based on personal circumstances page](https://www.leeds.ac.uk/undergraduate-funding-scholarships/doc/personal-circumstances-scholarships).

## Information for students

We want our information to be as accessible as possible, see below:

### Information provided to students

* The fees a prospective student will be charged for the duration of their course (this information will be made available prior to students committing to the course).
* Government financial support arrangements.
* Details for prospective, new and continuing students (including those with care experience) of financial and other support available

### How this information will be shared

* Our [finance webpages](https://www.leeds.ac.uk/undergraduate-fees/doc/fees-undergraduate-fees)
* [Propel](https://propel.org.uk/Details/the-university-of-leeds)
* Dedicated parent and advisor information via the web and through conferences and sessions at Open Days.
* Integrated messages within our outreach
* Appropriate hard-copy publications (e.g. the University Prospectus).

Individual financial literacy and budgeting support for students on our talent-spotting schemes.

## What we are aiming to achieve

* Support attainment at school and access to higher education - We will work with schools to raise attainment and encourage progression to Leeds or similar destinations. We will open a specialist maths school in Leeds.
* Diverse provision – Supporting students into HE through a range of pathways. We offer a range of degree apprenticeships, foundation year and foundation degrees as well as extended degrees with foundation years (including our new Gateway to Medicine).
* Students from areas with low progression on to higher education – By 2024/25 we will:
  + Close the gap in access for students from areas with low progression on to higher education vs students from high progression areas from a ratio of 5.5:1 to 3.5:1
  + Close the gap in the continuation rate between these groups of students from 3.8% in 2016/17 to 1.5%
  + Increase the percentage of students who progress to research intensive universities through the [Realising Opportunities scheme](https://www.realisingopportunities.ac.uk/) from 42% in 2015/16 to 54%
* Students from ethnic minorities **-** By 2024/25 we will close the gap between white and ethnic minority students gaining a good degree outcome of a 2:1 or above from 12.7% to 6.5%
* Mature studentsBy 2024/25 we will:
  + Close the gap in continuation rate between mature (aged over 21) vs young students from 7.8% to 6.5%
  + Close the gap between the percentage of mature students vs young students gaining a good degree outcome of a 2:1 or above from 12.1% to 9.4%

Mature students remain a priority group for recruitment and our [Lifelong Learning Centre](https://www.leeds.ac.uk/lifelong-learning) - a specialist service supporting mature and part-time learners at Leeds - continues to lead this work.

## What we are doing to achieve our aims

We have identified six programmes of activity ensure we deliver of our aims:

1. Continue to deliver, evaluate and invest in work that helps raise pupil attainment in schools we work with as well as develop a specialist maths school in Leeds.
2. Provide diverse routes into Leeds including: contextual admissions schemes, foundation degrees, degree apprenticeships and other initiatives to ensure not only that we can recruit diverse groups of students but also that they are well prepared to succeed.
3. Ensure inclusive teaching practice reflective of the diverse student body at Leeds.
4. Inclusive assessment practice, recognising and welcoming difference and ensuring that all our students feel equally valued.
5. Foster a sense of belonging among our students to make their success more likely – particularly with groups typically less likely to go on to University. Belonging is a key aspect of our [University Access and Student Success Strategy](https://www.leeds.ac.uk/download/downloads/id/1365/access_and_student_success_strategy_roadmap.pdf) and in the work of our committees to ensure that fostering a sense of belonging is standard university practice at all levels.
6. Offer financial support, including bursaries, and hardship funding.

## How students can get involved

Leeds University Union (LUU) works with the University to ensure students have contributed to the development of our plan. Through LUU students also work in partnership with us to monitor and evaluate its outcomes. See our full [Access and Participation Plan](https://www.leeds.ac.uk/downloads/download/93/access_and_participation_plan).

* To be involved in this work students can get in touch with us directly using the contact details below, or you can get in touch with their [representatives from LUU](https://www.luu.org.uk/student-voice/academic-representation/?reps-departments=&reps-name=).

## Evaluation – how we will measure what we have achieved

Our work is informed by the best available evidence we have on what is effective for students. This evidence is gathered through learning from our peers and through evaluation of our own activity. We use data and feedback to understand how effectively our work contributes to the overall aim of improving our students’ access and success. See our full [Access and Participation Plan](https://www.leeds.ac.uk/downloads/download/93/access_and_participation_plan).

Our programme evaluations assess:

* How effectively our programmes contribute to our aims
* Whether and how a programme of activity has affected target groups’ access, success, academic attainment or progression into work/further study.
* Whether the programme could be improved.

A consistent approach to evaluation is embedded across teams directly involved in access and success work with groups that are underrepresented in higher education.

Research, monitoring and evaluation is undertaken by a wide team of professional and academic colleagues with an Evaluation Strategy Implementation Group dedicated to the review of progress on this agenda. We also work with external agencies (including other universities) to assess the effectiveness of our provision. Evaluation is an essential part of our Plan and other institutional strategies which contribute to students’ success and recruitment.

## Contact details for further information

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