



HARTPURY UNIVERSITY

Hartpury University Access and Participation Plan 2025-26 to 2028-29

1.0 Introduction and strategic aim

Hartpury University is a unique organisation, focused on delivering a high-quality applied curriculum to a diverse range of students, integrating our stunning 360 hectare campus throughout the student journey. Our historical and ongoing connections with further education (FE) ensure we continue to be focused on the broadest range of people who can benefit from higher education (HE).

The Hartpury University 2030 strategy highlights:

‘Our mission is to deliver outstanding university and college education in land-based and sport & related disciplines, to equip our students with real-world skills for the benefit of local, regional, national & global communities.’

Established as an agricultural college in 1948, Hartpury began offering HE from 1992 and achieved university status in 2018. Hartpury University shares a campus with FE provision delivered through Hartpury College, a wholly owned subsidiary of the University.

Hartpury’s approach to equality of opportunity is driven by our Hartpury University 2030 strategy, which includes the following priorities:

- Diversity and Inclusivity: Our vision of equity, diversity and inclusivity is an integral part of our practices and embedded in all that we do. We strive to build an enabling environment free from prejudice, discrimination and harassment. We work to recognise and support the diverse needs of our staff, students, and stakeholders.
- Teaching Excellence: We are committed to teaching excellence, igniting a passion for learning, nurturing achievement, and shaping the workforce of the future. We will aim to develop not only the academic skills, practical adeptness and knowledge of our staff and students, but also the behaviours and mindset necessary for success. Together, we will prepare our students to thrive in an ever-evolving professional landscape, equipped with the tools to adapt, innovate, and lead.

In 2023-24 Hartpury had over 2,000 HE undergraduate (UG) students, almost all full time and primarily on first degree programmes (circa 50 on other UG and 14 UG with postgraduate components), with growth from circa 1500 UG students in 2017-18. Around 5% of the first-degree students enrolled on a programme with an integrated foundation year.

Based on the ‘4-year aggregate’ data for ‘all students’ at UG level¹:

¹ Data taken from OfS size and shape of provision dashboard, 2018-19 to 2021-22

- 49% study Agriculture, Food and Related Studies, 24% Sports Sciences, 13% Veterinary Sciences, with the remainder spread across a small number of subject areas.
- There is a high percentage of females – 68.5%
- Most students are aged under 21 years - 85%
- For ethnicity, 87% of students are white and 8% unknown/not reported ethnicity
- Around 22% of students declare a disability, nearly half of which relate to cognitive or learning difficulties
- 17% of students are from deprivation quintile (IMD) 1 or 2
- Around one third of students enter with A-levels, about 40% of students enter with BTECs or a mix of BTEC and A-levels and a further 13% with access or foundation courses

Hartpury University continues to place teaching excellence at the core of our business, recognised by the awards and accolades achieved, including Teaching Excellence Framework (TEF) Gold in 2017 and 2023 (gold in all areas). We are proud that the summary TEF 2023 panel statement reported the following outstanding quality features relating to equality of opportunity:

- A supportive learning environment, and access to a wide and readily available range of outstanding quality academic support tailored to the needs of students
- A range of things that support practical, industry-focused and engaging learning experiences and evidence of stretching students to develop knowledge and skills to their fullest potential
- Deploys and tailors approaches that are highly effective in ensuring that students succeed in and progress beyond their studies
- Outstanding rates of successful progression for the provider's students and courses
- Approaches to supporting students to achieve educational gains are evidence based and tailored to different starting points

Hartpury's subject mix, rural location, relatively small size and the characteristics (such as levels of reported disability, entry qualification types) of our students demonstrate the unique context in which we strive to achieve equality of opportunity.

2.0 Risks to equality of opportunity

We initiated an assessment of performance using multiple sources of information including the Office for Students (OfS) Access and Participation Data Dashboard, the OfS Equality of Opportunity Risks Register (EORR) alongside internal data, student feedback, and sector / industry data. During this assessment we identified indicators of risk for groups at each stage of an HE student's lifecycle. We supplemented this work by considering the indicators of risk and student characteristics section of the EORR to ensure thorough consideration of potential risks and how different groups of students may be affected by such risks. Annex A contains the underpinning detail relating to our assessment of performance.

In summary, following this review we believe 8 out of the 12 risks listed in the sector wide EORR apply to our student lifecycle. We did not find evidence to suggest that risks 4, 5, 11 and 12 were a priority. As a small organisation, we are conscious of the need to prioritise resource where it is most needed, and we have focused the risks where the multiple sources of information indicate a risk to equality of opportunity.

When reviewing the various sources of information, we identified an additional at-risk group relating to non-traditional entry students². Non-traditional entrants are nationally reported to have significant on course gaps in performance compared to traditional entrants. During the development of our TEF submission, data analysis demonstrated that while non-traditional entrants, such as those with BTEC backgrounds, continued and achieved at Hartpury better than national averages, there was still a significant gap compared to A-level entrants. Analysis of recent internal data showed that traditional and non-traditional entrants continue to perform differently. For example, in 2022-23 continuation was 2% lower and attainment 23% lower for non-traditional entrants, compared to traditional. Based on the high proportion on non-traditional entrants studying at Hartpury University demonstrating on-course gaps compared to traditional entrants over several years, we have identified them as an additional target group.

In terms of access, we identified three key risks to equality of opportunity:

1. Lower proportions of IMD Q1&2 students enrol onto Hartpury University undergraduate provision, compared to HE sector averages (2021-22 was 21.2% for IMD Q1&2 compared to 44.1% nationally). Aggregate data from four to two years shows that access rates for females from this background are increasing whilst the proportion of male IMD Q1&2 students is decreasing, with greater statistically certainty for the latter group. National evidence suggests this may be due to lack of knowledge or skills, and limited access to good information and guidance about the opportunities available, specifically at our institution.
2. Although in small numbers, a good level of statistical certainty across the data period shows that lower proportions of free school meals (FSM) learners enrol at Hartpury University compared to sector average (9.3% of Hartpury students enrolling in 2021-22 qualified for FSM compared to 18.4% nationally). National evidence suggests this may be due to lack of knowledge or skills and limited access to good information, guidance about the opportunities available at our institution, perception of higher education and cost pressures.
3. Students from ethnically diverse backgrounds are under-represented at Hartpury (5.9% in 2021-22 compared to 34.2% nationally). There are no access differences for the intersection between ethnicity and IMD Q1&2 and IMD Q3-5. Evidence suggests low ethnicity within a student population can be related to lack of good information and guidance, specifically resulting in a low awareness of land-based education provision and poor perceptions of land-based careers (and subsequently university study). This is further compounded by a lack of representation on their campuses.

Analysing our performance against the OfS dashboard and our own internal data reports on submission rates, resit rates, and attendance, we identified three key risks to on-course equality of opportunity:

1. Overall, the attainment of students disclosing disability is improving however, students with cognitive or learning difficulties show a lower rate of attainment (54.8%) compared to non-disabled (69.3%) and in-fact, students with reported disabilities (65.4%) (2021-22 data). In addition, 39% of students disclosing disability had not applied for support through DSA. The student voice corroborates internal evidence which suggests there is correlation between

² Non-traditional entry students are those who enrolled at Hartpury with prior qualifications other than A-level, IBacc and Scottish Highers.

students with cognitive or learning difficulties engaging in formal diagnosis later in the student journey, and thus not accessing associated support in a timely manner.

2. Male students from IMD Q1&2 backgrounds demonstrate lower on-course continuation, completion and attainment rates than female students (continuation gap = 5.7pp, completion gap = 9.6pp and attainment 16.8pp). Completion and attainment rates are also below sector averages for this group (see Annex A). Investigation of these gaps demonstrates significant complexity due to the intersectionality across multiple characteristics. Internal data corroborated by the student voice suggests that this group (male, IMD Q1&2 students) fails to engage as successfully as other groups in their studies and associated support, and data highlights lower attendance and assessment submission rates for this group.
3. Students from non-traditional entry backgrounds demonstrate a large attainment gap compared to those from a traditional entry background. While not identified as a national priority target group, the quantity of non-traditional learners within the Hartpury community is significant and internal data analysis demonstrates a significant gap (21.3pp in 2022-23). In addition, we are conscious of the impending change to T-Levels is likely to affect 30-40% of our intake.

Analysis of progression data does not show an obvious target group which are at risk to equality of opportunity. In several target groups, gaps have reduced over recent years. However, our overall progression percentage is consistently lower than sector (64.5% compared to 72.6% over a four-year average). Detailed analysis shows that in some cases the gaps have reduced because one group has fallen, rather than the lower group improving. Recent Graduate Outcome (GO) data (2021-22) demonstrates there is an ongoing pattern of low numbers of highly skilled graduates linked to certain programmes of study, specifically those relating to animal science (40% at CAH level 3) (including animal and equine programmes) (see Annex A). Hartpury has established a working group to target improvements in progression data outside of the Access and Participation Plan (APP), working across the student body, including a particular focus on the animal science provision. As a result, we have not identified a specific progression related area of risk or subsequent interventions as part of the APP.

A summary of our assessment of performance has been included in Annex A.

3.0 Objectives

For each proposed risk of opportunity, the following objectives are identified for action.

Identification of risk	EORR	Objective	Measure
A low proportion of students enrolling from IMD Q1&2 backgrounds.	1, 2, 3	Working in partnership with schools and Uni Connect, we aim to provide a sustained programme of intervention enabling applicants from this background to have the knowledge and confidence to make a successful application to the provider. We also commit to expanding our contextual offer scheme to include students from this background to ensure there are equal access opportunities.	To increase the proportion of enrolment rates for students from IMD Q1&2 backgrounds from 21.2% to 25% estimated by 2028-29.
A low proportion of FSM students enrolling.	1, 2, 3, 10	Working in partnership with schools and Uni Connect, we aim to provide an annual event to develop academic skills and confidence in their decisions around applying to HE.	To increase the proportion of enrolment rates for FSM students from 9.3% to 12% by 2028-29.
A low proportion of enrolments from students from ethnically diverse backgrounds.	2, 3	We aim to work in a partnership with UK land-based education providers to provide bespoke community group orientated outreach activity to provide groups with knowledge/ confidence to make informed decisions about applying to university. Working with external funders and organisations, we also aim to develop a bespoke scholarship for students coming to Hartpury from ethnically diverse backgrounds. To further address perceptions of HE linked to lack of representation, we aim to co-create authentic marketing materials with our students.	To increase the proportion of enrolments from students from ethnically diverse backgrounds from 5.9% to 7.5% by 2028-29.
Low attainment for students disclosing cognitive and learning difficulties.	2, 6, 8	To address low attainment rates, we will undertake activity aiming to facilitate timely engagement with DSA application processes and increase the number of students with support in place at the start of the academic year. We also commit to providing an inclusive and accessible learning environment involving; a) production of a front-door resource, b) accessibility checker guidance, c) a review of the existing Inclusive Teaching and Learning (ITL) Guide, d) provision of workshops for students waiting for diagnosis for DSA and e) piloting a novel tool to reduce anxiety.	To improve attainment for students disclosing cognitive/learning differences to align with institutional attainment Key Performance Indicator (KPI) by 2028-29 (to increase from 54.8% to 68.8%).
Lower on-course outcomes for male students from IMD Q1&2 backgrounds.	6, 7, 9, 10	To enhance on-course outcomes, we commit to the following activities; 1) Timetabling review linked to financial support review and promotion to address cost of living pressures 2) the Sport Department periodic curriculum review to address disparity between male and female students looking at personal support available, and 3) in-depth analysis of IMD male student experiences.	To increase male IMD Q1&2 completion and attainment rates to align with institutional KPIs by 2028-29 (to increase completion from 69.6% to 75% and attainment from 56% to 69%).
Low attainment for students from non-traditional entry routes.	2, 6, 7	We aim to review the impact of embedding an institutional framework, designed specifically to scaffold skills development through stages, and the hidden curriculum resource to determine the extent to which this approach is levelling the playing field.	To increase in attainment rates to align with institutional KPIs by 2028-29 (to increase from 59.9% to 70%)

4.0 Intervention strategies and expected outcomes

Intervention strategy 1: Addressing access for students from IMD Q1&2 backgrounds

Objective and targets: Address inequalities of access for IMD Q1&2 students, with the target of increasing the proportion of enrolments to 25% (currently 21.2%) in the next four years.

Risks to equality of opportunity: Knowledge and skills, Information and guidance, Perceptions of HE.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Collaborative outreach delivered in partnership with GROWS ³ and Hartpury bespoke outreach activity with target schools. Existing	Working with local target schools (N=14) we aim to deliver aspiration and awareness raising activity with students from IMD Q1&2 and FSM backgrounds.	Outreach and Recruitment Manager, Outreach Officer, Departmental Outreach Coordinators, Student ambassadors all involved in planning, delivery, and evaluation. Higher Education Access Tracker (HEAT) subscription. Uni Connect partnership and relationships with schools. Estimated cost £43,755.	Increasing knowledge about support available at university, aspects of student life including day to day study expectations and finance, courses and subsequent careers available. Attendees feel more confident about their choices regarding higher education. Increasing proportion of IMD students accessing HE. Students attending HE following outreach interventions.	Cost of evaluation overlaps with IS2
Promote our contextual offers and admissions system to this target group. Existing	Review eligibility criteria and address data reporting gaps to include IMD. Create a space on our website to promote the contextual admissions system.	Head of Admissions oversight and planning Head of Inclusivity and Outreach and Recruitment Manager planning the process and resource development HE Admissions Team Leader administering the process	Increased awareness of options around applying to Hartpury University leading to increasing numbers of IMD students applying via this system. Increasing proportion of IMD students accessing HE, resulting in good outcomes (continuation).	This overlaps with IS2, as FSM students are also a target group for this intervention.

³ <https://www.grows.ac.uk/>

		Data Quality Manager for data reports	
		Estimated cost £16,725	

Total cost of activities and evaluation for intervention strategy 1: £60,507

Summary of evidence base and rationale: Our literature search highlighted that aspirations, motivation and self-concept/esteem of young people from disadvantaged backgrounds could be causal factors behind lower rates of attainment in school and/or subsequent participation in higher education (Gorad et al. 2012). Historically, it is agreed that young people from low socio-economic backgrounds particularly make decisions around HE due to lack of accurate or relevant information and with little to no knowledge about what student life will involve (Moogan, 2011; Sheehy-Skeffington, 2020). Since 2018, Hartpury’s outreach team, in collaboration with GROWS, has worked with a total of 2,520 young people from nine target schools through a range of activities. Evaluation from 2022-23 highlights that, on average, 63% of participations are more likely to continue their study into HE, 75% felt more informed about university study/lifestyle, and 78% were more motivated about their future goals.

Whilst we aim to raise aspirations/ awareness and therefore attainment of the children through outreach activity, we recognise that this is still a small proportion within Gloucestershire and could be an excluding factor for students coming from locations nationally. We also recognise that factors beyond socio-economic background can influence school attainment. Our contextual offer system aims to take this into consideration at point of application. More information can be found in Annex B.

Evaluation:

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Each intervention within the programme structure delivered within schools.	Increasing confidence around applying to HE. Increasing rate of (IMD) applications to HE/ Hartpury.	Type 2 <i>empirical</i> : Pre and post-test = students report measures of confidence around applying for HE (TASO framework). Type 2 <i>empirical</i> : HEAT to confirm HE application or not. Once available we will determine more about this measure.	We rely on GROWS for the publication of evaluation reports using pre- and post-event questionnaires. HEAT data will become apparent towards the end of 2024.
Reviewing outcomes of students applying through the contextual offer and admissions system.	Increased awareness of options around applying to Hartpury University leading to increasing numbers of IMD students applying via this system. Increasing proportion of IMD students accessing HE resulting in good outcomes (continuation).	Type 1 <i>narrative</i> = internal annual reports showing proportion of applicants from different eligibility criteria Type 2 <i>empirical</i> = comparison of retention/continuation rates for students with contextual offers vs those without contextual offers.	Internal reports will be shared with Governors as part of an annual review cycle for contextual offers. Retention data shared with HE Exec team on a monthly basis.

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Intervention strategy 2: Addressing access for students eligible for Free School Meals

Objective and targets: Address inequalities of access for FSM students, with the target of increasing the proportion of enrolments from this group to 12% (currently 9.3%) in the next four years.

Risks to equality of opportunity: Knowledge and skills, Information and guidance, Perception of HE, Cost pressures.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>Two-day residential summer school event for year 9/10 pupils from local schools from FSM backgrounds.</p> <p>Existing</p>	<p>The collaborative event is comprised of a series of information/ advice and taster workshops, that utilises facilities across campus and onsite accommodation.</p> <p>The event is designed to develop specific skills (research, teamwork, discussion skills, and career/education exploration) and contains myth-busting activities, addressing concepts of elitism and financial barriers.</p>	<p>Outreach and Recruitment Manager, Outreach Officer, Departmental Outreach Coordinators and Student Ambassadors involved in planning, delivery and evaluation.</p> <p>Administrative support for HEAT and senior leader support to continue with this investment for evaluation.</p> <p>Costs of overnight accommodation and meals throughout the two-day event, plus resources linked to activities.</p> <p>Uni Connect partners and relationships with local schools.</p> <p>Estimated cost £25,472</p>	<p>Attendees feel more informed and confident about the choices they make regarding university study resulting in applications to HE.</p> <p>Attendees are able to apply the skills they developed during the workshops in their school study, contributing to enhanced attainment.</p> <p>Increasing proportion of IMD/FSM students (from the local area) access (Hartpury University)</p>	<p>This overlaps with IS1, as IMD Q1 & 2 students are also a target group for this event.</p> <p>There is also overlap due to costs associated with HEAT used to evaluate this activity.</p>

Total cost of activities and evaluation for intervention strategy 2: £25,472

Summary of evidence base and rationale: Our literature review along with our relationship with GROWS supports our decision to engage in this intervention. As a high-level intervention, the relative successes of the summer school are measured qualitatively by GROWS. The following provides a summary for 2022-23:

- Overall, there was a 0.7pp increase in likelihood to go to university from the pre and post evaluation;
- There was an increase for all evaluation statements from the pre to the post evaluation, with the largest increase being for the statements “I know the qualifications I would need for my chosen career or job” and “I know about the different post 16 options” which both increased by over 30%;
- From the post evaluation questions, 100% of students agreed or strongly agreed with the statement “I think studying a university level course is a good thing to do”, up from 78.9% in the pre-evaluation.

These residential experiences contain a number of myth-busting sessions, including information about fees and financial support. Our student voice highlights the importance of accessible financial support that supports them to achieve their potential whilst studying towards a degree. However internal data shows a low uptake of financial assistance grants and bursaries this academic year. To understand this mismatch, and to ensure we are offering a resource that is fit for purpose, we commit to reviewing promotion and provision of financial support, offering opportunity to determine potential additional funds.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Residential experience	<p>Increasing confidence around applying to HEIs Increasing confidence in the skills they will further develop.</p> <p>Increasing rate of FSM applications to HEIs.</p>	<p>Type 2 <i>empirical</i>: Pre- and post-test to compare students reported measures of confidence around applying for HE, and the skills they develop after engaging with activities in the Transforming Access and Student Outcomes (TASO) framework.</p> <p>Type 2 <i>empirical</i>: HEAT to confirm HE application or not. Once available we will determine more about this measure.</p>	<p>Our Outreach team will generate evaluation reports using pre- and post-event questionnaires that will appear in the annual outreach report, with a summary appearing in the APP annual report.</p> <p>HEAT data will become apparent from 2025 onwards.</p>

Intervention strategy 3: Addressing barriers to access for ethnically diverse applicants

Objective and targets: We believe that perceptions of HE, including the subjects on offer at Hartpur, may be a barrier for students from ethnically diverse backgrounds. We aim to increase the proportion of enrolments to 7.5% in the next four years.

Risks to equality of opportunity: Information and guidance, Perception of Higher Education.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Bespoke community-focussed outreach activity. Existing	Hartpury will sustain existing relationships with community groups, and deliver bespoke activity co-created with each group based upon its needs. It will also support the launch of a nationwide initiative that invites community groups to engage with their local land-based education provider ⁴ .	Head of Inclusivity chair of national network and planning/delivery at Hartpury Outreach and Recruitment Manager, Outreach officer, Departmental Outreach Coordinators, Student Ambassadors all involved with planning, delivery and evaluation. Senior management supporting the intervention and the LANDEX ⁵ relationship. Community groups within England. Estimated cost £36,458	Greater awareness of study/career opportunities provided at land-based HE. Experience of visiting HE campus and using facilities. Symbiotic relationships between HE and community groups. Greater confidence from young people when applying for land based HE. Increased rate of applications from ethnically diverse applicants.	There is potential overlap with IS1 and IS2 due to costs associated with HEAT to evaluate IS3.
Student consultation to produce authentic marketing materials. New	The Marketing Department commits to scheduling specific student consultation events and activities to enable students to feed into the production of authentic marketing materials.	Director of Marketing and Communications. Head of Marketing and Communications. Disability Services Manager. Head of Inclusivity. Students that are representative of diversity within the population. Resource creation budget. Estimated cost £24,572	Increased engagement with a diverse student voice. Enhanced reputational standing with potential future applicants. Increased rate of applications from (ethnically) diverse applicants.	IS1, IS2 We also anticipate this intervention could enhance key messages in IS4

⁴ <https://berf2020.co.uk/projects/bloc-project/>

⁵ <https://landex.org.uk/>

Explore the opportunity to develop a bespoke trailblazer scholarship in collaboration with external organisations New	We aim to investigate the creation of a bespoke scholarship that offers financial incentive but also well-being support. This could be linked to specific athletic ability or interest and we would seek external stakeholder support.	Director of Business Development. Head of Inclusivity. Academy Director. External organisations. Estimated cost £6,371 (without costs of external organisations).	Enhanced reputational standing with potential future applicants. Increased rate of applications from ethnically diverse applicants.	No
Total cost of activities and evaluation for intervention strategy 3: £67,401				
Summary of evidence base and rationale: Historically land-based institutions struggle to recruit students from ethnically diverse backgrounds, highlighted within our literature review in Annex B. In consultation with students and community groups, we are working on interventions that will increase access and break the cycle of poor representation that further perpetuates the issue, especially for land-based providers in rural locations.				

Evaluation:

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Feedback for each of our bespoke on-site activity conducted with community groups.	Greater awareness of study/career opportunities provided at land-based HEIs, and confidence to apply. Symbiotic relationships between HEIs and community groups. Increased rate of applications from ethnically diverse applicants.	Type 2 <i>empirical</i> = use HEAT data to determine trajectory of the young people we work with. Type 2 <i>empirical</i> = use Pre- and post-test to compare awareness of courses on offer and reported desire to attend university for attendees. Type 1 <i>narrative</i> = report on engagement between community groups and partnered institutions as part of the nationwide project.	Share annual report on engagement between community groups and partnered institutions with LANDEX.
Uptake of scholarships.	Enhanced reputational standing with potential future applicants. Increased rate of applications from ethnically diverse applicants.	Type 1 <i>narrative</i> = a report highlighting media coverage of the scholarship opportunity, and relative successes of scholarship students.	Annual report on financial support uptake, including scholarships, for Senior Management Team (end of academic year).
Authentic marketing material.	Enhanced reputational standing with potential future applicants. Increased rate of applications from (ethnically) diverse applicants.	Type 1 <i>narrative</i> = annual report on student feedback on marketing materials.	Annual report of feedback shared with Hartpury Student Union (HSU).

Intervention strategy 4: Improving attainment for students disclosing cognitive and learning difficulties.

Objective and targets: Data highlights that students disclosing cognitive or learning difficulties are not achieving rates of attainment comparable with the broader group of students disclosing disability or those not disclosing disability. We aim to improve attainment for students disclosing cognitive/ learning differences to align with institutional attainment KPI by 2028-29.

Risks to equality of opportunity: Information and guidance, academic support, mental health.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>DSA application process support.</p> <p>New</p>	<p>We aim to review processes and existing resources to create a streamlined and efficient schedule of communication that is action orientated.</p> <p>The aim is for this schedule of key messaging to continue through the student journey.</p> <p>Develop a disability website to cover frequently asked questions.</p>	<p>Disability Services Manager.</p> <p>HE Disability Advisor.</p> <p>Head of Inclusivity.</p> <p>Students.</p> <p>Costs of designing new resources/website.</p> <p>Continuous Improvement Team.</p> <p>Estimated costs £21,125</p>	<p>Production of action-orientated rather than information-orientated guidance that aligns with various stages of the Coming to Hartpury Campaign and within the academic year.</p> <p>A decreasing number of students applying for DSA in year.</p> <p>Increasing attainment for an increasing number of students getting support in place earlier.</p> <p>A bespoke website resource.</p>	<p>This intervention is anticipated to overlap with IS5.</p>
<p>Providing an inclusive and accessible learning environment (involving a mix of new and existing activity).</p>	<p>Produce and promote a front-door resource linking all academic support/resources to facilitate better accessibility = new</p> <p>Producing guidance to ensure accessibility of digital resources for use by staff = existing</p> <p>Reviewing our ITL guide = existing</p> <p>Provision of Achievement and Success Centre (ASC) academic support workshops for students waiting on a diagnosis, and for those needing</p>	<p>Head of Inclusivity.</p> <p>Head of Teaching & Learning.</p> <p>Head of Student Experience.</p> <p>ASC Coordinator.</p> <p>Deputy Academic Registrar.</p> <p>Academic Dean.</p> <p>Resource creation/ procurement budget.</p> <p>Academic staff.</p>	<p>Good uptake of the front-door resource and ASC workshops.</p> <p>Staff engaging with both guides to optimise their teaching materials.</p> <p>Student feedback that highlights; a) greater accessibility of resources, b) a greater sense of belonging and c) positive perceptions of ASC workshops.</p> <p>Audit of online Moodle material to ensure accessibility target met.</p>	<p>This intervention is anticipated to support students as part of IS5 and IS6.</p>

	<p>support with focus/concentration = existing.</p> <p>Pilot the use of sensory and motor boards to support students whilst studying = new.</p>	<p>HE Disability Advisor.</p> <p>Head of Blended Learning.</p> <p>Data Quality Manager.</p> <p>Estimated costs £19,894</p>	<p>Research output on the use of Samboards as a study support tool.</p> <p>Increased student attainment for the target group.</p>	
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Total cost of activities and evaluation for intervention strategy 4: £41,019

Summary of evidence base and rationale: Listening to the student voice at Hartpury and reviewing internal data we have identified that a proportion of students apply for or obtain DSA in-year, aligning with the findings of the recent evaluation of DSA (Johnson et al. 2019). We believe this can influence attainment where students who fail to get DSA in place before their final year often struggle to submit or pass the dissertation element of the programme. We also recognise our duty to provide inclusive learning environments as set out in the Inclusive Teaching and Learning in Higher Education report (DfE, 2017). The APP provides us with an opportunity to review a number of interventions already in place and implement some new projects. See Annex B for further information.

Evaluation:

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Review of existing resources and communication.	<p>Action orientated guidance that facilitates greater DSA application rates prior to enrolment, resulting in a decreasing number of students applying for DSA in year.</p> <p>Increasing attainment for an increasing number of students getting support in place earlier.</p> <p>A bespoke website resource.</p>	<p>Type 2 <i>empirical</i> = year on year reduction in the number of in-year DSA applications with increasing awareness of DSA support that is available.</p> <p>Type 2 <i>empirical</i> = compare attainment/submission rates for those getting support at the start of study vs. in year applications at later stages of study.</p> <p>Type 1 <i>narrative</i> = measure traffic on website to determine engagement with new page</p>	<p>Annual Teaching Excellence Report</p> <p>Share findings externally e.g. with National Association of Disability Practitioners (NDAP⁶) network</p>
Providing an inclusive and accessible	Increased uptake of ASC workshops supporting increased attainment for the target group.	Type 1 <i>narrative</i> = student feedback on utilisation of the front-door resource and ASC workshops, focus groups plus existing student surveys	Annual Teaching Excellence Report

⁶ <https://nadp-uk.org/>

<p>learning environment.</p>	<p>Student feedback that highlights a) greater accessibility of resources and b) a greater sense of belonging.</p> <p>Staff engaging with both guides to optimise their teaching materials and audit of online Moodle material to ensure accessibility target met.</p> <p>Research output on the use of sensory and motor boards for study support.</p>	<p>Type 2 <i>empirical</i> = compare attainment rates for those accessing ASC workshops/ front door resource vs. those who do not.</p> <p>Type 1 <i>narrative</i> = Staff engagement with guidance = Moodle reporting/ audit of accessibility and Student feedback on resources = use Moodle pop-up for a pulse survey and HSU forums.</p> <p>Type 3 <i>causal</i> = comparison of attainment between groups with and without samboards (bid to TASO for funding to support evaluation).</p>	<p>Share findings externally e.g. with NDAP network and Guild HE.</p> <p>Standalone report linked to Samboard project through TASO.</p> <p>Disseminate through practice-based publications and conferences e.g. Advance HE.</p>
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Intervention strategy 5: Improving aspects of on-course outcomes for male students from IMD Q1&2 backgrounds.

Objective and targets: The performance of male students from IMD Q1&2 backgrounds is lower than female comparison across all stages of on-course metrics. The student voice suggests could be is linked to cost of living issues, potentially ongoing impacts of coronavirus and internal data highlights a lack of engagement with academic support. We aim to increase male IMD Q1&2 completion and attainment rates to align with institutional KPIs by 2028-29.

Risks to equality of opportunity: Academic support, personal support, ongoing impacts of coronavirus, cost of living

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>Timetabling Existing</p>	<p>Planning for timetables will aim to provide set non-attendance days for each department, including recognition of the needs of academy students and students disclosing disability. We anticipate these free days will support students needing to engage in paid work whilst studying.</p>	<p>Head of Timetabling. Associate Heads of Department (HoD) for all departments. Academy Director. Data Quality Manager. Estimated cost £24,280</p>	<p>Timetabling schemes that ensure one clear free weekday for each programme. Increased attendance for male students at scheduled sessions. Increased proportion of IMD Q1&2 male students passing modules at the first attempt.</p>	<p>This intervention is anticipated to support students in IS1 and IS2.</p>

<p>In-depth analysis of IMD male student experiences.</p> <p>New</p>	<p>Look at retrospective data.</p> <p>Conduct focus groups with current students.</p>	<p>Data and Quality Manager.</p> <p>Head of Inclusivity.</p> <p>HSU Manager.</p> <p>Outreach and Recruitment Manager.</p> <p>Estimated cost £4, 877</p>	<p>Qualitative and quantitative data used to report on the specific challenges experienced by this student group.</p>	<p>This will overlap with IS1.</p>
<p>Sport Periodic Strategic Review (PSR) “helping students to identify needs”.</p> <p>New</p>	<p>For its curriculum review, the Sport Department will consider the sex split in on-course outcomes, specifically thinking about IMD Q1&2 students. We anticipate piloting a method that enables students to better self-identify their learning needs/support requirements.</p> <p>Disability Services team recommends ‘Do It Solutions with Clear Links’ developed by Amanda Kirby (external provider). Currently they are developing a resource that could be used by students to clarify their profile of need linked to disability specifically.</p>	<p>Head of Department (HoD).</p> <p>Associate HoD.</p> <p>Achievement and Success Centre (ASC) Coordinator.</p> <p>Head of Student Experience.</p> <p>Head of Teaching & Learning.</p> <p>Cost of self-identifying test/resource.</p> <p>Estimated cost £17,141</p>	<p>Clear reference to sex disparity in Sport PSR documentation.</p> <p>Decreased attendance gaps.</p> <p>Increasing rate of assessment submission for male students.</p>	<p>This intervention is anticipated to support students in IS4</p>
<p>Financial support.</p> <p>Existing</p>	<p>The Student Finance Team aims to undertake a review of the last three years of bursary support to determine how effective it has been in supporting students. The Team will also review its current approach to engaging with students to ensure all barriers are removed/ enhance accessibility of the service.</p> <p>The Marketing Team will review how financial support can be better promoted.</p>	<p>Student Finance Manager.</p> <p>HSU Manager.</p> <p>Student Finance Officer.</p> <p>Digital Marketing Officer.</p> <p>Estimated cost £8,330</p>	<p>Detailed report on the effectiveness of bursary support.</p> <p>Increasing uptake of bursaries and financial support.</p> <p>Students are able to fully participate in aspects of university life/ not work excessive hours to financially sustain themselves.</p>	<p>This intervention is anticipated to support students in IS1 and IS2</p>

Total cost of activities and evaluation for intervention strategy 5: £54,628

Summary of evidence base and rationale: OfS APP dashboard data highlights that this group of students is underachieving comparatively at Hartpury. In conversation with male students at Hartpury, we identified key issues in the way they were experiencing their studies in HE which we have proposed to address through this iteration of the APP. Timetabling was linked to issues around being able to afford to attend lectures on campus for five days a week, whilst some identified their needs (academically/financially) but were unaware of the support available to them through Hartpury. There is evidence that recognises male student behaviour may influence the way in which they seek support (Singh-Pillay and Naidoo, 2020), and an increasing perception that boys don't try (Roberts and Pinkett, 2019). See Annex B for further information.

Evaluation:

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Timetabling.	<p>Timetabling schemes that ensure one clear free weekday for each department.</p> <p>Increased attendance for male students at scheduled sessions.</p> <p>Increased proportion of IMD Q1&2 male students passing modules at the first attempt.</p>	<p>Type 1 <i>narrative</i> = student feedback that is positive about timetabling.</p> <p>Type 2 <i>empirical</i> = compare IMD Q1&2 male attendance profile.</p> <p>Type 2 <i>empirical</i> = compare IMD Q1&2 male achievement profile annually.</p>	<p>Annual APP report.</p> <p>End of semester attendance reports, appearing in the Quality Data calendar.</p> <p>Annual achievement report.</p>
Helping students identify needs.	<p>Clear reference to gender sex disparity in Sport PSR documentation.</p> <p>Decreased attendance gaps.</p> <p>Increasing rate of assessment submission for male students.</p>	<p>Type 1 <i>narrative</i> = actions to address sex disparities within the department appear within final PSR document.</p> <p>Type 2 <i>empirical</i> = compare IMD Q1&2 male attendance profile.</p> <p>Type 2 <i>empirical</i> = reports on submission rates comparing sex.</p>	<p>PSR documentation will be shared internally via Academic Board</p> <p>Attendance and submission reports by semester, appearing in the Quality Data calendar.</p>

Financial support.	<p>Detailed report on the effectiveness of bursary support.</p> <p>Increasing uptake of bursaries and financial support.</p> <p>Students are able to fully participate in aspects of university life/ not work excessive hours to financially sustain themselves resulting in better rates of attainment.</p>	<p>Type 1 <i>narrative</i> = student feedback from existing surveys/ the student rep forum, and specifically from enrolled students in receipt of bursaries in-year.</p> <p>Type 1 <i>narrative</i> = annual report of bursary uptake</p> <p>Type 2 <i>empirical</i> = compare attainment rates of male IMDQ1&2 students who received low-income bursary for full course of study vs those who received it part way through study vs. those eligible but who did not apply</p>	<p>Annual financial support uptake to SMT.</p> <p>Summary of uptake and attainment evaluation data shared via the annual Teaching Excellence Report.</p> <p>Key findings will be used to evaluate the existing financial support structure.</p>
In-depth analysis of IMD male student experiences.	Qualitative and quantitative data used to report on the specific challenges experienced by this student group.	Type 1 <i>narrative</i> = a report drawing together data to highlight challenges.	<p>Standalone report shared within the institution e.g. Equality, Diversity and Inclusivity (EDI) Forum / Academic Standards and Enhancement Committee</p> <p>Lay publications/ blogs to share key findings with sector.</p>

Intervention strategy 6: Addressing lower attainment rates for non-traditional entry students

Objective and targets: The attainment of students with non-traditional entry qualifications is lower than traditional entry comparison. As this is a high proportion of students enrolling into HE at Hartpur, we aim to increase in attainment rates to align with institutional KPIs by 2028-29.

Risks to equality of opportunity: Knowledge and skills, academic support, personal support.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Review impact of the introduction of the Hartpur	During the implementation of the HAF we reviewed how assessment is scaffolded across stages within programme structures,	Head of Teaching & Learning. Data Quality Manager.	Evaluation of impact of curriculum changes as increasing numbers of students engage with the new	Yes, it is anticipated this intervention will

Academic Framework (HAF) Existing	to ensure skills development for assessment was scaffolded within the learning experience.	Estimated cost £2,524	framework, looking at attainment rates for non-traditional entry students.	influence outcomes for students in IS4 and IS5.
A project to reveal the hidden curriculum. Existing	The production of a resource to unpack some of the terminology it is assumed students will understand or know in their first year. Embed this within a level 4 tutorial/spiral induction to ensure they are aware of how to access this support	Student Advisors. Head of Teaching & Learning. Head of Student Experience. Blended Learning Team. Estimated cost £10,515	Increased confidence engaging with aspects of study.	This intervention is anticipated to support students in IS4 and IS6.

Total cost of activities and evaluation for intervention strategy 6: £13,039

Summary of evidence base and rationale: The largest proportion of students enrolling onto HE courses at Hartpury are from non-traditional entry routes (e.g. BTEC) but our data shows that they do not have comparable attainment rates. Our literature search suggests that many of these students may be first from family who may be less familiar/ confident with the terminology used to navigate University life perhaps being first from family to go to University. Our hidden curriculum project aims to provide a glossary of terms for students to work through with their academic personal tutors to overcome this challenge. For example, internal data from this academic year highlights how these students are less likely to understand academic integrity and show misconduct. More information can be found in Annex B.

Evaluation:

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Review Hartpury Academic Framework (HAF).	Improving attainment rates for non-traditional entry students.	Type 2 <i>empirical</i> = comparison of non-traditional student attainment at different stages, comparing those who have experienced the HAF with those that have not.	Annual Achievement Report
The hidden curriculum.	Increased confidence engaging with aspects of study.	Type 2 <i>empirical</i> = engagement with hidden curriculum content linked to on-course metrics e.g. submission rates.	Share as a standalone report on this intervention with Academic Standards and Enhancement Committee (ASEC).

		Type 2 <i>empirical</i> = engagement with hidden curriculum content linked to Start of the Year Survey questions on confidence following academic year. Compare level 5 2024-25 with level 5 2025-26 – expecting less of the historical drop in second year.	Teaching Excellence Report providing updates going forwards.
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5.0 Whole provider approach

Hartpury University has a clear organisational-wide commitment to ensuring equality of opportunity and has embedded it into strategy (see Section 1), leadership, governance and wider staff activities. We promote an inclusive culture amongst staff and students which embraces the principles of widening participation and supports the activity we undertake as part of our APP.

Strategic and senior leadership commitment to access, success and progression:

Our current HE Academic Strategic Plan (2020-25) includes the following priorities:

- ‘1. Teaching practice will provide learning opportunities that will enable students to realise their potential;
2. Our graduates will be highly employable, recognise the value in what they do, and be able to make positive contributions to society.’

The recently approved Hartpury 2030 Strategy demonstrates our strategic alignment with equality, diversity and inclusion. The values ‘nurturing’, ‘empowering’ and ‘respectful’ are reflected within the intervention strategies we have developed within our APP. The strategic theme? ‘People’ sets out our vision for equity, diversity and inclusivity to become integral to our practices and embedded in all that we do. This theme? also highlights the importance of developing leaders who will inspire and develop the teams they manage, helping to create an adaptive and inclusive environment. We are also committed to working in partnership with our students, which is articulated within the Hartpury 2030 Strategy ‘Stronger Together’ highlighting the value we place on respecting and empowering our students to ensure that their voice can positively impact our Hartpury community. Embodying this is the Student Voice Policy approved for use from the academic year 2024-25.

Committee structures enable sharing of data that highlights outcomes for marginalised student groups. For example, the monthly student profile retention report is presented at HE Executive meetings to chart the differences between student groups during the academic year. Through the implementation of APP intervention strategies we will also introduce end of semester submission rates and attendance reports. Student outcomes and updates on activities linked to target student groups appear in a number of annual reports that are first presented to the Academic Standards and Enhancement Committee (ASEC) before Academic Board (AB) and then Quality Enhancement and Standards committee (QuEST). These committees also have responsibility and/or oversight for ensuring that selection and definition of target groups included in the APP is driven by evidence and aligned with relevant strategies. QuEST is a governing body committee with delegated responsibility for Access and Participation discharged to it by the governing body, to which it reports. Via Academic Board, QuEST is regularly updated on Access and Participation matters, and maintains oversight for the development, agreement, implementation and monitoring of our APP. QuEST and the other committees listed include student representation and committee members are expected to feed back to their relevant departments on matters presented during meetings. Inclusivity features within terms of reference for each of these committees.

The EDI Forum is chaired by the Deputy Principal (Resources) with representation from the college and university academic staff and professional services, as well as the student union. The Forum was responsible for the development of our in-house wellbeing and inclusivity calendar and has oversight of the action plan that supports our ongoing Student Minds Mental Health Charter award status, through the Mental Health and Resilience steering group. As members of the steering

group, the Head of Inclusivity and Head of Student Experience are leads for Domain 1 (Learn). Activity under the three themes in this domain address mental health during transition into HE, teaching learning and assessment, and progression, and involve collaboration with key stakeholders within the university. Additional networks and task groups also report into the EDI Forum including the Race Equity Task Group, and the Neurodivergent Network. The Forum recently supported activity that involved reviewing how to make our campus more physically accessible. As an organisation we are therefore confident we are meeting our legal obligations under the Equality Act 2010, underpinned by the Single Objectives Plan (owned by the EDI Forum). We believe now more than ever in the importance of fostering a culture that promotes the wellbeing of our staff and students.

Achieving active staff engagement across the University:

The Head of Inclusivity has oversight of inclusivity-related activity across university, working closely with staff groups in various departments to champion equality over the course of the student journey. Specifically, the Head of Inclusivity works closely with outreach and admissions teams as well as the student finance team, the Head of Teaching and Learning and the Head of Student Experience. Additionally, the Head of Inclusivity coordinates activity with academic registry in terms of on-course student experience, and the Innovation, Careers and Enterprise team for employability and progression. This is scaffolded through active participation within several groups and committees including:

- Cost of Living group – chaired by the Head of Inclusivity and working closely with the Student Union;
- HE Executive group – linking directly with the Deputy Vice Chancellor (DVC) and other senior colleagues;
- Equality Diversity Inclusivity Forum (EDIF) – chaired by the Deputy Principal Resources;
- Academic Standards and Enhancement Committee – chaired by DVC,
- Academic Board – chaired by the VC,
- When relevant Quality, Enhancement and Standards Committee (chaired by Governors).

The Head of Inclusivity oversaw the development of our APP, working strategically with a task group of stakeholders representing the various stages of the student lifecycle to agree targets who were instrumental in designing interventions and related approaches to evaluation. The task group included the Head of Admissions, Outreach Manager, Academic Registrar, Head of Student Experience, Head of Teaching & Learning, the Student Union Manager, plus Innovation Careers and Enterprise representatives and academic staff. The task group is chaired by the DVC. Once approved by the OfS, the Head of Inclusivity aims to take the Hartpury APP on a roadshow that will start with annual staff briefings in September and academic and professional service departments team meetings, to raise awareness of our commitment to equality of opportunity via the interventions appearing within the plan. Annual updates will also be shared in this way.

Structurally the Head of Inclusivity sits alongside Head of Student Experience and Head of Teaching & Learning within the HE Executive team, with the three working collectively on projects which span across the student lifecycle, particularly on-course related activities. An example of the effectiveness of this approach is the 'use of an Inclusive Teaching and Learning Group to inform and support approaches - e.g. case study of disability support' identified in TEF 2023 as a feature of outstanding practice. Following the launch of the Inclusive Teaching and Learning Guide, developed by the ITL Group, the Hartpury HE Executive group committed to ensuring inclusivity-

themed CPD opportunities. For example, at the 2022-23 Hartpury Teaching and Learning Conference, Dr Alex Blower provided the keynote on his work with the Boys Coalition, and this year saw workshops on Inclusive Pedagogy and the International Student Experience. Throughout the year we host Positive Practice Workshops, where staff can discuss their own teaching experiences in the classroom alongside emerging practice to enhance their teaching practice. We are investigating how we might broaden this activity, to encourage discussion inclusivity-related experiences, spearheaded by our departmental Inclusivity Champions. The EDI Forum also runs the annual EDI Celebration Week, which sees a number of activities and events across campus, culminating in the online inclusivity symposium on the last day with a range of guest speakers.

Within University subject areas there are allocated workload hours for Outreach Coordinators and Inclusivity Champions. The Coordinators work closely with the Outreach and Recruitment Manager in the Marketing department to deliver events and activities linked to GROWS and our own outreach strategy, including in-reach activity with Hartpury College students. Complimentary to this, many departments engage in outreach activity to enhance the curriculum, which means that more academic staff are able to engage with target student groups. For example, the Sport Department works with local target schools that appear in Widening Participation (WP) schools list of the Outreach and Recruitment Strategy. Meanwhile, the Inclusivity Champions work closely with the Head of Inclusivity to; a) offer a safe space for all university staff to talk about inclusivity related issues they are experiencing either in the classroom or around campus, b) disseminate information and promote resources (such as the ITL Guide) and events linked to the EDI Forum, c) promote and share best practice, and d) attend CPD and share widely. This ensures constructive conversations around inclusive practice occur between academic peers and highlights issues that staff are facing. For example, after academic staff highlighted the problems they were seeing with focus and concentration in the classroom, we began running bespoke workshops to enable referral of students onto the Achievement and Success Centre for support.

Working with the Academic Dean Teaching and Learning and Student Experience, the Head of Inclusivity, Head of Teaching & Learning and Head of Student Experience feed into processes associated with staff recruitment, continued professional development, and performance management and therefore have the ability to directly influence staff experience through these means. For example, the annual Professional Development Review (PDR) undertaken by each staff member requires staff members to reflect on their approach to equality, alongside identification of specific targets, linked to equality related strategic priorities. The outcomes of the PDR feed into opportunities to apply for internal progression, whereby excellence in equality can be part of the application.

Alignment of the plan with teaching, learning and assessment approaches, achieved through an inclusive curricula and practice:

An important mechanism in ensuring equality of opportunity is the Hartpury Academic Framework (HAF), which aims to create clarity and consistency in the skills, competencies and attributes experienced and demonstrated by all Hartpury graduates. Following extensive consultation and collaboration with employers, industry, educational experts, students, graduates and staff all inputting into the design of the HAF (Figure 1) it was mapped into every academic programme delivered at Hartpury ahead of the 2022-23 academic year.

Through HAF we ensure every student engages with, and is assessed against, academically and industry relevant, co-created principles and themes during their academic journey. The framework

is heavily based on established excellent practice identified across the Hartpury academic provision (inclusivity, research and evidence informed curriculum, and graduate attributes) and draws upon the latest sector guidance and external frameworks (wellbeing and sustainability), ensuring future relevance. We integrated elements of the “Embedding mental health” collaborative project with Advance HE and were one of the first HEIs to adopt and embed the QAA Education for Sustainable Development guidelines in credit bearing curriculum. Additionally, the HAF ensures that students are supported to transition to, and through university, and stretched to achieve their full potential. For example, embedding wellbeing enabled curriculum designers to incorporate elements of self-awareness and consideration of others, both in academic and professional settings, into the learning environment, alongside developing good habits and/or an awareness of wellbeing is crucial to later life. The HAF was recognised as part of our successful engagement with the Student Minds University Mental Health Charter when Hartpury became one of the first five universities to gain the charter.

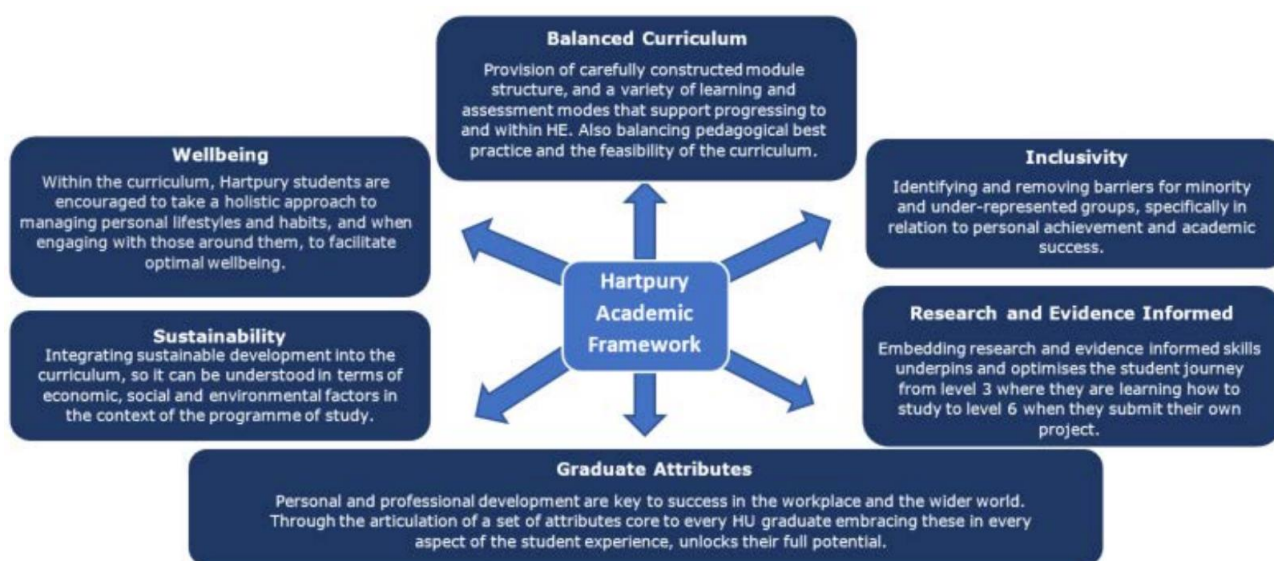


Figure 1: Hartpury Academic Framework and associated principles and themes

Additional inclusive practice includes, the student union space and the loft, loan lap-tops, 24 hr window (10% mark penalty) & extensions (uncapped with EC), alternative assessments, ASC = study skills support in the third space for all students, including the Disability Services Team offering bespoke support, the Wellness Development Team who compliment the wider work of the Wellbeing Team, the introduction of safe spaces across campus, and the pop-up surgeries provided by our Student Finance Office team to help students get in control of their finance or access the financial support they are entitled to. The latter includes a range of bursaries, scholarships and support linked to financial hardship.

Hartpury can provide good evidence of working collaboratively on APP-related projects for example, our UniConnect Partnership, the relationship developed with the Gloucester City Farm and associated charity organisation the Friendship Cafe, and our work with the County Council using Levelling Up funding to explore the opportunity to develop an outreach hub in the Forest of Dean. Recognising the importance of collaborative work and the opportunity to learn from an external consultant, we replied to an invitation to tender from TASO with regards a project working with a small specialist provider to evaluate support for mental health and wellbeing interventions in higher education with small cohorts. Some of the community-centred work has been led by our Business Development Team who are often critical to initiating conversations and developing

relationships with external organisations and individuals. Examples include the relationship with the Sedbury Trust who provide additional financial support to care experienced students, the extra-curricular activity provided by Horseback UK to students in Gloucestershire who have disengaged with the school system, and the recent funding secured to install a hoist which is crucial to the work of the Riding for the Disabled who use our facilities and also the para-dressage equestrian competitors who compete at Hartpury up to international level. The Business Development Team are committed to the corporate social responsibility reflected in the Hartpury 2030 Strategy, and provides regular newsletters to keep colleagues abreast of developments and opportunities. These activities involve input from a variety of teams including Outreach, academic departments, and the Equine Yard Team. Meanwhile, we strive to ensure these activities enable degree students to build extra-curricular skills through participation wherever possible.

6.0 Student consultation

Historically Hartpury holds a strong relationship with its Student Union (HSU). HSU Officers continually provide invaluable input for example into the plans made during Covid lockdowns, the student submission for TEF, and conversations about timetabling. To ensure sustained awareness of institutional APP activity, the Head of Inclusivity delivers an annual APP progress update to HSU officers at the start of each academic year.

In preparation for the writing of this plan, the Head of Inclusivity hosted evening APP focus groups to discuss our targets/activity and to promote the student submission. Working with the Marketing Team and the HSU Manager, an invitation to attend these focus groups was sent initially to student ambassadors and SU student representatives. The invitation was also circulated to the Sport department at a later date to ensure male representation within these focus groups. A demographic breakdown of attendees can be found below:

Characteristic	% students attending focus groups
Disability	52%
Male	44%
Ethnicity white	87.5%
Polar4 Q1&2	12.50%
A-level	25%
UK Domicile	75%
Dept – An&Ag	31%
Dept - Eq	31%
Dept - Sp	31%
Dept - VN	6%

Focus groups began with an educational introduction to the APP, ensuring a general level of knowledge with regards the purpose of access and participation plans and providing some context for our institution. The Head of Inclusivity then introduced the target groups of students we had provisionally identified as being at risk through our analysis of performance, and students approved of these. Discussion ensued around the risks to equality of opportunity, resulting in the co-creation of many of the interventions appearing in our APP. We paid students for the time they took to engage with these focus groups by placing money on their student cards, which could be used to make a variety of purchases onsite. We invited students attending the focus groups to write a

student submission but failed to receive confirmation from any groups or individual students indicating they will do so.

The draft APP has been reviewed by the ASEC, AB and QuEst. All have student representation on the committee, such that the HSU has been an active participant in the development of the 2025-29 Hartpury APP. To ensure ongoing student consultation through the course of this APP, we will continue to run annual updates for HSU officers and utilise student representation at committee meetings.

Committees will be encouraged to engage student representatives in discussions relative to progress and outcomes. We will also continue to deliver annual APP updates to HSU in terms of progress against activity.

Hartpury supports and respects the decision reached by HSU not to engage in writing a student submission. Many officers reported fatigue from the TEF submission, plus the creation of the APP submission overlapped with the final submission of the final year of study/dissertation for many officers.

7.0 Evaluation of the plan

Hartpury has enhanced its approach to evaluation since the 2020-21 to 2024-25 APP was submitted, facilitated by improved reporting capacity for in-house data.

To support the development of intervention activities, we utilised an in-house programme development template, built upon good practice and data types provided by the OfS and TASO. The template was applied to activity appearing under each of the eight interventions listed in the APP, providing a robust and justified approach to planning whilst ensuring inclusion of evaluation. Logic chains have also been created for each intervention, providing further detail and context for stakeholders involved in delivering the activities under each intervention.

We tested our approach to evaluation using the OfS self-evaluation assessment tool, which highlighted we are advanced for three out of five of the evaluative categories (Programme design, Evaluation design, and Evaluation implementation). We will use this tool to work on the improvements identified for Evaluation implementation (Good) and Learning (Emerging).

Finally, we created an in-house evaluation framework to provide oversight of the evaluative activity linked to each intervention strategy and the activities within these. The framework includes a reporting schedule detailing when the outcomes of activity for each intervention will be reviewed and details of the accountable individuals for each report, highlighting how the University will receive updates on outcomes of APP interventions at the following committees:

- Academic Standards and Enhancement Committee (ASEC)
- Academic Board (AB)
- Quality, Enhancement and Standards Committee (QuEst)

A small number of interventions will involve standalone reports but the framework largely pinpoints which of the following annual reports will contain updates on intervention strategy outcomes:

- Teaching Excellence Report
- APP Monitoring Report (including updates on progression against targets)

- Achievement Report
- Quality Report.

Where practicable and useful, we aim to share our evaluation via a number of external publication options that have been included alongside specific activity within each intervention. The majority of these will include practitioner networks, Advance HE and Wonk HE.

8.0 Provision of information to students

We provide information about fees and financial support via our website (see link below) and signpost this as our most up-to-date source of information, for example in our Tuition Fee Policy and in our marketing literature to applicants/ new students.

<https://www.hartpury.ac.uk/university/student-life/fees-finance/>

The information on the website sets out eligibility criteria and levels of support for different bursaries in each year of study. We plan to use the review of financial support as an opportunity to determine whether we can make information about this support clearer and more accessible via the website, for example using an eligibility checker.

The provision of financial information to applicants is an important part of the applicant journey, with information provided within the 'Coming to Hartpury' communications (web-based, print and digital). It is the integration of information into both the Open Days (general recruitment events) and Applicants Days (for offer holders) which we find particularly valuable. At these events we have members of the student finance team and disability services providing both group and individual advice and guidance. The timing of these events ensure that applicants are well informed in a timely way of the potential costs and support in place.

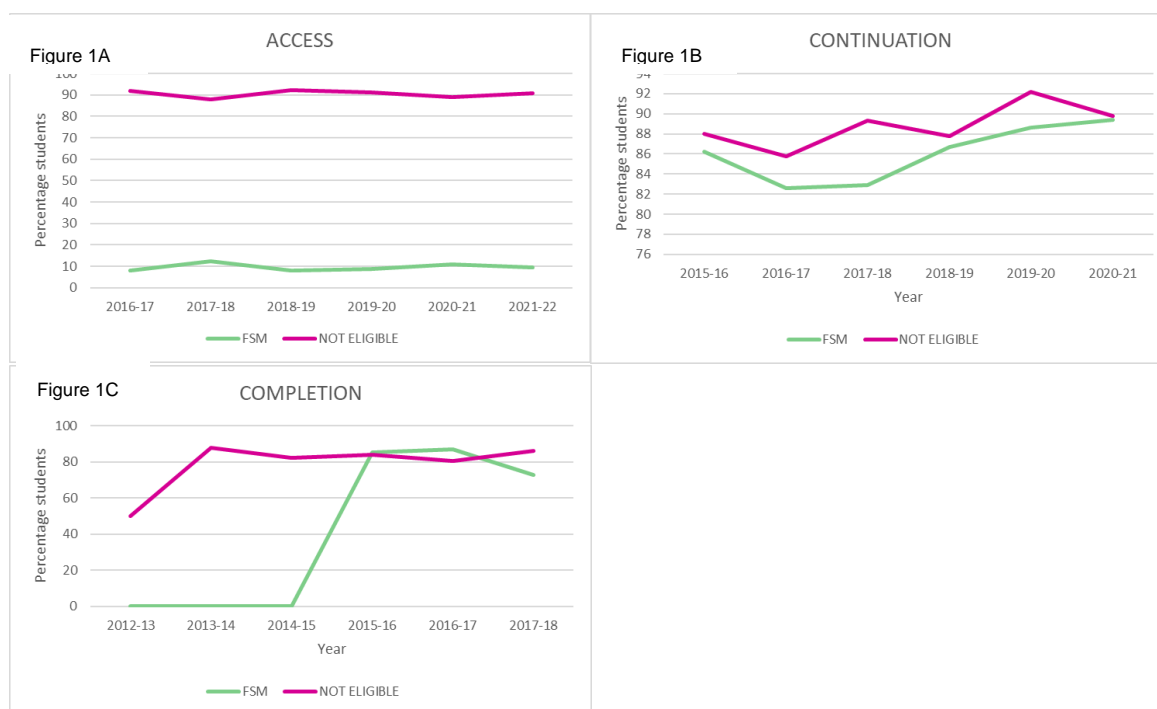
In 2023-24 we conducted a significant review of our bursary and scholarship scheme. As part of this review qualitative data (such as student up take, in relation to student retention) and quantitative data analysis was conducted. The latter included focus groups with current and potential students (from Hartpury College) to better understand the impact of the current offer and inform potential changes. The feedback from this work informed decisions relating to future schemes, with some existing schemes being maintained, some phased out and new ones created. This collegiate approach we hope results in the most value from the schemes available.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

The following is an analysis of Office for Students (OfS) APP Dashboard data looking at both proportions of students and gaps in equality of outcomes for marginalised student groups as identified by the OfS, across the student lifecycle. Section 1.0 presents the Hartpury data by proportions of target student groups, over a four to six-year period. Section 2.0 presents a gap analysis of the most recent year of Hartpury data compared to the sector and our competitors. Section 3.0 provides an overview of the internal data we have utilised to identify target student groups.

Section 1.0 Hartpury’s performance by student characteristic (percentages)

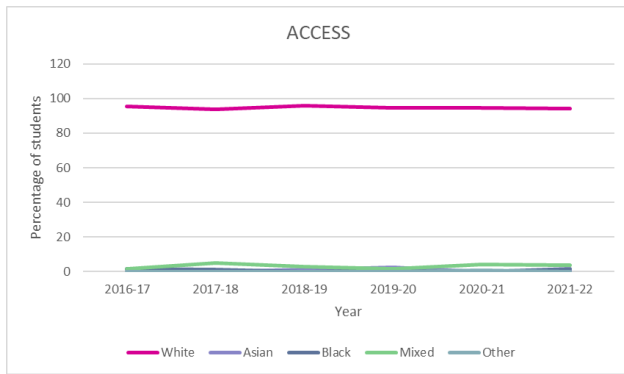
Free School Meals (FSM)



No data exists for FSM under attainment/progression due to small numbers.

Although there has been little change in the proportion of students eligible for Free School Meals entering the University (Figure 1A) the proportion has increased from 2018-19 (7.9%) to 2021-22 (9.3%). Our 4-year average (9.3%) is lower than the sector 4-year average of 19.2%. The proportion of FSM students continuing has increased year on year since 2016-17 to be comparable with non-eligible students in 202-21 (Figure 1B). There is some parity in completion data (Figure 1C) and our 4-year average proportions of eligible (81.9%) and non-eligible (83.2%) students completing are similar.

Ethnicity



The proportion of white students has remained static at between 94.1% (2021-22) and 95.7 (2018-19) across the time series (Figure above). There is no other data to report.

Indices of Multiple Deprivation (IMD)



There has been little change in the proportion of students from IMD Q1&2 accessing the University (Figure 2A) but this has decreased slightly from 2018-19 (22.1%) to 2021-22 (21.2%). Our 4-year average is 22.0%, compared to a sector 4-year average of 42.8%.

The proportion of IMD Q1&2 students continuing (Figure 2B) has increased since 2017-18 (78.4%) to the present day (86.5%) and the 4-year continuation average for FSM students (84.4%) is comparable with the sector (86.8%). Our completion data shows comparable rates between IMD Q1&2 and IMD Q3-5 student groups across the time series (Figure 2C). In recent years, a persistent gap has appeared between these groups where IMD Q3-5 students have better completion rates. This gap is smaller than the sector when comparing four-year averages (Table 1.1).

Table 1.1 Comparing four-year average data for completion

4-year split	Hartpury	Sector
IMD Q1&2	79.8	83.2
IMD Q3-5	81.6	90.2
Gap	1.8	7

The difference between the attainment and progression rates of these groups has decreased across the time series (Figure 2D and 2E), indicating comparable outcomes.

Age



The proportion of mature students has increased across the time series (Figure 3A), and our four-year average is 14.1% compared the sector average of 27.7%.

The proportion of mature students continuing successfully has increased across the time series to a point of good comparability (Figure 3B).

There is a persistent gap between mature and young students in relation to completion (Figure 3C) and our four-year average for mature completion (73.3%) is lower than the sector (80.2%).

Mature students have overtaken young students in terms of attainment for the last two years of data (Figure 3D).

Data pertaining to progression (Figure 3E) shows that mature student progressions rates are better than young students.

Disability



An increasing proportion of students disclosing disability (by ~10% since 2018-19) are accessing the University (Figure 4A). This proportion inevitably increases by the end of the academic year due to increasing numbers of in-year disclosures. Continuation data is variable (Figure 4B), but our four-year averages are comparable with the sector (Table 1.2).

Table 1.2 Comparing four-year average data for continuation

4-year split	Hartpury	Sector
Disability	88.9	89.4
None	89.1	90.2
Gap	0.2	0.8

According to our four-year average, completion rates for disability students (84.9%) are better than non-disabled students (81.3%) but only because the latter are under-performing against the sector average (87.9%). Time series data for the University however suggests this is not an area of concern (Figure 4C). Attainment data (Figure 4D) shows improving rates for students disclosing disability from 2018-19 (52%) to 2021-22 (65.4%). Achievement is becoming increasingly comparable between the two groups at Hartpury, however, when compared to sector, a smaller proportion of students at Hartpury achieve 2:1 or above and the Hartpury gap is larger. Progression data highlight relative comparability between the two groups (Figure 4E).

Intersection – sex and IMD

Table 1.3 Investigating the intersection between sex and IMD quintile by the four-year average proportion (%) within the different stages of the student lifecycle (in brackets = sector comparison)

	Access	Continuation	Completion	Attainment	Progression
Q1&2 female	15.8 (24.8)	86.1 (88.8)	83.7 (86.4)	69.4 (74.4)	65.5 (67.6)
Q1&2 male	6.2 (18.0)	80.4 (84.1)	74.1 (78.8)	52.6 (71.4)	61.2 (68.7)
Q3-5 female	52.5 (32.2)	91.1 (93.1)	83.6 (92.0)	73.3 (86.4)	62.2 (74.1)
Q3-5 male	25.5 (25.0)	87.5 (91.1)	78.0 (88.1)	57.2 (82.1)	67.6 (76.6)

Access = Low proportions of female and male students from Q1&2 compared to Q3-5 and the sector.

Continuation = Both sexes continue at comparable rates to sector (within 5%) regardless of IMD group. Females out-perform males. Q1&2 males show the lowest continuation rate.

Completion = Rates of completion amongst Q3-5 females comparable to Q1&2, but lower for Q1&2 males than Q3-5 males. Q1&2 males lowest completion rate.

Attainment = Males achieve considerably lower attainment than females. Q3-5 females outperform Q1&2 females. Q1&2 males lowest attainment rate.

Progression = Lowest rates for Q1&2 males and Q3-5 females. Highest progression rate for Q3-5 males.

Intersection – ethnicity and IMD

Table 1.4 Investigating the intersection between ethnicity and IMD quintile by the four-year average proportion (%) within the different stages of the student lifecycle (in brackets = sector comparison)

	Access	Continuation	Completion	Attainment	Progression
Q1&2 not white	2.4	84.8	79.5	ND	ND
Q1&2 white	19.6	84.3	79.4	66.3	63.3
Q3-5 not white	4.0	79.8	71.4	58.3	ND
Q3-5 white	74.0	90.4	82.8	68.2	63.6

Access = We attract more ethnically diverse students from Q3-5 than Q1&2, but these proportions are still exceptionally low.

Continuation = Ethnically diverse Q3-5 students achieve lower continuation rates than ethnically diverse Q1&2. White Q1&2 continuation is comparable to ethnically diverse Q1&2. Q3-5 white continuation rate is the highest.

Completion = a similar pattern to continuation.

Attainment = ND for Q1&2 but rates of attainment for Q3-5 ethnically diverse students are lower than white counterparts regardless of quintile.

Progression = ND

Conclusions

The majority of students accessing Hartpury are white and from IMD Q3-5 (74%). Decreasing proportions of FSM, IMD Q1&2, and mature students are accessing Hartpury, with slight increases for ethnically diverse students and those disclosing disabilities.

A persistent gap exists for continuation between IMD Q1&2 and Q3-5. This is enhanced when scrutinised through the intersection between IMD and sex, and is a persistent issue across the student lifecycle for male Q1&2 students.

Persistent gaps in completion and attainment exist between mature and young student groups.

Outcomes for students from ethnically diverse/IMD Q1&2 backgrounds are comparable with IMD Q1&2 white students, however Q3-5 ethnically diverse students have the poorest outcomes where data is available.

Section 2.0 Competitor gap analysis by stage of the student lifecycle

Access

Table 2.1 Proportions (%) of access by students with different characteristics comparing HEIs in 2021-22 (time series considering change from 2019-20). Grey cells = no data.

	FSM	Gap	IMD (Q1)	Gap	Ethnicity (white)	Gap	Disability (yes)	Gap	Age (mature)	Gap
HE Sector	18.4	↑	22.8	+ve	65.8	↓	17.4	↓	29.0	↑

Hartpury	9.3	↑	6.8	↑	94.1	↓	25.6	↓	12.7	↑
RAU	7.5	~	3.6	↑	97.3 (2.7)	ND	33.7	↓	7.5	~
Loughborough	7.7	↑	6.5	↑	75.8	↑	19.7	↓	7.7	↑
Leeds Beckett	15.6	↑	23.3	↓	79.4	↓	16.6	↓	15.6	↑
Harper Adams	9.1	↓	7.5	↓	96.7 (3.3)	=	23.6	↓	9.1	↓
Sparsholt	21.1	↓	6.6	~	ND	ND	34.1	~	21.1	↓

FSM = Hartpury is similar to most competitors, but it is half the sector average but the gap is increasing.

IMD Q1 = Hartpury is similar to most competitors, but much lower than sector average and the gap is increasing.

Ethnicity = Our gap is decreasing and the proportion of white students is lower than land-based competitors where data is available. However, we are still nowhere near sector average or the proportion we set ourselves in the previous APP.

Disability = Higher than sector and majority competitors. All gaps are closing.

Age = All lower than sector, and whilst Hartpury is higher than some competitors the gap is increasing.

ABCS = the sector presents a profile where Q1 is lowest and the gap is increasing. Hartpury Q1 and Q5 proportionally similar (Q2, 3, 4 are all higher).

Continuation

Table 2.2 Gaps between least and most advantaged groups by characteristic and provider in 2020-21, (time series considering direction of gap from 2015-16). Grey cells = no data.

	FSM	Gap	IMD (Q1)	Gap	Ethnicity (white)	Gap	Disability (yes)	Gap	Age (mature)	Gap
HE Sector	5.2	~	9.1	↑	5.8	↑	0.2	↓	9.8	↑
Hartpury	0.4	↓	7.7	↑			-1.6	~	2.9	~
RAU							-0.4	~	12.2	~
Loughborough	1.9	~	0.8	↓	0.7	static	1.7	~	3.7	↓
Leeds Beckett	1.6	↓	5.0	~	1.1	static	-0.1	↑	4.7	↓
Harper Adams							0.5	~	3.5	↓
Sparsholt							4.4	static	-4.6	↓

This is a difficult area for comparison due to low numbers at different institutions. For many student characteristics, there were big peaks in 19-20, however the marginalised groups appear to be doing worse as the figures fall to normal levels in 20-21.

FSM = Hartpury gap is smaller than sector and comparators, and the gap is decreasing.

IMD Q1 = although our gap is smaller than sector, and it is larger than comparators and increasing.

Ethnicity = no data, *refer to internal retention report*.

Disability = our disabled students continue better than those who do not disclose disability. Continuation rates higher than sector. Gap for cognitive/LD students consistently negative.

Age = smaller gap than sector and all comparators. It is variable though.

ABCS = no data.

Completion

Table 2.3 Gaps between least and most advantaged groups by characteristic and provider in 2017-18, (time series considering direction of gap from 2012-13). Grey cells = no data.

	FSM	Gap	IMD (Q1)	Gap	Ethnicity (white)	Gap	Disability (yes)	Gap	Age (mature)	Gap
HE Sector	8.2	↑	10.7	=	7.8	=	2.0	static	10.4	↑
Hartpury	13.3	~	17.4	↑			0.6	=	12.1	~
RAU							-1.7	↓	11.7	↑
Loughborough	4.1	~	6.2	↑	2.7	~	1.4	static	6.7	~
Leeds Beckett	12.3	~	11.8	~	7.8	static	-3.2	↓	8.2	~
Harper Adams							2.4	~	4.4	↓
Sparsholt							2.9	↑	-3.2	~

This seems a big area for us to concentrate on as we are behind the sector averages/ our competitors and patterns for marginalised groups are variable.

FSM = although the patterns in completion for our FSM students is not clear, the gap is the largest in the table. At least we have enough to report compared to our competitors.

IMD = Our gap is large compared to sector and variable.

Ethnicity = no data.

Disability = our gap is small and shows parity of completion rates. Splitting by disability type, we can see increasing completion rates for students reporting cognitive or learning difficulties, and higher than for students not disclosing disability. ND for all other splits.

Age = Our gap is large and appears to be increasing.

ABCS = our gap is 30.2pp and increasing.

Attainment

Table 2.4 Gaps between least and most advantaged groups by characteristic and provider in 2021-22, (time series considering direction of gap from 2016-17). Grey cells = no data.

	FSM	Gap	IMD (Q1)	Gap	Ethnicity (white)	Gap	Disability (yes)	Gap	Age (mature)	Gap
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HE Sector	12.3	~	17.8	~	20.0	~	-0.5	↓	9.4	↓
Hartpury							3.9	~	-3.7	~
RAU							20.4	↑	27.0	↑
Loughborough	7.9	~	12.8	~	13.5	↓	0.9	~	3.3	↓
Leeds Beckett	10.4	↑	17.1	~	24.3	↑	-6.9	↓	-4.8	↓
Harper Adams							3.2	~	-5.0	↓
Sparsholt									-11.6	↓

FSM/IMD/Ethnicity/ABCS = no data.

Disability = our gap is higher than sector, compared to high variability between HEIs. The gap for cognitive/LD students has sharply increased to its highest ever in 20-21.

Age = our gap is negative but this is variable over time. It is favourable compared to the sector but not as good as some of our comparators.

Progression

Table 2.5 Gaps between least and most advantaged groups by characteristic and provider in 2020-21, (time series considering direction of gap from 2017-18). Grey cells = no data.

	FSM	Gap	IMD (Q1)	Gap	Ethnicity (white)	Gap	Disability (yes)	Gap	Age (mature)	Gap
HE Sector	6.8	static	10.8	↑	3.6	↓	2.1	~	2.8	↑
Hartpury							1.9	~	-3.5	↑
RAU							1.9	~	17.6	↑
Loughborough	5.1	~	7.9	~	7.5	↑	4.7	~	1.3	↓
Leeds Beckett	4.7	static	11.7	Static	10.7	↑	-1.5	~	-0.1	↑
Harper Adams							-2.4	~	11.1	~
Sparsholt									13.0	~

FSM/ IMD/ Ethnicity/ABCS = no data.

Disability = lower gap than sector average, not as good as some comparators. Decreasing gap for cognitive /LD (but ND for some years makes pattern unclear).

Age = consistently negative gap which is lower gap than sector average but increasing.

Conclusions

Due to lack of data at some of our competitor institutions, a true comparison is very difficult. However, it highlights how in some cases our student body is more diverse. There are few areas where we need to address disparity with competitors largely linked to mature student completion.

Proportion data suggests a severe issue with attainment although this is not identified when scrutinising gap data.

Section 3.0 Analysis of internal data

Students with learning and cognitive differences

Reviewing the profiles of 312 students since the academic year 2020-21, who specifically disclosed a cognitive or learning difference, 60% successfully applied for Disabled Student Allowance (DSA) during their studies at Hartpur. Looking at the academic profile of students per academic year (Table 3.1), those starting in 2020-21, we were able to determine that 70% of students had successfully applied for DSA during the course of their studies, which dropped to 60% for those enrolling in 2021-22. For students with profiles that enrolled in 2020-21 (graduating 2022-23), those without support or who got support in their final year were less likely to have completed their studies in the expected time frame. This data also shows the increasing proportion of students disclosing cognitive/learning differences year on year.

Table 3.1. The percentage of students starting in three consecutive academic years, disclosing a cognitive or learning (CL) difference and with support in place.

Academic year	No. students with DSA support in place (%)	No. students with no support in place (%)	Total no. students disclosing CL difference (% of all disability disclosures)
2020-21	21 (65.6)	11 (34.4)	32 (Unknown)
2021-22	31 (59.6)	21 (40.4)	52 (8.6)
2022-23	31 (44.9)	38 (55.1)	69 (10.3)

Non-traditional students

Using internal data, we were able to identify that students with non-traditional (P41 = L3 Diplomas) entry qualifications, which make up the majority proportion of our student population, were under-performing compared to students with traditional entry qualifications (P50 = A2 AS Levels). Looking at the student population as a whole, this included a 7.53pp gap between rates of non-submissions (Table 3.2), an 8.6 mark difference in end of year average grades (Table 3.3) and a 5.4 credit point difference in module credit achievement (Table 3.4).

Table 3.2. Proportion of assessment opportunities (elements) that were non-submissions in 2022-23 comparing students with traditional vs. non-traditional entry qualifications.

Level	No. of opportunities	% non- submissions Non-traditional Qualent	% non- submissions Traditional Qualent	Odds Ratio (Non-trad compared to Traditional)
All	51245	21.65	14.12	1.53
L3	1553	31.64	28.78	1.10
L4	9210	21.88	12.72	1.72
L5	8532	15.51	9.74	1.59
L6	8650	15.66	4.85	3.23
L7	3832	21.60	14.84	1.46

Table 3.3. Differences between the mean average grade at different levels of study for students with traditional vs. non-traditional entry qualifications in 2022-23.

	Mean mark achieved Non-traditional	Mean mark achieved Traditional	Mark difference
All levels	45.6	54.2	-8.6
L3	38.9	41.6	-2.7
L4	44.1	53.2	-9.1
L5	46.6	54.7	-8.1
L6	48.8	60.7	-11.9
L7	45.2	53.6	-8.4

Table 3.4. Difference in module credits achieved at different levels of study for students with traditional vs. non-traditional entry qualifications in 2022-23.

Module level	Non-traditional Qualent	Traditional Qualent	Credit difference
All	87.8	93.2	-5.4
3	67.1	81.6	-14.5
4	78.7	93.4	-14.7
5	90.9	99.6	-8.7
6	112.5	105.8	+6.6
7	49.3	74.3	-25.0

Graduate outcomes data

Our overall progression rate is lower than sector but in-line with the TEF benchmark. We are slightly below benchmark in sport and land-based subject areas in TEF.

APP split indicators do not highlight any specific consistent gaps. Our four-year to two-year average shows improvements over the data period. Mature students outperform young students and the gap is shrinking where young are improving overall. The gaps between our IMD quintiles are shrinking (year four to year two). The data for disability vs no disclosed disability and ethnicity highlights a negligible gap. Looking at internal data over the four-year period we see variability/inconsistency.

The overall progression rate for Hartpury of 62.3% in 2020-21 is lower than sector (74.2%). Whilst the four-year average to two-year average shows some improvement (1.6pp) over the data period, internal GO data for 2021-22 highlights a decreasing rate of positive progression for females over a five-year period. Furthermore, when comparing male and female performance by department, we see low rates of progression for females in equine and animal/ag, especially when compared to sport and vet nursing. Sport and vet nursing are above sector average. We believe this therefore is not a female issue but a departmental issue (Tables 3.5 and 3.6), covered by individual departmental action plans, however we are committed to continually reviewing data and request a variation where we see the need for action.

Table 3.5. The profile of positive progression by CAH03 level at Hartpury using the 2022-23 Graduate Outcomes data

	Headcount	Progression (%)
(CAH03-02-01) sport and exercise sciences	75	74.67
(CAH05-01-02) others in veterinary sciences	28	82.14
(CAH06-01-01) animal science	150	40.00
(CAH06-01-03) agriculture	7	71.43
(CAH17-01-06) tourism, transport and travel	15	60.00

Table 3.6. The profile of students by subject extracted from the most recent (2022-23) Graduate Outcomes report, highlighting that medium skilled employment is most prevalent in animal and equine subject areas.

	High skilled	Medium skilled	Low skilled	Total no.
ALL UG	45%	38%	16%	214
Animal & Agriculture	21%	56%	23%	57
Equine	32%	52%	15%	71
Sport	64%	20%	16%	64
Veterinary Nursing	95%	0%	5%	22

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Intervention strategy 1

Our literature search highlighted that aspirations, motivation and self-concept/esteem of young people from disadvantaged backgrounds could be causal factors behind lower rates of attainment in school and/or subsequent participation in higher education (Gorad et al. 2012). Historically, it is agreed that young people from low socio-economic background particularly make decisions around HE due to lack of accurate or relevant information and with little to know knowledge about what student life will involve (Moogan, 2011; Sheehy-Skeffington, 2020). Younger et al. (2018) discuss how outreach programmes with multiple elements (not just single engagement) are more effective, supported by a recent review of Uni Connect activity which highlighted how these were more likely to have a positive influence if they were delivered as part of a multi-intervention model (Bowes et al. 2021). The Gloucestershire UniConnect collaboration, GROWS, and its partner HEIs provide a range of engaging activities, events and resource and aims to remove the academic, financial and cultural barriers to higher education to ensure that all young people, irrespective of circumstance, have the information, skills and support to achieve their ambitions. The partnership aims to work with target schools, engaging pupils from target backgrounds (Looked After Children, those from POLAR4 Q1 or 2 postcode areas, those who are eligible for Free School Meals, and those who are first from family into Higher Education) at multiple times and various stages through their secondary education.

Bowes, L, Tazzyman, S, Steer, R, Birkin, G & Telhaj, S. (2021) An independent evaluation of Uni Connect's impact on intermediate outcomes for learners: a report for the Office for Students on the first three waves of the longitudinal survey of Uni Connect target learners, Office for Students, [Bristol], <https://www.officeforstudents.org.uk/publications/an-independent-evaluation-of-uni-connect-s-impact-on-intermediate-outcomes-for-learners/>

Gorard, S., See, B.H. and Davies, P. (2012) The impact of attitudes and aspirations on educational attainment and participation. *York: Joseph Rowntree Foundation.*

Moogan, Y. J. (2011). An analysis of school pupils' (with low social economic status) perceptions of university, regarding programmes of study. *Educational Studies*, 37(1), 1–14.
<https://doi.org/10.1080/03055691003728973>

Sheehy-Skeffington, J., 2020. The effects of low socioeconomic status on decision-making processes. *Current opinion in psychology*, 33, pp.183-188.

Younger, K., Gascoine, L., Menzies, V., & Torgerson, C. (2019). A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education. *Journal of Further and Higher Education*, 43(6), 742–773.

Intervention strategy 2

In 2021, TASO released a report on summer schools, stating that attendees were more likely to receive better grades although there was limited evidence to provide a causal effect and whether this enabled better progression rates into higher education. The report highlights however that this

may be because summer schools tend to recruit through an application process, so that attendees may already have higher levels of motivation and/or support from home. We work with schools to identify attendees from target groups, in such a way that the attendees are often volunteered rather than volunteering to attend. For context, Gloucestershire ranks 134 out of 151 local authority areas for FSM progression compared to 75 out of 151 local authority areas for non-FSM progression (GROWS, 2024). The average Attainment 8 score for FSM learners is 35 nationally and whilst the Gloucestershire score is close to this at 34.6, the schools we tend to deliver outreach with average a score of 35.8.

In the sector there is recognition of the financial barriers often faced by FSM students, UCAS recently removed the application fee for any student who is or has received free school meals (FSM) during the last six years, up until the end of their final year at school or college. There is also recognition of the significant difference in the proportion of FSM-eligible students recruited by providers rated Gold in TEF 2017: not one provider with more than 30% of their students being FSM-eligible was awarded Gold in the TEF. Given the lack of UK-comparability, the IMD is unlikely to be a suitable widening participation indicator for universities in England with a substantial intake of Welsh, Scottish or Northern Irish students. It is reported to be best suited to where a simple “look-up” of a student's postcode is needed, and as such we aim to overlap outreach activity with groups which involve child-specific information (such as parental background or Free School Meal eligibility). The key drawback is being able to access information about FSM eligibility of applicants over a number of years (Jerrim, 2021) and the definition we adopt to work with.

Jerrim, J. (2021) Measuring disadvantage. *The Sutton Trust*. <https://www.suttontrust.com/wp-content/uploads/2021/05/Measuring-Disadvantage.pdf>

Moss, A.C. (2023) The Disconnect Between Quality and Inequality: An Analysis of the Gaps in Educational Outcomes Achieved by Free School Meal-Eligible Students in English Higher Education. Higher Education Policy Institute. <https://www.hepi.ac.uk/wp-content/uploads/2023/06/The-disconnect-between-quality-and-inequality.pdf>

TASO (2021) Summary report: An investigation into the relationship between outreach participation and KS4 attainment/ HE Progression. <https://cdn.taso.org.uk/wp-content/uploads/relationship-outreach-attainment-progression.pdf>

Intervention strategy 3:

Ethnicity is a complex issue. In 2019, rates of HE participation stood at 45 per cent for Black British young people, 50 per cent for British South Asians, and 68 per cent for British Chinese, compared to just 30 per cent for the White British ethnic group (UCAS, 2021). Until recently, however, Black British, British Pakistani and British Bangladeshi students have been substantially under-represented at the UK's most academically selective universities (Boliver, 2015). In many cases, ethnic minority students are engaging with a curriculum that does not reflect their socialisation, worldview, history or lived experience (Arday et al. 2022). The subjects offered at Hartpury very much speak to this, due to the low participation rates in the industries we are aligned with. Historically, ethnic diversity within a student population is particularly challenging for land-based providers, mirroring very low ethnic participation seen within land-based industries (less than 1%). (Greening, 2022). Beyond the issue of ‘being the first...’ are the often-higher expectations associated with this (Obama, 2018). The persistent issue of low representation is therefore a wicked problem. Many universities offer scholarships or bursaries specifically for students from the global majority, to encourage more applications and acceptances of offers, to help reduce the financial burden on students, ultimately breaking the cycle of lack of representation (Foulds, 2023).

Arday, J., Branchu, C. and Boliver, V., 2022. What do we know about Black and minority ethnic (BAME) participation in UK higher education?. *Social Policy and Society*, 21(1), pp.12-25.

Founds, E. (2023) Experiencing uni as a Black student. <https://www.whatuni.com/advice/student-life/experiencing-uni-as-a-black-student/120548/>

Greening, L., 2022. University Diversity Challenge: BAME students and small specialist institutions. In *Handbook of Research on Practices for Advancing Diversity and Inclusion in Higher Education* (pp. 333-353). IGI Global.

Obama, M. (2018) Making Mistakes Was Not an Option.' Michelle Obama on the Pressure of Being 'The First'. <https://time.com/5320323/michelle-obama-ala-conference/>

Intervention strategy 4:

There is an increasing need for additional support provided through DSA due to growing numbers of students disclosing disability annually. In a recent survey, the majority of disabled students (87%) had heard of DSAs, however, 40% had heard of DSAs before they started their course (Johnson et al. 2019). This year, out of 92 new starters who disclosed disability, 47 (51% 2023-24 vs. 57% 2022-23) have so far not completed an application for DSA, compared to 26 (28% 2023-24 vs. 18% 2022-23) who got DSA in place before starting their studies and 27 (29% 2023-24 vs. 28% 2022-23) who got DSA in place during their first year of study. There is also some confusion among students about what DSA is for and whether or not they are eligible to apply for it, particularly among those with mental health conditions and long-term conditions (Johnson et al. 2019). During conversations with parents at open days, applicant days and bespoke pre-induction events, we have come to recognise the difficulties in applying for DSA. We aim to streamline, visualise and operationalise the guidance we provide to applicants to encourage earlier application rates.

To be eligible for DSA, students must: (a) meet the personal eligibility criteria for student finance within the Education (Student Support) Regulations 2011 and be studying a course designated for student support; and (b) have a disability as defined in the Equality Act 2010. Further challenges include failures by the student's loans company and the process of application itself including evidence of diagnosis, with issues linked to accessing the allocated support following a successful application (Addis, 2020). These can all influence whether an individual chooses to apply or not. The student voice at Hartpury suggests students can work their way through the first year and only apply for support in the second year. The benefits of DSA are apparent where 59% of recipients stated that they felt confident about passing their course but would not without receiving DSA (Johnson et al. 2019). At Hartpury, 88% of respondents who received specialist non-medical help confirmed they felt it helped them improve academically. We aim to encourage students to engage with the support they are eligible at the earliest opportunity to maximise the learning potential.

The annual ASC Learning Support questionnaire revealed that students who didn't think they needed academic support/ didn't listen to where to find it then struggled to find it when they needed it in-year. This is in contrast to 85% of respondents receiving support who were able to find information about learning support easily whilst at Hartpury. We therefore aim to ensure there are clear and accessible routes into finding support at all points during the student journey. This iteration of the APP provides us with an opportunity to implement new projects such as a front door resource for all students, as well as to review a number of interventions already in place.

Intervention strategy 5:

In primary and secondary education, there is an increasing perception that boys don't try, which has been attributed in part to outdated and widespread ideas about being a man (Pinkett and Roberts, 2019). At university level, there is evidence of how behaviour linked to masculinity may influence the support seeking behaviour of male students (Singh-Pillay and Naidoo, 2020) which can be further amplified through an intersection with socio-economic background. At university level it is suggested that boys from working class backgrounds have to stop being working class, such that they have to dismantle their identity (Pinkett, 2019). However, in current society what working class means in terms of social hierarchy has altered and there have been notable shifts in what is perceived as cultural capital (Savage et al., 2015). With this in mind, we wish to investigate the experiences of the male IMD Q1&2 students at Hartpury to identify the challenges they experience and determine the steps we can take to address these with them.

A recent case study published by a UK HEI has shown a positive correlation between students from under-represented groups in receipt of targeted financial support and improved retention rates (Byrne and Cushing, 2015). There is evidence to show however that recruitment orientated bursaries are less effective (Malcolm, 2015) and that support should be provided to students to help them engage with the money more effectively. This year, Hartpury experienced its lowest uptake of bursaries and financial assistance grants and we are keen to work with students to understand why this was and how we can ensure they receive the financial support they are entitled to.

Byrne, L. and Cushing, S. (2015) The impact of structured financial support on student retention case study: Buckinghamshire New University. *Widening Participation and Lifelong Learning*, 17(3), pp.47-59.

Malcolm, D., 2015. Access, retention or success? What problem are we trying to solve with student finance?. *Widening Participation and Lifelong Learning*, 17(3), pp.32-46.

Pinkett, M. and Roberts, M. (2019) *Boys don't try? Rethinking masculinity in schools*. Routledge: Oxon, UK

Savage, M; Cunningham, N; Devine, F; Friedman, S; Laurison, D; McKenzie, L; Miles, A; Snee, H. and Wakeling, P. (2019) *Social class in the 21st century*. Penguin Random House: UK.

Singh-Pillay, A. and Naidoo, J. (2020) A Closer Look at the Academic Support Seeking Behaviour of Male Undergraduate Students. *Universal Journal of Educational Research*, 8(11), pp.5342-5350.

Intervention strategy 6:

Internal data highlights students with BTEC qualifications made up 35.9% (n=290) of our entrants in 2020-21. Whilst national data illustrates these students are at higher risk of failing their first year of study, internal data shows that BTEC students enrolling at Hartpury perform better based on a continuation rate from first year that is 8% higher than national figures. In addition, Hartpury BTEC students are only 1.1 times more likely to repeat the first year than an A-level student, compared to 1.7 times nationally. We believe a combination of our applied curriculum and personalised approach support these students to continue. However, the upper award percentage for last year (22-23) for undergraduate students with traditional qualifications on entry (181 students in all) was 81.2% compared to those with non-traditional qualifications on entry (314 students in all) which was 59.9%. When considering intersections associated with vocational qualification on entry students, there we believe one of the strongest could be linked to being first from family (or community) to attend university. Evidence suggests a range of myths exist from prior educational settings that can enhance anxiety The hidden curriculum refers to terminology which is a common

feature of higher education across the sector and refers to certain unspoken 'rules of the game' about the norms, processes, and language of higher education that students are implicitly assumed to know (Birtill et al. 2022).

Birtill, P., Harris, R. and Pownall, M., 2022. Unpacking your hidden curriculum: A guide for educators. The Quality Assurance Agency for Higher Education.

https://www.qaa.ac.uk/docs/qaa/members/unpacking-your-hidden-curriculum-guide-for-educators.pdf?sfvrsn=51d7a581_8

Fees, investments and targets

2025-26 to 2028-29

Provider name: Hartpury University

Provider UKPRN: 10080811

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

We are not retaining the right to change tuition fees in line with inflation from 2025 onwards. There is a clear statement in the tuition fee policy 2025-26 (as part of the student terms and conditions) that states we hold the fees for the duration of the programme of study as follows "Up to date information on tuition fees is available on the Hartpury website. The tuition fees that apply to a student are as stated on the website on the date the contract is formed between student and Hartpury University and are determined by a student's fee status. The tuition fee for a course usually remain fixed for the duration of a student's enrolment on that course."

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year		N/A	1850
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	Brs Education Limited	10048409	9250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Hartpury University

Provider UKPRN: 10080811

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£154,000	£144,000	£144,000	£154,000
Financial support (£)	NA	£228,000	£233,000	£239,000	£246,000
Research and evaluation (£)	NA	£9,000	£9,000	£9,000	£9,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£106,000	£106,000	£106,000	£106,000
Access activity investment	Post-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Other access activities (£)	£48,000	£38,000	£38,000	£48,000
Access activity investment	Total access investment (£)	£154,000	£144,000	£144,000	£154,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	2.8%	2.7%	2.6%	2.8%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£4,000	£4,000	£4,000	£4,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£222,000	£227,000	£232,000	£238,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£6,000	£6,000	£7,000	£8,000
Financial support investment	Total financial support investment (£)	£228,000	£233,000	£239,000	£246,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	4.1%	4.3%	4.4%	4.4%
Research and evaluation investment	Research and evaluation investment (£)	£9,000	£9,000	£9,000	£9,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.2%	0.2%	0.2%	0.2%

