University of Salford: Summary of 2020-21 to 2024-25 access and participation plan

What is an access and participation plan (APP)?

Access and Participation Plans set out how higher education providers will improve equality of opportunity. This supports underrepresented groups to access, succeed in and progress from higher education.

➡️ You can see the full Access and Participation Plan for the University of Salford at:

www.salford.ac.uk/access-and-participation

Key points

The focus of our access and participation plan is on making sure that all students, regardless of background, receive the same opportunities to study at university and are treated equally throughout. When we assessed how well students from underrepresented groups progressed at Salford, we found that we needed to do better to help some groups progress.

This table shows the areas in which improvements are needed.

Underrepresented group	Access	Success Continuation	Success Attainment	Progression
POLAR 4 (Q1)		X		X
IMD (Q1)		X		X
Low Income (less <25k)	X			
Mature	X			
Disabled	X	X	X	X
Mental Health				X
Multiple impairments		X	X	X
Ethnicity		X	X	X
Black			X	x
Asian				x
Care Leavers		x	x	x

POLAR 4 (Q1) refers to areas where the numbers taking part in Higher Education is low in comparison with other areas
IMD (Q1) refers to areas where people face considerable deprivation in comparison with others

Fees we charge

At the University of Salford, the maximum fees charged of UK students are:

- £9,250 for full-time students
- £6,935 for part-time students
- £11,100 for accelerated degree

➡️ You can see a full list of fees for courses at the University of Salford at:

https://www.salford.ac.uk/askus/admin-essentials/tuition-fees

Financial help available

We offer financial support to students from underrepresented groups. This helps students to access higher education and help them continue studying. This includes:

- The **Inspire scheme** where students receive £150 credit to spend on resources for their course: books, electronic goods, art equipment, IT equipment. Students with a household income of less than £25,000 per annum **and** who come from an area where participation in higher education is low, are eligible for a £350 uplift
- **Care Leavers' Bursary**. Two instalments of £500 are paid each year to students who have been in the care of, or have been given accommodation by, their local authority (LA) such as foster care or a children's home for a period of at least 13 weeks before the age of 16.
- **Carers' bursary.** (Introduced since the APP 2020/21 was submitted). An award of £500 is paid in April of the academic year
- **Estranged students' summer bursary.**   (Introduced since the APP 2020/21 was submitted). An award of £500 cash is paid in June of the academic year.
- **Article 26 bursary.** Four article 26 bursaries are available to asylum seekers per annum. Asylum seekers who have been offered a place at the University are able to apply to the scheme.
- **Hardship fund.** The Salford Support Fund is available to provide financial support to UK students experiencing difficulty.

Information for students

Our university website can be accessed through the following link:
www.salford.ac.uk

- **Prospective students** receive information about fees, financial support and pastoral support at our Open Days and Applicant Visit Days (where students who have applied to the University are able to find out more about their course). In addition, the University website provides information about programmes of study course details; employment; pre-study requirements; modes of study and fees. The website also provides information on the support services available at university and advice and guidance about fee payment. We also interact with prospective students via email.
- **Current students** receive information relating to pastoral and financial support through the Student hub and through student communications. Information relating to their course is gained through Blackboard (the virtual learning environment).

What we are aiming to achieve

- **Support attainment at school and access to higher education**

The University has two new initiatives in place: IntoUniversity and the National Saturday Club, both of which aim to let schoolchildren know what it is like to study at university. Along with activities carried out with other universities in the North West, we aim to help schoolchildren be aware of what a university education can offer and to help them develop the skills to get there.

- **Diversify our provision**

We aim to broaden the range of courses available. We currently offer a range of degree apprenticeships and offer a limited number of accelerated courses. We will be piloting 6 new short courses as part of the launch of the Greater Manchester Institute of Technology.   We also offer a number of undergraduate programmes in collaboration with FE Colleges such as Bury College, Hopwood Hall and Salford City College.

- **Mature students** – by 2024-25 we will increase the number of mature students accessing higher education.
- **Disabled students** – by 2024-25 we will
  - increase the number of disabled students accessing higher education
  - eliminate the attainment gap (the degree classification awarded) between disabled and non-disabled students
- **Black students** – by 2024/25 we will
  - eliminate the attainment gap between black students and white students
- **Students from areas where participation in higher education is low**
  - eliminate the continuation gap between POLAR 4(Q1 – where participation is the lowest) students and POLAR 4(Q5 – where participation is the highest) students.
- **Students from areas of multiple deprivation**
  - eliminate the continuation gap between IMD (Q1 – where deprivation is highest) students and IMD (Q5 – where deprivation is lowest) students.
- **Students from Asian, mixed and other ethnic backgrounds**
  - Eliminate the gaps in progression to highly skilled employment or study between Asian and white students, mixed ethnicity students and white students, and students from other ethnic backgrounds and white students.
- **Students from low participating areas and areas of high deprivation**
  - Eliminate the gap in progression to highly skilled employment or study between (POLAR 4 Q1) and high participating areas (POLAR 4 Q5), and between areas of high deprivation and low deprivation.

What we are doing to achieve our aims

Access (applying to and registering on a university course):

- Provide opportunities for students to receive information, advice and guidance, experience campus life through Open days, Applicant Visit Days and experience university learning through Master Classes and Taster Days. Disabled students can access the support they need at open days by meeting with a disability adviser who is able to provide advice specific to their need. We support University Technical College (UTC at MediaCity) by working collaboratively with the students and sitting on their Board of Governors.

Success (how beneficial your learning experience is):

- The **Enabling Student Success project** focuses on helping students from all backgrounds to be successful. Students receive the support they need through the Academic Progress Review scheme during which additional needs such as support for dyslexia, career goals and academic skills support such as how to write an essay are discussed. Support is provided for students as they move from school or college into university and as they move from first year through to third year. This support may be provided through support from students in the years above or by learning with fellow students on peer assisted learning schemes. Our attractive campus means that students who travel some distance to and from campus can enjoy the facilities in designated common rooms, libraries and learning spaces for group or individual study.
- Students give direct feedback on their learning experience through the **Programme Monitoring and Evaluation Process** (PMEP). In addition, all programmes are monitored

against a set of performance indicators and any programmes that are not performing well are reviewed so that trouble shooting measures are put in place.

- The **Learning and Teaching Enhancement Centre** share the latest developments in teaching skills ensuring all tutors can access the latest learning technologies. Inclusive teaching is core meaning that teaching methods take account of additional needs that students may have such as dyslexia, dyspraxia, or Autistic Spectrum Condition (ASC).
- The academic achievement of all students is carefully monitored to identify how well those from underrepresented groups, including ethnicity and disability, perform. Where difference is detected, steps are taken to investigate and remove barriers as appropriate.

Progression (how well your qualification prepares you for life after university):

- The University is proud of its connections with industry and works with industry partners to review programme content and to encourage students to take part in work-based learning, placements and live briefs.
- Career readiness starts at registration with students indicating their career aspirations and work experience early on. The Academic Progress Review provides an opportunity to discuss and review chosen career path.
- Confidence plays a key role in helping students feel ready for life post-graduation. Leadership programmes, mentoring by alumni and support from careers advisors ensures support is available to all students in a variety of formats.

How students can get involved

The University has recently revised their approach to consulting with students. Previously the Access and Participation Plan (APP) Operations Group was the forum where students and Equality, Diversity and Inclusion (EDI) leads discussed student needs. The APP lead now meets with the Schools and the student collectives by schools on a regular basis. This means that experiences of students from under-represented groups are discussed at a more local level and more students can be involved.

Evaluation: how we will measure what we have achieved

See pages 40 to 41 of the full plan

The APP lead ensures that methods used for evaluation are consistent across all projects and align with the Transforming Access and Student Outcomes in Higher Education (TASO) guidelines:

1. Diagnose
2. Plan
3. Measure
4. Reflect

We are also members of regional and national networks that meet regularly to share best practice and review each other's approach to evaluation.

Contact for information

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