

Moorlands College

Access and participation plan 2025-26 to 2028-29

1 Introduction and strategic aim

Moorlands College is a small, specialist higher education provider situated just outside Christchurch in Dorset. We currently¹ have 102 undergraduate students of whom 51% are campus-based at our Christchurch campus, 28% study in a hybrid mode (a balance of online and residential), and 21% are studying at our regional centre in the south-west of the country. All are studying in full-time mode. In addition to our undergraduate provision, we offer two MA programmes which between them currently have 71 students. Currently 90% of our undergraduate students fall into one or more of the categories that OfS identifies as being potentially disadvantaged with regard to equality of opportunity for access to, success in, or progression from Higher Education.

The College's current, top-level Strategic Plan² is "focused on four primary goals: 1) to increasingly equip students to impact the church and world, 2) to secure financial sustainability, 3) to achieve greater independence and security through receiving Degree Awarding Powers, and 4) to ensure staff are well supported and equipped to deliver their roles." One of the College's key performance objectives under the first goal is to "continue to address key risks to equality of opportunity in Higher Education" to be indicated by "gaps in access and participation (AP) data are reduced in accordance with the AP plan." Situating access and participation at the top-level of the College's strategy commits the College as a whole institution to ensuring progress towards the elimination of risks to equality of opportunity in Higher Education at Moorlands.

2 Risks to equality of opportunity

We have carried out an assessment of our performance over the last five years, giving consideration to each of access, continuation, completion, attainment and progression of undergraduate students at Moorlands College. The details of this analysis are given in Annex A (section 9).

Because of the small population sizes involved, much of the data is aggregated across years to give moving averages, but for each dataset we have aggregated into as few years as possible for reliable analysis.

Many of the datasets indicate that the College is performing above the sector average. However, four main indicators of risk to equality of opportunity were identified in our datasets, and so we are focusing on them in this plan. These indicators of risk were carefully considered with regard to the

¹ As of 1st October 2024.

² Moorlands College Strategic Plan September 2023-August 2028.

Equality of Opportunity Risk Register (EORR), in order to identify the underlying risks most likely to be the cause in our context (see Annex A, section 9, for details).

From our datasets we also identified some areas of potential risk. For these areas we are confident that we have robust mitigation in place through college-wide strategies, including academic and non-academic support, flexibility of type and mode of course delivery, and financial packages. Details of our analysis of these areas can be found in Annex A.

The four priority indicators of risk to be focused on, together with the corresponding potential underlying risks, are summarised below.

Risk 1: success (continuation, completion, attainment) for students with a mental health condition

Students at Moorlands with a mental health condition (MHC) are considerably less likely to succeed in their studies than other students.

- Analysis of student data gives the percentage of students with an MHC continuing their studies as 83%, compared with 98% continuation rate for students with no declared disability, for the period 2021-2024.
- For the same period, the completion rate for students with an MHC is 75% compared with 93% for students with no declared disability.
- The percentage of students attaining a 2:1 or 1st class honours degree classification is 57% for those with an MHC compared with 81% for those with no declared disability.

From the EORR, there are several risks which our analysis indicates may be affecting success for students with a mental health condition. These are insufficient personalised non-academic support (EORR r7), environment not conducive to good mental health (EORR r8), and cost pressures (EORR r10).

Risk 2: attainment for students with disabilities

Students at Moorlands with disabilities (in general) are less likely to obtain a 2:1 or 1st class honours degree than those without a disability. Analysis of student data gives the percentage of students with disabilities attaining a 2:1 or 1st class honours degree classification in the period 2021-2024 as 58%, compared with 81% for students with no declared disability. From the EORR, there are several risks which our analysis indicates may be affecting attainment for students with disabilities. These are insufficient personalised non-academic support (EORR r7) and cost pressures (EORR r10).

Risk 3: access for students from the most socioeconomically deprived backgrounds

There are lower proportions of students from the most socioeconomically deprived backgrounds at Moorlands College. Analysis of student data using index of multiple deprivation (IMD) quintiles, gives the percentage of students from IMD Q1 postcodes as 9%, compared with 21% from IMD

Q5, for the period 2021-2025.³ From the EORR, there are several risks which our analysis indicates may be affecting access for students from the most socioeconomically deprived backgrounds. These are insufficient prior knowledge and skills (EORR r1), insufficient information and guidance (EORR r2), perception of Moorlands (EORR r3), and cost pressures (EORR r10).

Risk 4: access for Asian, black, mixed and other (ABMO) students

There are lower proportions of Asian, black, mixed and other (ABMO)⁴ students than white students at Moorlands College. Analysis of student data shows that Moorlands has a lower proportion of students of these ethnicities (11% for the period 2021-2025) compared with the sector average of 35% (2022-2023). From the EORR, there are two risks which our analysis indicates may be affecting this proportion. These are insufficient information and guidance (EORR r2), and perception of Moorlands (EORR r3).

3 Objectives

For each of the indicators of risk identified above, we have set an objective and associated target, as summarised below. The timeframe for achieving each of these objectives is by the end of this plan (i.e. the end of the academic year 2028-2029, which we are referring to below as “autumn 2029”). We have also summarised below how we intend to achieve these objectives, with the details given in section 4. Details of our rationale for targets may be found in Annex B (section 10).

Objective 1: to make significant progress towards ensuring that students with a mental health condition have equal opportunity for success

We intend to significantly reduce the gaps in continuation, completion and attainment rates for those with a declared mental health condition, by autumn 2029. The targets we have set are:

- Reduce the gap in continuation rate from 15pp to 11pp
- Reduce the gap in completion rate from 18pp to 8pp
- Reduce the gap in attainment rate from 24pp to 14pp.

We will do this through funding packages to subsidise the costs of counselling (or similar) and other costs relevant to their particular MHC. We will also do this through increased individualised tutor support, and more focused following up on non-take-up by these students of academic support opportunities.

Objective 2: to make significant progress towards ensuring that students with disabilities have equal opportunity to attain a degree award that reflects their academic capabilities

³ i.e. academic year 2021/22 to academic year 2024/25.

⁴ Due to small numbers, we are unable to further disaggregate data by ethnicity. OfS access and participation data categorises students by 5 broad ethnic categories: white, Asian, black, mixed, other. Therefore, while the College fully understands the dangers of grouping together different ethnicities in such a way that can mask differences and create unhelpful labelling, in order to perform any analysis at all, we have been forced to do this and have used the acronym ABMO. This refers to the latter four broad categories but, under O, also adding Gypsy, Traveller, or Roma ethnic groups, and the Boater and Showmen communities.

We intend to significantly reduce the attainment gap between those with and without a declared disability, by autumn 2029, from 23pp to 13pp.

We will do this through funding packages to subsidise costs relevant to students' particular disabilities. We will also do this increased individualised tutor support, and the following up of nontake-up of academic support.

Objective 3: to make significant progress towards ensuring that students from the most socioeconomically deprived backgrounds have equal opportunity to study at Moorlands

We intend to reduce the gap between the proportion of Moorlands students from IMD Q1 and IMD Q5 postcodes from 12pp to 8pp by autumn 2029. We will do this through targeted marketing and through a means-tested bursary towards maintenance costs.

Objective 4: to make significant progress towards ensuring that ABMO students have equal opportunity to study at Moorlands

We intend to increase the percentage of ABMO students at Moorlands to 15% by autumn 2029. We will do this through targeted marketing and through use of a consultant for recruitment strategy development.

4 Intervention strategies and expected outcomes

This section outlines each intervention strategy that the College will use to meet the above objectives, including the risk to equality of opportunity that the strategy addresses, the approximate costs, the rationale and how the strategy will be evaluated. Further details of the evidence base and rationale are provided in Annex B (section 10), together with the rationale for our objectives and targets.

4.1 Intervention strategy 1: Success (continuation, completion, attainment) for students with a mental health condition *Objective:*

Make significant progress towards ensuring that students with a mental health condition have equal opportunity for success (continuation, completion and attainment).

Targets:

By autumn 2029 reduce the gaps between students with a mental health condition and those with no disability, to the following:

- Reduce the gap in continuation rate from 15pp to 11pp
- Reduce the gap in completion rate from 18pp to 8pp
- Reduce the gap in attainment rate from 24pp to 14pp.

Risks to equality of opportunity:

Insufficient personalised non-academic support (EORR r7), environment not conducive to good mental health (EORR r8), and cost pressures (EORR r10).

Related objective:

Make significant progress towards ensuring that students with disabilities have equal opportunity to attain a degree award that reflects their academic capabilities.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
COUNSELLING	A financial support package to contribute to the costs of counselling or similar professional services, targeted towards students with a mental health condition. There will be a standard amount per session, plus a top-up amount according to need. This is a variation on a current activity.	<p>A proportion of the counselling costs per eligible student. Estimated at £8000 across the duration of this plan.</p> <p>Human resources to manage the activity. Estimated at £1000 across the duration of this plan.</p>	Decreased financial concerns for students; supportive environment; increase in emotional wellbeing.	
ENABLE	A financial support package to contribute to specific costs associated with a student's disability and not covered by DSA. This is targeted towards students with disabilities, means-tested, and is a variation on a current activity.	<p>A proportion of the cost per eligible student, variable by means. Estimated at £2000 across the duration of this plan.</p> <p>Human resources to manage the activity. Estimated at £500 across the duration of this plan.</p>	Decreased financial concerns for students; supportive environment; increase in emotional wellbeing.	IS2

TUTOR SUPPORT	Additional personal tutor support time, tailored to individual needs. This is targeted towards students with disabilities, as identified by the Learning Assistance Department, and is a new activity.	Staff time, Estimated at £1500 across the duration of this plan.	Supportive environment; increased access of relevant support structures.	IS2
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Activity	Description	Inputs	Outcomes	Cross intervention strategy?
SSS FOLLOW-UP	Increased support for accessing academic support, through personalised following up of those not taking up offers of Supplementary Study Skills (SSS) sessions. This is targeted towards students with disabilities, as identified by the Learning Assistance Department, and is a new activity.	Staff time, Estimated at £1000 across the duration of this plan.	Increased utilisation of academic support opportunities by relevant students .	IS2

Summary of evidence base and rationale

Our evidence base for the above activities includes student mental health resources and literature from TASO,⁵ student and staff focus group discussions on existing and planned activities, and our take-up rates of current support structures and funding packages. Individually the activities are focused on EORR r7 (TUTOR SUPPORT and SSS FOLLOW-UP activities) and EORR r10 (COUNSELLING and ENABLE activities); together they act to provide a supportive environment which is conducive to good mental health (EORR r8). By undertaking evidence-based activities which are focused on the underlying risks which we have identified as being possible causes of the gaps in success rates, and which build on the foundation of the College’s existing support for all students

⁵ <https://taso.org.uk/student-mental-health-hub/toolkit/>

(see section 5), we believe the above intervention strategy will lead to positive change. Further details of our evidence base for the above activities are given in Annex B (see 10.1).

Evaluation

We will evaluate each activity in this intervention strategy against its intended outcomes. We also intend to evaluate the intervention strategy as a whole. Interim evaluation will be conducted annually, starting in 2025-2026, with full evaluation at the end of the four years of this plan. The following table summarises the details of our intended methods of evaluation of each activity, with further details given in Annex B (see 10.1). Evaluation of the intervention strategy as a whole will be through quantitative analysis of continuation, completion and attainment data for students with a mental health condition compared with students with no declared disability. Our annual interim evaluation will be made available to staff and students through our Virtual Learning Environment (VLE). Our full evaluation at the end of the four years of this plan will be published on our website.

Activity	Outcomes	Method(s) of evaluation
COUNSELLING	Decreased financial concerns for students; supportive environment; increase in emotional well-being.	Qualitative survey of students through the College's personal tutor system.
ENABLE	Decreased financial concerns for students; supportive environment; increase in emotional well-being.	Qualitative survey of students through the College's personal tutor system.
TUTOR SUPPORT	Supportive environment; increased access of relevant support structures.	Additional question about tutoring added to the College's existing Extra-Modular Survey; Take-up rates of internal support structures.
SSS FOLLOW-UP	Increased utilisation of academic support opportunities by relevant students.	Percentage of students with MHC taking up offer of SSS; qualitative report from Student Welfare Manager

4.2 Intervention strategy 2: Attainment for students with disabilities Objective:

To make significant progress towards ensuring that students with disabilities have equal opportunity to attain a degree award that reflects their academic capabilities.

Target:

By autumn 2029 reduce the gap in attainment rate between students with disabilities and those without disabilities, from 23pp to 13pp.

Risks to equality of opportunity:

Insufficient personalised non-academic support (EORR r7) and cost pressures (EORR r10)

Related objective:

Make significant progress towards ensuring that students with a mental health condition have equal opportunity for success (continuation, completion and attainment).

Related risks to equality of opportunity

Environment not conducive to good mental health (EORR r8)

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
DIAGNOSES	A financial support package to contribute to the cost of obtaining a disability diagnosis. This is targeted towards students who need a formal disability diagnosis in order to access DSA and other assistance, and is a variation on a current activity.	A proportion of the diagnosis costs per eligible student. Estimated at £6000 across the duration of this plan. Human resources to manage the activity. Estimated at £1000 across the duration of this plan.	Decreased financial concerns for students; access of DSA and other assistance requiring a diagnosis.	
ENABLE	A financial support package to contribute to specific costs associated with a student's disability and not covered by DSA. This is targeted towards students with disabilities, meanstested, and is a variation on a current activity.	A proportion of the cost per eligible student, variable by means. Estimated at £4000 across the duration of this plan. Human resources to manage the activity. Estimated at £500 across the duration of this plan.	Decreased financial concerns for students; supportive environment; increase in emotional wellbeing.	IS1

TUTOR SUPPORT	Additional personal tutor support time, tailored to individual needs. This is targeted towards students with disabilities, as identified by the Learning Assistance Department, and is a new activity.	Staff time, Estimated at £1500 across the duration of this plan.	Supportive environment; increased access of relevant support structures.	IS1
SSS FOLLOW-UP	Increased support for accessing academic support, through personalised following-up of those not taking up offers of support. This is targeted towards students with disabilities, as identified by the Learning Assistance Department, and is a new activity.	Staff time, Estimated at £1000 across the duration of this plan.	Increased utilisation of academic support opportunities by relevant students.	IS1

Summary of evidence base and rationale

Our evidence base for the above activities includes student and staff focus group discussions on existing and planned activities, and our take-up rates of support structures and funding packages. Individually the activities are focused on EORR r7 (SUPPORT and SSS FOLLOW-UP activities) and EORR r10 (DIAGNOSES and ENABLE activities); together they act to provide a supportive environment which is conducive to good mental health (EORR r8). By undertaking evidence-based activities which are focused on the underlying risks which we have identified as being possible causes of the gap in attainment rate, and which build on the foundation of the College's existing support for all students (see section 5), we believe the above intervention strategy will lead to positive change. Further details of our evidence base for the above activities are given in Annex B (see 10.2).

Evaluation

We will evaluate each activity in this intervention strategy against its intended outcomes. We also intend to evaluate the intervention strategy as a whole. Interim evaluation will be conducted annually, starting in 2025-2026, with full evaluation at the end of the four years of this plan. The following table summarises the details of our intended methods of evaluation of each activity, with further details given in Annex B (see 10.2). Evaluation of the intervention strategy as a whole will be through quantitative analysis of attainment data for students with and without a declared disability. Our annual interim evaluation will be made available to staff and students through our Virtual Learning Environment (VLE). Our full evaluation at the end of the four years of this plan will be published on our website.

Activity	Outcomes	Method(s) of evaluation
DIAGNOSES	Decreased financial concerns for students; access of DSA and other assistance requiring a diagnosis.	Quantitative analysis of proportion of diagnoses obtained and needed.
ENABLE	Decreased financial concerns for students; supportive environment; increase in emotional well-being.	Qualitative survey of students through the College's personal tutor system.
TUTOR SUPPORT	Supportive environment; increased access of relevant support structures.	Additional question about tutoring added to the College's existing Extra-Modular Survey; Take-up rates of internal support structures.
SSS FOLLOW-UP	Increased utilisation of academic support opportunities by relevant students.	Percentage of students with MHC taking up offer of SSS; qualitative report from Student Welfare Manager

4.3 Intervention Strategy 3: Access for students from the most socioeconomically deprived backgrounds *Objective:*

Make significant progress towards ensuring that students from the most socioeconomically deprived backgrounds have equal opportunity to study at Moorlands.

Target:

By autumn 2029 reduce the gap between the proportion of Moorlands students from IMD Q1 and IMD Q5 postcodes from 12pp to 8pp.

Risks to equality of opportunity:

Insufficient information and guidance (EORR r2), perception of Moorlands (EORR r3) and cost pressures (EORR r10).n

Related objective:

Make significant progress towards ensuring that ABMO students have equal opportunity to study at Moorlands.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
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MARKETING	Targeted marketing towards recruitment of students from socioeconomically deprived backgrounds. This is a variation on a current activity.	Human resources and expenses to manage the activity, estimated at £8000 across the duration of this plan.	More students from socioeconomically deprived backgrounds applying to Moorlands.	IS4
MAINTENANCE	An annually means-tested bursary of £750 per eligible student towards maintenance costs. This is a new activity.	Estimated at £34000 across the duration of this plan. Human resources to manage the activity. Estimated at £1000 across the duration of this plan.	More students from socioeconomically deprived backgrounds applying to Moorlands.	

Summary of evidence base and rationale

Our evidence base for the above activities includes evidence and its evaluation collated by TASO,⁶ and student and staff focus group discussions on existing and planned activities. The above activities address the risks to equality of opportunity which we have identified as possible causes of the gap in access: MARKETING is focused on EORR r2 and r3; MAINTENANCE is focused on EORR r10. By undertaking evidence-based activities which are focused on the underlying risks, we believe the above intervention strategy will lead to positive change. Further details of our evidence base for the above activities are given in Annex B (see 10.3).

Evaluation

We will evaluate each activity in this intervention strategy against its intended outcomes. We also intend to evaluate the intervention strategy as a whole. Interim evaluation will be conducted annually, starting in 2025-2026, with full evaluation at the end of the four years of this plan. The following table summarises the details of our intended methods of evaluation of each activity, with further details given in Annex B (see 10.3). Evaluation of the intervention strategy as a whole will be through quantitative analysis of access data by socioeconomic background. Our annual interim evaluation will be made available to staff and students through our Virtual Learning Environment (VLE). Our full evaluation at the end of the four years of this plan will be published on our website.

⁶ <https://taso.org.uk/intervention/financial-support-pre-entry/>

Activity	Outcomes	Method(s) of evaluation
MARKETING	More students from socioeconomically deprived backgrounds applying to Moorlands.	Additional question about perception of information and guidance added to application form; feedback from students focus groups.
MAINTENANCE	More students from socioeconomically deprived backgrounds applying to Moorlands.	Qualitative evaluation through student focus groups.

4.4 Intervention Strategy 4: Access for ABMO students *Objective:*

Make significant progress towards ensuring that ABMO students have equal opportunity to study at Moorlands **Target:**

By autumn 2029 increase the percentage of ABMO students at Moorlands from 11% to 15%.

Risks to equality of opportunity:

Insufficient information and guidance (EORR r2) and perception of Moorlands (EORR r3).

Related objective:

Make significant progress towards ensuring that students the most socioeconomically deprived backgrounds have equal opportunity to study at Moorlands.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
MARKETING	Targeted marketing towards recruitment of ABMO students. This is a variation on a current activity.	Human resources and expenses to manage the activity, estimated at £6000 across the duration of this plan.	Increase in proportion of ABMO students applying to Moorlands.	IS3
CONSULTING	Use of a consultant to develop a strategy for recruitment of ABMO. This is a new activity.	Consultant costs estimated at £0 across the duration of this plan. ⁷	Increase in proportion of ABMO students applying to Moorlands.	

⁷ See Annex B (10.4) for explanation of £0 costs.

Summary of evidence base and rationale

Our evidence base for the above activities comes from student and staff focus group discussions on existing and planned activities. The above activities address the risks to equality of opportunity which we have identified as possible causes of the gap in access: MARKETING and CONSULTING are both focused on EORR r2 and r3. By undertaking evidence-based activities which are focused on the underlying risks, we believe the above intervention strategy will lead to positive change. Further details of our evidence base for the above activities are given in Annex B (see 10.4).

Evaluation

We will evaluate each activity in this intervention strategy against its intended outcomes. We also intend to evaluate the intervention strategy as a whole. Interim evaluation will be conducted annually, starting in 2025-2026, with full evaluation at the end of the four years of this plan. The following table summarises the details of our intended methods of evaluation of each activity, with further details given in Annex B (see 10.4). Evaluation of the intervention strategy as a whole will be through quantitative analysis of access data by ethnicity. Our annual interim evaluation will be made available to staff and students through our Virtual Learning Environment (VLE). Our full evaluation at the end of the four years of this plan will be published on our website.

Activity	Outcomes	Method(s) of evaluation
MARKETING	Increase in proportion of ABMO students applying to Moorlands.	Additional question about perception of information and guidance added to application form; feedback from student focus groups.
CONSULTING	Increase in proportion of ABMO applying to Moorlands.	Report from consulting includes a plan with actionable proposals.

5 Whole provider approach

Strategy, Bodies, and Policies

The College is fully committed institutionally to Access and Participation. As part of our 2023-2028 Strategic Plan, one of our Key Performance Objectives is to “continue to address key risks to equality of opportunity in Higher Education”, with the performance indicator of “gaps in access and participation (AP) data are reduced in accordance with AP Plan.” This is thoroughly outworked through the College’s various bodies, and embedded into its policies and procedures, as outlined below.

The College’s Access and Participation Committee is responsible for analysis of student data, monitoring of activity against the AP Plan and development of proposals for implementation of the Plan. Membership of the AP Committee includes the undergraduate Programme Leader, staff from academic quality and academic management, the College’s Student Welfare Manager, and two

students appointed by the Student Union. This ensures input from all relevant spheres of College life. The AP Committee is chaired by the Director of Academic Quality. It is accountable to the College's Academic Board, with additional reporting to the College's Programme Boards, Executive Leadership Team, and the Audit and Risk Committee of the Board of Trustees.

The College's commitment to enabling students access, succeed in and progress from their studies is articulated through a number of the College's key policies and procedures. Those particularly relevant for Access and Participation include:

- Equality, Diversity and Inclusion Policy: ensures that the College's activities are undertaken in full compliance with a) the relevant legal statutes including the Equality Act 2010, b) all duties incumbent on the College as a HE provider, and c) the College's charitable status and objects, including its values and strategic goals.
- Student Support (a chapter of the College's academic framework): ensures that each of the College's students is offered the support they need to succeed in and benefit from higher education, recognising the diverse needs of the student body.
- Learning Assistance Policy: enables the College to meet objectives including:
 - To deliver personalised student experiences that empower students to develop their potential to achieve academic excellence and employability
 - To support the development of sustainable, robust and inclusive teaching and assessment strategies by providing academic staff with information, advice and guidance on reasonable adjustments
 - To support the staff in the recruitment, retention and achievement of students with disabilities
 - To support the development of an inclusive learning community involving specific disability-related awareness, understanding and best practice
 - To promote positive attitudes towards disability in all its varieties and work strategically to ensure a pro-active, anticipatory approach to inclusivity, ensuring the reasonableness of adjustments with regard to the Equality Act 2010 and Moorlands College's legal duties

Activities supporting access and participation

The College has a number of "business as usual" activities which, amongst other things, act to support access and participation. These include development of pre- and post-16 young people, flexible provision of our undergraduate programmes, bursary and hardship funds, and a robust structure of academic and pastoral support for students.

Our HE provision prepares students for professional roles that support the holistic well-being of people. As part of this, through the structures of our undergraduate programmes we ensure a positive impact on the broad-based flourishing of school-age young people so that, amongst other things, they reach their academic potential and are more likely to enter higher education. Currently approximately a quarter of our undergraduate students are registered on the youth and community work undergraduate programme, professionally recognised by the National Youth Agency (NYA). This programme is heavily practice-based and, by means of the NYA's professional standards to which the programme is aligned,⁸ requires students to demonstrate that they can, among other

⁸ <https://nya.org.uk/wp-content/uploads/2024/02/NOS-Document-102023-1.pdf>

things a) assist young people to learn, and b) enable young people to identify, reflect on and use their learning to enhance their future development. Although our only other undergraduate programme is not focused on young people in the same way, the vast majority of its students undertake placement work which requires them to engage with the flourishing of school-age young

people either in general or in specific mentoring roles. A survey conducted for this report in which almost 90% of the undergraduate students participated, found that 97% of respondents reported expecting to engage in such work with school-age young people in the course of 2024-25 and 42% expected to have a mentoring or similar one-to-one role with at least one young person in school years 10-13. Thus, through both our undergraduate programmes, we make a significant contribution to the holistic flourishing of a great number of school-age young people, and thereby to their academic attainment.

Each of our undergraduate programmes has the option of a four-year version starting with a Level 3 Foundation Year. Students who complete Foundation Year are able to continue on into the full range of mode/location options available in the three-year versions of the Bachelor's programmes. Over the last five years 88% of Foundation Year students have successfully completed this first year of their studies, with 81% progressing to level 4.

Separately from Foundation Year, the College has two level 3 programmes that are accredited by NCFE⁹ as "customised qualifications" and are delivered through franchise arrangements by several partner organisations. Through these programmes, students are able to achieve a level 3 qualification, thus giving them potential access to Higher Education, be that with the College or elsewhere.

The College's undergraduate programmes can be taken full-time or part-time, and campus-based or hybrid delivery. Further, students are able to change mode at the start of each level. The flexibility of the arrangements was increased in 2023 through a programme redesign and redevelopment process. The current approach is very enabling of access for students for whom full-time, campus-based provision is not an option.

The College as a charity has the goodwill of a number of supporters. One successful fundraising stream provides financial support for students: hardship grants are provided from an on-going fund, which operates separately to the College's general fund, and which is fund-raised for separately and given to directly by donors. Any Higher Education student of the College may apply for financial support from this fund, with decisions being made on a variety of factors including the seriousness of the student's financial situation and the unexpectedness of the need.

The College is fully committed to supporting all its students both academically and pastorally throughout their time with the College, irrespective of location or mode of study. Support structures include:

- Academic skills sessions: these form an integral part of each student's programme of study. As students transition into their studies, and as they start each level of study, the College ensures that they have an adequate understanding of topics such as structuring

⁹ Technically, NCFE accredit the learning outcomes and assessments to a benchmarked level 3 of the two programmes, rather than validating or regulating the programmes.

essays, thinking and writing with criticality, referencing, and academic integrity. In addition, individual modules contain teaching on relevant, more specific skills.

- Supplementary Study Skills: students who get a low mark in an assessment, currently, less than 50, are offered specific one-to-one support from professionally qualified learning assistance tutors.
- Personal tutors: all students are assigned a personal tutor, who plays an important role in the College's provision of academic, pastoral and, where relevant, vocational support.

Personal tutors assist students in a variety of ways depending on the level of study. For undergraduate students this includes transition into study, successful engagement with their mode of study, understanding requirements and expectations, developing study skills, setting goals, a certain level of pastoral support and identifying and accessing further sources of support. Personal tutors are required to meet their undergraduate students individually for half an hour five times each year; they also meet them fortnightly in small group settings.

- Chaplaincy: the College's chaplains provide pastoral care in situations where greater experience or more in-depth support is required than can be provided through the personal tutoring structures.
- College community structures: the College provides a number of support structures that foster a sense of community, promote personal development, and provide a degree of pastoral support. These include community groups, and structures for spiritual reflection. In addition, the Student Union has a Community Council which, among other things, promotes the social, relational and mental-health well-being of students at the main campus, through organising various events and activities.

6 Student consultation

In the early stages of developing this plan, once we had analysed our access, success, and progression data, but before we had developed intervention strategies, we organised student focus groups. Students were invited to ensure that all levels and modes of study were represented, and included students from each of the target groups of this plan. Our indicators of risk were discussed, and students were invited to give their perspective on our 2020-2025 activities as well as possible activities to be included in our 2025-2029 plan. The activities which we have detailed in section 4 all take account of input from these focus groups. The activities are either modifications of existing activities, proposals that the groups received positively, or in large part suggestions that arose from the groups.

Following the drafting of this plan, two further student focus groups were organised. At these sessions, the draft plan was presented and discussed, with student invited to give their thoughts about the proposed activities. At both focus groups, students were supportive of the activities given under Intervention Strategies 1 and 2, particularly COUNSELLING, DIAGNOSES AND ENABLE. Regarding Intervention Strategy 3, students were particularly supportive of MAINTENANCE and gave helpful suggestions regarding its operation. As a result of student input, the package will operate over each year of undergraduate study rather than first year only. Students questioned the proportion of the Intervention Strategy finance proposed to be allocated to MARKETING (Intervention

Strategies 3 and 4) with questions over its return on investment, whilst agreeing that effective marketing was important. As a result of student feedback, and following discussions with our Media and Communications department, the amount of finance allocated to MARKETING was reduced, enabling more finance to be allocated to MAINTENANCE.

Following student consultation and subsequent redrafting, this plan was discussed at the October 2024 Access and Participation Committee meeting. At that meeting it was agreed that in the light of the plan's focus on students with disabilities (including Mental Health Conditions), a proposal should be made to Academic Board for the development of a mechanism through which the voice of students with disabilities can readily and reliably be heard at the Committee.

The College is committed to ensuring student involvement with the monitoring and evaluation of this plan, both at activity level and in the evaluation of the plan as a whole. Section 7 below gives details of the structures and mechanisms in place to enable monitoring and evaluation, including various College bodies. Relevant bodies which include students in their membership are:

- Access and Participation Committee (with two students members appointed by the Student Union)
- Student Welfare Analysis Committee (with two students in attendance for appropriate parts of the meeting)
- Programme Boards (normally four student representatives per meeting, to ensure that the diversity of cohorts is well-represented).

7 Evaluation of the plan

In order to ensure that the evaluation of our Intervention Strategies is robust and impact-focused, evaluative reports for each activity will be produced annually. These reports will be based on a mixture of quantitative and narrative evidence as appropriate for the activity. Two senior members of the Quality Office receive regular email updates from GuildHE about Access and Participation, and use these to inform the strategy and practices of the College relating to effective interventions and evaluation.

The reports will use the evidence to determine:

- an assessment of the activity's efficiency;
- a comparative assessment of the activity's effectiveness;
- an indication of whether any group is being harmed by the activity.

These individual Intervention Strategy evaluative reports on the activities, together with an overview Access and Participation Status Report, will be submitted annually to the Access and Participation Committee, with activity updates submitted to interim meetings of the Committee. The Intervention Strategy evaluative reports, together with the Access and Participation Status Report will enable the committee to learn about the impact of the activities and to make any appropriate recommendations to the Executive Leadership Team of the College. This body will assess the quality and content of the reporting, paying particular attention to any recommendations in the light of the evidence. It has authority to direct the altering of the activities undertaken, subject to the current Access and Participation Plan, the College's resourcing, and its broader strategic commitments, particularly its commitment to the effectiveness and efficiency of the College's

Access and Participation Plan. The Executive Leadership Team's powers include the abilities to change individuals' responsibilities and to increase resourcing, within the parameters set by the Board of Trustees.

The Access and Participation Status Report and the Executive Leadership Team response to it will be submitted to the Audit and Risk Committee, which is the subgroup of the Board of Trustees responsible for monitoring this area, as indicated in the College's Governance Policy. The student representatives on the Access and Participation Committee will be expected to submit a parallel commentary directly to the Audit and Risk Committee, to confirm, challenge or comment on the report or any of its parts, and to raise any relevant issues. The Audit and Risk Committee is thus enabled to provide objective, independent monitoring of performance against the plan on a regular basis, and to ensure robustness of the approach to evaluation.

The Audit and Risk Committee will give an annual summary report to the Board of Trustees, where, again, student representatives are full participants in meetings. This committee does not have delegated authority to act independently since Access and Participation is a responsibility of the whole governing body. Rather, it is the Board of Trustees as a whole which is responsible to ensure that plans are properly executed, that strategic goals in this area are attained, and that appropriate actions are taken so that any weaknesses are addressed.

8 Provision of information to students

Fees for programmes are easily accessible to a potential applicant on the website. This includes information about the expected inflationary rises. Details of the annually revised fees are published to students at least three months before the start of each academic year.

The College's Access and Participation current statement and plan are published on the College's public website in readily findable locations. In addition, the statement and plan are included within the Programme Handbooks on the College's VLE for all relevant students. Information about financial support available, the eligibility conditions for their receipt, including any requirements to share financial information, and procedures for application will be published on the website, for potential applicants, and the VLE, for students.

Continuing students will continue to receive (if eligible) financial support at least as generous as the financial packages advertised to them at the time they applied for their programme of study. This includes (as relevant) packages from our previous access and participation plan.

Eligibility for the packages available within this plan is as follows:

- **MAINTENANCE:** an annually means-test grant of £750 per year.
 - New entrants from September 2025 on our undergraduate degree programmes
 - For the duration of the student's studies and pro-rated if studying at reduced intensity.
 - Paid in termly instalments.
 - Household income of £16,000 or less.

- **COUNSELLING:** a proportion of the costs of counselling or similar professional services. This will include a standard contribution, with a top-up according to need.

- Eligibility: students with a Mental Health Condition
- In the first year of the plan the standard contribution will be £20/session for up to 6 sessions. This will be reviewed annually.
- **DIAGNOSES:** a proportion of the cost of obtaining a disability diagnosis. This will include a standard contribution, with a top-up according to need.
 - Eligibility: students who require a disability diagnosis in order to access DSA or other such support.
 - In the first year of the plan the standard contribution towards a diagnosis will be £200. This will be reviewed annually.
- **ENABLE:** a means-tested contribution to specific costs associated with a student's disability
 - Eligibility: students with disabilities
 - The costs must be associated with the student's disability and be costs that are not covered by DSA

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

This annex gives information and analysis relating to our identification and prioritisation of key risks to equality of opportunity. It gives consideration to access, continuation, completion, attainment and progression of our undergraduate students. Regarding the quantitative analysis which follows, the following points should be noted:

- The analysis uses our internal data. The reason for this is the way that the OfS dataset handles very small populations. Much of the data in the OfS dataset is suppressed, so cannot be used, except for the occasional year of unsuppressed data which, on its own, is not sufficient to identify trends or sustained gaps. Where the OfS dataset does display data for the College, it is heavily rounded, that is, the rounding is a very high proportion of the small annual populations being considered. Therefore, quantitative analysis using these values cannot be considered reliable. Thus, the following evaluation uses the underlying, unrounded data which is internally available.
- Because of the small population sizes, much of the data is aggregated across multiple years to give moving averages. In order to see trends in the data, for each dataset we have aggregated into as few years as possible to aim for population sizes of at least 20.¹⁰
- The analysis focuses on data since 2019, which is the year of submission of our previous Access and Participation Plan. This allows us to see trends across the period of our last plan, in addition to the current situation. Where we have needed to aggregate data into four-year moving averages, we have included data from 2018 in order to have at least three periods of data for identifying trends.

¹⁰ This follows the OfS dataset practice of suppressing figures below 25. The approach was informally affirmed by telephone with the OfS statistics team.

- Our analysis includes the 2023-24 Success data and 2024-25 Access data, thus ensuring that the analysis is an accurate reflection of our current position.
- Sector data is OfS Access and Participation data for 2022-2023, which is the most current data at the time of preparation of this plan.¹¹
- The College’s undergraduate programmes can currently be taken full-time or part-time, and campus-based (at two locations) or through a hybrid delivery. Because in the last ten years there has only been one student who was initially registered for the part-time mode, we are comparing our data with the OfS sector data for full-time study.

In the evaluation, a RAG rating is indicated where possible, which represents our evaluation of our data regarding risk to equality of opportunity: Green (no indication of risk), Amber (possible indication of risk), Red (clear indication of risk).

The following is a summary of RAG ratings from the data discussed in the sections which follow.

Table 1: RAG ratings for student characteristic and stage

RAG rating	Access	Continuation	Completion	Attainment	Progression
Socioeconomics	R	G	G	G	G
Disability (all)	G	G	A	R	G
Mental Health	G	R	R	R	A
Ethnicity	R	G	G	G	G
Age	G	G	G	G	G

The evaluation which follows gives detailed analysis of four priority risk areas, some of which cover more than one cell given a Red rating in Table 1. In addition, the data behind areas deemed not to be priority risks is more briefly summarised.

Our analysis considers the data against the underlying, sector-wide risks from the EORR. One particular risk to be noted at this point is the ongoing impacts of coronavirus (EORR r9). Although this may be having an impact, we are taking the view that the impact can be seen and addressed through other EORR risks. For example, students may have insufficient knowledge and skills (EORR r1) as a result of disrupted education during the pandemic. For this reason, our evaluation which follows does not specifically cover the impacts of coronavirus.

¹¹ [Data dashboard - Office for Students](#); d.o.i. 04/09/2024

One further point to note about the evaluation which follows is that, as the College has such low numbers of students, there are no populations of sufficient size to make an analysis of intersections of disadvantage valid.

9.1 Priority areas

9.1.1 Success (continuation, completion, attainment) for students with a mental health condition

Of the College's current undergraduate student population, some 40% have a declared disability. The current (September 2024) percentage breakdown for types of declared disability amongst undergraduate students is as follows:

Table 2: Proportion of disability declarations

Mental Health Condition	34%
Cognitive or learning difficulties	33%
Social or communication impairment	12%
Sensory, medical or physical impairments	8%
Other impairments	13%

Some students have co-occurring conditions, so declare more than one disability: thus, the above percentages do not represent individuals, but rather occurrences of disability types. Since our last Access and Participation Plan, there has been a significant change in the breakdown of disability types. In particular, at that time only 9% of declared disabilities were a mental health condition and the actual numbers were considered too few to be reliable. Currently, 34% of declared disabilities are a mental health condition (MHC). This growth is remarkable. It may be influenced by national changes in data reporting requirements and changing attitudes to MHCs, but nevertheless the College is treating it seriously.

The following data gives the averages for continuation, completion and attainment rates for students who have declared a mental health condition (MHC), compared with those for students with no declared disability. Because of the small population sizes in the underlying data, the averages are across a three-year period.

Table 3: percentage of students continuing their studies, for MHC

	National	2019-2022	2020-2023	2021-2024	RAG
No disability	87%	93%	95%	98%	
Mental health condition	85%	82%	75%	83%	

Gap	2pp	11pp	20pp	15pp	R
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Table 4: percentage of students completing their studies, for MHC

	National	2019-2022¹²	2020-2023	2021-2024	RAG
No disability	88%	92%	90%	93%	
Mental health condition	83%	80%	67%	75%	
Gap	5pp	12pp	23pp	18pp	R

Table 5: percentage of students attaining a 1st or upper 2nd degree classification, for MHC

	National	2019-2022	2020-2023	2021-2024	RAG
No disability	77%	84%	82%	81%	
Mental health condition	79%	71%	50%	57%	
Gap	-2pp	13pp	32pp	24pp	R

The above statistics are of great concern to the College, both in terms of the differences between national and College data for students with an MHC, and in terms of the gaps within the College for students with an MHC compared with those with no declared disability. In our access and participation plan we will be prioritising success for students with a mental health condition. The College is highlighting the significance of this data by listing this risk area (and corresponding objectives and activities) first in this plan.

From the EORR, sector-wide underlying risks related to success for students with disabilities and relevant for those with a mental health condition are:

- EORR r5: limited choice of course type and delivery mode
- EORR r6: insufficient personalised academic support
- EORR r7: insufficient personalised non-academic support
- EORR r8: environment not conducive to good mental health
- EORR r10: cost pressures

¹² Completion census dates of 2019-2022 (cohort start dates of 2015-2018 for full-time studies).

Each of the above risks has been carefully considered in the light of our data and situation to determine the extent to which it may be affecting the above attainment data, as follows.

EORR r5: The Moorlands undergraduate programmes can be taken full-time or part-time, campusbased or hybrid delivery, and with or without a Foundation Year. Although the option of a Foundation Year has been available at Moorlands for many years, it was only in 2023 that the hybrid mode was introduced, when changes were made to make part-time studies significantly more accessible. Our data thus far is too small for reliable analysis, but we are hopeful that this greater flexibility of mode of study will have a positive impact on students for whom full-time, campus-based study may be difficult or stressful. Because of this we believe it is not necessary to take account of EORR r5 in our Access and Participation Plan.

EORR r6: As well as general academic support and academic skills sessions which form an integral part of a student's programme of study, the College also offers personalised academic support through the College's personal tutor system, and supplementary study skills support for students who get a low mark in an assessment (further details of the College's academic support may be found in section 5). Thus, we are confident that through our whole provider approach to this, we are addressing the underlying risk of insufficient academic support without needing to address this any further in our plan.

EORR r7: The College emphasises the pastoral well-being of its students and has a variety of support structures in place. As part of this, all students are assigned a personal tutor who plays a key role regarding the student's pastoral well-being within the College. In addition, the College's chaplains provide pastoral care in situations where greater experience or more in-depth support is required than can be provided through the personal tutoring structures. Whilst we are confident that our personal tutoring system and chaplaincy provides the necessary non-academic support for many students, we are also very aware that students with a mental health condition may require a greater level of personalised support than this. We intend to address EORR r7 in this plan (see section 4 for details).

EORR r8: Given the rising number of declared mental health conditions amongst the College's student body, we have asked ourselves whether the Moorlands environment may not be as conducive to good mental health as we would hope. We believe that the breadth and the variety of support structures provided by the College (and detailed in section 5) positively impact the College environment. However, the intensity of our undergraduate programmes, which include placements and continuous assessment, may be an issue. Because this is part of the structure of the programmes, it is not something that we are able to address in this Access and Participation plan. Instead, we will monitor the issue, giving careful consideration to what future modifications, if any, it might be possible to make to the programmes to reduce any negative impacts on students.

EORR r10: We are conscious that if students with a mental health condition need to access professional services such as counselling, they are likely to face considerably greater costs than those who do not need to access such services. We intend to address r10 in this plan.

9.1.2 Attainment for students with disabilities

The data below is the College's internal data from 2019 onwards, and has been aggregated into three year moving averages, showing the percentage of students attaining a 1st or upper 2nd class degree classification.

Table 6: percentage of students attaining a 1st or upper 2nd degree classification, for disability

	National	2019-2022	2020-2023	2021-2024	RAG
No disability	77%	84%	82%	81%	
Disability	78%	71%	61%	58%	
Gap (percentage points)	-1pp	13pp	21pp	23pp	R

Attainment for students with disabilities was rated Red in the College’s 2020-2025 plan, and set as a priority area to address. Despite the College’s efforts in this area, there remains a substantial gap in attainment between those with and without disabilities and success is lower than the national average. The above data for all disabilities includes people with an MHC (already discussed in 9.1.1 above). In order to see the extent to which MHC is influencing the above gap, the data is represented below, excluding those with an MHC:

Table 7: percentage of students attaining a 1st or upper 2nd degree classification, for disability minus MHC

	2019-2022	2020-2023	2021-2024	RAG
No disability	84%	82%	81%	
Disability other than MHC	71%	63%	56%	
Gap (percentage points)	13pp	19pp	25pp	R

Because it has only been since 2022 that HESA data submissions gave the option of recording cooccurring disabilities, much of our historical data records only one disability per student. Hence the underlying data for Table 7 includes students with an MHC co-occurring with another disability. Due to the small numbers the only condition other than MHC that can be disaggregated is Specific Learning Difference.

Table 8: percentage of students attaining a 1st or upper 2nd degree classification, SpLD

	National	2019-2022	2020-2023	2021-2024	RAG
No disability	77%	84%	82%	81%	
SpLD	78%	69%	67%	62%	
Gap SpLD	-1pp	15pp	15pp	19pp	R

The above two tables together indicate that there is a risk to equality of opportunity for attainment, for students with disabilities other than an MHC. From the EORR, sector-wide underlying risks particularly related to attainment for students with disabilities in general (but not specifically mental health, which is addressed in 9.1.1 above) are:

- EORR r5: limited choice of course type and delivery mode
- EORR r6: insufficient personalised academic support
- EORR r7: insufficient personalised non-academic support
- EORR r10: cost pressures
- EORR r11: capacity issues.

The discussion of EORR r5 and EORR r6 in 9.1.1 above, equally applies to disabilities in general. Additionally, the College makes provision for support for students with disabilities through its learning assistance policy, which is outlined in section 5. Thus, we will not be addressing EORR r5 or r6 further in our plan. Section 9.1.1 also discusses the College’s non-academic support structures (EORR r7), which we are confident provide the necessary non-academic support for many students. However, we are aware that some students with some disability types may require a greater level of personalised support than this. We intend to address EORR r7 in this plan.

EORR r10: We are conscious that students with disabilities may face considerably greater costs than those without, and this cost pressure may be affecting such students’ ability to get a good degree classification. We intend to address r10 in this plan.

EORR r11: The College is not suffering from site capacity issues: numbers of students engaging at our locations are significantly lower than ten years ago. In the same period the College has significantly expanded and improved its disability-friendly accommodation. For example, during 2023-24 a sum equivalent to 1.5% of the College’s total annual turnover was spent on various building adjustments at the main campus facilitating wheelchair access. The College is able to offer suitable accommodation to all undergraduate students wishing to be accommodated onsite. We do not believe that access to limited resources is a cause of the lower attainment of students with disabilities.

9.1.3 Access for those from the most socioeconomically deprived background

Data for student socioeconomic background is presented below using the Index of Multiple Deprivation (IMD) postcode quintiles for England.¹³ To achieve a reliable population size for IMD Q1,¹⁴ it is necessary to aggregate all the College’s available data into four-year moving averages. The data below is based on the area where students lived before their course. Students without postcodes in England are not included in the figures below.

Table 9: IMD Q1 and Q5 percentages of undergraduate students at Moorlands

	National	2019-2023¹⁵	2020-2024	2021-2025¹⁶	RAG
IMD Q5	19.1%	32%	26%	21%	

IMD Q1	23.6%	9%	9%	9%	
Gap	-4.5%	23pp	17pp	12pp	R

Access for students from IMD Q1 was set as a priority in the College’s 2020-2025 Access and Participation plan. The above data shows that our gap between IMD Q1 and IMD Q5 is lowering, which is encouraging. Nevertheless, the data shows that there is still a substantially lower proportion of student from socioeconomically disadvantaged backgrounds. This gives us cause for concern, particularly given the national figures. Therefore, we have chosen to continue to focus on access for students from the most deprived backgrounds as one of our key priority areas in this plan.

¹³ We have only been collecting Free School Meal data since 2023-24, and the numbers are too small for reliable analysis without aggregating into a greater number of years than we have data for. We will continue to collect FSM data and foresee making more use of it in the development of subsequent access and participation plans.

¹⁴ That is, quintile 1, students from the most disadvantaged quintile.

¹⁵ i.e. academic year 2019/20 to academic year 2022/23.

¹⁶ i.e. academic year 2021/22 to academic year 2024/25.

From the EORR, the sector-wide underlying risks related to access for students from socioeconomically disadvantaged backgrounds are:

- EORR r1: knowledge and skills
- EORR r2: information and guidance
- EORR r3: perceptions of HE
- EORR r4: application success rates
- EORR r5: limited choice of course type and delivery mode
- EORR r10: cost pressures • EORR r11: capacity issues.

Each of the above risks has been carefully considered in the light of our data and situation to determine the extent to which it may be affecting the above gap, as follows.

EORR r4: The following is the percentage of applications to Moorlands which were rejected. Because of the very small number of rejections, data has been aggregated into IMD Q1-Q2 compared with IMD Q3-Q5, for course starting dates from September 2020 – September 2024.

Table 10: Average percentage of applications rejected, for the period 2020-2024, by IMD

	IMD Q1-Q2	IMD Q3-Q5
% applications rejected	7%	1%

Although the above table shows a difference in the proportion of applications rejected, it has to be borne in mind the extremely small numbers in the underlying data. Further, it is currently not possible to disaggregate the above data by the reason the application was rejected (in particular, whether or not the applicant was suitably qualified). We take the above percentage difference seriously, but in the light of the small numbers involved we do not believe there is sufficient issue to warrant including an activity to address it in our current Access and Participation plan. We believe it

is better to focus our plan on risks that we are more likely to be able to have greater impact on. However, going forward we will continue to monitor rejection rates and may introduce this into our strategy.

EORR r5: As outlined in section 5 above, the Moorlands undergraduate programmes can be taken full-time or part-time, campus-based or hybrid delivery, and with or without a Foundation Year. We are hopeful that this considerable flexibility of mode of study will have a positive impact on access. Because of this we believe it is not necessary to address EORR r5 specifically in our Access and Participation Plan.

EORR r11: The College is not suffering from capacity issues: numbers of students engaging at our campuses are lower than ten years ago and consequently the College is able to offer suitable accommodation to all undergraduate students wishing to be accommodated onsite.

We believe it is possible that EORR r1 (knowledge and skills), r2 (information and guidance), r3 (perceptions) and r10 (cost pressures) are affecting access for students from socioeconomically disadvantaged backgrounds. These are discussed in the body of our Access and Participation Plan.

9.1.4 Access for students by ethnicity

Because of the very low numbers of Moorlands students included in the subcategories of ethnicity, we have needed to group together those ethnicities which OfS identifies as at risk of not having equality of opportunity to access, succeed in, and progress from higher education. The OfS Access and Participation dashboard divides ethnicity into five broad categories: white, black, Asian, mixed, and other, comparing each of the latter four categories with white. The OfS Equality of Opportunity Risk Register additionally gives a separate broad category of Gypsy, Traveller or Roma ethnic groups, or the Boater and Showmen communities. We have therefore chosen to use the acronym ABMO to refer to black, Asian, mixed and other, but with O also including Gypsy, Traveller, or Roma ethnic groups, and the Boater and Showmen communities.

To achieve population sizes for reliable statistical analysis, data for access has been aggregated into four year moving averages. The following data shows the percentage of ABMO undergraduate students at Moorlands:

Table 11: percentage of ABMO undergraduate students at Moorlands

	National	2019-2023¹³	2020-2024	2021-2025¹⁴	RAG
% ABMO	35%	10%	7%	11%	R

Access for ABMO students was one of the priority areas of the College's 2020-2025 Access and Participation plan. Despite the College's efforts in this area, the above data shows that there has been little overall change since 2019.

¹³ i.e. academic year 2019/20 to academic year 2022/23.

¹⁴ i.e. academic year 2021/222 to academic year 2024/25.

From the EORR, the sector-wide underlying risks related to access for such students are:

- EORR r2: information and guidance (black or mixed ethnicity)
- EORR r3: perceptions of HE (black ethnicity)
- EORR r4: application success rates (black or mixed ethnicity)
- EORR r5: limited choice of course type and delivery mode (Asian ethnicity).

EORR r4: The following is the percentage of applications to Moorlands which were rejected, for course starting dates from September 2020 to September 2024.

Table 12: Average percentage of applications rejected, for the period 2020-2024

	ABMO	White
% applications rejected	4%	3%

Because of the very small numbers involved, it is not possible to disaggregate the above data by the reason the application was rejected (in particular, whether or not the applicant was suitably qualified). Nevertheless, the above statistics do not provide sufficient support to indicate that EORR r4 is a cause of the low percentage of ABMO students at Moorlands.

EORR r5: As discussed in 9.1.1 above, Moorlands undergraduate programmes may be taken fulltime, part-time, campus-based, and hybrid. Because of this we believe it is not necessary to take EORR r5 specifically into our Access and Participation Plan.

It is possible that EORR r2 (information and guidance) and r3 (perceptions) are affecting access. These are discussed in the body of our Access and Participation Plan.

9.2 Risks not being prioritised

The following subsections summarise our analysis for areas which we have rated as Red but are not prioritising, and areas which we have rated as Amber. Because we believe that the three Redrated indicators of risk discussed in 9.1 above are the greatest priorities, the risks outlined below are not specifically being addressed by our current plan. However, we are confident that we have appropriate mitigation in place (discussed below), and we will continue to monitor these areas to ensure that gaps do not open up.

9.2.1 Progression of students with a mental health condition

The data below gives the average for progression of students who have declared to us a mental health condition. Because time it takes to receive progression data, our latest three-year time period is 2019-2022, which is what is given below.

Table 13: percentage of students with good progression outcomes, for MHC

	National	2018-2021	2019-2022	RAG

No disability	73%	80%	78%	
Mental health condition	70%	64%	80%	
Gap	3pp	16pp	-2pp	A

Whilst there is gap in progression rates for 2018-2021, and hence the Amber rating, the 2019-2022 statistics give no indication of risk to equality of opportunity. Further, it may be noted that the underlying risks that have the potential to affect progression are similar to those for success (continuation, completion and attainment), which are being addressed in our plan. Because of this, we are confident that as we reduce the success gaps, the progression gap will reduce without needing further intervention. Therefore, we will not be specifically addressing progression for those with a mental health condition in this plan.

9.2.2 Completion for students with disabilities

Completion for students with a mental health condition is discussed in 9.1.1 above and identified as one of the College's priority areas. The following data gives completion rates aggregated for all disabilities.

14: percentage of undergraduate students completing their studies, for disability

	National	2019-2022	2020-2023	2021-2024	RAG
No disability	88%	92%	90%	93%	
Disability	86%	88%	88%	85%	
Gap	2pp	4pp	2pp	8pp	A

Because of the increase in gap in the latest three years of data, we are taking the cautionary approach of rating this as Amber. We believe that the measures that we are putting in place to address our gap in attainment rate for students with disabilities will also have a positive impact on completion rate for these students. Thus we will not be specifically addressing completion for students with disabilities in this plan. However, we will continue to carefully monitor the data to ensure the gap does not widen any further.

9.3 Other areas

The subsections which follow very briefly summarise our analysis for areas where there is either a) no indicator of risk to equality or opportunity, or b) whilst there is a slight gap in our data, our performance is well above the national average.

9.3.1 Continuation, completion, attainment and progression: socioeconomics

Regarding continuation, completion, attainment and progression for students from the most deprived socioeconomic backgrounds, analysis of moving averages was undertaken, showing no indication of risk to equality of opportunity. The following tables give a summary of the relevant data. It should be noted that due to very small numbers we have needed to aggregate Q1-Q2 and Q3-Q5, whereas the sector summary data reports Q1 and Q5.

Table 15: percentage of undergraduate students continuing their study, by IMD quintile

	National	2019-2021	2020-2022	2021-2023	2022-2024	RAG
Q3-Q5	92% (Q5)	92%	93%	94%	93%	
Q1-Q2	83% (Q1)	92%	89%	93%	95%	
Gap	9pp	0pp	4pp	1pp	-2pp	G

Table

Table 16: percentage of students completing their studies, by IMD quintile

	National	2018-2022	2019-2023	2020-2024	RAG
Q3-Q5	92% (Q5)	88%	89%	88%	
Q1-Q2	82% (Q1)	94%	95%	93%	
Gap	10pp	-6pp	-6pp	-5pp	G

Table 17: percentage of students attaining a 1st or upper 2nd degree classification, by IMD quintile

	National	2019-2022	2020-2023	2021-2024	RAG
Q3-Q5	85% (Q5)	80%	72%	70%	
Q1-Q2	66% (Q1)	81%	75%	61%	
Gap	19pp	-1pp	-3pp	9pp	G

Table 18: percentage of students with good progression outcomes, by IMD quintile

	National	2018-2021	2019-2022	RAG
Q3-Q5	77% (Q5)	79%	82%	0pp
Q1-Q2	67% (Q1)	79%	76%	10pp
gap	10pp	0pp	6pp	G

Whilst attainment and progression data both show a slight gap for the period 2019-2022, this gap is less than the gap in the national data, hence the Green rating. We will continue to monitor the data to ensure that the gap in our data does not open any further.

9.3.2 Continuation for students with disabilities

Continuation for students with a mental health condition a discussed in 9.1.1 above and identified as one of the College's priority areas. The following data gives continuation rates aggregated for all disabilities.

19: percentage of undergraduate students continuing their studies, for disability

	National	2019-2021	2020-2022	2021-2023	2022-2024	RAG
No disability	87%	92%	94%	100%	97%	
Disability	87%	95%	92%	88%	90%	
Gap	0pp	-3pp	2pp	12pp	7pp	G

It should be noted that the data in the above tables includes those with mental health conditions (continuation for MHC is rated Red; see 9.1.1 above). To see the extent to which MHC is affecting the data in the above table, the following table shows continuation rates for students with a disability other than an MHC:

Table 20: continuation rates for students with disabilities other than an MHC

	2019-2021	2020-2022	2021-2023	2022-2024	RAG
No disability	92%	94%	100%	97%	
Disability other than MHC	97%	100%	100%	92%	
Gap	-5pp	-6pp	0pp	5pp	G

Whilst there is a very slight gap for 2022-2024, the overall trend has been for continuation rates for students with disabilities other than MHC to be as least as high as continuation rates for those with no declared disability. This would suggest that the gaps in Table 19 (and particularly the larger gap for 2021-23) are primarily the result of continuation rates for students with an MHC. For this reason, we are rating continuation for students with disabilities as Green. We will monitor the data to ensure that the gap does not open any further.

9.3.3 Access and progression for students with disabilities

Access data gives no significant indication of risk to equality of opportunity for students with disabilities. These figures are similar to those in the College's 2020-2025 Access and Participation Plan, which also concluded that there was no cause for concern in this area. It should be noted that the data for access is as declared at entry.

Table 21: percentage of undergraduate students with a disability, as declared at entry

	National	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	RAG
% with disability	18%	26%	25%	37%	35%	41%	G

Table

The following table gives access data for students who have declared a Mental Health Condition at entry. This indicates no risk to equality of opportunity for students with a Mental Health Condition. It is only since 2023-24 that our access data has recorded all disabilities for students with multiple disabilities. Thus the table below only gives two years of data.

Table 22: percentage of undergraduate students with an MHC, as declared at entry

	National	2023-2024	2024-2025	RAG
% with MHC	5%	20%	19%	G

The data below gives the average for progression of students with disabilities, which similarly gives no indication of risk.

Table 23: percentage of students with disabilities with good progression outcomes

	National	2018-2021	2019-2022	RAG
No disability	73%	80%	78%	
Disability	71%	78%	83%	
Gap	2pp	2pp	-5pp	G

9.3.4 Continuation, completion, attainment and progression: ethnicity

The data below gives continuation, completion, attainment and progression averages for students, by ethnicity. None of the data gives cause for concern regarding risk to equality of opportunity.

Table 24: percentage of undergraduate students continuing their studies, by ethnicity

	National	2019-2023	2020-2024	RAG
% white	88%	94%	93%	
% ABMO	85%	88%	100%	
gap	3pp	6pp	-7pp	G

25: percentage of undergraduate students completing their studies, for ethnicity

	National	2019-2023	2020-2024	RAG
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white	89%	90%	91%	
AMBO	85%	95%	83%	
Gap	4pp	-5pp	8pp	G

Table 26: percentage of students attaining a 1st or upper 2nd degree classification, by ethnicity

	National	2019-2023	2020-2024	RAG
% white	81%	77%	75%	
% AMBO	70%	77%	70%	
Gap	11pp	0pp	5pp	G

Table 27: percentage of students with good progression outcomes, by ethnicity

	National	2018-2021	2019-2022	RAG
white	73%	79%	79%	
ABMO	71%	88%	88%	
Gap	2pp	-9pp	-9pp	G

9.3.5 Continuation and completion: age

One of the target areas from 2020-2025 Access and Participation plan was the continuation percentage for students aged 21 or over at entry (i.e. mature students). Percentages for our data since 2019 are given below. It may be noted that the numbers represented by the datasets are sufficiently high to be able to give year-by-year percentages rather than rolling averages.

Table 28: percentage of undergraduate students continuing their studies, by age

	National	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	RAG
Young	90%	96%	96%	100%	100%	94%	
Mature	81%	89%	90%	83%	92%	92%	

Table

	National	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	RAG
Gap	9pp	7pp	6pp	17pp	8pp	2pp	G

Table 29: percentage of undergraduate students completing their studies, by age

	National	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	RAG
Young	90%	86%	97%	100%	84%	92%	
Mature	80%	97%	77%	87%	92%	89%	
Gap	10pp	-11pp	20pp	13pp	-8pp	3pp	G

Although there are larger gaps for both continuation (2021-22) and completion (2020-2022), the overall trend is for a) gaps lower than the national gap and b) percentages for mature students higher than the national percentage. We believe that our academic and non-academic support (EORR r5 and EORR r6 respectively), plus a package for those facing financial hardship (EORR r10), are contributing to our continuation rates for mature students. We are hopeful that our recently introduced choice of types and modes of course delivery (EORR r5) will help to raise continuation and completion rates for mature students even further. Thus, we are confident that rates for mature students will remain high without need for any further intervention.

9.3.6 Access, Attainment, Progression: age

Our data for access, attainment, and progression of mature students gives no indication of risk to equality of opportunity. The following three tables summarise this data.

Table 30: percentage of undergraduate students aged 21 or over (mature) at entry

	National	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	RAG
Mature	29%	53%	39%	48%	60%	38%	G

Table 31: percentage of students attaining a 1st or upper 2nd degree classification, by age

	National	2019-2021	2020-2022	2021-2023	2022-2024	RAG
Young	79%	84%	77%	62%	69%	
Mature	70%	85%	76%	74%	76%	
Gap	9pp	-1pp	1pp	-12pp	-7pp	G

Table 32: percentage of students with good progression outcomes, by age

	National	2019-2021	2020-2022	RAG
Young	73%	76%	72%	
Mature	72%	88%	84%	
Gap	1pp	-12pp	-12pp	G

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

10.1 Intervention strategy 1: success for students with a mental health condition

This intervention strategy is designed to reduce the gaps in continuation (from 15pp to 11pp), completion (from 18pp to 8pp) and attainment (from 24pp to 14pp) rates for students with a mental health condition. Because of the current size of the gaps, we do not believe that it is realistic to eliminate the gaps by the end of this plan, but are hopeful that our intervention strategy will achieve significant reductions in the size of the gaps. Our targets have been set by comparing our percentages with the national percentages as follows:

- Continuation: Although our gap of 15pp is substantially higher than the national gap of 2pp, the percentage of Moorlands students continuing their studies (83%) is similar to the national average (85%). Therefore we believe that a realistic target is to reduce our gap by 1pp per year, or 4pp across the length of this plan.
- Completion: Our gap of 18pp is higher than the national gap of 5pp, and the completion rate for Moorlands students with an MHC (75%) is lower than the national average (83%). We believe that an ambitious but realistic target is to aim for 10pp reduction in our gap across the four years of this plan. This will bring both our gap and our continuation rate into

line with national averages. We are setting milestones of a 2pp gap reduction in each of the first two years of the plan, followed by a 3pp gap reduction in each of the latter two years.

- Attainment: Our gap of 24pp is substantially higher than the national gap of -2pp, and the attainment rate for Moorlands students with an MHC (57%) is substantially lower than the national average (79%). Similarly to our target for Completion, we believe that an ambitious but realistic target is to aim for a 10pp reduction in our gap across the four years of this plan.

From our analysis given in Annex A (see 9.1.1), the possible causes of these gaps are Insufficient personalised non-academic support (EORR r7), environment not conducive to good mental health (EORR r8), and cost pressures (EORR r10). Our intervention strategy includes four activities, discussed below, which between them are designed to address these factors. Individually the activities are focused on EORR r7 (TUTOR SUPPORT and SSS FOLLOW-UP) and r10 (COUNSELLING and ENABLE); together they act to further strengthen what is recognised in general by students (e.g. in NSS responses) as a supportive environment, specifically in being more conducive to good mental health (EORR r8).

COUNSELLING¹⁵

TASO¹⁶ summarises research measuring the impact of student mental health interventions. Of the various interventions summarised, the one with the greatest strength of evidence is psychological interventions,¹⁷ which include a variety of talking therapies and counselling, and mindfulness. In order that all students who need it can access such intervention, the College is providing a financial package to subsidise the cost of such psychological interventions. This will be a standard non-means-tested subsidy to encourage all who need to access the support, plus a further meanstested amount for those who need it.

COUNSELLING is a modification of a 2020-2025 Access and Participation Plan activity which provided a financial contribution towards professional services. The application process for funding for counselling was more complex than for other types of funding, the amount was a standard amount without further top-up, and our internal evidence indicates that only a small proportion of students with a mental health condition applied for funding for counselling costs within the previous package. In addition, that activity covered a number of different types of professional services, which made it more difficult to evaluate the activity's impact on any specific objective — though the qualitative feedback gathered from its general evaluation was positive. Therefore, we will be splitting the previous activity into two activities: this one, focused specifically on counselling for students with an MHC, and the other for disability diagnoses (see 10.2 below). Further, for COUNSELLING we will be adding a means-tested top-up and we will be streamlining the process. Though these measures, we are hopeful that more students who need it will apply for it.

We intend to evaluate this qualitatively, through the College's personal tutor system (see section 5 above for details of personal tutoring). Because every undergraduate meets with their personal tutor regularly (five times) throughout the academic year, this provides an informal and supportive

¹⁵ We are using "counselling" as a simple descriptive label which includes a variety of talking therapies and mindfulness practices.

¹⁶ <https://taso.org.uk/student-mental-health-hub/toolkit/>.

¹⁷ <https://taso.org.uk/intervention-smh/psychological/>.

environment for feedback, while being a mechanism that is reliable and encourages a more objective perspective. This feedback will then be collated and analysed.

ENABLE

Some students with particular mental health conditions may face costs other than, or in addition to, counselling. In order to relieve cost pressures (EORR r10), the College is providing a financial package, *ENABLE*, to subsidise such costs. The package will be specifically for students with declared disabilities (including a mental health condition) and will be means-tested. The costs will need to be incurred in addressing some issue associated with the student's particular disability, and not be costs that could otherwise be claimed under DSA. This is a modification of a 2020-2025 Access and Participation Plan activity which provided a financial contribution towards specific costs. Student feedback from those who accessed this funding is very positive. That activity was broader in terms of scope and student population. By focusing the activity on students with disabilities, and adding means-testing, we are able to target more resources towards those who need it. We intended to evaluate this qualitatively, through the College's personal tutor system, as outlined for *COUNSELLING* above.

TUTOR SUPPORT

From staff and student feedback about possible activities to include in this plan, we determined that some (but not all) students with disabilities (including an MHC) would benefit from additional tutor support time, tailored to the individual needs of the student. For some students, the additional tutor time may be for assistance in accessing other relevant support structures, including financial support, for others it may be for more typical, pastoral conversations. Staff feedback indicates that in particular instances where tutors have voluntarily given such support, this has made a significant difference to those students. We are therefore adding this as an activity targeted towards all those students with disabilities who need such support.

The College's Extra-Modular Survey, which is anonymous and is completed annually by all undergraduate students, already contains a question eliciting feedback about the personal tutor system. An additional question will be added to the survey, eliciting feedback about the additional tutor support from those who receive it, thus enabling qualitative evaluation of the activity. Thus, as part of the evaluation of this activity we will monitor take-up rates of internal support structures.

SSS FOLLOW-UP

As outlined in section 5, the College offers supplementary study skills (SSS) to students getting low marks in assessment. Our overall take-up rate for supplementary study skills (SSS) is 48%, which we are actively working on increasing by copying personal tutors into the invitations sent out to students. However, for some students with certain disabilities (including an MHC), this in itself may be insufficient to increase take-up, because their disability in and of itself makes them less likely to respond to such offers. We are therefore adding a new activity: personalised following up of such students who do not take up an offer of supplementary study skills. This activity will be evaluated

quantitatively by monitoring the percentage of students with an MHC taking up offers of SSS, supplemented by annual qualitative reports from the Student Welfare Manager.

10.2 Intervention strategy 2: attainment for students with disabilities

This intervention strategy is designed to reduce the gap in attainment rate between those with and without a disability from 23pp to 13pp. Because of the current size of the gap, we do not believe that it is realistic to eliminate it by the end of this plan, but are hopeful that our intervention strategy will achieve a significant reduction in the size of the gap. Our target has been set by comparing our gap (23pp) to the national gap (-1pp), and the attainment rate for Moorlands students with disabilities (58%) with the national average (78pp). We have set what we believe to be an ambitious but realistic target, which is to reduce our gap by 10pp (from 23pp to 13pp) by the end of this plan. Because interventions can take time before their effect is obvious, we are setting milestones of a 2pp gap reduction in each of the first two years of the plan, followed by 3pp gap reductions in each of the latter two years of the plan.

From our analysis given in Annex A, the possible causes of the gap are Insufficient personalised non-academic support (EORR r7) and cost pressures (EORR r10). A related risk, which is particularly relevant for students with an MHC but nevertheless important to mitigate against, is environment not conducive to mental health (EORR r8). Our intervention strategy includes four activities, discussed below, which between them are designed to address these factors. Individually the activities are focused on EORR r7 (SUPPORT and FOLLOW-up) and r10 (DIAGNOSES and ENABLE); together they act to provide a supportive environment which is conducive to good mental health (EORR r8).

DIAGNOSES

For students with certain disabilities to access support packages such as Disabled Students Allowance (DSA), a formal diagnostic assessment of their disability is required. The College already has an Access and Participation Plan activity which contributes to the cost of obtaining diagnoses, and which students for whom it is relevant already access. We will be continuing this, but with the modification of splitting the existing activity in two: COUNSELLING (see 10.1 above) and DIAGNOSES, which will facilitate evaluation of each activity against its specific objectives. For DIAGNOSES, the intended outcome is that students requiring formal diagnoses will obtain them. Therefore evaluation of DIAGNOSES will be quantitative, monitoring the proportion of diagnoses obtained and needed.

ENABLE, TUTOR SUPPORT, SSS FOLLOW-UP

These three activities have all been discussed in 10.1 above. ENABLE provides financial assistance towards costs incurred in addressing issues associated with the student's particular disability. TUTOR SUPPORT provides additional, individualised tutor support time to those students with disabilities who need such support. SSS FOLLOW-UP is targeted towards those students whose disability in and of itself makes them less likely to respond to offers of supplementary study skills.

10.3 Intervention strategy 3: access for students from the most socioeconomically disadvantaged backgrounds

This intervention strategy is designed to reduce the gap in proportions of students from IMD Q1 and IMD Q5 postcodes, from 12pp to 8pp. Because of the size of the gap and the geographic reach of the College, we do not believe it is realistic to eliminate the gap by the end of this plan, but are hopeful that our intervention strategy will achieve a reduction in its size. We are therefore setting a target of a 1pp reduction in gap for each of the four years of the plan.

From our analysis given in Annex A, the possible causes of the gap are insufficient prior knowledge and skills (EORR r1), insufficient information and guidance (EORR r2), perception of Moorlands (EORR r3), and cost pressures (EORR r10). Our intervention strategy includes two activities, discussed below¹⁸ which address three of these factors. EORR r2 and EORR r3 are being addressed through MARKETING, and EORR r10 by MAINTENANCE.

We are addressing knowledge and skills (EORR r1) through the continuation of two standard practices rather than through a specific intervention activity. First, the College's undergraduate programmes, and especially its programme focused on Youth and Community Work, involve substantial placements (conducted throughout the year) and these already have the impact desired. A survey of our current students²² indicated that this year 97% expect to be working with school-age young people in order to facilitate their broad-based flourishing, and 42% expect to have a (formal or informal, one-to-one) mentoring role with young people in their final four years of school. The latter set of activities are expected in a reasonable proportion of cases to tackle issues of or related to educational and career aspirations. Second, the College has several partnerships that enable organisations to offer level 3 programmes (see section 5). Such partnerships provide a means for young people to gain skills and knowledge that enable or encourage them to apply for higher education studies. These practices are business as normal for the College and are more likely to be impactful than any merely academically-oriented schools-work initiative that the College could practically initiate, given the College's very small size and niche focus.

TARGETED MARKETING

One of the greatest challenges we face in terms of addressing EORR r2 and r3 is our geographic location and reach,¹⁹ and the relative prosperity of this area.²⁰ Our internal research indicates that the main factor in recruitment to the College is personal contact. Therefore, to make significant progress towards recruiting students from areas outside our current reach, is likely to require very targeted marketing in those areas, which focuses both on giving information and on perceptions of Moorlands. Our 2020-2025 plan included a geographically-focused marketing activity. However, our internal monitoring and evaluation of that activity suggests that the marketing needs to be more targeted than that of the 2020-2025 plan if we are to achieve targets for reducing the size of the gap. We still believe that targeted marketing is crucial to giving information and changing perceptions. This was confirmed by staff and student focus group discussions. For this plan, the marketing strategy is being modified to be more highly targeted, and more closely monitored. Part

¹⁸ % participation rate.

¹⁹ <https://www.hesa.ac.uk/data-and-analysis/students/where-from>

²⁰ <https://www.ons.gov.uk/visualisations/dvc1370/>

of the monitoring will include an additional question on the College's application form, to elicit more detail about the applicant's perception of information and guidance about Moorlands that they received and the source(s) of the information. Further feedback will be obtained through student focus groups.

MAINTENANCE

Evidence collated by TASO²¹ indicates that "a sizeable minority of students" do take financial support into account when applying to HE, but that it is most effective when it is a) needs-based and b) combined with other measures. TASO summarises the evidence as suggesting that "providers should include financial support as part of their approach to boosting participation among students from low-income backgrounds." Our student feedback about possible new activities to include in this plan was positive about the possibility of including financial assistance

towards maintenance costs. This will be a means-tested bursary towards maintenance costs. Our rationale for the size of the bursary is that similar providers who have been operating equivalent activities for some time use similar amounts. Evaluation of effectiveness of the bursary will be through qualitative feedback obtained through student focus groups on student perception of the extent to which a bursary influenced their decision to apply to Moorlands.

10.4 Intervention strategy 4: access for ABMO students

This intervention strategy is designed to increase the proportion of ABMO students from 11% to 15%. Because of geographic location and reach of the College, we do not believe it is realistic to bring our percentage in line with the national percentage (35%). However, we are hopeful that our intervention strategy will draw more ABMO students to Moorlands. We are therefore setting a target of 1% increase for each of the four years of the plan.

From our analysis given in Annex A, the possible causes of the low proportion are insufficient information and guidance (EORR r2) and perception of Moorlands (EORR r3). Our intervention strategy includes two activities, discussed below, which address these risks: **MARKETING** and **CONSULTING**.

MARKETING and CONSULTING

Similarly to access for those from the most socioeconomically disadvantaged backgrounds, one of the greatest challenges we face in terms of access for ABMO students, is our geographic location and reach,²² which is predominantly white British.²³ As mentioned in 10.3 above, our internal research indicates that the main factor in recruitment to the College is personal contact, suggesting targeted marketing in areas outside of our current reach. We intend to modify our existing marketing strategies to be more targeted towards ethnic diversity, and also more closely monitored to ensure this is happening. Part of the monitoring of **MARKETING** will include an additional question on the College's application form, to elicit more detail about the applicant's perception of

²¹ <https://taso.org.uk/intervention/financial-support-pre-entry/>

²² <https://www.hesa.ac.uk/data-and-analysis/students/where-from>

²³ <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/bulletins/ethnicgroupenglandandwales/census2021>

information and guidance about Moorlands that they received and the source(s) of the information. Further feedback will be obtained from student focus groups. In addition we intend to use the services of a consultant to help us with strategy development for increasing the ethnic diversity of our student population. The consultant in view is one of the College's Trustees, who has a professional specialism in this area, and is willing to provide his services to the College without cost. Our evaluation of the effectiveness of CONSULTING will be that it results in a report which includes a plan with actionable proposals.

11 Annex C: Targets, investment and fees

The OfS will append the information from the fees, investment and targets document when an access and participation plan is published.

Fees, investments and targets

2025-26 to 2028-29

Provider name: Moorlands College

Provider UKPRN: 10023454

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

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

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

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6475
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	6475
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Moorlands College

Provider UKPRN: 10023454

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 OIS 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	£4,000	£4,000	£4,000	£4,000
Financial support (£)	NA	£13,000	£17,000	£20,000	£20,000
Research and evaluation (£)	NA	£19,000	£19,000	£20,000	£21,000

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 (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Other access activities (£)	£4,000	£4,000	£4,000	£4,000
Access activity investment	Total access investment (£)	£4,000	£4,000	£4,000	£4,000
Access activity investment	Total access investment (as % of HFI)	1.1%	1.0%	1.0%	0.9%
Access activity investment	Total access investment funded from HFI (£)	£4,000	£4,000	£4,000	£4,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£9,000	£13,000	£16,000	£16,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£4,000	£4,000	£4,000	£4,000
Financial support investment	Total financial support investment (£)	£13,000	£17,000	£20,000	£20,000
Financial support investment	Total financial support investment (as % of HFI)	3.4%	4.2%	4.8%	4.7%
Research and evaluation investment	Research and evaluation investment (£)	£19,000	£19,000	£20,000	£21,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	5.0%	4.7%	4.8%	4.9%

