

University of Huddersfield : Access and Participation Plan Summary 2025-26 to 2028-29

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 Huddersfield at:

[Access Agreements - University of Huddersfield](#)

Key points

The University of Huddersfield is a post-1992 institution in Kirklees Metropolitan Borough Council within West Yorkshire, one of the most socio-economically deprived areas of the UK. 65% of our full-time home students are from IMD1 and 2 (the lowest quintiles in the Index of Multiple Deprivation), with 77% of our home entrants commuting from the family home to study. Although the major cities of Manchester, Leeds and Sheffield are geographically within 30 miles of Huddersfield, there are cultural, social, economic and transit barriers to accessing education and work in these areas. This makes the University of Huddersfield a positive choice for our local community but can impair graduate access to the widest range of highly skilled employment opportunities.

Widening access to HE is a priority for the University, building on our long history of education driving social change. In 2021, 19.4% of Kirklees residents identified their ethnic group within the “Asian, Asian British or Asian Welsh” category, up from 16% in 2011. People who identified as “Black, Black British, Black Welsh, Caribbean or African” increased from 1.9% in 2011 to 2.3% in 2021. Our recruitment from Asian and Black heritage families exceeds the local profile, demonstrating a positive impact of our approach to widening access.

Our Teaching and Learning Strategy is underpinned by our ethos of academic excellence providing outstanding teaching in an inclusive, authentic and enriching learning community, where every individual is valued and supported towards achieving their potential. This allows us to take highly targeted interventions to improve continuation, completion and attainment, within a supportive institutional framework, an approach validated through the 2023 Teaching Excellence Framework where we were awarded Gold, including Gold against Student Outcomes and Student Experience, and an Outstanding judgement by Ofsted for our Apprenticeship provision in October 2023.

We continue to work towards narrowing gaps in attainment and progression for all our students with a particular focus on those from disadvantaged backgrounds.

Fees we charge

The maximum fees we will charge for UK based students on undergraduate courses in 2025/26 will be £9535 per year for full time students (subject to parliamentary approval). We review and revise fee levels in line with inflation (RPI-X) and regulatory permissions. Current Fee levels and Information on the fees payable for other types of courses and for international students can be found on the [student finance pages](#).

Financial help available

All students have access to a hardship fund detailed on the [financial hardship funds pages](#).

Care experienced students are eligible for a bursary detailed on the [Care leavers support pages](#) and a dedicated support worker provides additional support including accessing financial support.

Disadvantaged students may also access a student success bursary linked to individualised goals such as continuation, completion and attainment; this is linked to guidance and support from an Enhanced Support Team.

Information for students

The University is committed to producing information on all aspects of their courses, including fees, in a timely, clear and accessible way. We ensure that information about the total costs associated with study are clear and communicated with students through our website and prospectus, direct communication with applicants and entrants, and through information provided at open days and applicant visit days. Financial information is also provided in the student contract.

We are alert that whilst published online, students may face barriers to accessing relevant and timely information that supports their success. This informs our continued support for outreach via Go Higher West Yorkshire to raise awareness; the continued delivery of the Global Professional Award equipping students with skills to thrive at university and beyond; the development of an Enhanced Support Team to guide and support disadvantaged students through the University lifecycle and post-graduation.

What we are aiming to achieve

Analysis of our data and performance has informed the following 5 objectives, (APP pp9-10):

1. Improve Access and Progression rates for Care Experienced Students.
2. Reduce Success and Progression gaps for students with Mental Health conditions and Social and Communication Impairment.
3. Reduce Attainment gaps for students within EIMD1&2, Asian and ABMO groupings.
4. Reduce Progression gaps for students within EIMD1&2, Asian and ABMO groupings.
5. Reduce Success and Progression gaps for entrants with vocational based level three qualifications.

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

To address the 5 objectives, four interventions strategies have been developed and aligned as summarised below. These are detailed on pages 11-28 of the APP and summarised in Figure 3 (p30) and Figure 4 Foundations of Student Success Summary (p31).

Objective	1	2	3	4	5
Intervention Strategy 1: To sustain partnerships and collaborations to widening access to higher education and raising attainment in feeder institutions	X	X			X
Intervention Strategy 2: To reduce student outcomes gaps for disadvantaged students through Provision of Enhanced Support Team, offering whole lifecycle engagement and support.	X	X	X	X	X
Intervention strategy 3: To reduce attainment gaps based on EIMD, ABMO and Asian characteristics		X	X		X
Intervention strategy 4: Enhanced support and guidance including skills development, placements and post graduate coaching	X	X	X	X	X

Instrumental and illustrative elements of the Interventions strategies include:

IS1: Sustained engagement in Go Higher West Yorkshire to facilitate region wide aspiration raising and attainment raising activities. Sustained and extended provision of Extended Degree Programmes which include a foundation year to bridge the gap between level 3 and 4 study.

IS2: Establishment of a Multi-disciplinary Team of Enhanced Support Workers with time and permission to engage students offering additional support, community building and networking opportunities. Access to Care Experienced Support worker and bursary. Access to a Student Success Bursary

IS3: HuDAP (Huddersfield Differential Attainment Project) is an annual cycle of data analysis identifies and targets areas for improvement and intervention plan development. This whole university approach requires all teaching staff to engage in an evaluation of their students' performance against attainment data by student characteristics, and to plan course-level approaches towards improvement.

IS4: The Global Professional Award is an undergraduate programme that is designed to build personal awareness, and social and cultural capital to better equip students in securing access to graduate employment. This is augmented by the Enhanced Support Team to provide post-graduation support for early career graduates and the development of accessible micro placements to provide flexible work experience opportunities.

How students can get involved

We have a long-established practice of working in partnership with our student community. The Students' Union President, and Chief Executive Officer are members of the Access and Participation Plan Working Group and have contributed to the development of the plan. They will continue working in collaboration with the University in ensuring that equality of opportunity is central to our philosophy, through their standing membership of both the APP Steering Group and other key institutional committees and working groups, which monitor strategic objectives regarding closing outcome gaps.

Evaluation – how we will measure what we have achieved

Our primary evaluation focus will be on the impact of specific resourced interventions, to understand:

- The impact of Student Success Bursaries on student outcomes.
- The impact of extended care experienced support on access and student outcomes.
- The impact of an Enhanced Support Team and full lifecycle approach on the student outcomes of target groups.
- The impact of GHWY Access interventions at a sub-regional level by GHWY.

The primary focus on student outcomes, as demonstrated through benchmarkable OfS quantitative metrics, will be augmented with other analysis to bring a rich perspective to the factors and phenomena at play. We anticipate integrating within our overall and rolling evaluation some of the following:

- An annual review of OfS performance indicators and internal metrics to evaluate performance and inform any adjustments to intervention plans
- A summative mixed methodology assessment to evaluate the impact of the interventions in quantitative and qualitative terms, including consideration of students' outcomes, experiences and impact on OfS
- Integration with annual HuDAP attainment analysis, with a particular focus on the performance of student groups we are seeking to improve.

Contact details for further information

Please contact the Office of the Vice Chancellor enquiriesvco@hud.ac.uk