

Harper Adams University

Access and participation plan 2025-26 to 2028-29

1. Introduction and strategic aim

1.1 Harper Adams University is designated by the Office for Students (OfS) as a World-leading specialist provider, based on an evaluation of the quality of our education and the economic, professional, societal and cultural benefits we bring through the work of our students and graduates¹. In 2023, the Office for Students also **rated as outstanding the educational experience we offer students and our student outcomes**, awarding us as **Gold in the Teaching Excellence Framework (TEF)**. In 2023, we had the highest graduate employment rates in the UK, whereby 99.2% of our graduates were in work or further study. We are regarded as the UK's leading, and internationally recognised, university for education and research across sustainable food production, animal health and wellbeing, land use and sustainable living environments.² We support around 5,000 students each year on both full-time and part-time courses, including professional development courses within the industries we serve, working with over 1,100 employers regionally, nationally and internationally. We are a nationally and internationally recruiting university owing to our reputation and our subject specialisms. We teach the largest number of UK undergraduate students studying agriculture, food and related subjects (including Land and Property Management, Environment, Agribusiness and Agricultural Engineering) in the UK³; have a growing reputation and number of students studying Animal and Veterinary Science degrees (including Veterinary Medicine at the Harper Keele Veterinary School); and we are developing new courses in Digital Business, Engineering and Data Science. Our aim for work on access, student success and progression to employment is to seek out and inspire all learners to fulfil their potential, regardless of their entry qualification, family experience of higher education, household income and/or protected characteristics as defined by the Equality Act (2010).

1.2 Through our education, we intend to prepare highly motivated, problem-solving graduates with day-one competencies and career-focused motivation, who make a positive and tangible impact on creating innovative, affordable and practical solutions to address the worldwide challenges of food security and climate change. This aligns with our mission in our 2030 Strategy: Together We Make the Difference, which is the “delivery of sustainable food chains and the protection of rural resources for future generations”. We do this by providing an **applied education which is rich in professional experiences, underpinned by strong industry links including work-based learning, including a placement year for most undergraduates**. The high esteem in which we are held by employers results from the relevance of our industry-aligned curricula that have been co-developed and are co-delivered with industry. We are confident that the continued industry orientation of our educational experience leads to students having a long-term impact on the sectors that they go on to serve; for example, between 2017 and 2022, 177 of our (c.2,680) graduates have gone on to become Directors or Managing Directors. Included among our current alumni for whom we hold relevant data are 415 Managing Directors, 113 CEOs and 1,652 Directors.

Until now, our undergraduate education - the focus of this Access and Participation Plan – has been delivered at our rural campus in Shropshire or in the individual businesses of our employer partners who host apprentices and/or students on a placement year. From 2024/25, we will be extending our social and geographical reach in a new Higher Education facility in Station Quarter, Telford. This will be in The Quad, which is a purpose-built collaborative work-study space, shared with the Telford and Wrekin

¹ Office for Students (2022), <https://www.officeforstudents.org.uk/media/7bd645bb-079e-42a8-b061-5710b96ecc11/world-leading-specialist-provider-funding-outcome.pdf>

² <https://www.harper-adams.ac.uk/news/211164/harper-adams-named-as-leading-university-for-employer-reputation-in-2024-qs-world-university-rankings>

³ HESA, Table: 'HE student enrolments by HE provider and subject of study', Academic years 2019/20 to 2020/21, <https://www.hesa.ac.uk/data-and-analysis/students/what-study>

Council's inward investment and skills team, Telford College and incubator businesses, all focused on digital, mathematics and technology. Ideally placed, within walking distance of the main line railway station and the bus station, Station Quarter is the focus of £80Million of regeneration funding to create a business, education and residential district to serve a growing population and business community. This presents us with a unique opportunity to connect more directly with local education organisations (schools, colleges, training companies, relevant charities), businesses and Telford and Wrekin Council, offering new courses and supporting school and college-based students in a more systematic way. This collaboration is a cornerstone of our new Access and Participation Plan, meaning that we will be re-prioritising some resources previously devoted to national widening access and participation activities.

2. Risks to equality of opportunity

2.1 Using guidance and tools provided by the Office for Students, including the Equality of Opportunity Risk Register (EORR), we have conducted a thorough assessment of our past performance and assessed the future context of our work to widen access, enhance student success, and ensure our graduates progress to good employment and/or study destinations. This has included data and research provided by:

- the Office for Students relating to Access and Participation and for the Teaching Excellence Framework (TEF);
- our own internal data (covering the period from 2021/22 onwards);
- UCAS admissions data for our university and the Higher Education sector;
- population and economic data from the Office of National Statistics (ONS)
- schools and college data from the Department for Education (DfE);
- research conducted by our Students' Union (in its twice-yearly Student Voice Reports) and by our staff as part of their staff development work;
- relevant research we have commissioned, working with employers and employer organisations, in the industries we serve through our education and research work;
- Wider higher education research, drawing extensively on the reports and tools created by TASO (Transforming Access and Student Outcomes in Higher Education).

2.2 Owing to the size of our university and of student cohorts, we could not evaluate data with statistical reliability for all student groups. This, coupled with the disruption of two pandemic years in the four-year datasets, meant that the focus of our analysis has been based predominantly on four-year aggregates. Granular level intersectional analysis was undertaken by reviewing individualised files for students in special groups, highlighting the complex interplay of circumstances affecting individual students and how a small number can affect sizeable shifts in percentages, particularly in student success measures. The analysis confirmed that our priority must continue to be focused on widening access. We have also identified some special student groups where we should put additional focus on monitoring and promoting student success outcomes, although in only one case were the outcomes of our students lower than the English average.

2.3 We have identified student groups most at risk. These are:

- Relatively low proportions of full-time (especially male) undergraduate students from deprived backgrounds (as measured by the English Indices of Multiple Deprivation).
- Relatively low proportions of full-time students from Asian, Black and Minority Other (ABMO) ethnic backgrounds.
- Relatively low proportions of mature students (aged 21 years and over on entry) and on-course completion gaps compared to 'young' students (aged below 21 years on entry).
- An on-course continuation and awarding gap between full-time undergraduate students with a declared disability relating to mental health and those without this declared disability.
- An on-course awarding gap between male students and female students, particularly those

who enter our university with non-A Level and vocational qualifications.

- An on-course awarding gap for students formerly in receipt of Free School Meals.

2.4 We have used the OfS' Equality of Opportunity Risk Register (EORR) to consider our objectives and planned interventions to address these risks⁷. Based on analysis of national datasets and research, the EORR identifies 12 sector-wide risks that may affect certain student groups experiencing equality of opportunity to access and succeed in higher education.

2.5 Using the EORR, we have found the following risks and areas for us to address:

- Our low proportion of (especially male) students from the lowest income households in some of the most deprived areas may be related to eight potential risks in the EORR: prior knowledge and skills; lack of information and guidance; perceptions of higher education; limited choice of course type and delivery mode; mental health; the unknown ongoing impacts of coronavirus on prior academic results; cost pressures; capacity issues (resources to support study).
- Our low proportion of full-time students from Asian, Black and Minority Other (ABMO) ethnic backgrounds may be related to five potential risks in the EORR: lack of information and guidance; perceptions of higher education; limited choice of course type and delivery mode; cost pressures; capacity issues (resources to support study).
- Our low proportion of full-time mature students and the on-course completion and awarding gaps may be related to ten potential risks in the EORR: prior knowledge and skills; lack of information and guidance; perceptions of higher education; application success rates; limited choice of course type and delivery mode; insufficient academic support; insufficient personal support; mental health; cost pressures; capacity issues (resources to support study).
- For all our indications of risks where certain student groups are experiencing less on-course success (male students, those flagged as having received free school meals and those with a mental health disability) compared to their peers, this may also relate, indirectly, to five other potential risks in the EORR. The first three potential risks may have had an impact on prior academic results before arriving in higher education: prior knowledge and skills; lack of information and guidance; perceptions of higher education. The three additional risks – ongoing impacts of coronavirus, insufficient academic support and insufficient personal support – relate to their willingness or ability to access our support services for practical reasons and/or perceptual reasons about asking for help.

2.6 In addition to these risks, our own evaluation work has highlighted the following risks associated with our subject specialisms and/or students on-course:

- Poor public transport (particularly in rural areas) potentially affected applicants' ability to meet work experience entry criteria (relevant for access); and/or find suitable placements (relevant for on-course completion rates).
- Public perception or limited understanding of the career opportunities in the agrifood industry from those without any family connection, making it challenging to attract students from diverse backgrounds to some of our larger courses.
- Labour shortages in food production businesses (including family-run farms and related businesses) affecting on-course continuation and completion rates, as students are needed to provide labour to support family businesses.⁴
- The under-representation of ABMO populations and IMD postcodes in rural areas. See Annex A.

2.7 Our proposed objective and interventions (below) have been informed by our assessment of the above risks, as well as the experiences and views of students and higher education research, which are detailed in section 5 and Annex B, respectively.

⁴ <https://www.nfuonline.com/media-centre/releases/independent-labour-shortages-pr/>

3. Objectives¹

	Baseline	Targets				Difference
Address risks to equality of opportunity for students from deprived backgrounds (especially male) (Access)	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
To increase the percentage of students from deprived backgrounds (EIMD Q1 & Q2) by 10% by 2028/29.	19.4%	21.5%	24%	27%	29.5%	+10%
To increase the percentage of male students from deprived backgrounds (EIMD Q1 & Q2) by 2.5% by 2028/29.	6.5%	7%	7.5%	8%	9%	+2.5%
Address risks to equality of opportunity for ABMO students (Access)	Baseline	Targets				Difference
To increase the percentage of ABMO students to be 6.5% of the intake by 2028/29.	2.9%	3.5%	4.5%	5.5%	6.5%	+3.6%
Address risks to equality of opportunity for mature students (Access)	Baseline	Targets				Difference
To increase the percentage of mature students to be 12% of the intake by 2028/29.	7.9%	8%	9.5%	11%	12%	+4.1%
Address risks to equality of opportunity for students with a mental health condition (Continuation & Attainment)	Baseline	Targets				Difference
To increase continuation rates for students with declared mental health disabilities to be 90% by 2028/29.	82%	84%	86%	88%	90%	-4.7% gap
To increase the proportion of students with declared mental health disabilities achieving 1 st class degrees or 2:1s to be 73% by 2028/29.	60%	62%	67%	70%	73%	-4.4% gap
Address risks to equality of opportunity for men (Attainment)	Baseline	Targets				Difference
To close the awarding gap for male students to be within 5% of achievement rates for female students as measured by the percentage with 1 st class degrees or 2:1s.	70.4%	71.5%	73%	75%	77%	-4.3% gap
Address risks to equality of opportunity for students previously in receipt of Free School Meals (Attainment)	Baseline	Targets				Difference
To close the awarding gap for students formerly in receipt of Free School Meals to be within 5% of the university average achievement rates for 1 st class degrees or 2:1s, by increasing achievement rates by 5.9%	65.1	66%	67.5%	69%	71%	+5.9%

For reasons provided in Annex A, we will continue to proactively monitor all special student groups, particularly the following groups, to determine the need to set institutional targets in the future:

- Free School Meals pupils: Access. We have set targets based on the English Indices of Multiple Deprivation because this is a broader measure of disadvantage that will also include pupils who were eligible for school meals within the last six years (see Annex B). Our interventions focused on students from deprived backgrounds will address this group.
- Students with declared disabilities (overall): Attainment. In the latest two-year average (2020/21-2021/22) attainment rates have improved for these students, and we are within 4% of the sector average (see Annex A). Our analysis has shown that students with a declared mental health disability are the priority group, affecting the overall average for all students with declared disabilities. Our interventions relating to student success will benefit all.
- Male students: Progression. Our evaluation has confirmed the impact of the current ONS coding for some farming and engineering roles (details provided in Annex A). We will contribute to the next review of the occupation codes by ONS and assess the impact of these on outcomes recorded for these students.
- Mature students: Progression. In the latest two-year average (2020/21-2021/22), progression rates have improved whilst the sector average has remained relatively static, and we are within 3% of the sector average based on a relatively small sample.

In addition, we remain committed to attracting and supporting more care-experienced students and those linked to the armed forces, through work with the Become charity and its Propel website, the SCIP appliance and the West Midlands Care Leavers Network (WMCLN). Our proposed collaboration with Telford and Wrekin Council (Intervention Strategy 1, below) will also be important for this work.

4. Intervention strategies and expected outcomes

To help us achieve our objectives and address our indications of risks across the student lifecycle, we are putting in place intervention strategies (IS) based on the extent to which the risks from the EORR may be contributing to our indications of risks. Based on our evaluation of past performance and objectives we are setting in this plan, our principal priority is addressing access, and it is in this area that we present our most ambitious plans, which involve working in partnership with employers, educational organisations and charities and the local authority; this work is related directly to intervention strategies 1 and 2 and indirectly through intervention strategy 5 (community). The latter is important because it is focused on creating a visibly diverse and inclusive environment where different role models can inspire current and future students.

In the area of student success - to support good outcomes for students during their studies - we will be drawing on existing infrastructure (for academic support) that was rated by the Office for Students as outstanding when assessing our teaching quality in 2023. Our priority groups are the same as in many other universities, because they relate to broader societal changes and challenges: increasing levels of poverty and social disparity; differential performance of male students (through all stages of education) compared to female students, and supporting a growing number of young people in particular with complex and debilitating mental health issues (See Annex B). Many of the students we support now and will do in the future, fall into more than one of these three groups, thereby suffering from intersectional disadvantage. Significant investment is proposed in relation to intervention strategies 3 and 4 for three reasons: 1) OfS' risk assessment work through EORR shows that some risks at the point of access persist through parts or all of the student lifecycle; 2) our increasing number and percentage of students with disabilities requires substantial investment to ensure our good progress to date is maintained (see Annex A); 3) the investment reflects the number of additional students from currently under-represented groups that will benefit from changes to our learning and teaching and learner and student support.

Our student progression outcomes for employment and further study (progression) were rated by the Office for Students (Teaching Excellence Framework, 2023) as outstanding, despite challenges we face in terms of how some of the graduate occupations our students enter are classified currently by the Office for National Statistics (cited earlier). Whilst we are not setting any objectives in this area, we are committed to continuously enhancing this part of our work.

Intervention strategy 1: Widening Access into Higher Education in our Subject Specialisms.

This intervention aims to raise aspirations and widen access for students (particularly men) from disadvantaged backgrounds, mature and ABMO, to enrich the talent pipeline into higher education and beyond into the industries we serve. At its heart are two ambitious collaborative ventures: a) creating a new Higher Education facility in Telford to enhance our reach into local communities, particularly urban deprived settings; b) extending our national reach through our School of Sustainable Food and Farming, working in partnership with LEAF education, to widen the talent pipeline for the Agrifood sector to the benefit of all employers and higher education providers in this specialism, including Askham Bryan College, our franchise partner based in the North East. We will also continue our established work with Landex Outreach Collaboration (BLOC) and the British Ethnic Riders' Forum.

Risks to equality of opportunity: This intervention addresses the following risks to opportunity affecting male students from deprived backgrounds, mature and ABMO students: lack of information and guidance; perceptions of higher education. In addition, it addresses the following risks we have also identified: public perception or limited understanding of the career opportunities in the Agrifood industry from those without any family connection.

Objectives and targets: See Access targets in previous section.

Relationship to other Intervention Strategies: IS2: Raising maths attainment.

Activity	Inputs	Outcomes
<p>The Quad, Station Quarter, Telford</p> <ul style="list-style-type: none"> • New courses in Telford in subjects known (based on UCAS data) to be popular to at least two of the three priority groups and different to those taught on the main campus. • Telford Together - Sustained programme at The Quad (mainly Year 8 onwards, with some activities for earlier years groups) of workshops, taster sessions and STEM events involving all Schools and Colleges in Telford and Wrekin to raise aspirations in terms of Further and Higher Education and interest in STEM subjects; working in partnership with other stakeholders (Telford College, Cap Gemini, Telford and Wrekin Council). • Information and guidance tailored to different priority student groups. • Guidance and training for teachers. 	<p>0.4 FTE Student Hub Advisor</p> <p>0.2FTE Director at Station Quarter</p> <p>2 FTE Outreach staff</p> <p>0.6 FTE Academic staff time</p> <p>Travel costs (students and staff) £8k - 44k per year as initiative grows over plan period.</p> <p>Infrastructure costs at Station Quarter £18k- 296k per year as initiative grows over plan period.</p>	<p>Broadened aspirations and enhanced perceptions of HE being a viable option for students we engage.</p> <p>Increased knowledge and confidence in STEM subjects.</p> <p>Increased applications rates from within the Borough of Telford and Wrekin to our University.</p> <p>Increased participation rates in HE generally for students living in the Borough of Telford and Wrekin.</p>

<p>Collaboration through the School of Sustainable Food and Farming (SSFF) with employers and the specialist educational charity, LEAF Education.</p> <ul style="list-style-type: none"> • Creation of resource packs for secondary schools, building on approaches we have used to promote Veterinary Medicine and Veterinary Nursing (Future Vet and Vet team in a Box) and Land Management (Grow your future). • Developing a national post-16 competition relating to AgriFood and sustainability for schools children to undertake day visits and/or residential and win awards. • Creation of careers advice packs for schools and colleges and information for parents and supporters describing the AgriFood industry opportunities. • Visits to farms and food production sites at the University and with partners. • Guidance and training for teachers and careers leads. 	<p>0.5 FTE outreach/project support staff</p> <p>0.2 FTE SSFF Director</p> <p>0.2 FTE academic staff time</p> <p>0.1 FTE Fundraising staff</p> <p>Funding secured from employers through the SSFF to cover publication and printing costs.</p>	<p>Increased number of students studying AgriFood related topics prior to University.</p> <p>Increased understanding of careers in Agrifood.</p> <p>Increased number of people considering a higher education courses relating to Agrifood.</p> <p>Type 2: Pre and post intervention for teachers and careers leads.</p>
<p>Continued enhancement of our approach to university admissions:</p> <ul style="list-style-type: none"> • Removal of work experience requirement for Agriculture degree courses as result of in-course changes to support the development of key skills ready for placement. • Continued commitment to contextual admissions criteria, published on our website. • Partnership agreements with local schools and colleges, with whom we work to ensure their learners are appropriately prepared for entry into our courses. 	<p>0.5 FTE outreach/admissions staff</p>	<p>Increased applications, offer and enrolment rates for under-represented student groups.</p> <p>Increased applications rates from within the Borough of Telford and Wrekin to our University.</p>

<p>Transition support from Further to Higher Education, for returners to education (over 21 on entry), students with disabilities and care-leavers or care-experience students:</p> <ul style="list-style-type: none"> • Taster days and campus visits. • Tailored IAG pre-entry for different student groups, e.g. encouragement of disclosure of care status enabling us to better provide pre-entry and transition support and develop a care plan. • Transition Conference prior to beginning university. • Individual campus tours and one-to-one support prior to entry to identify and personalise support needs, including accommodation. • Additional welcome and support events. 	<p>1.6 FTE Outreach staff</p> <p>0.2 FTE Learner Support Staff</p> <p>0.4 FTE Student Support Staff</p> <p>Travel costs (students and staff) and Hospitality £5k per year.</p>	<p>Improving enrolment conversion rates (the number of offer holders starting the course) for under-represented groups, including care-leavers or those with care.</p>
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Total cost of activities and evaluation for intervention strategy: £550k

Summary of evidence base and rationale: This intervention strategy is informed directly by higher education research and research we have commissioned and published through our School of Sustainable Food and Farming, detailed in Annex B. Our decision to invest in a new Higher Education facility in Telford and the overall subject focus of The Quad was also guided by skills analysis undertaken by both the Marches Local Enterprise Partnership and by Telford and Wrekin Council.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
New courses at the Quad	<ul style="list-style-type: none"> • Broadened aspirations and enhanced perceptions of HE being a viable option for students we engage. • Increased knowledge and confidence in STEM subjects. • Increased applications rates from within the Borough of Telford and Wrekin to our University. 	Type 2: Applications, offer and enrolment rates.	<p>Annual Report to the Governing Body.</p> <p>Application rates will be included in published annual UCAS national datasets.</p> <p>Interim findings by 2027 to be shared via Higher Education networks and TASO, where appropriate.</p>
Schools and colleges engagement programme (Telford Together)	<ul style="list-style-type: none"> • Broadened aspirations and enhanced perceptions of HE being a viable option for students we engage. • Increased knowledge and confidence in STEM subjects. • Increased applications rates from within the Borough of Telford and Wrekin to our University. 	Type 2: Pre and post intervention pupil self-assessment in Project Workbook and teacher surveys; Applications rates.	

	<ul style="list-style-type: none"> Increased participation rates in HE generally from students living in the Borough of Telford and Wrekin. 		
Collaboration through the School of Sustainable Food and Farming (SSFF) and LEAF education	<ul style="list-style-type: none"> Increased number of students studying agri-food related topics prior to University. Increased understanding of careers in Agrifood. Increased number of people considering a higher education course relating to Agrifood. Type 2: Pre and post intervention for teachers and careers leads. 	Type 2: Pre and post intervention pupil surveys and teacher surveys; Applications rates.	Publication of evaluation research (by 2027 initially) on the website of the School of Sustainable Food and Farming
University Admissions approaches	<ul style="list-style-type: none"> Increased applications, offer and enrolment rates for under-represented student groups. Increased applications rates from within the Borough of Telford and Wrekin to our University. 	Type 2: Applications, offer and enrolment rates.	Annual Report to the Governing Body.
Transitions support	<ul style="list-style-type: none"> Improving enrolment conversion rates (the number of offer holders starting the course) for under-represented groups, including care-leavers or those with care experience. 	Type 2: Pre and post intervention surveys	Annual Report to the Governing Body

Intervention strategy 2: Collaborative partnerships to support prior attainment and remove barriers for entry.

This intervention is aimed at addressing relatively low Level 2 maths attainment in Telford and Wrekin (See Annex A). Students without Level 2 maths are disadvantaged at Level 3 because of the extra time they need to dedicate to maths as well as their Level 3 courses, and it is a barrier to studying STEM subjects at Level 3 and beyond. Educational research also cites prior maths attainment as a barrier for mature learners. See Annex B for details.

Risks to equality of opportunity: This intervention addresses the following risk to opportunity affecting male students from deprived backgrounds and mature students: prior knowledge and skills.

Objectives and targets: See Access targets in previous section.

Relationship to other Intervention Strategies: IS1 Widening Access Participation in Higher Education in our Subject Specialisms.

Activity	Inputs	Outcomes
<p>Telford Maths Project</p> <ul style="list-style-type: none"> Telford Together – as part of this programme we will be providing resources to Schools to build interest in STEM and deliver workshops and STEM events with successive year groups that embed maths in a fun and engaging way. This will be supplemented by coding and other extra-curricular activities to build sustained interest and confidence in maths. This will involve all Schools and Colleges in Telford and Wrekin; working in partnership with other stakeholders including Telford College, Cap Gemini, Telford and Wrekin Council. 	<p>0.2 FTE Director at Station Quarter</p> <p>0.2 FTE Outreach staff</p> <p>0.45 FTE academic staff time (in total)</p> <p>Travel costs (students and staff) and Hospitality £5k.</p> <p>Infrastructure costs at Station Quarter £6k - £110k per year as initiative grows.</p> <p>In-kind support will be provided by the other partners.</p>	<p>Improved understanding of subject; decreased anxiety and increased confidence.</p> <p>Increased interest in STEM subjects.</p> <p>Increased level 2 maths attainment rates in Telford and Wrekin.</p>

Total cost of activities and evaluation for intervention strategy: £133k

Summary of evidence base and rationale: This intervention strategy is informed directly by educational research. Our decision to invest in a new Higher Education facility in Telford and the overall subject focus of The Quad was informed by skills analysis undertaken by both the Marches Local Enterprise Partnership and by Telford and Wrekin Council; currently still in progress but shared with the University as a collaborator in the preparation of the new Skills Strategy for Telford and Wrekin. This led to the focus on maths and digital due to existing and future skills gaps to support regional economic growth and to address persistent educational risks in Telford and Wrekin relating to Level 2 attainment.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Telford Together – resources to Schools to build interest in STEM and deliver workshops and STEM events including summer schools with successive year groups that embed maths in a fun and engaging way.</p>	<ul style="list-style-type: none"> Improved understanding of subject; decreased anxiety and increased confidence. Increased interest in STEM subjects. Increased level 2 maths attainment rates in Telford and Wrekin. 	<p>Type 2: Pre and post intervention pupil surveys and teacher surveys; Level 2 attainment rates in Telford and Wrekin.</p>	<p>Interim findings by 2027 to be shared via Higher Education networks and TASO, where appropriate.</p> <p>Published DfE data on maths attainment in Telford and Wrekin.</p>

Intervention strategy 3: Inclusive and Innovative Learning and Teaching based on anticipatory design principles.

This intervention is concerned with how we design and teach our courses to ensure we achieve student success for **all**, preparing students with skills and confidence to ensure their university education provides a tangible pathway to their chosen graduate profession, and provides them with opportunities along the way to reflect upon that developmental journey. Central to this is the full roll-out of the new undergraduate 'Harper Forward' curriculum (for all subjects except Veterinary Medicine), which has been designed to:

- Grow student numbers and reach talent in new places, achieving further representation of different groups within our student body and the professions that they go on to work in.
- Create a curriculum centred around the concept of student journey(s) and actively move away from a model centred around modules, developing six graduate attributes to equip students for future employment in industries that continue to experience significant challenges and change (see below).
- Ensure that the content and methods of our courses meet the needs of future students and employers, and that we reflect new knowledge from the forefront of science.
- Ensure that our curriculum is sustainable for all those who support and study it.
- Align to the rapid changes facing our respective professional sectors including realisation of net zero and wider sustainability targets.

To date, we have taught level 4 to students studying three subjects. The full roll-out for all subjects begins in 2024/25 and all years of study will be in operation by 2028/29.

For each course we have blueprinted the student journey, a methodology that was recently shared with the HE sector through a QAA case study.⁵ We designed the courses to shape assessment across each year of study; develop students' ability to gain a range of perspectives of their subject; to ensure content is complementary and suitably sequenced and scaffolded to support student success; enhance students' ability to engage with learning resources and develop their academic writing and research skills throughout the course; support students to move between levels of study; ensure sustainability issues and a changing environment are recognised and addressed as an integral part of the course. Our approach to anticipatory design is assisted by the close working relationship between staff and students, enabling us to quickly identify and address (with input from students) challenges and opportunities to enhance learning and teaching.

We will continue to develop our teaching practices based on emerging educational research and insights from our own research and practice involving our staff and students; for example, approaches we have been pioneering in our joint Vet School with Keele University to help students build resilience in readiness for stressful professional settings. This work is supported by our mature staff development framework that was rated as outstanding by the Office for Students in the Teaching Excellence Framework (TEF) review in 2023.

Risks to equality of opportunity: This intervention addresses the following risks to opportunity affecting men, students with declared disabilities relating to mental health in particular, mature students and those from low-income households (having been in receipt of free school meals previously): ongoing impacts of coronavirus, insufficient academic support and insufficient personal support.

Objectives and targets: See student success targets in previous section.

Relationship to other Intervention Strategies: IS4 Personalised Support, IS5 Sense of Belonging

⁵ https://www.qaa.ac.uk/docs/qaa/members/when-quality-assurance-meets-innovation-in-higher-education.pdf?sfvrsn=51beb681_8

Activity	Inputs	Outcomes
<p>Harper Forward</p> <ul style="list-style-type: none"> • Harper Applied: Promote opportunities for problem-solving and the development of practical competencies to develop confidence and stretch among students, particular those entering with non-traditional vocational qualifications. • Harper Growth: Promoting a personal commitment to lifelong growth and learning in a changing work, productively work with others in teams and groups; motivate our students for success through career planning and personal development based on their growing understanding of their future self and promoting opportunities for self-reflection, to enable them to see the distance they have already travelled. • Harper Care: develop an understanding of others' perspectives, promoting freedom of speech and a sense of belonging and acceptance of all students from all backgrounds thereby promoting tolerance in our respectful community through a focus on wicked societal issues such as climate change and social justice (see below IS5). • Harper Digital: Embed digital skills, information literacy and responsible use of AI (Harper Digital); develop a digitally fearless outlook and digital adaptability (i.e. confident to find and effectively use technology). • Harper Global: raise aspirations among our students by developing their awareness of the global reach and opportunities afforded by the professions we prepare them for; build intercultural competence and understanding cultures and international contexts, drawing on the experience of our students, staff, employers and other organisations we work with. • Harper Inspire: Use and create research to inform the development of ideas and practices; undertake research relevant to the professional area or discipline; communicate highly relevant and potentially complex ideas to a range of audiences. <p>Implementation of the full Harper Forward Curriculum will be supported by the continuous review of:</p> <ul style="list-style-type: none"> • Community Events, opportunities for practical employability related activities, entrepreneurship, personal and communication skills, digital skills to 	<p>0.6 FTE academic staff leads</p> <p>0.7 FTE Co-ordinator</p> <p>0.6 FTE Student/Learner Support</p> <p>£10k staff development, welcome and community events</p>	<p>Increased proportion of students feeling a sense of belonging.</p> <p>Increased retention rates for students in priority groups, including students with a declared mental health disability.</p> <p>Improved attainment rates by male students and those from low-income households (based on the Free School Meals flag) through successive years of the course.</p> <p>Positive response in student surveys about:</p> <ul style="list-style-type: none"> • how the course challenges them to achieve their best work. • how the course introduced subject skills, building on what they have already learnt. • How the course has developed their knowledge and skills that they will need for the future.

<p>complement teaching on taught modules, and to explore themes linked to Respect.</p> <ul style="list-style-type: none"> • Schemes of work to reflect the programme-level principles in the course design are implemented appropriately across the work of the course team; ensuring that assessments are designed and timed to ensure students have appropriately prepared and rehearsed a type of assessment before they undertake one that contributes to the module mark. • Induction/reinduction activities embedded within teaching at every year of study and the roll out of a community week between semesters 1 and 2 (trialled in 2023/24 by the Harper Forward Trail Blazers). • Recommendations from the current independent review of our Harper Forward work to date, including the pilot in three trailblazer subject areas in 2023/24 for new level 4 entrants. 		
<p>Assessment and feedback mechanisms</p> <ul style="list-style-type: none"> • Framework for assessment design prescribing the scale and scope of assessments at each level of study to ensure they are manageable for staff and students. • FAB service for assessments (Feedback on Assessment Briefs) to ensure they are written in plain English and are understandable and accessible to all students. • Diversity of assessments designed according to our three principles of authenticity, manageability and inclusion. • Workshops and support sessions scheduled before key assessment deadlines, complementing the preparation provided within taught sessions. • Signposting feedback on learning provided in practical sessions as well as for written assessments. 	<p>0.5 FTE Academic Staff</p> <p>1 FTE Academic Guidance Tutor</p> <p>0.2 FTE University Librarian</p>	<p>Improved retention rates and attainment rates for students with a declared mental health disability.</p> <p>Improved attainment rates by male students and those from low- income households (based on the Free School Meals flag) through successive years of the course.</p> <p>Fewer students needing special arrangements for formal assessments.</p>
<p>Inclusive and compassionate learning and teaching approaches</p> <ul style="list-style-type: none"> • Embedding mental wellness, resilience and a sense of personal agency within curricula and teaching, building on the model piloted in our joint Veterinary School with Keele University. Veterinary Medicine students prepare for stressful professional situations and address the mental health challenges facing the Veterinary Medicine 	<p>0.2 FTE Clinical Psychologist</p> <p>0.5 FTE Academic Staff</p> <p>0.5 FTE Learner Support Staff</p> <p>0.4 FTE co-ordinator</p>	<p>Staff across the university understand the barriers and challenges facing priority student groups and demonstrate an understanding of resources (for students and staff) and referral channels.</p>

<p>profession: learning and teaching (during successive years of the course) focuses on using the Performance and Wellbeing Toolkit and providing space for structured reflective practice, aimed at developing self-awareness of behaviours, thoughts, attitudes and emotions that can 'derail' students. This provides a language that is used and understood among students and staff providing a safe space for addressing challenges and promoting personal development and mental wellbeing.</p> <ul style="list-style-type: none"> • Accessible learning and teaching resources, including recorded lectures, presentations and written materials, developed according to the principles in our Guide to Inclusive Learning and Teaching (GILT). • Staff awareness and development through training (both compulsory and developmental), communities of practice and collaborative research and projects. 	<p>£5k staff development events</p>	<p>Increased proportion of students rating themselves as having positive mental health.</p> <p>Enhanced sense of wellbeing by students with a declared disability.</p>
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Total cost of activities and evaluation for intervention strategy: £456k

Summary of evidence base and rationale: This intervention strategy is informed directly by educational research and our own internal research and practice. The Harper Forward methodology was informed by approaches such as the ABC (Active, Blended, Connected) and UDL (Universal Design for Learning) models, but also by ideas from our students, staff and from employers and schools whose feedback directly shaped the six graduate attributes. Our approach to learning and teaching (including assessment and feedback) has developed in light of the rich evidence base developed more recently in relation to different learning and study styles during, and following, Covid 19 and increased focus on mental health and wellbeing. It is also informed by the professional insights of our multi-profession of academic guidance, disability support, wellbeing, student support and teaching staff, as well as qualitative and quantitative research we undertook in 2022/23 with our students. See Annex B for further details.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Harper Forward – course design and learning and teaching approaches.</p>	<ul style="list-style-type: none"> • Increased proportion of students feeling a sense of belonging. • Increased retention rates for students in priority groups, including students with a declared mental health disability. • Improved attainment rates by male students and those from low-income households (based on the Free School Meals flag) through successive years of the course. 	<p>Type 2 – Students' Union Student Voice Survey</p> <p>Type 2 – Student performance analysis</p> <p>Type 2 – Student</p>	<p>Annually on the Students' Union website</p> <p>Annual Report to the Governing Body</p>

	<ul style="list-style-type: none"> • Positive response in student surveys about: <ul style="list-style-type: none"> ○ how the course challenges them to achieve their best work. ○ how the course introduced subject skills, building on what they have already learnt. ○ How the course has developed their knowledge and skills that they will need for the future. 	<p>performance analysis</p> <p>Type 2 – Student survey results (Annual Course Survey)</p>	<p>Annual Report to the Governing Body</p> <p>Annual Report to the Governing Body</p>
Assessment and Feedback Mechanisms.	<ul style="list-style-type: none"> • Improved retention rates and attainment rates for students with a declared mental health disability. • Improved attainment rates by male students and those from low-income households (based on the Free School Meals flag) through successive years of the course. • Fewer students needing special arrangements for formal assessments. 	<p>Type 2 – student performance analysis</p> <p>Assessment Office reports</p>	Annual Report to the Governing Body
<p>Inclusive and compassionate learning and teaching approaches:</p> <ul style="list-style-type: none"> • Mental health wellness embedded within learning and teaching. • Accessible learning and teaching resources e.g. text to Speech – Claro Read and Mind Mapping – Mind Genius. • Staff development. 	<ul style="list-style-type: none"> • Staff across the university understand the barriers and challenges facing priority student groups and demonstrate an understanding of resources (for students and staff) and referral channels. • Increased proportion of students rating themselves as having positive mental health. • Enhanced sense of wellbeing by students with a declared disability. 	<p>Type 2: Pre and post intervention survey from EDI-related training sessions</p> <p>Type 2 – Students’ Union Student Voice Survey</p> <p>Type 2 – Students’ Union Student Voice Survey</p>	<p>Annual EDI Report to the Governing Body</p> <p>Annual Report to the Governing Body</p> <p>Annual Report to the Governing Body</p>

Intervention strategy 4: Personalised support for students through partnership.

This intervention is focused on proactively providing academic and pastoral support to students who face greater challenges at university: those who enter with non-traditional entry qualifications, those with disabilities or ill health, and those affected by life circumstances that affect their ability to continue with their studies or realise their true potential academically. Whilst this aspect of our work has attracted awards and

positive recognition from within the sector and by the Office for Students (TEF, 2023), it is an area in which we are relentlessly ambitious because it reflects directly the mission and values of our university. Our focus in this Access and Participation Plan is to integrate and systematise our infrastructure through the use of information technology (a student case management system, under development, and use of diverse learning and support resources) and develop data that can be both shared among staff who support students and which can be analysed so we can understand and prioritise activities that add the most value to students.

Risks to equality of opportunity: This intervention addresses the following risks to opportunity affecting men, students with declared disabilities relating to mental health in particular, mature students and those from low-income households (having been in receipt of free school meals previously): ongoing impacts of coronavirus, insufficient academic support and insufficient personal support.

Objectives and targets: See student success targets in previous section.

Relationship to other Intervention Strategies: IS3 Inclusive & Innovative Learning and Teaching, IS5 Sense of Belonging.

Activity	Inputs	Outcomes
<p>Infrastructure</p> <ul style="list-style-type: none"> • Student Case Management System – providing a single shared system for course tutors, course managers, Student Services, Learner and Disability Support and other teams to share information in individual students, undertake risk assessments and organise managed referrals. When fully developed this system will provide valuable analytical data that will enable us to enhance our evaluation work. • Promoting life coaching as a more socially acceptable entry point for male students into our wellbeing services. • Wellbeing services comprising a multi-professional team (including counselling, occupational therapy and mental health professionals); the Student Wellbeing Hub of resources, information and guidance in SharePoint; • Student Assistance Programme (provided by Health Assure) providing 24/7 telephone and web-based services covering mental wellbeing, financial and legal professional advice and support. • Specialist kit and software to support students with disabilities including Specific Learning Differences, 	<p>0.2 FTE Systems Developer</p> <p>1 FTE Wellbeing staff</p> <p>0.5 FTE Learner Support</p> <p>£19k SAP</p> <p>£21k equipment and resources</p>	<p>Increased earlier proactive and positive interventions and fewer crisis interventions.</p> <p>Increased proportion of students rating themselves as having positive mental health, excluding students with a declared disability.</p> <p>Improved continuation, completion and attainment rates for male students and those with a declared mental health disability.</p> <p>Improved engagement with wellbeing services and/or course tutors by male students.</p> <p>Students have a good knowledge and understanding of what support is available to them.</p>

<p>Personalised support</p> <ul style="list-style-type: none"> • Academic Guidance sessions (group or 1-to-1) with students from under-represented groups and/or with non-traditional entry qualifications. • Support to Study arrangements – individual support plans for students encountering difficulties such as illness, a major life event or struggling with their studies for a range of complex reasons. • Disability Screening and assessment service: Screening service (free) for Specific Learning Differences (dyslexia, dyspraxia, dyscalculia and ADHD) and Autism; • Diagnostic assessments for dyslexia, dyspraxia and ADHD available for face-to-face assessments on campus and remote assessments that can be booked around work/study commitments. • Student Support Plan to ensure reasonable adjustments are in place (e.g. additional exam arrangements). • One-to-one support for students awaiting diagnosis or those pending DSA funding. • Academic referencing, information literacy and discovery skills – workshops and 1-to-1 bookable sessions with university librarians. • Weekly inter-professional risk assessment meetings to discuss individual student cases to monitor progress and to take remedial action as needed. • Pastoral and academic tutoring – provided by Course Tutors and/or professional services postholders. Until the Student Case Management System has been developed and rolled out, all staff involved in this work meet weekly during term-time to share intelligence and agree additional support for groups of students or those in similar circumstances. 	<p>3 FTE Academic Guidance</p> <p>0.7 FTE Hub Advisor (Station Quarter)</p> <p>1 FTE Academic Guidance Tutor (Station Quarter)</p> <p>3.5 FTE Wellbeing Staff</p> <p>2 FTE Learner Support</p> <p>1 FTE Librarian</p> <p>£5k Student Retention and Engagement Group</p>	<p>Self-reflection by students on their skills and increased confidence, through pre and post intervention student surveys.</p> <p>Improved continuation, completion and attainment rates for male students and those with a declared mental health disability.</p>
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Total cost of activities and evaluation for intervention strategy: £743k

Summary of evidence base and rationale: This intervention strategy is informed directly by educational research and our own internal research and practice. It is based on well-documented models of providing targeted learner support for students from known disadvantaged groups from the beginning of their studies and then providing nudges and support to promote independent learning and academic stretch, by professional services support staff working closely with course team, particularly course managers. See Annex B for further details.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Infrastructure</p> <ul style="list-style-type: none"> • Student Case Management System • Life coaching • Wellbeing services • Student Assistance Programme • Specialist kit and software 	<p>Increased earlier proactive and positive interventions and fewer crisis interventions.</p> <p>Increased proportion of students rating themselves as having positive mental health, excluding students with a declared disability.</p> <p>Improved continuation, completion and attainment rates for male students and those with a declared mental health disability.</p> <p>Improved engagement with wellbeing services and/or course tutors by male students.</p> <p>Students have a good knowledge and understanding of what support is available to them.</p>	<p>Wellbeing Services operational data</p> <p>Type 2 – Students’ Union Student Voice Survey</p> <p>Type 2 – Student performance analysis</p> <p>Wellbeing Services operational data</p> <p>Type 2 – Student survey results (Annual Course Survey)</p>	<p>Annual EDI Report to the Governing Body</p> <p>Annually on the Students’ Union website</p> <p>Annual Report to the Governing Body</p> <p>Annual EDI Report to the Governing Body</p> <p>Annual Report to the Governing Body</p>
<p>Personalised Support</p> <ul style="list-style-type: none"> • Academic Guidance • Support to Study • Disability Screening and assessment service • Academic referencing, information literacy and discovery skills 	<p>Self-reflection by students on their skills and increased confidence.</p> <p>Improved continuation, completion and attainment rates for male students and those with a declared mental health disability.</p>	<p>Type 2 – Student survey results (Annual Course Survey – new question).</p> <p>Type 2 – Student performance analysis</p>	<p>Annual Report to the Governing Body</p> <p>Annual Report to the Governing Body</p>

<ul style="list-style-type: none"> Weekly inter-professional risk assessment meetings Pastoral and academic tutoring 			
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Intervention strategy 5: Building belonging, success and impact through our community.

This intervention aims to augment the power of our close university community to welcome and support an increasingly diverse range and number of students from under-represented groups. It is shaped by our well-established Respect framework we co-own with the Students' Union and the additional resources we have invested in our Students' Union for student partnership work including the immensely valuable Student Voice Survey, qualitative feedback and ideas from our student representatives and the growing number of student clubs and societies. This intervention also seeks to formalise and frame the interactions senior staff have with individual students to enrich the depth of our understanding of their lived experiences. We are also seeking to be more systematic and ambitious when engaging with our alumni to act as role models and mentors to current students.

Risks to equality of opportunity: This intervention addresses the following risks to opportunity affecting men, students with declared disabilities relating to mental health in particular, mature students and those from low-income households (having been in receipt of free school meals previously): ongoing impacts of coronavirus, insufficient academic support and insufficient personal support.

Objectives and targets: See Access targets in previous section.

Relationship to other Intervention Strategies: IS1 Widening Access, IS3 Inclusive & Innovative Learning and Teaching, IS4 Personalised Support.

Activity	Inputs	Outcomes
Implementation of the University's Respect programme of training, development and community events, promoting our values relating to inclusion and community (two key priorities in our University Strategy).	0.5 FTE Co-ordinator 0.3 FTE Trainer	Increased proportion of students feeling a sense of belonging. Inclusion, equality, diversity and allyship (under our Respect banner) embedded in our training offering for all staff. Increase in applications and appointments of staff from under-represented groups.
Working with the Students' Union to enhance the social opportunities and volunteering across our community and to community-wide campaigns and develop the number and membership of student clubs and societies.	10% of SU Subvention to cover elements of the Student Voice Co-ordinator and Activities Co-Ordinator	Increased proportion of students joining a student club or society. Students provided with community groups and networking opportunities.

	0.2FTE Student Advisor	Increased proportion of students rating themselves as having positive mental health.
Connecting our alumni with students as role models to promote wellbeing, aspirations and attainment raising by providing examples of how they have used their university education to have successful portfolio careers, moving beyond their initial career plans. We see this as beneficial to all, but particularly for male students who have secured work in agriculture and land management by level 6 and do not need to achieve the highest grades.	0.2 FTE Alumni Manager 0.1 FTE course tutoring	Enhanced attainment outcomes for male students, in level 5 and level 6 assessments. Enhanced progression outcomes for male and mature students particularly.
Reverse mentoring involving senior managers gaining insights from individual student mentors.	0.1 FTE co-ordinator 0.1 FTE senior staff	Greater understanding by leaders of ways to enhance support for students without waiting for routine survey points.

Total cost of activities and evaluation for intervention strategy: £123k

Summary of evidence base and rationale: This intervention strategy is informed directly by educational research and our own internal research and practice. It is focused on provided targeted learner support for students from known disadvantaged groups from the beginning of their studies and then providing nudges and support to promote independent learning and academic stretch, by professional services support staff working closely with course team, particularly course managers. See Annex B for further details.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Respect	<ul style="list-style-type: none"> Increased proportion of students feeling a sense of belonging. Inclusion, equality, diversity and allyship (under our Respect banner) embedded in our training offering for all staff. Increase in applications and appointments of ABMO staff. 	Type 2 – Students' Union Student Voice Survey Staff Development Monitoring Type 2 – Staff recruitment data	Annually on the Students' Union website. Annual EDI Report to the Governing Body. Summary on Respect webpage in University website. Annual EDI Report to the Governing Body.
Social Opportunities provided by the Students' Union including student clubs and societies	<ul style="list-style-type: none"> Increased proportion of students joining a student club or society. Students provided with community groups and networking opportunities. Increased proportion of students rating themselves as having positive mental health. 	Type 2 – Students' Union Student Voice Survey	Annually on the Students' Union website.

Alumni as role models	<ul style="list-style-type: none"> Enhanced attainment outcomes for male students, in level 5 and level 6 assessments. Enhanced progression outcomes for male and mature students particularly. 	Type 2 – Student performance analysis Type 1 – qualitative insights from our students	Annual Report to Governing Body. By 2027, findings shared via Higher Education networks and TASO, where appropriate.
Reverse mentoring	<ul style="list-style-type: none"> Greater understanding by leaders of ways to enhance support for students without waiting for routine survey points. 	Type 1 – qualitative insights from our students	By 2027, findings shared via Higher Education networks and TASO, where appropriate.

4. Whole provider approach

Based on our size, subject focus and culture, we take a whole provider approach to our education and related support for students. We know our students individually and our staff pride themselves on the good professional and productive working relationships they have with them. The activities and priorities in this Access and Participation Plan are based on a range of structured conversations through our committee structure with staff and students, drawing upon individual insights, professional judgments and feedback from students provided individually and collectively through surveys and other research (including National Student Survey for finalists and our own Annual Course Survey for all student groups) and the work of the Students’ Union (including sabbatical officers and recently established ‘exec’ role to represent under-represented groups).

Our Access and Participation Plan forms part of our wider work on **Equality, Diversity and Inclusion (EDI)**. The University is committed to its responsibilities under the Equality Act 2010 and Public Sector Equality Duty 2012. A thorough review of the Single Equality Scheme was undertaken by the EDI Working Group in 2022/23. The resulting EDI Action Plan is overseen by a Respect Committee (co-chaired with the Students’ Union), which covers a range of areas which involve wellbeing, welfare and EDI (Respect, Safeguarding, Freedom of Speech, Sexual Misconduct, Prevent). The most tangible connections within the EDI Action Plan and this Access and Participation Plan are in Intervention Strategies 4 (relating to wellbeing and personalised support for students) and 5 (relating to community, including a dedicated workstream on Respect). The Academic Board and Board of Governors receive annual reports and additional reports relating to individual initiatives or in-year changes relating to EDI are included within the Vice Chancellor’s Report. The Respect banner for all work relating to EDI is now well-established across our community, through a programme of events led by the university’s senior leadership and through reporting we share more widely via our Respect website. Our staff development offer includes both specialist EDI-related training for key staff with specific responsibilities and broader training for all other staff. Governors are also provided with relevant training to ensure they can confidently oversee this important area of university activity.

Our **academic and corporate governance** arrangements reflect this collegiate working culture and our integrated approach to education and delivering excellent student outcomes. Following prior consideration and approval by Academic Board, the Board of Governors receives a detailed and wide-ranging Annual Report of Academic Quality, Standards and Student Access and Achievement. We engage with relevant Governors in accordance with their areas of expertise on specific issues (such as student support, access and participation) and also convene working groups where Governor engagement and input may be needed for specific project work. This covers all parts of our students’ lifecycle, including our outreach and access work and how we are supporting students (from diverse backgrounds and those with special

characteristics) from entry through to employment. This review of performance comprises the evidence base for our Annual Quality Enhancement Plan; with implementation overseen by the Quality and Standards Committee. The Learning, Teaching and Student Experience Committee (LTSEC) has responsibility for identifying and overseeing the delivery of key enhancement themes and in-year evaluation of student trends and feedback to identify and enhance immediate and longer-term interventions. Whilst Academic Board and its committees (except for assessment boards) have students in their membership, LTSEC has the highest proportion of student members: 7 out of 24 members, including the President and Vice-President of the Students' Union and the Student Voice Co-ordinator (working in the Students' Union in a post established through funding provided by the University). In addition, the Students' Union also hosts a termly meeting for student representatives (Educational Champions). The delivery of the Access and Participation Plan (APP) is overseen by the Academic Leadership Group (ALG) which includes in its membership all heads of academic department, heads of relevant professional services departments and is co-chaired by the Pro Vice-Chancellor (Education and Students) who has leadership responsibility for the APP. Academic Leadership Group (ALG) reports directly to the University Executive, which that is responsible for management of the University, delivery of the university strategic plan (including this APP) and resources. To ensure that decision-making is directly related to the experience of students, the President of the Students' Union is a member of University Executive. In addition, the annual report (cited above) - evaluating the entire student lifecycle - the Learning and Teaching and Student Experience Committee receives updates on student and wellbeing support, particularly relating to mental health. The Students' Union undertake two surveys per academic year gathering feedback on both the broader experiences of students including their wellbeing and sense of belonging, and which resources and social activities students appreciate.

We purposefully and systematically deliver academic support for all students, with additional focus on students facing additional risks to equality of opportunity - such as students with non-traditional qualifications, disability and those returning to study – including all groups covered by the Equality Act 2010. Teaching and professional services support staff adopt a **one-team approach to providing academic support**. Collaborative approaches to supporting students and to sharing practice across the staff community, involve and value both teaching and professional services staff. Teams include, but are not limited to, Academic Guidance, the English Language Unit, Learner and Disability Support, Student and Wellbeing Services, technical support staff, and the University Library. Together they provide targeted and broad wellbeing and learner support for transitions points (into and through courses) and for vulnerable student groups to enrich the wider student experience and promote a sense of belonging, thereby enhancing student outcomes. The impact of this approach was best evidenced during the pandemic by significant improvements in academic attainment by disabled students. This collaborative culture is hard-wired into the organisational structures of the University, with all services directly supporting students and all educational matters under the leadership of the Pro-Vice-Chancellor (Education and Students). This culture is also fostered through the staff recruitment, induction and staff development arrangements. Key mechanisms other than those cited above include:

- **Disability staff involved in new curriculum design and validation events** with a focus on promoting inclusive design to remove barriers for disabled students. In developing the new Harper Forward courses, the Head of Learner Support was on the Project Steering Committee to advise on inclusion and accessibility and each course team had a member of staff from Learner Support.
- **Contributions from professional services support staff in staff development activities** focused on inclusivity and disability experience. Recent examples include sessions on neuro-diverse student needs and digital accessibility (we have a rolling programme and support on demand for digital accessibility).
- **Inter-professional** management/support of learner journeys: professional services (including the apprenticeship team, Learner Support and Student Services) working closely with course teams to support successful outcomes for disabled students. This includes a **referral system**.
- **Continuing professional development** for all professional services staff supporting students.
- **Transition to university** - encouragement of early sharing of disabilities pre-entry to ensure early support is in place to support successful outcomes through 1-to-1 meetings. This extends into the

Welcome Week when the Disability Team contribute to a student life session to encourage disabled students to access any support required early on in their course and to promote the free screening service for neurodiversity.

- **Student voice** – Educational Champions inputs on the lived student educational experience which highlights any additional barriers for students. Recent feedback on assessment challenges is being incorporated into new staff training.

In addressing **mental health and wellbeing** we operate a whole institution approach supported by professional collaborations and referral channels provided by relevant external agencies including those in the local health and social care system. This well-established institution-wide approach addresses the risks that certain student groups may not experience equality of opportunity in being able to continue or complete their studies or achieve the best grades possible on their course, due to mental health, insufficient academic support, insufficient personal support and the ongoing impact of coronavirus. We offer a person-centred service that works to provide a stepped care model. We ensure students are supported in the least intensive and invasive way possible, at the earliest possible opportunity. The core elements of our approach are:

- Supporting a culture in which challenges to our wellbeing are recognised, talked about and not stigmatised. Students are encouraged to provide a 'Trusted Contact' at enrolment. This could be a parent, sibling, spouse, or friend who the student has a close relationship with, and who they've nominated for us to contact if there is a serious concern regarding their wellbeing or safety.
- Providing proactive wellbeing interventions through a range of activities, workshops and engagement opportunities for students.
- Adopting a university-wide approach to raising awareness of mental health considerations and offering associated guidance and training to students and staff supporting students.
- Encouraging students with difficulties to seek support.
- Meeting individual support needs via a comprehensive spiral student induction, a range of on-going supportive interventions and services, and a holistic approach to support through the Student Services Wellbeing Team, the Learner Support and Academic Guidance Teams, Chaplaincy and Careers Service and the student's Course Team.
- Delivering training and resources for staff to build their knowledge and confidence in identifying students at risk and supporting individuals at the earliest opportunity and referring them to specialist support where necessary.
- A course tutoring model that provides support each academic year, progression and signposting to other services and support.
- Support to Study (see Intervention Strategy 3 Personalised Support) framework aims to support students Health and Wellbeing by implementing the right support at the right time. The Support to Study guidance document for students sets out how we may respond to instances where there are concerns and the type of action the University may take to manage the matter and support the student. The framework is designed to be a supportive early intervention with four stages.
- Working in partnership with the Students' Union on campaigns and gathering and evaluating feedback, including responses to the dedicated questions in the Student Voice survey relating to mental health and belonging (see Annex B).
- Through our Residences Officers, Student Life Reps (current students living in halls to provide support to students) and all-year round on-call Student Services Staff rota, we are able to provide comprehensive out of hours support, ranging from low level preoccupations to students in crisis, often liaising with emergency services and external secondary services.

This work is monitored by the Respect Committee; a section of the annual report to University Executive and the Board of Governors covers Student Mental Health and Wellbeing. In 2023, the University signed up to the **University Mental Health Charter Framework** developed by the charity Student Minds. This allows us to self-assess our provision against a set of evidence-informed principles and themes; to access peer

support and best practice; and to further our whole-University approach to mental health and wellbeing by working towards a Charter Award. This work is led by the University's University Mental Health Charter Steering Group which also reports to the Respect Committee. Included within this work will be a routine review of our Suicide Safer Strategy, which aims to provide a whole university approach to creating a suicide-safer university as we recognise that suicide is one of the most distressing and complex societal challenges. Our strategy has been created in line with guidance from the UUK guidance 'suicide safer Universities'. A regular Engagement and Retention group meeting highlights any student behavioural trends, issues or concerns emerging within academic and professional services which informs pro-active interventions and in-the-moment practice adjustments.

- Our **Learning, Teaching, and Student Experience Strategy** provides the foundations for the educational experience of our students. It balances the history and traditions of the institution with ambition and a changing context. The foundations of the strategy are the Hallmarks of Distinction – these define a Harper Adams education as a **practical and applied learning experience** with support to become independent and enterprising, digitally capable, global citizens demonstrating social and environmental care, underpinned by inclusivity and partnership, flexibility, enriching learning spaces, and research-informed teaching (see Intervention Strategy 1). Implementation of the strategy focuses on curriculum, teaching, assessment and feedback, staff development, reward and recognition, partnerships, digital, and spaces, as well as building respect and culture. Key features comprise:
Curriculum: We have a commitment to develop the curriculum in partnership with students, staff across the University, and with external stakeholders including current and potential industry partners. We have foregrounded the concept of the student journey (or programme-led design) to underpin curriculum. Review processes, as well as the emerging curriculum, will be inclusive. Critically the curriculum and the Hallmarks of distinction are connected through our graduate attributes: Harper **Applied**; Harper **Digital**; Harper **Global**; Harper **Growth**; Harper **Inspire**; Harper **Care**.
- **Teaching:** Teaching and methods of educational support seek to actively engage and support students from diverse backgrounds, with varied prior educational experiences and with different beliefs; differences between learners provide the basis for a positive teaching experience which draws upon varied methods and perspectives. Teaching is planned to ensure students become increasingly independent; this means scaffolding students to be able to help themselves in different situations and to make choices about when to seek guidance.
- **Assessment and Feedback:** Assessment and feedback is enhanced through a multifaced approach which includes staff development, course level planning, a one-team approach working with professional services to anticipate student needs and to optimise assessment design, and the development of feedback tools.
- **Digital:** Technology enhances programmes of study through the provision of opportunities for engagement with people and resources, and it allows appropriate levels of flexibility in learning. The University maintains a core set of contemporary tools and technologies to support learning; these are continually developed to ensure that they meet the needs of current and future students. Staff are encouraged to innovate with technology in teaching, to evaluate this work and to share what has been learnt. Institution wide provision is continually reviewed to ensure alignment with teaching and learning aspirations e.g. we commit to lecture capture in physical teaching spaces and to providing virtual access to specialist facilities in the farm.
- **Student partnership:** We recognise that the term 'student experience' or 'student voice' is a shorthand for a complex phenomenon; it recognises that there is not a single experience and as such will endeavour to ensure that student consultations actively seek a range of student perspectives and that all voices are treated equally. Students are valued members of the University community and, as such, they will be partners in any developments which impact their education or experience.
- **Respect and Institutional culture:** We seek to create a learning environment which promotes freedom of thought, belief and expression, within a framework of mutual respect and tolerance, allowing individuals to test and critique different views. Diverse views should be respected, debated and framed in a scientific, theoretical or other academic manner. We commit to ensure all new courses contain a

meaningful stream of activity and opportunity relating to respect and inclusivity through the curriculum; deliver a range of education opportunities, awareness campaigns and workshops to encourage an inclusive and diverse campus; and work with our Students' Union to enable and embed meaningful change to enhance partnership and representation.

To ensure that staff are equipped and supported in developing excellent practice we have an **established approach to staff development which attends to different career stages** for both teaching and relevant professional services support staff, and specifically includes:

- An annual programme of development for Researchers (PhDs) who support undergraduate learning; completion of this course is a pre-requisite to work in teaching roles.
- An in-house PgC in Teaching and Supporting Learning in Higher Education, accredited by Advance HE for Fellowship, which is undertaken by all new teaching colleagues who do not hold an equivalent qualification, as well as professional services staff.
- Practitioner actions research in to pressing issues e.g. commuter student experience, experiences of neurodiverse students, effective teaching approaches, language as a barrier to learning, students attendance and engagement.
- A well-established Professional Standards Framework Scheme, linked Descriptors 1-3 inclusive, through which colleagues can achieve a category of Fellowship relevant to their role.
- An annual Learning and Teaching conference opened by the Vice-Chancellor and attracting high profile speakers, external experts and internal sharing; this event attracts over 120 colleagues and is a celebration of learning and teaching.
- Quarterly Learning and Teaching Forums: these are CPD days in the academic calendar to allow the community to come together to share and learn; topics include assessment and feedback, digital accessibility, ePortfolio, and active teaching methods.
- A range of practitioner-led initiatives including: a journal club, web-sharing sessions known as Bite-sized Learning and Teaching sessions, and Communities of Practice (see below).
- A weekly update of external professional development distributed to staff, with listed funded opportunities for ease of access to different opportunities.

This menu of opportunities is linked to a structured set of expectations for staff engagement: a written condition of appointment is for new staff to achieve Fellowship of the Higher Education Academy (FHEA); our Learning and Teaching pathway is linked to Fellowship; we have reporting expectations of peer observation; staff CPD is reported to Learning and Teaching and Student Experience Committee. Across the four-year period from 2019-2022 our average Fellowship rate was 82.5%. In the current academic year, 75.2% of academic staff have Fellowship compared to the sector Average of 46.1%.⁶

We have practitioner-led communities of practice which actively seek to develop and share pedagogic approaches through discussion and evaluation. At the COP26 Conference, with the Smithsonian Institute (the world's largest museum, education and research organisation) we shared effective methods of teaching entomology and sustainable integrated pest management. Our most established community of practice is focused on assessment support, and this has been shared through publication (for example, Arnold & Headley, 2019; Headley & Pittson, 2020)⁷ and through conference presentations (Assessment in Higher Education). We have communities that meet regularly on the topics of inclusivity, active learning, playful learning and the use of AI. More broadly, through the QAA Funded research project we have partnered with Staffordshire University to work with our students and theirs to explore the topic of Phenomenon Based Learning to strengthen Education for Sustainable Development.⁸

⁶ Annual Review of Accredited Continuing Professional Development (CPD) Schemes submitted to AdvanceHE 2023; <https://www.harper-adams.ac.uk/news/203377/hea-fellowship-rate-at-harper-adams-more-than-double-uk-average>

⁷ Bottom up! Establishing a university wide community of practice for exemplars and exploration of its affect in enhancing the quality of student assessment Practitioner Research in *Higher Education*, (2020).

⁸ <https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/developing-phenomenal-learning-a-toolkit-for-implementing-phenomenon-based-learning-as-part-of-a-future-proofed-sdg-he-curriculum>

5. Student consultation

The Students' Union has supported the University in the preparation of this Access and Participation Plan, which has been conceived by drawing on rich and diverse sources relating to and generated by our students: research and key priorities identified through the Students' Union 'Student Voice' Reports (see Annex B), their contributions both at the EDI Working Group meetings (in 2021/22-2022/23) and more recently in the Respect Committee (which they co-chair).

Elected Officers are members of all key University Committees including, but not limited to, the Learning Teaching and Student Experience Committee (LTSEC), Academic Board and the Board of Governors. The contributions from all of these committees are reflected in the completed plan. In addition, staff employed by the Student Union (Student Union Director and Student Voice Co-ordinator), alongside student representatives (Educational Champions) also attend LTSEC, where themes and the key priorities relating to the Access and Participation Plan have been discussed in detail. Formal consultation on this APP was undertaken with these three committees, which all had prior understanding of the context for this work because they receive a copy of the Annual Report of Academic Quality, Standards and Student Access and Achievement which includes a dedicated section on the delivery of the Access and Participation Plan. This report will continue to be a key mechanism to monitor the new APP.

The Student Voice Reports and feedback received by our student representatives (who attend university committees cited earlier, course committees, and support us on student-related projects) has highlighted the very different experiences and expectations of parts of our university community and the challenges of gathering insights and feedback from some groups, such as students who commute or have caring responsibilities, students with social anxiety and other mental health conditions and students who are the first members of their family joining university. Recognising these challenges, we undertook a different approach to informal consultation (outside of university committees) on the APP. In addition to the Students' Union Survey, students were invited to focus groups, a survey was sent to all students who had had a Support to Study Plan this academic year and we used the end of scheduled one-to-one meetings with students from hard-to-reach priority groups to ask structured questions. The latter was particularly important for students needing support with mental health and wellbeing.

The feedback from students through these varied approaches informed directly the following aspects of our Access and Participation Plan:

- Inclusion of a dedicated Intervention Strategy (5) on belonging and community, highlighting clubs and societies and promotion of inclusion through our Respect work.
- Challenges students are facing in terms of public transport (one of the additional risks to equality of opportunity): addressed through our continued investment in a shuttle bus service, financial support provided through our Access to Learning Fund (for students in financial hardship) and discussions with Telford and Wrekin Council about public transport. Through Intervention Strategy 1, we will also be providing all students living and commuting from Telford with access to study space in Telford town centre near rail and bus hubs.
- The importance of support to prepare for assessments and to ensure that assessments are accessible and clear for students: reflected in Intervention Strategy 3.
- The need to tailor teaching to the previous subject experience of students, so that they can build on their subject specialism and previous learning: addressed through Intervention Strategy 3 (programme-level design principle in Harper Forward).
- Importance (particularly for students with disabilities) of accessibility of learning resources, recorded lectures and material to support revision: Intervention Strategy 3.
- Importance of specialist and personal support provided by Wellbeing Services, Learner Support and course teams, and the benefits of Support to Study interventions: all reflected in Intervention Strategy 4.

6. Evaluation of the plan

Our evaluation strategy takes a mixed-method approach, employing, and wherever possible triangulating, elements of activities, outputs and outcome evaluation. In this way, we aim to determine whether or not a particular intervention is working well, and, if the latter, how it might be improved and/or changed, thereby enabling us to prioritise our resources as a small specialist provider. We use both qualitative and quantitative datasets covering the whole applicant-student-graduate lifecycle and progress over the entire lifetime of the plan and involve all parts of our community: academic and support staff and our students. In addition to our use of the OfS datasets, we collect and/or evaluate routinely a range of qualitative and quantitative data, sourced both internally and externally, to evaluate our portfolio of Access and Participation and Student Success work (examples are provided in Annex B) and we use the datasets and evaluation work provided through UniConnect.

In addition to UniConnect, we are engaged in a range of networks where access and participation activities, student support (particularly relating to wellbeing) and the evaluation of impact will be considered. We seek best practice examples in the process of our engagement, including research produced by the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) to both learn from best practice and to share experiences of working in rural environments, where we will be able to offer particular insights. The rural dimension is also explored with other institutions specialising in rurally based subjects so that we can determine a specific 'rural what works' approach to our APP and its evaluation. The particular challenges of being a smaller specialist provider, particularly in relation to the risks to equality of opportunity are explored routinely by GuildHE WP Network, of which we are a member. Our evaluation work will also be enriched by our established work with the NEON working group 'Supporting Access, Success and Progression for Vocational Learners' (co-chaired by our Widening Participation lead).

Our evaluation strategy is based on our Theory of Change that was refined in 2022 and updated again when preparing this Access and Participation Plan, based on new evidence provided by research we have undertaken through the School of Sustainable Food and Farming, with large employers and new regional skills data. This is provided for information in Annex B.

We have carried out a self-assessment using the OfS self-assessment of evaluation plans tool, adjusting expectations due to limitations of sample sizes and resources within a smaller university. Summary findings are provided in the following table:

Dimension of evaluation	Score	Categorisation of evaluation practice
Strategic context	22	Advanced
Programme design	15	Emerging
Evaluation design	7	Advanced
Evaluation implementation	16	Advanced
Learning from evaluation	17	Advanced

We identified the following opportunities to enhance our work:

- More work on feasibility testing.
- Enhance opportunities for widening participation staff and academic staff to collaborate on WP related research.
- Building evaluation expectations from the design or planning stage onwards for programmes or intervention.

The implementation of evaluation plans will be monitored by the Academic Leadership Group that has responsibility for the APP, education and teaching quality and research. This receives reports at different times during the year: the annual overview report (cited earlier), data on leading indicators (such as application, offer and applicant conversions rates by special groups, retention and attainment data) and outcomes of internal research relating to our evaluation strategy. This is in addition to the review and evaluation of student performance and feedback data by Learning and Teaching and Student Experience Committee as part of routine reporting and deep dive sessions, for example, when the Student Voice or other surveys are available. Our reports to the Board of Governors will be adapted to reflect the approved intervention strategies, and we will continue to report annually on the financial investment in our APP and progress against each of the specific APP objectives.

7. Provision of information to students

Our Access and Participation Plan is published on our website, accessible from the [Key Information Page](#), which is a single source of information for prospective and current students. This page provides links to all relevant policies (including our Admissions Policy) and to our Student Fees and Charges brochure, which provides details of our course fees and other costs students will need to cover during their course, such as clothing, equipment and field trips.

The tuition fees for our undergraduate courses are currently £9,535, and £1,905 for students on a sandwich placement. These fees are set by the UK government and may increase in the future.

We provide financial support through competitive scholarships (managed by our Development Trust), based on both merit and relevant subject or industries. They vary in value between £1,000 and £6,000. They are normally linked to the placement, and sometimes to support students in their final year after placement. These vary year-on-year and include (currently) the following examples:

- Studley College Trust offers scholarships worth £2,000 for students studying courses related to Agriculture, Food or Agricultural Engineering from low-income households.
- Butchers' and Drovers' Charitable Institution offer scholarships worth £5,000 for students in years one or two or on placement. Selection criteria include financial circumstances based on information provided by students.
- CLA Charitable Trust offers scholarships worth £3,000 for students 'from backgrounds that are traditionally under-represented in the rural economy'. Our Access and Participation Plan priority groups meet this criterion.

For the latest list of scholarships on offer, please visit the Development Trust website: [here](#).

We offer financial support for students from financially disadvantaged groups, and review this annually. This helps students access Higher Education and continue studying until their course is completed. We are proactive in communicating this support to students. The support includes:

- A hardship fund to support students struggling to cover living and study-related costs. Students from underrepresented groups are considered priority groups and may be eligible for a higher grant accordingly. Individual grants can vary between circa £50 and £1,000.
- Budgeting workshops and 1 to 1 budgeting support.
- 1 to 1 support sessions helping students complete hardship fund applications successfully, ensuring that eligibility criteria are highlighted appropriately for consideration.
- Financial information and advice shared via our Facebook page and our Rough Guide to Student Life.
- Financial support to attend interviews and offer holder events.
- Flexible accommodation deposit and instalment payment plans as required.

We have dedicated a section of our webpage on a) [how to apply](#) which provides information about

application and pre-enrolment and includes Frequently Asked Questions; b) fees and funding, including the Scholarships; c) accommodation.

We provide information about student finance and all of our support services at Open Days and Offer Holder days, when prospective students and their supporters can meet university staff, including course teams. We also send dedicated Student Finance information to applicants during the application cycle. This supplements the information we provide at outreach events in schools and colleges and on campus (taster days, campus visits and residential). We also ensure that current students are signposted to Student Finance to make on-time applications to support their next year of study.

Registered students also have access to a job bulletin board, managed by the Careers' Service, advertising jobs and placement opportunities.

2025-26 fee information

Provider name: Harper Adams University

Provider UKPRN: 10040812

Summary of 2025-26 course fees for new entrants

*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

Inflation statement

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH

Table 1a - Full-time course fee levels for 2025-26 new entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	2017-18 or later starters - Fifth Year MEng degree on campus	N/A	£9,535
First degree	2017-18 or later starters - First Year degree on campus	N/A	£9,535
First degree	2017-18 or later starters - Fourth Year degree on campus	N/A	£9,535
First degree	2017-18 or later starters - Second Year degree on campus	N/A	£9,535
First degree	2017-18 or later starters - Third Year Honours on campus	N/A	£9,535
First degree	2017-18 or later starters - Top up Honours / Non honours	N/A	£9,535
First degree	2017-18 or later starters - Year Zero degree on campus	N/A	£9,535
Foundation degree	2017-18 or later starters - Year 1 Foundation degree on campus	N/A	£9,535
Foundation degree	2017-18 or later starters - Year 3 Foundation degree on campus	N/A	£9,535
Foundation degree	2017-18 or later starters - Year 4 Foundation degree on campus	N/A	£9,535
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	2017-18 or later starters - Year 0 Foundation degree on campus	N/A	£9,535
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	2025-26 starters - Accelerated Degree	N/A	£11,440
Sandwich year	2017-18 or later starters - Third Year Honours on placement	N/A	£1,905
Sandwich year	2017-18 or later starters - Year 2 Foundation degree on placement	N/A	£1,905
Turing scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants

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

Table 1c - Part-time course fee levels for 2025-26 new entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Part time study of full time courses	N/A	£4,767
Foundation degree	Part time study of full time courses	N/A	£4,767
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	Graduate Certificate in Advanced Veterinary Nursing	N/A	£2,550
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
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: Harper Adams University

Provider UKPRN: 10040812

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	£624,000	£680,000	£884,000	£915,000
Financial support (£)	NA	£320,000	£336,000	£353,000	£370,000
Research and evaluation (£)	NA	£180,000	£185,000	£189,000	£193,000

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 (£)	£118,000	£131,000	£181,000	£188,000
Access activity investment	Post-16 access activities (£)	£506,000	£549,000	£703,000	£727,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£624,000	£680,000	£884,000	£915,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	9.3%	10.2%	13.3%	12.9%
Access activity investment	Total access investment funded from HFI (£)	£624,000	£680,000	£884,000	£915,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£300,000	£315,000	£331,000	£347,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£20,000	£21,000	£22,000	£23,000
Financial support investment	Total financial support investment (£)	£320,000	£336,000	£353,000	£370,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	4.8%	5.0%	5.3%	5.2%
Research and evaluation investment	Research and evaluation investment (£)	£180,000	£185,000	£189,000	£193,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	2.7%	2.8%	2.8%	2.7%

