

University of Hull

Summary of 2025/26 to 2028/29 access and participation plan

What is an access and participation plan?

An access and participation 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 Hull at [this link](#).

Key points

The University of Hull is a broad-based, research-led institution, delivering undergraduate and postgraduate programmes to 15,400 students.

We have a strong record of enabling access to our institution for students from socio-economically disadvantaged backgrounds. However, our assessment of performance highlighted risks of inequalities of opportunity for students to complete and succeed in their studies, related to their ethnicity and socio-economic background.

Fees we charge

Our maximum fee for full-time provision is £11,100 for an accelerated degree and £9,250 for standard degrees. Our maximum fee for part-time provision depends on the number of credits studied, charged on a pro-rata basis up to the maximum for full-time study.

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X.

See page 51 of the access and participation plan for more information.

Financial help available

We offer a range of scholarships and bursaries to under-represented students as part of our access and participation commitment. Please note that the following summarises financial support which is both targeted for access and participation, and funded by the University. A number of other awards are available, and full details are published on our website at: hull.ac.uk/money.

- *Hull York Medical School Bursary*: From the academic year 25/26, UK Medicine students with a household income of less than £35,000 will receive our Hull York Medical School Bursary of £1,000 per year.
- *Humber Grant*: Students aged under 25 who are care leavers, estranged from their parents, or are carers receive our Humber Grant, which is an award of £1,000 per year paid in cash and vouchers.
- *Sanctuary Scholarships*: As a University of Sanctuary, we offer up to three Sanctuary Scholarships to those who have come to the UK seeking sanctuary and aren't eligible for student finance. These includes a full tuition fee waiver and £2,000 annual study grant.
- *Sanctuary Fee Reduction*: Students who have come to the UK seeking sanctuary will pay tuition fees at the Home rate than the International rate.
- *Undergraduate Refugee Scholarship*: The University will provide a fee waiver for students who have been granted Refugee or Humanitarian Protection status and are unable to

take out a tuition fee loan for all years of study due to previous HE study undertaken outside of the UK. Once the student becomes eligible to receive a tuition fee loan, the award will cease.

- *Cowrie Scholarship*: We will offer a scholarship in partnership with the Cowrie Scholarship Foundation to support Black African and Caribbean heritage applicants from socio-economically under-represented backgrounds. The scholarship includes a tuition fee waiver and a stipend of £8,000 per year (£2,000 University of Hull bursary and £6,000 from the Cowrie Scholarship Foundation).
- *Hardship Support Fund*: We will offer a means-tested fund for students experience financial difficulties (based on assessment of eligible income and expenditure over the academic year).

Information for students

We publish full information on our fees and the financial support offered to under-represented groups on our website, through our prospectus and via individual communications.

See page 31 of the access and participation plan for more information.

What we are aiming to achieve

The main focus of our access and participation work is to address inequalities in the rates of students completing their studies and being awarded a 1st or 2.1 degree. Our assessment of performance found that students from backgrounds of lower socio-economic advantage were less likely to complete their studies, or to be award a 1st or 2.1 degree classification. It also highlighted that Black students and Asian students are less likely to be awarded a 1st or 2.1 degree classification.

We identified 6 underlying issues which are likely to be contributing to these inequalities which are:

1. Knowledge and skills
2. Information and guidance
3. Insufficient academic support
4. Insufficient personal support and wider student experience
5. Mental health
6. Cost pressures

We have developed 5 key objectives for our access and participation plan, which are:

1. To support increased attainment at Key Stage 4, for students who are under-represented in HE and/or socio-economically disadvantaged.
2. To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.
3. To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.
4. To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.
5. To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

See pages 1-4 of the access and participation plan for more information.

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

We will meet our objectives by addressing 6 key underlying issues. We have designed an intervention strategy for each key issue.

1. *Knowledge and skills*: some students may not have equal opportunity to develop the knowledge and skills required for successful higher education study. Our intervention strategy includes outreach activity to support academic attainment of school pupils.
2. *Information and guidance*: some students may not have equal access to information and guidance about higher education options, courses and associated processes (such as student finance). Our intervention strategy includes outreach activity to provide information, advice and guidance to school and college pupils.
3. *Academic support*: some students may not have equal opportunity to succeed academically due to insufficient personalised academic support or insufficiently inclusive curricula. Our intervention strategy includes reviewing the design of our curriculum, assessment, personal supervision and wrap-around support activities.
4. *Personal support and wider student experience*: some students may not have equal access to personal support during their studies and the campus culture may not be inclusive enough to foster a positive student experience for some. Our intervention strategy focuses on the design and delivery of student support services, our campus culture and some targeted support for some groups of students.
5. *Mental health*: students may experience mental ill-health which can affect their studies and student experience. Our intervention strategy includes pro-active mental health and well-being support, as well as broader student support services.
6. *Cost pressures*: some students are more likely to experience cost pressures which could affect their studies. Our intervention strategy features financial support for students experiencing hardship, and support for students to find appropriate paid employment alongside their studies.

See pages 6 – 28 of the access and participation plan for further information

How students can get involved

Our students are important partners in our access and participation work. We encourage students to engage with established mechanisms for student feedback such as module evaluations, our student surveys and our student representation programme.

Student representatives are consulted on our access and participation work, including the governing bodies and working groups which will oversee the implementation and evaluation of our access and participation plan.

See pages 31- 32 of the access and participation plan for more information.

Evaluation – how we will measure what we have achieved

We are taking a scaled and integrated approach to the evaluation of our access and participation plan. This means that the scope of evaluation will be set in line with the expected impact, resource intensity and maturity of the activity. We will use a combination of qualitative and quantitative student feedback, longitudinal analysis and practitioner reflections to measure success of activities (as appropriate in relation to the nature of the intervention).

See pages 30 – 31 & 43 – 50 of the access and participation plan for more information.

Contact details for further information

Please contact Aimee Cheesmond at a.cheesmond@hull.ac.uk for more information.