



Summary of Access and Participation Plan 2026-27 to 2029-30

What is an access and participation plan?

An access and participation plan sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

You can see the full Access and Participation Plan for NMITE [here](#)

Key points (pages 1 to 2 of the full plan)

NMITE was founded to provide high-quality engineering education in Herefordshire, an area with historically low higher education participation. Its place-based mission positions access and participation at the core of the institution, shaping its curriculum, admissions, support systems, and partnerships. Unlike traditional universities, NMITE removes common structural barriers by not requiring Maths or Physics A Levels, broadening access for disadvantaged and female applicants. Extensive outreach with education providers helps reshape the engineering pipeline and create new local opportunities where none previously existed.

Small cohorts allow highly personalised academic and pastoral support. NMITE's programmes—including Integrated Engineering, Mechanical Engineering, Construction Management, and a Foundation Year—address industry needs for broader engineering skills. The student body is diverse across age, background and learning needs, with growing gender and ethnic representation. Early graduate outcomes are strong, with employers actively seeking NMITE graduates and sponsorships supporting industry ready talent.

What we are aiming to achieve (pages 2 to 5 of the full plan)

We are committed to fostering an inclusive and supportive environment where all students can thrive. NMITE has identified areas where there is a risk to equality of opportunity and has set targets to be achieved over the lifetime of this plan:

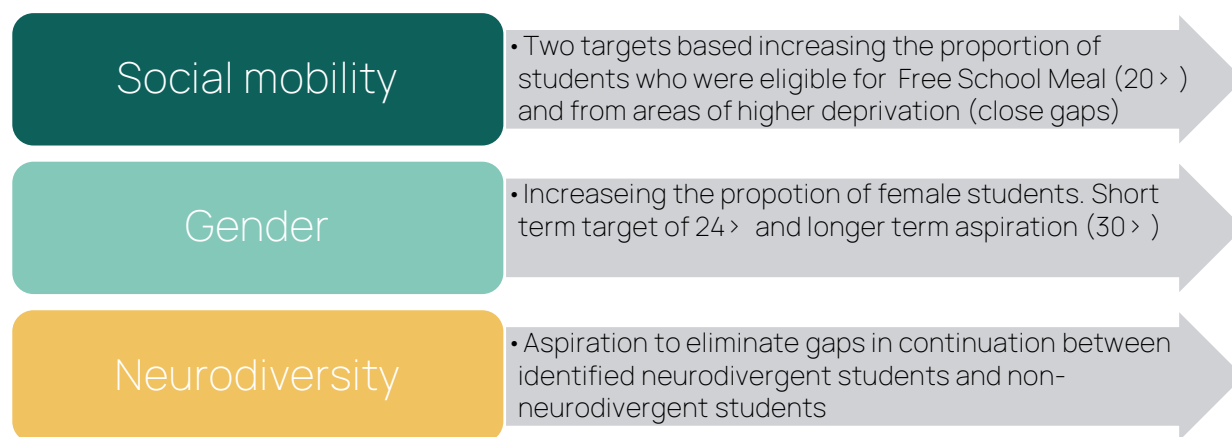


Figure 1 Our APP Targets

What we are doing to address key risks to equality of opportunity (pages 5 to 21 of the full plan)

We have developed strategies to address risks to equality of opportunity and achieve our objectives. These strategies align with the core mission of NMITE of regional educational uplift and widening access into engineering education. NMITE's Whole Provider Approach (WPA) means that our intervention strategies are not standalone; they are embedded into the structure and purpose of the institution.

Outreach Strategy

Our marketing and schools engagement approaches aim to challenge perceptions of engineering and higher education. These beliefs and limited awareness around higher education options may impede pupils' aspirations, particularly those from disadvantaged areas of backgrounds.

- Feeder School Network development including those identified as serving disadvantaged and low participation areas.
- Targeted widening participation campaigns and collaborations with strategic partners with a focus on younger age groups, students from disadvantaged backgrounds and girls.

Admission Strategy

NMITE seeks to widen entry routes to engineering and so increase the potential for innovation by encouraging applications from prospective students who may not meet the entry requirements of traditional universities but can demonstrate an ability and commitment to succeed in the NMITE learning environment.

- Contextual admissions, and no requirement for A-Level Maths and Physics
- STEPS INTO – our enhanced offer to enrolment contact points.
- Foundation Year offered as an alternative pathway into NMITE.

Enhanced student and learning support

Our student and learning support systems provide a structured and supportive environment to give our diverse learners to best chance of continuing and succeeding with their studies.

- Support through the Academic Skills & Knowhow Centre (ASK) and STEPS our Transitions and Progression programme that also integrates career development and mentoring into every year of study.
- Our Student Services Team support all students with wellbeing and financial concerns, including addressing need for Reasonable Adjustments and application and implementation of Disabled Students' Allowance assessments.

Teaching Model and Inclusive Curriculum

Our cohort-based, studio-driven pedagogy fosters deep peer connections, frequent feedback, and applied learning – all of which support retention and engagement, especially for those unfamiliar with academic environments.

- Embedding principles of inclusive design and delivery of our curriculum, particularly in relation to neurodiversity and disabilities
- Pedagogy school for the Academic Team with a focus on inclusive teaching and learning.
- Community and Employer engagement such as use of curriculum partners as coaches for student teams

Figure 2 Our Intervention Strategies

Fees we charge

At NMITE, the tuition fees for the 2026-27 academic year are:

- Accelerated MEng programmes (3-year duration): £11,735
- BSc Programme (3-year duration): £9,780
- Foundation Year (1 year duration): £9,780

Tuition fees may increase annually, up to the maximum limit set by the UK government for that academic year. If there is a change to tuition fees, we will inform students in writing and provide details about the reason for the change. For the most up-to-date information on our fees, visit [Fees and finances | NMITE](#)

Financial help available (page 29 of the full plan)

NMITE offers a wide range of financial support for our students, and this information is made available to all applicants and students, through targeted emails, on the website and through our MyNMITE portal. This support includes:

- **NMITE Boost:** helping our students with the cost of living by providing a free daily breakfast on campus, free sanitary products, free Sunday lunch once a month (limited number), free items from Community Larder (limited number available) and a contribution towards travel costs.
- **NMITE Life Changer Bursary:** Financial support of £10,000 over the duration of a student's studies to individuals from within Herefordshire, Gloucestershire and Worcestershire (limited number).
- **NMITE Care Experienced Bursary:** Support of £1,000 per academic year for students who have or are being supported by a local authority.
- **NMITE Young Adult Carers Bursary:** Support of £500 per academic year for new undergraduate UK students who are your adult carers.
- **NMITE Neurodiversity Diagnosis Fund:** Supports neurodiverse students to fund a diagnostic assessment to reach their full academic potential whilst studying at NMITE (up to £1,000).
- **Financial Aid:** Support for those experiencing financial difficulties.

Information for students (pages 28 to 29 of the full plan)

NMITE is committed to ensuring that all prospective students receive timely and accessible information on course content, entry requirements, tuition fees, financial support and other key information required prior to enrolment.

We provide multiple channels for communication to prospective students, applicants, newly enrolled students, current students including our website, open days, offer letters, our student handbook, our Tuition fees and refund policy and MyNMITE portal.

How students can get involved (pages 25 to 26 of the full plan)

NMITE recognises that our students have experiences and perspectives on our model of contemporary learning and are therefore well placed to share useful insights that can improve student life and help shape how the institution works.

We have a strong system for student engagement, including a Student Union, student delegates who sit on academic committees and key steering groups, and a student trustee who serves on the Board of Governors.

We worked closely with our students in the development of this plan. Focus groups were open to all students and this allowed for a whole student community approach.

Evaluation – how we will measure what we have achieved (pages 27 to 28 of the plan)

Our academic, professional and leadership teams contribute to the monitoring and evaluation of targets, intervention strategies and in this plan through supporting and inputting on the range of evaluation measures.

Students are important in this work, and we will continue to work in partnership with students on the design and implementation of evaluation and research. We will collaborate across our team and with strategic partners to deliver the evaluation plan, and to help keep us on track to achieve our objectives and targets. We will be using a mixture of data and qualitative methods to assess effectiveness, such as seeking feedback from students on their perceptions of the impact of our interventions. Our findings will be used to continuously improve our practice.

An Annual Progress and Review report will be published in an accessible format on our website.

Contact details for further information

Please contact James Newby, james.newby@nmite.ac.uk for more information.