



University of Leicester Summary of 2025-26 to 2028-29 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.

You can see the full access and participation plan for University of Leicester [here](#).

What we are aiming to achieve

See pages 6
to 7 in the full
plan

Our overall aim is to support students into higher education, support them to be successful throughout their course and into employment or further study.

Based on our assessment of our performance, we have identified the following areas on which to focus our work:

- **Asian, Black, Mixed and Other ethnicity Students** – to reduce the awarding gap between Asian, Black, Mixed and Other ethnicity Students and white students' year-on-year.
- **Students from IMD quintile 1** – we aim to close the offer gap, increase the continuation rate, completion rate, and decrease the awarding gap compared to students from IMD quintile 5.
- **Small cohorts** – we have a number of small cohorts such as carers, care experienced and estranged students, asylum seekers and refugees, we aim to provide comprehensive support for these students.
- **Whole provider approach** – we have a number of plans that encompass the whole student body around careers and employability, wellbeing and gender and racial equality.

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

See pages 8
to 24 in the
full plan

The gaps highlighted above are indications of risks to equity of opportunity. A consultation process with staff and students identified five key risks:

- **Barriers to mattering and a lack of representation**
Examples of mattering at UoL are students being recognised for their achievements which enables them to see themselves at UoL, and students seeing that their voices have been heard through feedback or co-creation, resulting in their successful course completion and good graduate outcomes.
- **Financial pressures**
Financial pressures influence students' higher education choices regarding locality and whether to commute or enter student accommodation. Cost of living pressures mean that more students are taking on part-time work that may interfere with their studies, they lose independent study time due to work and may not be taking on extra-curricular activities that will broaden their networks or skills.



- **Gaps in students' knowledge skills and capital**

As an institution we can do more to understand and minimise gaps in students' knowledge skills and capital. This can be through targeted interventions such as progression programmes for applicants and scaffolded support around new forms of assessment.

- **Inequitable processes and curriculum**

Inequitable processes impact students' experience of the admissions processes and interviews during entry, their use of processes such as mitigating circumstances and the appeals processes, and when seeking academic or pastoral support. Inequities within curriculum negatively impacts student satisfaction, continuation, completion and attainment metrics.

- **Mental health**

Supporting, normalising and destigmatising students' mental health throughout their studies will ensure that they continue and succeed in their course, reducing the likelihood of students' reaching crisis point.

Fees we charge

At the University of Leicester, the maximum fees charged are:

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

Course fees are included on each course page. You can find a list of courses at <https://le.ac.uk/study/undergraduates>

Financial help available

We offer financial support to students who may benefit from it during their studies. This support is detailed on our [fees and funding pages](#), and includes:

- A **Care Leavers Bursary** of £2000 per year
- A **Carers and Estranged students' Bursary** of £1000 per year
- **The University of Leicester Bursary** for students from low-income households and IMD Q1 postcodes, or progression programme participants
- A **University of Leicester Experience fund** to support students from low-income households and IMD Q1 postcodes with costs associated with their wider university experience
- A **SpLD Assessment fund** to support students from low-income households with their assessment costs
- A **Hardship fund** for students who experience financial hardship during their time at university

Information for students

- **Prospective students** receive information on fees and financial support at in-person events, such as our open days and offer holder days, and by email communications.



- We have information for **care leavers, carers, estranged students, disabled students and refugees and asylum seekers** on our website.
- **Current students** receive information about fees and financial support available through My Student Record, internal communication campaigns, personal tutors and emails.

For the most up to date information see our university [website](#)

How students can get involved

We worked with the Students' Union to gather student input into the design of the access and participation plan. Students are represented on our committees around inclusive education, projects and other committees that feed into the work of our Student and Education Equality, Diversity and Inclusion Team who manage and monitor the plan.

- To provide feedback, students can contact their [Students' Union representative](#).
- To become involved in this work, contact [Education Services](#)

Evaluation – how we will measure what we have achieved

**See pages 29
to 30 in the
full plan**

Our aim is to provide robust and consistent evaluation for the projects listed in this plan and contribute to the OfS evidence base of what works (and what does not).

This will also support our internal evaluation network, that will bring together colleagues from across the institution who have contributed to, or would like to contribute to, similar projects. We will evaluate to

OfS Type 2 standards wherever possible, comparing outcomes for participants and a non-random group of non-participants (empirical enquiry).

The Student Wellbeing and Inclusivity Sub-Committee report on our activities to the Education Committee. The Sub-Committee oversee the implementation of our plan, to monitor progress against our annual targets.

We will be producing an annual impact report each summer on our overall progress with our targets and project overview which will be shared externally on our website. Individual project reports will be published for staff and students, with large scale evaluation being published on the University website.

Contact details for further information

You can contact Dr Hannah Grosvenor (Student and Education EDI Manager) at edservices@leicester.ac.uk