



Weymouth & Kingston Maurward College (Coastland College) Access and participation plan 2026-27 to 2029-30

Introduction and strategic aim

Coastland College is a newly merged (August 2024) General Further Education College based in Weymouth and Dorchester in Dorset. As a registered HE provider is listed as Weymouth and Kingston Maurward College under its UKPRN 10007469, however as of September 2025 it now operates under the operational name of Coastland College

The merger of Weymouth and Kingston Maurward College (now forming the Coastland College brand), brings together two colleges to make one strong, responsive and ambitious organisation with the vision, resources and expertise to best support the evolving and growing skills demands in the region and beyond.

Located on the stunning Jurassic Coast and the beautiful Dorset countryside, our campuses offer a diverse range of courses, training and CPD that cater to a wide array of interests, career paths and business needs.

Across our two campuses we offer full and part-time higher education courses, with Weymouth focussing on vocational courses such as art, media, performing arts, health and social care, sport and public services and Kingston Maurward specialising in land-based courses covering subjects such as agriculture, wildlife, ecology and conservation.

Together, we focus on the best interests of students, staff and employers in our local community and beyond, with industry-standard facilities, experienced teaching staff and outstanding support in a diverse, vibrant and welcoming environment.

The College currently has a provision of around 57 students mainly from the local Dorset catchment area studying on Level 4+ courses, including Foundation Degrees, Bachelor's Degrees, Higher National Certificate/Higher National Diploma. These students are predominantly full-time with a smaller number of part-time students. It also has approximately 30-35 students on part-time professional qualifications at Level 4 and above such Teaching/ Education and Training and Accountancy. The majority of these students have progressed from Level 3 courses within the College with a smaller number from local feeder schools as well as mature learners returning to learn.

Dorset Council published data (State of Dorset 2024):

- The Dorset Council areas of significant deprivation are largely located in the urban areas - in particular the former borough of Weymouth & Portland - but many of Dorset's rural communities could also be considered deprived in terms of barriers to housing and essential services. The English Indices of Deprivation divides the Dorset Council geography into 219 areas. There are 11 areas (out of a total of 219) in Dorset within the top 20% most

deprived nationally for multiple deprivation, up from 10 in 2015. 10 of these are within the former borough of Weymouth and Portland, one is in the former West Dorset District area.

- There are about 385,000 people living in the Dorset Council area, with a significant (30%) proportion of 65+ year olds, this is the highest of any unitary authority in England. 44% of the workforce (16 to 64) is aged 50 and over. While older workers have the benefit of experience and skills, this knowledge and skills will need replacing as they retire. The growing number of older people will increase demand for health and social care services.
- (6.1%) of Dorset residents are from an ethnic minority, much lower than the country as a whole (19.5%). The highest proportion (40%) of Dorset's ethnic minority population are classified as 'White Other'. This includes people who identify as white but who do not have a British national identity (English, Welsh Scottish, Northern Irish). An example would be Polish or Bulgarian. The next highest are Mixed Multiple ethnic groups which make up 19% of ethnic minorities followed by Asian, Asian British that make up 18% of the ethnic minority groups in Dorset Council area.
- Dorset's working age (16-64) population continues to fall; dropping by 4,500 between 2013-2023 and projected to drop by a further 7,300 by 2033. Similarly, the population of Dorset's 0-15-year olds is projected to decline; falling by 5,800 between 2013 and 2033.
- The percentage of children with Special Educational Need has increased in Dorset each year since 2017. The figure has increased from 17.8% in 2021 to 20.7% in 2024. The percentage with either a statement or an Education, Health and Care Plan has increased every year since 2016, until this year. There has been a more pronounced increase since 2019 where the data has risen from 3.2% to 5.4% in 2023 before dropping to 5.2% in 2024.
- 20% of pupils eligible to claim Free School Meals, compared to the national average of 25%

The College aims to enhance access to its Higher Education programmes by addressing equality of opportunity in student success and progression outcomes. It will seek to invest in central and embedded interventions across all HE curricula to support this goal. The plan will seek to build on these efforts by developing proactive support models to reduce gaps and lessen equality risks.

The POLAR 4 map below shows that there are still large areas with the Dorset catchment area, particularly in Weymouth and Portland, who are still showing the lowest rates of participation.

POLAR4 map

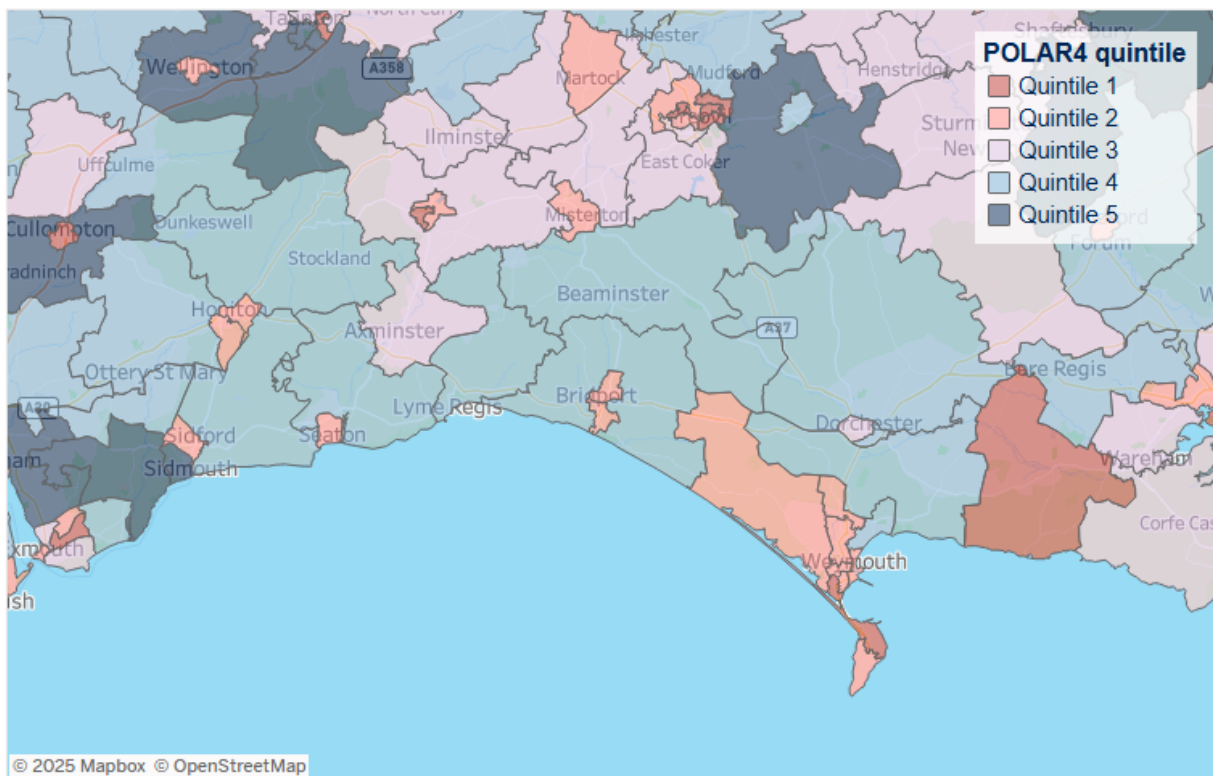
POLAR4 assigns a quintile to an area based on how many 18-year-olds from that area started a higher education course between 2009-10 and 2013-14:

- quintile one shows the lowest rates of participation
- quintile five shows the highest rates.

How are areas defined

POLAR4 uses:

- Middle Layer Super Output Areas (MSOAs) in England and Wales
- Intermediate Zones (IZs) in Scotland
- Super Output Areas (SOAs) in Northern Ireland.



TUNDRA MSOA-LSOA comparison map

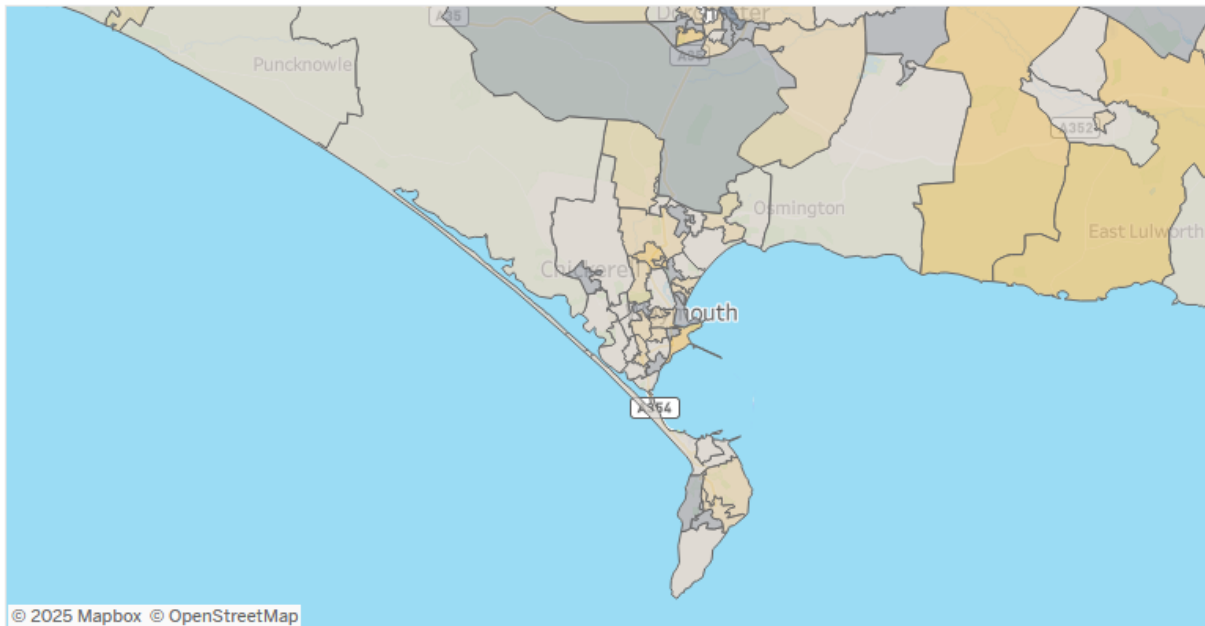
Discover how TUNDRA MSOA quintiles differ from TUNDRA LSOA quintiles.

The map shows LSOA boundaries, coloured by the size of difference between the TUNDRA LSOA quintile for that area when compared to the TUNDRA MSOA quintile of the parent MSOA.

The filter can be used to limit the map to specific TUNDRA MSOA quintiles.

Select TUNDRA MSOA quintile

- Quintile 1
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5



Difference in quintiles

- | | |
|--|---|
| <input checked="" type="checkbox"/> LSOA quintile 4 lower than MSOA quintile | <input checked="" type="checkbox"/> LSOA quintile 1 higher than MSOA quintile |
| <input checked="" type="checkbox"/> LSOA quintile 3 lower than MSOA quintile | <input checked="" type="checkbox"/> LSOA quintile 2 higher than MSOA quintile |
| <input checked="" type="checkbox"/> LSOA quintile 2 lower than MSOA quintile | <input checked="" type="checkbox"/> LSOA quintile 3 higher than MSOA quintile |
| <input checked="" type="checkbox"/> LSOA quintile 1 lower than MSOA quintile | <input checked="" type="checkbox"/> LSOA quintile 4 higher than MSOA quintile |
| <input checked="" type="checkbox"/> No difference in quintiles | |

Strategic Aims & Objectives

The newly merged College will focus on providing courses that meet the needs of the local region and that enable our students to gain appropriate skills and qualifications relevant to the needs of employers.

Based on the data above and our current cohort of students our main target groups continue to include:

- Students from POLAR4 quintile 1 and 2
- Mature students
- Disabled students, specifically those with a disability linked to mental health
- BAME students and care leavers.

The overall aim is to gain a better understanding of challenges that these students may face at the college and to continue to develop better support for these learners.

Adult HE 2011 map

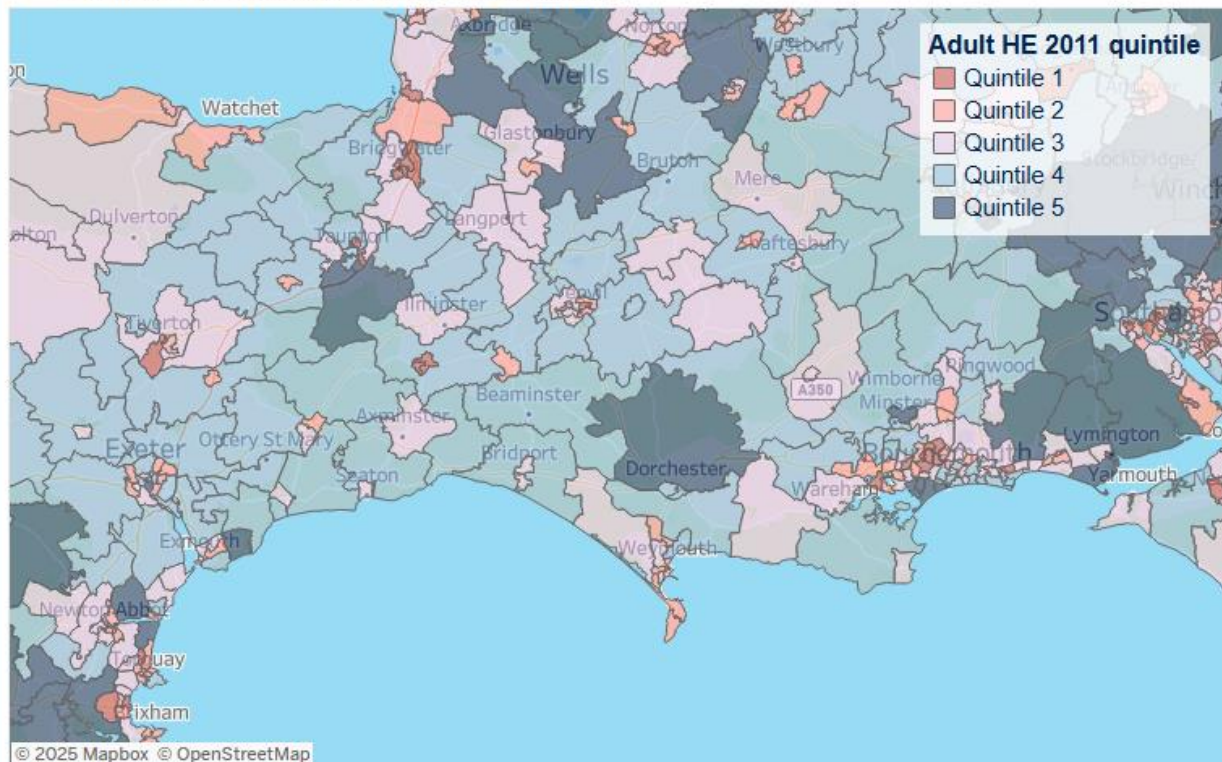
Adult HE 2011 assigns a quintile to an area based on the proportion of adults from that area that held a higher education qualification at the point of the 2011 census:

- quintile one shows the areas with the lowest number of adults with a higher education qualification
- quintile five shows the highest numbers.

How are areas defined

Adult HE 2011 uses:

- Middle Layer Super Output Areas (MSOAs) in England and Wales
- Intermediate Zones (IZs) in Scotland
- Super Output Areas (SOAs) in Northern Ireland.



Risks to equality of opportunity

Data to make direct comparisons from the Office for Student data set is limited for the combined colleges across the range of measures for participation by area, household income and socioeconomic status. There are however some areas where analysis has been possible at this stage.

The College's performance assessment has some reliance on data from the Office for Students' dashboard. However, due to the small number of students at Weymouth and Kingston Maurward College, detailed data by study mode and demographic profile is often unavailable or unpublishable to avoid identifying individuals. Consequently, the College has utilised aggregated data over 3 or 4-year periods where necessary for its analysis.

The data analysis was initially mapped against the OfS Equality of Opportunity Risk Register (EORR) by the HE Academic Board, followed by consultation with staff and students. The resulting information was used to identify and document risks associated with each inequality in the plan, guiding the development of subsequent interventions.

Identified Inequality 1: Limited progression into Degree level study internally from Level 3 programmes.

Areas of Risk as identified in EORR for this identified inequality are Risk 1: Knowledge & Skills, Risk 2: Information & guidance Risk 3: Perception of higher education, Risk 4: Application success rates, Risk 5: Limited choice of course type & delivery mode. The progression of learners into HE programmes within Dorset is significantly lower than the national picture (36% in Dorset, compared to 42% nationally, for England in 2019). There is inconsistency in internal progression into its own degree level provision. Some subjects perform well, but others do not. Sometimes this is because there is no offer for students to progress into, but sometimes this is down to IAG to raise awareness of progression opportunities. The College currently has a specialist vocational degree offer which is appropriate but could be expanded. It currently has no clear degree apprenticeship offer, another area to be addressed.

Identified Inequality 2: Achievement gap in young entrants (18-20Y) compared to mature (21+) due to retention/ non-completion rate regularly 10% below for that of mature entrants (within a 3-year reporting period)

Areas of Risk as identified in EORR for this identified inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health. Risk 10: Cost Pressures and Risk 12: Progression from Higher Education.

Identifies inequality 3: achievement gap for those with a stated disability due to retention/ non-completion rate regularly 15% below for that of entrants without a stated disability (within a 3-year reporting period)

Areas of Risk as identified in EORR for this identified inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health. Risk 11: Capacity Issues and Risk 12: Progression from Higher Education. A key issue identified is that support for those with specific learning difficulties are provided externally to the centre's campuses via DSA funding as the College has limited registration status to provide HE support and staff may not be suitably qualified. Locally, there is a skills shortage for registered providers of support.

Identified Inequality 4: The proportion of part time HE learners is very low outside of part time only programmes. The College has some part time only L4+ provision, but the proportion of part time students within full time programmes is very low (0-5% part time learners, 22-23, 5%, 23-24, 4% , 24-25, 1%, 25-26, 0%)

Areas of Risk as identified in EORR for this identified inequality are Risk 2: Information & guidance Risk 3: Perception of higher education, Risk 4: Application success rates, Risk 5: Limited choice of course type & delivery mode, Risk 6: Insufficient academic support

Identified Inequality 5: Impact of Mental Health. There is limited intelligence on the impact of mental health on achievement and progression from Higher Education.

Areas of Risk as identified in EORR for this identified inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Progression from Higher Education.

Identified Inequality 6: Low participation in Higher Education by young people who are care experienced. Local Authority data has identified that progression to Higher Education in care experienced young people in the Dorset region is lower than other forms of education and training e.g. apprenticeships

Areas of Risk as identified in EORR for this identified inequality are Risk 2: Information & guidance Risk 3: Perception of higher education, Risk 4: Application success rates, Risk 6: Insufficient academic support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health

Objectives

The College sees the following as its main objectives for this Access and Participation Plan:

Objective 1: Increase the proportion of students progressing to Higher Education programmes or apprenticeships (Level 4 + above) from Level 3 programmes to 40% by 2030, through developing an effective HE curriculum and a structured programme of Advice and Guidance for progression into Higher Education and Higher Apprenticeships.

Objective 2: Reduce the inequality between young new entrants and mature students in retention or non-completion to 2% by 2030, through a structured programme to prepare Level 3 students to progress to Higher Education, and resources and support for students at Level 4 (Year 1) in their first year of studies to reduce risk of withdrawal or failure.

Objective 3: Reduce the inequality for students with a stated disability to 2% for retention or non-completion compared to those with no stated disability through developing a more structured approach to supporting DSA applications and the College developing its own staff to be able to register as a non-medical help provider

Objective 4: Increase the proportion of part time students within the student population to 15% by 2030 through clearer marketing of programmes as available for part time study, offering more programmes with flexible study route e.g. blended, promoting the use of the LLE from 2027 and specific marketing to employers in some sectors.

Objective 5: Develop a clearer understanding the impact of Mental Health on the HE student population by 2030, with an aim to reduce any inequality in attainment for those with a mental health condition to be <2%

Objective 6: Increase successful participation in Care experienced young people in Higher Education and higher Apprenticeships at the College to 5% by 2030 through partnership working with the local authority to improve the advice and guidance to care experienced young people in Dorset about the local opportunities for progression and the support available.

The College has identified three additional areas of strategic commitment that will meet wider local and national objectives that will further support the aims of this Access and Participation Plan, to reduce inequalities of access and progression to higher education.

Commitment1: undertake attainment raising activity to support success at Level 2 in English and Maths. The College is highly committed to interventions and investment to raise attainment at Level 2 in English and Maths. Although not evaluated within this plan, their impact will be monitored if these activities could be incorporated into future access and participation activities.

Commitment 2: To continue with a well-supported programme of outreach to local schools to highlight the opportunities for progression into further and Higher Education locally. The college has dedicated staff with roles to deliver an outreach programme to Dorset schools throughout the academic year, as well as supporting internal progression events with Level 3 students on progression into Higher Education and apprenticeships.

Commitment 3: To develop more flexible ways in HE study, including Higher Technical and Apprenticeship provision, alongside more traditional routes into Higher Education to increase access opportunities to study at Level 4 and above. This includes a roadmap of apprenticeship expansion to 2030, developing more flexible study options such as blended, and modular delivery to open up access to the LLE.

Intervention strategies and expected outcomes

Intervention strategy 1: Progression into Higher Education – improve progression from internal students into Higher Education

Objectives and targets

Objective 1: Increase the proportion of students progressing to Higher Education programmes or apprenticeships (Level 4 + above) from Level 3 programmes to 40% by 2030 [Target PTA_1]

Risks to equality of opportunity

Areas of Risk as identified in EORR for this identified inequality are Risk 1: Knowledge & Skills, Risk 2: Information & guidance Risk 3: Perception of higher education, Risk 4: Application success rates, Risk 5: Limited choice of course type & delivery mode

Related objectives and targets

Objective 4: Increase the proportion of part time students within the student population to 15% by 2030 [Target PTA_2]

Objective 6: Increase successful participation in Care experienced young people in Higher Education and higher Apprenticeships at the College to 5% by 2030 [Target PTA_3]

No additional related risks to equality of opportunity to note

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Effective Higher Education strategy	Develop a clear HE strategy that <ul style="list-style-type: none"> • clearly aligns with the College’s FE offer • Clearly aligns with the Local authority LSIP • Sets out areas of growth of new programmes • Sets out ways to stabilise and grow existing provision • Develops opportunity for modular programmes to make use of the introduction of the LLE • Aligns with the objectives of this APP 	Senior Leadership Team Head of Higher Education Head of Apprenticeships and Adult Learning Academic staff	Stabilisation of current HE provision Growth of HE identified areas	
Apprenticeship strategy that includes higher apprenticeship routes	Apprenticeship strategy that: <ul style="list-style-type: none"> • Includes progression from Level 3 into Higher or Degree apprenticeships • Offers routes that align with the HE strategy to increase programme viability and study options 	Senior Leadership Team Head of Apprenticeships and Adult Learning Head of Higher Education	Growth of Apprenticeships offered by the College Increase in Higher or Degree Apprenticeships Higher programmes and Higher apprenticeships with shared delivery/ curriculum in some areas	

<p>Programme of IAG for Level 3 learners at the College</p>	<p>Expand and strengthen the Information, advice and guidance to Level 3 learners within the College:</p> <ul style="list-style-type: none"> • Structured programme progression advice to Level 3 learners in year 1 and year 2 <ul style="list-style-type: none"> ○ Types of programmes/ study ○ UCAS support ○ Understanding student finance ○ Preparation for study at higher Education level • Contact with HE teaching and resources through events held in HE spaces on campus to Level 2 as well as Level 3 students 	<p>Head of HE, Academic Staff and Careers Team</p>	<p>Delivery of programme in 2026-27 to L3 students in both year 1</p> <p>Expansion of programme to include year 1 and year 2 students in 2027-28</p> <p>Programme to continue for the length of the plan and reflect curriculum developments from strategy development</p> <p>Work with Marketing for specific HE events for 2027-28 on HE</p> <p>Advertise HE spaces internally as a space to hold guest speaker talks and events</p>	<p>Intervention 2</p> <p>Intervention 3</p>
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<p>Develop new Partnerships with local HEI's to develop progression routes into HE locally</p>	<p>Develop or nurture partnerships with local HEI's to support a curriculum that provides broader progression from Level 3:</p> <ul style="list-style-type: none"> • Continue existing relationship with University of Plymouth to develop new programmes, including BA/ BSc and PG opportunities • Develop new relationship with the Health Science University in Health and Social care alongside Local Authority strategy in this area. 	<p>Senior Leadership Team Head of Higher Education Head of Apprenticeships and Adult Learning Academic staff</p>	<p>2-3 new programmes in development with UoP for 2026 and 2027</p> <p>Develop proposal for PGCE (PCE) offer with UoP for 2027</p> <p>Develop relationship with HSU from January 2026 with potential partner provision for 2027-28</p>	
<p>Develop further routes within Access to HE provision at the College</p>	<p>Widen this curriculum for mature students to enter Higher Education:</p> <ul style="list-style-type: none"> • Develop a land-based route • Ensure that Access to HE programmes aligns with local progression routes into HE 	<p>Senior Leadership Team Head of Higher Education Head of A Levels and Access to HE</p>	<p>Explore offer of a land-based route for Access to HE for 2027-28</p> <p>Review Access to HE provision to ensure offers progression into local HE at the college in 2026-27 for any new programmes in 2027-28</p>	<p>Intervention 3</p>

<p>Continuous programme of engagement with local schools for progression into FE and HE at the College</p>	<p>The College already has a comprehensive programme of engagement with local schools' provision which it will continue to support:</p> <ul style="list-style-type: none"> • Dedicated staff whose role is purely schools liaison • Capacity to engage with schools' outreach at school-based events and also at the College, such as careers college days • The schools liaison programme is supported by curriculum teams as well as non-academic staff roles 	<p>Marketing Team</p> <p>Schools Liaison Officer</p> <p>Curriculum Teams</p> <p>Business Support Team</p>	<p>Strong recruitment in FE at the College, to support feeder students from Level 3 to progress into HE programmes</p>	
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Summary of evidence base and rationale

The College recognises that Dorset has a lower rate of entry to higher education compared to national rates, and that it does not see a high level of progression into HE from its own students at Level 3 (see Annex B). To increase this College rate of progression and also play its part in boosting progression for the whole county, the College has a role to play itself by providing higher education and higher apprenticeship opportunities. As a College it serves a local community in Weymouth and Portland that are recognised ‘cold spots’ for HE progression, and some of the most deprived wards nationally. It also attracts students from across Dorset again from other ‘cold spot’ postcode areas. With only two universities (Bournemouth and HSU) in the county, and only one other FE College, that offer higher Education, increasing awareness and the provision at the College can only support greater entry into HE in Dorset.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Intervention strategy 1 as a whole	Increase in proportion of Level 3 students progressing into HE/ higher apprenticeships	Type 2 evidence – presenting trends and measuring change in progression to HE from Level 3 programmes Type 1 evidence will also provide context for evaluating progress	This data will form part of annual self-assessment at both an FE and HE level. This will form the basis for Quality Improvement Plans. Curriculum SAR and QIPs inform the whole College SAR and QIP processes. Both whole College and curriculum level SAR/QIP are approved by the Governing body through its Quality and Students committee. These documents are published by the College, as well as the minutes of the Q & S committee

Intervention strategy 2: Continuation – improve continuation rates for young new entrants and those with a stated disability

Objectives and targets

Objective 2 :Reduce the inequality between young new entrants and mature students in retention or non-completion to 2% by 2030, from a baseline of 10% difference in achievement. [Target PTS_1]

Objective 3: Reduce the inequality for students with a stated disability to 2% for retention or non-completion compared to those with no stated disability, from a baseline of 14% difference in achievement [Target PTS_2]

Risks to equality of opportunity

Areas of Risk as identified in EORR for this identified inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health. Risk 10:Cost Pressures Risk 11: Capacity Issues and Risk 12: Progression from Higher Education

Related objectives and targets

Objective 6: Increase successful participation in Care experienced young people in Higher Education and higher Apprenticeships at the College to 5% by 2030 [Target PTA_3]

No additional related risks to equality of opportunity to note

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Structured Personal Tutoring for all Level 4 students	<p>Currently, Level 4 students receive personal tutoring time each week that is timetabled, attendance registered and recorded on the student record system. Since merger we would like to strengthen this through the following:</p> <ul style="list-style-type: none"> • Ensure consistency by Level 4 tutors in planning and recording 1-1 support for all L4/ Year 1 learners • Work with academic staff to develop more structured tutorial programme for tutoring Level 4 students • Strengthen the use of the VLE for new entrants to provide consistent and accurate advice and guidance to support their studies 	<p>Head of HE</p> <p>Academic Staff</p> <p>Student representatives</p>	<p>Improved success and reduced non-continuation in new young entrants</p> <p>Improved success and reduced non-continuation in those with a disclosed disability</p>	

<p>Programme for Level 3 learners to prepare for study at degree level</p>	<p>The College currently provides a programme of engagement that provide advice and guidance on applying to degree level, but not as much consistent, structured guidance on preparing to study at that level, or going to university to study. It would like to strengthen this by:</p> <ul style="list-style-type: none"> • Including a structured programme for Level 3 students on preparing for further study either HE or Higher Apprenticeships 	<p>Head of HE Academic staff Personal Development Tutors</p>	<p>Improved success and reduced non-continuation in new young entrants Improved success and reduced non-continuation in those with a disclosed disability</p>	<p>Intervention 1</p>
<p>Mentoring support for new entrants to HE programmes</p>	<p>There is no peer support mechanisms within the HE population at the College and so it plans to:</p> <ul style="list-style-type: none"> • Recruit Level 5 and Level 6 students that could mentor new entrants to HE programmes • Consider expanding this mentoring to Level 3 students that have applied to degree level programmes to support their progression 	<p>Head of HE Academic Staff HE Students Student Welfare Teams</p>	<p>Improved success and reduced non-continuation in new young entrants Improved success and reduced non-continuation in those with a disclosed disability</p>	<p>Intervention 3</p>

<p>College to become registered as a non-medical help provider</p>	<p>The College is reliant on external NMH providers funded by the DSA. If there is interruption to these services or local providers no longer offer these services, it can affect students needing this type of support. The College is not a registered NMH and could explore this to train staff to be qualified to offer these services internally.</p>	<p>Senior Leadership Team Head of Learning Support Head of Higher Education Budget required to recruit or train staff to reach threshold for registration of College as an MNH provider</p>	<p>At least 1 trained member of staff on each campus able to offer mentoring or other support to HE students under NMH registration Increase this provision if required if HE provision expands</p>	<p>Intervention 4</p>
<p>Consistent support for those applying for DSA funded support</p>	<p>The College would like to develop a consistent streamlined process to support those applying for DSA support</p> <ul style="list-style-type: none"> • Identifying those requiring DSA support during the application process • Providing support to complete application to DSA and requesting support in assessment process • Monitoring the implementation of support provided through this process 	<p>Head of Higher Education Higher Education Coordinator</p>	<p>Clearer intelligence on HE students accessing DSA to inform planning and support Evidence of more timely application by students for DSA Reduction in delays to support starting for students receiving funded provision Improved success and reduced non-continuation in those with a disclosed disability</p>	<p>Intervention 3</p>

Summary of evidence base and rationale

From experience at Kingston Maurward campus to improve retention and success in its HE population, the use of additional support at Level 4 has been found to be effective at reducing the risk to all students of non-completion or academic failure, as well as for specific groups such as young new entrants. This not only includes regular supervision by a personal tutor, but should include other academic support mechanisms such as staff available for drop in services or mentoring by peers. The College also has some provision that has a high proportion of learners with DSA funded support. There is evidence that this registered support is very limited and if these services were to no longer be available it could put students with stated disabilities at high risk of non-completion, academic failure or even prevent them from accessing higher education at the college. Hence the need for the College to look at training staff to be able to have NMH registration itself.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
L4 Tutorial Programme	Improved retention and attainment in Level 4 new entrants – particularly young and those with stated disabilities	Type 2 evidence will be used to monitor retention and achievement Types 1 data will also be used such as feedback from student surveys and student representative meetings	These finding will form part of the SAR/ QIP process annually (see intervention 1) Information on this will also be shared with the student body via student representative meetings and announcements using the VLE Academic staff will also be updated through programme team meetings
Mentoring programme for L4 students	Recruitment and implementation of student mentors from L5 and L6 to support L4 students	Type 1 evidence will be used for evaluation and case studies of this implementation	These will be assessed within the annual SAR and QIP process Reports to Q & S committee for governance oversight Report to student representative meetings Student mentors will need a programme of meetings to ensure they understand the impact of the programme
DSA support activities	Improvement in DSA processes to support earlier applications Registration as NMH provider by the College	Types 1 data will be used to evaluate the progress of these actions	These will be assessed within the annual SAR and QIP process Reports to Q & S committee for governance oversight Report to student representative meetings

Intervention strategy 3: Recruitment – increase recruitment in target groups of part time learners and care experienced entrants

Objectives and targets

Objective 4: Increase the proportion of part time students within the student population to 15% by 2030 [Target PTA_2]

Objective 6: Increase successful participation in Care experienced young people in Higher Education and higher Apprenticeships at the College to 5% by 2030 [Target PTA_3]

Risks to equality of opportunity

Areas of Risk as identified in EORR for this identified inequality are Risk 1: Knowledge & Skills, Risk 2: Information & guidance Risk 3: Perception of higher education, Risk 4: Application success rates, Risk 5: Limited choice of course type & delivery mode, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health. Risk 10:Cost Pressures Risk 11: Capacity Issues and Risk 12: Progression from Higher Education

Related objectives and targets

Objective 1: Increase the proportion of students progressing to Higher Education programmes or apprenticeships (Level 4 + above) from Level 3 programmes to 40% by 2030 [Target PTA_1]

No additional related risks to equality of opportunity to note

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Structured programme of event to engage with care experienced young people in partnership with Local Authority	<p>The College has started to develop regular event in partnership with Dorset Council with the goal of:</p> <ul style="list-style-type: none"> • increasing awareness and ambition in care experienced to progress to degree level • Preparation for degree level study • Information on the support offered by the Local Authority to care Experienced to support HE progression 	<p>Head of HE</p> <p>Local Authority</p> <p>Virtual School Dorset</p> <p>Academic staff</p>	<p>Increase of care experienced progressing into HE at the College to 5% over the term of this plan:</p> <p>+2% by 2028</p> <p>+5% by 2030</p>	

<p>Bursary Scheme for Care Leavers enrolling on degree programmes</p>	<p>A bursary for care leaver will provide a fee waiver and small financial incentive for success in the first year of a degree level programme. This has the goal of:</p> <ul style="list-style-type: none"> • Reduce risk of withdrawal in year 1 • Reduce financial impacts and anxiety for care leavers entering higher education • Additional support for these entrants who are more likely to be living independently at an early stage of their studies • Supports other financial support from the local authority to encourage HE progression in care leavers 	<p>Head of HE HE coordinator Finance Team</p>	<p>Increase of care experienced progressing into HE at the College to 5% over the term of this plan:</p> <p>+2% by 2028 +5% by 2030</p> <p>Limit withdrawals of care leavers to 0%</p>	
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<p>Specific marketing and guidance for part time study in HE at the College</p>	<p>Although information is available about part time study at the College at degree level this could be improved:</p> <ul style="list-style-type: none"> • Specific marketing of web-based detail on studying degrees part time • Programme marketing to include specific resource of the part time route available • Increase awareness of accessing fees and the advent of the LLE • Profile raising of the HE offer at the College in engagement with local employers 	<p>Head of HE Marketing Business Engagement Team</p>	<p>Increase in part time HE students: +8% by 2028 +15% by 2030</p>	
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<p>Development of programmes with blended of more flexible study options linked to the LLE</p>	<p>In developing an HE strategy to 2030 (see Intervention 1), the College must include the following to improve its part time offer:</p> <ul style="list-style-type: none"> • Ensure new/ existing programme can offer part time routes • Identify programme that may be employer focussed and be solely part time • Make use the LLE with modular programmes linked to full time programmes • Include degree and Higher apprenticeship routes as appropriate 	<p>Senior Leadership Team</p> <p>Head of Higher Education</p> <p>Head of Apprenticeships and Adult Learning</p> <p>Academic staff</p>	<p>Increase in part time HE students:</p> <p>+8% by 2028</p> <p>+15% by 2030</p>	<p>Intervention 1</p>
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Financial Incentives for Care Experienced entrants

Care experienced young people accessing higher education often experience financial barriers or anxieties to success in their studies. The College has developed a bursary scheme for care experienced students to support their entry in higher education and foster success, in their first year of study.

Bursary details:

Fee waiver in year 1: £250

Bursary payments in year 1: £500. This will be provided in two payments £250 in January following enrolment, and £250 in May on year 1 as they complete their first year of study.

The eligibility for the award will be declaration of care leaver status during the application process, confirmed on enrolment through confirmation from the local authority of their status. Applicants will be ages 18 to 25 years.

Summary of evidence base and rationale

The numbers of part time HE students is very low at the college but it feels this could be increased in the future. The barriers to this are often a lack of awareness locally that HE is offered at the college, a lack of awareness of what part time study looks like as a commitment and ineligibility to access loans to retrain or upskill as mature students. The College needs to take advantage of the flexibility that the LLE changes from 2027 may mean to those returning to the degree level study. However, it does recognise that information and guidance on how feasible part time study can be needs to be improved to be clearer in its marketing campaigns and engagement with employers.

The College has been approached by the local authority to work in partnership to increase awareness and opportunity for progression to HE in care experienced young people. The local degree level offer could be highly suited to care experienced young people, who may not be able to study away from Dorset at this level. The Local Authority have their own targets with this particular group and see this work with the College has enabling for them, as well as the College, to provide degree level guidance, support and learning to this group. The Local Authority have worked closely with the College to develop a financial offer to care leavers to support their progression and success in year 1 to reduce financial barriers or anxieties and reduce risk of withdrawal at an early stage of their studies.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Partnership with LA to provide advice a support for care experienced young people entering HE at the College	Proportion of care experienced YP in college HE increased to 5% by 2030	<p>Type 1 evidence will be used to demonstrate case studies of care experienced in HE programmes</p> <p>Type 2 evidence will provide some empirical evidence</p>	<p>These will be assessed within the annual SAR and QIP process</p> <p>Reports to Q & S committee for governance oversight</p> <p>Reports to student representative meetings</p> <p>Evaluation in partnership with Local Authority on progress. Impact, who will also report on project</p>
Specific marketing for part time HE study	Increase of part time students to 15% of HE population	<p>Type 2 evidence will be need to demonstrate the % of part time students in the HE population</p> <p>Marketing may be able to provide empirical evidence of reach of marketing campaigns e.g. via social media as evidence of impact</p> <p>Type 1 evidence will be used to evidence where marketing has had impact through case studies on particular programmes</p> <p>Evaluation of programme not recruiting part time and why</p>	<p>These will be assessed within the annual SAR and QIP process</p> <p>Reports to Q & S committee for governance oversight</p> <p>Reports to student representative meetings</p> <p>Marketing Team analysis reports to SLT</p>

Intervention strategy 4: Impact – understand and develop support for the impact of mental health on student success

Objectives and targets

Objective 5: Develop a clearer understanding the impact of Mental Health on the HE student population by 2030 with an aim to reduce any inequality in attainment for those with a mental health condition to be <2% [PTS_3]

Risks to equality of opportunity

Areas of Risk as identified in EORR for this identified inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Progression from Higher Education.

Related objectives and targets

Objective 3: Reduce the inequality for students with a stated disability to 2% for retention or non-completion compared to those with no stated disability, from a baseline of 14% difference in achievement [PTS_2]

No additional related risks to equality of opportunity to note

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Understanding mental health and its impact in the HE student population	A programme of surveys and working groups to gain a deeper understanding of the prevalence and impact of mental health on HE students	Head of HE Academic Staff Students	Intelligence on the prevalence of mental health impacts in HE student population A deeper understanding of the impact of mental health on success and attainment to develop resources or support learners	
Resources to support learners with mental health and its impact on learning	Work with student body to develop resources and support for HE students to use to support their studies <ul style="list-style-type: none"> • getting help • support available both in college and externally • how best to use extenuating circumstances • studying if you can't attend in person • understanding fitness to study • interrupting studies 	Head of Higher Education Student welfare Team Academic Staff Students Training for HE staff as Mental Health first aider status	MH advice and guidance section of website Policies reflect specific support for students in need Evidence that those with disclosed mental health needs stay on programme and are successful 2-3 HE staff on each campus trained as MH 1 st Aiders	Intervention 2

<p>College to become registered as a non-medical help provider</p>	<p>The College is reliant on external NMH providers funded by the DSA. If there is interruption to these services or local providers no longer offer these services, it can affect students needing this type of support. The College is not a registered NMH and could explore this to train staff to be qualified to offer these services internally.</p>	<p>Senior Leadership Team Head of Learning Support Head of Higher Education Budget required to recruit or train staff to reach threshold for registration of College as an MNH provider</p>	<p>At least 1 trained member of staff on each campus able to offer mentoring or other support to HE students under NMH registration Increase this provision if required if HE provision expands</p>	<p>Intervention 2</p>
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Summary of evidence base and rationale

The College has only sparse data on mental health conditions and impact on its HE student population. Some learners may disclose this on application but unless it leads to intervention such as DSA funded support, the impact of this on learners may not be fully understood. Some learners may have mental health conditions but view them as a medical condition rather than a disability. If there is impact this may not be easy to manage for students and staff to ensure policies and processes support learners (e.g. Extenuating Circumstances, Fitness to Study), and also support students to understand the implications of non-attendance on tuition fees, and what attendance and engagement mean on a higher education programme. The College feels that by better understanding these impacts it can work with its student body to ensure that learners with these conditions are supported appropriately and ensure their retention and success on programmes.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Analysis of mental health Impact and prevalence	Clearer understanding of the impacts of Mental Health in the HE population	Type 2 evidence will be used to highlight the outcomes of survey work in this area Type 1 evidence will be used to highlight more contextual evidence through working groups, and case studies	A specific report will be produced to summarise the findings to be used with the student body to develop resources These will be assessed within the annual SAR and QIP process Reports to student representative meetings
Resources to support students with mental health impacts	Effective Resources in place through consultation with students	Type 1 evidence will be used to evaluate the impact of the resources Type 2 evidence may be available on the use of the resources if appropriate	A specific report will be produced to summarise the use and effectiveness of resources These will be assessed within the annual SAR and QIP process Reports to student representative meetings and working groups

Whole provider approach

The main aim for Weymouth and Kingston Maurward College is to transform the lives and economic prosperity of local people by providing the opportunity to access learning delivered to the highest standards and levels in subjects that match local growth sectors, and to address skills gaps. This is very important to the growth and regeneration of Dorset, and especially the area of Weymouth and Portland as well as the surrounding Dorset area as a whole. To this end we are working with the Dorset Local Authority in the development of Local Skills Improvement Plans (LSIP) and other local stakeholders to assist in the growth of a workforce with higher qualifications and skills.

This plan and associated support measures aims to widen and increase participation and success in Higher Education in general for the Dorset catchment area. The strategic ambitions are fundamentally linked to the majority of HE students at Coastland College, with both young and adult categories classified as under-represented groups as they are from wards in which HE participation is low.

Based on our assessment of performance, we see our main target groups to continue to include the following:

- Improving the outcomes for young new entrants to HE
- Mature students, particularly those in part time study
- Improving the outcomes for Disabled students
- Increasing the intake of care experienced young people into HE
- Gain a better understanding of the challenges faced by students experiencing impact from mental health and to develop better support for these learners.

We are committed to monitoring support for these groups at all stages of the student lifecycle. However, some groups have stages that are more crucial than others. These are:

- Young entrants – Success – improving consistency support for Level 4 learners to reduce risk non-continuation and academic failure
- Part time students – Access – expanding and explaining the offer available to part time students
- Students with a disability – Success – providing better support to access DSA funding
- Students with Mental health needs – Success - more investigation into this and its impact on success is needed across both campuses.
- Care Leavers - Access – the college has a very small representation of this group in the student body and where it does have entrants in these areas it will aim to track their progress closely to identify support required.

Therefore, our strategic aims over the next 5 years as a newly merged college are to aim to:

- develop a range of higher education programmes to reflect the changing needs of the local and national economy;
- create an inclusive learning environment where students from underrepresented areas are able to access higher education opportunities and be as successful as the student body as a whole;
- create an inclusive learning environment that can support the demands of full-time study and career progression for mature part time learners;
- provide a supportive learning environment to enhance the success of learners with mental health conditions;
- provide a supportive learning environment to identify and support individuals leaving care backgrounds to ensure success and progression that reflects the students body as a whole.

Student consultation

Students are involved with access and participation work through consultation with course representatives through regular consultation meetings. This reviews reports on progress towards targets such as recruitment, including minority groups as necessary, and also success and progression (retention, achievement and graduate outcomes data). In addition, it may make recommendations to add to strategies for targeted recruitment and comment on the access and participation plans developed. Meeting minutes are shared with the governing body as part of its quality and standards committee, and student governor representation within the college can recognise student contribution to this process to the governing body. Course representatives have a duty to report back to their course cohorts on their contribution to this process.

The college will also publish responses to the development and evaluation of its access and participation planning, including reference to the student contribution, via reports on it VLE, website and also through posters and other media in HE student areas such as study spaces and social areas.

In addition, the college is planning to develop working groups from its student body on Mental Health to allow representation from key groups to inform the process of monitoring and evaluation of support for students, and hence meeting the outcomes of the plan. Entry to these working groups would not be limited to students from these backgrounds, but would be expected to demonstrate suitable representation from them. If through evaluation of the plan in the next 5 years it is identified that there are other groups of underrepresented students, further working groups or extensions of existing groups would be developed to consider monitoring and evaluation as necessary.

This plan will be reviewed with student representatives as part of the approval process in early 2026.

Evaluation of the plan

The College sees its approach to evaluation of this plan as dynamic and evolving over the length of this plan. As it works towards its goals as set out in his plan, and evaluates its impact regularly, it will need to continually adapt and respond to feedback and evidence to ensure that it meets its goals.

As the plan is implemented it may identify unexpected outcomes or barriers to meeting targets that may require changes to original plans. It may also need to respond to learner feedback to develop new actions or activities that may be more effective or relevant than the original plan.

The College would always look to adapt and respond accordingly, particularly in partnership with its student body to ensure that it meets their needs or expectations to improve outcomes for underrepresented groups.

Provision of information to students

Prospective students receive details about course fees and available financial support, including eligibility criteria, through various methods:

- at the point of offer through email/letter;

on the College website(s):

- Fees and Funding pages which includes details about tuition fees, financial support, repayments etc;
- the Student Contract,
- Student Protection Policy,
- Compensation and Refund Policy.
- Access and Participation Plan

during induction:

- student handbooks include the hardship funding available to students and the eligibility criteria.

The College is working in partnership with the Local authority to provide detailed information about the support available to care Experienced young people entering Higher Education that is provided by the local authority, as well as particular advice about student loans

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

Progression into Higher Education as recorded in destination surveys at the College's two campuses is low.

In 2024-25, at the Kingston Maurward campus of 224 respondents to destination surveys who had studied at Level 3, only 26 reported progression into HE (11.61%).

This is lower than the progression rates for Dorset as whole (36%), which is itself lower than nationally at 42%.

Form internal data (see tables 1 and 2) there are clear inequalities in outcomes for young new entrants and those with a disability. Analysis has shown that the key factor has been non-completion rather than poor attainment (although there are cases of this in some cohorts). The College, as well as providing support to these groups to avoid drop out, will also aim to better understand factors leading to withdrawal in these groups and adapt support during the length of the plan as necessary, in conjunction with its student body.

Table 1 is a summary of achievement rate data by age band. Pass rates are usually in the region of 90-100%, leading to the conclusion that the key issue is retention/non-completion rather than student success.

AGE		21-22	22-23	23-24	3-year average
Overall Achievement		77.9	73.6	71.1	74.2
Age band WKMC	18-20	71.2	70.3	66.7	69.4
	21-30	78.3	82.9	76.9	79.37
	31+	87.5	69.2	75.0	77.23
Weymouth Campus		77.6	69.5	70.3	72.47
Age band Weymouth only	18-20	72.2	67.2	68.2	69.2
	21-30	74.3	77.4	78.9	76.87
	31+	88.9	65.5	63.6	72.67
Kingston Maurward		80.0	92.3	73.9	82.07
Age band KM only	18-20	60.0	100	57.1	72.37
	21-30	90.9	91.7	71.4	84.67

	31+	75.0	71.4	88.9	78.43

Table1. Achievement rates for AY21-22, 22-23 and 23-24 by age band and per campus (Includes teacher training, TAQA and other non-standard Level 4 and Level 5)

Stated Disability or Difficulty

RETENTION		21-22	22-23	23-24	3-yr average
Overall		82.8	75.0	80.4	79.4
	Yes	60.0	72.4	53.8	62.07
	No	80.8	73.9	73.8	76.17
Weymouth Campus		83.0	71.2	79.0	
	Yes	75.0	68.0	57.1	66.7
	No	84.1	72.0	84.3	80.13
Kingston Maurward		81.0	89.3	75.0	
	Yes	62.5	100	66.7	76.4
	No	91.7	90.9	78.6	87.07

Table 2. Retention/ non-completion rates for those with a stated disability

This plan mainly focusses on Access and Success, rather than progression from Higher Education. It did look at data it could glean from Graduate Outcomes survey data (figures 1 and 2), but it was unclear of any particular impact on progression by course types. The level of graduates responding to the survey reporting employment in low skilled was low in general. Analysis by characteristics was not possible due to limited data in the survey from the College.

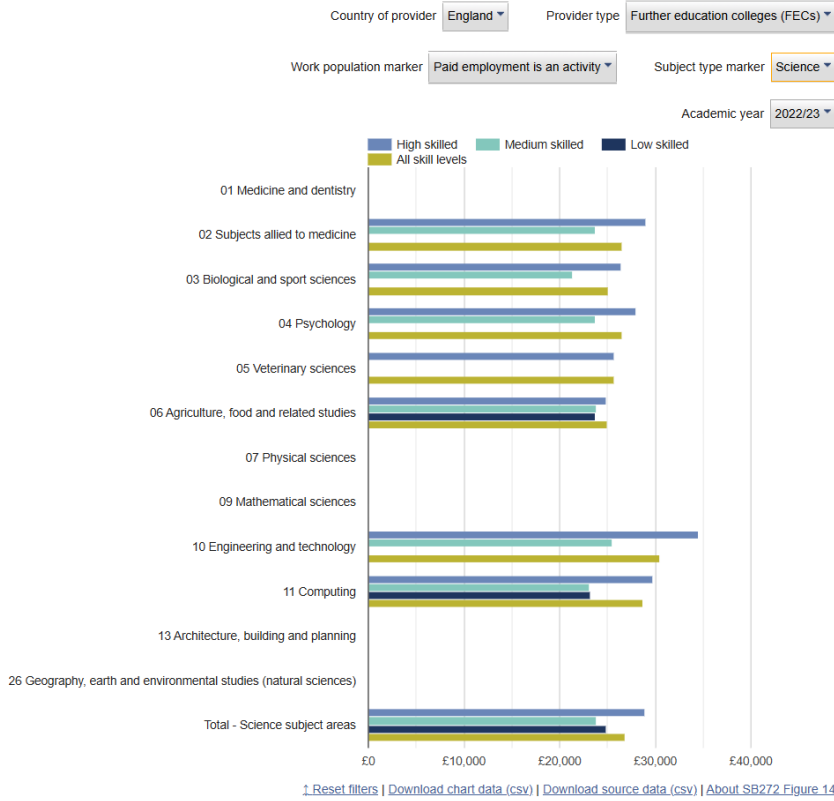


Figure 1. Graduate outcomes data summary for the College for 2022/23 for Science subjects

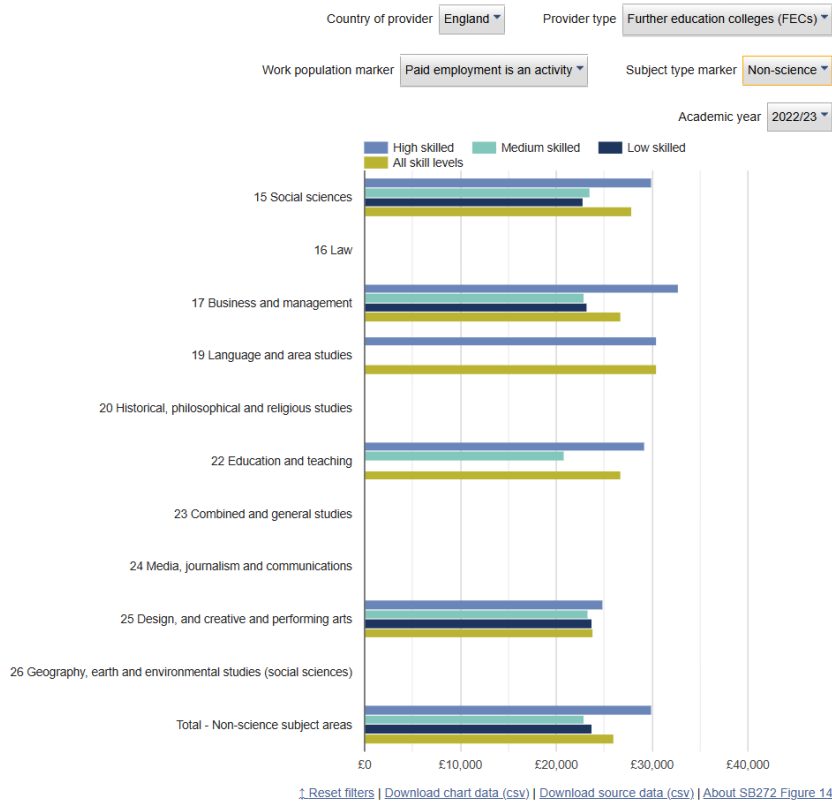


Figure 2. Graduate outcomes data summary for the College for 2022/23 for non-Science subjects

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

As noted in Annex A there is limited progression within the College and in Dorset as a whole into Higher Education. As the providers in the county is limited also, the College has a key role to play in providing its own higher education offer as well as raising the aspirations of the people of Dorset to enter Higher Education.

It has very limited data on some of the target groups within this plan, such as care experienced, part time and those with mental health conditions. This has led the College to spend some of its investment on data gathering or just to increase the proportion of these target groups in its HE population to better understand as well as develop or implement interventions.

Fees, investments and targets

2026-27 to 2029-30

Provider name: Weymouth and Kingston Maurward College

Provider UKPRN: 10007469

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	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£13,000	£15,000	£15,000	£15,000
Financial support (£)	NA	£3,000	£3,000	£4,000	£6,000
Research and evaluation (£)	NA	£4,000	£5,000	£5,000	£5,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£7,000	£8,000	£8,000	£8,000
Access activity investment	Post-16 access activities (£)	£5,000	£6,000	£6,000	£6,000
Access activity investment	Other access activities (£)	£1,000	£1,000	£1,000	£1,000
Access activity investment	Total access investment (£)	£13,000	£15,000	£15,000	£15,000
Access activity investment	Total access investment (as % of HFI)	12.1%	10.7%	10.4%	10.1%
Access activity investment	Total access investment funded from HFI (£)	£10,000	£12,000	£12,000	£12,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£1,000	£1,000	£2,000	£3,000
Financial support investment	Fee waivers (£)	£1,000	£1,000	£1,000	£2,000
Financial support investment	Hardship funds (£)	£1,000	£1,000	£1,000	£1,000
Financial support investment	Total financial support investment (£)	£3,000	£3,000	£4,000	£6,000
Financial support investment	Total financial support investment (as % of HFI)	2.8%	2.1%	2.8%	4.1%
Research and evaluation investment	Research and evaluation investment (£)	£4,000	£5,000	£5,000	£5,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	3.7%	3.6%	3.5%	3.4%

Fees, investments and targets

2026-27 to 2029-30

Provider name: Weymouth and Kingston Maurward College

Provider UKPRN: 10007469

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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
40% Level 3 students progressing into Level 4+ study	PTA_1	Access	Other	Other (please specify in description)		Progression from Level 3 internally is currently low. Internal data will be used for this target due to limited data on dashboards	No	Other data source (please include details in commentary)	2023-24	Percentage	15%	20%	25%	30%	40%
15% of HE population is in part time study	PTA_2	Access	Other	Other (please specify in description)		proportion of part time students in HE pop15% of HE student population is Part timeulation is low. Internal data will be used for this target due to limited data on dashboards	No	Other data source (please include details in commentary)	2023-24	Percentage	10%	10%	12%	14%	15%
5% of HE population are from a care experienced background	PTA_3	Access	Care experienced students	Care experienced students		Internal data will be used for this target due to limited data on dashboards	No	Other data source (please include details in commentary)	2023-24	Percentage	0%	1%	1%	3%	5%
	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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Reduce the inequality between young new entrants and mature students in retention or non-completion to 2%	PTS_1	Continuation	Age	Young (under 21)	Mature (over 21)	Internal data will be used for this target due to limited data on dashboards	No	Other data source (please include details in commentary)	2023-24	Percentage	10%	8%	6%	4%	2%
Reduce the inequality for students with a stated disability to 2% for retention or non-completion compared to those with no stated disability	PTS_2	Continuation	Reported disability	Disability reported	No disability reported	Internal data will be used for this target due to limited data on dashboards	No	Other data source (please include details in commentary)	2023-24	Percentage	14%	12%	8%	4%	2%
Collate data on impact of mental health and reduce the inequality for students with a disclosed mental health condition to 2% for non-completion compared to those with no stated mental health condition	PTS_3	Attainment	Reported disability	Mental health condition	No disability reported	Internal data will be used for this target due to limited data on dashboards	No	Other data source (please include details in commentary)	2023-24	Percentage	?	10%	7%	4%	2%
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

