

Access and Participation Statement

Moorlands College

8 January 2018

Moorlands College is committed to widening access to and participation in Higher Education.¹ Its strategy to enable this is composed of a number of strands.

The College encourages academic staff to engage in **public speaking** in their area of study outside of the Higher Education arena in various forums, most frequently in churches. While this is often outside their contracted employment with the College, staff are known by their audiences as being from Moorlands. Almost all academic staff take such opportunities regularly. The impact of this is both general, making academia accessible to a wider audience, and specific, raising the profile of the College. The accounts of current students suggest that a significant number of them did not think of HE as a possibility until hearing Moorlands staff speak. This activity also serves to maintain the profile of the College with those in positions of influence: the College does not participate in UCAS, and many applicants discuss potential training options with organisational leaders.

The College provides a number of **educational opportunities below Level 4**. These include not only informal (non-validated) courses, but also, since September 2015, a Level 3 programme validated by NCFE. This provision serves to both demonstrate the benefits of and raise desire for study. In this way the College is profiled as a valuable resource for personal development to people beyond the regular pool of school leavers. For example, four graduates of this Level 3 programme commenced Level 4 studies with the College in 2016, and seventeen in 2017.² Of the 2017 intake three of these students relied on the College's Level 3 qualification for admission to Level 4; the others were attracted more specifically to the College through the preliminary studies.

The College runs a four-year version of the BA programme, designated as such by HEFCE (and therefore part of the College's Higher Education provision). The initial, level 3 "**Foundation Year**" concentrates on developing study skills and is designed for those who, for whatever reason, did not enjoy success in their schooling.

The College sets **fees** substantially below sector norms. Undergraduate tuition fees for 2018 entrants were £6885 p.a. The typical postgraduate 2018 entrant, who takes three years to complete their part-time study, would pay fees for tuition and annual registration of £5895 at 2018-19 prices (which will be adjusted for inflation). The College's pricing strategy is very competitive and contributes significantly towards the widening of participation.

The College's approach to **bursary provision** is focused on those who do not receive student loans for tuition fees. The figures for bursaries and for hardship grants (made to students with particular needs, not for tuition fees) are shown below.

¹ "Widening access" means raising aspirations and attainment of people who would not otherwise consider or be qualified to participate in HE; "widening participation" means reducing barriers to involvement in HE.

² Eleven from one delivery of the Level 3 programme and the remaining five between a further four others.

Year	2015-16	2016-17
Total bursaries	£20,540	£21,010
Students receiving bursaries (all UG)	9	11
Proportion of College's non-loan BA tuition fee	7%	7%
Total hardship grants	£1,484	£1,682
Undergraduate students receiving hardship grants	5	9

The College has a deeply-held commitment to **student support**.³ The structures serve all students irrespective of background, but the approach is actively promoted in marketing and may be expected to be viewed as a particularly attractive quality by those who might have lower expectations of their individual, academic success. One particularly noteworthy feature is that, where possible, the College seeks to develop relationships with students' church leaders, encouraging them in their own support of the student.

The College's undergraduate provision is designed to offer **multiple "modes"**⁴ of study to meet the needs of a variety of students. Modules are almost all delivered in at least two locations.⁵ A traditional, term- and campus-based mode of study is available, and is often favoured by younger students, but the majority of students choose a location and mode, whereby some or all modules are delivered through intensive study blocks. Many of these students maintain part-time employment, which often forms the basis of their placements. Thus, participation is widened geographically and practically for those for whom the traditional, term- and campus-based mode of study would be impossible.

In broad terms, the application, acceptance and continuation data, provided in detail in the following appendix, lead the College to believe that its strategy for achieving widening of access and participation in HE is effective.

³ The College's work in the area of the Quality Code relating to student support (chapter B4) was identified as good practice (QAA, "Higher Education Review Report", 2014).

⁴ The College uses "mode" not just for full-time v. part-time, but as described here.

⁵ The occasional exceptions are optional modules with insufficient student numbers.

Appendix: Student statistics by various characteristics

This appendix analyses information relevant to widening access and participation, including application, acceptance and continuation statistics. These are presented and discussed under various, relevant personal characteristics.

GENDER.....	3
ETHNICITY.....	6
SOCIO-ECONOMIC BACKGROUND.....	11
DISABILITY	16
OTHER INDICATORS	19
DOCUMENT HISTORY.....	19

1. GENDER

1.1 *Application rates by gender*

The table shows the application rates by gender for those who applied for 2016-17 and 2017-18 entry to:

- the four-year BA (i.e., entering at Level 3, identified as “Foundation”),
- the three-year BA at Level 4, and
- postgraduate studies.

Gender	Start point	Applications		Total
		2016-17	2017-18	
M	Foundation	9	10	19
F	Foundation	3	5	8
M:F applic. ratio	Foundation	75:25	67:33	70:30
M	Level 4	35	32	67
F	Level 4	37	42	79
M:F applic. ratio	Level 4	49:51	43:57	46:54
M	Postgraduate	19	39	58
F	Postgraduate	16	16	32
M:F applic. ratio	Postgraduate	54:46	71:29	64:36

Over the two year period, there is strong evidence that Foundation Year is more attractive to male than female applicants.⁶

Over the two year period, there is no statistically significant evidence that Level 4 is more attractive to female than male applicants.⁷

⁶ If the course were equally attractive, the likelihood of the proportion of male applications being at least this high is 2.6% (calculated using binomial distribution).

⁷ If the course were equally attractive, the likelihood of the proportion of female applications being at least this high is 18.1% (calculated using binomial distribution).

There is no statistically significantly evidence that the MA provision was more attractive to male than female applicants in 2016-17.⁸ However, there is extremely strong evidence that this changed in 2017-18, considered singularly or considering its impact when the two years are taken together.⁹

Since national publications do not record application rates, but only numbers of those who enter Levels 4 and 7, no further comparisons can be made.

1.2 Acceptance rates by gender

Gender	Start point	Acceptance rates		Average
		2016-17	2017-18	
M	Foundation	7/9	8/10	79%
F	Foundation	3/3	3/5	75%
Together	Foundation	10/12	11/15	78%
M	Level 4	31/35	30/32	91%
F	Level 4	37/37	39/42	96%
Together	Level 4	68/72	69/74	94%
M	Postgraduate	18/19	35/39	91%
F	Postgraduate	15/16	16/16	97%
Together	Postgraduate	33/35	51/55	93%

(It should be noted that some applicants who were not rejected may have withdrawn their application before an offer decision was made. They are considered as “accepted” for the purposes of calculating the acceptance rate.)

The differences in acceptance rates are not statistically significant in any of the three cases.¹⁰

1.3 Continuation by gender

Data is presented for students in Level 4.

Gender	Continuation rates				Average
	2015-16		2016-17		
	in cohort	continuing	in cohort	continuing	
M	27	26	29	25	91%
F	35	34	34	31	94%
Together	62	60	63	56	93%

⁸ If the course were equally attractive, the likelihood of the proportion of female applications being at least this high is 36.8% (calculated using binomial distribution).

⁹ If the course were equally attractive, the likelihood of the proportion of female applications being at least as high as in 2017-18 is 0.1% (calculated using binomial distribution). The figure for the two year average is 0.4%.

¹⁰ Calculated by performing a chi square test, using the overall acceptance rates to calculate the expected accepted number for each group. Such differences are less than the differences one would expect due to chance variation in, respectively, 92%, 75% and 79% of cases.

There is no statistically significant evidence that there is a difference between retention rates for male and female students.¹¹ Although the two-year average rates are very similar to national averages, for the most recently published year, 2014-15, of 91.4% for male students and 93.6% for female students,¹² the College is disappointed in these figures and is putting in place measures to address what it views as unacceptably low rates for 2016-17.

1.4 Attainment by gender

The table below shows data of honours degree classifications for the last two years.

Gender	"Good" Honours classification rates						Average
	2015-16			2016-17			
	n	1st	2.1	n	1st	2.1	
M	30	4	17	40	9	22	74%
F	21	2	12	26	5	13	68%
Together	51	69%		66	74%		72%

The figures for attainment show no significant evidence of bias by gender within the institution.¹³ The success of men counteracts a national tendency, whereby "the rate at which women achieve first and upper second class degrees is typically between two and seven percentage points higher than men",¹⁴ but again not significantly.¹⁵

¹¹ Calculated by performing a chi square test, using the overall continuation rate to calculate the expected number continuing for each group. Such a difference is less than the differences one would expect due to chance variation in 86% of cases. There is also no significant evidence for the more noticeable change between the years (overall, from 97% to 89%: such a difference is less than the difference one would expect due to chance variation in 65% of cases.

¹² HEFCE, "Higher Education in England: Key facts", 2017, 75.

¹³ Calculated by performing a chi square test, using the overall institutional good classification rate to calculate the expected number of good classifications for each group. The difference seen is less than the differences one would expect due to chance variation in 70% of cases.

¹⁴ HEFCE, "Higher Education in England: Key facts", 2017, 76. This document refers to 2015-16 figures for UK-domiciled first degree entrants at HEFCE-funded HEIs.

¹⁵ The percentage changes only to 58% if a variation is introduced to reflect the national statistic by making the expected number of good classifications for women 4% higher than that for men.

2. ETHNICITY

In most cases the numbers of BME¹⁶ people studying at Moorlands are too small to make statistically significant conclusions.

2.1 Applications by ethnicity

The number of applications by ethnicity are shown below for the last two years.

Ethnicity	Start point	Applications		Total
		2016-17	2017-18	
White	Foundation	9	12	21
BME	Foundation	3	3	6
%BME	Foundation	25%	20%	22%
White	Level 4	63	71	134
BME	Level 4	9	3	12
%BME	Level 4	13%	4%	8%
White	Postgraduate	34	42	76
BME	Postgraduate	1	13	14
%BME	Postgraduate	3%	24%	16%

Since no meaningful data can be identified for an expected proportion of BME applicants,¹⁷ no analysis is offered of the relative attractiveness of the College's provision to these two groups. However, two further points should be made.

- There is very strong evidence of an increase in attractiveness of the Postgraduate provision to BME applicants between 2016-17 and 2017-18. The College welcomes this.
- There is weak evidence of a decrease in attractiveness of the Level 4 provision to the same group in the same period.¹⁸ The College is disappointed with this event, especially in the light of its work to open new Regional Centres, in more diverse parts of the country. Future years' data will be monitored closely.

¹⁶ BME stands for "Black/Minority Ethnic". While somewhat controversial, it is the only category other than White used by HESA. The TEF metrics use "White", "Black", "Asian", "Other" and "Unknown". Because the College's non-White students are so few, a single category is employed here.

¹⁷ Candidates include the BME percentage of (a) the national population, (b) the faith communities most closely identified with Moorlands, (c) Hampshire and Dorset, the home counties of over a third of applicants, (d) the number of BME applicants who successfully make it into Level 4 nationally.

¹⁸ Calculated by performing a chi square test, using the overall application rate to calculate the expected number of applications for each group. Such a difference would only be seen in 7.5% of cases if due to chance variation.

2.2 Acceptance rates by ethnicity

Acceptance rates by ethnicity are shown below.

Ethnicity	Start point	Acceptance rates				Average
		2016-17		2017-18		
		Appl	Acpt	Appl	Acpt	
White	Foundation	9	9	12	10	90%
BME	Foundation	3	1	3	2	50%
Together	Foundation	12	10	15	12	81%
White	Level 4	63	60	71	66	94%
BME	Level 4	9	8	3	3	92%
Together	Level 4	72	68	74	69	94%
White	Postgraduate	34	32	42	41	96%
BME	Postgraduate	1	1	13	10	79%
Together	Postgraduate	35	33	55	51	93%

The differences in acceptance rates by ethnicity are not statistically significant in any of the three cases.¹⁹ Moreover, a number of “rejected” BME applicants were “rejected” because they required visas to study, which the College is not eligible to facilitate:²⁰

Rejected for lack of visa	2016-17	2017-18
Foundation	2	1
level 4	1	0
Postgraduate	0	2

Were these applications to be discounted, the rates would come much closer together.²¹

(It should be noted that some applicants who were not rejected may have withdrawn their application before an offer decision was made. They are considered within the acceptance rate.)

2.3 Continuation by ethnicity

The table below shows continuation data for Level 4 students over the last two years.

Gender	2015-16		2016-17		Average
	in cohort	continuing	in cohort	continuing	
White	52	50	54	49	93%
BME	10	10	9	8	95%
Together	62	60	63	57	94%

¹⁹ Calculated by performing a chi square test, using the overall acceptance rates to calculate the expected accepted number for each group. Such differences are less than the differences one would expect due to chance variation in, respectively, 33%, 94% and 53% of cases.

²⁰ The College has not sought the ability to request Tier 4 student visas.

²¹ Respectively within 87%, 85% and 89% of what might be expected.

There is no statistically significant evidence of any diversity in the continuation rates by ethnicity (even when the College’s better average for BME is compared against national figures, which are lower than for White students).²²

2.4 Attainment by ethnicity

Ethnicity	“Good” Honours classification rates						Average
	2015-16			2016-17			
	n	1st	2.1	n	1st	2.1	
White	48	6	28	63	14	34	74%
BME	3	0	1	3	0	1	33%
Together	51	69%		66	74%		72%

With such low numbers of BME students in these years, it is not surprising that there is no statistically significant evidence of any diversity in attainment by ethnicity nor of diversity from the national data that indicates around 10% (depending on entry qualifications) fewer BME students gain good classifications.²³

²² Calculated by performing a chi square test, using the overall continuation rate to calculate the expected number continuing for each group. The difference is less than the differences one would expect due to chance variation in 96% of cases. The national figures for BME students vary by specific ethnicity, but overall are lower, HEFCE, “Higher Education in England: Key facts”, 2017, 72.

²³ HEFCE, “Higher Education in England: Key facts”, 2017, 70.

3. AGE

The categories employed here are, for undergraduate studies, under 21 compared to 21 and over, and for postgraduate studies, under 25 compared to 25 and over.²⁴

3.1 Application by age

The table below compares the College's current HE student bodies with relevant national averages with regard to age at entrance to studies.

	Moorlands	National average
Undergraduates under 21	37% ²⁵	79% ²⁶
Postgraduates under 25	8% ²⁷	13% ²⁸

The College's attracts into HE people who are significantly older than are attracted by most HE institutions. The median ages of entrants at the different levels are shown below.

Median age	2017-18 entrants
Foundation	21
Level 4	21
Postgraduate	43

3.2 Acceptance rate by age

The table below considers applications for levels 4 and 7 for September 2017. No data for Foundation Year are presented, since there is no nationally accepted watershed age for such studies.

Age	Start point	Acceptance rates				Average
		2016-17		2017-18		
		Appl	Accpt	Appl	Accpt	
Under 21	Level 4	30	30	21	21	100%
21+	Level 4	42	38	46	41	90%
Total/average	Level 4	72	68	74	62	94%
Under 25	Postgraduate	0	0	7	7	100%
25+	Postgraduate	35	33	48	44	93%
Total/average	Postgraduate	35	33	55	51	93%

Despite the lack of rejections of younger applicants, this does not constitute statistically significant evidence that there is any bias in acceptance.²⁹

²⁴ TEF uses under 21, 21 to 30 and over 30. HESA reports on under 21, 21-24 and 25 and over for both undergraduate and postgraduate data.

²⁵ Figure generated from College's Current Students Database.

²⁶ HESA, "Student and Qualifiers Tables", T_4a, UK-domiciled students, full-time, entrants.

²⁷ Figure generated from College's Current Students Database.

²⁸ HESA, "Student and Qualifiers Tables", T_4a, UK-domiciled students, part-time, entrants.

²⁹ Calculated by performing a chi square test, using the overall acceptance rate to calculate the expected number accepted for each group. The difference is less than the differences one would expect due to chance variation in 55% of cases for undergraduate and 85% of cases for postgraduate.

These data indicate that at undergraduate level the College is successfully widening access and participation for the typically less well-represented, mature students. At postgraduate level the low number of non-mature applicants and students reflects the nature of the College's MA course: it is designed and marketed principally for those who wish to develop professionally, building on their experience. Though the course is available to younger postgraduates, the College recognises that it is less likely that such applicants will be attracted to it.

3.3 Continuation by age

Data is presented for students in Level 4 in 2015-16 and 2016-17.

Age	2015-16		2016-17		Average
	in cohort	continuing	in cohort	continuing	
under 21	25	24	29	26	93%
21+	37	36	34	31	94%
Total	62	60	63	57	94%

The data provide no statistically significant evidence of bias in continuation by age.³⁰

3.4 Attainment by age

The table below shows data of honours degree classifications for the last two years.

Age	"Good" Honours classification rates						Average
	2015-16			2016-17			
	n	1st	2.1	n	1st	2.1	
under 21	20	3	12	25	3	14	71%
21+	31	3	17	41	11	21	72%
Total	51	69%		66	74%		72%

The figures for attainment show no evidence of bias by age.³¹

³⁰ Calculated by performing a chi square test, using the overall rate of achieving good classifications to calculate the expected number of good classifications for each group. The difference is less than the differences one would expect due to chance variation in 94% of cases.

³¹ Calculated by performing a chi square test, using the overall continuation rate to calculate the expected number continuing for each group. The difference is less than the differences one would expect due to chance variation in 96% of cases.

4. SOCIO-ECONOMIC BACKGROUND

The type of schooling and POLAR4 classification system provide two approximants for socio-economic background of students.

4.1 Students by schooling

The table below shows the proportion of undergraduate students privately schooled (across the student body, rather than just entrants). Note that no national statistics have been found for students of all ages, and so the national figures given below should not be compared to the “all undergraduate” figure on the right.

Proportion	Under 21s			All UG Moorlands 2017-18
	Moorlands 2017-18	Moorlands 2016-17	National data 2015-16	
Privately schooled	1% ³²	4% ³³	10% ³⁴	2.1% ³⁵

There is very strong evidence that, regarding schooling, the College’s under 21 undergraduates are not reflective of national norms.³⁶ It seems likely that the same could be said for the College’s older undergraduates. The College views this as a positive outcome deriving from its approaches to widening access and participation towards those who are less likely to engage in HE.

4.2 Students by household income

The College’s students can be compared against the threshold household income used in the student loan system of £42,875 per annum. Note that students with responses of “don’t know”, “prefer not to say” or who did not respond are not accounted for here.³⁷

Household income below £42,875	Levels 3-6 4-year BA	Levels 4-6 3-year	Level 7
Yes	14	83	39
No	0	24	24
Proportion below	100%	78%	62%

Assuming that the threshold is intended to identify the upper quartile of UK household incomes,³⁸ there is strong evidence that Foundation Year supports people from less

³² College data.

³³ HESA, “Experimental Statistics: T1a”, institutional specific data, those not from “state schools or colleges”.

³⁴ HESA “Experimental Statistics: T1a”, average data for England, for those not from “state schools or colleges”.

³⁵ College data.

³⁶ The likelihood of the proportion of privately educated students being so low by chance is 0.1% (calculated using binomial distribution).

³⁷ Thus, data is lacking for 33%, 33% and 26% of 4-year BA, 3-year BA and PG students.

³⁸ Office for National Statistics, “Gross household income by income decile group, UK financial year ending 2016”, <<https://www.ons.gov.uk/peoplepopulationandcommunity/personalandhouseholdfinances/expenditure/adhocs/006770grosshouseholdincomebyincomedecilegroupukfinancialyearending2016>>, accessed 19 December 2017.

advantaged (socio-)economic backgrounds.³⁹ Students on the three-year programme reflect wider society rather closely, though one may contend that at other institutions the richer groups are more likely to access HE. There is very strong evidence that the College's postgraduate students do not reflect wider society,⁴⁰ which is perhaps not surprising for a part-time postgraduate programme, and note that by definition, postgraduates students are not expecting to be accessing HE for the first time.

4.3 Application/acceptance by POLAR4 quintiles

POLAR4 ranks every postcode in the UK according to the proportion of young people living there who enter HE. The postcodes are then grouped in quintiles, such that 20% of all young people are in each quintile. The more students that come from the lower quintiles, the more an institution may be viewed as enabling wider access and participation. In an ideal world 20% of the student body might come from each quintile. In fact, the figures are as shown below.

POLAR4 quintile:	1	2	3	4	5
National UK-based, UG students	10%	15%	19%	24%	32%

The College has not found application rates by POLAR4 quintiles, so only acceptance rates and resulting cohorts are analysed.

The following table shows data for UK-based applicants of *all* ages at each level. This is included more for completeness than usefulness. Unlike the previous tables that showed percentage acceptance rates of binary characteristics, acceptance rates are not shown for the POLAR4 classification since it splits very small numbers across a five-value range.

It does include a column indicating the applicants in each category as a percentage of all the eligible⁴¹ applicants to that level of study.

POLAR4 quintile	Start point	Acceptance rates				Proportion of applications
		2016-17		2017-18		
		Appl	Accpt	Appl	Accpt	
1	Foundation	3	3	3	3	26%
2	Foundation	2	2	6	3	35%
3	Foundation	2	2	2	0	17%
4	Foundation	0	0	2	0	9%
5	Foundation	3	3	0	0	13%
1	Level 4	3	3	13	13	12%
2	Level 4	14	13	17	16	22%
3	Level 4	19	19	13	12	23%
4	Level 4	19	18	11	9	22%
5	Level 4	15	14	15	14	22%

³⁹ The likelihood of the proportion of lower income family students being so low by chance is 2% (calculated using binomial distribution).

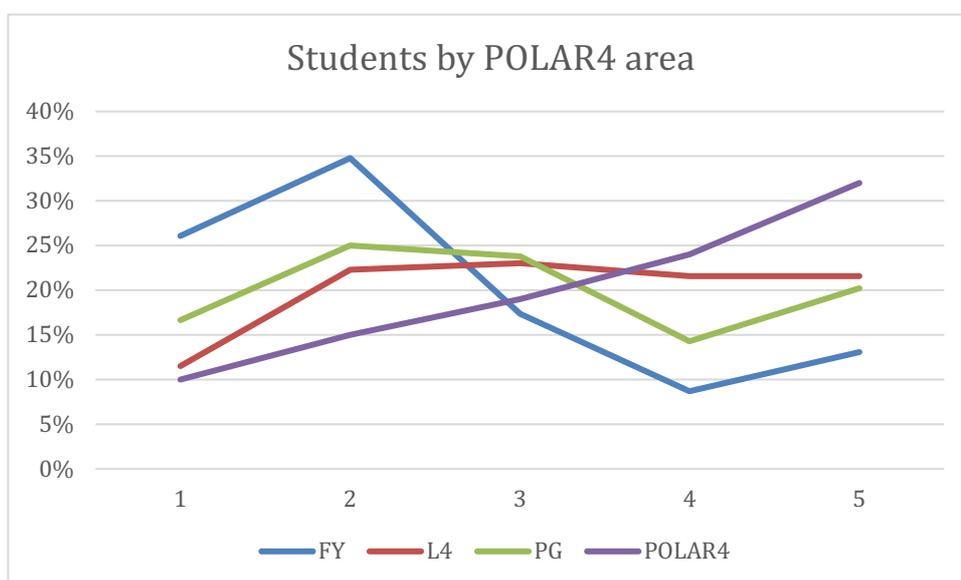
⁴⁰ The likelihood of the proportion of lower income family students being so low by chance is less than 0.01% (calculated using binomial distribution).

⁴¹ That is, excluding those who required a study visa, which could not be facilitated.

POLAR4 quintile	Start point	Acceptance rates				Proportion of applications
		2016-17		2017-18		
		Appl	Accpt	Appl	Accpt	
1	Postgraduate	5	4	9	8	17%
2	Postgraduate	6	6	15	15	25%
3	Postgraduate	9	9	11	11	24%
4	Postgraduate	5	5	7	4	14%
5	Postgraduate	8	7	9	8	20%

The very small numbers of rejected applications per POLAR4 category mean that no firm conclusions can be drawn regarding them and admissions.

The proportions of students at the different levels of study can be shown diagrammatically.

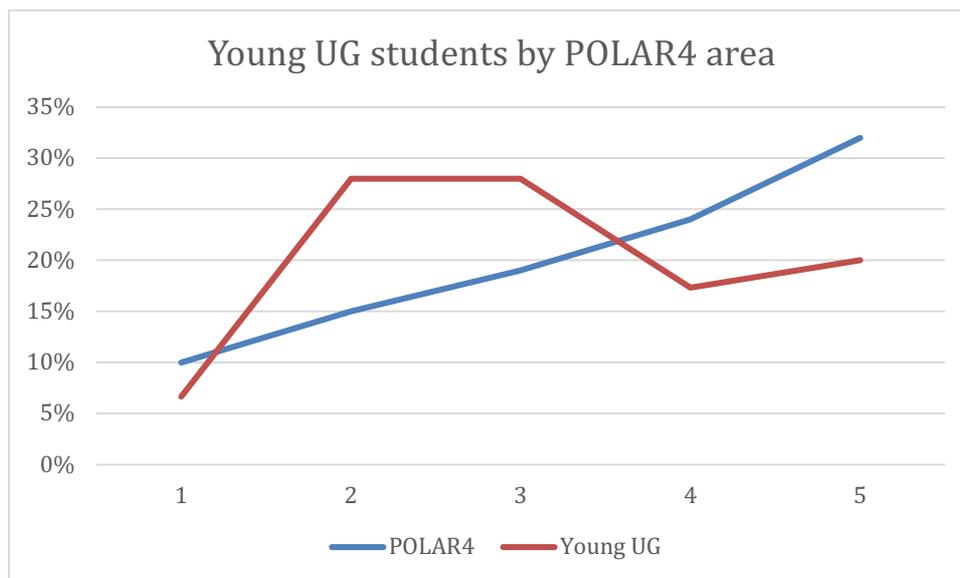


At each of the three recruitment levels, the College is successfully recruiting more students from the lower socio-economic areas, as represented by POLAR4.⁴² Since the POLAR4 data is inclined only for young undergraduates, this too is shown diagrammatically, and a similar picture emerges.

POLAR4 quintile:	1	2	3	4	5
National UK-based, UG students	10%	15%	19%	24%	32%
Young UG	5	21	21	13	15

⁴² POLAR4 records data on under 21 level 4 entrants, but, nevertheless, its assessment of geography may have something relevant to say to entrants at other levels and of other ages.

4.4
4.5
4.6
4.7
4.8
4.9
4.10



The College's views as a success its recruitment focus on less advantaged areas and its ability to identify people with previously untapped educational potential.

4.11 Continuation by POLAR4 quintiles

Continuation data is presented for students in Level 4 in 2015-16 and 2016-17.

POLAR4 quintile	2015-16		2016-17		Average
	in cohort	continuing	in cohort	continuing	
1	7	7	3	3	100%
2	18	17	15	15	97%
3	15	15	17	14	91%
4	7	7	16	14	91%
5	14	13	12	11	92%
Total	61	59	63	57	94%

There is no evidence of the phenomenon that:

Disadvantaged students are more likely to leave their course of study after one year. In 2014-15, the non-continuation rate for quintile 1 students taking first degrees increased... to 8.8 per cent. The rate for quintile 5 students... was 4.9 per cent.⁴³

Rather, the College maintains high continuation rate for students from all backgrounds.

⁴³ HEFCE, "Student Characteristics", 2017, <http://www.hefce.ac.uk/analysis/HEinEngland/students/social/>, accessed 18 December 2017.

4.12 Attainment by POLAR4 quintiles

The table below shows data of honours degree classifications of graduates categorised by POLAR4 on entry.⁴⁴

POLAR4 quintile	"Good" Honours classification rates						Average
	2015-16			2016-17			
	n	1st	2.1	n	1st	2.1	
1	5	2	1	10	3	6	80%
2	6	0	4	14	2	7	65%
3	14	1	8	14	6	3	64%
4	14	2	10	14	1	10	82%
5	7	1	5	10	1	5	71%
Total	11	64%		24	75%		72%

While conclusions should be drawn cautiously from such small samples, there is no statistically significant evidence that students from more advantaged backgrounds are outperforming those from less advantaged ones.⁴⁵

⁴⁴ Irrespective of age, but omitting students without postcodes (non-UK residents).

⁴⁵ Calculated by performing a chi square test, using the overall rate of achieving good classifications to calculate the expected number of good classifications for each group. The difference is less than the differences one would expect due to chance variation in 60% of cases.

5. DISABILITY

5.1 Acceptance rates by disability

The table below compares the College's HE student bodies with national averages.

Students with a disability	Moorlands self categ. ⁴⁶	Moorlands with DSA	National with DSA
undergraduates	27% ⁴⁷	12%	7% ⁴⁸
postgraduates	14% ⁴⁹	0%	— ⁵⁰

The College believes that the comparatively high number of undergraduate students with disabilities is particularly associated with the high quality of its Learning Support provision and the College's promotion of that provision. Consequently, undergraduate applicants with Specific Learning Difficulties are particularly attracted to the College.

The table below presents data of applicants, self-identifying as having a disability, irrespective of when that disability was diagnosed. In a good number of cases the disability is a learning disability diagnosed after starting studies, and because of the support of College staff (but is still shown here for the people concerned as applicants).

With disability	Start point	Acceptance rates				Average
		2016-17		2017-18		
		Appl	Accpt	Appl	Accpt	
No	Foundation	8	6	8	6	75%
Yes	Foundation	4	4	7	5	82%
Total	Foundation	12	10	15	11	78%
No	Level 4	58	56	52	50	96%
Yes	Level 4	14	12	22	19	86%
Total	Level 4	72	68	74	69	94%
Under 25	Postgraduate	27	26	46	42	93%
25+	Postgraduate	6	5	9	9	93%
Total/average	Postgraduate	33	31	55	51	93%

There is no statistically significant evidence of bias in admissions against applicants with disabilities.⁵¹

⁴⁶ Students who categorise themselves as having a disability.

⁴⁷ Figure generated from College's Admissions and Current Students Database, 11 December 2017.

⁴⁸ HESA Widening Participation Summary: UK Performance Indicators 2015-16 (Table T7C).

⁴⁹ Self-declared, mainly at registration.

⁵⁰ The College has found no equivalent figure to compare its data with. (There is a self-declared figure of 16% for having a "health condition or illness" in "Mature Entrants' Transitions to Postgraduate Study", May 2016, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526396/understanding-mature-transitions.pdf, 36, and it would be interesting if nationally there was a higher rate of postgraduates with a disability than the rate of undergraduates with a disability.)

⁵¹ Calculated by performing chi square tests, using the overall rate of acceptance to calculate the expected number of acceptances for each group. The differences are less than the differences one would expect due to chance variation in, respectively, 84, 58 and 99% of cases.

5.2 Continuation by disability

Data is presented for students in Level 4 in the last two years, who self-identify as having a disability.

With disability	2015-16		2016-17		Average
	in cohort	continuing	in cohort	continuing	
No	54	52	50	48	96%
Yes	8	8	13	9	81%
Total	62	60	63	57	94%

The data provide no statistically significant evidence of bias in continuation by disability.⁵² Even the decrease in continuation rate of people with disabilities between the two years is not particularly statistically significant.⁵³

5.3 Achievement by disability

The table below shows data of honours degree classifications for the last two years for students self-identifying as having a disability.

With disability	"Good" Honours classification rates						Average
	2015-16			2016-17			
	n	1st	2.1	n	1st	2.1	
No	33	3	23	51	13	28	80%
Yes	18	2	6	15	1	7	48%
Total	51	67%		66	74%		71%

The figures for attainment show weak evidence of a statistically significant discrepancy between the achievements of those with and without a disability.⁵⁴ The College believes there may indeed be an underlying discrepancy in performance, but that this is significantly due to the high proportion of students whose disabilities have impacted their past learning achievements, and starting point, as much as their current capacity.

⁵² Calculated by performing a chi square test, using the overall rate of continuation to calculate the expected continuation rate for each group. The difference is less than the differences one would expect due to chance variation in 51% of cases.

⁵³ Calculated by performing a chi square test, using the overall rate of continuation to calculate the expected continuation rate for people with disabilities between the two years. The difference is less than the differences one would expect due to chance variation in 35% of cases.

⁵⁴ Calculated by performing a chi square test, using the overall rate of achievement of good classifications to calculate the expected rate for people with and without disabilities. The difference would be expected due to chance variation only in 7% of cases.

Qualifications on entry	Good Honours %			
	2015-16		2016-17	
	W/out d.	With d.	W/out d.	With d.
A-level 104 or more UCAS points ⁵⁵	100	--	70	
BTEC 104 or more UCAS points	--	100	100	50
A-level below 104 UCAS points	80	75	60	80
BTEC below 104 UCAS points	33	67	--	0
Non-tariff pointed Level 3 awards	67	50	75	--
APEL	40	--	--	--
After Foundation Year w. Level 2	50	67	80	100
Previous HE award	75	80	100	

Because the order of rows of the table above reflects only an approximate order of achievements on entry to the College, no further analysis is made. The College suspects that the underlying results reflect success for many students with disabilities and are a tribute to the high quality of the College's Learning Support department.

Nationally students with a disability are only 2-4% less likely to gain a good Honours classification than those without and having equivalent qualifications on entry.⁵⁶ However, given the high proportion of the College's students whose disability is a learning disability, the difference between the College's groups may not be surprising.

The table below presents a breakdown of the numbers according to entry qualifications. However, the resulting categories are so broad and with such small numbers in them that no further analysis is proposed.

Qualifications on entry	Numbers		1st or 2.1 (%)	
	W/out d.	With d.	W/out d.	With d.
A-level 104 or more UCAS points ⁵⁷	10	0	70%	n/a
BTEC 104 or more UCAS points	3	6	100%	50%
A-level below 104 UCAS points	10	5	60%	80%
BTEC below 104 UCAS points	0	3	n/a	0%
Non-tariff pointed Level 3 awards	8	0	75%	n/a
APEL	0	0	n/a	n/a
After Foundation Year w. Level 2	5	1	80%	100%
Previous HE award	11	0	100%	n/a

⁵⁵ UCAS tariff points according to the new 2017 entry system.

⁵⁶ HEFCE, "Higher Education in England", 2016, 16.

⁵⁷ UCAS tariff points according to the new 2017 entry system.

6. OTHER INDICATORS

The College has no undergraduate students who:

- came to the country as refugees;
- are care leavers;
- are young carers.

There are eight undergraduate students under 25 years old identifying as estranged from their parents. This is the first year that this data has been gathered, and in future years, as the information base develops, analysis will be able to be performed.

DOCUMENT HISTORY

6 December 2016	Format and content approved by Academic Board, with agreement of further statistics to be included.
14 January 2017	Version for 2016-17 posted on website.
8 January 2017	Version for 2017-18 approved by Student Journey Enhancement Group for posting on website. Includes more extensive demographic diversity data and more statistical discussion.