

# Moorlands College

## 2019-20 Access and Participation Plan

UKPRN: 100023454

### Assessment of current performance

#### Data

The data available for the assessment of the College's performance relating to Access and Participation is somewhat limited in quantity and quality. Having said that, the College is in a better situation than many other Alternative Providers.

- Until recently, as an Alternative Provider, the College had not gathered demographic data specifically to enable addressing of the relevant issues. However, the College published Access and Participation Statements in the Januarys of 2017 and 2018. From late 2016, it was agreed that more demographic data should be gathered in the College's admissions processes and stored in the College's (bespoke) database.
- As a small provider (< 200 FTE on relevant HE courses), the College is aware that its data for some groups is statistically non-significant.

Because of these issues, no discussion is offered relating to care leavers, carers, young estranged from families, or refugees, nor, in most cases, are intersections of groups analysed. On a more positive note, recognising the sector's direction of travel, and with an aspiration to demonstrate the College's strengths in preparation, in due course, for a potential application for Degree Awarding Powers, the College took the earliest opportunity to participate in NSS and TEF. Thus, reasonably robust data can be analysed for the most important demographic categories of age, disability, ethnicity and socioeconomic background.

The College's undergraduate provision is treated as a whole. The College operates only two, similarly structured three-year undergraduate programmes, and these share the majority of their modules. There is also a further pair of variants of these two programmes, which allow entry at Level 3 (L3). This latter pair share a common content and delivery, known as Foundation Year, and enables access to HE for around 8-10 students each year. For data purposes, those who successfully complete Foundation Year are in most cases treated as part of the L4 cohort they join (though in terms of designation they are on a four-year variant programme). The L4-6 studies are offered in a number of modes: Campus-Based (traditional model), Christchurch Placement-Based (mixture of study days and block weeks) and two Regional-Based modes (block weeks at a mixture of Christchurch and regional locations). Since all of the modes except Campus-Based typically have fewer than a dozen students, statistics are not separable by mode.

#### Access

The College has very significant successes in enabling access of most of the main under-represented groups:

- mature students — 39% and 46% of students entering into studies at any level in, respectively, 2016-17 and 2017-18 were mature and did *not* have previous L6 qualifications;<sup>1</sup>

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<sup>1</sup> College data. Cf. the national figure of 21%: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>: inverse of 2016-17 figure for first year f/t students 20 and under on first degree.

- students with disabilities — 19% of current undergraduates self-declare as having a disability,<sup>2</sup> 12.8% are in receipt of DSA;<sup>3</sup>
- students from disadvantaged socioeconomic backgrounds — 98% are not privately schooled,<sup>4</sup> and 35% of young students and 96% of mature students are from households earning less than £25,000.<sup>5</sup>

The College's provision focusses on professional preparation for people-helping and leadership roles, so is particularly attractive to older students. This is not uncommon in theological colleges; however, the College is comparatively more successful at enabling access to HE by those who do not have previous HE experience. The College introduced the variety of modes of study (described above) to make HE accessible to students who cannot easily relocate from their particular location. This too tends to make the College attractive for older students.

Of the College's students with disabilities a clear majority have learning disabilities (currently 63%). The College attributes this to the undergraduate programmes' vocational, professional focus and the College's reputation for Learning Support provision. These factors combine together to encourage students who would otherwise not enter HE to choose Moorlands.

Adding to the College's successful orientation towards those less-represented socio-economically, the opening of regional centres in more urban locations is intended to increase the reach of the College towards areas of greater social deprivation.

The College has been less successful in enabling access to HE for applicants from BME backgrounds. Some 9% of entrants across 2016 and 2017 were BME.<sup>6</sup> This reflects a locational recruitment bias. There is a strong recruitment of students to study at Christchurch from Dorset and Hampshire, and to the South West Regional Centre from Devon and Cornwall, all of which are relatively monocultural areas: 45% of the undergraduate student body is from these four, predominantly White-British counties. The opening of a regional centre in Birmingham in 2014 and the planned opening of a regional centre in Brentwood, Essex, in 2018, are intended to extend the opportunities for HE provided by the College to more ethnically diverse communities.

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<sup>2</sup> Two year average based on College internal data for 2015-17. Cf. the national figure of 12%: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>: 2016-17 figure for first year f/t students on first degree with disability.

<sup>3</sup> HESA's KPI figures for the College. Cf. national figures of 6.8% for 2015-16, 6.6% for 2016-17, HESA Widening Participation Summary: UK Performance Indicators 2015-16 (T7C).

<sup>4</sup> College data for 2017-18 student body. Natural variation explains the rise from 96% for the previous year in HESA, "Experimental Statistics: T1a", institutional specific data, those not from "state schools or colleges". The national average is 10%: HESA "Experimental Statistics: T1a", average data for England, for those not from "state schools or colleges".

<sup>5</sup> College data for both young and mature L4 students and L3 entrants in 2017-18, recently gathered (85% response). Young students' data include parental incomes. The less specific figures for those from POLAR4 Q1 show an average of 6.6% young and 12.0% mature entrants from these postcodes over 2016-17 and 2017-18, below the national figure of 11.2% for young entrants (POLAR4 UK averages, from Table WP1 <https://www.hesa.ac.uk/news/27-03-2018/experimental-uk-performance-indicators>). However, the College statistic is based on a total of 10 entrants, so is not believed to be statistically significant.

<sup>6</sup> College data. Cf. the national figure of 26%: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>: 2016-17 figure for first year f/t students on first degree identifying as Black, Asian or Other.

In total, 76% of the College’s undergraduates fall into at least one category of under-representation.<sup>7</sup>

### Success

The College’s success data should be read in the light of the scale of the under-represented groups in the College.

The College has fairly positive results for enabling mature students, BME students, students with disabilities (self-declared), and students from a socioeconomically disadvantaged background through the L4 stage of their studies.<sup>8</sup>

Non-continuation rates	Mature students <sup>9</sup>	BME students	Students with disabilities	IMD Q1, Q2 students
2015-16	3%	0%	0%	0%
2016-17	9%	11%	31%	27%

The increase in non-continuation rates between the two years is a concern, although with small overlapping populations it is not always possible to determine whether this is a result of normal variation or the start of a trend. Reflection on them led the College to review its provision across the board. In response, a scheme was introduced, in which a number of free Study Support sessions are given to those who fail any one assessment, and an in-depth review of Study Skills teaching was initiated.

Turning to final degree classifications, rates for those attaining “good honours” classifications are:

- for mature students, not far from the national average for all students (68% in 2015-16,<sup>10</sup> and 78% in 2016-17<sup>11</sup>),
- for BME students, statistically insignificant due to very small population sizes,<sup>12</sup>
- for students with disabilities, comparatively weak (58% in 2015-16,<sup>13</sup> and 53% in 2016-17<sup>14</sup>), and
- for students from a socioeconomically disadvantaged background, not far from the national average for all students (66% in 2015-16<sup>15</sup>, and 75% in 2016-17<sup>16</sup>).

It should be noted that in the College the majority of students identifying as having a disability have a learning disability, which impacts results.

<sup>7</sup> The TEF metrics, using IMD Q1 and 2 as socioeconomic indicators give exactly 70%. The figure of 76% is calculated, assuming the categories are proportionally distributed, and using the College’s data on households with income less than £25,000 as a socio-economic indicator.

<sup>8</sup> College data.

<sup>9</sup> Cf. national figures of 13%: HESA KPIs entrants in UK 2015-16, table T3 – average non-continuation rate, mature students 12.7% (<https://www.hesa.ac.uk/news/27-03-2018/experimental-uk-performance-indicators>)

<sup>10</sup> TEF Year 3 individualised data for 2015-16.

<sup>11</sup> College data. The College has not been able to identify comparable national data for mature students. The figure for *all* students in 2016-17 is 76%: <https://www.hesa.ac.uk/data-and-analysis/students/outcomes>, percentage of full-time first degree qualifiers.

<sup>12</sup> One third attained good honours in each year. We understand, by using binomial probability, there is an 8% chance of exactly 2 out of 6 trials achieving success if the overall chance of success is (a hypothetical figure of) 67%.

<sup>13</sup> TEF Year 3 individualised data for 2015-16.

<sup>14</sup> College data.

<sup>15</sup> Using IMD Q1 and 2. TEF Year 3 individualised data for 2015-16. The College has not been able to identify comparable national data for IMD Q1 and 2 students. The figure for *all* students in 2015-16 is 75% (<https://www.hesa.ac.uk/data-and-analysis/students/outcomes>)

<sup>16</sup> College data using IMD Q1 and Q2.

## Progression

The College has participated in TEF. Data for BME students and students from POLAR Q1 and Q2 are deemed not reportable, due to the small populations, therefore IMD is used below. Equally, to mitigate against making inferences from small populations, the data below is a combination of 2014-15 and 2015-16 statistics as presented in TEF Year 3 metrics.

The employment or further study metrics are all very positive, with those for mature students and students with disabilities awarded positive flags by the TEF process. Because of the small numbers of students involved, in order to create a significant population, the data for Q1 and Q2 of Indices of Multiple Deprivation are combined.

Employment or further study	Overall	Mature students	Students with disabilities	IMD Q1, Q2 students
TEF Year 3	96.0%	97.4%	100%	92.9%
Z-score difference from benchmark	+1.8	+2.0	+2.7	+0.3

The figures for highly skilled employment or further study are, in unusual contrast, mainly negative (though not sufficiently to be awarded negative flags).

Highly skilled employment or further study	Overall	Mature students	Students with disabilities	IMD Q1, Q2 students
TEF Year 3	69.3%	74.4%	76.5%	71.4%
Z-score difference from benchmark	-0.4	-0.9	+0.8	-1.3

Taken together, the College believes this data portrays an institution producing graduates who are very employable, but who, having undertaken professional training with a very specific focus, sometimes struggle to appreciate the transferable skills they have developed and fail to make the progression that their studies should have prepared them for.

## Ambition and strategy

### General ambitions regarding Access and Participation

The goal of improving access to, success in and progression from HE is a natural consequence of the College's ethos and values. The College is founded as a charity with a Christian basis. It draws inspiration for all it does, including for its approach to education and its ambitions for less advantaged groups, from the example of Jesus Christ. The Gospels portray him as seeking to bring benefit to the marginalised and excluded of his society, including women, the poor and vulnerable, people of other nationalities, and those with long-term illnesses or disabilities. The College seeks to reflect the same attitudes in its own practice.

The College has recently developed a statement of our values. Three of them — respect, interdependence and service — are particularly relevant to Access and Participation.<sup>17</sup>

Respect “builds effective communities by offering dignity, accepting diversity, encouraging inclusiveness and ensuring fairness.” The ethos of the College is to

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<sup>17</sup> The other two values are integrity and resilience.

recognise people of all backgrounds as equally made in the image of God and, therefore, equally of great value. This value is not based on a calculation of the potential usefulness of a person to society, nor with regard to any particular demographic characteristics, but on their inherent identity as human.

Interdependence “promotes accountability, cohesion, teamwork, leadership and followership.” The College believes that individuals, irrespective of their background or any advantages they may have, should work together for the greater good, and that the greatest good is attained when all are enabled to flourish and participate in society. (Relating to this value, the College prizes student engagement and has a strong track record of listening and responding to student voice through formal and informal mechanisms.<sup>18</sup> However, the conditions of the writing of this plan have not allowed full input of this sort. The College created a group in late 2017, known as the Student Journey Enhancement Group, which processes detail, such as TEF metrics and NSS scores, in advance of the Academic Board. It would be compatible with the group’s identity to extend its remit to include engagement with the College’s future Access and Participation Plans.)

Service puts “the interest of others above our own through selfless commitment. It is the attitude of the servant exemplified in Jesus Christ who came not to be served, but to serve. It requires humility, hard work and perseverance and is demonstrated in compassion and care. It often demands a degree of personal self-sacrifice.” The College by engaging in Access and Participation activities is able to serve and show compassion. This is approached, not with a patronising or disengaged attitude, but through coming alongside as equals and enabling others towards positive outcomes.

The College, thus, has a clear rationale for its commitment to the widely shared ambition of addressing exclusion, including for its commitment to meeting the requirements and general duties of the Public Sector Equality Duty. Consequently, the College has a long-standing set of relevant activities deeply embedded institutionally and/or in the undergraduate programmes. These activities include:

- access activities —
  - the opening of Regional Centres to enable students who are unable to relocate to access HE at the College,
  - engagement of students in placements that are schools-based or include developmental work with young people not in education, employment or training,
  - non-formal qualification “night class” courses, which result in a significant number of people applying to access HE at the College;
- success activities —
  - an approach to pastoral and academic support that is frequently identified by external reviewers as a strength of the College, involving one-to-one tutorials, chaplaincy, and the creation of a community atmosphere in which students are easily able to raise issues promptly with staff
  - programmes for study skills and for transitions between years;
- progression activities —
  - the use of outside speakers to discuss their experience in professional work within modules,
  - the centrality of placements within the programmes, giving work experience and an opportunity to grow in employability.

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<sup>18</sup> NSS 2017 scores for Q23 (91.9%) and Q24 (90.5%), both significantly above national averages.

### **College strategy and Access and Participation**

The College's institutional strategy has for five years been encapsulated by the phrase "lengthening and strengthening". This indicates the intention to develop the provision of the College in quantity and quality. The "strengthening" refers primarily to developments in the ability of the College to provide assurance of the quality of its provision. This includes the decision to engage with the NSS and TEF at the first possibility, which facilitates the College in Access and Participation activities.

The strategic aim of "lengthening" may be viewed as more significant in relation to Access and Participation. Two areas of work have sought to address this aim.

- a) The first is the entering of the Further Education market in a small way. The College created studies, benchmarked at L3, and accredited by NCFE. These are delivered by partners, with Academic Board oversight. The partners are organisations that, through "gap-year programmes", enable school-leavers and others to serve local communities, mostly in youth and/or children's work. These programmes include some training, which on successful assessment, results in the receipt of the relevant award. In this way, the College enables people, many of whom do not have standard university entrance qualifications, to engage with academic, theological studies at L3. The College aims to leverage such relationships to help people discover their latent ability to engage in formal academic study at L4-6.
- b) The second "lengthening" activity has already been referred to: the development of Regional Centres. The College had had success in an earlier development, of a Placement-Based mode of study, and particularly recognised that it was appealing to mature students, whose life circumstances meant they could not easily relocate to the vicinity of the College. The two Regional Centres have allowed students to access HE in a mode whereby teaching is delivered in study blocks, roughly half at the College's main campus and half nearer to the student's home location. Academic, pastoral and placement support are all also operated from the Regional Centre. The College is ambitious to add more such opportunities, so that people in other locations are able to access the HE that the College offers.

### **Access and Participation specific ambitions**

Building on the College's assessment of our current performance, the following Access and Participation specific ambitions have been identified for the College's undergraduate provision:

- a) to encourage and enable students from under-represented groups to access HE generally (not particularly at the College);
- b) to increase the number of students at the College accessing HE from the one group which is under-represented both nationally and in the College: BME students;
- c) to increase the number of students who are under-represented nationally, but regarding whom the College's provision has a strongly successful track record of enabling access to HE: those who are mature or from less advantaged socio-economic backgrounds;
- d) to improve the support given at the College to members of under-represented groups to enable greater levels of success;
- e) to improve the support given at the College to all under-represented groups, relating to progression to professional level jobs and to further study.

To attain these specific ambitions various activities will eventually be put in place. The activities will, collectively, impact all these target areas to different extents and with

different types of results. They are designed to be appropriate to the scale of the different issues, both nationally and for the College in particular, and to be appropriate to the ability of the College to make an efficient impact. However, the College is not in a position to be able to address all of them as it would wish in the first year of this Plan.

### **Evaluation strategy and monitoring mechanisms**

The College has adopted a “Theory of Change” model to develop its response to these specific ambitions, which form a set of long-term “problems to be solved”. In order to fulfil these specific ambitions, appropriate medium-term goals were identified and activities and financial support packages have been designed to reach these goals. The impacts of these specific activities and support packages towards the goals are evaluated by robust and realistic methods, drawing on qualitative and quantitative data as appropriate.

Evaluation of individual activities and financial support packages will be undertaken by the College’s Student Journey Enhancement Group (SJEG), drawing on reports created by various staff members. SJEG includes a student representative, assigned to this task by the Student Representative Association, who will be required to consult with a wider group of students. SJEG will prepare an annual monitoring report on the implementation and success of the plan.

The College’s governing body, the Board of Trustees, is accountable for the whole College, and one of its subgroups has specific responsibility for Access and Participation.<sup>19</sup> This subgroup is the principle internal approver of Access and Participation Plans and provides robust, objective monitoring of performance against the provision of the plan, on the basis of the annual monitoring report from SJEG. The student representative on SJEG will have opportunity to raise issues direct to this subgroup, and to confirm or challenge any parts of the report.

### **Strategic activities with institutional results**

The College’s on-going and planned engagement with Access and Participation activities is expressed in two types of activities: the first type is detailed in the Resource Plan — those with measurable outcomes for specific groups; the second type, discussed here, are of a more general nature.

1. The first general activity relates to infrastructure: the College will invest in its database and related technology, in order to improve its ability (a) to analyse and evaluate its own performance in the areas of Access and Participation, and (b) to manage access, success and progression activities. These infrastructure improvements will not have a direct impact on any metric, but are a prerequisite for all the other Access and Participation activities which will deliver the impact.

The infrastructure investment relates to necessary software. The College has been operating a bespoke database, created by one former staff member, and maintained and extended by another. This leaves the College vulnerable to staff changes, and the product, as the “Assessment of Current Performance” section has shown, is not sufficient for all that is required. The College plans to buy an

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<sup>19</sup> As indicated in the College’s application for registration with the Office for Students, the College is undertaking a review of its governance arrangements over this summer (with an application for Degree Awarding Powers in view). The review will be undertaken so that the arrangements align with the CUC Code of Governance. It is, therefore, not possible to give the name of the subgroup at the time of writing this document. A draft of this Access and Participation Plan was approved by an ad hoc subgroup of the trustees.

off-the-shelf Student Records system in the summer of 2019 and to migrate to it during the course of 2019-20.

It is estimated that the costs of such a product may be £60,000, and that a quarter of the sum (£15,000) should be assigned as an Access and Participation cost. In the Resource Plan this will be broken down in equal thirds to access, success and progression.

2. The planned, more deliberate and evidence-based approach to Access and Participation will require the extension of hours of a staff member to oversee the collection of data, to engage in some of the activities, and to provide the first line of their evaluation. In the first year of the operation of the plan, one day/week is expected to be required, and the cost will be assigned, again in equal thirds, to access, success and progression.
3. The College will continue to pursue preliminary work aimed at opening a further Regional Centre in the medium term. Two localities have been a particular focus of this on-going effort: the North East of England and South Wales. Both are areas of considerable social deprivation, and the North East of England is particularly noteworthy for being poorly served by theological colleges (there are none similar to Moorlands between South Yorkshire and Edinburgh; neither theology or religious studies are offered at the universities of Newcastle, Northumbria, Sunderland or Teesside). Considerable interest has already been expressed within these regions by leaders of churches and organisations that would directly benefit from availability of training courses. If all processed smoothly, the College might be able to open a Regional Centre in September 2021, but the College's trustees have made no firm commitment to this, and so the Resource Plan does not reflect any associated student numbers.

The College will commit fifteen days of the annual work plan of the Vice-Principal (Development) to this in 2019-20. They will continue to nurture this interest with the goal of obtaining practical support at various levels, promotion, involvement and financial and enabling the College to take the decision to open a centre. This is an access activity with a potential for significant impact through increased people from under-represented groups accessing HE. Its success would be measured by the opening of a new Regional Centre in a relatively disadvantaged area within three years.

### **Access, student success and progression measures**

The previous section closed by describing three activities with institutional results, that is, with results that while very important do not lend themselves to quantification in yearly milestones.

The Resource Plan describes ten measures, reflecting four groups of activities. These four groups are described in this section, together with an additional collaborative activity which aims to address the College's specific ambition of encouraging members of under-represented group to access HE, but with no particular expectation that this would result in applications to the College specifically. Finally, the section also indicates some of the College's commitments for further activities.



### **Extension work focused on BME access**

The College will commit fifteen days of the annual work plan of the Vice-Principal (Development) to recruitment from BME communities. This activity will be symbiotic with, but additional to, his work related to Regional Centres (described above) and to the College's partnerships with Further Education providers. That is, these extra days spent on recruitment activities (networking with BME leaders, bridge-building, etc.) will be focussed on recruitment to Regional Centres (primarily the centres in Birmingham or Essex).

This activity will be evaluated by reporting of

- the spending of the staff member's time spent to the Principal,
- attendance of potential applicants at Open Days, and resulting applications at SJEG.

### **Bursaries for disabled success**

This activity addresses the success outcomes for students with disabilities, focussing, at least in the first year of its operation, on the higher than desirable non-continuation rates.

Bursaries will be available for students with disabilities (self-declared) in order to assist them to overcome specific challenges to study. It is envisaged that the support will be used for such things as technological study aids, travel expenses or child care costs. Applications will be invited for 15 October each year, and by 1 November students will be informed of the allocations made from the fund. Allocations will be for a single academic year. Receipt of a bursary in one year will have no impact on decisions in subsequent years. The principle eligibility criteria will be the likely impact of the bursary to improve study conditions for the student. A panel, comprised of two staff members and one student from the Student Representative Association, will consider anonymised applications and make decisions.

This activity will be evaluated by

- an assessment of recipients' testimonies written at the end of each year;
- consideration of recipients' attendance rates and academic results.

(Receipt of financial support packages in subsequent years will be dependent on timely production of these testimonies.)

### **Study support for all under-represented groups' success**

This group of activities responds to the sudden increase in the non-continuation rates of all the under-represented groups in 2016-17. Further data may reveal that rise to be a statistical anomaly, but at present the College aims to address this as if it were a proven issue.

Members of all under-represented groups, including the four main ones (mature, disabled, BME, socioeconomically disadvantaged), who fail an assessment will be eligible for additional Study Support sessions: one hour with a qualified tutor to reflect on the work that failed and one hour as they prepare to produce their next piece of assessed work. (For students already in receipt of DSA, this will be additional to their Learning Support arrangements. While the measures described in the Resource Plan cover only the four main groups, the activity will be available to those such as carers, and care-leavers, for whom the College currently has insufficient data to create a Resource Plan measure.)

In the first year of its operation, this will be focussed on new entrants and their non-continuation rates (in future years the same activity may be extended to other Levels with an aim to see improvement in attainment of good honours).

This activity will be evaluated by:

- an assessment of recipients' testimonies written at the end of each year;
- analysis of recipients' grade profiles over the year.

### **Preparation for professional progression**

This group of activities seeks to address the lower than expected proportion of students from under-represented groups progressing to professional level jobs or further study. Although the statistics for students with disabilities were better than those for other groups, they too will be included within the scope of the measure. Various features for professional preparation will be introduced into modules at L4-6 within the College's programmes. Thus, this activity will benefit all students inclusively, but as part of the assessed structure of their studies, no group of students will be able to fail to benefit.

The College will implement this activity across the compulsory practice modules found at each level of study. Alongside various changes to the end-of-year portfolios, it is expected that "the Birkman Method", a "workplace psychological assessment" will be used to assist students to understand their career-orientation (the College has eight-years' experience and a staff member trained to deliver a more in-depth version of the same product in a postgraduate module on leadership – the positive outcomes at that level are the basis for the proposal for undergraduates).

This group of activities will be evaluated by

- assessment of various pieces of student work in annual, assessed portfolios (e.g., CVs, reflections on career development) within compulsory modules;
- analysis of supervisors' assessment of students' readiness for employment.

### **"Access to HE" prizes**

This final activity is aimed at impacting access to HE nationally, albeit in a small way. It is motivated by the College's specific ambition of encouraging members of under-represented groups to consider accessing HE, wherever that may be, and not necessarily at the College.

The College will enhance its collaborative work with partners operating at L3 (described above) and add a focus on encouraging those from any under-represented groups to consider HE. Whilst the partners can have a wide geographical reach for recruitment, many operate within low participation areas of the country. The College will award prizes clearly branded as "Access to HE" to any of the partners' students, who previously had less than 2 Cs at A-level (or equivalent), and who complete their L3 qualification successfully. The prizes would be awarded in person by a senior staff member of the College, in order to underline their significance.

No milestones are offered for an activity that will impact those who may not study at the College. It will be evaluated by requiring reflections from the recipients about their capacity for HE study (before the prize is awarded).

### **Measures for the future**

Due to the small amount of finances at its disposal, the College is unable to take all the steps that it would like to in the 2019-20 plan. When resources are more readily available for activities (beyond infrastructure), the College will establish further measures, including at least the following.

1. The College will set up a robust bursary system to support under-represented groups in accessing HE at the College.

2. The College will set up a scheme so that students are incentivised to be involved in schools work and their resources are effectively deployed towards the goals of Access and Participation.
3. The College has no specifically funded activities relating to raising attainment in schools (or FE colleges). However, the College is active in schools work, and in developmental and socially-valuable work with young people more generally. Each year:
  - 25-30% of undergraduates are on a youth and community work programme “professionally validated” by the National Youth Agency;
  - a smaller number of others intend to become school teachers;
  - the majority of undergraduates have some involvement in youth work, whether taking school assemblies, mentoring individuals (including those facing challenges at school), or engaging in youth clubs.
 The College will develop one or more outcomes-focused target relating to raising attainment at this level from the 2020-21 plan onwards.
4. The College runs a range of evening classes targeted at people over 21 years old. These are not presented as specific measures, because the College currently does not have the resources to quantify their impact on access to HE in a robust and statistically significant way. The College will develop one or more outcomes-focused target relating to sustained outreach from the 2020-21 plan onwards.

## **Investment**

With 76% of the relevant student population falling into one of the main under-represented groups, the College views itself as having a high proportion of students from under-represented groups. So, in the medium-term, it is expected to commit 19% of the higher fee income to Access and Participation activities. However, in the first year of engagement with the process, and in part because of the infrastructure investment that is required, and the lower level of income available, the College expects to spend a higher proportion, 25.5%.

The investment is focussed mainly on activities, rather than on financial support for students, as the College believes this will have the greatest impact, given the comparatively small amounts available. As the years progress, it is expected that the balance would shift: the activities spend would increase slightly, and the financial support would increase more sharply to (just) over-take it.

The College is not completely sure how to understand investment outside of this plan. The College does not receive any public funds except through the tuition fee loan system (including no grant allocations), nor does the College participate in the National Collaborative Outreach Programme. There are, however, many aspects of the College’s activities that have a direct bearing on enabling access, success and progression for under-represented group, e.g., the programmes’ placements facilitate progression. These are not discussed here, nor are they reflected in the Resource Plan.

The total investment for 2019-20 is presented as a proportion of higher fee income in both cash and in proportional terms, broken down by lifecycle stage. Future years are expected to see significant changes in the balance between the lifecycles.

2019-20		Investment (£)	Investment as proportion of HFI
Access	investment	16,264	11.2%
	financial support	0	0.0%
Success	investment	9,364	6.5%
	financial support	1,500	1.0%
Progression	investment	9,764	6.8%
	financial support	0	0%
<b>Total</b>		36,892	25.5%

The Resource Plan indicates an expectation that the College will develop its Access and Participation strategy over the coming years in such a way that the three areas of access, success and progression are roughly balanced. However, the strategy is flexible, in the sense that the College expects to review and develop it, quite possibly significantly, over time. New activities and financial support packages will be added as appropriate, and as the College's understanding of its current performance is refined.

### **Provision of information to students**

The Access and Participation Plan will be published on the College's website in such a way that a potential applicant can expect to access it. In addition, it will be included within the Programme Handbooks on the College's VLE for all relevant students.

The agreed fees will be incorporated into information easily accessible to a potential applicant on the website. This will include information about the expected inflationary rises. Details of the annually revised fees will be published to students at least three months before the start of each academic year.

Information about bursaries available, the eligibility conditions for their receipt, including any requirements to share financial information, and procedures for application will be written up and published on the website, for potential applicants, and the VLE, for students. (This current plan proposes no financial packages aimed at improving access (to potential students), so in this first year, the requirement will be for publication of the information relating to the financial package aimed at improving success (to then current students).)

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Fees for 2019-20 entrants are expected to increase annually in subsequent years, according to the RPI-X of the February before the start of each subsequent year.

Full-time course type:	Additional information:	Course fee:
First degree		£7,950
Foundation degree	Access year enabling students to enter Level 4.	£7,950
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

