

Summary of 2026-27 to 2029-30 access and participation plan

What is an access and participation plan?

An access and participation plan sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

You can see the full access and participation plan for Coastland College at [Access and Participation Plan Summary](#)

Key points

See pages 1-7 of the access and participation plan for more information.

This document outlines Coastland College's strategic plan to improve access, equality, and support for diverse student groups in higher education from 2026 to 2030.

College Background and Regional Context

Coastland College, formed from the merger of Weymouth and Kingston Maurward College in August 2024, operates in Dorset with campuses offering diverse vocational and land-based courses.

The college serves a community with significant deprivation, an aging population, low ethnic minority representation, declining youth and working-age populations, and increasing levels of educational needs such as SEN and mental health issues.

Strategic Aims and Target Groups

The college aims to improve access and progression for POLAR4 quintile 1 and 2 students, mature learners, disabled students (notably mental health), other underrepresented student groups, and care leavers.

Objectives include increasing progression to HE and apprenticeships, reducing achievement gaps, and expanding part-time and care-experienced student participation.

Risks to Equality of Opportunity

Key risks involve limited progression from Level 3 to degree, achievement gaps between young and mature students, disability-related retention issues, low part-time student numbers, mental health impacts, and care-experienced participation.

Main Intervention Strategies

Progression into Higher Education: Develop clear HE strategies, expand partnerships with local HEIs, and enhance IAG and outreach to promote progression.

Retention and Support: Strengthen personal tutoring, provide structured preparation for HE, develop mentoring programs, and explore internal support registration for students with disabilities.

Recruitment and Access: Increase part-time student numbers through targeted marketing, flexible study options, and partnerships with local authorities to support care-experienced students.

Fees we charge

See pages 37-38 of the access and participation plan for more information.

Below is a table that outlines the fee structure for degree level study at the College:

Degree Type	Course duration	Annual fee	Total course fee
Foundation degree (FdSc/ FdA)	2 years Full Time	£8000 UK students	£16000
Higher Nationals HNC/ HND	HNC 1 year HND 2 years Full Time	£8000 UK students £8000 UK students	£8000/ £16000
BSc (Hons)/ BA (Hons) Top Up	1 year Full Time	£8500 UK students	£8500
HNC	2 years Part time	£4000 UK students	£8000
Foundation degree/ Higher nationals	4 years Part time	£4000 UK students	£16000
BSc (Hons)/ BA (Hons) Top Up	2 year2 Part Time	£4250 UK students	£8500

International Fees:

Foundation degree/ Higher Nationals – Annual Full-time fee is £9700 (total cost £19400)

BSc (Hons)/ BA (Hons) Top Up – Annual Full-time fee is £10500

Financial help available

See page 26 of the access and participation plan for more information.

A bursary scheme offers a fee waiver (£250) and payments (£500 in two instalments) during the first year to reduce financial barriers for care leavers aged 18-25. Eligibility requires declaration and confirmation of care leaver status.

The initiative aims to increase care experienced student participation and success in higher education, supported by local authority partnership and targeted financial incentives.

Information for students

See pages 33-34 of the access and participation plan for more information.

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 advice about student loans.

[What we are aiming to achieve](#)

See pages 7-8 of the access and participation plan for more information.

Specific Initiatives and Targets

- Increase students progressing from Level 3 to HE or apprenticeships to 40% by 2030.
- Reduce retention gaps between young and mature students to 2% and disability-related gaps to 2% by 2030.
- Raise part-time student participation to 15% and care-experienced student participation to 5% by 2030.
- Develop flexible study routes, including blended learning and Higher Technical and Apprenticeship programs, aligned with local and national priorities.

[What we are doing to address keys risks to equality of opportunity](#)

See pages 8-31 of the access and participation plan for more information.

The College has 6 main objectives to address identified risk to equality of opportunity:

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 noncompletion 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 registered 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.

How students can get involved

See page 33 of the access and participation plan for more information.

Students can get involved in the consultation, monitoring, and development of this plan through their course representative, via student engagement meetings.

Students can contact the Head of Higher Education directly to get directly involved in the plan and its monitoring and evaluation. Please see the contact details below.

Evaluation – how we will measure what we have achieved

See pages 8-31 of the access and participation plan for more information on how we will evaluate each intervention strategy.

Evaluation of the plan will involve a range of activities to monitor, analyse, and evaluate the plan and its progress to objectives. This will include:

- Qualitative Analysis of access, success, and progression data
- Evaluation and action plans through self-assessment and quality improvement plans
- Analysis and evaluation of progress within student representative meetings
- Analysis and reporting to the governing body via the Quality and Students Committee
- Review with relevant partner e.g. the Local Authority in impact of interventions

Contact details for further information

Please contact Mat Jarvis, Head of Curriculum for Higher Education, Teacher Training and AAT for more information.

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