

Access and participation plan

2020-21 to 2024-25

1. Assessment of performance¹

Since 2012, Hartpury has submitted Access Agreements and associated plans and returns successfully as a Further Education Corporation (FEC). In 2018, we transferred to the Higher Education (HE) sector and gained University title (having achieved Taught Degree Awarding Powers (TDAP) in 2017). Hartpury's organisational structure evolved significantly, resulting in Hartpury College and Hartpury University, two specialist organisations, side-by-side on one campus with a shared mission and set of values. Hartpury University is therefore uniquely positioned to meet national priorities, and we remain agile and responsive to changes in performance where there is evidence of inequality. Inclusivity and widening access remains at the heart of what we do. We are proud of our history of successfully supporting students from non-traditional backgrounds in HE and currently 42% of our students are included within one or more of our target groups². We are committed to being 'inclusive in all we do' (a strategic priority within the 'Hartpury 2025'³ strategy). We recognise particular strengths associated with mature students and those disclosing disability and we champion all student achievements at Hartpury.

As a relatively small HE institution (HEI) (circa. 1800 HE students), focused on specialist provision in Agriculture, Equine, Sport, Veterinary Nursing, and Animal, we have valued the opportunity to review and assess our performance as part of this exercise. Our analysis focuses on full-time undergraduate students, due to the low number of part time students enrolled at Hartpury, and predominantly uses data provided by Office for Students (OfS) dashboard unless otherwise stated. To contextualize performance assessment further, we also remain cognisant of the following:

- The Individual Learner Record (ILR) collection requirements (as a FEC) were significantly different to those required by a HEI, therefore historical data is partial
- Internal data capabilities are evolving following the commitment to the development of our own student record system which was installed in 2017-18, and planned investment to increase data analysis and evaluation capacity
- The small sample size of target groups, in combination with limited historical trends needs to be considered carefully during analysis and target setting

Due to the subjects we offer, institutional level benchmarking can be challenging thus we have chosen the following institutions⁴:

- Harper Adams University (Harper) – similar land based provider
- University of Gloucestershire (UoG) – our closest University, with synergies in sport and some animal
- The Royal Agricultural University (RAU) – similar provision in agriculture, equine and animal, geographically close and similar size of student body

1.1 Higher education participation, household income, or socioeconomic status

Access: Comparison with the 2017-18 national data illustrates that the proportion of POLAR4Q1 learners at Hartpury (11.2%) was marginally lower than the sector average (12%) (Table 1). Comparison of 2017-18 data to competitor institutions illustrates that Harper (6%) and RAU (2%) reported lower proportions of POLAR4Q1, whilst proportions at UoG were higher (14.8%). Within the local region, we recognise nine POLAR4Q1 wards and sixteen POLAR4Q2

¹ This document contains or refers to public sector information licensed under the Open Government Licence v3.0 (<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>), specifically the original date files released by the OfS in March 2019.

² Internal data based on UK domicile undergraduate students, taken on the census date.

³ <https://www.hartpury.ac.uk/media/5577/2025-strategy-document.pdf>

⁴ The choice of these institutions is supported by competitor data from UCAS.

wards (Forest of Dean, Gloucester, Stroud, and Cheltenham) and identify areas of under-representation in the South West (SW) region. While we continue to work with the Gloucester Reaching Out with Schools (GROWS) National Collaborative Outreach Programme (NCOP) to raise aspirations, there is evidence that further action is required to decrease the gap between Q1 and Q5 (Table 1).

Table 1. Proportion (%) of all undergraduate students from POLAR4 backgrounds accessing Hartpury (based on institutional data set), comparing the GAP between POLARQ1&Q5 to the sector

Academic Year	Q1	Q1&2	Q5	GAP Q1&5	Sector GAP Q1&5
2013-14	11.6	26.9	23	11.4	19.9
2014-15	12.5	31.9	27	14.4	18.9
2015-16	9.6	28	26.5	17	18.7
2016-17	9.6	23.5	27.8	18.2	18.6
2017-18	11.2	25.4	28	16.8	18.3

Figure 1 highlights the differences in access between IMDQ quintiles at Hartpury. When comparing 2017-18 data for UoG (9%), Harper (5%) and RAU (1%) it is clear that improving IMDQ1 participation above Hartpury’s 6% may be challenging, but we recognise the importance of increasing IMDQ1 access, especially compared to the national figure of 22.1%⁵.

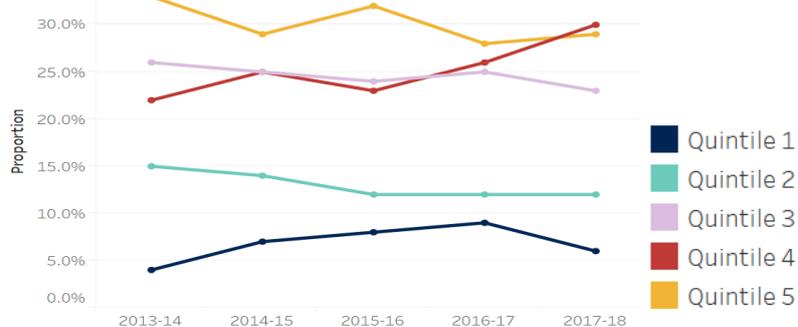


Figure 1: Proportion of IMD quintiles accessing Hartpury University

Continuation: Percentages of continuation for POLAR4 groups has varied over the last 4 years (Figure 2). Whilst the gap between Q1 and Q5 narrowed to 2.1pp although this is more due to a drop in continuation for Q5 rather than an increase in Q1. Analysis of Hartpury’s TEF split data for continuation POLAR4Q1_2 reveals a negative flag, further supporting the need to improve our Q1 continuation (80%) in line with the national average (89.2%).

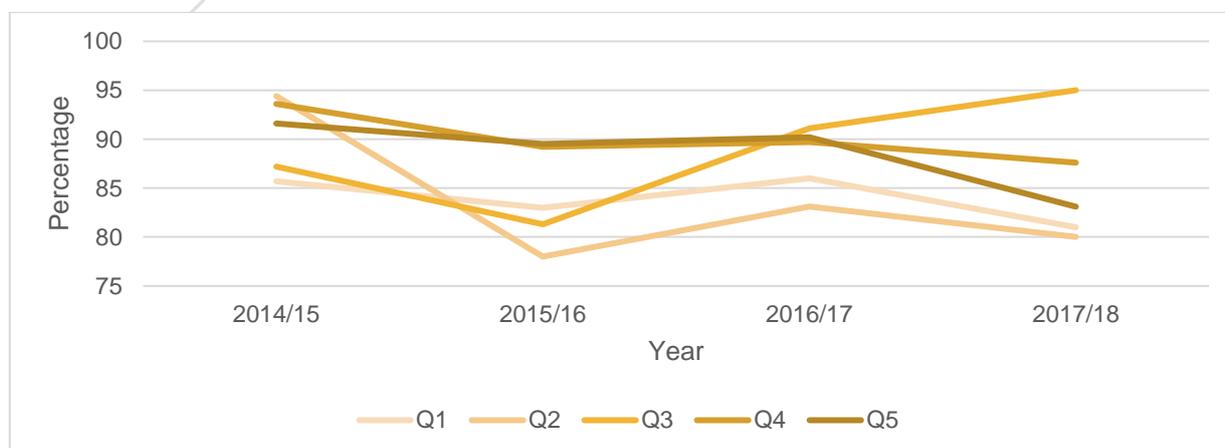


Figure 2: Changing continuation rates for POLAR4 quintile student groups (institutional OfS data set)

⁵ IMD was not a data set required to monitor or return within the ILR. From 2018-19 Hartpury has the capability to record, monitor and evaluate IMD data.

When comparing the sector continuation gap between IMDQ1 and 5 students (7.9pp in 2016-17) with the gap at Hartpury (8.4pp in 2016-17), we do not believe this is an area we need to specifically target. The absolute numbers of IMD Q1 students are small, and the gap increased from a downward trajectory (8.2pp in 2014-15 down to 1.9pp in 2015-16), however we aim to monitor this pattern.

Attainment: The gap between POLAR4 Q1 and Q5 students between 16-17 and 17-18 decreased, although due to decreasing Q5 attainment rather than significant gains by Q1 learners (Figure 3). Decreasing the gap between POLARQ1 and Q5 student attainment is a priority; Hartpury shows a 19.8pp difference in comparison with a sector difference of 9.5pp (2017-18). Similarly, a 19.9pp gap is apparent between IMD Q1 and Q5, thus improving IMD attainment Q1 is a priority area.

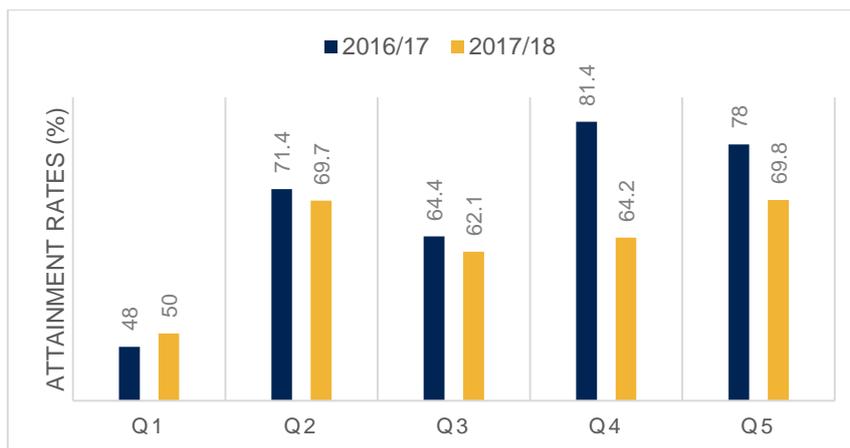


Figure 3. Proportion (%) of POLAR4 students from different quintile groups achieving 2:1 or 1st class degree

Progression to employment or further study: Progression rates of POLAR4Q1 students at Hartpury in 2016-17 were lower than the sector figure (51.9% compared to 68.8%)⁶. Analysis of TEF data illustrates Hartpury received a double positive flag for employment and further study overall, and a positive flag for both POLAR and IMD (Table 2), highlighting that our students are successfully employed within 6 months after graduation. However, we know our graduates struggle to be classified as entering highly skilled positions. For example, a proportion of POLAR4 Q1 students studied Veterinary Nursing, and while 100% succeeded in gaining employment as a Veterinary Nurse, they were not classified as highly skilled. In addition, we have a number of Foundation degree students who progress to degree level study, who would not be counted positively in this metric. The TEF data receives a positive flag for IMD and no negative flags for POLAR. While we are aware that impact may be limited by the nature of our specialist industries in which our graduates gain employment, we will aim to improve progression of POLAR4 Q1 students.

Table 2. Abstract from Hartpury University 2018-19 TEF data

	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score	Flag	POLAR		National IMD	
						Q1 or Q2	Q3 - Q5	Q1 or Q2	Q3 - Q5
Employment or further study	98.3	95.2	3.1	4.5	++	+	+	+	+
Highly skilled employment or further study	62.6	60.7	1.9	1.2				+	

⁶ Please note: the number of students within the POLAR4Q1 population is low (10 in 2016-17)

1.2 Black, Asian and minority ethnic students

Access: The gap between Asian, black, mixed and other (ABMO)⁷ and white students at Hartpury has been significant for the last five years. Hartpury has had a higher proportion of white students than the sector average for the last five years (between 93-95% compared to a sector average of <80%). Table 3 illustrates the challenges for land-based institutions in relation to ABMO and it is pleasing that Hartpury is higher than our most direct comparators. Government provided sector data illustrates the percentage of black workers in Agriculture and fishing is 0.1%⁸. At the same time, Agriculture is also facing an ageing population and a significant future need for employees with higher-level skills.

Hartpury has utilised positive role models and examined wider aspects of university life that may attract ethnic minority groups, and we believe this has supported the growth in ABMO students specifically looking at the proportion of students from mixed ethnic backgrounds (4%) which is comparable to the sector average (4.8%) Internal data suggests growth has predominantly been within our sports provision and we are currently in discussions with members of LANDEX to look at coordinated approaches to attracting a more diverse student body to our land-based provision.

We benchmark against Writtle in Table 3 to illustrate the impact of location on the proportion of ABMO within an institution where close proximity to areas of high ethnic diversity appears to support comparatively positive performance. The UoG also reports a proportion of ABMO students that is higher than other regional and subject comparators, which led us to investigate local trends. Gloucestershire census data reports ABMO made up 8.4% of the population, further illustrating the challenge for Hartpury in increasing the proportion of ABMO students⁹. Increasing ABMO student recruitment is a target for Hartpury.

Table 3. Comparison between ethnic student population ratios at competitor HEIs in 2017-18 (* indicates land based institution) including disaggregated groups > 1% of Hartpury student population.

	Sector	Hartpury University*	Harper Adams*	Royal Agricultural University*	University of Gloucestershire	Writtle University Centre*
White	69%	94%	99%	97%	89%	93%
ABMO	31%	6%	1%	3%	11%	7%
Mixed	4.8%	4%	0%	1%	3.8%	3%
Black	10.5%	2%	0%	1%	3.9%	2%
Asian	13.7%	0%	0%	0%	2.8%	0%
Other	2.2%	0%	0%	0%	0.4%	0%

Continuation: ABMO student continuation is consistently better than white students at Hartpury and is an area of success (Table 4). The gap between ABMO and white students is not significant, whilst the gap across the sector has significantly increased over the last five years. We are currently unable to disaggregate data for black, Asian and other ethnic groups due to small numbers but aim to engage in further assessment of disaggregation with the ongoing development of our student records system and successful outreach interventions to increase these proportions.

Table 4. Comparison of continuation rates (%) between all undergraduate white & ABMO students, with sector data for comparison in brackets (using institutional data)

	2014-15	2015-16	2016-17
White	82.3 (91.4)	87.6 (91.3)	85.5 (91.3)
ABMO	89.7 (88.7)	89.7 (88.5)	88.5 (88.1)
GAP	-7.4 (2.7)	-2.1(2.7)	-3 (3.2)

⁷ Please note: it is not possible to disaggregate the individual ethnic groups for analysis due to low numbers (for example, there were 10 black students 2017-18). We do not believe it will be possible to disaggregate these groups during the lifespan of this APP. We will consider the use of rolling averages.

⁸ <https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment-by-sector/latest>

⁹ https://www.gloucestershire.gov.uk/media/1521103/census_briefing_for_commissioners_-_summary.pdf

Attainment: Comparisons between white and ABMO student data (Figure 4) highlights improving attainment by ABMO students (increased by 5% between 16-17 and 17-18). However, the ABMO student attainment is 18.8% below the sector average. Hartpury does align with sector patterns of decreasing attainment gaps, falling from 23.5% in year 2016-17 to 14.3% in year 2017-18¹⁰. This improvement is a result of decreasing white student rates of attainment (-4.2%) alongside improving ABMO student attainment (+5%). Improving the latter is a priority¹¹.

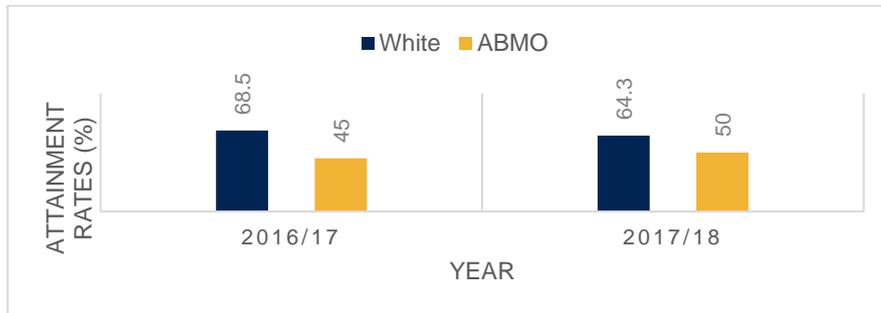


Figure 4. Comparison between rates of attainment for white and ABMO students.

Progression to employment or further study: Review of the institutional data set does not indicate any differences of note in this area¹².

1.3 Mature students

Access: The population of mature students at Hartpury fluctuated between 19-23% from 2014-15 to 2017-18 (Table 5)¹³. However, the sector has increased from 26.4% to 27.8% over the same period. Hartpury’s consistency in mature student participation is partially in response to the needs of our associated industries. A review of Agriculture in 2017 highlighted that only 3% of enterprise holders were under the age of 35, with the median age being 60¹⁴, highlighting the need for younger entrants to this particular sector. Other areas, including animal and veterinary nursing require a wider age profile of entrants. As a result, we will continue to work with providers of access courses and similar to support retaining between 20-25% mature learners within our student population.

Table 5. Age on commencement as percentage of all undergraduates (first degree in brackets) (using institutional data set).

	14-15	15-16	16-17	17-18
U21 entrants	77.6 (76.1)	80.5 (79.2)	77.2 (74.4)	80 (79.6)
O21 entrants	22.4 (23.9)	19.5 (20.8)	22.8 (25.6)	20 (20.4)

Continuation: While the gap between mature and young students is not significant, mature student continuation rates are lower than young students at Hartpury (Figure 5), and lower than comparators (84.3% nationally, 88% at Harper, 90% at RAU and UoG at 85% in 16-17). Internal activity focused on enhancing continuation of mature learners in 2017-18, improving mature learner continuation to 84% (internal data). The strategies employed are being analysed, and will be built upon to further enhance continuation.

¹⁰ Due to the small numbers, there is no data specifically for black student attainment at Hartpury in the OfS dataset.

¹¹ Please note: there are low absolute numbers within this category

¹² Assessment of performance is limited due to <10 ABMO students progressing

¹³ Due to the small number of students within varying age populations, we have not been able to disaggregate mature student age groups at this time. We do not believe numbers will be sufficient to disaggregate in the lifecycle of the APP, but will consider the use of rolling averages.

¹⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741062/AUK-2017-18sep18.pdf

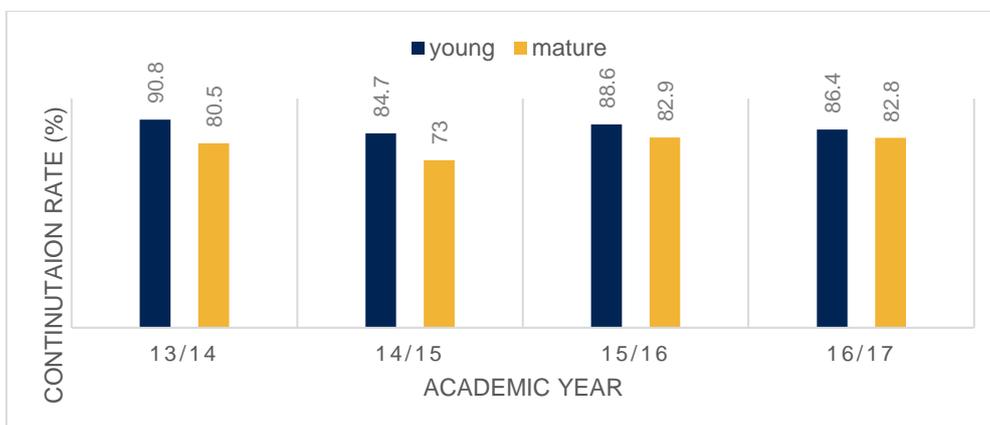


Figure 5. Comparison of continuation rates between all undergraduates for young and mature students (using institutional data set).

Attainment: Mature student attainment is lower at Hartpury (60%) compared to the national figure (70%) for 2017-18. The gap between mature and young learners at Hartpury is not significant, and has decreased from 2016-17 (15.0%) to 2017-18 (5.0%) which is pleasing. Meanwhile the sector and competitors such as the RAU and UoG report increasing gaps in mature and young student attainment. As long as the gap remains, this is an area we will continue to monitor although at this time it will not be a formal target.

Progression: While Hartpury mature learners progress at a lower rate than national figures (56% compared to 75.7%), the gap between mature and young student progression is not significant. The gap decreased from 5pp in 15-16 to 1pp in 16-17, bucking the national trend. We do not believe this is an area of concern (see other comments regarding progression for Hartpury).

1.4 Disabled students¹⁵

Access: Sixteen percent of the students at Hartpury declared they had a disability in 2017-18, 1.4% above the sector. Changes to enrolment approaches during the 17-18 enrolment process encouraged disclosure of disability which supported a 4% increase compared to the previous year. We recognise increasing numbers of students disclosing cognitive and learning/sensory, medical and physical/social and communication disability types (Figure 6) with bespoke pre-induction activities available to these students. Due to a positive trajectory, we will continue to focus on encouraging disclosure of disability for all new students. We know from internal data that there are some students who declare disabilities post enrolment and we aim to develop a screening programme supporting us in identifying these in a timely way.

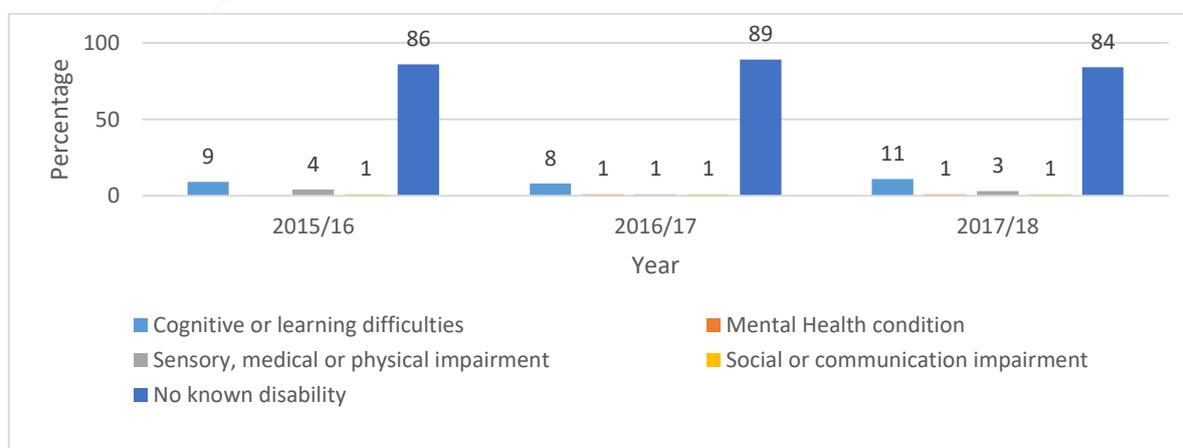


Figure 6. Proportions of students accessing education at Hartpury based on disability type

¹⁵ While we have been able to desegregate disability groups for access, there is not sufficient size for meaningful analysis for the other stages of the lifecycle. We do not believe numbers will be sufficient to disaggregate in the lifecycle of the APP, but will consider the use of rolling averages.

Continuation: We are proud of the continuation rates of disabled students and see this as a strength; Hartpury reported disability student continuation 2.6% higher than the national figure (2016-17) with no significant difference in continuation between disabled and no known disability at Hartpury (Table 6). We believe the Achievement and Success Centre (ASC) is instrumental to continuation of disability students. ASC opened in 2016-17 as a pilot programme and the services provided were offered across the HE provision from 2017-18. Services include study skills and life management workshops, alongside drop in sessions and bookable 1 to 1 slots. ASC data for 2017-18 suggests that 52% of the population declaring disabilities accessed at least one ASC session, compared to 47% of those not declaring disabilities. We also recognised a growing need for mental health support by taking the 'Time to Change' pledge and consulting on activities with the Charlie Waller Memorial Trust. Hartpury's Mental Health & Resilience Steering Group are instrumental in driving this forward, underpinned by our Mental Health Strategy and supporting action plan, reinforced by additional investment in staff within ASC to support the growing demand for mental health support.

Table 6. Comparison of the continuation of disability students compared to not known disability students at Hartpury (numbers in brackets indicate sector figures) (percentage)

	2015-16	2016-17
Disability	93 (89.4)	92 (89.4)
Not declared disability	87 (90.4)	85 (90.3)

Attainment: Pleasingly there is no statistical difference in the attainment of students disclosing a disability compared to those who do not. In fact, in 2017-18 disability students outperformed those who had not declared a disability (Table 7). This is contrary to the national picture. ASC plays a critical part in supporting disability student attainment (see above).

Table 7. Comparison of the attainment of students disclosing a disability compared to students not known to have a disability at Hartpury (numbers in brackets indicate sector figures)

	2016-17	2017-18
Disability	55 (74.7)	75 (75.9)
Not declared disability	69 (77.7)	62 (78.7)

Progression: While national figures report an increase, Hartpury reports a decline in progression for students disclosing a disability dropping from 55% to 50% between 2015-16 and 2016-17. The gap between disabled and non-disabled students is not consistent for progression. The gap is favourable towards disabled students in year 4 (-8%) which switches in year 5 (6%) due to a 10% increase in progression rate for non-disabled and a 5% decrease by disabled students. Examination of TEF data illustrates positive flags for disability students in relation to employment or further study indicating a similar pattern to POLAR4 (Table 2), where employment is successful, all be it not at a graduate level. We will continue to monitor this pattern but do not assess this as a target area.

1.5 Care leavers

In 2017-18, 2.7% of the total student population at Hartpury declared as care leavers and 2.4% in 2018-19. Hartpury has signed the Stand Alone Pledge (2018) which supports progression of estranged/independent students into HE showing our strategic commitment to supporting care leavers. Hartpury aims to work with relevant organisations to support increasing the number of care leavers engaging in education. Internal data for continuation illustrates that 69% of declared care leavers continued in 2017-18¹⁶, compared to 78% of non-care leavers and against a sector figure of 84.7%. One percent of the 2017-18 final year cohort¹⁷ declared care leaver status; 50% of these were

¹⁶ Internal data for continuation includes postgraduate and International students but is only relevant for level 0 and first year students

¹⁷ Internal data includes postgraduate and international students

registered on foundation degree whilst 50% were registered on honours degree. Of those 16.6% withdrew in year, whilst 83.3% achieved their target award and 60% gained upper awards. While we suspect there is an intersection with POLAR4Q1, we are working to establish a greater support network for these students and integrating this characteristic in internal data monitoring and evaluation. This is a target area for Hartpury.

1.6 Intersections of disadvantage¹⁸

Access

POLAR4 and Sex: OfS and internal data illustrates POLAR4Q1_2 males are less likely to access education (8.8% male in 2017-18) at Hartpury than all other groups. Proportions of POLAR4Q1_2 females (16.6% in 2017-18) are 1.3% higher than the sector figure. We are committed to increasing the proportion of POLAR4Q1 students at Hartpury, particularly males.

POLAR4 and ethnicity: Over the last 5 years the gap between POLAR4Q1_2 and Q3_5 for ABMO students has dropped to 0%, however we need to address the proportion of POLAR4Q1_2 students for both ABMO (2.8% in 2017-18) and White (22.6% in 2017-18), compared to POLAR4Q3_5 white (71.6% in 2017-18).

Continuation

POLAR4 and Sex: POLAR4Q1_2 male continuation is lower and more variable (between 70.5 and 86%) than POLAR4Q3_5 males (78 and 90%), POLAR4Q1_2 female (82 and 92.5%), and POLAR4Q3_5 females (88.5 and 91.5%) between 2013-14 and 2016-17.

POLAR4 and ethnicity: Due to low absolute numbers there are no data to compare ABMO and White POLAR4Q1_2 continuation, however POLAR4Q3_5 ABMO students outperform POLAR4Q3_5 white students who in turn outperform POLAR4Q1_2 white students.

Attainment

POLAR4 and Sex: Attainment for all POLAR4 sex groups, except POLAR4Q1_2 female, decreased from 2016-17 to 2017-18. The absolute numbers of POLAR4Q1_2 male students decreased, as did the number achieving a 2:1 or above, resulting in a large proportional decrease. We attribute this to a specific programme cohort. We will continue to monitor the attainment of this intersection.

POLAR4 and ethnicity: Attainment for POLAR4Q1_2 white students remains stable (62.5% in 2016-17 and 61.5% in 2017-18) whilst attainment for POLAR4Q3_5 white students decreased (74.4% 2016-17 to 65.9% in 2017-18). While the gap is decreasing, we recognise the need to increase attainment rates overall. Currently we have no data to comment upon the intersection between POLAR4Q1_2 ABMO.

Progression:

POLAR4 and Sex: Females generally progress at a lower rate than males, specifically POLAR4Q1_2 (Figure 7). We believe this is related to issues already highlighted including small absolute student numbers, categorisation of progression pathways in DLHE returns, and sex ratio/high proportion of POLAR4Q1_2 students found in some departments.

¹⁸ Small student data sets limit performance assessment in these areas. IMD data patterns are similar to POLAR4 unless otherwise stated.

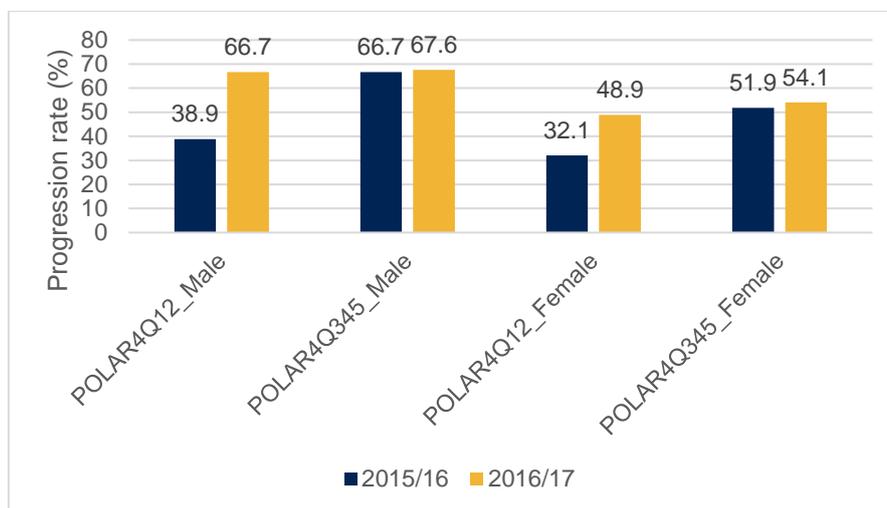


Figure 7. Comparison of rates of progression between POLAR_sex intersection between years (using institutional data set).

POLAR4 and ethnicity: POLAR4Q1_2 white student progression has improved over the last few years and the gap is decreasing however it is still lower (52.5% in 2016-17) compared to POLAR4Q3_5 white student progression (58.3% in the same year). The OfS data set does not enable us to determine the impact of intersection on POLAR4_ABMO.

1.7 Other groups who experience barriers in higher education

The Hartpury Student Union has championed equality of sexual orientation and gender identity of our students, with a very active society in 2018-19. This has illustrated a growing population of students in this area, and there is anecdotal evidence of intersectionality with disability students. Hartpury has made steps to support LGBT+ students on campus including education of staff and students, provision of suitable facilities and raising awareness of the use of associated terminology. In order to understand this further, we are examining the potential of collecting data on this group during enrolment allowing us to identify, support and monitor these students, ensuring the equality of their experience and achievements at Hartpury.

2 Strategic aims and objectives

Strategically, Hartpury is dedicated to the delivery of equal opportunities for all, illustrated by 'Hartpury 2025' that commits to 'Supporting students from under-represented groups to access, succeed and progress at Hartpury'. In areas such as disability and mature learners, we are achieving well against this strategic commitment although we recognise opportunities to further disaggregate internal data enabling us to better understand access and participation, for example students disclosing specific disabilities. Assessment of performance against the groups identified in Table 8 has allowed Hartpury to identify the following targets, and we believe the trajectory of these continued beyond 2025 will enable us to eliminate gaps between the most and least represented groups, in line with OfS key performance measures by 2038-39.

2.2 Target groups

Table 8. Summary of the priorities for our target groups (dark grey = intervention required; *indicates statistically significant differences to the population).

TARGET GROUPS	Access	Continuation	Attainment	Progression
POLAR4Q1	OfS KPM1&2*	OfS KPM3		
Indices of Multiple Deprivation (IMD)	*			
Asian, black, mixed, other (ABMO)	*		OfS KPM4	
Mature students				
Disability			OfS KPM5	
Care leavers				
Intersections: POLAR4Q1_2 & male				

2.3 Aims and objectives

ACCESS

Aim 1: To reduce the gap between students accessing Hartpury from disadvantaged socio economic backgrounds and the most affluent (POLAR4 Q1 and Q5).

Objective: Increase enrolments of students from POLAR4 Q1 backgrounds.

Aim 1 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between POLAR4Q1 and Q5	16.8	16	15	13	12	10

Aim 2: To reduce the gap between students accessing Hartpury from disadvantaged socio economic backgrounds and the most affluent (IMD Q1 and Q5).

Objective: Increase enrolments of students from IMD Q1 backgrounds.

Aim 2 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between IMD Q1 and Q5	23	21	19.5	18	16.5	15

Aim 3: To reduce the gap for male students accessing Hartpury from disadvantaged socio economic backgrounds and the most affluent (POLAR4 Q1_2 and Q3_5).

Objective: Increase enrolments of students from POLAR4 Q1 backgrounds.

Aim 1 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between male students from POLAR4Q1_2 and Q3_5	21.6	20	19	17	15	13

Aim 4: To increase the proportion of ABMO students accessing Hartpury.

Objective: Increase enrolments from ethnic minority students. The annual milestones set are ambitious, cognisant of the challenges experienced by the land-based sector and Hartpury's local demographics.

Aim 4 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between ABMO and white students	6.3%	8%	10%	12%	14%	16%

CONTINUATION

Aim 5: To reduce the gap in continuation between care leavers and non-care leavers

Objective: Increase the rate of continuing care leavers (*note, we only have data from level 0 and first year students in 2017-18 we may therefore ask to amend this aim in the future with increasing availability of internal data*).

Aim 5 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between care leavers and non-care leavers (level zero and first year only)	11	9	8	7	6	5

Aim 6: To reduce the gap in continuation rates between students from disadvantaged socio economic backgrounds and affluent students (POLAR4 Q1 and Q5)

Objective: Increase the rate of continuing POLAR4Q1 students.

Aim 6 milestones	Baseline at 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between POLAR4 Q1 and Q5	2.1	1.8	1.3	0.8	0.3	0

Aim 7: To reduce the gap in continuation rates for male students from disadvantaged socio economic backgrounds and affluent students (POLAR4 Q1_2 and Q3_5)

Objective: Increase the rate of continuing POLAR4Q1_2 male students

Aim 7 milestones	Baseline at 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between POLAR4 Q1_2 and Q3_5 male students	15	13	11.5	10	8.5	7

Aim 8: To reduce the gap in continuation rates between mature and young students

Objective: Increase the rate of continuation of mature students at Hartpur.

Aim 8 milestones	Baseline at 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between mature and young students	4	3	2	1	0	0

ATTAINMENT

Aim 9: To reduce the gap in attainment between students from disadvantaged socio-economic backgrounds and the most affluent (POLAR4 Q1 and Q5 - using institutional data set)

Objective: Increase attainment of POLAR4 Q1 students.

Aim 9 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage Point gap in attainment between POLAR4Q1 and Q5 students	19.8	18.5	17	15	13	11

Aim 10: To reduce the gap in attainment between students from disadvantaged socio-economic backgrounds and the most affluent (IMD Q1 and Q5 - using institutional data set)

Objective: Increase attainment of IMD Q1 students.

Aim 10 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage Point gap in attainment IMDQ1 and Q5 students	19.9	18.5	17	15	13	11

Aim 11: To reduce the gap in attainment rates between ABMO and white students (using institutional data set)

Objective: To increase the attainment of ABMO students.

Aim 11 milestones	Baseline at 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage Point gap in attainment between ABMO & white students	14.3	13	12	11	10	9

PROGRESSION

Aim 12: To reduce the gap in progression rates between students from disadvantaged socio-economic backgrounds and affluent students (POLAR4 Q1 and Q5)

Objective: Increase progression rates of POLAR4 Q1 students into graduate level, highly skilled or further study at the end of their programme.

Aim 12 milestones	Baseline at 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage Point gap in progression between POLAR4Q1 & Q5 students	20	18.5	17	15	13	11

3 Strategic measures

3.1 Whole provider strategic approach

Overview: Inclusivity has long been part of Hartpur's culture, with support for students from non-traditional academic backgrounds and with disabilities (and their subsequent support during the student lifecycle) well established and understood. Our future ambition is to ensure all students achieve equally, regardless of background. Hartpur is committed to creating an inclusive and accessible environment that promotes respect for our students, staff, and the wider community¹⁹. We pledge through our culture and frameworks to:

- Pro-actively recognise and promote equality, diversity and wellbeing within our community
- Support students from under-represented groups to access, succeed and progress at Hartpur

Underpinning 'Hartpur 2025', the HE Strategic plan (2018) reflected on the importance of a proactive approach to inclusivity, highlighting:

¹⁹ <https://www.hartpur.ac.uk/media/5577/2025-strategy-document.pdf>

- (a) A whole lifecycle approach to inclusivity must be adopted, starting with primary school pupils, and including pre-entry outreach, admissions, transition, learning and teaching, student engagement and support, progression into employment and study, and in some cases access to postgraduate study and entry into the professions;
- (b) Staff from departments, services and units from across the institution are involved in inclusivity (i.e. not just 'professional Widening Participation' staff), and recruitment and staff development plans are formulated to enable and support this;
- (c) There is a clear and explicit institutional commitment to inclusivity, defining target groups and expected outcomes as appropriate.

These features already existed at Hartpur, but further strategic support has enabled additional inclusivity-related practice to be aligned and consistent across the institution. Gaining TDAP, University title and independence from a validation partner in combination with this strategic commitment provided us with an opportunity to review our inclusivity priorities, underpinning approaches and systems, further strengthening our ability to strategically commit to inclusivity agendas. For example, recent investment in our own student record system now enables us to record and interrogate student characteristics from application through to alumni in greater detail. Data are becoming increasingly available, scrutinised and discussed in a wide range of forums.

A whole institution approach is further evidenced by university-wide engagement in developing, monitoring and reviewing related activities (Figure 8). Ultimately, Corporation is responsible for the Access and Participation Plan (APP), delegating responsibility for detailed scrutiny to Quality Enhancement and Standards Committee (QuEST) with operational oversight by Academic Standards and Enhancement Committee (ASEC). Development of the Access and Participation Plan led by the Head of Inclusivity and supported by the Pro Vice-Chancellor, included consultation and agreement of target groups via the committee structure, involving the student body, and academic and support staff.

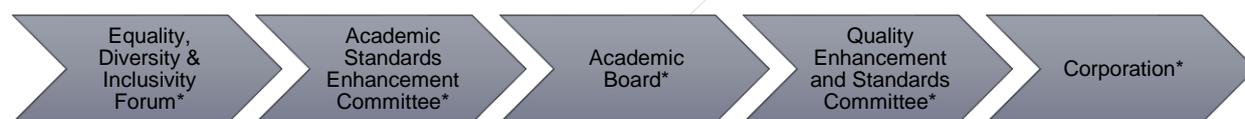


Figure 8: Illustration of the Committee structure which supported the development and approval of the Access and Participation Plan (*indicates student representatives present).

While the APP is a key mechanism for achieving an inclusive approach, there are additional university strategies and plans which align, ensuring a whole institutional approach, including:

- Teaching and Research Excellence (TREx) strategy integrates the importance of inclusive approaches to teaching, learning and research. Employability and skills development is also intergrated within TREx.
- The Annual Quality Report includes reflections on the performance of the target groups across the student lifecycle as our data capabilities grow and is scrutinised by Governors at QuEST.
- The Schools' and Colleges' Engagement Strategy (see below).
- The Equality, Diversity and Inclusivity Forum oversees our Equality, Diversity and Inclusivity Policy, Hartpur's Single Equality Scheme (SES) (see below) and underpinning actions and objectives. The Head of Inclusivity (who oversees the APP) and the HE Disability Support Manager sit on this group, alongside colleagues from across the University and College, supporting shared ownership. It is chaired by a member of our Senior Management Team, also ensuring that we have paid due regard to the Equality Act 2010.
- The SES outlines our commitment to creating and sustaining a positive, supportive working environment where all staff and students are equally valued and respected. The SES sets out Hartpur's approach to eliminating discrimination and celebrating diversity, whilst the Single Equality & Inclusivity Action Plan & Objectives outline the associated objectives and aims.

Through our strategic commitments and evolving infrastructure, we are in a strong position to implement positive change with regards to the inclusivity agenda, relative to our size and specialist provision.

Strategic measures: Following the assessment of performance we have identified six strategic measures that are in place to ensure the delivery of our aims, objectives and targets. The logic chains provide a visual overview of the relationship between the strategic measures and actions (Appendix A).

1. Community engagement: (Targets 1-2)

Schools and Colleges engagement: The newly created Schools’ and Colleges’ Engagement Strategy 2018 aims to:

- Provide clarification and differentiation between recruitment and outreach activity
- Align with the APP by enabling fair access and delivering aspiration awareness activities
- Develop and adapt a whole institution approach to student recruitment and widening participation, working in collaboration with all academic departments
- Develop effective monitoring and evaluation programme(s)

Within the strategy, we developed a definition for a ‘Target School/College’ aligning to Target 1 (increasing enrolments from disadvantaged socio economic backgrounds). Over time we aim to utilise the outreach team and student ambassadors to increase the number of these institutions that we work with and deliver (and evaluate) programmes of outreach activity to, ultimately to raise aspirations and applications/enrolments for POLAR4Q1/ Q1_2 male and IMDQ1 target groups.

Hartpury Head Start: In 2017-18, we piloted an aspiration-raising outreach programme called Hartpury Head Start, developed by utilising the NERUPI Framework²⁰ and aligning with Gatsby Benchmark 7. Hartpury College animal diploma students were identified as the pilot group due to the high proportion of POLAR4 Q1_2 learners (38.2%) (including male) and a record of low progression rates to higher education. The first cohort will graduate in June 2019, with a robust programme of evaluation planned. Initial evidence highlights increased applications to HE study generally, as well as to Hartpury (Table 9). The formal outcomes of the evaluation will be used to underpin wider implementation within Hartpury College (and hopefully externally), as well as inform other strategic measures (e.g. Schools and Colleges engagement). We will share the outcome with the Centre for Transforming Access and Student Outcomes. In the meantime, we have continued to enrol new animal diploma students on the programme in light of positive indicators to date. This programme is designed to support Hartpury in achieving Target 1.

Table 9. UCAS data regarding Hartpury College Animal Management student applications and acceptances to HE in 2018 and 2019 (2018 data in brackets).

Applied	Accepted to a HEI provider	Progression to Hartpury
49 (33)	44 (29)	21 (10)

ABMO community engagement: As highlighted in the assessment of performance, recruiting ABMO students is a challenge in relation to a number of our specialist areas, particularly agriculture (in 2017-18 we recruited no ABMO students in Agriculture). While we will further the use of positive role models within recruitment activities, we are cognisant that a more targeted approach is required. Local schools have relatively low proportions of ABMO students. There are, however, initiatives relevant to our specialist areas and regional activities which provide the opportunity to engage with a higher proportion of ABMO learners. For example, British Racing²¹ has identified the need to tackle diversity and inclusion. Pony Racing is one mechanism by which they hope to promote the sport to a more diverse population. Hartpury is supporting our local inner city farm with this initiative, highlighting the value of HE in gaining entry to careers in Racing through the medium of Pony Racing. Going forward, each department will be set targets regarding identifying and working with ABMO community groups, supporting us in making progress against Target 2 and aligning with the associated timescales.

²⁰ <http://www.nerupi.co.uk/>

²¹ <https://www.britishhorseracing.com/wp-content/uploads/2018/07/Diversity-and-Inclusion-Action-Plan.pdf>

Academic engagement: Within Hartpury's curriculum we have a number of credit bearing modules involving engagement with external communities, ranging from primary schools to sports clubs. These experiences are a critical part of ensuring our students are employment ready. An example is the Coaching Children module on the BSc (Hons) Sports Coaching, where students are supported to develop coaching techniques specifically to primary school children. In this particular example, we currently work with two schools exposing our students to a high proportion of white POLAR4 Q3_5 children. Historically, identification of the external communities has been based on local relationships. Going forward, we require staff to utilise Target Schools and ABMO community groups within such interactions, assisting Hartpury in achieving Target 1 and 2. We will begin activity from 2019-20 academic year and impact evaluation will be embedded in the review of the Schools' and Colleges' engagement strategy.

2. Collaborative working: (Targets 1-3)

NCOP: Our partnership with GROWS NCOP is supporting the design and delivery of an increasing range of outreach activities for target schools in the local region, assisting us in achieving Target 1. In the academic year 2018-19 we generated an online hub containing 'off-the-shelf' outreach interventions based on the materials and resources developed during this time. At the end of the funding period for NCOP we are committed to delivering a collaborative legacy outreach programme through a regional outreach hub. The culmination of current learning and the next two years of projects and activities will inform the offer beyond funding. Collaboration between institutions in the area has existed since before NCOP and is likely to continue, however, discussions regarding how this might be structured are ongoing due to uncertainty with regards to the possible changes within the HE sector, specifically linked to the tuition fees review. Collaborative work is valued and has many benefits both to the institution and for the learners of the area, especially where institutions are able to collaborate for particular groups of learners and to ensure a geographical spread across the region. With a focus on pre-16 learners within targeted schools where populations of POLAR4Q1_2 learners attend, it is hoped a range of activities will be offered.

Strength through land based partnerships: To help widen the reach and impact of our outreach activity (and achieve Target 1), we will collaborate with other specialist institutions in our field to establish an outreach network and resource bank for land-based subjects. Working with RAU and Writtle University College, in conjunction with Landex and GuildHE, we will develop a common approach to promoting the value of these disciplines and the associated progression opportunities. We will create shared Information Advice and Guidance materials, establish a good practice network and run collaborative events targeted at pupils from deprived areas, along with their parents, teachers and careers advisors.

Care leaver networks: We aim to work with Local Authorities and Virtual Schools Networks (VSN) to further understand the needs of care leavers to ensure they achieve equitably at Hartpury, initially considering both access and continuation (Target 3). We hope to identify positive role models, and utilise care leaver student focus groups to test the value of further approaches in this area.

3. Financial support: (Targets 1-7)

Myth busting: We have designed a number of outreach activities which support both learners and parents in understanding the reality of the financial implications of studying at University, supporting Hartpury to achieve Target 1. These activities help to put both the support available and the actual costs associated with studying at HE into context. This type of advice and guidance continues into recruitment activity where it is combined with information specific to the financial support available to students associated with our target groups (see section 4). During enrolment we encourage applications for financial support to be completed, if not already. Post enrolment a review of target students who have not applied is conducted and we contact them individually to support engagement. Following this comprehensive approach, in 2018-19 the allocated amount for financial support was over-subscribed for the first time. Rather than restricting the award of the financial bursaries, Hartpury funded the difference, ensuring parity of support regardless of time of application.

Financial packages: We currently offer a range of financial support packages to different students based on eligibility criteria (see section 4). Recognising evidence that suggests financial support in year helps students participate more

fully in their studies and wider curriculum activity²², bursary payment for the duration of academic study was introduced in 2017-18. Following two years of evaluating the performance of students receiving bursaries, pleasingly, internal analysis reveals no significant differences in continuation or attainment between those receiving a bursary and those who do not (as reported in previous Access Agreements). In the past, we also attempted evaluation of bursary receipt in terms of the number of hours of work students were completing outside of studies. However, the format of the survey did not encourage engagement (less than 20 students completed it). We are currently reviewing bursary evaluation with plans to implement the Office for Students evaluation tool in 2019-20 and embed this as a year on year activity to help evaluate the impact of our bursaries and ensure this approach supports achievement of Target 1 and 3.

Study Experience Scholarships/Grants: Employer feedback has highlighted the importance of exposing students to experiences outside of the University, including national and international travel. Increasingly we have embedded such opportunities within credit bearing modules. When reviewing participation of associated modules, it became apparent that the financial burden may be a barrier to students from low-income households. In 2018-19 we approved non-repayable 'study experience scholarships' (maximum award £1,000 per student, awarded based on merit according to current academic performance and potential to enhance degree outcomes), and grants (awarded on a sliding scale calculated according to declared household income). These aim to support attendance of students on trips, visits, study abroad and placements linked to modules, and for additional opportunities linked to their programme of study, and support the achievement of targets 3-8.

4. Enabling staff engagement with Access and Participation: (Targets 3 – 8)

Raising awareness: In 2018 we identified the need to raise the awareness of inclusivity within our staff base, with the aim of supporting staff in understanding who our target groups are, what challenges they face, particular risk points in the student life cycle and how staff may evolve their approaches to support equality in performance. Awareness raising has focused on:

- Increasing the importance of Inclusivity in strategic documents and dissemination of this to staff in various forums
- New staff induction includes requirement to complete online Equality and Diversity training and engagement with training on 'Being an Inclusive Lecturer'
- Development of the annual Inclusivity Symposium, open to all staff at Hartpury
- Focus of the 2019 Teaching and Learning Conference on Inclusivity, including a lead session on unconscious bias
- Teaching Observation Scheme supports reflection on equality, diversity and inclusivity practice
- Increase accessibility of inclusivity related resources through a cross institutional intranet site
- Community of practice group developing a good practice guide regarding inclusive teaching, learning and assessment

We are confident that staff are more aware following a qualitative survey in 2019. However, a key part of the jigsaw is enabling staff on the coal face to easily access information regarding the status of individual students in relation to target groups characteristics. Development of the new student record system will facilitate providing this information to staff by the end of the 2019-20 academic year.

5. Inclusive curriculum provision, teaching & learning, and study support (Targets 3-8)

Curriculum design, approval and review: The Hartpury Quality Enhancement Framework embeds the requirement to consider inclusivity throughout curriculum design, approval and review. The Curriculum Validation Committee for example requires reflection from the programme design team on the programmes alignment with our inclusivity, equality and diversity and employability agendas. In the newly developed Periodic Strategic Review process, consideration of a department's approach to these agendas will be both reviewed and considered in relation to inclusivity before agreeing forward facing strategic plans.

²² https://research-information.bristol.ac.uk/files/135046317/Bursary_paper_CJE_full_final.pdf

Encouraging Academic Engagement: As part of our review of continuation, analysis indicated that non-continuing students were more likely to demonstrate low attendance, a pattern of non-submission and poor engagement with their Personal Academic Tutor prior to withdrawal. As a result, we piloted a register system for new students at level 3 (Foundation year) and level 4 which flags when attendance falls below 70%. Additionally, we have three key touch points in the academic year whereby individual student engagement is reviewed via the Programme Examination Boards. While at many large Universities it may not be possible to view each student individually in an examination board, we do. When a student is flagged with poor engagement in this forum, actions are discussed and agreed for the individual student. In the first year of this approach being formally adopted, out of 11 students who were flagged with regard to poor continuation at a board, only 9% were highlighted at the subsequent board as continuing to have poor engagement. Internal data analysis revealed that Mature continuation improved from 82% to 84%, as did male (82% from 76%) and disabled students (88% from 87%) from 2016-17 to 2017-18. We are conducting further analysis into patterns of continuation which will report to Academic Board during the 2019-20 academic year, and will include further analysis of target groups.

Personalised student academic support: Our Personal Academic Tutors (PATs) are a critical part of the support network available to all students. As highlighted above, a priority is to ensure staff can easily access information regarding a student, using this to influence the support, advice and guidance they provide. Once this information is available, we have planned a number of activities to ensure PATs are informed and confident in how to best adapt their approaches relevant to specific target groups.

Peer mentoring: Borrowing on good practice from Cardiff University and with support from a consultant working with the Charlie Waller Memorial Trust we piloted two peer mentoring programmes in 2018-19, one for academic queries and the other to promote wellbeing. We consulted with HSU during the conceptualization of this programme, who agreed this type of resource could add an extra level of support thus helping to normalise day-to-day queries and issues specifically for first year students. The pilot helped to highlight some key areas for improvement mostly linked to promotion so that students engage with the service. A programme of evaluation was designed to gain information about the student profile and key queries as a way of gaining student feedback and a review will be included in the annual Inclusivity Report.

Achievement and Success Centre (ASC): A significant move for Hartpury was to create ASC, merging academic skills support and disability and wellbeing support into one service. The success of this is monitored by the annual Teaching and Learning report which has highlighted a high proportion of student engagement in this service, with 71% of third year undergraduates and 47% of mature students engaging with ASC in 18-19. Beyond this, widening participation students were more likely to attend ASC than non-widening participation students, further highlighting the reach of this service into broader groups. For example, the number of students declaring a disability has risen from 220 in 2016-17 to 268 in 2018-19. Despite the growing numbers, and reduction of funding linked to the Disabled Student Allowance (DSA), Hartpury has provided match funding to previous DSA levels and increased the service provision within ASC, facilitating the positive performance of disability students across the student lifecycle. The wellbeing requirements of the student body is growing, and we see this as an expanding aspect of ASC's work, where a triage service is provided prior to referral to the more formal wellbeing services at Hartpury. The level of support provided by ASC for academic skills is evolving substantially and over the next year, analysis of the impact of this on wider target groups will be undertaken.

6. Aspiring futures (Target 8)

Innovation, Careers and Enterprise (ICE): ICE is a student facing service which provides information, advice and guidance supporting student employability focused on placements, careers and enterprise. The team supports the whole student lifecycle, from outreach to alumni, integrating access to over 2,000 employers to the student experience. Activities include a mixed delivery approach with contact embedded within core activities, such as applicant day, module delivery and graduation, and other extra-curricular activities. The latter is signposted by PATs and other staff members as appropriate.

ICE is required to support the delivery of APP plans. Over the last three years we have chosen a group of 5 academic programmes where ICE activity has been focused in light of low levels of professional level employment. Selection has been informed by the prevalence of target groups, including mature, disability and POLAR4Q1_2. For example, following a year of targeted activity, BSc (Hons) Animal Behaviour and Welfare showed a 21% increase in professional occupation and further study. ICE is set targets in relation to engagement with target groups as well their associated performance.

Employers as mentors: In 2018-19 we piloted an online employment mentoring programme in collaboration with My Kinda Future. We chose to pilot this in a department which has a high number of disability and POLAR4Q1_2 students with a history of low professional employment. Initial evaluation indicates the success of mentoring relates to the calibre of mentor and/or role they are in. Qualitative analysis suggests that low student engagement is a result of the mentors perceived as being too generic in relation to specific career aspirations. Further analysis of this project will be complete following a second year of piloting.

3.2 Student consultation

Hartpury Student Union (HSU) was integral to the production of the 2019-20 APP and preceding this, the SU were actively involved in the development of, and return against, annual Access Agreements, demonstrating historic knowledge of Access and Participation. Appendix B was produced by HSU highlighting how activity (both current and planned) is integrated within the APP for 2020-25 and relates to all target groups, plus minority groups that APP interventions are not directly targeting. The HSU will support monitoring and evaluating the activity it is directly involved in organising, will have oversight of APP activity via membership of committees where monitoring and evaluation reports are presented, and will feature on the APP working group (see also section 3.4). Looking forward, we are working with HSU to strengthen the diversity of the Student Representatives to ensure the student voice is truly representative of the student body (see Appendix B).

3.3 Evaluation strategy²³

Strategic context (advanced): At a strategic level the mechanisms in place to ensure a robust and credible evaluation of the strategy include:

- Established governance structure surrounding our Access and Participation activity at Hartpury, including oversight by the governing body (outlined in section 3.4)
- Consideration of the budget requirements associated with Access and Participation annually, including required investment in staff resource for monitoring and evaluation
- Ability to inform strategic priorities regarding the development of the student record system in relation to monitoring and evaluation of target groups
- Embedding of evaluation of target group performance in continuous monitoring approaches, including The Annual Quality report which is reviewed by Governors
- Commitment to improving student declaration of characteristics during enrolment to ensure accuracy of target group data
- Allocation of time within workload models for academic staff with responsibility for conducting, monitoring and evaluating related activity and commitment to supporting relevant staff development

The Head of Inclusivity leads the outreach group which monitors and evaluates progress of outreach programmes in-year (meeting quarterly). Should progress fall below expectation, HE Executive would be informed ensuring senior staff are aware in a timely manner (HE Executive meets fortnightly and is chaired by the Pro-Vice Chancellor and includes the Heads of Department and the Head of Admissions). Participation and progression activity is monitored in

²³ We have used the OfS evaluation self-assessment tool to inform our evaluation strategy, indicating areas of strength (advanced) and opportunities for improvement (emerging) (see Appendix C).

year through the relevant continuous monitoring processes, which is directly linked to the formal committee structure, facilitating escalation of good and concerning progress as appropriate (see section 3.4).

Programme design (advanced): Programme plans are considered by HE Executive, through the submission of a 'Programme Design Proposal' including analysis of associated objectives, rationale and the proposed impact. Scrutiny considers what evidence supports the proposal. There is also an agreement as to how the progress is evaluated and monitored, and the measures of success. Should the proposal require support from wider University services, it would be escalated higher to the Hartpury Executive Group. This approach safeguards prompt and effective scrutiny of proposals, while ensuring relevant strategic leads are aware of the commitment being made in approval, ensuring accountability.

Evaluation design (advanced): At Hartpury we are collecting evaluation data for all of our programmes. Examples such as Hartpury Head Start are well established, with narrative and empirical evidence used to assess impact. Recently we have appointed a lead in this area, who will review our existing approaches of evaluation and propose a more cohesive Evaluation Framework, including approaches to measure causality. ASC has been evaluated via causality methods successfully, although the level of investment required to support analysis was significant. While we are increasing investment in staff and systems to support evaluation, we are conscious of the need to be realistic in relation to the size of programme and associated investment in evaluation.

Evaluation implementation (emerging): Following investment in a student record system, we are confident in our data collection mechanisms regarding enrolled students. Further development is required to enable disaggregation of ethnic groups and different disabilities, which will facilitate greater assessment of performance and evaluation and we aim to have this capability by 2020-21. There is opportunity for pre-enrolment activity to be more centralised and we are planning to invest in a Customer Record Management system in the duration of this APP. With both systems in place, we will be extremely confident in the quality of our base data. The resourcing requirements for this are significant and are being planned over a 5-year period to ensure appropriate and realistic budgeting. For existing programmes, we have evaluation plans in place for the majority of our programmes, although as highlighted above, we are planning to review these between 2019 and 2021 that will inform the development of a more cohesive Evaluation Framework. The Quality Cycle embeds in-year data analysis of student behaviours, providing the ability to track longer term trends in performance. Enhanced evaluation of bursaries is planned using the OfS evaluation tool with effect from 2019-20 that will become embedded year on year.

When implementing evaluations, we have expertise in the team to ensure data protection and GDPR compliance in all our work. The Hartpury ethics committee scrutinises any programmes with ethical considerations. Partnership programmes are building and to date, commercial and college partnerships have involved sharing of data and evaluation. We are looking to expand this existing practice across schools and as we develop them, community partnerships. Risk analysis will be part of the approval process of new programmes, ensure that risks are identified, owned and mitigated against. This will include limitations to resource, including budget and staffing.

Learning to shape improvements (advanced): We have a clear understanding of the limitations of the evaluation methods that we use and recognise this when proposing the methodology and interpreting the results. The HE Executive which scrutinise the design include established qualitative and quantitative researchers, ensuring limitations are considered from the outset. Evaluation outcomes are considered by ASEC, also including several established researchers within its membership. ASEC also supports sharing of good practice across the HE community. Additionally, there is opportunity for findings to be presented at the annual Teaching and Learning Conference, Inclusivity Symposium (which involve both academic and support teams) and the Research and Knowledge Conference, open to Hartpury University, Hartpury College and other education providers. Additionally, there are funds available to support conference engagement and for example, we supported staff presenting findings associated with ASC to the Higher Education Academy. Additionally, we presented formative evaluation of the Head

Start programme as a poster at the Supporting BTEC Student Success symposium²⁴, delivered a presentation detailing how the programme mapped to the NERUPI framework at the formal NERUPI framework launch event²⁵. Summative evaluation has helped refine these programmes to further improve effectiveness and impact, and we are confident that planning evaluative activity will enable us to make informed decisions about programmes in the future in the same way.

3.4 Monitoring progress against delivery of the plan

The governing body is engaged with the monitoring of performance against the APP in a number of ways. The primary mechanism is via the committee structure (Figure 8). QuESt is commissioned by Corporation to scrutinise the approval, monitoring and evaluation of the APP. QuESt is a governing body committee and will receive regular reports on APP progress in-year, including updates on associated performance indicators. QuESt subsequently reports to Corporation, and would flag concerns regarding progress to the full governing body via this reporting line. Both Corporation and QuESt include student representation.

The APP is championed by the Head of Inclusivity who reports directly to the Pro Vice-Chancellor. The Head of Inclusivity also sits on Academic Board, Academic Standards and Enhancement Committee, the Equality, Diversity and Inclusivity Forum and HE Executive, ensuring progress against the APP is championed in these forums via in-year reporting. Student representation on these committees, for the purpose of feeding into approval, monitoring and evaluation, is visualised in figure 8. This role also leads the Outreach group, which brings together all staff involved in outreach activity quarterly to reflect on progress. Annually, the Head of Inclusivity conducts a review of progress against the APP, which will be considered by the committees outlined in Figure 8 (which include student representation). Should progress not meet expectations and/or worsen, the relevant committee(s) would work to develop a plan and ensure relevant support and resource is provided.

The Hartpury Quality Enhancement Framework section on Continuous Monitoring includes the requirement for in-year and periodic reflections on progress against APP related targets as our data analysis capabilities develop. In the last ten months we have developed the capacity and reported on enrolment, in-year retention and achievement, specifically in the context of target groups. We are embedding the requirement for staff to monitor and evaluate the performance within our annual quality cycle. This will support and require staff to reflect on the performance of target groups in relation to the targets, holding relevant post holders accountable to improve student performance throughout.

4 Provision of information to students

Prospective students are provided with information in a variety of ways, including the Hartpury University Admissions Policy, associated Terms and Conditions and the Tuition Fee Policy. Fee information is provided in our Tuition Fee Policy, on course pages on the Hartpury Website and on the UCAS Website. Our Course Information Sheets provide details on material information in a durable format for each course. They include information on duration, annual tuition fees and also any additional costs that may be incurred by students. Course Information Sheets are available to view and download on the Hartpury Website. Offer letters are personalised to each prospective student and have details of the relevant fees and costs associated with the course. Offer letters also direct students to the relevant terms and conditions and policies. These provide prospective students with the information they require to make a fully informed choice. A Summary of Information Sheet is also provided in every offer letter to help make the information accessible for students. Links to all relevant information and policies can be found on the Hartpury Website in a section dedicated to prospective students.

²⁴ <https://www.brunel.ac.uk/study/BEEC/documents/Supporting-BTEC-Students-Success-Symposium-Provisional-Schedule.pdf>

²⁵ <http://www.nerupi.co.uk/events/nerupi-launch>

The Hartpury website holds detailed information and fact sheets on financial matters including fees as well as potential sources of funding and bursaries. All bursaries are non-repayable with criteria for bursary eligibility clearly detailed in Table 9.

In addition, information on sources of funding is sent to all offer holders in our Coming to Hartpury publication. Fact sheets on students' finance are provided to all attendees to our open days. Briefings are also provided at Open Days and Applicants Days by our Finance team. The Finance information on our website also holds details of all the bursaries and scholarships that are available to students. This information includes the eligibility criteria, the amount of the bursary and provides a simple method for application. Where the bursary is tied to the household income the application makes it clear that household income data is derived from the student loan application and the application requests permission from the student to share this information.

Table 9. Summary of the bursary information

Bursary title	Amount awarded/ year of study	Criteria
Local Low Income Support	£1,500	Available to students from households with an income of less than £21,000 per year living in specific local areas/ who may be applying from local schools.
Care Leavers and Independent Students	£1,500	Available to full time students who have been in the care of a local authority for a period of 13+ weeks, or are able to provide evidence of estrangement/ financial independence under the age of 25.
Full-time Carer	£1,000	Available to full time students who have full-time carer responsibilities.
Low Income	£1,000	Available for students coming from a household with an income of less than £21,000 per annum.
Local	£500	Available to full time students whose home address is within Gloucestershire, South Herefordshire and South Worcestershire & North Wiltshire.
Progression	£500	Available to all; Further Education students progressing directly from a Hartpury College Further Education course on to degree study at Hartpury Access to HE Diploma students progressing directly from a Hartpury College Access programme on to degree study at Hartpury For internal and external applicants enrolling onto a degree top up programme who have achieved a pass of 60% or equivalent in their qualifying award (cash payment)

Currently, the 2019-20 APP is published alongside all other policies on our website (<https://www.hartpury.ac.uk/about-us/governance-and-policies/governance-and-policies/>) and we envisage this will remain the location for publication of the 2020-25 document once approved.

5 Appendices

Appendix A: Theory of change logic chain table

ACCESS TARGETS	INPUTS	MEASUREMENTS/OUTPUTS	OUTCOMES
<p>1. Reduce the gap between students accessing Hartpury from disadvantaged socio economic backgrounds and affluent students</p>	<p>Ongoing partnership activity with GROWS, involving the outreach team/ Director of Marketing and Communications/ Head of Inclusivity (Collaborative Working)</p> <p>Members of the outreach team will be involved in developing programmes of outreach activity (including Headstart) to deliver into target schools and colleges, utilising the programme design template and the Schools Engagement strategy (Community Engagement)</p> <p>Designing outreach into credit bearing activity involving community/schools/colleges engagement</p> <p>The development of an evaluation framework, including investigation into a tracking database (in-house) to demonstrate longer term impact of Outreach (see Evaluation Strategy)</p> <p>Promoting financial support packages available²⁶ (Financial Support)</p>	<p>Host ~four GROWS events per year/ help to facilitate ~three collaborative events at other locations until 2021</p> <p>Key points of contact within target schools identified for communication to facilitate delivery of outreach programme activities</p> <p>A range of off-the-shelf outreach activities, available to staff involved with outreach with advice regards utilising target schools via the Inclusivity, Access and Participation intranet site</p> <p>An outreach calendar of events/activities</p> <p>Evaluative reports for outreach activity presented at Outreach Team meetings</p> <p>Database of target learners engaging with outreach interventions</p> <p>Annual report of outreach activity included in the Annual Inclusivity Report</p>	<p>GROWS outreach hubs and associated collaborative outreach activity utilising NCOP legacy from 2021</p> <p>Increasing number of target schools/colleges engaging Hartpury specific outreach programme (including external facing curriculum embedded activity) as per milestones for target 1</p> <p>Increased confidence around post-16 choices instilled in target learners, resulting in increased HE applications as per milestones for target 1</p> <p>Greater awareness of outreach activities (internally & externally) and their relative impacts (by embedding an evaluation framework), driving more effective outreach interventions (beginning 2019-20)</p> <p>Departmental recruitment goals relative to target group students (wef 2020-21)</p>
<p>2. Reduce the gap in access between AMBO students and white students</p>	<p>Subject departmental teams to investigate/invite key community groups to engage in discussion over outreach activity and developing programmes of outreach in consultation with community groups. Delivery to be coordinated by departmental outreach</p>	<p>Key points of contact within community groups identified for communication to facilitate delivery of outreach programme activities</p> <p>Development of bespoke outreach materials/events for each group</p>	<p>Increased awareness of HE and aspirations around HE attendance amongst members of the community (wef 2020-21) resulting in increased applications as per milestones for target 2</p>

²⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693188/Influence_of_finance_on_higher_education_decision-making.pdf

	<p>coordinators (supported by the broader outreach team) (Community Engagement)</p> <p>Utilise links with the Gloucestershire Gateway Trust via the student union to deliver outreach in the local community (Community Engagement/ Collaborative Working)</p> <p>Head of Inclusivity to investigate opportunities to work collaboratively on outreach with land-based HEIs, Guild HE and LANDEX (Collaborative Working)</p> <p>Promoting financial support packages available (Financial Support)</p>	<p>A network of land-based HEIs that share outreach materials and simultaneously promote others within the network</p> <p>Evaluative reports for outreach activity presented at Outreach Team meetings</p> <p>Database of target learners engaging with outreach interventions</p> <p>Annual report of outreach activity included in the Annual Inclusivity Report</p>	<p>One community group link established per subject department with an agreed programme of outreach delivered annually as per milestones for target 2</p> <p>Greater awareness of outreach activities (internally & externally) and their relative impacts (by embedding an evaluation framework), driving more effective outreach interventions (beginning 2019-20)</p> <p>Departmental recruitment goals relative to target group students (wef 2020-21)</p>
ACHIEVEMENT TARGETS	INPUTS	MEASUREMENTS/OUTPUTS	OUTCOMES
<p>3: To reduce the gap in continuation between care leavers and non-care leavers</p>	<p>Using guidance from the Stand Alone charity, review the resources/ support that Hartpury commits to providing Care Leavers and independent students (Collaborative Working), involving teams at Hartpury including student services, warden team, student finance, HE Admissions team, alongside the Learning Support manager, and Vice Principal Resources (Staff Engagement)</p> <p>Approach external organisations including Virtual Schools Network and LA to discuss development/implementation of outreach programmes (Collaborative Working)</p>	<p>Key points of contact within external organisations identified for communication to facilitate delivery of outreach programme activities</p> <p>Measures showing increasing staff awareness/ understanding of inclusivity/ access and participation</p> <p>An intranet site dedicated to Inclusivity and Moodle pages providing T&L guidance for staff</p> <p>An active Inclusive T&L community of practice group</p> <p>Inclusivity champions in each subject department</p> <p>Interaction of target group learner with ASC/Wellbeing support, linked to achievement</p>	<p>A financially stable model of support that is clearly promoted, and plans to successfully enhance the student journey working closely with local organisations to address this (wef 2020-21)</p> <p>Increased awareness of staff about care leavers and the support available (wef 2020-21)</p> <p>Improving continuation rates for all students, with no evidence of disparity for target groups as per milestones for targets 3</p> <p>Improving attainment rates for target students as per milestones (section 2)</p> <p>Improving satisfaction for target groups within the NSS, specifically looking at scores for learning support (wef 2019-20)</p>
<p>4. To reduce the gap in continuation rates between students from disadvantaged socio economic backgrounds and affluent students</p>	<p>Raising staff awareness (Staff Engagement):</p> <ul style="list-style-type: none"> - Annual Inclusivity symposium (Head of Inclusivity/ Vice Principal Resources) - Regular updates via HE staff briefings (Head of Inclusivity/ Pro-Vice Chancellor) - On-line training opportunities (Vice Principal Resources) - HE specific Induction programme for all new staff (Dean of T&L) 		

<p>5. To reduce the gap in continuation rates between mature and young students</p>	<ul style="list-style-type: none"> - Teaching observation scheme (Dean of T&L) - Annual staff development cycle, including inclusivity-themed sessions (Head of T&L/ Head of Inclusivity) <p>Increasing availability of resources (Staff Engagement):</p> <ul style="list-style-type: none"> - ASC moodle pages - Inclusivity intranet site 	<p>Reports detailing outcomes of the academic engagement project, specifically reporting on target groups and staff engagement/ feedback</p> <p>Reports detailing outcomes of the peer mentoring programmes, specifically reporting on target group engagement</p>	<p>Ongoing activity within the Inclusive T&L community of practice (wef 2019-20), including the development of good practice guidance (ready to launch 2020-21)</p> <p>Increased awareness amongst staff relative to awareness of diversity within the classroom via increasing capability of the student record system (wef 2019-20)</p>
<p>6. To reduce the gap in attainment between students from disadvantaged socio-economic backgrounds and affluent students</p>	<p>Invite HE staff to be involved in a community of practice responsible for the development of inclusive T&L good practice guide (Staff Engagement)</p> <p>Achievement and Success Centre (including Wellbeing and Learning Support) (Inclusive Curriculum)</p> <p>Peer mentoring (academic and wellbeing) programmes (Inclusive Curriculum)</p>	<p>Reports detailing uptake and utilization of study experience/ financial support opportunities, linked to student outcomes and enabling promotion of positive student experiences where applicable</p> <p>Evaluation of bursaries utilising OfS evaluative tool and comparing achievement and continuation of those in receipt of bursaries against those who are not</p>	<p>Increasing reference to good practice in the annual Teaching Observation scheme report, linked to increased awareness of student diversity and utilization of the good practice guidance (wef 2020-21)</p> <p>Increasing utilization of ASC by students, looking specifically at attainment of target groups and measures of disparity (ongoing from 2019-20)</p>
<p>7. To reduce the gap in attainment rates between ABMO and white students</p>	<p>Personal Academic tutor allocation for every student (Inclusive Curriculum)</p> <p>Academic engagement project utilizing registers via the student records system and Programme Examination boards (Inclusive Curriculum)</p> <p>Promoting financial support packages available, specifically Study Experience grant (Financial Support)</p>		<p>Case studies of students who have successfully utilized financial support to enhance their study experience (wef 2020-21)</p> <p>Summary report detailing outcomes of bursary evaluation</p>
<p>PROGRESSION TARGETS</p>	<p>INPUTS</p>	<p>MEASUREMENTS/OUTPUTS</p>	<p>OUTCOMES</p>
<p>8. To reduce the gap in progression rates between students from disadvantaged socio economic</p>	<p>Innovation Careers and Enterprise (ICE) provides CIAG supporting the whole student life cycle available to all students (Aspiring Futures)</p> <p>ICE offers UCAS personal statement workshops to local schools and colleges (Community Engagement)</p>	<p>Reviewing uptake of UCAS personal statement workshops by target learners, eventually linked to progression to HE</p> <p>Interaction of target group students with ICE, linked to progression</p>	<p>Increased reporting on the use of ICE by target group students, used to inform the development of workshops and 1:1 sessions (wef 2019-20)</p> <p>Increasing rates of progression by target group students as per milestones for target 8</p>

<p>backgrounds and affluent students</p>	<p>PATs signpost students to ICE for 1:1 meetings and workshops (Aspiring Futures)</p> <p>Aspiration-raising, subject-specific workshops embedded within curriculum of each degree programme (Aspiring Futures)</p> <p>My Kinda Future Employer mentoring service (Collaborative Working)</p> <p>Targeted activity annually identifying specific programmes with high proportion of target groups students and low rates of progression (Aspiring Futures)</p>	<p>Interaction of target group students with My Kinda Future Employer mentoring service, linked to progression</p> <p>Changes in progression profile for target programmes</p> <p>Reports on progression of target group students based on availability of national data</p> <p>Annual report of target student interaction with ICE included in the Annual Inclusivity Report (linked to progression where possible)</p>	<p>Case studies of students who successfully engaged with ICE relative to careers outcomes (wef 2020-21)</p> <p>Improved uptake on employer mentoring programme linked to rates of progression as per milestones for target 8</p>
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Appendix B: Hartpury Student Union (HSU) written submission

Hartpury Students' Union (HSU) drives the student representation system through which the student body along with the HSU executive committee have had opportunities to feed into the Hartpury University Access and Participation Plan (APP) as outlined below.

Student representatives (reps) are provided with training and ongoing support in their roles enabling them to offer feedback through Programme and Department Meetings, and the SU Forum. The HSU executive committee identifies reps to be part of committees that make up the governance structure. Students who join these committees then receive additional training specific to that committee (from either the committee officer or chair) to ensure they are prepared and able to contribute meaningfully to discussions and decisions. Following involvement in development of the peer 2 peer mentoring scheme (as outlined in section 3), the SU will invite reps to extend their role and become Peer Mentors in 2019-20, via additional mentoring training.

SU Officers and reps attend Academic Board (AB) and the Academic Standards and Enhancement Committee (ASEC). The APP has been an item of discussion at several of these meetings, during which the SU was consulted on Hartpury's assessment of their performance as well as joining in discussions to inform the areas and targets that are going to be focussed on. Feedback from the SU Forums forms part of the discussions at ASEC and AB and in this way the wider student voice was present in discussions.

From September 2019 the CEO of the Gloucestershire Gateway Trust (GGT) will join the HSU Trustee board as an external trustee. The GGT is a community development and regeneration charity which focusses on specific communities in the local area. Many of the projects are based in POLAR4 low quintile postcode areas (such as GL10). Working with the CEO the SU will be seeking ways of extending volunteering opportunities into these community projects, and in doing so will help Hartpury University to increase the awareness of HE in those communities. The SU also aims to work collaboratively with the outreach team to ensure this.

Through internal diversity monitoring, HSU have identified an imbalance in the number of male and female students who are reps or who choose to stand for election, alongside other target minority groups that echoes the broader Hartpury student population. The SU aims to work with Hartpury to determine how to encourage better participation from target student groups. Working with students who identify within these groups, the HSU is able to bring their experience into the forefront of discussions and decision-making at Hartpury University to improve participation and outcomes for other student groups.

Black Asian and Minority Ethnic (BAME) students' access and attainment are issues that HSU are focussed on locally and nationally. HSU will ensure that the study NUS are currently undertaking in follow up to the Race for Equality report from 2011 is used at Hartpury to understand the experience of BAME students. Based on recommendation from the report, a student-led working group will be established to help inform and monitor the work Hartpury plans to carry out.

HSU contributed to the Estranged Student Campaign via the Stand Alone charity. Going forwards it will seek evidence from Hartpury University that recommendations from the internal review into support for care leavers are undertaken. The success of this in terms of student achievement will be monitored by the SU via the annual quality report presented at ASEC.

Intersectionality is crucial in discussions about underrepresented groups and officers and reps use their positions on committees to highlight the importance of considering multiple characteristics of disadvantage and the additional barriers to participation and attainment these bring. The SU recently presented a session on intersectionality and liberation at the internal/institution-wide Inclusivity Symposium to further raise awareness amongst staff.

SU campaign groups - Hartpury Women's Campaign and the Hartpury LGBT+ Society - further ensure that underrepresented groups that are not specifically identified in the plan are included in broader widening participation work at Hartpury. NUS has highlighted that LGBT+ students are more likely to leave education than heterosexual students, are more likely to suffer from mental ill health, be targets of hate crimes and experience a feeling of not belonging. HSU is working with Hartpury to promote a more inclusive and safe campus for LGBT+ students. Recently all staff have been invited to use their personal pronouns in their email signatures and gender-neutral toilets have been established. The HSU manager is part of the Gloucestershire Hate Crime and Incident Strategic Group, through which the SU promote Hate Crime Awareness week and work locally to address the impact of people being targeted due to aspects of their identity such as sexuality, ethnicity or disability.

HSU supports Hartpury mental health and wellbeing initiatives, and having established an event aiming to ensure that students have a space where they feel comfortable disclosing mental health conditions. Hartpury provide HSU with the means to set up student-led clubs and societies, engagement with which is identified as a key driver in students staying in education as they feel a sense of belonging. In conclusion, the APP has seen student input throughout its creation and HSU is confident that there are clear mechanisms in place to ensure that we are able to monitor and help implement the plan.

Appendix C: Evaluation Self-Assessment Tool (attached as an excel file to the submission).

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	All Veterinary Nursing Programmes accredited by RCVS	£1,850
Sandwich year	Non RCVS	£925
Erasmus and overseas study years	*	*
Other	Diploma Professional Studies Veterinary Nursing	£6,250

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-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	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: Hartpury University

Provider UKPRN: 10080811

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£389,634.00	£435,767.00	£468,223.00	£516,330.00	£545,871.00
Access (pre-16)	£166,823.00	£202,884.00	£227,257.00	£263,169.00	£269,962.00
Access (post-16)	£193,372.00	£197,080.00	£200,862.00	£206,719.00	£228,269.00
Access (adults and the community)	£29,439.00	£35,803.00	£40,104.00	£46,442.00	£47,640.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£348,000.00	£383,137.00	£419,858.00	£464,669.00	£498,405.00
Research and evaluation (£)	£72,567.00	£74,018.00	£56,115.00	£57,237.00	£58,382.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£4,737,680.00	£5,157,240.00	£5,632,330.00	£6,283,265.00	£6,564,000.00
Access investment	4.0%	4.6%	4.8%	5.1%	5.3%
Financial support	6.8%	6.9%	7.0%	7.0%	7.2%
Research and evaluation	1.5%	1.4%	1.0%	0.9%	0.9%
Total investment (as %HFI)	12.4%	13.0%	12.8%	13.0%	13.4%

