

# University of Salford

## Summary of 2024-25 to 2027-28 Access and Participation Plan

### What is an Access and Participation Plan?

An Access and Participation Plan sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

You can see the full access and participation plan for The University of Salford in the [Access and Participation Plan document](#).

### Key points

Within the United Kingdom (UK) underrepresented students include: care experienced; disabled; mature; non-white; lesbian, gay, bi, transgender, queer, intersex (LGBTQI); asylum seekers; those with caring responsibilities; those from deprived backgrounds and/or low income backgrounds; and those from postcodes where few people go to university.

The University of Salford has a strong track record in attracting, making offers and registering students from underrepresented backgrounds. However, the institution acknowledges that some students from non-white backgrounds or who did Business and Technology Education Council qualifications (BTEC) at school or Further Education College, do not always get as high a degree classification as white students or those who did 'A' levels before starting university. Our data shows that we need to do more to enable these students to be successful and to help them continue to progress from their first year to second year and second year to third year without having to repeat any of these years of study.

The University of Salford also attracts a considerable number of care experienced students. These are students who have spent time in the care of their local authority for a period of 13 weeks or more around their 16<sup>th</sup> birthday. As an institution we welcome these students and endeavour to ensure their success; but again, we need to help them to continue to progress through each year of their degree programme. When students do have to repeat a year, this may mean that they complete their studies later than expected, perhaps taking four or five years to complete an undergraduate degree instead of three for example.

The University accepts that we must work together across the institution to do more to ensure that students from underrepresented groups are given opportunities to be successful, and to progress from one year to the next without having to repeat and to provide the right support to get a good degree.

See pages 3 and 4 of the access and participation plan for more information.

### Fees we charge

For full time undergraduate degree programmes and HNC construction our fees are £9,250 per annum and all foundation programmes, except for the Health & Society Foundation Year and the Music Foundation Year, are £8,250 per annum.

For part time courses, the charge is £6,935 per annum and £4,625 per annum for HNC.

See annex B, page 21 of the Access and Participation Plan for more information.

### Financial help available

Students are supported by the Money, Advice and Funding Service. This service is located within askUS (the student support service team at Salford), and they can provide financial advice and support to students. They run a scheme called the Salford Support Fund where students who are experiencing financial difficulties can apply for financial support.

Undergraduate students, subject to terms and conditions, are given £150 credit through a scheme called 'Inspire'. Students can use the £150 credit in an online shop to buy resources to support learning such as books or IT equipment, or it could be that some students have never had their own home before and need to buy a mop and bucket!

Some students who are from areas where few people go to university, **and** who have low household income, may be eligible for an additional £350, giving them £500 in total to buy items in the online shop.

The University also offers bursaries to students. The care experienced student bursary provides eligible students with a bursary of £1,100 for each year of study. This is paid in two payments of £550 over each year of study.

Some of our students are also carers. A carer is someone who provides unpaid care to a partner, child, relative, friend or neighbour who could not manage without this help because of frailty, physical or mental illness, addiction or disability. We have a carers' bursary for these students meaning they are eligible for a payment of £550 during each year of study.

In addition, we also have an estranged student summer bursary for those students who have no contact with their parents because of a breakdown in the relationship. This bursary is to the value of £550 and is paid out in the early summer to support students over the summer break. In addition to this, there is a £550 emergency award that estranged students may apply for at any time during the academic year.

See pages 27 and 28 of the access and participation plan for more information.

### **Information for students**

The University publishes our Access and Participation Plan on our external facing website along with the Provider Fee Information. The homepage of the University website displays all the programmes of study and the various pathways along with fees, course details, pre-entry requirements and employment prospects. At Open Days we deliver a finance presentation to prospective students and provide them with the opportunity to ask questions.

See page 32 of the Access and Participation Plan for more information.

### **What we are aiming to achieve**

We want to make sure that any challenges or risks that mean a student might not get the same experience as other students are removed.

- Non-white students, BTEC students and students from deprived backgrounds get as good a degree as other students.
- White and Asian BTEC students, and care experienced students are supported to progress from one year to the next without having to repeat years of study.
- Asian BTEC students and male students from deprived areas, get the support they need to be able to complete their degree within the expected timeframe, usually three years for an undergraduate degree.
- We support Asian students and males from deprived areas progress onto graduate level employment or higher study.

See pages 6, 7 and 8 of the access and participation plan for more information.

### **What we are doing to address keys risks to equality of opportunity**

Our website provides information to prospective students about the wide variety of subjects that can be studied along with a number of diverse study routes such as undergraduate degrees and degree apprenticeships.

We will review our teaching materials such as books and journal articles, and review how we teach students so we can support them better no matter what their previous and current experiences have been.

We are aware of the adverse impact that crises such as COVID and the Cost of Living have had on all students and accept that we as an education provider have a duty to teach in a supportive and stimulating environment.

We are going to analyse our reporting tool 'Report and Support' so that we act on any racism, hate crime, bullying or harassment to demonstrate that we will not tolerate such behaviour and we will work to provide a safe campus where all students, regardless of colour or sexuality feel safe.

Mental health is a major concern amongst young people and we want to do more to encourage students to get help from the University when they need it. To make sure we achieve this, we are consulting with students on our new Mental Health Strategy.

We will ensure that students can get help from fellow students by setting up a Peer Assisted Learning Scheme where students can meet as a group, share their understanding of what they have learned, and support each other.

Ultimately our plan is to develop a programme of activities to support students from underrepresented backgrounds by running workshops to help adjust to university life, and by introducing the appropriate support mechanisms at the right time for students throughout their study.

See pages 8-15 of the access and participation plan for more information.

### **How students can get involved**

Students can take part in co-creation activities and can join the Student APP Advisory Board where students can find out what we are doing to address highlighted issues. Our Student Hub advertises paid opportunities for students to help us. We engage through a variety of ways: surveys, focus groups, email, mood boards, diaries and more using software called [Qualzy](#).

See page 31 of the access and participation plan for more information.

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

We have created a new role at Salford so that evaluation is carefully considered and carried out to the right standard. Our Evaluation and Impact Manager will introduce measures to demonstrate whether our planned activities work and that the outcomes for underrepresented students are just as good as those for other students. We will track the success of students over the course of their university career by reviewing the data from a specific year when no activities were being run (known as a baseline year) and compare with data taken after activities have started. In addition to this, we will talk to students to find out how effective they think our activities have been and what they would like to see done differently.

We are always looking to improve how we do things, and we work with the North West Research and Evaluation Group and other special interest groups to make sure we are doing the best for our students.

See page 31 of the access and participation plan for more information.

### **Contact details for further information**

Please contact Helen Parker, Student Experience and Inclusion Manager, at [h.parker@salford](mailto:h.parker@salford) for more information.