

University of Bolton

Summary of 2021-22 to 2025-26 access and participation plan

What is an access and participation plan?

Access and Participation Plans (APP – or “Plan”) set out how higher education providers will improve equality of opportunity for under-represented groups to access, succeed in and progress from higher education.

The full APP (“Plan”) for the University of Bolton is here : [UoB APP 2021/2 to 2025/6](#)

Key points

Our University has a strong reputation for providing opportunities for all those that have the talent and potential to succeed in higher education, no matter their background, and we have an excellent record of welcoming students from all under-represented groups of society.

We recognise, however, that there is still work to do in ensuring equality of outcomes for all our students and are working hard to ensure that, where gaps do exist for some of our students, they are narrowed or removed.

The focus of our Plan is to improve outcomes as follows:

- a) students from areas of low participation and/or high levels of deprivation to achieve ‘first class or 2:1 degree classifications;
- b) Black or Asian students to achieve ‘first class or 2:1 degree classifications;
- c) Black, Asian or Mixed students to continue with their studies beyond the first year; and
- d) Full-Time Asian and Part-Time students from areas of high deprivation to gain graduate-level employment.

Our targets are on page 1 of the full Plan

Fees we charge

The maximum fees charged for undergraduate courses are in line with the regulated Government limits:

- £9,250 per year for full-time students;
- £6,395 per year for part-time students

For students studying an undergraduate courses on-campus, we offer a ‘No Hidden Extras Guarantee’ where will not charge any additional fees or costs for mandatory elements of the course. Some courses taught at our partner organisations may charge lower fees.

Further details : [Fees & Funding | University of Bolton](#)

Financial help available

The University provides a range of financial support for its students. There are three schemes that are relevant to our APP as follows:

1) **Student Support Fund:**

- Grants (for students with children or caring responsibilities, disabilities, or final year students in financial need);
- Emergency Loans; and
- Food Vouchers.

2) **100 Year Anniversary of the Great War Award - an award for ex-military personnel**

3) **Care-Experienced Bursary** – £1000 cash for each year of study, plus £500 at the point of Graduation to support students in securing a graduate-level job

See pages 23 and 38 of the full plan

Information for students

We aim to provide full information to students, parents, advisers, and employers about the full range of opportunities available at the University, the costs involved and the financial support available:

- on the University's website;
- at Open Days, visit days and offer-holder days;
- HE fairs and during visits to schools and colleges;
- from our student advisors and the Students' Union Advice Unit;
- on social media at relevant points during the recruitment cycle;
- through email correspondence with applicants during the recruitment process;
- from UCAS and the Student Loans Company.

See page 38 of the full plan

What we are aiming to achieve

The University has ambitious targets to narrow or remove the equality gaps in terms of good outcomes for our students. Specifically, by 2024-25 we aim to:

- Reduce the gaps in the proportion of students achieving good degree outcomes:
 - to 0% between students from areas of highest and lowest participation in Higher Education;
 - to 0% between students from areas of highest and lowest deprivation;
 - to 15% between White and Black students;
 - to 3% between White and Asian students.
- Reduce the gaps in students continuing their studies beyond the first year:
 - to 0% between White and Black students;
 - to 0% between White and Asian students;
- Reduce the gaps in graduate level employment:
 - to 7.5% for part-time students from the highest and lowest areas of deprivation;
 - to 6% between full-time White and Asian students.

In addition (both being reviewed in 2022-23):

- We are committed to help improve attainment levels in schools and other communities, and raising aspirations for higher education.
- To evaluate the impact that our current degree apprenticeships have on access and success in higher education and to explore areas for extending provision.

Our core targets – see also pages 17 to 19 of the Plan, and Appendix : Variations

What we are doing to achieve our aims

We have a far reaching, holistic programme of support and initiatives to help all our students to reach higher education, succeed during their time with us and go on to find graduate-level roles:

- **Success4Life:** pre-university aspiration programme for looked-after children to raise their aspiration for Higher Education.
- **Early Diagnostic Data:** early-in-course assessment to understand students' readiness for future careers.
- **Student Financial Support.**
- **Personal Academic Tutoring:** allocation of a personal tutor for information, guidance and support for the student to increase their chances of success.
- **Career Registration Data:** annual data from all students on their career aspirations and work experience.

- **LEAP (Learning Excellence Achievement Pathway)**: an award-winning package of digital resources to improve academic and digital literacy.
- **Peer Assisted Study Support (PASS)**: encouraging peer-learning, belonging and engagement at the University
- **Welcome & Induction Programme** : to ensure students feel welcome and their transition to University life is a positive experience.
- **Peer Mentoring**: students can request a peer mentor, to help support their studies, based upon how individual students self-identify, for example as BAME, disability, 'first in family' etc. (Pilot Scheme in progress)
- **Student Engagement & Consultation**: Student feedback is used to inform action plans at modular, programme, service, and operational level, including programme developments and university-wide initiatives.
- **Student Ambassadors**: positive role-models for students throughout the University.
- **Progression Working Groups**: to understand employment and/or further study destinations of our graduates and guide how we develop services to support improved graduate outcomes.
- **Graduate Attributes - GAME and GAME+**: to embed 'employability' within the curriculum and develop characteristics which research has shown improves students' chances of employment.

See pages 23 to 32 of the full plan and the Appendix : Variations

How students can get involved

We have developed a 'Student Engagement Framework' which forms part of the wider Student Success and Experience Strategy with four related streams of activity to ensure students are fully consulted with, engaged in the design of activities and have opportunity to feedback on progress:

1. Student representation on committees and panels;
2. Students' Union consultations and feedback activities;
3. Student surveys, focus groups and regular feedback opportunities; and
4. Other feedback mechanisms.

Student feedback is used to inform action plans at modular, programme, service, and operational level, as well as programme developments and university-wide initiatives.

Further details are contained in the Appendix : Variations to the plan

Evaluation – how we will measure what we have achieved

We know how important it is to ensure what we are doing works, has impact for our students and contributes to our ambitious objectives.

- Our 'Evaluation Impact Framework' consistently monitors, measures and reports on all existing and new programmes.
- What we measure depends on the individual programme, but there is (at least) a yearly review with findings used to help us decide if the programme is working (or not) and/or what to change to further improve it.
- We are committed to working with partners across the higher-education sector to share good practice and understand 'what works' (or not) and take on, change or close programmes where the evidence is available.

See Appendix : Variations to the plan

Contact details for further information

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