

2019/20 Access and Participation Plan**1. Assessment of current performance***Introduction to Hartpury:*

1. Hartpury is a well-established specialist niche provider of animal, veterinary nursing, agriculture, equine and sport programmes from level 2 to level 8, with a headcount of 1686 Higher Education (HE) registered students at the time of writing. To date, all students are enrolled on programmes validated by a single university partner, the University of the West of England (UWE). Hartpury's ambition to achieve University title is well documented through previous annual Access Agreement (AA) submissions and in 2017 an application for Taught Degree Awarding Powers (TDAP) was successful. TDAP will be exercised from September 2018. The strategic ambition remains unchanged; to create two educational brands (Hartpury College and Hartpury University), with a vision for Hartpury University to become a nationally/internationally recognised institution that is proud of its vocational origins, whilst maintaining a symbiotic relationship with Hartpury College and its commitment to meeting the needs of students and industry. The application to transfer to the HE sector is currently under consideration by the Department for Education with the aim of achieving University title in 2018/19.

2. Hartpury consistently demonstrates a commitment to valuing diversity and promoting equality, which is embedded in our Corporate Values (<https://www.hartpury.ac.uk/about-us/>). The Teaching and Research Excellence strategy (TReX) (2017) has Inclusivity as a core theme (<https://www.hartpury.ac.uk/media/4311/teaching-and-research-excellence-strategy-trex-2017-21.pdf>). The institution also demonstrates reflexivity in response to emerging government priorities and real time sector issues. For example mature learners were added with further differentiation in both disabled student and under-represented neighbourhood targets following a review of target groups for the 2017/18 Access Agreement.

3. Hartpury is investing significantly in its data capabilities (over £500K to date), following long-standing recognition of the challenges a small FEC faces in reporting detailed student characteristics. The quality of data and reporting requirements has improved (verified by a HEFCE data audit in 2017). In addition it is also important we recognise the limitations of data analysis beyond the need for investment, including:

- Small size of target groups impacting on reliability of data analysis;
- Non-disclosure of target groups (e.g. care leavers and disability students).

Actions are in place to mitigate against the latter, including a more personal approach during enrolment and development of an online application system for non-UCAS applications, tested by relevant groups. Still, we are aware that compared to larger University providers, our data capabilities are limited, but improving. Producing long-term trend analysis utilising comparable sector data is an ambition we are working hard to achieve.

CURRENT PERFORMANCE - STUDENT ACCESS:

Hartpury is committed to providing a fair, equal, consistent and unbiased admissions process, as outlined in the annually reviewed Higher Education Admissions Policy (<https://www.hartpury.ac.uk/media/4193/admissions-policy-2018.pdf>).

The portfolio of programmes is regularly reviewed, which recently resulted in the introduction of 'Foundation Years' for more than 75% of degree programmes with effect from 2017/18. The new student intake increased from 2016/17 to 2017/18 (see Table 1), which aligned with new curriculum and was supported by planned additional resourcing.

Table 1: Profile of new student intake for 2016/17 and 2017/18, comparing student characteristics (level 1 and 0, Home and EU only)

Characteristic	Year			
	2016/17		2017/18	
	Count	%	Count	%
Total number of L1 & L0 students	489	NA	548	NA
Gender				
Female	331	68	351	64
Male	158	32	197	36
POLAR- 1	50	10	74	14
2	74	15	81	15
3	113	23	121	22
4	120	25	127	23
5	132	27	145	26
Ethnicity				
White	471	96	530	97
BME	18	4	18	3
Age on entry:				
- Less than 21	423	87	466	85
- 21 and over	66	13	82	15
Disability				
- declared	131	27	97	18
- not declared	358	73	451	82
Care leaver				
- declared	Unknown	Unknown	11	2
- not declared			537	98

4. Outreach remains a key area of activity delivered via three main mechanisms including the outreach team within Marketing, academic department outreach coordinators and embedment within departmental delivery. Examples of the latter include targeting schools for BSc Sports Coaching practicals and live briefs that align with our target groups. While we aim to make this activity more strategically driven, the proportion of male students pleasingly

increased from 32% to 36% aligning with targeted curriculum developments. There was also an increase in students from a POLAR4 quintiles 1 & 2 backgrounds to 29%. While our current data analysis capabilities are not able to confirm this, we do believe that the two are related – i.e. more males from disadvantaged backgrounds.

5. Hartpury is one of six Gloucestershire institutions that have committed to a collaborative rounded outreach offer to all schools in target wards in Gloucestershire via the National Collaborative Outreach Project (NCOP) and funded GAP (Gloucestershire Aspiration Programme) project. Through collaboration, the network seeks to:

- Enhance the provision of information and advice, raising awareness of the benefits of higher education and supporting informed choices;
- Improve coverage, quality and coherence of widening participation outreach within Gloucestershire schools and colleges;
- Increase awareness of local higher education provision including alternative pathways and the specialisms of each partner institution;
- Increase collaborative working on outreach activity, communication and evaluation;
- Share best practice across the network and professional development opportunities within the network;
- Deepen relationships with careers advisors.

6. Hartpury match funded the financial support afforded by this partnership to recruit a new member of the outreach team (0.5 NCOP, 0.5 Hartpury outreach and recruitment). Positioned within Outreach and Recruitment in the Marketing department, this new member of staff has helped emphasise the differentiation between outreach and recruitment activities. Future activity will likely focus our outreach activity more strategically, and involve adopting good practice from the collaboration, to help Hartpury evaluate its outreach activities appropriately. In addition, University Centre Hartpury joined with seven HEIs to sustain the work of the Western Outreach Network (WON) National Network of Collaborative Outreach programme, which organises HE awareness and progression activities for students and their parents, and offers CPD opportunities for teachers and advisers. In addition, the WON website (www.won.ac.uk) and regular newsletter act as a useful and accessible source of information. The WON has increased partners' capacity to deliver sessions and proved popular with schools with 95 sessions reaching 3600 students in a 12 month period.

7. An ambitious target within the resource plan focusses on internal FE to HE conversion (application to enrolment). In 2016/17, 48.3% of eligible FE students progressed to HE, and of these, 31.6% specifically to Hartpury. While comparative external data is limited, as an applied degree provider with strong links to industry, we feel we are well placed to raise aspirations amongst these students and support more of them entering and succeeding in their HE student journey. We would hope that the overall figure of progression to HE (not just Hartpury) will improve through interventions discussed in this plan.

8. UCAS data profiling of applicants who applied to Hartpury by the March 2018 deadline shows that BTEC applicant number has been consistently higher than A-level since 2015, (see Table 2). In fact, only 30% of 2018 applicants are from a standard A-level background, and over the 4 years recorded, this measure was 33% at its peak. End of year 2017 UCAS data

reveal that nationally, the proportion of applicants (albeit by the June deadline) identified as holding A-levels consistently remains at 59% ($\pm 0.2\%$) for the period covered by Table 2. Within the same data set, the proportion of applicants identified as holding BTEC qualifications consistently remains at 23% ($\pm 0.1\%$). The trend at Hartpury appears set to continue with a higher number of firm acceptances by BTEC students than A-level students, according to UCAS March Deadline data for 2018. Access of non-traditional entry students is an area of relative success that we wish to build upon. Future work will involve identifying target group characteristics within our non-traditional qualification entrants allowing us to support the diversity within these learners.

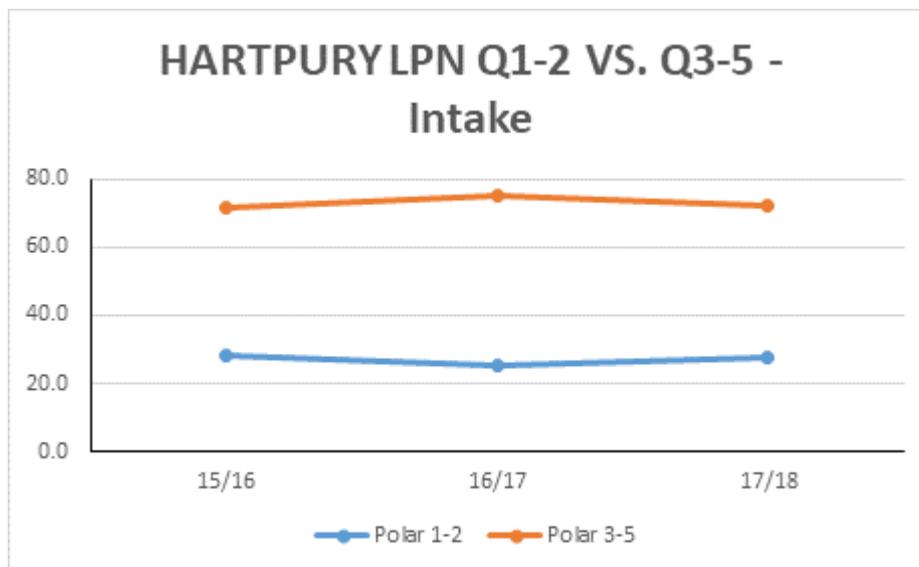
Table 2: UCAS applications received by March, showing diversity of entry profiles (count (percentage)).

Qualification	2015	2016	2017	2018
A level only	312 (33.3%)	283 (28.4%)	270 (30.4%)	327 (30%)
A Level/ BTEC	50 (5.4%)	37 (3.7%)	39 (4.4%)	44 (4%)
BTEC only	335 (35.8%)	388 (38.9%)	307 (34.7%)	377 (34.6%)
Other	239 (25.5%)	289 (29%)	270 (30.5%)	343 (31.4%)
ALL	936	997	886	1091

9. HESA reports the percentage of UK domiciled students in receipt of Disabled Students' Allowance for full time first degree entrants in the academic year 2016/17 as 6.6%. Although a decline in the proportion of students disclosing disability is noted in Table 1 from 2016/17 to 2017/18, this proportion is still higher than the national average. Additionally the 2017/18 Hartpury figure is indicative of the number of students disclosing disability at point of application and we are confident that end of year data will demonstrate an increase in this number, as students tend to disclose throughout the academic year following support from Academic Personal Tutors. For example, current internal student data reports indicate that 19.9% of the whole student population has disclosed a disability, exceeding the end of year figure from the previous year.

10. Further trends within the first year HE student profile (Table 1) include an increase in the overall proportion of students from low-participation neighbourhoods. When the mature student population is removed from this data, it shows that the proportion of POLAR Q1&2 students entering Hartpury year on year remains relatively stable over time (Graph 1). This appears to mirror national averages but also in terms of relative increases in the overall population at Hartpury, demonstrates some successes in terms of Hartpury enabling access into HE for these groups of students. January deadline UCAS 2018 data highlights that year on year, the number of applications from students in quintiles 1 & 2 is increasing but these gains are still not as great as for students from quintiles 3 to 5. Following on from this, the Hartpury Multiple Equality

Measures generated by UCAS suggest that the most disadvantaged students are roughly three times less likely to apply to Hartpury compared to the most advantaged group, although the application ratio for Hartpury compared to all UK providers is lower (other than for 2016). The most disadvantaged students are nearly four times less likely to be placed compared to the most advantaged group but it is worth noting that the proportion of disadvantaged students placed remains similar to the proportion at the point of application.



Graph 1. A comparison between the entry rates of POLAR Q1&2 with Q3-5 at Hartpury over time.

11. Recruitment of BME students remains a challenge; Hartpury student profile reflects the regional demographic picture, where White British accounts for 91.6% of the Gloucestershire population, with Gloucester city reporting the highest proportion (10.9%) of BME residents (Gloucestershire.gov.uk, 2018). The subjects Hartpury offer as a specialist institution reflects a second contributory factor for limited BME student recruitment. In comparison with competitor HEIs which also offer animal/equine science and agricultural degree programmes, Hartpury shares similarities in the white/BME student ratio according to HESA data. For example, Aberystwyth University, University of Gloucestershire, University of St Mark & St John, the Royal Agricultural University, and Harper Adams University also report a proportion of white students at or above 90%.

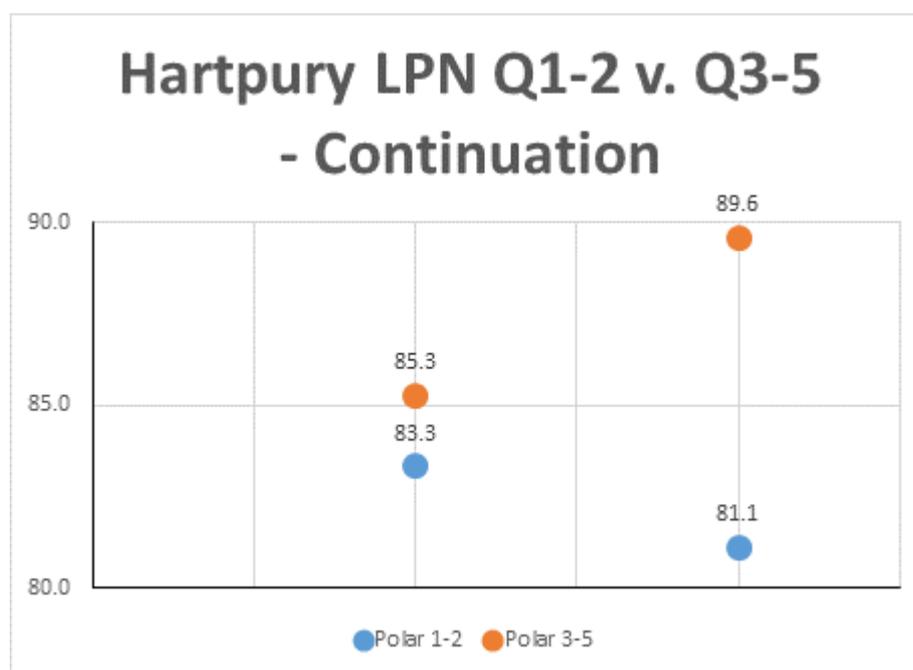
12. While we have invested in some strategic partnerships to support increased BME engagement, including Gloucester City Farm and preliminary work with relevant sports such as cricket, we are yet to see an impact on our recruitment. We are working with the British Horse Society, British Racing School and the Jockey Club and support their campaigns towards widening access to BME groups to this incredibly important part of the English economy.

CURRENT PERFORMANCE - STUDENT SUCCESS:

13. Teaching Excellence Framework data highlight continuation as a particular concern, especially for mature students in 2017. Whilst mature students equate to less than 20% of the student population this is a trend of which we are mindful. We are developing a range of projects

pertaining to the mature student journey due to be overseen by a senior lecturer who has been working alongside a 'Mature Student task group' as part of our membership with the National Education Opportunities Network.

14. Disparities in continuation are also apparent for POLAR Q1&2 young learners compared with Q3-5 (Graph 2). The national trend reports a 9.2ppt difference for the year 2015, whilst Hartpury reports an 8.5ppt difference for the academic year 16/17, which appears to have worsened from a 2% difference in the academic year 15/16. Compared with the 2015 OfS data, these outcomes are relatively positive. However the year on year drop in continuation of POLAR Q1&2 students is particularly concerning and a focus within our access and participation plan going forwards.



Graph 2. Comparison of continuation rates between POLAR Q1&2 and Q3-5 students for the academic years 2015/16 and 2016/17.

15. Our most recent Student Success report for the academic year 2016/17 highlights that non-continuation of males to the second year of study is a significant concern when compared to females (76% vs 84% respectively) with similar trends for disabled students. The impact of the implementation of an intervention to address continuation at the 2017/18 programme exam boards is under review and this is probably one of the most critical areas for Hartpury to focus on, with the implications of dropping out without a qualification well researched and significant.

16. Interestingly, for the most recent OFFA monitoring exercise, we carried out regression analysis that indicated no significant difference for retention between;
- students receiving a bursary or not
 - the type of bursary students received

Students' decisions around continuing their studies therefore do not appear to be specifically linked to receipt (or not) of a bursary. An opportunity to gain feedback on how the bursary

influenced additional aspects of the student journey was also trialled in the 2016/17 'end of year' survey. The survey did not experience a good return rate, limiting the data that could be extracted. However it became clear that even with a bursary, some students were still engaging in a number of hours work per week which would likely impact on the amount of available time for academic study. In future induction weeks we plan to include money and/or time management sessions for the benefit of all students.

17. While we have a significant proportion of students from a non-traditional academic background, our overall good degree award in 2016/17 was 68%. Our most recent Student Success report for the academic year 2016/17 contained detailed analysis of achievement for the final year cohort, revealing disparities in good award achievement between;

- Male (66%) and female (71%)
- BME (39%) and White (71%)
- Disabled (63%) and no declared disability (72%)
- Mature learners (61%) and young students (73%)

Whilst this data mirrors challenges nationally, data for groups such as BME are based on very small numbers of students but we aim to utilise projects within the Teaching and Research Excellence (TReX) strategy to address disparity and will be monitoring progress in these areas closely.

18. Students at Hartpury have access to a range of voluntary opportunities and curriculum embedded activities, offered to help them fully reach their potential. The Achievement and Success Centre (ASC) became available to all students in the second semester of 2016/17 therefore students profiled in the achievement report will not have received the full benefit of this support mechanism. We expect to see the disparities in achievement between target student groups improve annually with increasing access to ASC. Future work aims to match attendance against achievement to determine the impact on current disparity in the student experience. ASC was initially funded by a Higher Education Academy grant, with results of its success presented nationally.

19. Whilst Good Honours achievement has experienced a slow increase in previous years (2015/16 = 63%, 2016/17 = 68%) we have recorded pleasing and consistent good award (merit or above) performance for Foundation degrees (2015/16 = 77%, 2016/17 = 78%). Our recent DLHE report shows a high proportion of students continuing into further study, which includes a high proportion of our foundation degree students progressing onto top up programmes. We have seen relative success in Foundation degrees in terms of achievement and progression. We are actively engaging in a level 4 and 5 review with the DfE and see ourselves well placed to support the outcomes of the review.

CURRENT PERFORMANCE - STUDENT PROGRESSION:

20. The proportion of students 'progressing into further study/employment or both' averages 97% over the past three years (TEF data covering 2013-2016). The proportion of graduates gaining graduate level employment remains on an upwards trajectory also (25.2% in 2015 to 38.0% in 2016), although it is a challenging metric for Hartpury partly due to the relevant industries our curriculum aligns too. According to TEF data (2017) for Q1 & 2 students, the indicator was above benchmark for highly skilled or further study, attributed in part to our

relative successes in encouraging students to continue with lifelong learning. The Innovation Careers & Enterprise Centre (ICE) continues to play an important role in supporting students prior to graduation, offering them enhanced access to one-to-one bespoke careers advice, placement support and enrichment activities including additional professional courses. The annual Big Careers event continues to experience increasing student attendance, with opportunities to attend subject specific careers workshops, and to network with industry representatives, recent alumni, and careers professionals. Moving towards University status, Hartpury continues to increase and improve relationships with its alumni, which will assist with future reports and the positive role models campaign outlined in the TREx strategy. In collaboration with My Kinda Future, we are trialling a pilot scheme of employment-related peer mentoring involving invitations to alumni and local businesses to support our undergraduate population via an online platform. We are also working with the Royal College of Veterinary Surgeons to lobby for changes in how Veterinary Nursing is classified – its non-professional status significantly impacts on our data.

2. Ambition and strategy

Overarching aim:

21. Our aim is to reduce attainment gaps for identified target groups, through targeted interventions and emphasis on inclusive practice throughout the student lifecycle. Target groups are selected based on nationally identified underrepresented groups, with consideration of Hartpury's own profile. The Student Union supports our approach and chosen target groups. As a result Hartpury commits to engaging in activity to support the journey of the following student groups;

- Care leavers (and estranged students)
- Mature students
- Students from Low Participation Neighbourhoods (specifically white young males)
- Students with vocational & non-traditional entry qualifications
- Disabled students (including those declaring mental health issues)
- Black and Minority Ethnic students

22. Identifying ourselves as a specialist provider and following consultation with the student body, we recognise that some of the interventions we aim to offer to target group students would be of benefit to the wider student body. As such, we would look to offer these to all HE students where appropriate, whilst monitoring the student experience to ensure parity. Our Equality, Diversity and Inclusivity Policy, which adheres to the Equality Act 2010, ensures that all persons involved with Hartpury are treated with respect, courtesy, integrity and equality of opportunity, specifically highlighting the nine protected characteristics that might cover the target groups not included in the list above.

Specific target group activity (unless otherwise stated, all targets are due to be met by the academic year 2020/21):

Care leavers (and estranged students):

Stage	Target
Access	Increase proportion of care leavers/estranged students to over 2% of student population
Success and Progression	Identify care leavers and embed this group into data reports that monitor attainment gaps

23. Hartpury appears on the Propel website and recently took the StandAlone pledge to increase visibility of the support we afford to independent students. We are using the pledge to facilitate the review and improvement of support offered to care-leavers and independent students, which historically has been a small proportion of the student population. The targeted actions to improve declaration during enrolment week resulted in an increase of identified care leavers from 3 students in 2016/17 to 26 students in 2017/18. These students will be invaluable in terms of outcomes data and sharing their student experience with us. Current student profile data indicates that this

proportion of the student population will be below 2% and thus we will also investigate any intersection of characteristics.

24. In line with our commitment to the StandAlone Pledge, we will invite all students disclosing care-leaver (and estranged) status to a meeting with the Principal at the start of each academic year to better understand the journey of this particular group of students.

25. As part of the new Schools Engagement Strategy, currently under development, we plan to investigate how to foster links with our local Virtual Schools Network (VSN) in terms of offering Hartpury facilities that could be used for extracurricular activity organised by the VSN.

26. Similar to the way in which we have refined data reports focusing on specific target groups in previous years, as the accuracy of our data has improved, we are working to prioritise the inclusion of care leavers in future reports.

Mature students

Stage	Target
Access	Increase proportion of UK domiciled UG mature learners to 25% of the student population
Success	Reduce attainment gaps to less than 10% for continuation and good award achievement, and gain improved student satisfaction outcomes for mature students from the National Student Survey (specifically increasing the score for 'Learning Community' to be within 5% of young student score)
Progression	Ensure attainment is comparable to young students (see also <i>cross target group activity – para. 51</i>)

27. Our resource plan outlines a commitment to increasing the proportion of part time students that historically we have recognised as mature learners. There is, however, a greater proportion of mature learners than part time students therefore it seems prudent to broaden interventions and review the suitability of this milestone in our resource plan in coming years.

28. The availability of an online application system to top-up, direct, and postgraduate students should help increase the ease with which internal students (specifically mature) are able to access opportunities for continued development by providing a smooth progression pathway. We aim to monitor this process through feedback from students and review the progression of target group students as our data records improve.

29. We run 'Access to HE' programmes at Hartpury which facilitate a return to study for mature students and provide themed pathways of study into HE (for example the land-based programme is relatively unique). We are currently developing a more targeted recruitment approach to this programme, aiming to attract mature learners and we will review the profile of students enrolling onto these programmes and review end of year/programme achievement. Differentiation between Access and the Foundation year will be a priority.

30. Through focus groups with mature learners, we identified a number of key issues and we are keen to host these throughout the academic year to help build a mature student network as well as to capture student feedback. Issues raised in 2017/18 included the need for quiet study spaces by specific groups of students such as mature students or those disclosing specific mental health conditions. This has since become an objective of the Single Equality and Inclusivity action plan. Additional points included;

- Reviewing information appearing on the website relative to support with life choices,
- Opportunities to promote coming to Hartpury social groups to facilitate the development of mature student support networks
- Addressing mixed perceptions around the use of the term 'flexible study' and the lack of positive mature student role models (perceived lack of mature learners appearing in marketing materials for example)
- IT crash courses to run during induction week
- Opportunities to galvanize mature learners in terms of ambassador and peer mentoring roles.

Within the staff body we have a senior lecturer themed around Widening Participation who, along with the Head of Inclusivity, will oversee the design and implementation of projects to address these points.

31. In the future, we aim to work alongside the Student Union to help gain meaningful qualitative data from specific groups within our student body, to further understand and address the barriers to success. We will also work to identify mature students from graduate outcomes data, which may also be useful also in identifying positive role models.

Low Participation Neighbourhood students

Stage	Target
Access	Increase applications from POLAR Q1 & 2 students and achieve comparable conversion to enrolment rates (see also <i>cross target group activity para. 42</i>) Development of special relationships with target schools
Success	Identify students via quintile groups and embed these into data reports that monitor attainment gaps Review first year and subsequent achievement of students enrolling onto degree programmes with foundation years
Progression	Identify students via quintile groups and evaluate progression outcomes

32. Honours degree programmes with 'Foundation Years' were launched in 2017/18, further facilitating access to HE study for students who might not meet entry criteria for a range of reasons. Data indicates over a quarter of students enrolled on these programmes were from POLAR4 quintiles 1 & 2, with a greater male to female ratio than the overall HE Hartpury student profile. We will be vigilant of the journey of this particular cohort, especially considering intersectionality of characteristics, although to date, retention has been strong.

33. The Schools Engagement Strategy, currently in development for launch in 2018/19, outlines how we plan to strategically deliver outreach with specific local schools. Our baseline measurement from the academic year 2018/19 will be the delivery of a minimum of two interventions per year to each target school based on their preferences in terms of year group, although we will request to work with year seven students initially. In the second year of the implementation of this strategy, we aim to review engagement by schools and begin to foster special relationships. These would likely involve;

- The delivery of a unique programme of outreach activity (for example, Hartpury Head Start) that could assist with contextualised offer making
- Loaning facilities such as minibuses/campus facilities to support outreach interventions
- Placement students and access to student ambassadors

In order to evaluate this activity we will administer immediate feedback forms. Longer term, we wish to track engagement by target group students with outreach interventions, and progression where possible.

34. Similar to the way in which we have refined data reports focusing on specific target groups in previous years, as the accuracy of our data has improved, we are working to prioritise the inclusion of POLAR groups in future reports. We will also work to identify POLAR students from graduate outcomes data, which again, may help in identifying positive role models.

Students with vocational & non-traditional entry qualifications

Stage	Target
Access	Profile students following enrolment Review Hartpury Head Start offer to align with emerging post-18 careers strategy
Success	Identify this group for inclusion in attainment reports, looking at intersection of characteristics
Progression	Identify success stories of non-traditional entry students progressing from Foundation to Honours degree study

35. The Hartpury student information management system is due to be fully operational from September 2018 and will increase the capacity of reports we can produce. Due to anticipated changes to target groups in future Access and Participation Plans, we seek to understand the characteristics of our non-traditional entry students and review their performance as a cohort. We also aim to review the journeys of vocational students on foundation degrees, specifically progression onto top up programmes of study.

36. The Hartpury Head Start programme was recently developed and piloted, which aims to assist with progression into either HE or employment. The pilot is due to finish at the end of the academic year 2018/19 when we aim to review relative successes, refine the programme and offer it within our outreach provision to schools and colleges in the future. Initially we designed the programme with BTEC learners in mind, although we recognise that this group is unlikely to be a priority in future access and participation plans. Therefore as part of the programme review, we will aim to

differentiate engagement with the programme, attainment, and progression into HE or employment using the remaining target group characteristics. A tool developed in-house (Find your Futures survey) was developed and trialled with the Hartpury FE cohort in 2017/18. It assessed pre-18 student knowledge and understanding about pathways into HE and the barriers experienced as part of this process. We aim to refine and utilise this where appropriate to gain an understanding on how students process information from outreach interventions and whether these lead to informed decisions around HE applications.

Disabled students and those disclosing mental health conditions

Stage	Target
Access	Promote disclosure of disability at point of application in all pre-enrolment communication Continue to offer pre-enrolment week event annually
Success	Investigate reasons for lower than average achievement of disabled students with learning support and wellbeing teams
Progression	Review success of careers sessions run specifically for disabled students

37. Prior to enrolling at Hartpury we commit to hosting a pre-induction event for students who, during the UCAS application process, disclose specific mental health conditions and learning needs. The first event ran prior to the start of the academic year 2017/18, and student feedback was very positive. We aim to review retention at the end of first year of study for students who attended compared with those who did not.

38. We continue to respond individually to the needs of students disclosing specific disabilities on their application. To further assist with the transition into HE, and we are looking to review the pages of the website to provide fully relevant pre-enrolment advice and encourage students to disclose at point of application so we may be better placed to support their HE experience from the start.

39. This year we offered careers sessions specifically for students declaring disabilities and we will review the relative successes of these sessions for use again in the future.

40. We are planning to develop a Mental Health & Resilience Strategy for the benefit of all Hartpury learners and staff, but specifically to ensure we support students and promote positive mental health and well-being.

Black and Minority Ethnic students

Stage	Target
Access	Utilise the new Schools Engagement strategy as a tool to reach out to schools beyond Gloucestershire
Success & Progression	Investigate intersection of characteristics of BME students

	Identify positive role models to raise aspirations of BME learners and utilise peer to peer mentoring
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41. Recognising that the local demographics are a limiting factor in terms of normal school recruitment activity, we are committed to investigating relationships with schools and colleges nationally. We recognise the potential to develop partnerships that facilitate student placements or create subject specific networks that may enable us to deliver outreach interventions to a broader demographic of student, specifically in relation to the BME profile in Gloucestershire. This will include encouraging academic staff within departments to engage with schools for placements and other activities embedded within the curriculum.

42. Due to the small student population of this target group, we will use data reports to investigate the additional characteristics that may impact upon student success and prioritise projects to address the achievement disparity for this group. We also wish to utilise links with the Student Union to gain access to the student voice to understand barriers to achievement for this group at Hartpury.

43. Current graduate outcomes do not indicate any significant disparities between BME and white student progression but we will continue to review this by drilling down into future reports (see also *cross target group activity para. 51*).

Cross target group activity:

Access:

- Ambition: Strategic and targeted outreach activity
- Ambition: Ensure admissions approaches offer comparable and fair access
- Ambition: Support all students to disclose characteristics

44. The Schools Engagement strategy highlights our commitment to extending existing relationships with local networks and organisations such as the Western Outreach Network, Active Gloucestershire and the Virtual Schools Network to help us promote access to HE to all target groups. Measures of success here would include the numbers of schools we are able to develop special relationships with and changes to the HE student demographic profile annually.

45. We are committed to a fair, equal, consistent and unbiased admissions process and aim to capture details regarding the use of contextualised offer making and promote the use of this, to remove an access barrier for all target group students who may previously have under-achieved for a range of different reasons. The process is currently under review to ensure comparable and fair access to enable greater use during the 2019/20 recruitment cycle. Student profile data and the outcomes of these offers will be used to assess relative successes in terms of application to enrolment conversion.

46. We will continue to run the enrolment week intervention to provide students with an additional opportunity to disclose sensitive personal details. Enrolment staff will be trained to ensure disclosing students, including care leavers, are signposted to the appropriate support packages.

Success:

- Ambition: Production of achievement/continuation/retention reports inclusive of all target groups allowing monitoring of attainment gaps

- Ambition: Review take up and impact of financial support
- Ambition: Launch a positive role models campaign
- Ambition: Peer to peer mentoring
- Ambition: Engage staff in unconscious bias training
- Ambition: Addressing existing achievement and continuation disparity

47. We have confirmed a commitment to reporting against specific aspects within the student journey for all target groups which include; good honours achievement, retention and continuation. Once we are able to create reliable reports covering all target groups, we will also be able to better investigate the interplay between target group characteristics and how this influences the student journey at Hartpury. For example, white Gloucestershire residents fare better than BME counterparts relative to indicators of deprivation, which indicates that BME students recruited from the local area would likely report multiple widening participation characteristics. Data reports will also be used to measure progress against specific HE objectives that appear in the Equality, Diversity and Inclusivity (EDI) Single Equality Scheme and are presented to the Equality & Diversity Committee annually for review.

48. Following recent analysis of the impact of financial support, we aim to refine this practice in future years, with plans to adopt the tool promoted initially by OFFA. The end of year survey should enable us to gain an overview of whether the money management sessions during induction week are indeed useful, to ensure that students granted bursaries are using them effectively. Following survey responses we would look to engage students in focus groups with the aim of determining whether specific target groups of students need additional money management support.

49. One of the key activities that the Student Union has been tasked with creating, in collaboration with ICE and My Kinda Future, is a peer to peer mentoring system to assist new students transitioning into HE. This is imagined as an informal network initially, utilising the My Kinda Future online platform, but there is still plenty of work to get this in place for the start of the academic year 2018/19. We wish to promote the scheme to target group students in the first instance but it would be open to all students during the pilot.

50. In order to promote student success further, we aim to run a positive role models campaign that celebrates the achievements of students beyond the young white student profile. The aim is to work with the Marketing team and invite students from target groups to provide case studies of, for example;

- resilience during transition from FE to HE,
- engaging with a placement that acted as a springboard onto other opportunities,
- successful use of bursaries,
- engaging in additional activities such as study trips, exchanges, or
- carving a path in terms of employment opportunities linked to degree study.

Such material can be used across campus to raise awareness of the successes of our student body, for marketing purposes and during aspiration raising outreach interventions, however we are sensitive to avoid over-promotion.

51. In parallel to this activity, we aim to work with Advance HE to deliver unconscious bias training to HE staff members in an attempt to support confidence in the classroom that facilitates recognition and inclusion of different types of cultural capital. The aim is to run this as a small-scale action research project that would enable us to share our experiences and outcomes with the sector,

but also to ensure we manage this activity carefully. This would be the foundation for growing a whole institution approach to access and participation, with the ultimate aim of departmental responsibility to elements of associated activity. We aim to produce departmental score cards to enable academic staff to better understand the student cohorts they are facing to promote wider success and improved student experiences. Following unconscious bias training we look to create a suite of inclusivity related staff development opportunities relative to the outcomes of the intervention.

52. By 2019/20 we will also be able to report against the intervention in place to address non Continuation. This will include a profile of students who were approached as part of the activity and relative successes in terms of retention and subsequent achievement. The current format of the intervention is expected to evolve with additional support from personal year tutors growing in importance in future years to enable better understanding and the reasons for non-continuation. Due to improvements in student success linked to attendance at ASC workshops following its launch, we are also keen to monitor engagement with ASC and subsequent achievement for our target group learners. This is a longer-term goal also relying upon full and accurate data sets.

Progression:

- Ambition: Work with Innovation, Career and Enterprise and the Hartpury Alumni to develop a cohesive approach to supporting identified target groups post-graduation.

53. Thinking about the additional opportunities provided that might not have been accessible to students without attending Hartpury, we wish to review the impact of placements, voluntary work experience and outward mobility type activities (including study trips and exchanges) on student achievement and progression. This will involve working with the ICE team to mine current and historic placement tracker databases, which will be matched against student achievement data. We can also use historic trackers in an attempt to look at whether there are any associations with employability, which can be determined from raw DLHE data.

54. Finally, we will continue to break down DLHE data and future Graduate Outcomes measures by target groups to determine parity of (un)employability following graduation.

3. Access, student success and progression measures

Hartpury has adopted a whole institution approach to monitoring and evaluation. Annual reports of student access, success and progression data are reviewed across a number of committees, the majority of which have student representation in the membership. There is an expectation that data reports presented at operational meetings, which traditionally have no student attendance, would have received consultation from students where relevant in advance. Information feeds up to the Senior Management Team and the Governors, by which point we would also expect to be able to also report on activity and interventions put in place to address key/urgent issues.

Addressing Access objectives:

55. Approve and progress the Schools Engagement Strategy, to include support for academic departments to develop relationships with target schools and colleges within academic activity.
- An annual review will be generated by the outreach team outlining the number of schools that received interventions (outreach and curriculum-based, including in-reach and Hartpury Head Start) and the number of students engaging with these activities (differentiating by target group where possible).
 - The review will be included in the annual Inclusivity Report presented at the Academic Standards and Enhancement Committee, and at Academic Board. Both committees have student representative membership.
56. Within Admissions processes, embed good practice including capturing and promoting contextualised offers, and implement an online application system for non-UCAS based applications. Details regarding the following will be included in a report following the end of the recruitment cycle, presented to members of HE Executive for review:
- Common characteristics of students with contextualised offers
 - Records of the circumstances under which contextualised offers are made to ensure parity
54. The outcomes of a review of 'Foundation Years' and 'Access to HE' student success will be presented to members of the HE Executive, using student profile data currently generated by our Academic Services office:
- Student profile at enrolment
 - Retention, continuation and achievement during first year of HE study
 - Retention, continuation and achievement of students initially enrolled on Foundation Years/transitioning to degree programme study from Access programmes
55. Relative achievements of collaborative outreach activity will be reported within the annual Inclusivity Report for the following organisations/networks:
- a. WON
 - b. GROWS GAP
 - c. Active Glos & NSC/school sports networks
 - d. Investigating new networks e.g. Virtual Schools Network & Riding for the Disabled Association at Hartpury

56. Details regarding relative successes of support packages for estranged students including care leavers in line with StandAlone pledge will be reported to the Equality & Diversity Committee:

- Measure bursary uptake vs eligibility
- Ensure bursaries are clearly promoted in pre-enrolment material
- Determine engagement with student support mechanisms e.g. ASC, ICE
- Student focus groups to understand how financial support packages are used

Addressing Success Objectives:

57. The Head of Inclusivity and the Student Finance Manager will take responsibility for reviewing the relative successes of financial support packages (see below), the results of which will likely appear in future Access and Participation Plan monitoring documents, which will be reviewed by the Senior Management Team. Details of the outcomes of the below will also be presented to members of the HE Executive team:

- Student uptake vs. eligibility
- Additional hours worked vs. bursary uptake/eligibility
- Student outcomes utilising OFFA financial support evaluation tool kit
- End of year survey and student focus groups

58. Currently our Academic Services team produces annual reports to monitor and evaluate achievement and success for target student groups, which are presented to HE Exec and also included in Access and Participation Plans for review by the Senior Management Team. Task and finish groups are formed to address areas which are less than satisfactory. Data to include:

- Overall student profile
First year student profile and conversion from application to enrolment
- Retention of students in the first year
- Retention of students overall
- Continuation
- Good honours achievement
- Progression into employment/further study
- Comparative student continuation/retention/achievement reports at departmental level
- Intersectional student characteristics
- NSS student satisfaction outcomes

59. Develop and implement a structured intervention to address issues around non-continuation, using personal communication with non-engaging students, personal tutor support and student profile data;

- Reduce disparity in continuation for target groups to less than 10%
- Profile students who are contacted to identify intersectional characteristics

60. Build on the relationship with the Student Union, working collegiately to:

- Report against the development of a peer mentoring scheme

- Host specific focus groups (e.g. mature student network, estranged students meeting with the Principal, and bursaries) to produce invaluable qualitative data for evaluative purposes
- Highlight how the profile of campaigns and groups have been aligned and raised (outcomes for inclusion in report[s] to Academic Board)

61. The Dean of Teaching and Learning and Head of Inclusivity will take responsibility for capturing measurements of engagement and achievement to evaluate the role of ASC in the relative success of target student groups. This will appear in the annual Teaching & Learning report that is presented to Academic Board.

62. The staff development activities listed below will be evaluated as follows:

- a) Positive role models campaign
 - Staff awareness and dissemination will be measured by Programme Manager recommendations for students to be included as case studies, and subsequent engagement with materials produced for display. Reference to this campaign should be apparent in Programme Enhancement Reports that further feed into Departmental enhancement reports, which are reviewed by both Academic Standards and Enhancement Committee and Academic Board.
- b) Unconscious bias training
 - Our Teaching Observation scheme asks questions about equality, diversity and inclusion and as a result of unconscious bias training these elements are expected to feature more prominently and positively within observer reports.
- c) Wider Inclusivity related CPD opportunities
 - Staff will be asked to provide qualitative feedback on the different in-house staff development activities (e.g. Inclusivity Forum and pre-induction week staff briefing) to determine relative successes, the result of which will appear in the annual Inclusivity report that will also comment on outcomes of teaching observations as a result of these CPD interventions.

Addressing Progression Objectives:

63. The Director the Employment and Industry Partnerships and Head of Inclusivity will be responsible for utilising DLHE/Graduate Outcomes to measure comparable rates of employment amongst target groups, and develop plans for those where it is not comparable, including highly skilled employment and salary indicators as a priority. These data will be included in the annual Employment report presented to both ASEC and AB.

64. The ICE unit will develop comprehensive approaches to developing targeted support for identified groups:

- a. Report against the development of Employment peer mentoring to HE Executive
- b. Report on the impact of placements, volunteering, and outward mobility opportunities in relation to achievement and progression.

4. Investment

65. Hartpury will continue to invest 17.5% of additional income above the basic fee. We will divide this by the following:

Bursaries 30% = £241,797

Access 30% = £241,797

Success 25% = £201,798

Progression 15% = £120,899

66. Hartpury also offers a number of funds to assist students in financial difficulties, available as direct grants or loans. The additional funds available are to ensure that all students (but specifically from target groups) can fully engage with their studies, which might include for example participating in enrichment activities. An application form must be submitted by the student to establish their financial position. In addition to bursaries, Hartpury is committed to providing financial support for students following changes to Disabled Student Allowance (DSA) funding. We will also continue to invest alongside the funds received in relation to our commitment to the National Collaborative Outreach Programme.

5. Provision of information to students

68. Hartpury is committed to providing clear, transparent, and up to date information to prospective and future students. Details regarding course information (including entry requirements, tuition fee levels and student financial support) are published on www.hartpury.ac.uk.

69. Financial support details, including eligibility criteria for the different packages available, are highlighted through the website, and an outline of financial support is provided within the pre-enrolment material sent out to applicants. Available financial support packages are clearly promoted during open days and applicant days, where the student finance manager or a trained member of the finance team is available to talk to prospective students and their parents.

70. The learning support manager contacts students who disclose a disability to discuss their individual requirements, at which point they are also signposted towards financial support as appropriate.

71. Finally, we will place a copy of the 2019/20 Access and Participation Plan on our website with a link to the OfS website when it is published.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The College will consider annually if fee rates will increase in line with the prevailing Retail Prices Index.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree		£9,000
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,850
Sandwich year		£925
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Other/Multiple stages	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Aim to improve methods of identifying, monitoring and supporting students who are care-leavers	No	2014/15	3	7	8	9			Put in place appropriate monitoring processes to maintain and build on the number of care leavers identified and supported (utilising bursaries, year round accomodation, and transition support). Investigate opportunities to raise awareness of HE amongst this target group through outreach activities.
T16a_02	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Offer an internal employability event for all final year HE students on a annual basis	No	2014-15	100	200	200	250			Baseline data refers to the approximate number of students attending an employability event in 2014/15.
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase number and type of outreach activity to increase the proportion of priority students below POLAR3 within the HE cohort	Yes	2009/10	8.60%	11.20%	11.80%	12.40%			Baseline data utilising KPIs from historic HESA data.
T16a_04	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Identify and improve upon our current retention record for first years	No	2013-14	11.70%	9.50%	9%	8.50%			The percentage of Level 1 students who fail to progress directly onto Level 2, either withdrawing from the programme or failing to pass all of their first assessment opportunities and having to re-sit assessments or repeat modules before being able to progress. Utilising quality cycle retention report at Feb 2015.
T16a_05	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Identify and improve upon our current retention record for all students	No	2013-14	8.90%	7%	6.50%	6%			Overall faculty withdrawal data utilising student head count data submitted on the National Reporting Date (HEIFES14 Survey) Utilising quality cycle report at Feb 2015.
T16a_06	Access	Other (please give details in Description column)	Other statistic - Applications (please give details in the next column)	Increase current internal FE to HE conversion from application (firm offer) to enrolment by offering taster days/lectures, working with College staff to create a portfolio of activities to support transition.	No	2014-15	47%	56%	58%	60%			Baseline data calculated as the number of enrolments divided by the number of applications from final year BTEC College cohort
T16a_07	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Increase marketing of part time route to increase the number of part time student enrolments	No	2014-15	3.30%	5.30%	5.80%	6.30%			Baseline data from quality cycle mode of attendance report at Feb 2015
T16a_08	Access	Multiple	Other statistic - Other (please give details in the next column)	Increase partnership activity with local schools and colleges to raise leaner aspirations. Increase opportunities for existing level 2 & 3 HE students to engage in these partnership activities as HE ambassadors and mentors.	Yes	2009/10	65	90	92	94			In 2009/10 we recorded a total of 65 FE HE talks, Hartpury HE campus tours, subject taster visits and mentoring activities reaching 7262 students which included working with 3 external FECs and attending 42 road shows and UCAS events. We intend to continue to grow this type of activity but place greater emphasis on targeting activity and events to engage specifically with learners from LPN and areas of social and economic deprivation.
T16a_09	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Look to increase the diversity of the student body, following a decrease in numbers over previous years	No	2013/14	8.40%	9.40%	9.60%	9.80%			Baseline data from quality cycle equality & diversity report at February 2015
T16a_10	Access	Disabled	Other statistic - Disabled (please give details in the next column)	To continue to identify and monitor the number of disabled students enrolling onto HE programmes following cessation of DSA	No	2013-14	11.40%	13%	13.40%	14%			Baseline data from quality cycle equality & diversity report at Feb 2015, including UG & PG cohorts. Investigate methods to support DSA cohort.
T16a_11	Access	Multiple	Other statistic - Location (please give details in the next column)	Monitor and improve upon the number of applicants who enrol from Gloucestershire and border postcodes	No	2015-16	95	110	110	120			The Local areas is one of low participation in Higher Education. Baseline data is drawn for UCAS applications. We intend to encourage local applications through a series of financial and non-financial incentives.
T16a_12	Progression	Multiple	Other statistic - Other (please give details in the next column)	Offer bursaries for progression for low socio-economic background/ POLAR region/ BME/ disabled/ care leaver students	No	2016-17	NYK	60%	70%	80%			The proportion of students who take up these bursaries
Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Internal subject and HE taster events	No	2014-15	12	12	12	12			Following the development of an internal Progression Calender of events a minimum of ten activities should be held every year
T16b_02	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Progression and or scholarship agreements/accords	No	2014-15	3	5	6	6			The College currently has relationships with regional colleges and schools, which the College will seek to maintain and improve upon.
T16b_03	Student success	Attainment raising	Student support services	Hold a staff development session to disseminate the findings of sector good practice supporting student achievement from the results of the task group.	Yes	2015-16	1	1	1	1			A task group was set up in the academic year 2015/16 to identify how best to support the growing body of students eligible for DSA (and other sensitive student groups)

T16b_04	Other/Multiple stages	Attainment raising	Contextual data	Commit to producing and reviewing data reports on the profile of E&D and WP target group student achievement/ retention/ success	No	2014-15	4	4	4	4			Due to a changing committee structure it is likely that the Widening Participation and Access group will merge with the Learning Teaching and Enhancement committee, meetings of which will be used to review student profiles and admissions data
T16b_05	Progression	Multiple	Mission targets	Increase the number of activities and/or programmes with vocational qualifications linked specifically to successful completion of the programme	Yes	2014-15	4	8	10	15			Work with accrediting bodies within industry to ensure students graduate with a vocationally recognised qualification
T16b_06	Other/Multiple stages	Other (please give details in Description column)	Contextual data	Commit to disseminating analysis of student success/achievement/ retention data through at least conference/journal output per year, which could include working with partner Colleges/Schools/HEIs	Yes	2015-16	1	1	1	1			At least one output per year
T16b_07	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Assist the running of outreach activities with partner institutions aimed at local schools which was previously NNCO funded	Yes	2015-16	7	7	7	7			Working with GROWS and WON partners to develop a website for a point of contact; developing and running a range of outreach activities aimed at local schools within target areas.
T16b_08	Access	White economically disadvantaged males	Outreach / WP activity (other - please give details in the next column)	Outreach activity that is targeted at white males from under-represented areas	Yes	2016-17	3	3	3	3			Utilising Departmental Outreach Coordinators/NNCO activity to engage at least one school/college from within deciles 1-5 of the local region (HEFCE breakdown of gaps in young participation map)
T16b_09	Progression	Multiple	Lifelong learning	Offer bursaries for Fd to Hons for low socio-economic background/ POLAR region/ BME/ disabled/ care leaver students	No	2016-17	NYK		60%	70%	80%		The proportion of students who take up these bursaries

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.