Moulton College

Access and participation plan

2025-26 to 2028-29

Introduction and strategic aim

Moulton College is a specialist College Based Higher Education (CBHE) provider, nestled in the picturesque countryside of rural Northamptonshire. We pride ourselves on delivering high-quality education to small student groups, ensuring that each individual is valued and not just a number. Due to this, Moulton College is the natural choice for students who wish to study specialist subject disciplines such as Animal Welfare, Land-based, Construction, or Sport based qualifications. Our students are supported to achieve the highest personal, academic, and employment outcomes. Our full-time, part-time, and online 'blended learning' type degrees attract students nationally, and internationally. For those who would like to relocate, we offer secure on-campus residential accommodation with a 24/7 residential team who provide personalised support.

We are committed to offering specialised degrees focused on high academic and student experiences, equipping our graduates for lifelong achievement in global industries. We continue to build on our distinguished reputation for inspiring excellence and our consistently outstanding delivery of an inspirational student experience.

The College has a rich history of nurturing talent across various fields. The college is known for its strong emphasis on practical and vocational education, particularly in areas such as animal welfare, agriculture, construction, and sports therapy. Our Alumni showcase our role in nurturing young talent. The alumni of Moulton College have gone on to achieve remarkable success in their respective fields. For example, professional rugby career with premier rugby team, Lead Dog Trainer at Medical Detection Dogs, Veterinary Care Assistant in Wildlife rescue hospital, Lead Ecological Consultant for Nicholsons, Animal Care Manager at Wicksteed Park, Lecturer in Higher Education Animal Management & Zoology, Animal Welfare Centre Manager, and Senior Animal Keeper. The college actively engages with its alumni, encouraging them to share their experiences and achievements to inspire current students. Moulton College values the ongoing connection with its alumni, celebrating their successes and fostering a supportive community.

The curricula across all subject disciplines at Moulton College have been developed in collaboration with external industry specialists through *Industry Skills Boards* (ISB), to guarantee that all undergraduates are exposed to and conduct relevant research and innovation throughout their academic journey. Our subject disciplines are meticulously aligned with current and anticipated industry workforce requirements, providing students with a comprehensive, multi-disciplinary education. We are proud of the strategic

partnerships between Moulton College, Pearson, the University of Northampton (UoN), our esteemed partner university that validates all our degrees, and the University of Huddersfield (UoH) for our internal staff-based Teacher Training delivery. This collaboration leverages the strengths and shared goals of these institutions, with a strong emphasis on destination opportunities.

We are unwaveringly committed to the Higher Education sector, with curricula considered across the entire provision at Moulton College, with regular review of Higher Technical Qualifications (HTQ), and university degrees that undergo rigorous revalidation every four years with University of Northampton. This ensures that our provision is responsive to industry demands and remains contemporary.

Moulton College's overarching strategic aim with respect to equality of opportunity is to ensure that all students, regardless of their background, have equal access to high-quality education and the support they need to succeed. This includes increasing the proportion of students from underrepresented groups, such as those eligible for free school meals, accessing higher education. The college is committed to providing financial support, bursaries, and personalised assistance to help students from lower-income households achieve their academic and career goals.

Risks to equality of opportunity Identified.

This section summarises the key risks to equality of opportunity that Moulton College will address in its Access and Participation Plan (APP). These risks have been identified through an analysis of the College's performance against the sector benchmark average of national Higher Education providers through use of the OfS APP Data Dashboard.

Risk 1: Lower Proportions of Students from the Most Deprived Quintiles (IMDQ1 and IMDQ2) Moulton College shows a lower percentage of entrants from the most deprived quintile (IMDQ1) compared to the national average. For example, in 2022-23, only 9.40% of Moulton's entrants were from IMDQ1, compared to 23.60% nationally. This indicates a significant underrepresentation of students from deprived backgrounds, suggesting barriers in access for these groups. This could be due to insufficient outreach, limited access to information and guidance, or internal application procedures that do not adequately support these students.

Risk 2: Lack of Ethnic Diversity data taken from the OfS APP Data dashboard shows '18-year-old only, 2020-21' which indicates a significant proportion of White students (91.90% in 2020-21), suggesting a lack of ethnic diversity. This suggests the need for initiatives to attract and support students from minority ethnic backgrounds, who may face barriers such as limited outreach and engagement or perceived lack of inclusivity.

Risk 3: Lower Representation of FSM-Eligible Students Moulton College has a lower percentage of FSM-eligible students compared to the national average. In 2022-23, only 13.00% of Moulton's entrants were FSM-eligible, compared to 17.70% nationally. This

suggests a need to improve access for students from lower-income backgrounds, who may be deterred by financial barriers or lack of targeted support.

Risk 4: Lower Continuation Rates for Students from Deprived Backgrounds (IMDQ2) Limited datasets for IMDQ1 and IMDQ2 show that Moulton has lower continuation rates for students from IMDQ2 compared to the national average. This indicates a significant drop in continuation rates for these students, suggesting the need for further interrogation and understanding of the data in order to support their academic journey and retention.

Risk 5: Lower Continuation and Completion Rates for Young Students In the limited dataset, where shown, Moulton College's continuation and completion rates for young students (under 21) are consistently lower than the sector average. For instance, the completion rates for young students are significantly below the national average, indicating challenges in supporting younger cohorts.

Risk 6: Lower Attainment and Progression Rates for Students with No Known Disability The attainment and progression rates for students with no known disability at Moulton College are significantly lower compared to the national average. This indicates broader issues with student support that affect both disabled and non-disabled students.

Identified Strengths

- **Attraction of Rural Students (TUNDRAQ1):** Moulton College shows a higher percentage of entrants from the most rural areas compared to the national average, indicating a strength in attracting students from rural backgrounds.

- **Support for Disabled Students:** Moulton College has a higher percentage of students who declared as being disabled compared to the national average. For example, in 2022-23, 29.10% of Moulton's entrants were disabled, compared to 18.30% nationally, indicating effective support systems for students with disabilities.

Objectives

Objective 1: Increase Representation of Students from Deprived Backgrounds
Moulton College increase Deprived IMDQ1 and IMDQ2 students to access HE at rates equal to sector average, thus by up to 18% (PTA-02). Develop strategies to increase the number of entrants from IMDQ1 and IMDQ2, addressing barriers such as insufficient outreach and limited access to information.

Objective 2: Enhance Ethnic Diversity
Moulton College will aim to increase ethnicity numbers by up to 20% of the cohort within its programmes in order to represent specific sector norms across our programmes. (PTA_3). Implement initiatives to attract and support students from minority ethnic backgrounds to address the lack of diversity.

Objective 3: Targeted Support for FSM-Eligible Students

Moulton College will increase the proportion of students eligible for FSM by 4% by 2028 (PTA_01). Increase efforts to attract and support FSM-eligible students to ensure equitable access and support.

Objective 4: Focus on Young Students

Moulton College will increase the continuation rates for young students under the age of 21, to 89% (up by 31%) (PTS_1). Implement strategies to improve continuation and completion rates for young students, particularly those under 21.

Objective 5: Improve Data Collection

Ensure comprehensive data collection for all categories to better understand and address gaps in access, continuation, completion, and progression rates. (PTS_2)

Objective 6: Ambitious curriculum to meet the needs of our students

Review the curriculum offer to establish that it offers widened participation, and where it falls short, consider other delivery models.

Intervention strategies and expected outcomes

Intervention strategy 1: Lower proportions of students from the most deprived quintiles (IMDQ1 and IMDQ2)

1.1 Enhanced Community Outreach Programmes:
- Implement targeted community outreach activities in deprived areas to raise awareness about higher education opportunities at Moulton College. This includes school visits, workshops, and partners such as Aspire Higher.
- **Reference:** TASO Toolkit, Outreach and Widening Participation Link

1.2 Financial Support and Scholarships:
- Offer bursaries specifically for students from IMDQ1 and IMDQ2 backgrounds to alleviate financial barriers.
- **Reference:** TASO Toolkit, Financial Support Link

1.3 Broaden Curriculum Offer:
- Develop degree apprenticeships, more part time programmes and evening lessons to enable students to work and study up to level 6.

1.4 Mentorship and Guidance Programmes:
- Develop mentorship schemes where current students or alumni from similar backgrounds can guide prospective students through the application process and transition to college life.
- **Reference:** TASO Toolkit, Mentoring, counselling, coaching and role models (post-entry) Link

Risk to equality of opportunity
Moulton College shows a lower percentage of entrants from the most deprived quintile (IMDQ1) compared to the national average. For example, in 2022-23, only 9.40% of Moulton's entrants were from IMDQ1, compared to 23.60% nationally. This indicates a significant underrepresentation of students from deprived backgrounds, suggesting barriers in access for these groups. This could be due to insufficient outreach, limited access to information and guidance, or internal application procedures that do not adequately support these students.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Targeted school visits Expansion of existing activity. EORR 1, 2	Conduct visits to schools in deprived areas to raise awareness about higher education opportunities at Moulton College. Targeting students from IMDQ1 and IMDQ2 backgrounds. Partnering with Aspire Higher. Expanding the curriculum offer advertised to targeted schools.	Staff time, travel expenses, promotional materials	Increased awareness of higher education opportunities among students from deprived areas.	IS2; IS3

Public Events Expansion of existing activity. EORR 1, 2, 3, 5	Organise public events in collaboration with local leaders, and community-based organisations to provide information about higher education pathways. New activity targeting IMDQ1 and IMDQ2 students.	Staff time, Local Leaders, workshop materials, use of local community venue resources	Enhanced understanding of higher education pathways among target students.	IS2
Bursaries Expansion of existing activity. EORR 3, 10	Offer financial support specifically for students from IMDQ1 and IMDQ2 backgrounds to alleviate financial barriers.	Financial resources for scholarships and bursaries, administrative support	Reduced financial barriers, increased enrolment, and retention of students from deprived backgrounds.	IS3
Mentorship schemes New activity EORR 6, 7	Develop career mentorship programmes where peers, students or alumni from similar backgrounds guide prospective students. Targeting IMDQ1 and IMDQ2 students.	Mentors' time, training resources, coordination efforts	Improved guidance and support for prospective students, smoother transition to college life.	IS4

Total cost of activities over the 4 years is - £92,000

There is little to no non-pay costs attached to the majority of elements within this intervention, therefore the cost is of the staffing pay resource. Effective planning and implementation for these elements of intervention will pay dividends toward promotion of Higher Education to wider groups, whilst offering opportunity to gain experience at Moulton College.

For staff pay costs it is estimated that we would spend £10,000/yr
For bursary, the total annual cost to the college is £13,000/yr

Summary of evidence base and rationale

Non targeted visits to schools are currently in place, but further work on targeted intervention relating specifically to QMDQ1 and IMDQ2 are needed.

We have conducted a full review and generated our own Type 1 evidence from qualitative and quantitative data from internal and external sources (e.g. our existing financial support records) to plan these activities. Further work is required to understand how students have been informed of Higher Education, and specifically the offer, and inclusivity, of Moulton College.

Evaluation for intervention strategy

Given the college's small HE student body, we will explore more qualitative approaches to data collection, such as student case studies or action groups, to gain deeper insights into the challenges faced by underrepresented students. Whilst the overarching quantitative data is important from a reporting perceptive, digging deeper is needed in order for change to happen. Community outreach strategies in mind would include family engagement, local leaders, and community-based organisations who could help to increase the number of candidates from deprived and underrepresented groups. We will evaluate each activity within this intervention strategy to generate OfS Type 1 standards, assessing whether they achieve the intended outcomes. Our target audience includes students from deprived areas who may face barriers to accessing higher education.

The effectiveness of our bursaries is evaluated based on their impact on student participation and success. Moulton College assesses whether the financial support helps students from low-income family's access and complete their courses. This evaluation includes **Tracking Student Outcomes**: Monitoring academic performance and retention rates of bursary recipients, **Feedback Collection**: Gathering feedback from students on how the bursaries have impacted their educational experience, and **Annual Reporting**: Publishing findings in annual reports and on the college's website to ensure transparency and continuous improvement.

We will assess the contribution of each activity towards the overall objective of increasing participation from the identified underrepresented groups. Findings will be formally reported at our EDI, and HEBoS meetings and included in our HE Annual Reports. End-of-year findings will be reported in this manner. Additionally, we intend to publish key interim findings annually on our website.

Intervention strategy 2: Lack of ethnic diversity

2.1 Targeted Recruitment Campaigns:
- Develop recruitment campaigns that specifically target underrepresented ethnic groups, highlighting the inclusive environment and support available at Moulton College.
- **Reference:** TASO Toolkit, Foundation year programmes Link

2.2 Cultural Competence Training:
- Provide cultural competence training for staff to create a more inclusive and welcoming environment for students from diverse ethnic backgrounds.
- **Reference:** TASO Toolkit, Training Series Link

2.3 Student Council and Societies:
- Support the formation of student council and societies that celebrate ethnic diversity and provide peer support.
- **Reference:** TASO Toolkit, Programmes of student support Link

Risk to equality of opportunity

Moulton College's data shows a significant proportion of White students (91.90% in 2020-21), indicating a lack of ethnic diversity. This suggests the need for initiatives to attract and support students from minority ethnic backgrounds, who may face barriers such as limited outreach and engagement or perceived lack of inclusivity.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Targeted recruitment campaigns New activity EORR 3, 4	Develop campaigns that specifically target underrepresented ethnic groups, highlighting the inclusive environment and support available at Moulton College.	Marketing resources, staff time, promotional materials	Increased diversity in student applications and enrolments.	IS1
Cultural competence training New activity EORR 7	Provide training for staff to create a more inclusive and welcoming environment for students from diverse ethnic backgrounds.	Training resources, staff time	Improved cultural competence among staff, creating a more inclusive environment.	No
Student council and societies Expansion of existing activity. EORR 7	Support the formation of student council, societies and online networks that celebrate ethnic diversity and provide peer support.	Financial resources, staff time, coordination support	Enhanced peer support and sense of community among students from diverse ethnic backgrounds. Formation of "Safe Spaces."	IS5
Total cost of activities over the 4 years is - £136,000				
Targeted campaigns towards underrepresented groups £10k/yr. Annual SmartLog EDI training costs are £7.5K. External guest speakers estimated to be a cost of £10k. Student council and societies relate to staff costs only. It is anticipated that this will amount to: £3k per member of staff, which is estimated to be two staff, therefore £6,000.				

Summary of evidence base and rationale

Moulton College are a specialist land-based college and as such, has a specific draw of numbers from protected groups. The college is actively promoting all programmes to targeted ethnic groups but is to be mindful of any representation within its provisions against the Land based national benchmarks.

Evaluation for intervention strategy

The intervention strategy will be evaluated comprehensively by monitoring enquiry and application numbers for ethnically diverse students, attendance at targeted events, and stakeholder satisfaction related to these events. This evaluation primarily uses Type 2 evidence, which links activities with improved outcomes, as informal contact is challenging to establish in this context, as indicated in the TASO Toolkit. The activities focus on targeting or enhancing current practices. The impact will be reported annually through the EDI and HEBoS groups, examining both the overall impact and the impact of individual activities. These findings will be published online.

Intervention strategy 3: Lower representation of FSM-eligible students

3.1 Financial Aid Awareness:
- Increase awareness of financial aid options available to FSM-eligible students through workshops and information sessions.
- **Reference:** TASO Toolkit, Financial Support <u>Link</u>

3.2 Application Support:
- Offer dedicated support for FSM-eligible students during the application process, including help with personal statements and interviews.
- **Reference:** TASO Toolkit, IAG <u>Link</u>

3.3 School Partnerships:
- Strengthen partnerships with schools that have high percentages of FSM-eligible students to encourage applications to Moulton College.
- **Reference:** TASO Toolkit, Aspiration-raising interventions <u>Link</u>

Risk to equality of opportunity

Moulton College has a lower percentage of FSM-eligible students compared to the national average. In 2022-23, only 13.00% of Moulton's entrants were FSM-eligible, compared to 17.70% nationally. This suggests a need to improve access for students from lower-income backgrounds, who may be deterred by financial barriers or lack of targeted support.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial aid awareness Expansion of existing activity. EORR 10	Increase awareness of financial aid options available to FSM-eligible students through workshops and information sessions.	Staff time, promotional materials, workshop resources	Improved awareness and uptake of financial aid, reducing financial barriers for FSM-eligible students.	IS1
Application support New activity EORR 2	Offer dedicated support for FSM-eligible students during the application process, including help with personal statements and interviews.	Staff time, training resources, administrative support	Increased application success rates for FSM-eligible students.	IS1
School partnerships Expansion of existing activity. EORR 1, 2	Strengthen partnerships with schools that have high percentages of FSM-eligible students to encourage applications to Moulton College.	Staff time, travel expenses, partnership development resources	Higher application rates from FSM-eligible students.	IS1
Total cost of activities over the 4 years is £8,000				
These activities consist of staff resource within the working day, at an approximate cost to the college (excluding voluntary time) of £2k per year. Bursary opportunities are available to students as per IS1.				

Summary of evidence base and rationale
While FSM is considered and monitored within the college's FE provision, FSM eligible students are not yet monitored at HE level to the detail identified within the review. Further strategies for internal promotion of HE to FSM can also be considered. Anecdotally student non-continuation is often related to financial pressures, confidence in academic ability and personal circumstances. There is emerging evidence that post-entry financial support has a positive impact on both retention and completion in higher education according to the TASO Toolkit (2023)
Evaluation for intervention strategy
Our plan involves evaluating each activity within our intervention strategy against Type 2 standards. These standards will help us determine whether these FSM related activities lead to the intended outcomes. Additionally, we will closely examine how each activity contributes to achieving our overall objective. We aim to commence in 2025-26 academic year and as we progress, we will share interim findings annually, disseminating them at committees such as EDI and HEBoS.

Intervention strategy 4: Lower continuation rates for students from deprived backgrounds (IMDQ2)

4.1 Academic Support Programmes:
- Implement academic support programmes such as tutoring, study skills workshops, and peer mentoring to help students from IMDQ2 succeed.
- **Reference:** TASO Toolkit, Tutoring Link

4.2 Early Warning Systems:
- Develop early warning systems to identify and support students at risk of dropping out, providing timely interventions.
- **Reference:** TASO Toolkit, Learning Analytics Link

4.3 Personalised Support Plans:
- Create personalised support plans for students from deprived backgrounds, addressing their specific needs and challenges.
- **Reference:** TASO Toolkit, Programmes of student support Link

Risk to equality of opportunity

Limited datasets for IMDQ1 and IMDQ2 show that Moulton has lower continuation rates for students from IMDQ2 compared to the national average. This indicates a significant drop in continuation rates for these students, suggesting the need for further interrogation and understanding of the data to support their academic journey and retention.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Academic support programmes Expansion of existing activity. EORR 6	Implement academic support programmes such as tutoring, study skills workshops, and peer mentoring to help students from IMDQ2 succeed.	Tutors' time, workshop materials, peer mentoring resources	Improved academic performance and retention rates for students from IMDQ2 backgrounds.	IS5
Early warning systems Expansion of existing activity. EORR 6, 7	Develop early warning systems to identify and support students at risk of dropping out, providing timely interventions.	Development of early warning systems, staff time, intervention resources	Reduced dropout rates, improved retention, and completion rates for students from deprived backgrounds.	IS1, IS5
Review curriculum to allow access for all Monitor recruitment data to ensure widened participation.	Curriculum Planning to consider provision that widens participation for all.	Leaders and managers	A curriculum that meets the needs of all candidates	-

Personalised support plans New activity EORR 7	Create personalised support plans for students from deprived backgrounds, addressing their specific needs and challenges.	Staff time, development of support plans, coordination resources	Enhanced individual support, leading to higher retention and success rates for students from deprived backgrounds.	IS1; IS5

Total cost of activities over the 4 years is - £8,000
These activities consist of staff resource within the working day, at an approximate cost to the college (excluding voluntary time) of £2k per year. Bursary opportunities are available to students as per IS1. The development of new systems and workflows relating to early warning will be completed within our MIS team, and used within performance related committees, which are already established. This results in no additional cost to the college.
Summary of evidence base and rationale
Data published by the Office for Students (OfS) highlights that students from disadvantaged backgrounds and those otherwise underrepresented in higher education are less likely to complete their courses. This underscores the importance of quality education that ensures equality of opportunity. Understanding the unique challenges faced by mature students is crucial for improving overall retention.
Evaluation for intervention strategy
Start by examining existing data on continuation rates. Look at completion rates for different student groups, including those from disadvantaged backgrounds. Identify Gaps and Challenges, Qualitative Insights, Benchmarking and Best Practices, Longitudinal Analysis and Continuous Improvement. Our plan involves evaluating each activity within our strategy and closely examine how each activity contributes to achieving our overall objective. We aim to commence in 2025-26 academic year, disseminating them at committees such as EDI and HEBoS.

Intervention strategy 5: Lower continuation and completion rates for young students

5.1 Guidance from our HEI partners:
- Seek guidance and support from partner HEI and Universities on the methods to improve completion and continuation, particularly for young people.

5.2 Transition Programmes:
- Develop transition programmes to help young students adjust to higher education, including orientation sessions and first-year experience courses.
- **Reference:** TASO Toolkit, Foundation Programmes Link

5.3 Engagement Activities:
- Increase engagement through extracurricular activities, clubs, and societies to help young students build a sense of community.
- **Reference:** TASO Toolkit, Programmes of Student Support Link
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5.4 Mental Health Support:
- Provide robust mental health support services to help young students cope with the pressures of higher education.
- **Reference:** TASO Toolkit, Multi-intervention Outreach Link

Risk to equality of opportunity

Limited datasets for Moulton College's continuation and completion rates for young students (under 21), where shown, are seen to be consistently lower than the sector average. For instance, the completion rates for young students are significantly below the national average, indicating challenges supporting younger cohorts.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Work with university and other HEI partners New activity EORR 5	Gain HEI/university partner support on how we might monitor and develop our continuation and completion rates.	Staff time, Partner input	Improved understanding from university partners on how continuation and completion can be improved	-
Academic support programmes Expansion of existing activity. EORR 6	Implement academic support programmes such as tutoring, study skills workshops, and peer mentoring to help students from IMDQ2 succeed.	Tutors' time, workshop materials, peer mentoring resources	Improved academic performance and retention rates for young students.	IS4
Transition programmes New activity	Develop transition programmes to help young students adjust to higher education, including orientation sessions and first-	Staff time, development of transition programmes, orientation materials	Smoother transition to higher education, improved retention rates for young students.	IS4

EORR 7	year experience courses.			
Engagement activities New activity EORR 7	Increase engagement through extracurricular activities, clubs, and societies to help young students build a sense of community.	Financial resources, staff time, coordination of activities	Enhanced sense of community and belonging, leading to higher retention and completion rates for young students.	IS2
Mental health support Expansion of existing activity. EORR 8	Provide robust mental health support services to help young students cope with the pressures of higher education.	Mental health professionals, HE Success Coach, support resources, staff time	Improved mental health and well-being, leading to better academic performance and retention rates.	IS4

Total cost of activities over the 4 years is - £168,000

These activities consist of staff resource within the working day, at an approximate cost to the college (excluding voluntary time) of £2k per year. The college will also employ a Higher Education specific success coach to provide widened participation, at a cost of approximately £40k.

Summary of evidence base and rationale

Moulton College faces a persistent challenge. its young student population exhibits lower continuation and completion rates compared to sector averages. Young students transitioning directly from school may lack coping mechanisms and struggle with the shift in learning environments. Continuously monitoring effectiveness and adjusting interventions ensures equitable opportunities for all students. Data captured through current college intervention system is robust, but not used to inform further strategic decision-making regarding MH support allowing students to achieve well.

Evaluation for intervention strategy

Data Analysis: We will examine existing data on continuation rates, focusing on completion rates for different student groups, including those from young students. Identifying gaps and challenges will be crucial. Alongside quantitative data, we will gather qualitative insights by engaging with students. Our evaluation plan aims to closely examine each activity within our strategy, ensuring alignment with our overall objective. Starting in the 2025-26 academic year, we will disseminate findings through relevant staff and governor committees, such as EDI and HEBoS.

Intervention strategy 6: Lower attainment and progression rates for students with no known disability

6.1 Inclusive Teaching Practices:
- Promote inclusive teaching practices that cater to diverse learning needs, ensuring all students can thrive academically.
- **Reference:** TASO Toolkit, Online Teaching and Learning Link

6.2 University partnerships:
- Expand our network of university partners to review delivery models, enabling students to access more diverse teaching practices.

6.3 Regular Progress Monitoring:
- Implement regular progress monitoring to identify students who may be struggling and provide timely support.
- **Reference:** TASO Toolkit, Programmes of student support Link

6.4 Career Guidance and Support:
- Offer career guidance and support to help students with no known disability plan their future and stay motivated in their studies.
- **Reference:** TASO Toolkit, Information, advice and guidance for employment and employability (post-HE) Link

6.5 Partnerships with Industry:
- Increase opportunities for work placement, guest speakers and develop degree programmes, with work opportunities.

Risk to equality of opportunity

The attainment and progression rates for students with no known disability at Moulton College are significantly lower compared to the national average. This indicates broader issues with student support that affect both disabled and non-disabled students.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Inclusive teaching practices Expansion of existing activity. EORR 6	Promote inclusive teaching practices that cater to diverse learning needs, ensuring all students can thrive academically. Work with a network of universities to review delivery models.	Training for teaching staff, development of inclusive teaching materials	Improved academic performance and satisfaction among all students, including those with no known disability.	No

Regular progress monitoring Expansion of existing activity. EORR 6, 12	Implement regular progress monitoring to identify students who may be struggling and provide timely support.	Monitoring tools, staff time, support resources	Early identification of struggling students, leading to timely interventions, and improved academic outcomes.	IS5
Career guidance and support Expansion of existing activity. EORR 7, 12	Offer career guidance and support through career led tutorials to help students with no known disability plan their future and stay motivated in their studies. Increase employment liaison to expand opportunities.	Career counselling resources, staff time, employer liaison	Enhanced career planning and motivation, leading to better attainment and progression rates for students.	No

Total cost of activities over the 4 years is - £8,000
These activities consist of staff resource within the working day, at an approximate cost to the college (excluding voluntary time) of £2k per year.

Summary of evidence base and rationale
Academic self-efficacy plays an important part in learning. Research shows a link between self-efficacy, achievement, and openness to learning from feedback (Adams et al., 2019). Furthermore, goal setting and motivation play a role in self-efficacy (Schunk, 1995) and therefore targeted career advice is intended to impact on student goals, motivations, and ultimate outcomes. This intervention strategy is predominantly based on Type 1 evidence.

Evaluation for intervention strategy
We have the staff in place to conduct the interventions we need, and also have the knowledge to do this well. There is currently a lack of joined up thinking to allow this to succeed, which can easily be achieved through further planning.

Whole provider approach

By nature, College Based Higher Education (CBHE) institutions 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 the access to its services, and the engagement within the delivery of its learning programmes, to higher education students more differentiated if they are to be effective.

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 to raise awareness about barriers to achievement so that all barriers can be systematically reduced.

The key staff groups that have been identified as needed to deliver the access and participation plan will become part of our EDI Committee, and our *Higher Education Board of Studies* (HEBoS), overseen by governors and whose membership will monitor outcomes across the student lifecycle. These groups will be served by a coherent and dedicated dataset.

Alignment with other strategies

The College's 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. 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 Equity, Diversity and Inclusion Policy, Equity statement, objectives, and marketing strategy.

Commitment to an Inclusive Community

Moulton College is dedicated to fostering an inclusive community where value, fairness, and equal treatment are fundamental principles, regardless of individual backgrounds. In alignment with the specific duties mandated by the Equality Act 2010, Moulton College commits to the following actions:

- **Publication of Compliance Information**: The College will publish information, primarily on its website, to demonstrate compliance with the general equality duty.
- **Equality Objectives**: The College will prepare and publish clear equality objectives.
- **Policy Development and Review**: Due regard will be given when developing, evaluating, and reviewing policies.
- **Service Design and Delivery**: Due regard will also be given to specific duties when designing, delivering, and evaluating services, including co-educational provision.

Equality Objectives

We have established a set of strategic objectives to further demonstrate its commitment to advancing Equity, Diversity, and Inclusion:

1. Strengthen Equality, Diversity, Equity & Inclusion into our core ethos and culture.
2. Promote the expected behaviours and challenge discrimination without fear.
3. Develop a rich qualitative fact base and quantitative data collection.
4. Celebrate and strengthen our diversity and improve inclusion across student and staff communities.
5. Enhancing the staff and student experience through fostering an environment of access and inclusion and improving the diversity of our organisation.

These Equality Objectives provide a clear strategic direction and focus, ensuring a comprehensive organisational approach across all areas of provision. This includes a clear and SMART action plan with specific targets for the College, which are monitored and reviewed by the EDI Committee, Senior Leadership Team (SLT), and Governors.

Strategic Direction

Our review has identified that we still have a significant decline in participation numbers, and unacceptably low levels of continuation and progression outcomes that are below sector norms. The objectives within the plan address each element required to improve widened participation within the college. A collaborative partnership with the University of Northampton, University of Huddersfield, 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 our shared resources.

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

Enabling all new teaching staff to be formally mentored and to achieve Advance HE Fellowship affiliation will improve pedagogical skills with a focus on inclusive learning and assessment for learning.

The study skills units will ensure that all students are learning the required research, writing, and referencing skills at the earliest opportunity. Lecturers will support student within these sessions 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.

The provision of bursaries is now adequately promoted to potentially eligible students - new arrangements will ensure this is enhanced from 2025 onwards. The relatively few students who have received bursaries have anecdotally confirmed the OfS reported findings that the financial support 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 a wide range of impactful analytics on those in receipt of bursary, and to enhance the monitoring of those students.

The college has recently welcomed a new Principal who started in July 2024. They are fully committed to implementation if strategy and drive equity, diversity, and inclusivity across the HE provision. They will also be part of the HEBoS and HE strategic development committees.

Student Consultation

We are committed to working with student representatives to gather input into the design, implementation and success of our access and participation plan. Students will be asked to attend our Equity, Diversity and Inclusion Group which will be responsible for monitoring and challenging progress of the plan.

To provide feedback or to become involved in this work, students can contact the *Assistant Principal Data and Standards* at HE@moulton.ac.uk

Planning

With <100 higher education students, the timing of the APP submission, and student feedback, we did not ask for students to produce a separate submission. However, the College does recognise 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 own success.

The College will ensure that HE students, HE Student Leaders and HE Student Governors are given opportunity to attend key Higher Education and EDI related meetings. We will ensure that students are actively involved in the Access and Participation Plan process, and that we collaborated with our Student Governor (HE Student) to ensure that they were in each phase of developing this access and participation plan. Students were briefed about the forthcoming requirements and the opportunities there were shaping the plan that would be submitted to the OfS.

Monitoring, evaluation, and delivery

All higher education students, in both first year, and follow on years, were given the opportunity to respond to a series of questions which were taken from findings of the deep level analysis of the Access and Participation data. These responses were analysed at a number of levels, including POLAR4, and IMD to allow analysis at all levels of deprivation.

Following our initial performance assessment, we convened panels of student representatives including students from underrepresented groups identified as focus areas, as well as a broader range of students, such as Student Leaders, and recipients of bursaries. These students represented a diverse cross-section of our provided

courses and levels, including those who progressed from FE courses, resident students, those from other institutions, and those recruited both locally and nationally. This approach ensured comprehensive student representation in our planning process.

We initially met with the various students to share our performance assessment, including guidance on accessing and interpreting data provided from the OFS APP Dashboard. Students offered an insight into their feelings of the draft APP, provided via qualitive and quantitative methods during their induction week (i.e., face to face meetings, surveys, and ad-hoc questioning). A draft copy was also provided to the college's Student Governor a week earlier than their peers for constructive criticism and consultative purposes. Our student governor will be providing a written overview of their thoughts as part of the full submission to OfS.

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. The intention is to build up a staff and student 'peer mentoring 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 Higher Education HEQE group.

Evaluation of the plan

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:

- Objective 1: Increase Representation of Students from Deprived Backgrounds
- Objective 2: Enhance Ethnic Diversity
- Objective 3: Targeted Support for FSM-Eligible Students
- Objective 4: Focus on Young Students
- Objective 5: Improve Data Collection

The overall plan and associated activities will be overseen by the Equity, Diversity, and Inclusion Group, which includes key stakeholders such as students. This group will meet each term to review the progress of the Access and Participation Plan, and will produce an annual report on targets, which will be submitted to the Senior Leadership Team (SLT) and our governor Higher Education Board of Studies (HEBoS). All reports and an overview of the plan and activities will be available to view via the Higher Education webpage of the Moulton College website.

We aim to quickly develop the capacity to accurately assess the performance of the college against the stated ambitions of our Access and Participation Plan in real time and to, as a result, implement changes to accelerate the rate of change. The College will learn which methodologies have contributed to its successes, and which required amendment to

stimulate rapid improvements. This in turn will ensure that the college flexes its driving actions to ensure effectiveness and success of its plan.

The College aims to be a leader in best evaluation strategy in the CBHE 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 can share effective practice and learn from peers. 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 undeveloped.

The intervention strategies outlined in this plan are primarily based on Type 1 (Narrative) evidence, with Type 2 (Empirical Enquiry) evidence incorporated where available. We are dedicated to enhancing our data access and utilization, as well as improving staff knowledge and understanding related to access and participation. It is our aim to collect additional Type 2 evidence, which will provide future opportunities to develop our access and participation planning and enabling more robust strategies moving forward.

As noted in *Annex A*, the data related to Moulton College is limited due to our small student volume, which affects our ability to monitor and evaluate effectively. Therefore, we are improving our internal data and reporting processes to address this in future iterations.

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 hub, internal communications campaigns, and emails.
- **Student support** is available through our HE Success Coach, student wellbeing and welfare team and can also 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

Fees and Funding

Detailed information about fees and funding is 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 invited to attend applicant events. Students can discuss fees and funding with specialist staff, and lecturers who teach on the course.

At Moulton College, the maximum fees charged are:

- £9,000 for full-time undergraduate course, for example a BSc (Hons)
- £7,200 for full time HNC/D courses

- ££3,600 for part-time HNC/D students

Please see our full list of the fees that we charge for courses at Moulton College at https://www.moulton.ac.uk/he/fees-and-financial-support Please note that these fees are based on courses starting in September 2025 but please note that may be subject to change for courses starting in September 2025.

Financial Assistance & Bursary Information

As a Higher Education student, you will be responsible for funding both your course fees and any related costs such as transport and accommodation. This can be daunting, but there are a range of loans and bursaries, detailed below, available to help you meet these costs.

Student Loans
You may be eligible for a loan from the Student Loan Company to pay your student fees directly to the College, and when you start to repay will depend upon your earnings and whether you studied full or part-time. You may also be eligible for help with living costs through maintenance loans and grants. Further details can also be found on the Government website. This money will be paid to you and can be used to settle any accommodation or transport fees due to the College.

There is also additional support available for students with disabilities, and the College's Learning Support team can help you with the application process.

College Bursaries

In its agreement with the Office for Students, the College is committed to offering a range of bursaries dependent upon entry qualifications and/or assessed on income:

- **Moulton College Bursary** - available to full-time students based on a household income assessment. Students with residual household income of less than £25,000 will be eligible for £1,000 towards study costs. Students with a household income of less than £42,600, but more than £25,000 will be eligible for £500 towards study costs.

- **Hardship Fund Bursary** - A limited discretionary fund has been created to help if students find themselves in dire financial need which could impact on their ability to continue their course. Eligibility will be based on an assessment of household income and outgoings.

  To be eligible to apply for a hardship award applicants must have a residual income of under £25,000 per annum. Those who have left care recently can apply under this Bursary for support to enable continuation or completion of their studies.

Most of the above bursaries are paid in two instalments of £500 in December and March in a student's first year only. Unless indicated, they are not dependent upon income, and a student can only qualify for one of these awards.

Sharing Data

Moulton College understands its responsibilities in working 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 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.

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

Annex A: ACCESS - DATA ANALYSIS

Narrative Summary

Deprivation (IMD 2019): Moulton College shows a lower percentage of entrants from the most deprived quintile (IMDQ1) compared to the national average. For instance, in 2022-23, Moulton had 9.40% from IMDQ1 compared to 23.60% nationally. Conversely, Moulton has a higher percentage of entrants from less deprived quintiles (IMDQ4 and IMDQ5 combined) compared to the national average, indicating a potential area for improvement in targeting students from more deprived backgrounds.

Age: Moulton College has a significantly higher proportion of mature students (aged 21 and over) compared to the national average in earlier years, though this trend has been decreasing. In 2022-23, Moulton had 32.60% mature students compared to 28.70% nationally. This may indicate that Moulton College is more appealing to mature students but needs to maintain this demographic while also attracting younger students.

ABCS Quintile: For Associations Between Characteristics of Students, Moulton College has a more varied distribution across ABCS quintiles compared to national averages. Suggesting a need to balance representation across all socioeconomic backgrounds.

TUNDRA: Moulton College shows a higher percentage of entrants from the most rural areas (TUNDRAQ1) compared to the national average, especially in earlier years. This indicates a strength in attracting students from rural backgrounds.
Ethnicity: Moulton College's data on ethnicity is incomplete, but it shows a sizeable proportion of White students (72.40% in 2018-19 and 91.90% in 2020-21). This suggests a need to enhance diversity and attract more students from minority ethnic backgrounds.

Disability: Moulton College has a higher percentage of disabled students compared to the national average. For example, in 2022-23, 29.10% of Moulton's entrants were disabled compared to 18.30% nationally. This indicates a staunch support system for students with disabilities.

FSM Eligibility: Moulton College has a lower percentage of FSM-eligible students compared to the national average. In 2022-23, 13.00% of Moulton's entrants were FSM-eligible compared to 17.70% nationally. This suggests a need to improve access for students from lower-income backgrounds.

Insights for the Access and Participation Plan

1. Targeting Deprived Quintiles: Develop strategies to increase the number of entrants from the most deprived quintiles (IMDQ1 and IMDQ2).
2. Maintaining Mature Student Representation: Continue to support and attract mature students while balancing the intake of younger students.
3. Socioeconomic Balance: Aim for a more balanced representation across all ABCS quintiles.

4. Enhancing Diversity: Implement initiatives to attract students from minority ethnic backgrounds.
5. Support for Disabled Students: Continue to strengthen support systems for disabled students to maintain high levels of accessibility.
6. Improving FSM Eligibility Representation: Increase efforts to attract and support students eligible for FSM to ensure equitable access.

Comparison Data Table

Deprivation (IMD 2019): Access Indicator Values for Entrants

Year	IMDQ1 (All)	IMDQ1 (Moulton)	IMDQ2 (All)	IMDQ2 (Moulton)	IMDQ3 (All)	IMDQ3 (Moulton)	IMDQ4 (All)	IMDQ4 (Moulton)	IMDQ5 (All)	IMDQ5 (Moulton)
2017-18	20.10%	13.20%	20.30%	15.90%	18.80%	19.20%	19.30%	25.20%	21.40%	26.50%
2018-19	20.70%	14.40%	20.50%	24.70%	18.80%	20.60%	18.90%	25.80%	21.10%	14.40%
2019-20	21.60%	13.50%	20.90%	24.30%	18.60%	17.60%	18.60%	25.70%	20.30%	18.90%
2020-21	21.90%	6.70%	21.40%	23.60%	18.70%	18.00%	18.10%	28.10%	19.90%	23.60%
2021-22	22.80%	8.80%	21.30%	20.00%	18.50%	27.50%	17.70%	22.50%	19.60%	21.30%
2022-23	23.60%	9.40%	21.40%	18.80%	18.40%	17.60%	17.50%	35.30%	19.10%	18.80%

Age: Access Indicator Values for Entrants

Year	Mature (All)	Mature (Moulton)	Young (All)	Young (Moulton)
2017-18	24.50%	48.70%	75.50%	51.30%
2018-19	25.60%	42.00%	74.40%	58.00%
2019-20	26.90%	42.10%	73.10%	57.90%
2020-21	29.30%	31.10%	70.70%	68.90%
2021-22	29.10%	26.20%	70.90%	73.80%
2022-23	28.70%	32.60%	71.30%	67.40%

ABCS Quintile: Access Indicator Values

Year	ABCSQ1 (All)	ABCSQ1 (Moulton)	ABCSQ2 (All)	ABCSQ2 (Moulton)	ABCSQ3 (All)	ABCSQ3 (Moulton)	ABCSQ4 (All)	ABCSQ4 (Moulton)	ABCSQ5 (All)	ABCSQ5 (Moulton)
2017-18	8.00%	8.20%	15.00%	18.40%	19.80%	26.50%	24.90%	32.70%	32.30%	14.30%
2018-19	7.90%	15.20%	14.50%	23.90%	19.60%	26.10%	25.00%	28.30%	33.10%	6.50%
2019-20	7.80%	#N/A	14.20%	21.40%	19.40%	21.40%	24.70%	42.90%	33.90%	#N/A
2020-21	7.50%	15.80%	14.20%	21.10%	19.30%	26.30%	24.80%	26.30%	34.10%	10.50%
2021-22	7.10%	7.00%	14.10%	23.30%	19.20%	14.00%	24.70%	39.50%	34.90%	16.30%
2022-23	7.00%	8.50%	14.00%	25.50%	19.00%	29.80%	24.70%	19.10%	35.30%	17.00%

TUNDRA: Access Indicator Values for Young (Under 21) Entrants

Year	TUNDRAQ1 (All)	TUNDRAQ1 (Moulton)	TUNDRAQ2 (All)	TUNDRAQ2 (Moulton)	TUNDRAQ3 (All)	TUNDRAQ3 (Moulton)	TUNDRAQ4 (All)	TUNDRAQ4 (Moulton)	TUNDRAQ5 (All)	TUNDRAQ5 (Moulton)
2017-18	11.70%	13.00%	15.50%	27.30%	18.90%	29.90%	23.60%	20.80%	30.30%	9.10%
2018-19	11.60%	19.30%	15.30%	33.30%	19.00%	21.10%	23.40%	19.30%	30.60%	7.00%
2019-20	11.90%	16.70%	15.30%	31.00%	18.90%	21.40%	23.40%	19.00%	30.40%	11.90%
2020-21	12.10%	23.00%	15.50%	27.90%	18.70%	21.30%	23.40%	13.10%	30.30%	14.80%
2021-22	12.30%	12.10%	15.50%	25.90%	18.70%	12.10%	23.30%	36.20%	30.20%	13.80%
2022-23	12.50%	14.00%	15.70%	22.80%	18.80%	28.10%	23.20%	22.80%	29.70%	12.30%

Ethnicity: Access Indicator Values for Entrants (18 Year Olds Only)

Year	Asian (All)	Asian (Moulton)	Black (All)	Black (Moulton)	Mixed (All)	Mixed (Moulton)	Other (All)	Other (Moulton)	White (All)	White (Moulton)
2017-18	14.60%	#N/A	6.30%	#N/A	4.80%	#N/A	1.70%	#N/A	72.60%	#N/A
2018-19	15.50%	#N/A	6.70%	20.70%	4.90%	#N/A	1.80%	#N/A	71.20%	72.40%
2019-20	16.80%	#N/A	7.20%	#N/A	5.20%	#N/A	2.10%	#N/A	68.80%	#N/A
2020-21	17.30%	#N/A	7.50%	#N/A	5.50%	#N/A	2.20%	#N/A	67.60%	91.90%
2021-22	18.00%	#N/A	8.00%	#N/A	5.70%	#N/A	2.40%	#N/A	65.80%	#N/A
2022-23	18.20%	#N/A	8.50%	#N/A	6.00%	#N/A	2.50%	#N/A	64.80%	#N/A

Disability Reported: Access Indicator Values for Entrants

Year	Disabled (All)	Disabled (Moulton)	No Known Disability (All)	No Known Disability (Moulton)
2017-18	14.60%	17.80%	85.40%	82.20%
2018-19	15.80%	27.00%	84.20%	73.00%
2019-20	16.70%	17.10%	83.30%	82.90%
2020-21	17.00%	38.90%	83.00%	61.10%
2021-22	17.40%	16.70%	82.60%	83.30%
2022-23	18.30%	29.10%	81.70%	70.90%

FSM Eligibility: Access Indicator Values for Entrants

Year	Eligible FSM (All)	Eligible FSM (Moulton)	Not Eligible FSM (All)	Not Eligible FSM (Moulton)
2017-18	19.20%	19.40%	80.80%	80.60%
2018-19	19.40%	25.50%	80.60%	74.50%
2019-20	19.80%	19.40%	80.20%	80.60%
2020-21	19.30%	16.40%	80.70%	83.60%
2021-22	18.40%	15.80%	81.60%	84.20%
2022-23	17.70%	13.00%	82.30%	87.00%

Annex A: CONTINUATION DATA ANALYSIS

Narrative Summary

Deprivation (IMD 2019): Moulton College shows lower continuation rates compared with all registered English higher education providers, particularly for IMDQ2 and IMDQ4. The data for IMDQ1, IMDQ3, and IMDQ5 is not available for Moulton College, making it difficult to form a complete comparison.

Age: Moulton College's continuation rates for both mature students (21 and over) and young students (under 21) are consistently lower than the sector average. The gap is particularly pronounced for young students, where Moulton College's rates are significantly below the national average in most years.

ABCS Quintile: Limited data for Moulton College's continuation rates for students in lower ABCS quintiles (of those shown for Q1; and Q2) are consistently below the national average. There is also a lack of data for higher quintiles (Q3 to Q5) in recent years, making it difficult to assess performance in these areas.

TUNDRA: Limited datasets for continuation rates for young students from TUNDRAQ2 at Moulton College. Please note that there is no data available for other TUNDRA quintiles, making it difficult to provide a complete analysis.

Ethnicity: Moulton College's continuation rates for White students are consistently lower than the national average. There is no data available for other ethnic groups, making it difficult to provide a comprehensive analysis.

Insights for the College's Access and Participation Plan (APP)

1. Targeted Support for IMDQ2 Students:
   - Develop specific interventions to support students from IMDQ2, who show a drop in continuation rates.
2. Focus on Young Students:
   - Consider strategies to improve continuation rates for young students (under 21), particularly given the gap compared to the national average.
3. Enhance Support for Lower ABCS Quintiles:
   - Provide additional resources and support for students in the lower ABCS quintiles (of those shown for Q1; and Q2) to improve their continuation rates.
4. Collect and Analyse Missing Data:
   - Ensure comprehensive data collection for all quintiles and ethnic groups to better understand and address gaps in continuation rates.
5. Ethnicity-Specific Interventions:
   - Develop and implement strategies to improve continuation rates for White students and collect data for other ethnic groups to identify and address specific needs.

6. Evaluate and Improve Existing Programs:
   - o Regularly evaluate the effectiveness of current support programs and make necessary adjustments to improve student outcomes.
7. Collaboration and Best Practices:
   - o Collaborate with other institutions to share best practices and successful strategies for improving continuation rates.

Comparison Data Table

Deprivation (IMD 2019): Continuation Indicator Values

Year	IMDQ1 (All)	IMDQ1 (Moulton)	IMDQ2 (All)	IMDQ2 (Moulton)	IMDQ3 (All)	IMDQ3 (Moulton)	IMDQ4 (All)	IMDQ4 (Moulton)	IMDQ5 (All)	IMDQ5 (Moulton)
2016-17	86.20%	#N/A	88.00%	75.80%	90.40%	82.40%	92.20%	78.80%	93.70%	81.60%
2017-18	86.00%	#N/A	87.50%	70.80%	90.10%	82.10%	91.80%	73.00%	93.60%	71.10%
2018-19	85.60%	#N/A	87.80%	60.90%	90.50%	#N/A	92.20%	72.00%	93.80%	#N/A
2019-20	87.70%	#N/A	89.50%	#N/A	91.30%	#N/A	93.10%	#N/A	94.60%	#N/A
2020-21	84.40%	#N/A	86.40%	#N/A	89.40%	#N/A	91.50%	87.50%	93.50%	#N/A
2021-22	82.60%	#N/A	84.40%	#N/A	87.40%	#N/A	89.80%	#N/A	92.00%	#N/A

Age: Continuation Indicator Values

Year	Mature_Age21andOver (All)	Mature_Age21andOver (Moulton)	Young_Under21 (All)	Young_Under21 (Moulton)
2016-17	84.80%	81.50%	92.10%	76.30%
2017-18	83.60%	76.70%	92.00%	65.80%
2018-19	84.00%	61.00%	92.20%	70.60%
2019-20	85.20%	87.50%	93.40%	74.40%
2020-21	82.00%	84.00%	91.90%	80.00%
2021-22	80.50%	#N/A	89.80%	58.10%

ABCS Quintile: Continuation Indicator Values

Year	ABCSQ1 (All)	ABCSQ1 (Moulton)	ABCSQ2 (All)	ABCSQ2 (Moulton)	ABCSQ3 (All)	ABCSQ3 (Moulton)	ABCSQ4 (All)	ABCSQ4 (Moulton)	ABCSQ5 (All)	ABCSQ5 (Moulton)
2016-17	82.10%	73.90%	86.60%	83.60%	90.50%	75.00%	93.70%	80.00%	95.10%	#N/A
2017-18	81.10%	60.90%	86.30%	73.70%	90.20%	75.50%	93.50%	74.10%	95.10%	#N/A
2018-19	81.70%	#N/A	86.50%	60.50%	90.20%	60.00%	93.80%	#N/A	95.40%	#N/A
2019-20	83.40%	#N/A	88.20%	77.80%	91.70%	#N/A	94.60%	#N/A	96.10%	#N/A
2020-21	80.20%	#N/A	85.40%	85.70%	89.10%	74.10%	93.10%	#N/A	95.00%	#N/A
2021-22	78.10%	#N/A	83.10%	74.30%	87.20%	#N/A	91.40%	#N/A	93.20%	#N/A

TUNDRA: Continuation Indicator Values for Young (Under 21) Students

Year	TUNDRAQ1 (All)	TUNDRAQ1 (Moulton)	TUNDRAQ2 (All)	TUNDRAQ2 (Moulton)	TUNDRAQ3 (All)	TUNDRAQ3 (Moulton)	TUNDRAQ4 (All)	TUNDRAQ4 (Moulton)	TUNDRAQ5 (All)	TUNDRAQ5 (Moulton)
2016-17	89.50%	#N/A	91.00%	65.40%	92.00%	#N/A	92.30%	#N/A	93.40%	#N/A
2017-18	89.60%	#N/A	90.90%	#N/A	92.10%	#N/A	92.10%	#N/A	93.10%	#N/A
2018-19	89.50%	#N/A	91.30%	#N/A	92.40%	#N/A	92.50%	#N/A	93.10%	#N/A
2019-20	91.70%	#N/A	92.30%	#N/A	93.40%	#N/A	93.70%	#N/A	94.40%	#N/A
2020-21	89.30%	#N/A	90.70%	#N/A	91.90%	#N/A	92.00%	#N/A	93.00%	#N/A
2021-22	87.30%	#N/A	88.70%	#N/A	89.90%	#N/A	90.20%	#N/A	91.10%	#N/A

Ethnicity: Continuation Indicator Values

Year	Asian (All)	Asian (Moulton)	Black (All)	Black (Moulton)	Mixed (All)	Mixed (Moulton)	Other (All)	Other (Moulton)	White (All)	White (Moulton)
2016-17	90.40%	#N/A	85.90%	#N/A	88.90%	#N/A	88.40%	#N/A	91.10%	80.30%
2017-18	89.90%	#N/A	85.20%	#N/A	89.00%	#N/A	87.40%	#N/A	90.80%	70.60%
2018-19	90.10%	#N/A	85.40%	#N/A	89.30%	#N/A	87.20%	#N/A	91.00%	70.70%
2019-20	92.10%	#N/A	86.90%	#N/A	90.40%	#N/A	88.80%	#N/A	91.90%	83.00%
2020-21	88.70%	#N/A	84.30%	#N/A	87.90%	#N/A	86.50%	#N/A	90.10%	81.60%
2021-22	88.00%	#N/A	82.60%	#N/A	86.20%	#N/A	84.00%	#N/A	88.00%	63.90%

Annex A: COMPLETION DATA ANALYSIS

Narrative Summary

Deprivation (IMD 2019)
There is limited data presented for Moulton College's completion rates for students from the most deprived quintiles. The quintiles which are identified (IMDQ1 and IMDQ2), show as consistently lower than the average for all registered English higher education providers. The gaps for IMDQ2 are often more than 10 percentage points lower than the sector average. This indicates a need for targeted support for students from deprived backgrounds.

Age
The completion rates (for dates 2013 – 2019) for mature students (aged 21 and over) and young students (under 21) at Moulton College are consistently lower than the sector averages. The decline is particularly pronounced in recent years, with completion rates dropping to as low as 56.80% for mature students and 53.10% for young students in 2018-19. This suggests a need for enhanced support mechanisms for both age groups.

ABCS Quintile
Moulton College's completion rates (for dates 2013 – 2019) for students in the lower ABCS quintiles (ABCSQ1 and ABCSQ2) are lower than the sector averages, with some years showing a significant gap. The trend is inconsistent, indicating potential variability in support or other factors affecting these students.

TUNDRA
Data for TUNDRA categories at Moulton College is sparse, but where available, it shows completion rates significantly below sector averages. This highlights a need for better data collection and targeted interventions for students from different TUNDRA quintiles.

Ethnicity
Completion rates for White students at Moulton College are consistently lower than the sector averages, with a significant decline in recent years. Data for other ethnic groups is limited, but where available, it shows lower completion rates for Black students as well.

Disability Reported
Completion rates for disabled students at Moulton College are lower than the sector averages, with significant gaps in some years. The rates for students with no known disability have also been declining, indicating a broader issue with student support.

FSM Eligibility
While data for students eligible for FSM is not available, the completion rates for non-eligible students at Moulton College are consistently lower than the sector averages, with a significant decline in recent years.

Insights for the College's APP

1. **Targeted Support for Deprived Students:** Implement targeted support mechanisms for students from the most deprived backgrounds (IMDQ1 and IMDQ2) to improve their completion rates.

2. **Age-Specific Interventions:** Develop specific support programs for both mature students and young students to address the declining completion rates.
3. **Consistent Support for ABCS Quintiles:** Ensure consistent and targeted support for students across all ABCS quintiles, particularly the lower ones.
4. **Enhanced Data Collection:** Improve data collection for TUNDRA categories and other underrepresented groups to better understand their needs and tailor support accordingly.
5. **Ethnicity-Focused Programs:** Develop and implement programs aimed at improving completion rates for students from all ethnic backgrounds, with a focus on those currently underperforming.
6. **Disability Support:** Enhance support services for disabled students and ensure that support for students with no known disability is also robust.
7. **FSM Eligibility:** Although data is lacking, consider implementing support mechanisms for FSM-eligible students based on the needs identified in other categories.

'Completion' - Comparison Tables

Deprivation (IMD 2019): Completion Indicator Values

Year	IMDQ1 (All)	IMDQ1 (MC)	IMDQ2 (All)	IMDQ2 (MC)	IMDQ3 (All)	IMDQ3 (MC)	IMDQ4 (All)	IMDQ4 (MC)	IMDQ5 (All)	IMDQ5 (MC)
2013-14	83.30%	#N/A	85.90%	76.50%	88.90%	80.80%	90.50%	82.20%	92.60%	76.20%
2014-15	82.10%	#N/A	84.90%	74.10%	88.20%	79.40%	90.20%	85.70%	92.30%	82.50%
2015-16	81.70%	73.30%	84.70%	60.50%	88.00%	82.70%	90.20%	84.00%	92.50%	80.00%
2016-17	81.80%	#N/A	84.40%	71.00%	87.90%	80.00%	90.30%	77.10%	92.30%	73.70%
2017-18	81.50%	#N/A	84.00%	#N/A	87.30%	78.60%	90.00%	71.40%	92.20%	65.70%
2018-19	81.60%	#N/A	84.70%	#N/A	88.20%	#N/A	90.40%	60.90%	92.40%	#N/A

Age: Completion Indicator Values

Year	Mature Age 21 and Over (All)	Mature Age 21and Over (MC)	Young Under 21 (All)	Young Under21 (MC)
2013-14	81.30%	76.10%	90.80%	84.30%
2014-15	80.40%	79.60%	90.20%	79.70%
2015-16	80.40%	79.20%	90.00%	75.00%
2016-17	80.20%	76.90%	90.10%	69.30%
2017-18	79.20%	69.40%	89.70%	63.10%
2018-19	80.00%	56.80%	90.10%	53.10%

ABCS Quintile: Completion Indicator Values

Year	ABCSQ1 (All)	ABCSQ1 (MC)	ABCSQ2 (All)	ABCSQ2 (MC)	ABCSQ3 (All)	ABCSQ3 (MC)	ABCSQ4 (All)	ABCSQ4 (MC)	ABCSQ5 (All)	ABCSQ5 (MC)
2013-14	74.40%	79.20%	83.70%	78.30%	89.10%	83.80%	93.00%	#N/A	96.10%	76.00%
2014-15	73.20%	71.90%	83.50%	84.10%	89.10%	88.20%	92.70%	#N/A	96.00%	#N/A
2015-16	72.90%	75.00%	83.40%	77.60%	88.90%	77.50%	92.70%	79.30%	96.00%	#N/A
2016-17	72.60%	66.70%	83.40%	78.00%	89.00%	62.50%	92.80%	#N/A	96.10%	#N/A
2017-18	72.10%	48.30%	82.90%	75.00%	88.30%	77.80%	92.40%	#N/A	95.90%	#N/A
2018-19	73.60%	#N/A	83.40%	58.50%	88.70%	#N/A	92.60%	#N/A	96.10%	#N/A

TUNDRA: Completion Indicator Values for Young (Under 21) Students

Year	TUNDRAQ1 (All)	TUNDRAQ1 (MC)	TUNDRAQ2 (All)	TUNDRAQ2 (MC)	TUNDRAQ3 (All)	TUNDRAQ3 (MC)	TUNDRAQ4 (All)	TUNDRAQ4 (MC)	TUNDRAQ5 (All)	TUNDRAQ5 (MC)
2013-14	87.50%	#N/A	89.20%	#N/A	91.00%	78.30%	91.30%	79.20%	92.30%	#N/A
2014-15	87.00%	#N/A	88.60%	#N/A	90.50%	#N/A	90.50%	#N/A	91.70%	#N/A
2015-16	86.60%	#N/A	88.40%	78.60%	90.40%	70.40%	90.30%	75.00%	91.60%	#N/A
2016-17	86.60%	#N/A	88.70%	54.20%	90.20%	88.00%	90.40%	#N/A	91.60%	#N/A
2017-18	86.50%	#N/A	88.10%	#N/A	89.80%	#N/A	90.00%	#N/A	91.30%	#N/A
2018-19	86.60%	#N/A	88.70%	#N/A	90.50%	#N/A	90.30%	#N/A	91.70%	#N/A

Ethnicity: Completion Indicator Values

Year	Asian (All)	Asian (MC)	Black (All)	Black (MC)	Mixed (All)	Mixed (MC)	Other (All)	Other (MC)	White (All)	White (MC)
2013-14	89.20%	#N/A	83.00%	#N/A	86.10%	#N/A	86.50%	#N/A	89.50%	79.60%
2014-15	87.70%	#N/A	81.10%	#N/A	85.60%	#N/A	84.80%	#N/A	89.00%	79.60%
2015-16	87.40%	#N/A	81.10%	64.00%	85.70%	#N/A	84.10%	#N/A	88.90%	78.90%
2016-17	87.30%	#N/A	81.30%	#N/A	85.60%	#N/A	84.30%	#N/A	88.80%	74.10%
2017-18	86.70%	#N/A	80.50%	#N/A	85.50%	#N/A	83.90%	#N/A	88.50%	70.60%
2018-19	87.90%	#N/A	81.30%	#N/A	85.80%	#N/A	84.90%	#N/A	88.70%	59.20%

Disability Reported: Completion Indicator Values

Year	Disabled (All)	Disabled (MC)	No Known Disability (All)	No Known Disability (MC)
2013-14	85.80%	72.00%	89.00%	81.50%
2014-15	85.70%	76.00%	88.20%	80.30%
2015-16	85.60%	71.80%	88.00%	78.20%
2016-17	86.00%	64.00%	87.80%	74.50%
2017-18	85.50%	80.80%	87.50%	63.10%
2018-19	85.70%	#N/A	87.90%	49.20%

FSM Eligibility: Completion Indicator Values

Year	Eligible For FSM (All)	Eligible For FSM (MC)	Not Eligible For FSM (All)	Not Eligible For FSM (MC)
2013-14	86.00%	#N/A	92.00%	80.40%
2014-15	83.70%	#N/A	91.00%	81.00%
2015-16	83.20%	#N/A	90.90%	78.30%
2016-17	83.20%	#N/A	90.90%	73.00%
2017-18	82.50%	#N/A	90.80%	62.70%
2018-19	83.40%	#N/A	91.20%	51.40%

Annex A: ATTAINMENT DATA ANALYSIS

Narrative Summary

Overall, Moulton College has significant gaps in data reporting for multiple categories across a five-year trend. For the data that is available, Moulton College shows lower attainment percentages compared to all registered English higher education providers.

Key Observations:

1. **Age**: The attainment for mature students (21 and over) at Moulton College improved from 53.70% in 2017-18 to 69.60% in 2018-19, but data is missing for subsequent years. The attainment for young students (under 21) decreased significantly from 58.30% in 2017-18 to 45.80% in 2019-20.
2. **Ethnicity**: The attainment for White students at Moulton College is significantly lower than the national average, with a notable drop to 48.60% in 2019-20.
3. **Disability**: The attainment for students with no known disability at Moulton College is lower than the national average, with a significant drop to 51.40% in 2019-20.
4. **FSM Eligibility**: There is a distinct lack of data for students eligible for FSM. The only data for attainment was 61.10% in 2017-18, which was lower than the national average. To investigate whether individual FSM entrants are monitored within the college, and what these outcomes are.

Insights for Moulton College's Access and Participation Plan: ATTAINMENT

1. **Data Collection and Reporting**: Improve data collection and reporting mechanisms to ensure comprehensive data across all categories and years.
2. **Targeted Support for Young Students**: Develop targeted interventions to support young students, particularly those under 21, as their attainment rates are significantly below the national average.
3. **Ethnicity-Focused Strategies**: Implement strategies to support ethnic minority students, who show lower attainment rates compared to the national average. White students as a group will also need further strategic support.
4. **Support for Disabled Students**: Enhance support services for students with disabilities and those without, as their attainment rates are lower than the national average.
5. **FSM Eligibility**: Investigate and address the attainment gap for students eligible for FSM, ensuring that appropriate support mechanisms are in place.
6. **Continuous Monitoring and Evaluation**: Regularly monitor and evaluate the effectiveness of interventions to ensure they are meeting the needs of diverse student populations.

Attainment Data Analysis

Deprivation (IMD 2019): Attainment Indicator Values

	All Providers					Moulton College				
Year	IMDQ1	IMDQ2	IMDQ3	IMDQ4	IMDQ5	IMDQ1	IMDQ2	IMDQ3	IMDQ4	IMDQ5
2017-18	66.50%	72.50%	78.00%	81.70%	84.80%	#N/A	#N/A	#N/A	#N/A	#N/A
2018-19	66.40%	72.40%	78.20%	81.60%	84.70%	#N/A	#N/A	#N/A	#N/A	#N/A
2019-20	72.80%	77.90%	82.90%	86.10%	88.90%	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	73.90%	78.90%	83.80%	86.70%	89.20%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	68.50%	74.30%	79.80%	83.50%	86.30%	#N/A	#N/A	#N/A	#N/A	#N/A
2022-23	66.30%	72.40%	77.90%	81.80%	84.60%	#N/A	#N/A	#N/A	#N/A	#N/A

Age: Attainment Indicator Values

Year	All Providers		Moulton College	
	Mature (21 and over)	Young (under 21)	Mature (21 and over)	Young (under 21)
2017-18	69.40%	79.60%	53.70%	58.30%
2018-19	69.30%	79.40%	69.60%	62.10%
2019-20	74.00%	84.40%	#N/A	45.80%
2020-21	74.60%	85.20%	#N/A	#N/A
2021-22	71.50%	80.90%	#N/A	#N/A
2022-23	70.10%	79.00%	#N/A	#N/A

ABCS Quintile: Attainment Indicator Values

Year	All Providers					Moulton College				
	ABCSQ1	ABCSQ2	ABCSQ3	ABCSQ4	ABCSQ5	ABCSQ1	ABCSQ2	ABCSQ3	ABCSQ4	ABCSQ5
2017-18	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2018-19	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2019-20	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2022-23	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

TUNDRA: Attainment Indicator Values for Young (Under 21) Students

	All Providers					Moulton College				
Year	TUNDRAQ1	TUNDRAQ2	TUNDRAQ3	TUNDRAQ4	TUNDRAQ5	TUNDRAQ1	TUNDRAQ2	TUNDRAQ3	TUNDRAQ4	TUNDRAQ5
2017-18	75.70%	78.30%	80.30%	79.80%	80.80%	#N/A	#N/A	#N/A	#N/A	#N/A
2018-19	75.30%	78.10%	80.40%	79.70%	80.70%	#N/A	#N/A	#N/A	#N/A	#N/A
2019-20	80.30%	83.30%	85.10%	84.70%	85.70%	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	81.10%	83.50%	85.50%	85.30%	87.00%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	76.30%	79.40%	81.60%	80.70%	82.70%	#N/A	#N/A	#N/A	#N/A	#N/A
2022-23	74.50%	77.00%	79.60%	79.10%	80.90%	#N/A	#N/A	#N/A	#N/A	#N/A

Ethnicity: Attainment Indicator Values

	All Providers					Moulton College				
Year	Asian	Black	Mixed	Other	White	Asian	Black	Mixed	Other	White
2017-18	70.60%	58.00%	77.10%	67.60%	81.60%	#N/A	#N/A	#N/A	#N/A	57.00%
2018-19	70.20%	58.80%	76.50%	67.00%	81.70%	#N/A	#N/A	#N/A	#N/A	67.50%
2019-20	77.40%	66.20%	81.90%	75.10%	86.00%	#N/A	#N/A	#N/A	#N/A	48.60%
2020-21	80.20%	68.00%	83.60%	77.30%	86.30%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	74.80%	63.10%	79.70%	72.60%	83.20%	#N/A	#N/A	#N/A	#N/A	#N/A
2022-23	70.80%	58.70%	77.70%	70.60%	81.10%	#N/A	#N/A	#N/A	#N/A	70.40%

Disability Reported: Attainment Indicator Values

	All Providers		Moulton College	
Year	Disabled	No Known Disability	Disabled	No Known Disability
2017-18	75.20%	78.10%	#N/A	63.00%
2018-19	75.40%	77.90%	#N/A	68.30%
2019-20	81.40%	82.70%	#N/A	51.40%
2020-21	82.30%	83.40%	#N/A	#N/A
2021-22	79.40%	78.90%	#N/A	#N/A
2022-23	78.30%	76.80%	#N/A	#N/A

FSM Eligibility: Attainment Indicator Values

Year	All Providers		Moulton College	
	Eligible for FSM	**Not Eligible for FSM**	**Eligible for FSM**	**Not Eligible for FSM**
2017-18	68.00%	81.00%	#N/A	61.10%
2018-19	67.20%	80.80%	#N/A	#N/A
2019-20	75.30%	85.40%	#N/A	#N/A
2020-21	75.90%	86.20%	#N/A	#N/A
2021-22	69.80%	82.10%	#N/A	#N/A
2022-23	67.90%	80.10%	#N/A	#N/A

Annex A: PROGRESSION DATA ANALYSIS

Narrative Summary

Please note: The following datasets for *Progression* are limited in their value and impact because the college holds small numbers of students which do not meet the minimum values for presenting data for this type of analysis. Please read the following points of analysis below with this in mind.

Deprivation (IMD 2019): There is no available data for Moulton College across all IMD quintiles for the years provided. This indicates a significant gap in data reporting or collection, which needs to be addressed for a comprehensive analysis.

Age:
- **Mature (21 and over):** There is a limited dataset for 2017-18. Within this data, Moulton College shows a lower progression rate (53.70%) compared to the average for all registered English HE providers (74.20%). Further investigation into the individual outcomes is needed to establish current position and further strategic focus.
- **Young (under 21):** Similar to above, the progression rate for young students at Moulton College is much lower (43.80%) compared to the national average (73.10%). Further investigation into the individual outcomes is needed and further strategic focus.

ABCS Quintile: There is no available data for Moulton College across all ABCS quintiles for the years provided.

TUNDRA: There is no available data for Moulton College across all TUNDRA quintiles for the years provided.

Ethnicity:
- **White:** The progression rate for White students at Moulton College is lower (46.00% in 2017-18 and 47.60% in 2018-19) compared to the national average (74.30% in 2017-18 and 71.60% in 2018-19).
- For **other ethnic groups**, there is no available data, indicating a significant gap in data reporting or collection.

Disability:
- **No Known Disability:** The progression rate for students with no known disability at Moulton College is lower (48.10% in 2017-18 and 31.00% in 2018-19) compared to the national average (73.80% in 2017-18 and 71.10% in 2018-19).
- For students with disabilities, there is no available data, indicating a significant gap in data reporting or collection.

FSM Eligibility:

- For students eligible for FSM, there is no data showing >10 students.

Insights for Moulton College's APP

1. **Data Collection and Reporting:**
   - Moulton College is a small HEI which often results in absent values within Data dashboards due to the requirement of 'N/a' for <10 students.
   - Data collection and reporting mechanisms to ensure internal monitoring of students within these identified groups are in place, and resultant interventions are considered to aid students to process across all categories (Deprivation, ABCS, TUNDRA, Ethnicity, Disability, and FSM eligibility).
2. **Targeted Interventions:**
   - A lack of reportable datasets offers little to consider internal monitoring of students within these identified groups are in place, and resultant interventions are considered to aid students to process across all categories
   - Data for <10 ethnic groups is limited and required further consideration to support future intervention.
   - Implement specific strategies to support White students, as their progression rates are significantly lower compared to the national average.
3. **Support for Students with Disabilities:**
   - Enhance support services for students with disabilities and those with no known disabilities to improve their progression rates.
4. **Addressing Socioeconomic Disparities:**
   - Focus on students from lower socioeconomic backgrounds (FSM eligibility) to provide additional support and resources to improve their progression rates.
5. **Inclusive Practices:**
   - Ensure inclusive practices and support systems are in place for all ethnic groups, particularly collecting and analysing data to identify and address specific needs.
6. **Regular Monitoring and Evaluation:**
   - Establish a regular monitoring and evaluation framework to track the effectiveness of interventions and make data-driven decisions for continuous improvement.

Progression Data Analysis

Deprivation (IMD 2019): Progression Indicator Values

Year	All registered English HE providers					Moulton College				
	IMDQ1	IMDQ2	IMDQ3	IMDQ4	IMDQ5	IMDQ1	IMDQ2	IMDQ3	IMDQ4	IMDQ5
2017-18	67.10%	70.20%	73.20%	75.80%	77.40%	#N/A	#N/A	#N/A	#N/A	#N/A
2018-19	64.60%	67.90%	71.00%	72.70%	74.30%	#N/A	#N/A	#N/A	#N/A	#N/A
2019-20	66.20%	68.90%	71.90%	74.40%	76.80%	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	67.70%	70.60%	74.60%	76.80%	78.50%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	67.20%	69.40%	73.00%	74.80%	77.20%	#N/A	#N/A	#N/A	#N/A	#N/A

Age: Progression Indicator Values

Year	All registered English HE providers		Moulton College	
	Mature (21 and over)	Young (under 21)	Mature (21 and over)	Young (under 21)
2017-18	74.20%	73.10%	53.70%	43.80%
2018-19	72.80%	70.10%	#N/A	#N/A
2019-20	72.20%	72.30%	#N/A	#N/A
2020-21	71.90%	74.80%	#N/A	#N/A
2021-22	71.80%	72.90%	#N/A	#N/A

ABCS Quintile: Progression Indicator Values

Year	All registered English HE providers					Moulton College				
	ABCSQ1	ABCSQ2	ABCSQ3	ABCSQ4	ABCSQ5	ABCSQ1	ABCSQ2	ABCSQ3	ABCSQ4	ABCSQ5
2017-18	61.20%	68.50%	73.90%	77.90%	83.80%	#N/A	#N/A	#N/A	#N/A	#N/A
2018-19	58.80%	66.20%	71.00%	74.80%	82.40%	#N/A	#N/A	#N/A	#N/A	#N/A
2019-20	60.80%	68.40%	72.70%	77.10%	82.70%	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	64.60%	70.90%	75.50%	78.90%	81.90%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	64.10%	70.00%	73.40%	77.00%	80.60%	#N/A	#N/A	#N/A	#N/A	#N/A

TUNDRA: Progression Indicator Values for Young (Under 21) Students

Year	All registered English HE providers					Moulton College				
	TUNDRAQ1	TUNDRAQ2	TUNDRAQ3	TUNDRAQ4	TUNDRAQ5	TUNDRAQ1	TUNDRAQ2	TUNDRAQ3	TUNDRAQ4	TUNDRAQ5
2017-18	68.50%	71.40%	72.90%	73.40%	75.00%	#N/A	#N/A	#N/A	#N/A	#N/A
2018-19	66.10%	68.50%	70.00%	70.30%	71.90%	#N/A	#N/A	#N/A	#N/A	#N/A
2019-20	67.50%	69.70%	72.00%	72.70%	74.60%	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	70.20%	73.00%	74.40%	75.00%	76.90%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	68.60%	71.20%	73.10%	73.40%	74.40%	#N/A	#N/A	#N/A	#N/A	#N/A

Ethnicity: Progression Indicator Values

Year	All registered English HE providers					Moulton College				
	Asian	Black	Mixed	Other	White	Asian	Black	Mixed	Other	White
2017-18	70.80%	68.70%	72.00%	71.30%	74.30%	#N/A	#N/A	#N/A	#N/A	46.00%
2018-19	67.80%	67.40%	71.10%	67.80%	71.60%	#N/A	#N/A	#N/A	#N/A	47.60%
2019-20	69.40%	68.60%	73.00%	69.30%	73.20%	#N/A	#N/A	#N/A	#N/A	#N/A
2020-21	72.00%	71.30%	75.50%	71.20%	74.90%	#N/A	#N/A	#N/A	#N/A	#N/A
2021-22	70.80%	70.10%	73.40%	71.00%	73.40%	#N/A	#N/A	#N/A	#N/A	#N/A

Disability Reported: Progression Indicator Values

Year	All registered English HE providers		Moulton College	
	Disabled	No Known Disability	Disabled	No Known Disability
2017-18	71.00%	73.80%	#N/A	48.10%
2018-19	69.00%	71.10%	#N/A	31.00%
2019-20	70.90%	72.60%	#N/A	#N/A
2020-21	72.50%	74.60%	#N/A	#N/A
2021-22	71.40%	73.00%	#N/A	#N/A

Free School meals (FSM) Eligibility: Progression Indicator Values

Year	All registered English HE providers		Moulton College	
	Eligible for FSM	Not Eligible for FSM	Eligible for FSM	Not Eligible for FSM
2017-18	65.10%	72.90%	#N/A	43.30%
2018-19	63.50%	69.80%	#N/A	#N/A
2019-20	65.20%	71.90%	#N/A	#N/A
2020-21	67.90%	74.60%	#N/A	#N/A
2021-22	66.50%	72.90%	#N/A	#N/A

Annex A: EORR Risk

Risk 1: Lower proportions of students from the most deprived quintiles (IMDQ1 and IMDQ2)
- **Corresponding EORR Risks:**
  - 1. Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.
  - 2. Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.
  - 3. Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.
  - 5. Students may not have equal opportunity to access a sufficiently wide variety of higher education course types.
  - 6. Students may not receive sufficient personalised academic support to achieve a positive outcome.
  - 7. Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.
  - 10. Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.

Risk 2: Lack of ethnic diversity
- **Corresponding EORR Risks:**
  - 3. Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.
  - 4. Students may not be accepted to a higher education course or may not be accepted to certain types of providers within higher education, despite being qualified.
  - 7. Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.

Risk 3: Lower representation of FSM-eligible students
- **Corresponding EORR Risks:**
  - 1. Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.
  - 2. Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.
  - 10. Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.

Risk 4: Lower continuation rates for students from deprived backgrounds (IMDQ2)
- **Corresponding EORR Risks:**
  - 6. Students may not receive sufficient personalised academic support to achieve a positive outcome.
  - 7. Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.

Risk 5: Lower continuation and completion rates for young students
- **Corresponding EORR Risks:**
  - o 7. Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.
  - o 8. Students may not experience an environment that is conducive to good mental health and wellbeing.

Risk 6: Lower attainment and progression rates for students with no known disability
- **Corresponding EORR Risks:**
  - o 6. Students may not receive sufficient personalised academic support to achieve a positive outcome.
  - o 7. Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.
  - o 12. Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience

Fees, investments and targets
2025-26 to 2028-29

Provider name: Moulton College

Provider UKPRN: 10004442

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 RPI-X

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	9000
Foundation degree		N/A	9000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	7200
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 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	6000
Foundation degree		N/A	6000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	3600
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Moulton College

Provider UKPRN: 10004442

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£61,000	£61,000	£61,000	£61,000
Financial support (£)	NA	£13,000	£13,000	£130,000	£13,000
Research and evaluation (£)	NA	£1,000	£1,000	£1,000	£1,000

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 (£)	£1,000	£1,000	£1,000	£1,000
Access activity investment	Post-16 access activities (£)	£1,000	£1,000	£1,000	£1,000
Access activity investment	Other access activities (£)	£59,000	£59,000	£59,000	£59,000
Access activity investment	**Total access investment (£)**	**£61,000**	**£61,000**	**£61,000**	**£61,000**
Access activity investment	*Total access investment (as % of HFI)*	**20.0%**	**16.7%**	**13.9%**	**11.6%**
Access activity investment	**Total access investment funded from HFI (£)**	**£0**	**£0**	**£0**	**£0**
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£13,000	£13,000	£130,000	£13,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	**Total financial support investment (£)**	**£13,000**	**£13,000**	**£130,000**	**£13,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**4.3%**	**3.6%**	**29.5%**	**2.5%**
Research and evaluation investment	Research and evaluation investment (£)	£1,000	£1,000	£1,000	£1,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.3%	0.3%	0.2%	0.2%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Moulton College

Provider UKPRN: 10004442

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Moulton College will increase the proportion of students eligible for FSM by 4% by 2028	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible			No	The access and participation dashboard	2022-23	Percentage points	13	14	15	16	17
Moulton College will increase Deprived IMDQ1 and IMDQ2 students to access HE at rates equal to sector average, thus by up to 18%.	PTA_2	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	N/A		No	The access and participation dashboard	2022-23	Percentage points	28.2%	32%	38%	42%	46.2%
Moulton College will aim to increase ethnicity numbers by up to 20% of the cohort within its programmes in order to represent specific sector norms across our programmes.	PTA_3	Access	Ethnicity	Not specified (please give detail in description)		This will reflect sector norm representation ethnic groups other than white. However, with small numbers we are mindful of small proportional changes making significant percentage shift in results.	No	The access and participation dashboard	2020-21	Percentage points	9%	12%	15%	18%	20%
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Moulton College will increase the continuation rates for young students under age of 21 to 89% (up by 31%).	PTS_1	Continuation	Age	Young (under 21)	N/A		No	The access and participation dashboard	2021-22	Percentage points	58.1%	65%	70%	80%	89%
Moulton College aims to improve its internal collection of data to allow higher monitoring of performance to address gaps. This data will allow the college to improve success to rates at or able sector norm.	PTS_2	Attainment	Other	Other (please specify in description)	Other (please specify in description)	This would relate to all student groups, for which we show N/A for most attainment in our data due to low numbers.	No	The access and participation dashboard	2022-23	Other (please include details in commentary)	0	0	0	0	0
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														

PTP_10												
PTP_11												
PTP_12												