

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

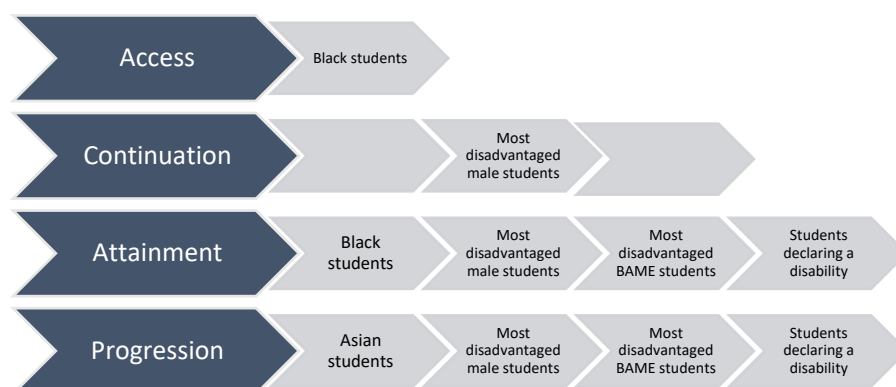
What is an access and participation plan?

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.

→ The [full access and participation plan for Sheffield Hallam University](#)

Key points

- Widening participation is a core part of what we do at Hallam. In 2020/21 we welcomed the largest number of students from low-participation neighbourhoods in the sector to our university. 75% of our students came from one or more underrepresented student groups.
- When we looked at the outcomes of students who are from underrepresented groups, we found some large and concerning gaps in the proportion of our students who continued into their second year ('continuation'), were awarded a first or 2:1 degree ('attainment') and who progressed into highly skilled employment or further study ('progression') when compared to the rest of the student population.
- We identified the following target groups at the different stages of the student lifecycle.



*BAME: Black, Asian or Minority Ethnic students.

Fees we charge

At Sheffield Hallam, the maximum undergraduate tuition fees we charge are: £9,250 for full-time students and £6,935 for part-time students

→ You can find a list of tuition fees at: <https://www.shu.ac.uk/study-here/fees-and-funding>

Financial help available

We offer financial support to students from underrepresented groups including:

- the **Student Success Scholarship** to support students from disadvantaged and underrepresented groups including enhanced support and up to £2,000.
- the **Hallam Hardship Fund** which is focused on supporting immediate hardship caused by unexpected life events. Awards are typically up to £1,000.
- the **Care Leavers Bursary** package guarantees £3,500 per year of study for young students who have been in local authority care. We also provide support with the cost of graduation for care leaver students.
- **Sanctuary Scholarships** to asylum seekers.
- **sandwich placement year fee waiver.**

Information for students (p20)

Prospective students are informed of fees through our webpages and online prospectus. **Student terms and conditions**, including fee regulations, are published on our website and digital learning environment, MyHallam. **Financial support schemes** are promoted to current students through our website, MyHallam, student support interventions, induction activities, emails and social media.

➔ You can find information about scholarships and bursaries at:

<https://www.shu.ac.uk/study-here/fees-and-funding/undergraduate/scholarships-and-bursaries> and other help via [Hallam's Students Union Advice Centre](#).

What we are aiming to achieve (p8-9)

Based on an assessment of our data, we have identified the following priority areas:

Black entrants: By 2024/25, we're aiming to increase the proportion of new entrants who are Black by 40%, so that Black entrants represent 6% of all entrants.

Disadvantaged males: By 2024/25 we aiming to:

- Improve the continuation rate of the most disadvantaged male students, eradicating gaps.
- Improve the attainment rate of the most disadvantaged male students, eradicating gaps.
- Improve the proportion of disadvantaged males who progress to highly skilled employment or further study, eradicating gaps by 2029/30.

Black students: By 2024/25, we aiming to reduce the degree awarding gap between White and Black students, with an aim to eradicate the gap by 2029/30.

Disadvantaged Black, Asian or Minority Ethnic students: By 2024/25, we are aiming to:

- Improve the degree awarding gap for the most disadvantaged Black, Asian or Minority Ethnic students, eradicating all gaps by 2029/30.
- Improve graduate outcomes for the most disadvantaged Black, Asian or Minority Ethnic students, eradicating all gaps by 2029/30.

Disabled students: By 2024/25, we're aiming to:

- Eradicate the degree awarding gap between Disabled and Non-Disabled students.
- Improve the proportion of students declaring a disability who progress to highly skilled employment or further study, eradicating gaps.

Asian students: By 2024/25, we aiming to increase the proportion of our Asian students who go onto highly skilled employment or further study.

What we are doing to achieve our aims (p10 – 18)

- **South Yorkshire Futures:** A social mobility partnership working across the educational lifecycle.
- **Partnerships:** We sponsor two University Technical Colleges, are part of the Higher Education Progression Partnership and HeppSY+ and support local FE colleges.
- **Support access to HE for students from underrepresented groups:** We offer targeted support included personalised pastoral and financial support.
- **Student support:** An inclusive whole provider approach which supports belonging and engagement and makes targeted, proactive and pre-emptive interventions.
- **Hallam Welcome:** A high-quality induction experience so that students feel better prepared and which develops community and inclusion.
- **Timetabling:** We avoid inconvenient timetables with long gaps and regular breaks.

- **Healthy Hallam, Healthy Future:** Our student wellbeing programme offers support for mental health, encourages engagement with sport, and builds health partnerships.
- **Learner analytics:** We are improving data on student engagement to enable targeted early interventions and to support students understanding of their own performance.
- **Support for academic writing:** An online service provides feedback on structure, language choice, argument/idea development, referencing and spelling and grammar.
- **Black, Asian or Minority Ethnic awarding gap:** We have an institution-wide approach focussing on leadership, culture, monitoring data, staff development, challenging conversations and supporting racially diverse and inclusive environments.
- **Increasing staff diversity** to positively impact on community and belonging and providing more visible role models.
- **Foundation years:** a pathway into HE for underrepresented students.
- **The Hallam Model** ensures that all taught undergraduate courses deliver a distinctive, applied learning environment, providing consistency of provision and opportunity, and ensuring inclusivity and employability is embedded in the curriculum.
- **Employability Promise:** We promise students access to graduate opportunities, internships, work placement and work experience opportunities through their course.
- **Gradvantage** provides a targeted, personalised two-year Employability and Enterprise support offer to graduates including coaching, internships, and access to the Hallam Graduate start-up fund.
- **The Hallam Award** aims to improve student engagement, achievement and satisfaction through encouraging involvement in extra-curricular activities
- **Financial Support:** We offer bursaries to students. See above for details.

We have committed to the **Social Mobility Pledge**, the **Care Leavers Covenant**, the **Armed Forces Covenant**, the **Stand-Alone Pledge** for estranged students and the **Time to Change** pledge on mental health. We are proud to be a **Working Families** employer, a **Disability Confident Leader**, a member of the **Race Equality Charter**, in receipt of **Athena Swan** bronze status and is a member of the Stonewall Diversity Champions scheme.

How students can get involved (p18)

We worked with our Students Union (SU) to develop our Plan. The SU president sits on the Access and Participation Delivery Group. We have a Student Voice Group, Student Communication group, Student Representative Steering Group, and a Working Together Group. In Colleges, we have Student-Staff committees, departmental boards, College Student Boards, and a Student Research and Projects team.

➔ Students can contact their [SU representative](#) and find out more about engagement with our Plan by contacting our [Student Evaluation, Engagement and Research team](#).

Evaluation – how we will measure what we have achieved (p19)

Our programmes of activity are informed by the best available evidence about what works for students. We collect data and feedback to evaluate programme design, the impact of activity and the impact of achieving our overall aims. We monitor impact on our target groups to ensure we are best addressing our aims and adjust our approach in light of new evidence.

Contact details for further information.

➔ For further information about our Access and Participation Plan, please contact Lizzie Morgan via e.morgan@shu.ac.uk