

Leeds Arts University: 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.

 You can see the full access and participation plan for Leeds Arts University at <https://www.leeds-art.ac.uk/about-us/access-and-participation-plans/>

Key points

The focus of our access and participation plan is on improving access to the university and outcomes for specific groups of students. Our data shows that, compared to their peers at Leeds Arts University, access and outcomes are lower for certain groups of students.

See pages 4 to 11 of the full plan

- We have fewer students than we would like from the following groups:
 - who come from a neighbourhood where not many people go on to higher education
 - who come from a neighbourhood that experiences multiple forms of deprivation
 - ethnic minority students
- Students who come from a neighbourhood where not many people go on to higher education are less likely to:
 - continue into the second year of their undergraduate course
 - achieve a degree award of 2:1 or above
 - progress to highly skilled employment or further study

Fees we charge

At Leeds Arts University, we charge £9,250 tuition for full-time home undergraduate students.

 You can see a full list of fees for courses at Leeds Arts University at <https://www.leeds-art.ac.uk/apply/finance/tuition-fees/>

Financial help available

We offer financial support to students from underrepresented groups. This helps students access higher education and continue studying until their course is completed. The support includes:

See pages 16 to 17 of the full plan

- A **rising cash bursary** of £250, £350 and £500 across the three years of the course to support creative practice if the student's household income is below £25,000
- **Care leaver and estranged student bursaries** of £3,000 annually
- **Annual support** with the cost of materials through two yearly payments and three over the course of third year, where this supports final project costs
- A **hardship fund** to support students who experience financial hardship during their time at university

 For more information and eligibility, see our [financial support information](#).

Information for students

- **Prospective students** receive information on fees and financial support at in-person events, such as our open days, by email communications, and through our website.
- **Current students** receive information about fees and financial support through our web resources, including student portal, internal communications campaigns, and emails, and through their courses.

See page 24 of the full plan



For the most up-to-date information, see our [university website](#).

What we are aiming to achieve

We aim to support students from lower socioeconomic groups and with greater ethnic diversity to access and succeed in our creative arts higher education. We also want to create an environment where students at Leeds Arts University feel they belong and can achieve their full potential.

See pages 1 to 4 and 12 to 13 of the full plan

Based on assessment of our performance, we have identified the following areas on which to focus our work:

- **Students from low participation neighbourhoods** – By 2024-25, we will reduce gaps between these students and those from high participation neighbourhoods in:
 - entering the university, reducing this gap to 8 percentage points
 - continuing into the second year of their course, removing this gap entirely
 - attaining a degree of 2:1 or above, reducing this gap to 5 percentage points
- **Students from neighbourhoods that experience multiple forms of deprivation** – By 2024-25, we will reduce the difference between these students and those from less deprived neighbourhoods entering the university to 12 percentage points.
- **Ethnic minority students** – By 2024-25, we will raise the percentage of these students entering the university to 16%.
- **Support attainment at school and access to higher education** – We are providing creative activity and information to pupils in schools and colleges. We are also supporting pupils to make informed decisions about whether studying for a higher education qualification is right for them. During 2022-23, we will develop existing partnerships and create new partnerships with local schools from which fewer pupils access higher education. We will collaboratively develop work to support school attainment to start in 2023-24.
- **Diversifying pathways** – We will review pathways into higher education. This includes facilitating direct entry into Level 6 study (third year undergraduate) for students who have completed Foundation Degrees and Level 5 technical qualifications. We will identify where we can support other universities and colleges in the city offering alternative pathways.

What we are doing to achieve our aims

We have identified the following areas of activity to support achievement of our aims and targets.

See pages 13 to 18 of the full plan

1. Enhance our **partnership work with schools** and other external partners – this supports pupils from underrepresented groups to attain well, experience the creative arts, understand possible careers, and progress to study for a higher education qualification.
2. **Regular monitoring** of entry to the university and success while on course and beyond for students from underrepresented groups. This enables us to make necessary changes to outreach work, curriculum, and support.
3. **Engage students** in access and participation work through consultation, monitoring the plan, and delivery as role models for prospective students from target groups.
4. Offer **financial support**, including bursaries and hardship funding for eligible students. This supports access to the university, success while on course, and support with gaining employment experience.
5. **Commission practical and research projects** for artists, designers and performers – this will increase the presence of practitioners from underrepresented groups and their work in the University. It will also support a sense of belonging for students from these groups.
6. Enhance **mental health and academic support** to help students fulfil their potential while on course.
7. Provide **careers support** while on course and after graduation. This includes talks from external speakers, the Creatives in Residence programme, support to start a business, paid work experience opportunities, and individualised advice and guidance.

How students can get involved

We worked with the Students' Union to inform our access and participation plan. Student Ambassadors play an important role in delivering our access and participation work. Students' Union officers and course representatives are involved in our planning and evaluation processes.

 To provide feedback and become involved, students can contact the [Students' Union](#).

Evaluation – how we will measure what we have achieved

Our areas of activity are considered to ensure they are working to support students. We will collect data and feedback to evaluate:

See pages 21 to 24 of the full plan

- if our support is designed and communicated appropriately
- the quality and impact of activity to achieve our aims
- the impact on achieving our overall aims of improved access, sense of belonging, and more equitable outcomes.

We will monitor and report progress to our Equality, Diversity and Inclusion Committee, the Senior Management Team, and the Board of Governors. We will learn from these processes what works best for our current and prospective students, and where necessary, we will adjust our activity.

Contact details for further information

 You can contact Dr Laura da Costa at laura.dacosta@leeds-art.ac.uk for further information.