



People & Planet University League 2026/27 Information

Assessment Document 1 of 3

People & Planet's University League is a league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the student campaigning network, People & Planet.

The ranking is assessed by People & Planet over summer 2026 and expected to be published in December 2026.

Assessment period 1, occurring between 22 June - 3 July 2026:

The following information outlines Leeds Arts University's Sustainability activity in relation to [People & Planet criteria for the following sections](#):

- [Ethical Investment and Banking](#)
- [Ethical Careers and Recruitment](#)
- [Education for Sustainable Development](#)

ETHICAL INVESTMENT AND BANKING

1a. Does the institution have an active, robust and publicly available Ethical Investment Policy that is clearly approved and reviewed by a relevant individual/committee within the University?

The University's [Ethical Investment Policy](#) forms part of the Treasury Management Policy, is approved by the University's Board of Governors, reviewed regularly and is publicly available on the University's website.

There have been no investments made directly by the University in 2025-26. The University has appointed external companies to manage its investments and they follow the University's ethical investment policy.

Extract from the Treasury Management Policy:

5.1 Ethical Investment Policy

We aim to take a proactive approach by investing through investment managers that provide products or services which are more sustainable than the market and are set to benefit from a shift towards more sustainable development. We will ensure that in addition to financial considerations, Environmental, Social and Governance (ESG) issues are considered both by the University and the appointed investment managers when making investment decisions. It

is recognised that ethical investment is a complex area as the environmental or social impact of some companies may not be obvious or might be contested. In line with our Board structure, decisions regarding investing are not delegated to an Investment Committee but are undertaken by the Board of Governors.

- *We will seek to understand the social, environmental and ethical policies of the organisation and the investment funds into which the cash will be placed;*
- *When evaluating the companies and investment funds we will consider their social, environmental and ethical track records;*
- *We will encourage the investment funds and companies in which we may invest to adopt and pursue socially responsible business practices;*
- *We will not directly invest in companies and funds directly involved in:*
 - *Production of landmines, cluster bombs, nuclear and conventional weapons; -*
 - *Extraction or processing of fossil fuels;*
 - *Tobacco manufacture, alcohol, pornography, gambling;*
 - *Support of oppressive regimes;*
 - *Anti-social sales and marketing practices relating to alcohol and tobacco;*
 - *Violations of international conventions and norms in the areas of human rights, infrastructure practices and climate change.*
- *We will give active consideration to investment in companies and investment funds which demonstrate policies and practices which accord with the University's values, with a view to continually improving the sustainability and ethics of our investments.*

Additional information about University finances is available publicly here: [How we use our finances | Leeds Arts University \(leeds-art.ac.uk\)](#)

1b. Additional scores will be added for each of the following area included in the policy:

- i. Within their Ethical Investment Policy there are clear ongoing opportunities for the wider student body and staff community to engage with the policy.**

Membership for the Board of Governors is listed on the University's website: [Legal and Governance | Leeds Arts University](#) and there is student representation.

Extract from the Treasury Management Policy:

5.2 Representation Processes

In making direct equity investments, the University will instigate a process by which staff and students are made aware of the sectors and companies in which any such investments are placed. Staff and students may then make representations to the Board of Governors in relation to disinvestment where there is a breach of the Ethical Investment Policy.

- ii. Within their Ethical Investment Policy there is a commitment, on an annual basis, to publicly disclose/list all investments being held in different companies across all asset classes and the market value of those holdings (at minimum, listing what percentage of the university's investment holdings is invested in different sectors), with a link to or explanation about where that list can be found.

OR

- iii. If the university does not currently invest, within their Ethical Investment Policy an explanation about where the list would be found in the future is included.

The University only has investments in money market funds and a notice account with a high street bank. These have not changed since last year and are set out in the [Financial Statements](#) each year.

Policy Exclusions for Specific Sectors

2a. Fossil fuel companies

Refer to the extract above from Treasury Management Policy; section 5.1, Ethical Investment Policy

2b. Arms companies

Refer to the extract above from Treasury Management Policy; section 5.1, Ethical Investment Policy

Transparency and Accountability

- 6. Does the university website collate information in one place about investment practices and procedures in such a way that facilitates greater transparency and access to information for students, staff and the general public?

6a. Annual list of investments

The University only has investments in money market funds and a notice account with a high street bank. These have not changed since last year and are set out in the [Financial Statements](#) each year.

6b. List of committee members that oversee investments

The Treasury and Ethical Investment Policy is overseen and approved by the Board of Governors. Membership is listed on the University's website: [Legal and Governance | Leeds Arts University](#). Membership of the Board of Governors includes student representation.

- 6c. Meeting minutes that provide updates on investment policy reviews and divestment/investment status if relevant

Board of Governors meeting minutes and Terms of Reference are available on the University's website: [Legal and Governance | Leeds Arts University](#)

Other Finance and Governance documents are also available in the same place.

ETHICAL CAREERS AND RECRUITMENT

1. Does the institution have an active and publicly available ethical careers policy?

[Leeds Arts University website](#) and Careers Portal: <https://careers.leeds-art.ac.uk>.

1b. Specifics within the policy:

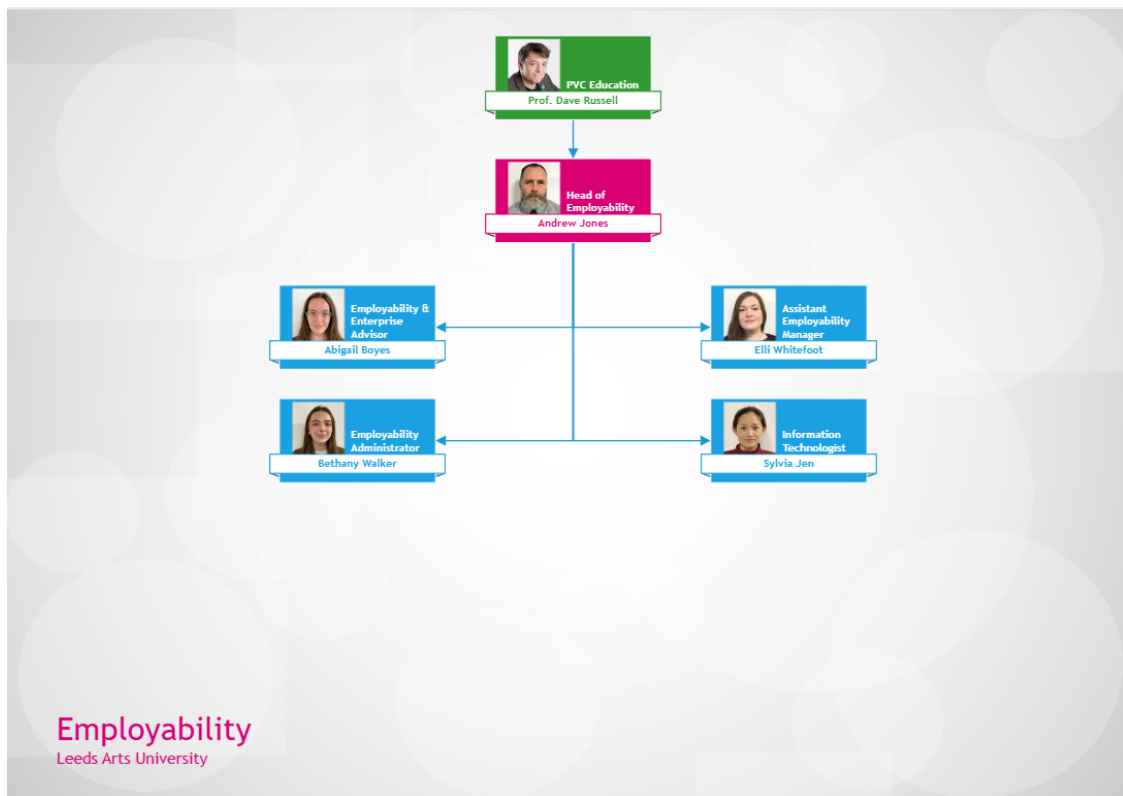
- The policy was last updated/reviewed within the last 4 years
- Evidence within the policy itself that it has been approved by a relevant Head of Department, member of the Board of Governors, equivalent body, or relevant committee.

2. Commitment to screen out specific sectors

Leeds Arts University don't hold any direct relationships or partnerships with fossil fuel, mining, arms or tobacco companies; however, as an impartial service, opportunities from these sectors may be promoted on the Careers Portal, if they have relevance to Leeds Arts Universities student and graduate cohorts (i.e. creative roles). Students and graduates are still free to discuss these roles and sectors during guidance interviews and with careers advisers, where impartiality is expected.

3a. Is information about the careers service structure and staff accessible and clear?

Information about the careers service (Employability team) structure and staff is made accessible and clear to students via the University's internal site and is given to students as part of their inductions. There are in-course sessions arranged by the Employability team together with a high-profile range of careers sessions available for all students.



Publicly available careers contact information:

“If you have an opportunity for our students or graduates, contact the Careers, Employability and Enterprise team to discuss the options.

employability@leeds-art.ac.uk”

Leeds Arts University Employability team weblinks:

- <https://www.leeds-art.ac.uk/careers-industry>
- <https://www.leeds-art.ac.uk/careers-industry/industry-opportunities>

3b. Specific elements detailed within the careers service structure and staff information page

The Careers Service, which is independently provided and run by the university, not as part of any combined careers service, is committed to transparency to promote continuous improvement through feedback.

Leeds Arts University utilise a third-party careers platform, via GTI Group - Target Connect - and access is provided to all students, recent graduates (within 5 years of graduation) and staff. This ‘Careers Portal’ provides a platform for events, opportunities, booking appointments, monitoring engagement, and careers resources.

All opportunities, whether coming directly from Target Connect or uploaded by Leeds Arts University, are screened manually by Leeds Arts University careers staff to confirm they are legitimate, suitable for and relevant to our students and graduates, and meet our standards (which are more comprehensive than those of Target Connect). Roles that do not meet our standards and Terms & Conditions are filtered out.

Resources on the Careers Portal are provided jointly by Target Connect (via their wider university network) and Leeds Arts University. The Careers Discovery Feed, where they are housed, has a Leeds Arts University specific feed that only contains resources and articles written/produced internally by Leeds Arts University, tailored to our student and graduate population and the Creative Industries. This feed is explicitly promoted to students and endorsed by Leeds Arts University.

All other content on the Careers Portal - events, activities, and appointments - are provided/uploaded internally by Leeds Arts University, not Target Connect.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

1. Does the university demonstrate commitment to education for sustainable development at a high level of strategy or senior responsibility?

The University's commitment to education for sustainable development at a high level of strategy and senior responsibility is demonstrated in a number of ways including:

- The Sustainability Committee is chaired by the Vice Chancellor
- The University reports to the [SDG Accord](#) annually;
- Preparing an [Annual Sustainability Report](#) which is reviewed and approved by the Board of Governors;
- Curriculum is part of the University's [Sustainability Framework](#);
- Through academic and student representation at the Sustainability Committee which meets three times a year and is chaired by the Vice-Chancellor;
- Our Annual Student Sustainability Award provides an opportunity for students at all levels and across all course specialisms to put forward work that specifically considers alignment to the UN SDGs.
- All staff and students receive an induction on sustainability
- All job descriptions have sustainability as a responsibility.

2a. The university has developed or uses a framework or strategy for ESD.

Curriculum is a core part of the University's [Sustainability Framework](#) through which we commit to:

- **Foster inquiry into sustainability through teaching, learning and research.**

We recognise the role of education in enabling students to develop the knowledge, skills, values and behaviours needed for sustainable development, ensuring they are equipped to meet the complex and rapidly-changing demands of the creative industries and wider world.

- **Embed sustainability within the curriculum.**

We work to meaningfully embed sustainability into our curriculum, through teaching and learning opportunities so that students leave Leeds Arts University with an awareness of the [UN Sustainable Development Goals \(SDGs\)](#) and knowledge and understanding of what sustainability means in the context of their discipline.

- **Ensure our graduates are sustainability literate, equipped with the skills, knowledge and understanding to live and work in a complex and changing world.**

This enables our graduates and creatives of the future to be more conscious of their impact of on the planet, be solutions-focused and to seek opportunities to positively contribute to

sustainability. Furthermore, our approach to sustainability in the curriculum also ensures that students have the sustainability knowledge and skills to meet the needs of industry and to act as change agents; to challenge, innovate and transform to contribute to a better world.

Each of our courses engage with sustainability in a variety of ways, including through live briefs, Visiting Professionals, working with communities, field trips and exploring sustainable materials and techniques.

2b. The university has a mechanism for reviewing and reporting on progress of the integration of Education for Sustainable Development into the curriculum with named person(s) responsible for progress.

The progress of the integration of Education for Sustainable Development into the curriculum is reviewed and reported to the Sustainability Committee which meets three times a year. Highlights are captured in the Annual Sustainability Report.

The named person responsible for progress is the Sustainability Manager - in conjunction with the Academic Development Manager.

3. The university makes available support AND training to help all academic staff integrate Education for Sustainable Development into the curriculum

Leeds Arts University acknowledges its role in highlighting opportunities for creative subjects in sustainability, both in terms of material use and process design, but also in the communication and exploration of complex environmental and social issues.

The University encourages and supports all staff to develop their awareness and knowledge of sustainability as applicable to their role. This occurs from the outset when staff join the University. Staff inductions are delivered throughout the year by the Sustainability Manager as part of the VC's Welcome session for all new starters. 44 staff have been inducted in the last 12 months. The University's [Sustainability Framework](#), [Estate Sustainability Plan](#) and an overview of staff sustainability engagement opportunities are a component of every new starter staff induction.

Academic staff have been supported to integrate Education for Sustainable Development into the curriculum in their course specialism through the **Staff Conscious Creatives network** since its inception in 2015.

As part of an overall refresh of the University's [Sustainability Framework](#) launched in academic year 2025/26, the creation of a new Staff Sustainability Champions Group has been approved by the senior management team and the sustainability committee. This champions group will be represented by all areas of the University and will include academic, resource and business support staff.

The group has three strands:

- Teaching and Learning
- Research
- Business Support

The Teaching and Learning, and Research strands build on the activities of the Staff Conscious Creatives to:

- **Create spaces for dialogue, collaboration and participation around ESD**

How? Through regular scheduled opportunities to meet (in person / online via TEAMS) to share updates, hear about upcoming events/ opportunities and support integration of ESD in academic planning.

- **Promote and encourage student awareness and engagement with Sustainability and the SDGs within the context of individual specialist areas of creative practice**

How? Promotion of the Annual Student Sustainability Award as one opportunity for students to focus consideration of how the SDGs link to their work, as well as signposting / exploration of sector and discipline-specific resources/ networks e.g. [Julie's Bicycle](#), the [Theatre Green Book](#), [Albert](#) for the screen industries, [Sustainable Fashion Week](#)

- **Support the development and sharing of resources for ESD**

How? Provision of online resources made available e.g. on SharePoint sustainability page (Staff) and E-studio (students), liaison with the Library to review/update/develop Sustainability reading and resource lists, regular communications of events/ opportunities

- **Contribute to the monitoring of sustainability activity to support alignment with the University's overall sustainability framework and associated policies**

How? Help to provide the on the ground eyes and ears of ESD in action around the University, providing representation across course specialisms to feed back case studies and examples that can be included in the reporting of sustainability reporting e.g., at Sustainability Committee, annual SDG Accord reporting/ case studies, and our Annual Sustainability Report.

- **Explore opportunities for the development of research projects / student opportunities including Living labs**

How? Share ideas for research / learning projects that will bring social and/or environmental benefits to the University and/or wider community, either as part of the curriculum or extra-curricular.

Membership of the Teaching and Learning, and Research strands of the Sustainability Staff Champions Group is open to all academic staff and researchers, seeking representation across all course areas.

Departmental Sustainability Action Plans (DSAPs)

The University's Sustainability Committee has recently approved the roll out (During 2026) of Departmental Sustainability Action Plans (DSAPs) which are intended to provide a consistent approach for staff teams to monitor and track the sustainability actions they are taking at a departmental level.

The Plans will align to the four strands of the new Sustainability Framework: Performance, Engagement, Education and Operations. A draft DSAP Plan Survey has been developed on Microsoft Forms. The Survey sets out suggested Actions under each of these strands which are either appropriate to all departments/staff, or those relevant to Academic teams/ staff only.

Departments will be invited to consider and record their own function-specific Action bespoke to their area, with input and support from the Sustainability Manager as appropriate. The uptake and progress of DSAPs will be monitored by the Sustainability Manager and fed back to Sustainability Committee on an annual basis.

4a Does the university promote real-world learning of skills for ESD, through the use of its setting as a 'Living Lab'?

See reference to Living Labs in above response.

Additionally, live briefs (briefs set by employers) and student project opportunities promoted via our Careers Portal include those promoting real-world learning of skills for ESD - for example:

- Participation of our students in the **Student Sustainability Research Conference (SSRC)** hosted at the University of Leeds. At the 2026 conference, a number of Leeds Arts University students showcased their work to students and academics from across the region: [Students present at Student Sustainability Research Conference 2026 | Leeds Arts University](#)

News Story extract:

“Students from across the University’s undergraduate courses presented work at the [Student Sustainability Research Conference 2026](#).

The Student Sustainability Research Conference is an annual event where impactful student research is shared from across a diverse range of disciplines and perspectives. This year’s conference was hosted at the University of Leeds.

Students from our [BA \(Hons\) Fashion Design](#), [BA \(Hons\) Fashion Marketing](#), [BA \(Hons\) Photography](#), and [BA \(Hons\) Textile Design](#) degree courses showcased their work through poster submissions, exhibitions, and presentations.

Joe Gurr, a final-year BA (Hons) Textile Design student, exhibited a poster of his project exploring Malai, a bio-based material developed from coconut water waste, as a sustainable alternative to traditional leather. Through a series of material-led experiments, including laser etching, weaving, and structural construction, Joe’s work investigates how natural textures can inform both surface and form, while also exploring the value of waste materials within the design process.

Faith Perkins, second year BA (Hons) Fashion Design student, gave a five-minute snap presentation on their project exploring the use of pineapple leather as a material to create zero-waste leather handbags.

Jenny Ling, also in the second year of a BA (Hons) in Fashion Design, gave a 15 minute presentation entitled ‘The Future of Circular Fashion’. The work focuses on becoming more sustainable through adapting circular fashion thinking into the process of making and designing a fashionable bag product. The concept revolves around upcycling, using unwearable or old Chinese dresses/qipao to create a vintage-style Chinese bag design.

Holly Calvert, BA (Hons) Photography, and Megan Lewis, BA (Hons) Fashion Marketing, also participated in the conferences, exhibiting and giving presentations on their projects.

Claire Booth, Sustainability Manager, was also an active participant in this year’s conference, facilitating a session on Sustainable Consumption, which included presentations by students from the University of Bradford, Sheffield Hallam University, and the University of Leeds on the topics of e-waste in Ghana, Gen Z ethical consumption behaviours and Circular economy (in)equality”.

Find my LinkedIn



Coconut To Concept

Waste materials have the potential to reshape how we define luxury, sustainability, and value in contemporary design.



- This project explores the development of a plant-based leather alternative made from coconut waste, responding to growing environmental and ethical concerns within the fashion and design industries.

- Through testing texture, flexibility, thickness, and surface quality, the work investigates how this material could function as an alternative to traditional leather. Visual samples and process exploration play a key role in understanding the material's potential applications.



- Traditional animal leather is widely associated with high water consumption, chemical-intensive tanning processes, and ethical concerns surrounding animal welfare.

- At the same time, many synthetic leather alternatives rely on plastic and fossil fuels, contributing to long-term environmental harm.

- These issues highlight the need for new material solutions that challenge existing systems rather than simply replacing one unsustainable option with another.



- The project supports circular economy principles and reflects shifting cultural attitudes toward sustainability, ethics, and responsibility in design. It questions traditional ideas of luxury by proposing that value can come from innovation, transparency, and environmental care.

- Coconuts are produced on a global scale, generating large amounts of agricultural waste such as husks and fibres that are often discarded or underused.

- These by-products are naturally fibrous, flexible, and durable, making them a promising base for material experimentation. Using coconut waste transforms an abundant, low-value resource into a high-value material, supporting more sustainable production cycles.

▲ Joe Gurr, BA (Hons) Textile Design student



▲ BA (Hons) Fashion Design student Jenny Ling



▲ Faith Perkins, BA (Hons) Fashion Design student

- Our **Annual Student Sustainability Award** which recognises innovative and outstanding student work that addresses environmental, social and ethical issues, with sustainability running clearly through the thinking and approach. Each year students at the University are invited to submit a piece of work of any genre or discipline based on their interpretation of sustainability, that aligns to one or more of the [UN SDGs](#). The full brief, timescales and submission details for students interested in entering the Annual Student Sustainability Award can be found on the Leeds Arts University Careers Portal. Award winners are exhibited as part of End of Year Shows. For more information on the 2025 Award, see: [Winners of the 2026 Sustainability Awards announced | Leeds Arts University](#)
- The 2026 award submissions have recently been judged by the panel with the winners being announced and work exhibited by the end of June.

News Story extract:

“Winners of this year’s Student Sustainability Award have been announced, highlighting innovative and diverse ideas.

Since 2016, the Annual Student Sustainability Awards has given Leeds Arts University students the opportunity to showcase work that addresses environmental, social, and ethical issues.

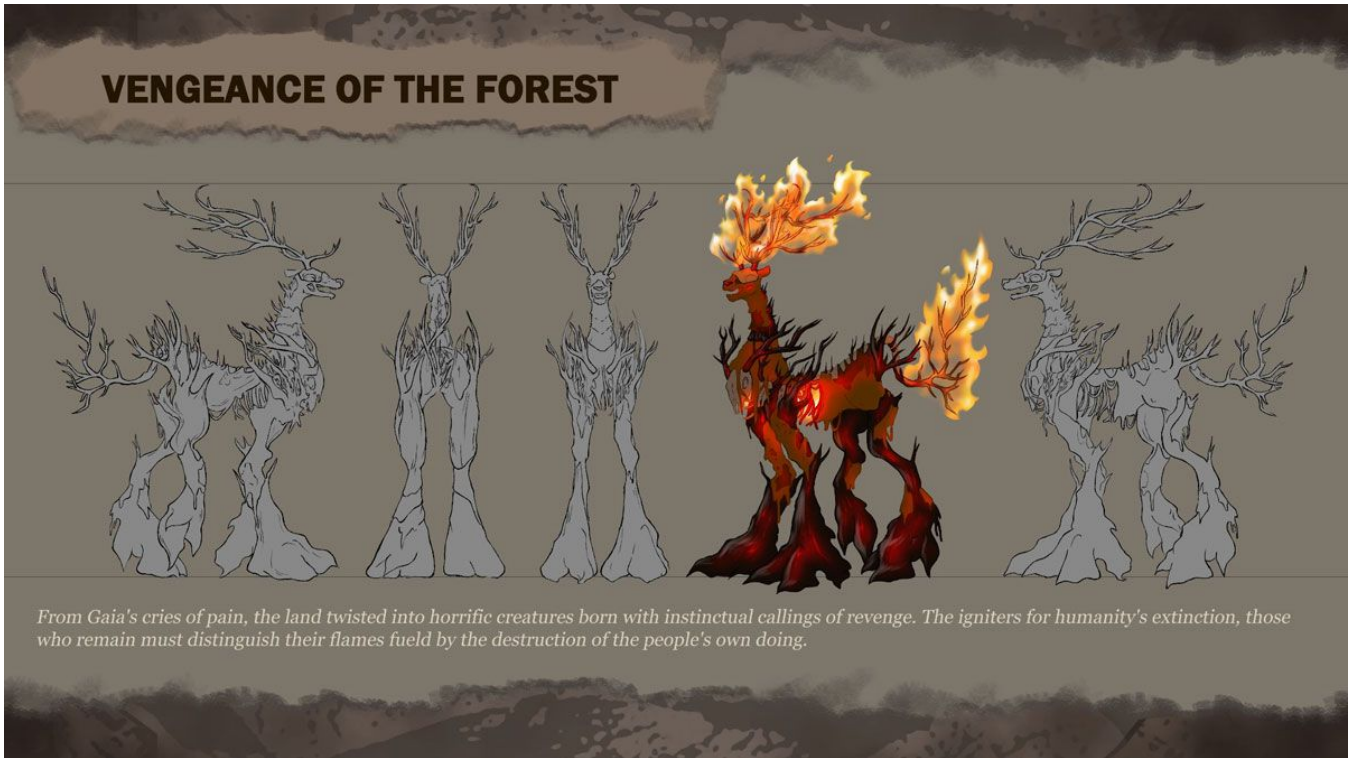
As a signatory of the SDG Accord and in alignment with our Sustainability Framework, the Sustainability Award prompts students to consider the relationship between their work and the UN Sustainable Development Goals (SDGs) and to articulate how their work may influence new ways of thinking or action on their chosen issue.

The undergraduate winners are final-year BA (Hons) Comic and Concept Art student Kole Morris and final year BA (Hons) Textile Design student Joe Gurr. MA Graphic Design student Shiv Sagar Morwal won the postgraduate category, and Extended Diploma in Creative Practice student Chloe Greenwood and Foundation Diploma in Art and Design student Robin Mayer won the further education category.”

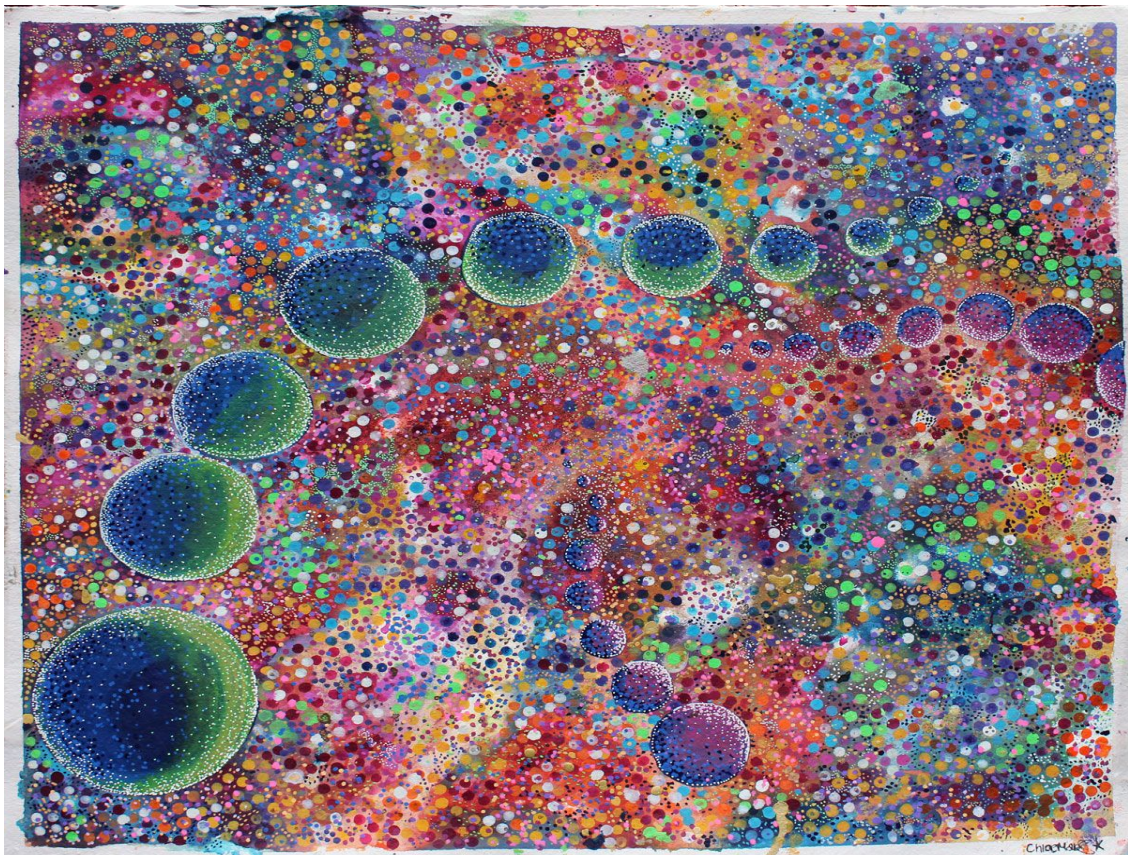
"We were really impressed with the quality of submissions to this year's sustainability awards. Congratulations to our winners, who have tackled complex sustainability issues, from environmental challenges to health inequalities, with innovative thinking, effective use of resources, and compelling storytelling." - Vice-Chancellor Professor Simone Wonnacott



Chloe Greenwood, Extended Diploma in Creative Practice



Kole Morris, BA (Hons) Comic and Concept Art



Robin Mayer, Foundation Diploma in Art and Design



Joe Gurr, BA (Hons) Textile Design

4b. The university supports and highlights School, Faculty or Research team projects for Sustainable Development

The University supports and highlights projects for Sustainable Development in a number of ways, including staff research, which is celebrated and highlighted in every Board of Governors meeting through the Vice Chancellor's reports. Examples of research in this area include:

09. OUR STAFF









A number of our staff are active researchers who explore a range of sustainability themes in their creative practice. Here are some examples from the past year.



Barker, G. 2024. Drawing Age: Visualising the lives of older people and the development of wellbeing activities. (Poster & presentation) at Reimagine Ageing Interdisciplinary Research Network, 11 September 2024, University of Leeds.

Barker won the Best conference poster at the Reimagine Ageing Showcase event. Pictured with co-leads from the left: Maria Kapsali, Anne Forster and Sarah Astill. [\(image source\)](#)



Tсионki, M. & Cunha, M. 2025. Liminal Ecologies: Thresholds of Transition and Entanglement. Bratislava tranzit sk.

sk.tranzit.org/en/exhibition/0/2025-03-27/liminal-ecologies-thresholds-of-transition-and-entanglement

27 March – 11 July 2025.

In September 2024, researchers **Prof. Samantha Broadhead** and **Dr. Dawn Woolley** hosted the West Yorkshire-based Socially Engaged Arts Practice Symposium. The event critically examined notions of place-making, city-making and community voice, and evaluated the ways in which the creative arts can work with communities.

PGCert. Three Countries, one Method: A Comparativist Study of how SDG Awareness is Developed in Art Education in the UK, Germany, and Spain.



Norton, F. 2024. Three Countries, one Method: How might a Comparative Study in Art Schools Develop Understanding of Sustainable Development Goals? *International Society for Comparative Adult Education (ISCAE) Conference.* University of Florence. 9 – 10 Nov 2024.

<http://iscae.org/conferences/2024Florence/28-Norton-formatted.pdf>.



Fox, C. 2025. panel discussion and workshop at Migration Matters Festival in Sheffield 14-22 June 2025. Charles is a photographer and researcher working on the legacies of conflict and genocide, with a particular focus on Cambodia.

Extract from the [Annual Sustainability Report 24-25](#).

4c Does the university have published criteria for the acceptance of research funding, donations, gifts and sponsorship via external partnerships and collaborations?

Publicly available information relating to Legal and Governance at Leeds Arts University is available here: <https://www.leeds-art.ac.uk/about-us/legal-and-governance-at-leeds-arts-university>

The University has an Ethical Fundraising Policy and other policies with relevance to the acceptance of research funding, donations, gifts and sponsorship via external partnerships and collaborations include:

- Ethics Policy
- Anti-Money Laundering Policy

These are available to staff on the University Portal.

The University also supports and highlights projects for Sustainable Development in a number of ways, including:

- Our [Annual Student Sustainability Award](#) which recognises innovative and outstanding student work that addresses environmental, social and ethical issues, with sustainability running clearly through the thinking and approach. Each year students at the University are invited to submit a piece work of any genre or discipline based on their interpretation of sustainability, that aligns to one or more of the SDGs. The full brief, timescales and submission details for students interested in entering the Annual Student Sustainability Award can be found on the Leeds Arts University Careers Portal.
- Participation of our students in the **Student Sustainability Research Conference (SSRC)** hosted at the University of Leeds. At the 2026 conference, a number of Leeds Arts University students showcased their work to students and academics from across the region: [Students present at Student Sustainability Research Conference 2026 | Leeds Arts University](#)
- **Staff Research** Is celebrated and highlighted in every Board of Governors meeting through the Vice Chancellor's reports and there is an annual Research Report and an annual Public Engagement Report, both of which are received by the Board of Governors, which highlight work including sustainability examples.

Examples of research in this area include:

- Tsionki, M. & Cunha, M. 2025. Liminal Ecologies: Thresholds of Transition and Entanglement. Bratislava. <https://sk.tranzit.org/en/exhibition/0/2025-03-27/liminal-ecologies-thresholds-of-transition-and-entanglement>. 27 March - 11 July 2025.
- Barker, G. 2024. Drawing Age: Visualising the lives of older people and the development of wellbeing activities. (Poster & presentation) at Reimagine Ageing Interdisciplinary Research Network, 11 September 2024, University of Leeds.

- Norton, F. 2024. Three Countries, one Method: How might a Comparative Study in Art Schools Develop Understanding of Sustainable Development Goals? International Society for Comparative Adult Education (ISCAE) Conference. University of Florence. 9 - 10 Nov 2024. <https://www.iscae.org/conferences/2024Florence/28-Norton.pdf>
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- Fox. C. 2025. panel discussion and workshop at Migration Matters Festival in Sheffield 14-22 June 2025. Charles is a photographer and researcher working on the legacies of conflict and genocide, with a particular focus on Cambodia.

5a. Does the university offer multiple scholarships for the full duration and cost of the degree programme, or a full fee waiver, for people in the process of seeking asylum?

Unlike larger Universities, we are a teaching led smaller university with limited funding from sources outside teaching, the University does not cover the full duration/cost of the degree programme for any student, nor provide a full fee waiver.

5b. Does the university offer multiple scholarships for the full duration and cost of the degree programme, or a full fee waiver, for people with refugee status or humanitarian protection?

Unlike larger Universities, we are a teaching led smaller university with limited funding from sources outside teaching, the University does not cover the full duration/cost of the degree programme for any student, nor provide a full fee waiver

5c. Does the university offer multiple scholarships for the full duration and cost of the degree programme, or a full fee waiver, for people with other limited forms of leave to remain in the UK?

Unlike larger Universities, we are a teaching led smaller university with limited funding from sources outside teaching, the University does not cover the full duration/cost of the degree programme for any student, nor provide a full fee waiver.

5.d Does the university offer support for living costs equivalent to that received through student finance to any of the groups in Education for Sustainable Development questions 5.a-5.c?

At Leeds Arts University we value the diversity, different perspectives and enrichment our international students bring to our community. To recognise this, we offer a range of scholarships to assist with the cost of studying in the UK. Our scholarships are designed to reward talent and quality of application. Scholarships are awarded throughout the application process on the basis of academic merit and the strength of the portfolio/audition. <https://www.leeds-art.ac.uk/international/international-scholarships>

The University offers the hardship fund to help with essential living costs of being a student (e.g., rent, food, travel) where there is hardship, however this is limited financial help available to

enrolled undergraduate students in receipt of the full maintenance loan entitlement. Limited financial support may be available for international students depending on their circumstances (asylum-seekers pay tuition fees at an 'international/overseas' rate).

5.e Does the university include any of the groups mentioned in Education for Sustainable Development questions 5.a-5.c in their Access and Participation plan, or equivalent agreement with a devolved funding body?

The [University's Access and Participation Plan \(APP\) 2025-2029](#) does not directly reference these groups. However, there are intersections between students from backgrounds mentioned in 5.a-5.c and the APP target groups (students coming from areas of low participation in higher education or areas of high deprivation, and students of minoritised ethnicities).

As such, measures to support access and success for these groups form part of our APP activity. For example, application forms for widening participation activity include a question on asylum seeker or refugee status, and this criterion contributes to contextualisation of those who are offered a place.

Direct publicly accessible link to the Access & Participation Plan (APP) 2025-2029: [leeds-arts-university_app_2025-2029.pdf](#)