

# University of Hertfordshire

## [2022-23 to 2023-24] access and participation plan

### What is an access and participation plan?

Access and participation plans (APPs) set out how higher education providers will improve equality of opportunity for under-represented groups to access, succeed in and progress from higher education. Click the link to see the full [APP for the University of Hertfordshire](#).

### Key points *[See pages 1-7 of the full Plan]*

The focus of our APP is on improving outcomes for students from specific under-represented groups. These are around 70% of our undergraduate students. We believe that by supporting target groups, all students will benefit.

Data shows that, compared to their peers at the University of Hertfordshire, outcomes are lower for certain groups of students.

- Ethnic minority students are less likely to be offered a place at the University on certain courses that rely on interviews as part of the application process. Ethnic minority students are also less likely to complete their studies and achieve a degree award of 2:1 or above.
- Care Leavers, part-time students, mature students, and students declaring a 'mental health condition' or a 'social or communication disorder' are less likely to complete their studies.

Overall employability rates for our students are good. However, we recognise we can still improve.

### Fees we charge *[See pages 20-22 of the full Plan]*

At the University of Hertfordshire, the maximum fees charged are:

- £9,250 for full-time students
- £10,500 for new full-time students starting in 2022/23 on the LLB accelerated degree
- £11,100 for continuing students starting prior to 2022/23 on the LLB accelerated degree
- £6,935 for part-time students

Click the link to see [tuition fee information for the University of Hertfordshire](#).

### Financial help available

We offer financial support to undergraduate students from some under-represented groups. The support includes:

- A bursary of £1,000 (increasing to £1,500 in 2022-23) for the first year if the student's household income is below £25,000 and they come from a neighbourhood where fewer people go to university.
- An **annual** bursary of £1,500 (increasing to £1,800 from 2022-23) for students who have been in the care of a Local Authority for a period of 13 weeks or more before they turn 16, and who are under 25 at the time they start their course.
- An **annual** bursary of £1,500 (increasing to £1,800 from 2022-23) to support Independent (Estranged) students, who are under 25 at the time they start their course.
- £1,000 is also available to all Care Leaver and Independent (Estranged) students on completion of their undergraduate degree, to support progression into employment or further study.

From 2022-23, the University will also provide the following bursaries:

- Where a Disabled Student Allowance (DSA) funded computer is recommended for students with disabilities, we fund the £200 student contribution so that the overall cost of essential study equipment is fully covered.
- An **annual** bursary of £250 to support undergraduate Young Adult Carers.
- Further financial assistance of up to £2,500 is available via the University's hardship fund.

### Information for students

- Prospective students receive information on fees and financial support at in-person events, such as our open days, on our website and by email communications.
- Current students receive information about fees and the financial support available through our website, newsletters, and emails.
- For the most up-to-date information, see our [University website](#)

### What we are aiming to achieve *[See pages 7-14 and pages 23-26 of the full Plan]*

Our aim is to support students to access, and succeed, in higher education. We have identified the following areas of focus for our work:

**Support attainment at school and access to higher education.** We are working with schools to raise pupil attainment and expectations to study for a university degree. During 2022-23, we will work more closely with our partner schools to develop a programme of work to start in 2023-24.

**Diversifying our provision.** In 2022-23, we will review our degree apprenticeships to identify areas for potential growth and link with our partner schools to raise interest in this type of study.

**All students.** By 2024-25, we will achieve a Value-Added score of 1.0 or more for all students in all programmes. Value Added scores check the progress of students and show if they are doing better than expected.

**Disabled students.** By 2024-25, there will not be any differences in dropout rates between students declaring a disability and students declaring a 'mental health condition' or a 'social or communication disorder'.

**Care Leaver students.** By 2024-25, there will not be any differences in dropout rates between Care Leavers and the rest of the student population.

**Part-time students.** By 2024-25, there will not be any differences in dropout rates between part-time and full-time students.

**Mature students.** By 2024-25, there will not be any differences in dropout rates between mature students (aged over 21 years) and younger students. We will also reduce the gap in good degree outcomes between mature ethnic minority and White students from 29 percentage points (pp) to 14.5pp.

**Ethnic minority students.** By 2024-25, we will:

- reduce the gap between ethnic minority and White students gaining a good degree outcome of 2:1 or above, from 18pp to 9pp
- reduce the gap between Black and White students gaining a good degree outcome of 2:1 or above, from 28pp to 14pp
- reduce the gap between ethnic minority and White students with BTEC qualifications gaining a good degree outcome of 2:1 or above, from 27pp to 13.5pp
- eliminate the difference in the offer to application ratio between Black and White students
- eliminate the unexplained gap in degree outcomes between ethnic minority and White students

- reduce the gap between Asian and White female students progressing to highly skilled employment and further study, from 11pp to 5.5pp.

**Students from low participation and disadvantaged neighbourhoods.** By 2024-25, we will:

- reduce the gap in the proportion of students entering the University between these students and students from high participation and affluent neighbourhoods from 20pp to 10pp
- reduce the gap in good degree outcomes between IMD Q1 and Q5 students
- eliminate the gap in progression to highly skilled employment and further study between Indices of Multiple Deprivation (IMD) Q1 and Q5 students.

Further information on our other commitments is set out on page 10 of the full plan.

**What we are doing to achieve our aims** *[See pages 10-14 and 23-26 of the full Plan]*

We have six programmes of activity to help us achieve our aims and targets.

1. Deepen our work with our partner schools to support more pupils from under-represented groups to attain good grades and progress to university
2. Develop an inclusive culture and environment for students and staff
3. Ensure all our courses meet the needs of our diverse student body by using inclusive practice
4. Provide flexible pathways and routes to study, to enable students to access university.
5. Engage with external partners to improve access to higher education, success in study, and progression to highly skilled employment or further study
6. Offer financial support, including bursaries and hardship funding for eligible students, and practical support for students applying to Student Finance England.

**How students can get involved** *[See pages 14-16 of the full Plan]*

We worked with Hertfordshire Students' Union to create our access and participation plan. Students are part of our Access and Participation Plan Steering Group (APPSG) which is responsible for overseeing implementation of the plan. To provide feedback, students can contact their Student Union representative. To become involved in this work, contact our [Access and Participation Lead](#)

**Evaluation – how we will measure what we have achieved** *[See pages 16-19 of the full Plan]*

Our activities are informed by the best available evidence about what works for students. We will collect data and feedback to evaluate:

- our programme design
- the impact of the programme of activity we are doing to achieve our aims
- the six actions outlined above
- the impact on achieving our overall aim of improving access and inclusion.

The APPSG will monitor and report on these processes to the Education and Student Experience Committee. The Committee will oversee implementation of actions to ensure ongoing progress against yearly milestones in our plan. We will monitor impact on our target groups, to ensure we are addressing our aims. Where appropriate, we will adjust our plans in the best interests of our students. We will publish evidence from our evaluations on our website by January 2024.

**Contact details for further information**

You can contact Laide Bissessar at [l.bissessar@herts.ac.uk](mailto:l.bissessar@herts.ac.uk) for further information.