



Transforming Access  
and Student Outcomes  
in Higher Education

# TASO's Mapping Outcomes and Activities Tool (pre-entry MOAT)

## KEY



Behavioural outcome



Non-behavioural outcome



Short-term outcome (could also be intermediate and/or long-term)

## MAPPING OUTCOMES AND ACTIVITIES TOOL (MOAT)

Activity type	Exhibition	General HE IAG	Non-HE IAG (next steps and careers)	HE Campus visit	HE Subject Insight	Mentoring	Summer Schools (non-attainment focused)	Skills and Attainment	Non-student	Other									
Activity sub-type	HE convention, Information stand	Finance, UCAS/application process, personal statements, admissions support, course and provider choice, student life, support available, HE preparation	Industry experts, Work experience, Job interview prep, General careers IAG, Apprenticeships Internships, Post-16 options, GCSE subject choices	Accommodation tour, facilities tour, Open Day, Overall Campus tour, Student ambassador Q&A	Course information, Lecture Subject taster/ masterclass	Peer mentor, UG student mentor, PG student mentor, graduate mentor, staff mentor	Careers IAG, General HE IAG, Next steps IAG, Subject Insight, Campus Visit, Skills and Attainment	Placeholder: mapping of attainment-raising outcomes and activities published separately	Parent, carer, family or support staff event - campus tour, HE IAG	Community activity, cultural activity (museum visit), graduation ceremony, soft skills									
Intermediate outcomes (PUPILS / STUDENTS)	<b>S</b> Increased positive engagement with HE academic staff	<b>S</b> Increased positive engagement with current students	<b>S</b> Increased positive engagement with WP practitioners	<b>S</b> Attendance at other outreach activities	Increased communication skills	School/college attendance	Placeholder: mapping of attainment-raising outcomes and activities published separately	<b>S</b> Increased knowledge on the benefits of HE	<b>S</b> Increased knowledge of support available within HE	<b>S</b> Increased knowledge of course choice available at HE	<b>S</b> Increased knowledge of different HE providers	<b>S</b> Increased knowledge of academic life at HE	<b>S</b> Increased knowledge of the HE experience	<b>S</b> Increased knowledge of HE financial support available	<b>S</b> Increased knowledge about student life in HE	<b>S</b> Increased knowledge on the application process to HE	<b>S</b> Increased knowledge of career options	<b>S</b> Increased knowledge of future options	<b>S</b> Increased capacity to make informed decisions about HE / future
Intermediate outcomes (PARENTS/ CARERS/ FAMILY)	<b>S</b> Increased confidence to talk to the student about future education decisions	<b>S</b> Increased positive attitudes towards HE	<b>S</b> Increased intention to support and encourage the student to attend HE	<b>S</b> Increased aspiration for the student to attend HE				<b>S</b> Increased confidence to successfully apply to HE	Increased confidence to succeed in HE	Increased intention to attend HE	Increased confidence in future success (post-HE)	Increased confidence in future success (non-HE)	Increased sense of belonging	Increased social self-efficacy	<b>S</b> Increased wellbeing	<b>S</b> Increased motivation	Increased grit / resilience	Placeholder: mapping of attainment-raising outcomes and activities to be published separately	
Long-term outcome	Increased applications to HE	Increased enrolment in HE	Increased application to enrolment conversion rate	Increased retention rates in HE	Increased application rate for post-graduate learning	Placeholder: mapping of attainment-raising outcomes and activities published separately													
Long-term impact	Increased number of underrepresented groups enrol in HE																		
Indicators	Engagement with materials provided; website clicks, log ons etc.	Attendance at activities / events (students)	Attendance at activities / events (parents)	Completion of independent work/research project	Submitting application to HE (could also look at apps to higher-tariff providers)	Enrolling in HE	Progressing to 2nd /3rd year in HE	Applying to post-graduate study	Graduating from HE										
Data sources	Attendance registers	Engagement metrics (links clicked, time spent)	Local survey data	Qualitative data (interviews & focus groups)	NPD	UCAS	HESA	HEAT	EMWPREP	Aimhigher									

# Definitions for non-behaviourial outcomes

Increased knowledge on the benefits of HE	A student's understanding and awareness of the advantages and opportunities that come with pursuing higher education	Increased knowledge of the HE experience	A student's understanding and awareness of the various aspects of the HE experience, beyond the academic curriculum. This includes knowledge of the social and cultural aspects of university life, such as extracurricular activities, campus events, and student organisations	Increased capacity to make informed decisions about HE / future	A student's ability to gather, evaluate, and utilise information to make sound decisions about their education and career goals
Increased knowledge of course choice available at HE	A student's understanding and awareness of the range of academic courses and programmes available to them at higher education providers	Increased knowledge of HE financial support available	A student's understanding and awareness of the various financial resources and support available to help finance their higher education	Increased confidence to successfully apply to HE	A student's belief in their ability to successfully apply and be accepted into higher education
Increased knowledge of different HE providers	A student's understanding and awareness of the range of institutions that provide higher education opportunities	Increased knowledge on the application process to HE	A student's understanding and awareness of the steps and requirements involved in applying to higher education providers	Increased confidence to succeed in HE	A student's belief in their ability to thrive academically and personally in higher education
Increased knowledge of academic life at HE	A student's understanding and awareness of the academic environment and expectations at higher education providers	Increased knowledge of support available within HE	A student's understanding and awareness of the resources and support available to them within the higher education provider e.g., a doctor's surgery and student life centre	Increased intention to attend HE	A student's expressed desire and plan to pursue higher education
Increased knowledge of student life in HE	A student's understanding and awareness of the non-academic aspects of the college experience, such as campus culture, social life, and community engagement	Increased knowledge of career options	A student's understanding and awareness of the range of potential career paths available to them, based on their skills, interests, and academic background	Parent: Increased aspiration for their student to attend HE	A parent's/guardian's desire and motivation for their child to pursue and achieve higher education.
Increased confidence in future success (post-HE)	A student's belief in their ability to achieve their goals and succeed in their chosen career or life path after completing higher education	Increased knowledge of future options	A student's understanding and awareness of the range of potential pathways available to them after completing their compulsory education. This includes knowledge of different education and training options, as well as different career paths and industries that align with their interests, skills, and values.	Parent: Increased positive attitudes towards HE	A parent's/guardian's beliefs, perceptions, and values regarding the importance and benefits of higher education for their child
Increased confidence in future success (non-HE)	A student's belief in their ability to achieve their goals and succeed in their chosen career or life path without necessarily pursuing higher education	Increased motivation	A student's level of interest, enthusiasm, and drive to pursue and succeed in their educational endeavors	Parent: Increased confidence to talk to the student about future education decisions	A parent's/guardian's belief in their ability to have open and effective conversations with their child about their educational goals and plans for the future
Increased wellbeing	The ability of an individual to fully exercise their cognitive, emotional, physical and social powers, leading to flourishing.	Increased grit / resilience	A student's belief that they can overcome setbacks and barriers in the learning process	Parent: Increased intention to support and encourage the student to attend HE	A parent's/guardian's intention and commitment to providing their child with the resources, guidance, and encouragement necessary to pursue higher education
Increased sense of belonging	The extent to which a student thinks they would feel connected to the higher education environment, peers, faculty and others in college, if they were to progress to higher education	Increased social self-efficacy	A student's confidence in their ability and skills to develop connections and networks in higher education		