

# **Cliff College**

## **Access and participation plan 2025-26 to 2028-29**

### **Introduction and strategic aim**

Cliff College is a small and specialist provider, offering a suite of higher education courses in theology and mission, validated by the University of Manchester. While the campus is located rurally in the Derbyshire Peak District and draws students from the region, our reach is also national and global due to the appeal of our specialist provision and distinctive Methodist heritage.

The College's small size – currently just over 150 students in total across all validated courses – contributes significantly to the 'Cliff experience' that we seek to deliver. This 'Cliff experience' is of an inclusive learning neighbourhood where all students are known and valued, and each is positively supported to succeed in their studies and in their integration of learning with life and vocation. We believe that participation in higher education at Cliff College is transformative, both for our students, and for the communities that they belong to, both during and after their studies.

We have recently developed and validated a new suite of taught programmes that have been designed as dual delivery, offering an equivalent experience for online and onsite students. Creating equality of opportunity was a key consideration in the development of these innovative programmes, and dual-delivery higher education is central to our ambitions to modestly grow our student numbers and address issues of access and participation. We are excited to see the impact of this investment over coming years on the profile of our student body and their post-study contributions to society.

We fully recognise that our small size and single-subject provision places boundaries on our impact as a higher education provider. However, within our area of specialism, and among our networks of influence, we aim to use our resources strategically to nurture ambition and multiply educational opportunities. At times, we may be a stepping stone for persons who are equipped by their initial engagement with Cliff College to go on to study different subjects in different institutions. We consider this to be part of our achievement, even though it cannot be quantified as bringing financial or numerical gain. We believe that this expansive commitment to the value of transformative education – for the flourishing of all in society – is consonant with our heritage and our ethos, stretching back to our founding in 1904 as a College equipping persons with limited previous educational opportunities for roles of leadership and significance in the Methodist movement and in wider society.

This Access and Participation Plan underscores our continued commitment to promoting educational opportunity.

## **Risks to equality of opportunity**

We have assessed our performance relating to equality of opportunity by considering internal student data sets from across the student lifecycle alongside national data on the OfS access and participation data dashboard. Our small size means that student numbers are suppressed on the Cliff College page on the data dashboard and reporting disaggregated internal data could potentially identify individuals and their characteristics. In any case our small overall numbers introduces a high level of statistical uncertainty. We have therefore focused our analysis on interpreting our internal data in light of the OfS Equality of Opportunity Risk Register (EORR). We have also used other OfS data dashboards, such as the Size and Shape of Provision dashboard. This follows the recommendations set out in Regulatory Notice 1, paragraphs 59-60.

We have identified the following risks to equality of opportunity, to be addressed by this Access and Participation Plan:

### **Risk 1: Ethnic minority groups are underrepresented in the student body.**

While the College has made some progress over the past few years (a rise from 6% in 2018 to 9.5% in 2024), the student body is still predominantly White (90.5%, compared to national average of around 65%). Evidence suggests that this is predominantly a function of Equality of Opportunity Risks 2–3 and 10 (information and guidance, perception of higher education, cost pressures). Student recruitment at Cliff continues to rely heavily on existing networks, most of which are historically White, and therefore potential students from ethnic minority backgrounds have insufficient information about the College to form a positive perception about their prospects.

### **Risk 2: Socio-economically disadvantaged students from TUNDRA quintile 1 are underrepresented among part-time students.**

In percentage terms, the College has outperformed the sector in recruiting students from TUNDRA quintiles 1 and 2 as full-time undergraduates (44.4% compared to 22.6%). However, for part-time study, where the national proportion is higher (32.7%), just 21.9% of students are from TUNDRA quintiles 1 and 2. In particular, the percentage of part-time undergraduates from TUNDRA quintile 1 is just 6.3% (national: 15.9%). Evidence suggests that this is predominantly a function of Equality of Opportunity Risks 3, 10 and 11 (perception of higher education, cost pressures, capacity issues). Due to the nature of our specialist provision, our students are predominantly drawn from across the UK, rather than the local area (only 5% of all undergraduates have a local address prior to entry). This raises particular issues for part-time students who may opt for online (distance) study mode and so are not eligible for a maintenance loan.

### **Risk 3: Continuation and completion rates for mature students and students with parental responsibility.**

Cliff College has a higher than average proportion of mature students (77.2% across the student body), which reflects the nature of our specialist provision. Mature students predominantly study part-time, and many are now taking advantage of the option to study online, meaning that their engagement with College support systems is remote. While our overall continuation and completion rates have been historically in line with the national average, there is emerging evidence that mature students are at greater risk of non-

continuation or non-completion. There are a number of factors contributing to this picture, but most prevalent are proficiency in digital literacy and study skills, and financial and time pressures, particularly – but not exclusively – among students with parental responsibilities. This risk engages Equality of Opportunity Risks 1, 6, 7, 8 and 10 (knowledge and skills, insufficient academic support, insufficient personal support, mental health, cost pressures).

**Risk 4: Attainment for students who have a disability.**

Drawing statistical conclusions from small cohorts of graduating students is uncertain; however, the College's overall attainment rate (of first and upper-second class degrees) falls below the national average (61.5% compared to 79.4%). While there is no statistically-significant attainment gap between students with disabilities compared to other students at Cliff College, it remains the case that overall attainment is below the national average, and this can have a pronounced impact on progression and graduate outcomes for students with particular characteristics. The College has a higher-than-average proportion of students with a disability across the student body (26.2% compared to 17.8%), and this difference is more pronounced in the undergraduate population (30.5% compared to 19.4%). Prevalence of mental health conditions among full-time undergraduates (9.8% compared to national average of 5.3%) and cognitive or learning difficulties among part-time undergraduates (17% compared to national average of 4.1%) contribute significantly to this picture. The attainment outcomes for these students engages Equality of Opportunity Risks 6, 7, 8 and 12 (insufficient academic support, insufficient personal support, mental health, progression from higher education). While the College has a good track record in attracting students with a disability, there is work to be done to ensure equality of opportunity for attainment – and consequently progression – compared to other higher education institutions.

## Objectives

The following four objectives set out our roadmap for addressing the equality of opportunity risks that have been identified above through the assessment of our performance. We aim for ambitious yet realistic outcomes over the four-year period of this Access and Participation Plan, and have translated this intention into measurable targets that will focus our efforts to address equality of opportunity across the student lifecycle. We also recognise that the twin factors of intersectionality and our small size mean that progress on these objectives can contribute positively to equality of opportunity in other areas.

### **Objective 1: To increase the proportion of students at Cliff College from ethnic minority groups.**

By 2028/29 we aim to increase the proportion of ethnic minority groups among entrants to 18.5%. This is roughly double the current proportion (9.5%), and the target reflects the current average national four-year aggregate proportions of Asian, Black, Other and Mixed ethnicities across our dominant modes of study (undergraduate full- and part-time, and postgraduate part-time). We will do this by improving the information and guidance we provide, and by increasing targeted recruitment activities to raise perception and inspire ambition.

### **Objective 2: To increase the proportion of part-time undergraduate students from socio-economically disadvantaged backgrounds.**

By 2028/29 we aim to increase the proportion of part-time undergraduate students from TUNDRA quintile 1 to 16% (currently 6.3%), and from TUNDRA quintile 2 to 17.5% (currently 15%). We will do this by offering a range of educational opportunities to develop higher education aspirations and eliminate entry barriers, and by providing targeted financial support.

### **Objective 3: To improve continuation and completion for mature students.**

By 2028/29 we aim for our continuation and completion rates for full-time and part-time mature students to exceed the national averages. We will aim for full-time mature rates to be at least 95%, and part-time rates to be at least 90%. This ambitious objective maintains the College's historic achievement in the area of continuation and completion, in an emerging context of significantly greater risks due to new patterns of learning engagement and other contextual factors, particularly for part-time students. We will invest in equality of opportunity in this area by improving information and guidance, enhancing academic monitoring and support, and providing targeted financial support.

### **Objective 4: To improve attainment for students who have a disability.**

By 2028/29 we aim to achieve a 75% attainment rate (of first or upper-second class degrees) for students who have a disability across both full- and part-time modes of study. We will do this by focusing on inclusive teaching and learning practices, enhanced student support, and skills development.

## **Intervention strategies and expected outcomes**

Our intervention strategies have been designed to enable the College to meet the objectives set above for the four-year period of this Access and Participation Plan. We are aware that we can use the same activity to address similar barriers across students with diverse characteristics, and internal evidence shows that this is effective, especially for us as a small provider. So, for instance, an activity to address objective 1 (to increase ethnic minority representation) can also support objective 2 (to increase part-time students from socio-economically disadvantaged backgrounds). This means that these intervention strategies also have wider positive benefits for equality of opportunity at Cliff College beyond the specific objectives of this four-year period. In developing these specific intervention strategies, we have therefore kept in mind the principle that what is necessary for some is good for all.

### **Intervention strategy 1: Access to Cliff**

#### **Objectives and targets**

This intervention strategy contributes towards achieving objectives 1 and 2:

- to increase the proportion of students at Cliff College from ethnic minority groups; and
- to increase the proportion of part-time undergraduate students from socio-economically disadvantaged backgrounds.

This strategy seeks to intervene in the *access* stage of the student lifecycle, by providing targeted activities that eliminate the barriers to equality of opportunity wherever possible, and mitigate the impact of barriers where elimination is not possible.

This strategy serves Access Targets 1 and 2 (PTA1 and PTA2 on the Fees, Investments and Targets document).

#### **Risks to equality of opportunity**

This strategy addresses the following risks from the Equality of Opportunity Risk Register:

- **Risk 2: Information and guidance**
- **Risk 3: Perception of Higher Education**
- **Risk 10: Cost pressures**
- **Risk 11: Capacity issues**

## INTERVENTION STRATEGY: ACCESS TO CLIFF

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>The 'Cliff Experience'</b>	<p>Marketing and recruitment strategy, platforming the experience of current students to enhance perceptions of study at Cliff. Particular focus on sharing stories from target student groups (ethnic minorities and socio-economic disadvantage), as appropriate, to reduce prospective anxiety about engaging with higher education. Ten 'stories' per year.</p> <p>Activity already existing since 2023, but significantly focused in this plan.</p>	<p>Proportion of marketing and recruitment staff time, as well as digital content production (0.2FTE) and budget (£1,000pa).</p> <p>Input from student ambassadors.</p>	<ul style="list-style-type: none"> <li>Increased enquiries from target student groups.</li> <li>Increased Open Day attendance from target groups.</li> </ul>	-
<b>Engagement with schools</b>	<p>Cliff College's unique position as a Methodist institution provides an opportunity to collaborate with Methodist and Methodist-related schools in order to nurture higher education ambitions. Engagement can be used to share stories from the 'Cliff Experience' activity above, as well as raise educational aspirations among pupil populations more generally (beyond the specialist provision of Cliff).</p> <p>This is a new activity, which will aim to engage strategically with 16 schools over the four-year period.</p>	<p>Recruitment and Principal staff time (0.1FTE), and travel budget (£1,000pa).</p> <p>Input from student ambassadors.</p>	<ul style="list-style-type: none"> <li>Increased enquiries from target groups.</li> <li>Increased open day attendance from target groups.</li> </ul>	-

<b>Youth event engagement</b>	<p>Active presence and participation in relevant youth events, such as 3Generate and Cliff Festival, showcasing relevant 'Cliff Experience' stories to develop higher education ambition among target groups. Promotion of Cliff Year gap year opportunity. Existing.</p> <p>Development of a summer youth scheme to support development of educational ambitions. New activity piloting in 2025.</p>	<p>Staff time from recruitment, marketing and academic team (0.1FTE), and travel budget (£1,500pa).</p> <p>Staff time from new Youth Formation Officer (0.2FTE).</p> <p>Input from student ambassadors.</p>	<ul style="list-style-type: none"> <li>• Increased enquiries from target groups.</li> <li>• Increased HE applications from target groups.</li> </ul>	<p>-</p>
<b>Access to Open Day</b>	<p>Development of 'Open Day' offerings, both onsite and online, to provide information and guidance, and generate positive perceptions of higher education at Cliff.</p> <p>Provision of travel and accommodation bursaries for onsite Open Day attendees from target groups.</p> <p>Use of online information sessions to provide easier steps to engage with the HE application process.</p> <p>Development of existing activity.</p>	<p>Recruitment staff time (0.2FTE).</p> <p>Financial support for travel and accommodation (£2,000pa).</p>	<ul style="list-style-type: none"> <li>• Increased applications from target groups.</li> </ul>	<p>-</p>

<b>Cliff Year</b>	<p>Provision of gap year programme. Participants from target groups can access highly-subsidised places on this a one-year residential programme at Cliff. Cliff Year participants are invited to complete a 'Foundations' unit as part of their gap year, in a highly supported environment.</p> <p>Existing activity.</p>	<p>Cliff Year Community Lead (0.5FTE).</p> <p>Financial support for subsidised Cliff Year places (£12,000pa)</p>	<ul style="list-style-type: none"> <li>Cliff Year participants accessing 'Foundations' in-year, and, subsequently, other HE provision.</li> </ul>	-
<b>Flexible Level 4 modular offerings</b>	<p>Provision of 'Foundations' units, validated by the University of Manchester, offering a 'taster' of Level 4 learning (10 credits). Some 'Foundations' units are mapped onto the first year of the undergraduate programme, allowing students to (cost-effectively) build confidence before entering a part-time or full-time programme.</p> <p>Students from target groups already completing 'Foundations' to be encouraged to consider transferring credit into a HECert/Level 4.</p> <p>Development of existing activity.</p>	<p>Provision of Foundations programme of units includes academic team and digital content creation team.</p> <p>Recruitment and Admissions staff time to encourage consideration of further learning (0.1FTE)</p>	<ul style="list-style-type: none"> <li>Foundations registrations from target groups.</li> <li>HECert/Level 4 registrations from target groups.</li> </ul>	IS2

<b>Staff training for equality of opportunity</b>	<p>Addition of focused training for recruitment and admissions staff relating to equality of opportunity for students from socio-economically disadvantaged areas and ethnic minority groups.</p> <p>Addition of new focus to existing staff training.</p>	<p>Cost of training and staff time (£1,000pa)</p>	<ul style="list-style-type: none"> <li>• Staff knowledge and confidence.</li> <li>• Improved experience for enquirers and applicants.</li> </ul>	<p>IS2; IS3</p>
<b>Financial support provision</b>	<p>Provision of targeted financial support for students from target groups (ethnic minority groups and socio-economically disadvantaged areas).</p> <p>Development of clear information and processes, to make financial support accessible to the target groups.</p> <p>Existing activity.</p>	<p>Finance team time to oversee and implement processes (0.1FTE)</p> <p>Financial support (£20,000pa)</p>	<ul style="list-style-type: none"> <li>• Admission numbers from target groups, supported by financial assistance.</li> </ul>	<p>IS2; IS3</p>

## Total cost of activities and evaluation for intervention strategy

Direct costs for this intervention strategy, including financial support, total £37,500pa.

Staffing costs directly attributable to this intervention strategy are estimated at 1.5FTE (c.£75,000pa).

Evaluation requires use of data systems and staff time. It is estimated that the proportion of these costs attributable to this intervention strategy are £6,000pa.

## Summary of evidence base and rationale

To develop this intervention strategy, we analysed our existing activities, including data relating to student experience of enquiry and admissions, and financial support requests. We also reviewed relevant literature, particularly resources accessible as part of our membership of AdvanceHE. Activities have been developed and included in this intervention strategy because they are considered to have a direct or indirect impact on potential students from target groups, with relation to their perception of higher education, their understanding of relevant information and processes, and their access to available financial resource.

## Evaluation

Activity	Outcomes	Method of evaluation	Summary of publication plan
Cliff Experience; Schools engagement; Youth event engagement	Enquiries and Open Day attendances from target groups	Enquiry and Open Day statistics (Type 2)	Internal: Annual autumn report to Academic Board (faculty) and Board of Studies (faculty and student representatives) Governance: Annual report to Cliff Committee External: Evaluation findings published annually for students on CliffX. Summary evaluation findings updated annually to APP section on College website.
Access to Open Day	Application numbers from target groups	Application statistics (Type 2)	
Cliff Year	'Foundations' registrations	Registration and completion statistics (Type 2)	
Flexible Level 4 Offering	Registrations from target groups	Admissions statistics (Type 2)	
Staff training	Staff knowledge and student experience	Feedback narratives (Type 1)	
Financial support	Students from target groups receiving financial support	OfS Financial Support Evaluation Toolkit (Type 2)	

## **Intervention strategy 2: Success in learning at Cliff**

### **Objectives and targets**

This intervention strategy contributes towards achieving objective 3:

- to improve continuation and completion for mature students.

This strategy seeks to intervene in the *success* stage of the student lifecycle, by providing targeted activities that eliminate the barriers to equality of opportunity wherever possible, and mitigate the impact of barriers where elimination is not possible.

This strategy serves Success Targets 1–2 (PTS1, PTS2, PTS3 and PTS4 on the Fees, Investments and Targets document.)

### **Risks to equality of opportunity**

This strategy addresses the following risks from the Equality of Opportunity Risk Register:

- **Risk 1: Knowledge and skills**
- **Risk 6: Insufficient academic support**
- **Risk 7: Insufficient personal support**
- **Risk 8: Mental health**
- **Risk 10: Cost pressures**

## INTERVENTION STRATEGY: SUCCESS IN LEARNING AT CLIFF

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>Flexible Level 4 modular offerings</b>	<p>Use of 'Foundations' units, validated by the University of Manchester, offering a 'step into' Level 4 learning (10 credits), to build confidence and academic skills.</p> <p>Students from target groups to be offered opportunity to complete a relevant 'Foundations' unit as part of pre-registration preparation and orientation. Credit gained can be transferred into HECert/Level 4.</p> <p>Targeted development of existing activity.</p>	<p>Provision of Foundations programme of units includes academic team and digital content creation team.</p> <p>Recruitment and Admissions staff time to offer at application stage (0.1FTE)</p> <p>Financial support (£4,000pa)</p>	<ul style="list-style-type: none"> <li>• Mature students registering with previously completed 'Foundations' credit.</li> <li>• Increased confidence in academic skills.</li> </ul>	IS1
<b>Anthology Succeed</b>	<p>Implementation of Anthology Succeed system:</p> <ul style="list-style-type: none"> <li>• to track student engagement, including in online learning activities;</li> <li>• to create student 'Success Plans' to provide easy-to-access information and prompts about learning goals;</li> <li>• to provide tutors with dashboard of insights to enhance academic and personal support; and</li> <li>• to identify students from target group at risk of not engaging and continuing.</li> </ul> <p>New activity.</p>	<p>Provision of Anthology Succeed system (£18,000pa)</p> <p>Staff time allocation for creating and monitoring Success Plans (0.2FTE)</p>	<ul style="list-style-type: none"> <li>• Improved experience for mature students, particularly access to information about academic expectations, engagement and progress.</li> <li>• Students at risk of non-continuing or non-completing identified earlier.</li> </ul>	IS3

<b>Study Support Resources</b>	<p>Provision of suite of study skills micro-learning addressing common and critical academic skills. Microlearning is hosted on the CliffX VLE, and will be signposted within induction, orientation and ongoing student communication, including as part of feedback to formative and summative assessment.</p> <p>Students from target group will be consulted to identify new topics for study support.</p> <p>Development of existing activity.</p>	<p>Academic staff time to create content (0.2FTE), plus production budget (£2,000pa)</p>	<ul style="list-style-type: none"> <li>• Increased confidence in academic study skills for mature students.</li> <li>• Improved performance in assessment.</li> </ul>	<p>-</p>
<b>Personal tutor system</b>	<p>Provision of personal tutor for all students, both full-time and part-time. Personal tutors will have access to the student's Anthology Succeed dashboard in order to focus tutorials to support student continuation. Personal tutors meet students regularly to provide support as students integrate learning and life, and are trained to signpost welfare provision and available financial support.</p> <p>Development of existing activity.</p>	<p>Staff time for personal tutor system, managed by the Student Welfare Manager (approximately 0.5FTE in total)</p>	<ul style="list-style-type: none"> <li>• Students accessing support when needed.</li> <li>• Earlier intervention with students at risk.</li> </ul>	<p>IS3</p>

<b>Community activities</b>	<p>Provision of community activities for mature students, both onsite and online, to develop sense of belonging. Provide access to extra-curricular activities that benefit health, mental health and positive outcomes.</p> <p>Existing activity.</p>	<p>Community Warden and Student President time (0.1FTE)</p> <p>Budget for activities (£1,000pa)</p>	<ul style="list-style-type: none"> <li>Positive wellbeing of mature students.</li> </ul>	IS3
<b>Enhancing wellbeing</b>	<p>Integration of welfare and mental health provision into academic programmes, including weekly timetabled sessions supporting wellbeing.</p> <p>Provision of TogetherAll, to enable all students – online and onsite – to have access to a safe, anonymous online community of support and wellbeing, available 24/7.</p> <p>Existing activity.</p>	<p>Student Welfare Manager and Student President time (0.2FTE)</p> <p>Provision of resources (£5,000pa)</p>	<ul style="list-style-type: none"> <li>Positive wellbeing of mature students.</li> </ul>	IS3
<b>Staff training for equality of opportunity</b>	<p>Addition of focused training for academic staff relating to Anthology Succeed, personal tutor system, and issues facing mature students.</p> <p>Addition of new focus to existing staff training.</p>	<p>Cost of training (£1,000pa)</p>	<ul style="list-style-type: none"> <li>Staff knowledge and confidence.</li> <li>Improved experience for mature students.</li> </ul>	IS1; IS3

<b>Financial support provision</b>	<p>Provision of targeted financial support for students from target groups (mature students).</p> <p>Development of clear information and processes, to make financial support accessible to the target groups.</p> <p>Existing activity.</p>	<p>Finance team time to oversee and implement processes (0.1FTE)</p> <p>Financial support (£8,000pa)</p>	<ul style="list-style-type: none"> <li>• Mature students continuing and completing.</li> </ul>	<p>IS1; IS3</p>
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## Total cost of activities and evaluation for intervention strategy

Direct costs for this intervention strategy, including financial support, total £39,000pa.

Staffing costs directly attributable to this intervention strategy are estimated at 1.4FTE (c.£75,000pa).

Evaluation requires use of data systems and staff time. It is estimated that the proportion of these costs attributable to this intervention strategy are £6,000pa.

## Summary of evidence base and rationale

To develop this intervention strategy, we analysed our existing activities, including data relating to student continuation and completion, student evaluation in programme annual reviews, the Student Experience at Cliff Survey, and financial support requests. We also reviewed relevant literature, particularly resources accessible as part of our membership of AdvanceHE. Activities have been developed and included in this intervention strategy because they are considered to have a direct or indirect impact on mature students at Cliff, in relation to their experience of academic and personal support and wellbeing, and their access to study resources and available financial resource.

## Evaluation

Activity	Outcomes	Method of evaluation	Summary of publication plan
Flexible Level 4 offering	Admissions with 'Foundations' credit	Admissions statistics (Type 2)	Internal: Annual autumn report to Academic Board (faculty) and Board of Studies (faculty and student representatives) Governance: Annual report to Cliff Committee External: Evaluation findings published annually for students on CliffX. Summary evaluation findings updated annually to APP section on College website.
Anthology Succeed	Students completing success plans	Success plan completion statistics (Type 2)	
Study support resources; Personal tutor system; Community activities	Student satisfaction, and confidence in utilising available resources	Feedback narratives (Type 1) Student satisfaction data, gathered via Student Experience at Cliff Survey (Type 2)	
Enhancing wellbeing	Positive wellbeing among students	TogetherAll usage (Type 2)	
Staff training	Staff knowledge and student experience	Feedback narratives (Type 1)	
Financial support	Mature students receiving financial support	OfS Financial Support Evaluation Toolkit (Type 2)	

### **Intervention strategy 3: Positive progression from Cliff**

#### **Objectives and targets**

This intervention strategy contributes towards achieving objective 4:

- to improve attainment for students who have a disability.

This strategy seeks to intervene in the *progression* stage of the student lifecycle, by providing targeted activities that eliminate the barriers to equality of opportunity wherever possible, and mitigate the impact of barriers where elimination is not possible.

This strategy serves Success Target 5 and Progression Target 1 (PTS5 and PTP1 on the Fees, Investments and Targets document.)

#### **Risks to equality of opportunity**

This strategy addresses the following risks from the Equality of Opportunity Risk Register:

- **Risk 6: Insufficient academic support**
- **Risk 7: Insufficient personal support**
- **Risk 8: Mental health**
- **Risk 12: Progression for higher education**

## INTERVENTION STRATEGY: POSITIVE PROGRESSION FROM CLIFF

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>Disability and Inclusion Support</b>	<p>Enhancing procedures for identifying students in need of disability and inclusion support throughout the student lifecycle. Providing clear and accessible information and advice about support available.</p> <p>Production of personalised Student Support Plans for students with a disability, to assist in identifying mitigations and reasonable adjustments, and ensuring appropriate academic and non-academic staff are familiar with shared expectations.</p> <p>Provision of services such as proofreading in support of Student Support Plans.</p> <p>Existing activity.</p>	<p>Disability and Inclusion Student Support Officer (0.2FTE)</p> <p>Student Support Plan provision (£4,000pa)</p>	<ul style="list-style-type: none"> <li>Personalised Student Support Plans for students with a disability, reviewed annually.</li> </ul>	-
<b>Programme design review</b>	<p>Intentional consideration of students with a disability in programme annual reviews. Continued work to design and redesign academic programmes with inclusive teaching and assessment strategies, including attention to how assistive technologies can be used to support students with particular disabilities.</p> <p>Existing activity.</p>	Academic team	<ul style="list-style-type: none"> <li>Students actively engaging with studies and meeting assessment requirements.</li> <li>Improved attainment.</li> </ul>	-

<b>Anthology Succeed</b>	<p>Implementation of Anthology Succeed system:</p> <ul style="list-style-type: none"> <li>• to track student engagement, including in online learning activities;</li> <li>• to create student 'Success Plans' to provide easy-to-access information and prompts about learning goals;</li> <li>• to provide tutors with dashboard of insights to enhance academic and personal support; and</li> <li>• to identify students from target group at risk of not reaching expected attainment.</li> </ul> <p>New activity.</p>	<p>Provision of Anthology Succeed system (£18,000pa)</p> <p>Staff time allocation for creating and monitoring Success Plans (0.2FTE)</p>	<ul style="list-style-type: none"> <li>• Improved experience for students with a disability, particularly access to information about academic expectations, engagement and progress.</li> </ul>	<p>IS2</p>
<b>Personal tutor system</b>	<p>Provision of personal tutor for all students, both full-time and part-time. Personal tutors will have access to the student's Anthology Succeed dashboard, and their Student Support Plan in order to focus tutorials to support student attainment. Personal tutors meet students regularly to provide support as students integrate learning and life, and will also discuss the student's vocational options.</p> <p>Development of existing activity.</p>	<p>Staff time for personal tutor system, managed by the Student Welfare Manager (approximately 0.2FTE in total)</p>	<ul style="list-style-type: none"> <li>• Students accessing support when needed.</li> </ul>	<p>IS2</p>

<b>Vocational support</b>	<p>Students participate in a College-managed placement in each academic year of their programme. This provides students who have a disability with opportunities to 'try out' different work environments, with trusted organisations who have an established relationship with the College. This gives students experience of potential employment sectors and/or potential employers. The placement programme is overseen by the Placement Co-ordinator, who facilitates a series of intentional vocational conversations over the course of the student's studies. Provision of information about relevant further study options.</p> <p>Development of existing activity.</p>	<p>Placement Co-ordinator (0.2FTE)</p> <p>Resource to support students accessing placements (£5,000pa)</p>	<ul style="list-style-type: none"> <li>Students with a disability progressing into graduate employment related to their studies.</li> <li>Students progressing to further study.</li> </ul>	-
<b>Community activities</b>	<p>Provision of community activities for students with a disability, both onsite and online, to develop sense of belonging. Provide access to extra-curricular activities that benefit health, mental health and positive outcomes.</p> <p>Existing activity.</p>	<p>Community Warden and Student President time (0.1FTE)</p> <p>Budget for activities (£1,000pa)</p>	<ul style="list-style-type: none"> <li>Positive wellbeing of students with a disability.</li> </ul>	IS2

<b>Enhancing wellbeing</b>	<p>Integration of welfare and mental health provision into academic programmes, including weekly timetabled sessions supporting wellbeing.</p> <p>Provision of TogetherAll, to enable all students – online and onsite – to have access to a safe, anonymous online community of support and wellbeing, available 24/7.</p> <p>Existing activity.</p>	<p>Student Welfare Manager and Student President time (0.2FTE)</p> <p>Provision of resources (£5,000pa)</p>	<ul style="list-style-type: none"> <li>• Positive wellbeing of students with a disability.</li> </ul>	IS2
<b>Staff training for equality of opportunity</b>	<p>Mandatory training for all staff in Equality, Diversity and Inclusion. Mandatory training for key staff in Mental Health First Aid.</p> <p>Existing activity.</p>	<p>Cost of training (£1,000pa)</p>	<ul style="list-style-type: none"> <li>• Staff knowledge and confidence.</li> <li>• Improved experience for students with a disability.</li> </ul>	IS1; IS2
<b>Improving access onsite and online</b>	<p>Audit of built and digital infrastructure at Cliff for accessibility, including all teaching, study, living and social spaces. Consultation with students with a disability on experience. Use of relevant professional experts in audit.</p> <p>Production of schedule for improving accessibility over the timeframe of this Access and Participation Plan.</p> <p>New activity.</p>	<p>Resources for audit (£2,000 in 2025/26)</p> <p>Implementation of schedule will require resources as identified, and covered under estates and digital infrastructure budgets</p>	<ul style="list-style-type: none"> <li>• Excellent accessibility, both in person and online.</li> </ul>	-

<b>Financial support provision</b>	<p>Provision of targeted financial support for students with a disability.</p> <p>Development of clear information and processes, to make financial support accessible to the target groups.</p> <p>Existing activity.</p>	<p>Finance team time to oversee and implement processes (0.1FTE)</p> <p>Financial support (£8,000pa)</p>	<ul style="list-style-type: none"> <li>Students with a disability completing with financial support.</li> </ul>	<p>IS1; IS2</p>
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### **Total cost of activities and evaluation for intervention strategy**

Direct costs for this intervention strategy, including financial support, total £24,000pa (not including cost of Anthology Succeed accounted for in Positive Progress intervention strategy, or £2,000 in 25/26 for the initial accessibility audit).

Staffing costs directly attributable to this intervention strategy are estimated at 1.2FTE (c.£65,000pa).

Evaluation requires use of data systems and staff time. It is estimated that the proportion of these costs attributable to this intervention strategy are £6,000pa.

### **Summary of evidence base and rationale**

To develop this intervention strategy, we analysed our existing activities, including data relating to student attainment and progression, student evaluation in programme annual reviews, the Student Experience at Cliff Survey, Graduate Outcomes and financial support requests. We also reviewed relevant literature, particularly resources accessible as part of our membership of AdvanceHE.

Activities have been developed and included in this intervention strategy because they are considered to have a direct or indirect impact on students with a disability at Cliff, in relation to their experience of academic and personal support and wellbeing, their access to resources and guidance relating to their progression to further study or employment, and their access to available financial support.

## Evaluation

Activity	Outcomes	Method of evaluation	Summary of publication plan
Disability and Inclusion Support	Student Support Plans	Student satisfaction data, gathered via Student Experience at Cliff Survey (Type 2)	Internal: Annual autumn report to Academic Board (faculty) and Board of Studies (faculty and student representatives)  Governance: Annual report to Cliff Committee  External: Evaluation findings published annually for students on CliffX. Summary evaluation findings updated annually to APP section on College website.
Programme Design Review	Attainment	Programme annual review evaluation (Type 1 and Type 2)	
Anthology Succeed	Students completing success plans	Success plan completion statistics (Type 2)	
Vocational support	Progression to employment or further studies	Graduate Outcomes (Type 2)	
Personal tutor system; Community activities; Improving access	Student satisfaction, and confidence in utilising available resources	Feedback narratives (Type 1)  Student satisfaction data, gathered via Student Experience at Cliff Survey (Type 2)	
Enhancing wellbeing	Positive wellbeing among students	TogetherAll usage (Type 2)	
Staff training	Staff knowledge and student experience	Feedback narratives (Type 1)	
Financial support	Mature students receiving financial support	OfS Financial Support Evaluation Toolkit (Type 2)	

## Whole provider approach

We acknowledge that there are a range of diverse factors that shape access, success and progression at Cliff College. It is therefore not possible to achieve effective strategic intervention without engaging the whole provider across the entire student lifecycle. The intervention strategies in this Access and Participation Plan include activities that extend from pre-entry support and engagement, to on-course success, to post-graduation progression. Implementing these activities will require active participation from College staff across academic, administration, estates, finance and welfare teams.

As a small provider, the College is well positioned to take a whole provider approach. There is already a broad recognition that effecting change involves everyone playing their part, and that it is neither desirable nor effective to work in silos. Monthly staff meetings bring all staff from across the College teams together for shared conversation, learning and planning. This Access and Participation will be a key feature of all staff meetings throughout the period 2025–2029.

The development of this Access and Participation Plan has been coordinated by the Academic Vice Principal, and builds upon work over recent years at senior leadership and departmental level to focus the College's activities in strategic ways to maximise the benefit experienced by our students. The development of this plan has been a timely opportunity to refine our attention to equality of opportunity in the context of a changed (and changing) higher education landscape.

The College is firmly committed at every level to fostering an inclusive culture, which is shaped by our commitment as a Methodist institution to 'justice, dignity and solidarity'. This means that we aim to celebrate the rich diversity of people and to eradicate all discrimination, treating all people justly and with dignity. We recognise that this requires us to be continually alert to necessary and profound changes in culture, practices and attitudes. These commitments are encoded in our Equality, Diversity and Inclusion policy, but are more importantly embedded in our College life together. We therefore seek not only to pay due regard to our obligations under the Equality Act 2010, but further to be characterised by an energetic commitment to the flourishing of *all*.

Implementing a whole provider approach will include relevant ongoing training and learning in governance, management and operational contexts. Taking a systems approach, relevant statistical and narrative reporting will be used at each organisational level to ensure the objectives of equality of opportunity are prioritised and actioned. Where challenges to implementation occur, our whole provider approach will emphasise the value of working together across College teams to develop creative, targeted and context-specific solutions.

## Student consultation

The student voice is highly valued at Cliff College. As a small and specialist provider, our students have a high level of personal access to staff members at every stage of the student lifecycle, and this is an important part of the character of the Cliff community. The development of this plan has taken into consideration a range of student input, from individual cases to aggregated feedback from programme student representatives.

The Student President is the key representative of the student body, and was consulted on this plan before submission for approval. As a result of that consultation, further activities have been

identified and included in each intervention strategy to ensure the strategy's effectiveness and visibility. The Student President emphasised in this consultation the principle mentioned above, that what is necessary for some is good for all, especially in a small provider like Cliff College.

The Student President will also play an important role in the planning and delivery of key aspects of this plan, particularly in the area of student welfare and community activities, as noted in the strategies above. Programme student representatives will also be involved in monitoring and evaluation through the annual programme review. The Student President will be asked to provide an evaluation of the student experience of Access and Participation Plan strategies in an annual report to the governing body. Many of the individual activities contained in the plan require active participation from students (eg the development of 'Cliff Experience' narratives), and this will be seen as an opportunity to engage the whole student body in prioritising equality of opportunity.

## Evaluation of the plan

The evaluation of this Access and Participation Plan will require the College to continue investing in improving our systems for collecting, monitoring, tracking and analysing relevant data. As a small provider, our data is often suppressed on national data dashboards, meaning that we must rely heavily on our own analysis of our internal data sets.

We recognise that this plan sets out ambitious objectives that require us to *use* the data we collect, rather than simply *report* it. We are committed to developing our expertise in both narrative and empirical enquiry. The OfS Evaluation Self-Assessment Tool has been used to support the development of this plan, and we will continue to invest in learning and training in order to ensure key staff have the core skills needed to evaluate progress well in operational, management and governance contexts.

We have determined that it is better to include consideration of equality of opportunity into existing evaluation structures, rather than create a separate body. This is in part due to our nature as a small institution; however, it is also to embed the principle that equality of opportunity requires a whole provider approach. The College's Accountable Officer will be responsible for ensuring that evaluation takes place in the following places by providing a schedule of topics for evaluation:

Context	Involvement	Frequency of consideration
Cliff Committee	Governing body; senior leaders; Student President	Each semester
Academic Advisory Group	Governing body; academic lead	Each semester
Senior Leadership Team	Senior leaders	Every half-semester
Academic Board	Faculty	Every half-semester
Board of Studies	Student representatives; academic team	Each semester
Programme annual reviews	Student representatives	Annually

An overall evaluation of progress against the objectives of this Access and Participation Plan will take place annually in the autumn. This work will be coordinated by the Accountable Officer, and will be presented to the autumn Cliff Committee and Board of Studies. This report will be made available on the College VLE, CliffX to all students, and a summary of it will also be published on the College website.

Our evaluation of progress with our Access and Participation Plan will also be discussed with our Collaborative Academic Advisor from the University of Manchester, our validating institution. This will provide the scrutiny of a critical friend, as well as opportunity to share best practice and insights arising from our collaborative partnership.

## **Provision of information to students**

Information about fees will be provided to prospective and current students on the Cliff College website on a dedicated page. This page will be updated annually, and will include any notes about the calculation of fees for the duration of a student's course of studies.

Information about financial support will be provided to prospective and current students on the Cliff College website on a dedicated page. This page will be updated annually, and will include the names of financial support available, along with criteria and application deadlines. Details of financial support available to students as a result of the provisions of this Access and Participation Plan are contained in the table below.

Financial support information is provided to prospective students at Open Days, and as part of the pack received once an application process has started.

Application is made via an online form, which includes further details about the information a student may need to submit to support their application. Our admissions officer is available to support prospective students in making applications for financial support.

Continuing students can access information about financial support via the website, as well as via dedicated student communications.

A Financial Support Committee will consider all requests, and will inform students of outcomes according to a published schedule.

The fees and financial support information provided by the College will be checked regularly for accessibility by consulting current students, as part of the College's commitment to clear communication.

Name of financial support	Related APP strategy	Eligibility criteria	Amount of financial support	Frequency
Open Day Bursary	IS1	Travel bursary offered to prospective students with a UK home address. Accommodation offered to prospective students with a UK home address more than 40 miles from the College.	Up to £40 for travel, and one night's accommodation at College	One-off
Foundations Unit Scholarship	IS1, IS2	Scholarship available to applicants for an undergraduate programme to enable prior completion of a Foundations Unit. Applicant must be: <ul style="list-style-type: none"> <li>• From an ethnic minority group, or</li> <li>• From a low-income household (less than £25,000), or</li> <li>• Be a mature student with non-standard entry</li> </ul> with a UK home address.	£400	One-off
Cliff Year Bursary	IS1	Bursary available to Cliff Year participants: <ul style="list-style-type: none"> <li>• From an ethnic minority group, or</li> <li>• From a low-income household (less than £25,000)</li> </ul> with a UK home address.	£400	One-off
Access to Study Bursary	IS1	Bursary available to students for an undergraduate programme of study from a low-income household (less than £25,000) with a UK home address.	£1500 for full time; £750 for part time	Annual
Cliff Diversity Scholarship	IS1	Scholarship available to students from an ethnic minority group with a UK home address.	£1500 for full time; £750 for part time	Annual
Study Support Bursary	IS2	Bursary available to mature students or students with caring responsibilities (based on means-tested need)	£500–1000 for full time; £250–500 for part time	Annual
Disability Support Bursary	IS3	Bursary available to students with a disability where provision is not available via DSA (based on means-tested need)	£250–£1000	Annual

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Cliff College

Provider UKPRN: 10007912

### Summary of 2025-26 entrant course fees

\*course type not listed

#### Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	9000
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4500
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	4500
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Cliff College

Provider UKPRN: 10007912

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£27,000	£28,000	£29,000	£30,000
Financial support (£)	NA	£55,000	£58,000	£61,000	£64,000
Research and evaluation (£)	NA	£9,000	£9,000	£9,000	£9,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£2,000	£2,000	£2,000	£2,000
Access activity investment	Post-16 access activities (£)	£25,000	£26,000	£27,000	£28,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£27,000</b>	<b>£28,000</b>	<b>£29,000</b>	<b>£30,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>32.5%</b>	<b>29.5%</b>	<b>29.3%</b>	<b>29.1%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£27,000</b>	<b>£28,000</b>	<b>£29,000</b>	<b>£30,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£36,000	£38,000	£40,000	£42,000
Financial support investment	Fee waivers (£)	£16,000	£16,000	£16,000	£16,000
Financial support investment	Hardship funds (£)	£3,000	£4,000	£5,000	£6,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£55,000</b>	<b>£58,000</b>	<b>£61,000</b>	<b>£64,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>66.3%</b>	<b>61.1%</b>	<b>61.6%</b>	<b>62.1%</b>
Research and evaluation investment	Research and evaluation investment (£)	£9,000	£9,000	£9,000	£9,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	10.8%	9.5%	9.1%	8.7%

[illegible]

