Moulton College

Access and Participation Plan

2020-21 to 2024-25

1. Assessment of performance

Introduction and overall context

Contextually, over the past five years, there has been a 67% decline in the number of *all* HE students at Moulton College, as measured by first-year entrants, resulting in a population of 216 FT students in 2018-19. Although strategies to reverse this decline have now been implemented, the decline in enrolments is predicted to continue for a further one or two years whilst and until these strategies take effect. Decline in participation is mirrored by a negative trajectory in continuation, attainment and progression, all of which are being or will be addressed by measures outlined in this plan. The College's poor performance across key performance measures, including further education, resulted in a change of leadership at all levels from April 2018.

On a macro level, the College's higher education provision requires a radical overhaul, which has been summarised in a position statement that was approved by the governing body in March 2019. Within the document are strategies to implement an ambitious plan that will increase participation of priority groups and, in parallel, significantly improve the quality of provision at all stages of the student life cycle.

Central to the College's strategy for higher education, the new APP will ensure that the College discharges its duty to increase access to those from under-represented communities and to improve success and progression, and in so doing, close attainment gaps of all key measures along the student cycle for those students from more disadvantaged communities. It is intended that by 2025, at least 25% of all students will come from traditionally under-represented backgrounds.

The College's self-assessment will focus predominantly on the performance of FT cohorts as the numbers of PT students are relatively small and declining, rendering statistical analysis non-significant. Moving forward, it is intended to revitalise the part-time offer and significantly improve support for adults as key parts of the plan to engage with adults from disadvantaged communities.

We are committed to increasing participation from under-represented communities and to improve success and progression. In so doing, we are closing attainment gaps of all key measures along the student cycle for those students from more disadvantaged communities. Due to our low student numbers, it can be difficult to gain statistical significance for a true comparison but, our current data (2022) shows that:

- underrepresented groups remain on their course as much as our white students do
- underrepresented groups achieve within 5% of white students
- Our Female students achieve 10% more than our male students
- Students with identified learning needs achieve as well as those who do not

1.1 Higher education participation, household income, or socioeconomic status

In terms of the key measures, in 2017/18, 10% of Moulton higher education students came from P4/Q1, -2% difference from the general population. In recent years, the gap between Q1 and Q5 participation has widened, a negative trend which must be reversed. There is no OfS dashboard data for success or progression and College data, although incomplete, indicates a negative trend in continuation for P4/Q1 students. A key part of the college's plan is the provision of a new HE specific data cube which is intended to be functional this academic year as part of a quality review across the college.

Access

Against a backdrop of an *overall* decline in student participation, there has been a statistically non-significant trend of increasing numbers of students from P4 Quintiles 4 and 5. There is no data set for those in receipt of free school meals.

The proportion of P4/Q1 students is 10%, 2% below national rates and has declined by 4% over 5 years. The P4/P5 proportion is 20%, notably lower than national rates (30.3%). The proportion of IMD Q1 remains level at 13%, below national rates (16.4%). There have consistently been N=10 part-time adults from IMD Q1(15% of cohort). Q1_2 numbers, on the other hand, are above national averages for Polar and comparable for IMD.

For gender, the overall proportion of females has increased from 46% to 58% over the past 5 years. The proportion of Q1 females has increased from 11% to 15%; whilst the proportion of Q1 males has declined from 23% to 15%, resulting in no net change. Overall, there are increasing numbers of more affluent females and fewer socio-economically disadvantaged males. The College has made no progress in addressing past access targets to reduce gaps; in fact, trends are negative.

To address the negative trends and gaps in access, the College will recruit greater numbers of students from P4-Q1 / IMD quintiles 1_2 and then, longer term, further reduce the gap between the number of students from more affluent and those from more socio-economically disadvantaged backgrounds, so that at least 25% of all students come from underrepresented groups. The plan will additionally aim to increase participation of male students from P4-Q1 / IMD quintiles 1_2, in line with OfS priorities.

Success

a)   Non-continuation

The continuation of students from IMD Q 1_2 has declined to 75%, below national comparators (86.9%). Student continuation from Qs3,,4 & 5 is 79%, 13% below national comparators, though the gap between quintiles is not statistically significant. The aggregated continuation of students from P4 Q1 and 2 was 60% in 2016/17 (90% nationally), notably lower than those from quintiles 3-5 (83%), and the performance of males is below that of their female counterparts. There are no data available for students formerly in receipt of free school meals. The College has made no progress in reaching its retention targets; in fact, the gaps have widened.

The College will therefore (significantly) improve levels of continuation for all students, with a clear commitment to provide (much) better support to those recruited from economically disadvantaged households in order to eliminate the existing retention gaps.

b)   Attainment

Whilst there is no OfS dashboard data available for Quintile 1, an aggregation for Q1_2 shows that attainment is at 50% and on a relatively level trajectory, 20% behind national comparators. Attainment for all students is poor compared to the national picture. The College has made no progress in closing gaps in attainment.

The College will improve levels of attainment for all students and eliminate gaps. In addition, there will be a clear focus on those recruited from economically disadvantaged households.

Progression to employment or further study

There are no OfS dashboard data available for progression to employment, even after aggregating Q1_2. An aggregation of quintiles 1-4 shows a positive trajectory with an 18% improvement over the past three years. However, this is still 7% below the national average. College data is incomplete but progression outcomes are slightly worse for those from disadvantaged communities.
The College will improve levels of progression for all students, with a clear focus on those recruited from economically disadvantaged households to eliminate existing gaps in progression.

1.2 Black, Asian and minority ethnic students

Access

Across the College, the number of black, Asian and minority ethnic (BAME) students on both full and part-time programmes is low. ABMO (FT) participation in 2017/18 was 14%, a decline of 2%; continuation was 75%, a decline of 5%. Other stages have data entry of 'N' or 'DP'. A breakdown of the sub groups for ethnic minority students over 5 years is shown in the table below.

Year	1	2	3	4	5	Change in N over 5 years
Ethnicity						
White	84%	83	82	81	86	N=180 to 170
Black	10%	11	14	14	9	20 to 20
Asian	2%	2	1	2	DP	0 to DP
Mixed	4%	3	1	3	4	10 to 10
Other	DP	DP	DP	DP	DP	DP…

Ethnicity of Part Time Students: N <5 in all categories other than white.

BAME student numbers are lower in proportion than the national comparators of all higher education providers. IMD Q1_2 ABMO remains at N=20 FT students and N=0 for PT, representing a 2% decline in FT. For Polar Q1_2, N=0 ABMO students. Whilst low numbers are in line with sector norms for its specialist agricultural provision, the plan makes provision to increase numbers for the Construction and Sport sectors, which will also attract young males. The College appreciates that numbers for Asian students is lower than for other minorities but is of the opinion that, in the first instance, all BAME students need to be better represented and so has treated these as a single group. The College will aim to target subgroups such as Asian students differentially in future plans.

Of those BAME students who do participate in higher education at Moulton College, the ratio of those from IMD quintiles 1 and 2 compared to quintiles 3, 4 and 5 is 2:1. The College has made no progress in closing gaps in access.

Success

a) Non-continuation

The continuation of all ethnicities other than white has declined year-on-year but the difference between these groups and their white counterparts is 2%, so, whilst not good, the continuation of all non-white ethnicities is in line with the College's overall decline. The College has not closed gaps in continuation between ethnic minorities and white counterparts.

The ethnicity data for continuation is all DP and therefore the available dashboard data does not provide statistical insight. Given that there are numbers of students who are black or other, the College will commit (SA5) to capturing all data for these students to that all stages of the student journey can be understood. The College will improve continuation rates for all students, but in particular for all ethnicities that are not white.

b) Attainment

There is no OfS dashboard data for the attainment of all ethnicities other than white. Overall, attainment is very poor and has declined over the past two years. The College data that is available for BAME students is limited and mirrors the overall picture of declining attainment. Within the landscape of reduced participation, attainment requires improvement.

The College will increase the attainment for all students, but with particular attention paid to all ethnicities that are not white to eliminate all gaps in achievement.

Progression to employment or further study

There is no dashboard data for progression rates of aggregated 'ethnicities other than white' students. College data is sparse and anecdotal and therefore unreliable. Whilst the progression of white students has significantly improved over the past three years, the College has made no progress in closing gaps.

The College will closely monitor rates of progression to employment or higher level study for all students, but pay particular to those of all ethnicities that are not white with the intention of identifying, monitoring and closing gaps.

1.3 Mature students

Access

The proportion of mature and younger students is c50% on FT programmes, which is a notably higher percentage of mature students than national comparators (27.8%). All students on PT programmes are aged over 21 but there has been a 50% decline over 5 years and this number is predicted to further decline. Given the relative success of levels of participation for mature students, increasing access will not feature as a planned priority on full-time programmes; though the College will aim to stimulate participation on part-time provision.

Success

a) Non-continuation

The continuation of mature students has declined by 2% since 2012/13 to 82%, 2.4% below the rate for national comparators, and with the greatest decline in the 21-25 age group.
The College will improve the continuation rates for its adult population, to close the gaps in performance with national counterparts and with younger students, to at least 92%.

b) Attainment

The attainment of mature students declined in 2017/18 by 20% to the very low level of 55%, which is c15% below national comparators of older students. This negative outcome reverses the longer term trend which had been on an improving trajectory.

The College will improve attainment levels of its mature population.

Progression to employment or further study

Progression rates for mature learners have increased by 13% to 70% over the past three years, though the national average rose to 75.7% in 2016/17. Whilst progression rates at Moulton are significantly higher for mature students than their younger counterparts the College will continue to improve progression for mature students.

1.4 Disabled students

Access

The proportion of students on FT programmes with a disability rose year-on-year to 18% in 2017/18, which is 3.4% higher than national comparators of all other higher education providers. A breakdown of disabled students by group is shown in the table below.

Year	1	2	3	4	5	Change in N over 5 years
Disability						
No Known	86	84	84	83	83	190 to 70
Cog and Learn	8%	7	6	4	9	20 to 20
Mental Health	DP	2	3	3	2	DP to '0'
Sensory, medical & Phys.	2%	4	5	5	4	0 to 10
Multiple Impair.	3%	3	DP	DP	DP	10 to DP

Part time disabled students: N <5 in all but 'no known disability'

The College has therefore, made progress in closing gaps of access. The College will continue to support the participation of students with a disability, including those with mental health issues. There have consistently been N=0 PT adult students with a known disability, which is thought to reflect a failure in screening and data capture, rather than the true picture.

Success

a)   Non-continuation

The continuation of all students with disabilities has declined year-on-year from 90% to 70% in 2016/17.

The data for continuation of sub groups of disabled students is all DP and therefore the available dashboard data does not provide statistical insight. Given that there are numbers of students who are disabled, the College will commit (SA5) to capturing all data for these students so that all stages of the student journey can be fully understood.

The College will improve levels of continuation for all students, with particular attention given to those who have declared a disability.

b)   Attainment

There are no dashboard data for the attainment of students with disabilities, other than 'not known to be disabled', which, in line with all other attainment groups, is very poor and has declined over the past two years. The College's own data indicates that those students who have a disability and who access the available support attain very slightly better than those with no disability. The issue lies in persuading the students with disabilities to fully and persistently access the available support services. The attainment gap has widened because the non-continuation gap has increased.

The College will improve levels of attainment for all students, but in particular for those who have declared disabilities.

Progression to employment or further study

There are no dashboard data for the progression of students with disabilities. The College's own data is incomplete and anecdotal, but nevertheless paints a similar picture to that within attainment: those that fully access the available and planned support are as likely to achieve a positive destination as those with no declared disability.

The College will improve progression rates for those students with disabilities.

1.5 Care leavers

Access

There are currently 20 care leavers from Northampton (NCC data) studying at UK Universities across three undergraduate years. Given there are currently 181 children in care in years 11-13 in Northampton, and assuming equivalent numbers, the numbers currently at university represent c11% participation. Moulton recognises that, nationally, outcomes for care leavers at all stages of the life cycle are affected by a range of risk and protective factors that impact on student success.

Success: Non-continuation & Attainment - Nil return

Progression to employment or further study - Nil return

Moulton is developing specific links with the Virtual School and the UoN who work closely with the Care Leavers Covenant and other HE providers in the county to identify collaborative approaches to tackling the barriers to both access and student success. In the medium term, collaborative targets will be set to target access to higher level study on the College's specialist higher education degrees.

1.6 Intersections of disadvantage

The OfS dashboard graphs depicting **access** of students from IMD quintiles 1 and 2 for 'all ethnicities other than white' show a 2% decline in participation, though the raw numbers are static at N=20. In terms of younger students, there were no (N=0) 'all ethnicities other than white' in Polar 4 Quintiles 1&2 in 2017. The proportion of 'ethnicities other than white' from IMD quintiles 1 and 2 is lower than national comparators, indicating that the College needs to increase participation levels of those from Quintiles 1&2 for all ethnicities, but with an increased percentage participation of students of 'all ethnicities other than white'. Furthermore, the data indicate that the College needs to recruit greater numbers of younger students from Polar 4 Q1&2, particularly males and those from 'all ethnicities other than white'.

To explore the difficulties faced by College students from ethnic minorities, the College held an impromptu focus group to understand issues affecting continuation and attainment. Reassuringly,

students reported high levels of support from both tutors and support services, which had tangibly improved since September 2018. They cited external difficulties, such as family concerns and juggling study with training (Sports students) and, most often, demanding employers in their part-time work who "change the goal posts of their contracts" as their most significant barriers.

Graphs for **continuation** show no data for ethnicity and deprivation and, whilst numbers were comparatively small at N= 40 in 2016/7 (last available year with data); males from deprivation quintiles 1&2 were on a par with their female counterparts and only 3.8% below national averages. Whilst the data set is small, the College needs its plan to ensure that all students, regardless of either gender or ethnicity, from disadvantaged households receive greater levels of support.

There is no dashboard data for attainment with respect to the interaction of deprivation and either ethnicity or gender. The measures to support participation and continuation of under-represented groups will therefore need to be maintained to underpin achievement of 1sts and 2:1s and successful progress to Masters level study and highly skilled employment. See table 1 below.

Over the next five years and beyond, the College is ambitious to meet its targets at all stages of the student life cycle. As access and quality indicators improve, the College will further refine its plan so that it becomes more nuanced. Once there is a more granular data set, the College can sharpen its understanding of the intersections of disadvantage, particularly students from low participation neighbourhoods, including BAME, who have declared disabilities.

1.7 Other groups who experience barriers in higher education

Due to the very small numbers of other groups, there is only a tiny data sample (individuals or single figure cohorts) available and consequently, their performance has not been analysed for this assessment. Given the very significant issues facing the College, as outlined above, the leadership team are prioritising the basics of recruiting with integrity and targeting support to groups who are disadvantaged to improve levels of success.

In the medium term, the College will collaborate with the University of Northampton to:

- Work with local authorities and **Military Covenant** partnership to improve levels of disclosure of career/military family/ in care status to enable greater support targeting.
- Work with the **Careers and Enterprise Company (CEC) Enterprise Coordinator** within the county to enhance and create new business links in schools
- Support parents in understanding HE and the opportunities for their children.

In the longer term, once the new leadership team has bedded in, the College will set additional access targets for other groups such as those from military families, which would be an appropriate target group for Northamptonshire.

Table 1 (Page 8) summarises the College's self-assessment and clearly demonstrates that the College is having some success at widening access but the performance of all under-represented groups at most other stages of the cycle need addressing, starting with continuation. The College will redesign the curriculum offer to recruit a more balanced participant profile and, starting immediately, deliver better quality teaching and higher levels of support and care to ensure that increasing numbers of students continue to the end of their degree courses, attain and progress either to higher study or to highly skilled employment.

Table 1:

	Access	Continuation	Attainment	Progression	Comment
Socio-economic	🟧	🟥	🟥	🟥	Maintain Access at Q2 but increase Q1, and target all subsequent lifecycle stages in short-term; all stages in medium term.
Ethnicity	🟥	🟥	No meaningful data	No meaningful data	Target all lifecycle stages in short-term and medium term, particularly 18-year-olds
Mature	🟩	🟧	🟧	🟥	Maintain Access and improve Continuation, Attainment, and target progression stage.
Disabled	🟩	🟥	No meaningful data	No meaningful data	Maintain access and target Continuation stages in short-term, all stages in medium term. Target for adults, particularly PT.
Care Leavers	🟥	N/A	N/A	N/A	Collaborative approach with the Virtual School and UoN to target access, then success and progression once recruited.
Interaction	Maintain participation levels of those from Quintiles 1&2 for all ethnicities but increase percentage participation of 'all ethnicities other than white', particularly 18-year-olds.				

2. Strategic aims and objectives

Overall statement of intent

The baseline assessment, summarised in Table 1, demonstrates that whilst participation is higher or on par with national norms for some target groups, the College must urgently address underperformance at all other lifecycle stages, including for highest priority underrepresented groups. However, against a backdrop of a fall in gross student numbers, which are still in decline, access gaps are widening slightly with a slightly greater net ratio of more affluent females and fewer males from the most socio-economically disadvantaged households.

In addition, continuation rates are poor and gaps have widened. Consequently, so have gaps for both attainment and progression. Whilst there is no evidence of any structural prejudice or discrimination which would purposely drive these trends, the new leadership team now fully understands its cohort composition and will urgently make the required changes to optimise outcomes for students.

Consequently, the College's strategic approach to the delivery of higher education learning has been overhauled to realign fully with registration requirements and the ambition of the OfS to support HEIs in eradicating inequality in underrepresented and disadvantaged communities.

The College's overall mission statement is: '*To provide high quality education and training opportunities'*. In this context, the College's vision is '*To become the destination of choice for anyone looking to develop their skills and knowledge.*' The key word is 'anyone'. Going forward, the College will strategically engage with students from all communities and close gaps in attainment and progression. The College's commitment to the success of its whole community will be enshrined in its Single Equality Scheme, to be ratified by governors in July 2019, stating that "*Moulton College is committed to ensuring that every individual who belongs to or who accesses our learning community is valued, supported and respected. We welcome and celebrate the unique talent and experience of each individual student and employee*".

Despite the problems it has faced in recent years, the College has very considerable strengths on which it can build to deliver its key aims. These include first class practical learning facilities combined with a niche academic community that supports smaller class sizes, superb levels of tutor support and excellent relationships with industry.

Against an anticipated decline to a new baseline of c160 students in 2020, by 2024 the College aims to have a cohort of 266, an increase of 106, increasing further to 350 in 2029, in line with demographic growth and a revitalised offer in tandem with improved quality. Critically, the College, within its remit as a specialist college, will reshape aspects of its curriculum offer and delivery so that it can target and remove barriers to participation and success. In this way, the College will better meet the needs of individuals from disadvantaged communities, particularly those adults seeking to improve their job prospects in employment sectors highlighted as SEMLEC priorities. The reshaped curriculum will result in greater numbers of working class males, including BAME students, who are under-represented in management positions in these key sectors.

The plan, in terms of access in the first instance, is to collaborate with regional employers and to invest in additional outreach resources to engage with young people and adults in the construction and sports sectors where there has historically been a surfeit of individuals with low levels of educational attainment and aspiration and low levels of recruitment of BAME individuals into management positions.

To underpin student success, starting in 2019/20 and building in line with projected growth, the College will bolster its student support services to proactively engage with and support all targeted learners from prior to enrolment, through to their final year of study. In the first few years of the new approach, which will be underpinned by better pedagogy and higher academic standards, there will be significant improvements in quality outcomes, which will then maintain a positive trajectory over a ten year period. The plan will deliver better teaching and targeted support, with differentiated strategies in place for those who potentially face the highest barriers to learning, such as adults returning to study, and/or those with disabilities and/or those who come from families of low educational attainment and who may be the first generation to study at levels 4 to 6.

2.2 Target groups

The College will target, in line with national priorities, the following underrepresented groups:

1. Students from areas of lower household income and/or lower socioeconomic status groups
2. Some black, Asian and minority ethnic (BAME) students
3. Mature students
4. Disabled students (those in receipt of disabled students allowance (DSA) and those who have declared a disability but are not in receipt of DSA), including those with mental health needs.
5. Care leavers.

The College will set targets to improve and to close relevant gaps in performance between each of the most and least represented groups (see Table 1 in Section 1), though the focus for adults will be on continuation and assessing disability for PT students.

2.2 Aims and objectives

Strategic Aims

1   To provide a curriculum, within the ambit of a specialist College, that is accessible and meets the needs of learners and employers, so that barriers to participation are significantly reduced and students can progress to or within their chosen careers.

2   To improve the quality of teaching delivery so that all students receive learning that is active and engaging, structured to improve meta-cognition and independent learning with assessment geared for learning and supporting successful outcomes, eliminating gaps in success and progression.

3   To work with partners and colleagues in Further Education to raise grade scores at GCSE and on vocational programmes to enable greater numbers of those who have not historically accessed higher learning to progress to and succeed at levels 4, 5, 6 and above.

4   To create a supportive community of higher education learners wherein adult learners, learners with disabilities, BAME students, care leavers and students from socio-economically disadvantaged communities can readily access appropriate levels of assessment and support so that they can thrive and succeed.

5   To develop College leadership capacity, including student involvement, to monitor targets and report on the implementation milestones of reducing gaps in access, success and progression.

6   To further develop collaborative partnerships with the Virtual School and the University of Northampton to reduce barriers for underrepresented groups, including care leavers to access higher education in the town.

Objectives & targets which will meet our identified strategic aims

The following activities outlined in this section cover Widening Access, Student Success, and Graduate Outcomes.

SA1 / Objective 1.1- Preamble

This objective is to improve access arrangements by reviewing the current curriculum offer for ease of access. It will provide more appropriate points of entry for students whose previous levels of educational attainment is lower and those who might come from non-traditional routes, such as those already employed and requiring professional accreditation at levels 4 and 5. The outcome is to meet the OfS strategic Access target for 18 and 19 year old's, namely to reduce the gap in participation between the most and least represented groups from a ratio of 5:1 to a ratio of 3:1 by 2024-25 and to increase participation of BAME and / or Polar 4 Quintile 1 students.

New curriculum routes in Sport and Construction and including Access and Further Education and Ecology will provide the vehicle. A new Schools Liaison Officer with HE focus will ensure that new school outreach activities will focus, initially, at years 12 and 13, moving to years 9, and also with specific locales in Northampton and Milton Keynes where there are larger proportions of adults who do not have higher technical qualifications. This will break down barriers to participation.

The objectives will commit the College to recruiting additional students from Polar 4/ IMD Quintile 1_2 as well as students from BAME backgrounds and further reducing participation gaps.

1.1.1. Reform the curriculum offer by 2020 so that the gap between numbers of POLAR4 Quintile 5 & Quintile 1 FT students will decrease from a baseline of 13% to 0% by 2024/25. This will contribute to an overall target that **25% of the total intake will come from Quintile 1, or from other under-represented groups (PTA1).**

1.1.2. Using the reformed curriculum offer recruit additional students from IMD1_2 so that by 2024/25 the College will increase the proportion of students from IMD_1 BY 12% from 13% to 25% to contribute to an overall target that **25% of the total intake will come from under-represented groups (PTA2)**.

1.1.3. Using the measures above, and bearing in mind intersections of disadvantage, increase the proportion of students from all ABMO groups so that the proportion of students from these groups increases from 15% to 21% by 2024/25 thus contributing to an overall target that **25% of the total intake will come from under-represented groups (PTA3)**.

1.1.4. Reform the admissions policy and using accreditation of work experience as a proxy for prior qualifications in tandem with HE Study bridging modules, recruit additional mature part-time students from IMD Quintiles 1_2 in 2024 to contribute to the overall target that the proportion of students from IMD Q1&2 will increase by 12%. So that by 2024/25 at least **25% of the total intake will come from Quintiles 1_2, or from other under-represented groups (PTA2)**.

1.1.5. Of the above recruits, starting from a very low base increase the percentage of disabled students on part time programmes (including those from IMD Quintiles 1_2) to 18%. So that by 2024/25 at least **25% of the total intake will come from Quintiles 1_2, or from other under- represented groups (PTA5)**.

1.1.6. Student progression is supported for students accessing Further Education through planned pathways from lower levels through to higher levels. Pastoral teams, Academic staff support and guidance, CEIAG, Progression mentor staff, opportunities to visit to university and UCAS events.

1.1.7. Provide varied routes for Higher Education Candidates, such as Access to Higher Education, Foundation Degrees, BTEC Higher Nationals. Consideration of modular based curriculum will also engage a wider audience for roll on and roll off provision.

1.1.8. Consider the inclusion of degree level Apprenticeships within the portfolio.

SA1 / Objective 1.2 - Preamble

This objective is designed to create a new point of entry in Food and Drink sector Foundation Degree, meeting the needs of adult employed workers who do not possess higher technical qualifications.

1.2.1 Accredit with a partner HEI a new Foundation Degree in Food Production & Technology and using pre-entry learning materials and flexible entry requirements, including accreditation of work experience, in 2023 recruit a minimum of 8 mature students at least 2 of whom are from under- represented groups. This will rise to 16 in 2025 with at least 4 from under-represented groups. These numbers will contribute to targets of underrepresented PT student numbers.

SA1 / Objective 1.3 - **Preamble**

In addition to the bridging learning materials mentioned in Objective 1, further develop the College's Access to land-based studies provision to include pathways for Sport and Construction. In the longer term (2024), the College will develop online learning materials to enable adults such as carers and those with accessibility needs / mental health impairments to access higher learning without attending College on a regular basis.

1.3.1. Recruit and retain on the Access courses 10 adults in 2020, rising to 20 in 2024 and at least 25% of those progressing to Level 4 will be from groups previously disenfranchised by the education system (such as those from IMD Q1_2 and mature students).

SA2 / Objective 2.1 - Preamble

This objective recognises that the success and progression lifecycle stages both need reform. It is designed to underpin all learning, appropriate to delivery at level 4 and above, leading to more successful continuation and attainment for all students but particularly those from underrepresented groups. It links with SA4.

2.1.1. By 2020/21, all HE delivery staff to be trained and assessed as competent in the use of learning technologies for delivery, including, but not limited to, Google classroom, VLE and flipped learning.

2.1.2. Ensure that by 2021 all HE delivery staff have achieved or are working towards affiliation to Advance HE (formerly HEA). This will be at a minimum level of fellowship for lecturers and associate fellowship for associate lecturers. By 2020 all new delivery staff to be mentored, particularly in aspects of supporting target groups, in reflective practice and in developing learners critical thinking.

2.1.3. Recruit new staff, including a more representative number of staff from a BAME background, as well as a specialist academic mentor for sports students. The college will also employ student mentors and use the Student Association (active at all stages of the student lifecycle) to drive an attitudinal change to study. This will contribute to an overall increase in success that will contribute to closing the gap between BAME and white students achieving a good class of degree from 5pp to 1pp by 2025 and subsequently reduced to zero (PTS2).

2.1.4.   Increase overall attainment and reduce gaps by providing an improved curriculum which enables all students to master data analysis and inferential statistics at levels 5 and 6.

2.1.5.   The college is significantly increasing support for HE study skills by doubling both the time allocated and the staffing of this subject. In tandem with this the college will arrange for a specialist student support worker to be present in sessions. This in tandem with the measures above will increase continuation of all students (including those from underrepresented groups) from an estimated baseline of 79% in 2020/21 to 86% in 2022/23 and 92% in 2025 and in doing so eliminate gaps. So that by 2025 there is no gap between those from more affluent backgrounds and those from P4 Q1&2 (PTS1) and so that disabled students continue at the same rate as those without disabilities (continuation gaps for all students with disabilities reduced from 10pp to 0 PTS4).

2.1.6.   All of the above measures to be used to drive an improvement in continuation rates for mature students so that by 2025 their continuation rate is improved by 10% to 92% (PTS3).

2.1.7.   All of the above measures combine to increase overall attainment and reduce gaps between students from ABMO backgrounds and white FT students achieving first class and upper second class degrees from a baseline of 5pp to 1 pp in 2025, reducing to zero gap by 2030 at the latest (PTS2).

2.1.8.   Dedicated HE Student Support and Success Coach roles offer support to all Higher Education students, as well as targeted students who may require additional support to achieve.

SA3 / Objective 3.1 - Preamble

This objective is designed to specifically target learners from disadvantaged communities who are already studying at level 3 in a further education setting and who would need to raise their levels of attainment if they are to become eligible to progress to at least level 4.

In the Colleges current FE cohort there are 239 GCSE Maths students (46 P4/Q1) and 261 GCSE English students (71 P4/Q1) who did not achieve a minimum of Grade 4, 88% of which scored a Grade 3. In 2017, 5.8% (N=18) & 5.4% (N=19) students achieved at least a Grade 4 on their resit, with comparable results for P4/Q1 students.

3.1.1.   In 2021, increase the percentage of 16-18 students achieving a minimum of Grade 4 to 10% in Maths and English GCSE, rising to 20% by 2025.

3.1.2.   Within the target FE cohorts, provide advanced mentoring and a summer school experience to drive up merit and distinction grades resulting in an increase of progression rates from FE to HE (all HEIs) from 6.4% (66) to 80 in 2021 and 100 (9.6%) in 2025, with 25% from target groups.

SA3 / Objective 3.2 - Preamble

This objective is designed to allow the HE department to collaborate effectively with local Schools and FE colleagues to improve course outcomes on succession provision in STEM subjects.

3.2.1.   Work collaboratively to drive up local GCSE results from 64% to 70% (C and above in English and Maths) and therefore progression to HE by working with the village secondary school (Moulton School & Science College). Using a member of the academic staff to mentor up to 12 pupils from target groups (loosely following the Brilliant Club model).

SA4 / Objective 4.1 - Preamble

This objective links to SA2 and is designed to create the right conditions for all individuals from target groups to thrive and succeed. Potentially vulnerable learners will be targeted proactively for intervention by tutors and mentors /buddies to ensure they receive appropriate levels of formal and informal support in a timely manner, so that they get off to a flying start and then consolidate their resilience and academic skills over the entire cycle of their study at Moulton College.

Whilst these objectives align closely with Strategic Objective 2, the introduction of formal mentoring (to replace informal coaching) and mental health support will complement teaching and assessment methodologies.

The college will also review opportunities for our HE students to access college wide decision-making forums such as our HE Steering group, EDI committee, manager meetings, governor committees and student representative meetings. Students should also be involved in reviewing the college's annual self-assessment, and the policies and procedures which may have an impact on their progress at the college.

The objectives below will align directly with the strategic outcomes of the OfS, namely:

- to eliminate the unexplained gap in non-continuation between most and least represented groups by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

- To eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

4.1.1   Increase continuation rates of all mature students from the current baseline of 82% to 92% in 2025 (PTS3).

4.1.2   To monitor and decrease the gap in non-continuation rates between POLAR4 quintiles 3-5 and quintiles 1_2 students from baseline of 23% to 0% (PTS1).

4.1.3   From a baseline of 10 points, decrease non-continuation for students with a disability to no gap in 2025 (PTS4).

4.1.4   Improve progression rates to higher study and highly skilled employment opportunities for mature students from a baseline of 70% to 85% in 2025 (PTP1).

As well as the overt targets above this SA would assist the College to:

4.1.5   To monitor and eventually eliminate the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students.

4.1.6   To monitor and decrease the gap in attainment between IMD Q1_2 and those from other quintiles.

SA5 / Objective 5.1- Preamble

This objective is designed to provide a data framework so that the SLT, governing body and higher education management team can comprehensively identify, track, monitor and report on the progress the College is making in implementing its plan of reducing gaps in access, success and progression. The objective will create clearer lines of accountability so that if the college is not making expected progress, obstacles are identified and removed in a timely manner so that the plan is kept on track.

5.1.1   For the academic year 2020/21, implement a data warehouse wherein all higher education students from all disadvantaged groups can be flagged on the point of admission and at each stage throughout the student lifecycle. By September 2020, all past students and new students will have been flagged.

A comprehensive data set on progression commenced in July 2019.

5.1.2   From 2019/20, set up a new higher education strategic steering group that enables governors, leaders, managers, tutors and support staff to identify all students in target groups and report against the participation, success and progression targets of the plan.

SA6 / Objective 6.1 - Preamble

This objective is designed to promote and increase higher learning to all underrepresented groups, but in particular, care leavers from the Northampton area.

6.1.1   Develop links with the Virtual School and the University of Northampton, who work closely with the Care Leavers covenant and other HE providers in the county, to identify collaborative approaches to tackling the barriers to both access and success of care leavers.

6.1.2   By 2025, recruit 6 (2.5% of the overall cohort) care leavers to Moulton College and provide additional support to underpin success (PTA4).

3.   Strategic measures

The Strategic Aims lead to 3 main priorities:

1.   Increase participation of all target groups and reduce the gaps of access between groups.
2.   Improve success and progression rates of all target groups and eliminate gaps.
3.   Develop the leadership capacity, including student involvement, to evaluate the impact and progress of the APP.

Outcomes Chain diagrams for the first two of these priorities are reproduced below, graphically depicting outcomes, measures and a summary of the activities that will achieve those outcomes.
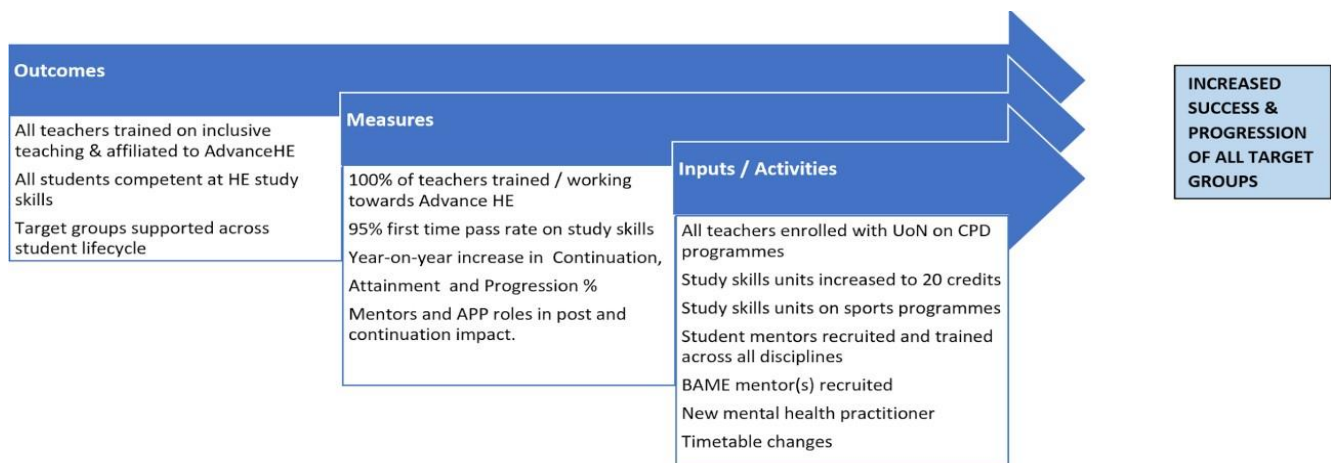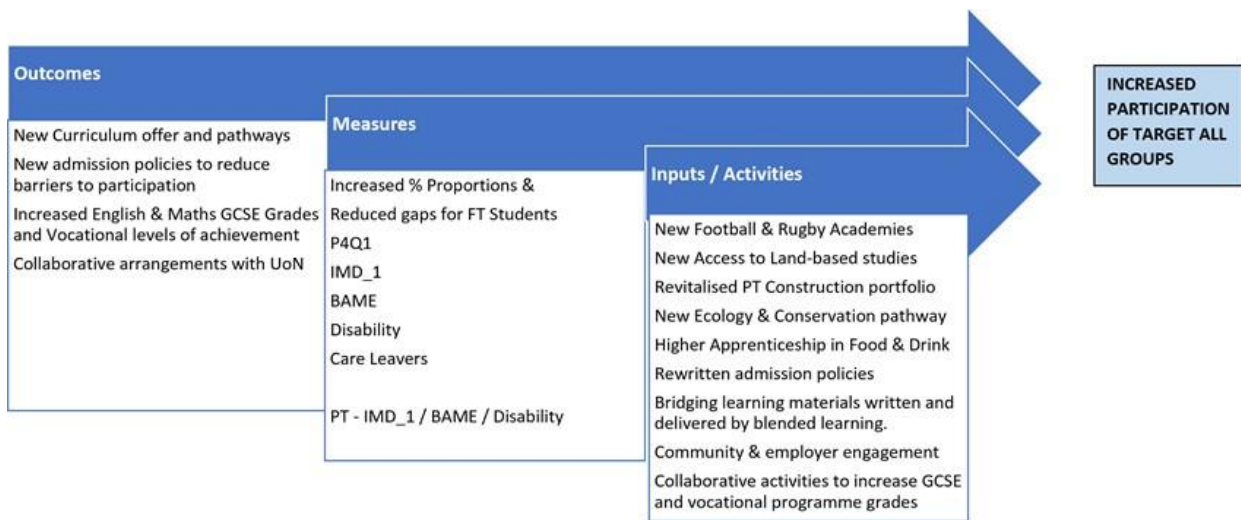
Access and Participation has four key outcomes, which will be achieved through the activities summarised in the schematic plan and whose success will be demonstrated through the aligned measures.

Moulton College will write new curriculum routes in Sport, Construction, Access and Food & Drink to recruit all target groups and, in tandem, reform entry criteria and processes to reduce barriers to participation. Providing an accessible curriculum that individuals want for their career choices and which employers need for their workforce development is key.

The College is also putting in place new collaborative arrangements and partnerships to engage with community groups and lower performing GCSE / FE cohorts to increase the potential pool of those eligible to study at higher education.

Each of these outcomes, together with the associated activities, will underpin a strategic approach wherein the starting point is employer and community needs, rather than the recruitment desires of the organisation, as has been the case in the past.

For example, developing and delivering a Foundation Degree in Food & Drink technology has been driven by SEMLEP and the Northampton Food & Drink Strategic Group rather than as a result of the College simply extending its portfolio.

Similarly, embryonic collaborative arrangements with *Keir and Eiffage* (construction contractors for the HS2 project) have arisen from the project's need to support the workforce requirements of a £1B project in the region and their recognition that BAME individuals and women are underrepresented in the workforce. Using well-paid and stable career opportunities in plant, management and technical engineering as an incentive for a region with higher than national norms of unemployment is a coherent framework for this strand of the strategy.

If improving participation represents one pillar of the strategy, improving **success and progression** rates for target groups is the second. The key outputs will be a fully trained delivery team able to meet the learning needs of all learners, supported by a support infrastructure and ethos that proactively engages with all vulnerable learners throughout all stages of the student lifecycle. The outcomes will be significantly improved rates of retention, attainment and progression. The College has identified that there has been too much of a 'one size fits all' approach to education at the College and a fully differentiated and managed offer will provide a strong platform for higher retention and better degree outcomes, for all learners. As set out later, building a new infrastructure will take time and will necessarily involve creating a team that is more ethnically diverse and able to respond to disabilities and mental health needs across its spectrum of learners.

The associated activities and measures will grow contingent on the success of the first pillar of the strategy, increasing participation of underrepresented groups.

To safeguard the College from ever going back into the decline that it has witnessed over recent years, the third main priority will be to **develop the leadership capacity** to monitor and evaluate the College's progress in implementing its APP.

3.1 Whole provider strategic approach

Overview

By nature, Further Education Colleges are inclusive organisations that have a strong heritage of community engagement and removing barriers to the access of high quality educational provision. However, Moulton College has self-assessed that it needs to make its services to higher education students more differentiated if they are to be effective. The key staff groups that have been identified as needed to deliver the access and participation plan will become part of a new strategic higher education steering group, chaired by the Principal and overseen by governors and whose membership will monitor outcomes across the student lifecycle. This group will be served by a coherent and dedicated dataset which is being worked on by the MIS team at the College.

The College recognises that change will not occur by osmosis and all relevant staff - admissions, student services, student welfare, learning and support, slt and HE delivery staff - will undergo training with the new Single Equality Scheme to raise awareness about barriers to achievement so that those barriers can be systematically reduced. The College also recognises that as there has been very high turnover of academic staff as a result of the leadership changes, considerable training needs to be put in place to ensure that all new delivery staff are fully conversant with academic policies and that inclusivity is embedded in all activities.

Alignment with other strategies

The College's new Single Equality Scheme (SES) is pivotal to the ethos and ambition of the College's higher education strategy. The APP fits within the College's strategic plan, which will be recast following the recent (July 1) appointment of a new Principal and Chair of Governors. The APP aligns with the HE admissions policy and the College's Memorandum of Agreement with the University of Northampton.

Other relevant policies include the College's disability statement, quality policy & procedures and marketing strategy.

Strategic measures

The self-assessment in part 1 highlighted the historical lack of a coherent strategy for higher education in the college, resulting in a very significant decline in participation numbers, and unacceptably low levels of continuation and progression outcomes that are below sector norms. The measures within the plan address each stage of the student lifecycle to meet the stated objectives and targets.

A collaborative partnership with the University of Northampton and with Landex (specialist college land-based provision membership) will ensure that the College is not working alone and can benefit from exposure to best practice within the sector and shared resources.

In terms of **access**, there is a strong evidence base to show that increasing participation is contingent upon:

- A curriculum offer that is relevant and needed by target groups - in Moulton's case, this will be achieved by developing men and women's football (2019) and rugby (2021) academies for younger students from socio-economically disadvantaged and / or BAME communities, which will include students with disabilities. Greater numbers of adults, particularly from under-represented postcodes and / or BAME learners, who may have disabilities, will be given the chance to participate with a revitalised PT offer in construction (2020), in partnership with local communities and local employers. Mature learners will also be recruited on a PT Higher Apprenticeship (2023) as LMI from the LEP has highlighted the need for this qualification pathway in Northamptonshire. Disadvantaged younger and mature learners will be recruited on a revamped Ecology & Conservation degree (2021) in response to a growing demand for this course of study and the enabling works that need to take place on the HS2 project. The new Access course will enable adults to be eligible for higher education study.

- Reducing barriers to participation will also be achieved by rewriting the admissions policies (2020) so that older students can more easily access higher learning without such reliance on prior qualifications, particularly where individuals have a strong track record of vocational and professional expertise. Writing new 'bridging' learning materials (2020) will enable potential learners without prior qualifications to access Higher education.

- Working with English and Maths GCSE pupils and working in collaborative partnerships with FE Colleges (2020) to raise levels of achievement on 16-18 provision will increase numbers of students who are eligible to progress from further to higher education, either on one of Moulton College's specialist programmes or at any other HEI. The College will also stop making unconditional offers to further education students as the evidence clearly shows that students who have been allowed to progress with unconditional offers are more than twice as likely to withdraw in their first term than those who were only given conditional offers.

- In terms of **student success**, the College's measures focus on pedagogy, study skills, pastoral support and closer evaluation of the overall student experience.

- Enabling all teaching staff (from 2019) to be formally mentored and to achieve Advance HE affiliation will improve pedagogical skills with a focus on inclusive learning and assessment for learning.

- The study skills units on all first years will receive double their current credit value (2020) to ensure that all students are learning the required research, writing and referencing skills at the earliest opportunity. The study skills coordinator will be timetabled to attend study skills sessions (2019) so that students who are avoidant, reluctant to engage, unwilling to ask for help can be identified in a more proactive way and to break down barriers of having to 'go to' the Higher Education Study Support Centre.

- The recruitment of a student mentor (2020) to buddy and work alongside first year students, when there is the highest attrition rate, will be another measure to ensure that the most vulnerable students can access support in a non-threatening way. Similarly, to help black students, the College will recruit a black mentor (2021) who will work alongside teaching colleagues to prevent black students from potential isolation and disadvantage.

- Recruiting an additional mental health practitioner will help proactive intervention for the most vulnerable students.

The provision of bursaries has historically been inadequately promoted to potentially eligible students - new arrangements will ensure this is rectified from next academic year. The relatively few students who have received bursaries have anecdotally confirmed the OfS reported findings that the financial support - paid in two lumps at Moulton - helps retain them on the course, rather than as a primary motive for studying at higher level. The key measure in this instance is to promote the bursaries, provide the Head of HE with data on those in receipt of bursary and to enhance the monitoring of those students.

The measures for **progression** will be put in place in 2022 onwards, focussing on helping final year students use work placements to access vocationally relevant employment opportunities once they have graduated.

There is a new Principal starting post in July 2019 and the higher education team have already been in consultation with her to establish her commitment to a new higher education steering group to ensure that all relevant stakeholders are focused on the ambition and targets within the APP.

3.2 Student consultation

We are committed to working with student representatives to gather input into the design and success of our access and participation plan. Students will be asked to attend our *Access and Participation Plan Working Group* which is responsible for overseeing implementation of the plan.

To provide feedback or to become involved in this work, students can contact the *Director of Quality and Higher Education* at HE@moulton.ac.uk

3.2.1 Planning

Students have been involved in the planning via two avenues. Firstly, the Student Association was briefed in its February meeting about the forthcoming requirements and the opportunities there were for the Association to be involved in shaping the plan that would be submitted to the OfS. A further meeting of the Association was held on 21st May and the outline content of the plan was discussed.

During the period between Easter and the meeting on May 21st, all tutorial groups of all year 1 and year 2 students were briefed on the ambitions of the OfS and how the College intends to develop its proposed strategy. Students were invited to feedback and attend the subsequent meeting in May. As a result of their feedback, the College will change timetabling arrangements to enable greater numbers of students to work part-time.

The other main feedback that was received centered on the College being more proactive and insistent on all learners accessing study skills support during the induction period and for a further protracted period to ensure that study skills are properly embedded at an early stage. Mature students requested that the College explore an 'on-boarding' process so that students who do not have recent education experience can engage with the skills agenda prior to starting their course. As a result of these discussions the College will put in place summer workshops, either held in college or available online, complemented by Skype and /or email and develop on-line study skills units which can be completed, free of charge, prior to commencement of the full course.

3.2.2 Monitoring, evaluation and delivery

The College recognises that students who are engaged in the management of the College report a greater sense of belonging and connection, which in turn has a positive impact on their success.

The College will therefore set up in 2019/20 a 'student action group' alongside the Student Association, comprised of students who have been identified as vulnerable and requiring additional support, such as care leavers, BAME students and mature students. The new data capture system will enable the College's management to proactively identify its most vulnerable students. Managers will work with the pilot group to better support those students who are at greatest risk of isolation and those with the most significant welfare needs.

As a result of student feedback, students will also be invited and encouraged to join in additional extra-curricular activities to cement bonding and, for some, subsequently provided with training that would enable them to become mentors to the intake in 2021. The intention is to build up a staff and student 'buddy system' wherein both social isolation and insecurity about study skills are proactively tackled in a non-threatening environment, delivered by peers with a strong sense of empathy, such as from BAME or mature students.

The activities of the student action group will be monitored and reported to the new strategic steering group, along with the minutes of the Student Association.

3.3 Evaluation strategy

Our programmes of activity are informed by the best available evidence about what works for students. We will collect data, and the voice of our stakeholders, to evaluate:

- Our annual curriculum planning process
- The outcome data for all groups of students, to ensure we are reducing achievement gaps
- The success of our programmes in assisting students to progress
- The success of our action plan, containing the five points listed above.

We have a group of staff and students committed to monitoring the progress of the Access and Participation Plan who will monitor and report on these processes to the Equality, Diversity and Inclusion (EDI) Committee. They will oversee implementation of actions to ensure ongoing progress against yearly milestones in our access and participation plan, and will monitor impact on our target groups, to ensure we are addressing our aims.

The evaluation strategy is currently in its infancy and relatively undeveloped. The strategy is to quickly develop the capacity to accurately assess the performance of the organisation against the stated ambitions of the APP in real time and to, as a result, implement changes to accelerate the rate of change.

When the strategy is fully working, the College will be able to learn which methodologies have contributed to its successes and which required amendment to stimulate rapid improvements. The College aims to be a leader in best evaluation strategy in the FEC community, particularly the Landex Group of Colleges. Landex hosts a higher education forum at which learning from access and participation work is shared, so that organisations are able to share effective practice and learn from peers.

The new data warehouse is pivotal to the evaluation strategy, as is the strategic steering group. The new structures and processes will be put in place during 2019/20 and by 2020/21, the College will have a transparent approach to monitoring recruitment numbers, the performance of cohorts and progression of all students. The College will also undertake research to evaluate the impact of its supporting actions, such as raising the GCSE scores of school pupils and engaging with the local authority to enable care leavers to progress to higher level study.

The College has an ambition to transform the recruitment and quality outcomes starting on 2019 and over the next five years, it intends to be one of the leading Landex Colleges in widening participation and achieving great student outcomes for individuals who are more vulnerable during their degree study.

In order to understand its starting position, the College has already self-assessed using the OfS tool. The outcome is summarised below.

- **Strategic context** - with a score of 17/24, the College has an "emerging" category score of the strategic context. A new and small HE delivery team, being led by a new Head of Higher Education, is being put in place for 2019/20, ready to implement and evaluate the APP plan. There is much to learn but, importantly, the ambitions of the plan have already been disseminated across the academic teams (N=<20) so there is an emerging awareness of the new agenda to eliminate gaps in access and in student performance. The new tracking systems will better identify vulnerable students and so progress towards reaching targets can be monitored by the three subject leads.

- **Programme design** - with a score of 14/18, the College has an "emerging" category score of programme design. Providing the opportunities for access and counting the results are the simplest measures, but most of the activities, particularly for continuation, will be multi-layered and be more difficult to isolate. For example, will increasing levels of retention of black students be more contingent on the study skills programme being increased to 20

credits, the presence of a black mentor, the presence of the study support coordinator in the classroom during study skills sessions or membership of a student action group? These variables will be teased out as the project continues from its infancy and the most effective methodologies will be shared in the sector.

- **Evaluation design** - with a score of 5/9, the College has an "emerging" category score of evaluation design. The score represents the fledgling skills of the College in working to the new paradigm and will undoubtedly improve as the College learns to make its design more sophisticated.

- **Evaluation implementation** - with a score of 12/20, the College has an "emerging" category score of evaluation implementation. As the College is drawing a line under existing projects and re-casting its targets and strategy to meet those targets, new data protocols will be established in the coming 12 months. Whilst most of the scores on the self- assessment tool are 'green' for data collection, resources and managing risk are both 'amber', reflecting the stage that the College is in implementing its evaluation processes. Risk management will therefore feature strongly in the agendas of the College's strategic steering group.

- **Learning to shape improvements** - with the lowest score of 7/22, the College nevertheless has an "emerging" evaluation of learning. It is not surprising that given the relatively undeveloped aspects of evaluation design and implementation, evidencing sharing of best practice across the sector is a more distant aspiration. However, it is the ambition of Moulton College, by 2021, to adopt a research methodology so that it can both learn swiftly and be a leading advocate of change within the sector.

Where appropriate, we will adjust our interventions in the best interests of our students. We will publish evidence from our evaluations on our website (https://moulton.ac.uk) by July 2024.

Mechanisms that Influence Practice to Secure Continuous Improvement

Mechanism	Activity to Enable the Outcomes of Evaluation to Influence Practice
Student APP Action Group & Student Association	Annual data review and annual plan evaluation; and a further twice-yearly shaping exercise to influence the evolving plan and investment priorities
Governors-Full Board	Annual data review, annual plan evaluations with review and approval of future years action plan
TLA Governors Committee	Fixed higher education agenda items to review all milestones within the APP.
Strategic Higher Education Steering Group	Monthly project plan review and forward planning. Monthly Dataset. Monthly reconciliation of financial support for target groups. November report for Governor TLA Committee summarizing previous year's impact and quality measures. July report for Governors setting following year action plan based upon OFS self-evaluation impact tool and local knowledge of the impact of the individual activities undertaken. Key individuals to take project lead on designated priorities, providing summary of progress to Group.

Ensuring Work is Evidence Informed

The College has nominated key senior managers for 2019 onwards to review the HE cohort composition and performance each year, the results of which will be shared with the Strategic Steering Group, Governors, HE teaching staff and student representatives, via the student action group and HE student association. Additional responsibilities are being created within the MIS team to build the new data warehouse, as per target, collate data and feed into the reporting process. Each component of the strategy will subsequently be supported by an action plan, with clear time frames and accountability references. Access and Participation Plan implementation and progress will become a standing item at the Strategic steering group and actions to address deficits and weaknesses will be recorded where progress is insufficient. Overall, the Deputy Principal / Principal will take responsibility for monitoring the plan, directing remedial action plans if required and for sharing progress against the targets with the Governing body.

Progress will be disseminated at CPD Days for HE team members and will, going forward, be incorporated in annual improvement action plans, which will be shared with the University of Northampton. Actions might include adjustment to assessment methods, delivery strategies and programme structure to support vulnerable learners. Currently, data collection is underdeveloped in some priority areas, notably Care Leavers, and all other gaps in data collection will be plugged, starting September 2019. All priority groups will be monitored at each stage of the student life cycle, as per targets in the plan. To help validate the precision of the data, academic staff will also work with the student action group and targeted individuals. The College's Data Protection Officer will work directly with specified students to explain the need for this information, and reassure them in terms of data confidentiality, security and usage – especially in terms of the fear of repercussions of disclosure for continued participation.

Financial support for beneficiaries will also be enhanced to enable monitoring on an individual basis. A Cross College stakeholder group will be led by the Financial Director (FD) to measure all aspects of investment impact and feedback via the strategic steering group to the Head of HE to ensure that all relevant staff are actively involved in ensuring targets are met. Anonymised results will be shared externally with target schools, local HE networks, the local authorities and Landex. The FD will also report against each level of investment so that the impact of activities can be assessed and whether the level of spending is commensurate with the ambitions and required milestones. By 2021, all aspects of the evaluation strategy will be operational with a view to providing feedback to the sector thereafter.

Plan to Evaluate Impact of Aims and Objectives

Moulton College's annual evaluation will focus upon two key pieces of work. In October each year, the Head of Higher Education will produce a paper for the College's Equality group. The paper will report progress towards meeting each of the aims detailed in the self-evaluation, providing clarity and ownership of the achievement of planned targets, and providing for any remedial actions that need to be undertaken to keep Moulton on target to achieve the plan. In seeking to demonstrate the impact of college actions, the report will provide detail of the impact of individual interventions where they can be directly attributed. The Deputy Principal will produce an annual evaluation detailing the individual actions that Moulton College has taken against each of the planned aims and targets. This report will be presented to the full Board of Governors in July and to the student action group in the autumn each year, supporting the highest levels of accountability across all College stakeholders.

3.4 Monitoring progress against delivery of the plan

The plan will be monitored by the Vice Principal for Curriculum and Quality (VPCQ), who reports directly to the Principal. The Principal will chair half termly monitoring meetings of the newly formed HE Strategy steering group and will report to the governors' Teaching, Learning and Assessment (TLA) Committee, minutes of which are reported to the full Board. The TLA meets a minimum of four times / academic year. There is a higher education student board member and the Student Association and student action group will have a standing agenda item on APP from September 2019.

The responsibility for the implementation of the plan will sit with the Head of Higher Education who reports to the Vice Principal. If the targets are not achieved or if the targets are in danger of not being achieved, the Head of Higher Education and Vice Principal will alert the Chair of the TLA.

4. Provision of information to students

- **Prospective students** receive information on fees and financial support at in-person events, such as our open day events, and by email communications.

- **Current students** receive information about fees and the financial support available through our student portal, internal communications campaigns, and emails.

- **Student support** is available through our student wellbeing and welfare team and can be found at open day events or through direct contact via the college email.

For the most up-to-date information, see our website: https://moulton.ac.uk

4.1 Fees and Funding

Detailed information about fees and funding will be available on the College's website and its links with the UCAS website. Details about fees and funding is also sent to applicants routinely as they are all invited to attend applicant events where they can discuss fees and funding with specialist staff as well has have a 1 to 1 discussion with a tutor who teaches on the course.

4.2 Sharing Data

Moulton College recognises its responsibilities to work with other bodies involved in the recruitment of and funding for students. The College will continue to work closely with UCAS, the Student Loan Company (SLC) and provide robust data and the information needed to meet their requirements. We will supply course information to these agencies, meet attendance confirmation deadlines with the SLC in order to activate loans for students and will meet the moratorium date to release fee payment to the College. We will also fulfil our obligation to confirm changes in student circumstances

4.3 Financial support for students.

The provision of bursaries is generous but has historically been inadequately promoted to potentially eligible students - new arrangements will ensure this is rectified from next academic year. From A/Y 19/20 bursary information will feature more prominently on the college website and support staff will be required to overtly flag bursary information to potentially eligible parties.

4.3.1   Level of support and eligibility. Full time students on low incomes are eligible for a cash bursary of either £500 or £1000 (means tested) available in all three years. All students entering with vocational qualifications are also eligible for a cash bursary of £1000 in their first year. Part time students on low incomes and without other sponsorship who pay their own fees are eligible for a £500 fee waiver in each year of their course. Care leavers are eligible for free (52 week) accommodation. Additional (means tested) hardship funds are also available.

Access and participation plan
Fee information 2020-21

Provider name: Moulton College

Provider UKPRN: 10004442

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
Foundation degree		£9,000
Foundation year/Year 0	*	*
HNC/HND		£7,200
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree		£4,500
Foundation degree		£4,500
Foundation year/Year 0	*	*
HNC/HND		£2,400
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Targets and investment plan
2020-21 to 2024-25

Provider name: Moulton College

Provider UKPRN: 10004442

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£63,500.00	£70,400.00	£79,900.00	£100,100.00	£126,100.00
Access (pre-16)	£6,500.00	£8,900.00	£8,900.00	£12,100.00	£12,100.00
Access (post-16)	£39,000.00	£41,700.00	£46,900.00	£60,500.00	£70,750.00
Access (adults and the community)	£16,000.00	£18,800.00	£23,100.00	£26,500.00	£42,250.00
Access (other)	£2,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00
Financial support (£)	£44,000.00	£47,000.00	£47,000.00	£55,000.00	£61,000.00
Research and evaluation (£)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£481,200.00	£525,600.00	£581,400.00	£703,200.00	£801,000.00
Access investment	13.2%	13.4%	13.7%	14.2%	15.7%
Financial support	9.1%	8.9%	8.1%	7.8%	7.6%
Research and evaluation	1.0%	1.0%	0.9%	0.7%	0.6%
Total investment (as %HFI)	23.4%	23.3%	22.7%	22.8%	24.0%

Targets and investment plan
2020-21 to 2024-25

Provider name: Moulton College

Provider UKPRN: 10004442

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Decrease the gap between numbers of POLAR4 Quintile 5 & Quintile 1 FT students from a baseline of 13% to 0%.	No	The access and participation dataset	2017-18	13pp	11pp	9pp	6pp	3pp	0pp	Current difference is 13%; the ambition is to reduce the gap to 0%
Increase proportions of IMD 1_2 by 12%	PTA_2	Socio-economic	increase the proportion of students from IMD_1 BY 12% from 13% to 25%	No	The access and participation dataset	2017-18	13%	14%	16%	19%	22%	25%	Enrolment trends decreasing due to demographics and reputational damage, so so slow improvement until after 2021.
Recruit + increase proportion of ethnic minority students by 6%	PTA_3	Ethnicity	Increase proportion students from ABMO groups by 6% from 15% to 21%;	No	The access and participation dataset	2017-18	15%	16%	17%	18%	19%	21%	Enrolment trends decreasing due to demographics and reputational damage, so 2021 lower than 2017
Recruit care leavers.	PTA_4	Care-leavers	Increase proportion of care leavers from 0% to C 2.5% of the cohort.	Yes	The access and participation dataset	2017-18	0%	0.5%	1%	1.5%	2%	2.5%	In collaboration with University of Northampton Virtual School
Increase proportion of PT students with a disability by 18%	PTA_5	Disabled	Increase proportion of PT students with a disability from 0% to 18%	No	The access and participation dataset	2017-18	0	2%	5%	9%	13%	18%	Enrolment trends decreasing due to demographics and reputational damage, so 2021 lower than 2017

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Eliminate percentage difference in continuation rates between POLAR4 quintiles 3-5 and quintiles 1_2 students from baseline of 23% to 0%.	No	The access and participation dataset	2016-17	23%	23%	20%	16%	8%	0%	Quality improvement measures
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Increase overall attainment and reduce gaps between black and white FT students achieving first class and upper second class degrees from a baseline of 5pp to 1 pp in 2025, reducing to zero gap by 2030 at the latest	No	The access and participation dataset	2016-17	5 pts	5pts	4pts	3pts	2pts	1pts	We believe it will take a further year to achieve 0 gap but will review in 2021 once new regime is embedded and continuation has improved.
Increase continuation of all mature students	PTS_3	Mature	Improve continuation rates of mature students by 10% to 92%.	No	The access and participation dataset	2016-17	82%	83%	84%	86%	89%	92%	Current continuation is better than young equivalents but still needs to improve.
Eliminate the gaps in continuation for students with disabilities	PTS_4	Disabled	continuation gaps for all students with disabilities reduced from 10pp to 0	No	The access and participation dataset	2016-17	10pp	9pp	7pp	3pp	1pp	0	New data warehouse will ensure effective tracking of this group, on an individual basis, where numbers are small and cannot be seen within the database. Numbers will increase as the participation elements of the plan work
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Increase progression of all mature students	PTP_1	Mature	Increase progression rates of mature students by 15% to 85%	No	The access and participation dataset	2016-17	70%	71%	73%	74%	80%	85%	
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												