

Sheffield Hallam University

Summary of 2025/26 to 2028/29 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 Sheffield Hallam University at <https://www.shu.ac.uk/about-this-website/legal-information>

Key points

Sheffield Hallam University is a large widening participation university that serves its local community and its place. We transform lives. We do this by shaping our students' futures and preparing them for whatever they choose to do, and by creating knowledge that provides practical solutions to real world challenges. We aim to deliver consistently outstanding outcomes for all our students. We make a significant impact regionally and nationally.

Our student population is becoming increasingly diverse: 71.4% of entrants in 2021/22 are from an underrepresented or under-served student group, being mature, from a minoritised ethnicity, disabled, and/or from a low participation area as measured by Tundra. The proportion of entrants who are from these under-represented or underserved student groups has increased by ten percentage points (pp) over the last 6 years, up from 61.4% in 2016/17.

See page 2 of the access and participation plan for more information.

Fees we charge

Fees are set in line with the maximum fee cap set by Government regulations. At the time of the publication of our Access and Participation Plan, this maximum stood at:

- £9,250 for full-time students
- £6,935 for part-time students

The University reviews tuition fees annually and reserves the right to increase fees for academic years after the student's first year of entry, up to the maximum amount allowed by law or government policy. You can find more information about tuition fees at <https://www.shu.ac.uk/study-here/undergraduate/fees>

Financial help available

Successful students will receive between £600 and £2,100 depending on the number of target groups they are in.

To qualify students must also be in receipt of more than the minimum amount of maintenance loan (those with a household income of less than £62,347*). *This is equivalent to the household income threshold that is set by Student Finance England and is subject to change.

Our bursary support is targeted at the following student groups:

- Care leavers
- Students who are estranged from their family
- Students with caring responsibilities
- Students who have refugee status
- Transgender students, inclusive of non-binary genders
- Student parents
- Students with a disability
- Final year students
- Student from minority ethnic backgrounds

- Students studying a high-cost course

See pages 30-31 of the access and participation plan for more information.

Information for students

We will provide timely and accurate information to prospective students on tuition fees and the financial support available. Prospective students will be informed of fees for each year of study and in optional sandwich placement years through dedicated fees and funding webpages and on our online prospectus. Student terms and conditions, including fees regulations are published on our website and digital learning environment, MyHallam.

See pages 30-31 of the access and participation plan for more information.

What we are aiming to achieve

- a. South Yorkshire Children's University will increase the proportion of all South Yorkshire school age children and young people that it engages with from 15% to 35% by 2028/29.
- b. Sheffield Hallam will increase the proportion of white males who are eligible for free school meals from 10.8% to 16% by 2028/29.
- c. Sheffield Hallam will reduce the continuation gap for the most deprived male students studying full-time from 9.6 percentage points to below 2.0pp by 2028/29.
- d. Sheffield Hallam will reduce the completion gap for Black students studying full-time from 10.8pp to below 2.0pp by 2028/29.
- e. Sheffield Hallam will reduce the completion gap for disabled students relating to their mental health studying full-time from 4.6pp to below 1.0pp by 2028/29.
- f. Sheffield Hallam will work to eliminate the degree awarding gap for Black students studying full-time, reducing it from 21.2pp to below 10.0pp by 2028/29 and working to close it entirely as soon as possible.
- g. Sheffield Hallam will cut the degree awarding gap for the most deprived male students studying full-time from 16.7pp to below 7.0pp by 2028/29.

See pages 4-5 of the access and participation plan for more information.

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

In the educational ecosystem:

- The Meadows Nursery and Early Years Community Research Centre.
- Regional Enrichment Collaboration: South Yorkshire Children's University.
- Regional Collaboration (Higher Education Progression Partnership) Multiple Intervention Programme.
- Post 16 Sheffield Hallam Transform Multiple Intervention Programme.

For black students:

- Course review and curriculum redesign.
- A decolonising Hallam project.
- Student-led and informed practice.
- Staff professional development through the Equity Accomplice Scheme.
- Mini-modules for students.
- A Black British entrant scheme.
- Financial support.

On student mental health:

- A reasonable adjustments and inclusive practice policy and staff development.
- Hallam wellbeing mini modules for students.

- Study Well, Stay well programme providing knowledge to students on good mental health.
- Scholarships and Bursaries.
- Social Prescribing.
- Access Hallam Summer preparation.

For the white males from the most deprived backgrounds:

- We will develop the evidence base through an initial phase of research and knowledge to better understand the barriers, needs and what works for these students.
- We will develop a programme of support, co-designed with students, which is likely to include: application and interview support, early escalation support, role models, peer mentoring, and induction and transition support.

See pages 5-25 of the access and participation plan for more information.

How students can get involved

Students are active partners in the design, delivery and evaluation of access and participation work.

Student Ambassadors help to deliver outreach and aspiration-raising activity and student Researchers co—design institutional research projects including on degree awarding gaps.

The Students Union are represented in access and participation governance and on the writing group for this plan and are closely involved in the design of student financial support.

We have committed to increasing the number of paid student roles across the University including as part of the interventions in the plan.

See pages 30-31 of the access and participation plan for more information.

Evaluation – how we will measure what we have achieved

Our most recent evaluation self-assessment (2023) indicates substantial progress since our previous exercise in 2019. Evaluation literacy and evaluative mindset are embedded across most APP-related activities. We have successfully embedded an [institutional evaluation mindset](#) and during the life of this APP we will continue to build institutional evaluation capacity by increasing our provision of accessible, scalable evaluation resources, tools and guidance.

Our whole institution evaluation approach includes prioritising capacity-building and collaboration opportunities, institution-wide dissemination activities, and a continued emphasis on developing communities of practice. We also prioritise student co-creation and collaboration. We have a well-developed programme of working with student researchers, with funding and support allocated to colleges to support these projects. We also have a dedicated evaluation bursary designed to support collaborative and participatory work between staff and students and further develop an evaluative mindset.

See pages 29-30 of the access and participation plan for more information.

Contact details for further information

Please contact Tom Russell, t.russell@shu.ac.uk, 0114 225 4966 for more information.