

## **The Cornwall College Group**

### **2019-20 Access and Participation Plan**

#### **Introduction**

The Cornwall College Group (TCCG) believes everyone deserves the opportunity to live a purposeful and fulfilling life; all equal, all different. Education helps people to define, adapt and shape their world, so TCCG places great importance on offering provision that suits all groups, and ultimately the communities it serves.

We operate across the South West with the majority of our provision in Cornwall and Devon. The region is characterised by its peninsula geography. Surrounded by a border of sea on three sides, the initial view of our region for many is that of an ideal holiday location and a rural idyll. Whilst we do not contest the beauty of our place we fully understand the myriad of deep challenges that our largely post-industrial communities face.

Higher Education in Further Education is crucial to the region given the few universities and travel to learn difficulties of our rural environment. Proximity and an unwillingness to leave their local community, prior attainment, cost and a lack of confidence are all factors that deter young people from progressing to HE, and prevent adults from returning to study, so it is unsurprising that college HE is a popular alternative for local students from all age groups as well as attracting learners from outside the County.

We are proud of the maturity in our HE offer, providing HE qualifications in partnership with Higher Education Institutions since 1978 to meet the needs of our economy and our communities. Our recent successful application for Foundation Degree Awarding Powers (FDAP) is a testament to that maturity and our ambition to contribute Higher Skills provision across the region.

We welcome the opportunity to refresh our continuing, ambitious, commitment to deliver a strategic, College-wide approach to widening participation, student success and progression.

#### **Assessment of current performance**

##### **Access**

We have an excellent track record in maintaining recruitment of under-represented groups in comparison to national benchmarks despite considerable changes to the HE sector. **Table 1** sets out internal data demonstrating the in-year (2017/18) position and distance travelled over the last three years as well as the contextual data provided as part of the Teaching Excellence Framework (TEF) and National Benchmarks where available.

We have continued to recruit students from Low Participation Neighbourhoods above the National Benchmark for the past three years. There are similar proportions of learners from the most deprived Index of Multiple Deprivation (IMD) quintiles. There has been a slight reduction in the proportion of learners from most deprived and Low Participation

Neighbourhoods of 1 %. The proportion of learners living in Cornwall has reduced by 5 % over the last three years, partly as a result of the introduction of specialist programmes at attractive locations with national appeal.

**Table 1:** Access to provision by student characteristics.

Proportion of Learners on Programme	Internal (17/18)	Distance Traveled (3-year)	TEF (16/17)	HESA Benchmark (2016/17)
<b>Geographical Areas</b>				
Polar- Low participation neighbourhood	14%	-1%	16%	12%
National IMD (Quintile 1)	15%	-1%	16%	
<b>Age</b>				
Under 21	35%	-1%	40%	41%
21 to 30	37%	=	34%	38%
Over 30	28%	=	26%	20%
<b>Locality</b>				
Local	61%	-5%	TEF data not representative due to multiple sites	<i>54% of learners in Cornwall chose to study in South West</i>
National	39%	+5%		
<b>Sex</b>				
Male	42%	=	42%	43%
Female	58%	=	58%	57%
<b>Ethnicity</b>				
White	97%	-1%	98%	77%
Black	1%	+1%	0%	7%
Asian	0%	=	0%	10%
Other (including mixed)	1%	=	2%	5%
<b>Disability</b>				
Declared Disability	15%	+7%	24%	12%

We consider the work carried out to date that has ensured steady recruitment of learners from the most deprived and / or low participation neighbourhoods to be successful. Yet, we are disappointed that the profile of learners from the immediate counties of Cornwall and Devon is lower both in terms of proportion and number. Internal analysis demonstrates that there has been a reduction in applications and enrolments, which, when considered alongside regional and national trends identified by UCAS suggests that whilst participation by young, local learners has increased over the previous decade, the rate of increase lags behind the national average. In other words, the gap between the South West and the rest of the UK continues to widen.

This is further identified in the age profile of learners studying with us. Our age profile varies from national benchmarks with a higher than average proportion of mature learners, notably in the over 30 category. Recruitment of local, mature learners has long been a success for us and previous Access Agreements targeted work to maintain the proportion of mature learners against a national decline.

Our gender split has been maintained over the last three years and is in line with national benchmarks. This is an area that will become of greater impetus moving forward as we seek ways to reduce the gender gap in entry to our HE provision with a particular focus on improving representation of women in STEM and technology.

We recruit in line with the ethnic profile of the local population. Our profile of learners from non-white ethnic backgrounds is considerably below national benchmarks and whilst at first glance this may signal a problem in terms of our strategy for fair access, we recognise that the profile of our market is considerably different to the national average (**Table 2**). Despite this we still feel that we have work to do in ensuring that our provision is accessible across ethnicities both locally and nationally.

**Table 2:** Ethnic profile of the Cornish population vs the England average.

	% of Cornish Population	England Average
White British	95.7%	79.8%
White Non-British	2.5%	5.7%
BME	4.3%	20.2%
Mixed	0.8%	2.3%
Asian	0.6%	7.8%
Black	0.1%	3.5%
Other ethnic group	0.2%	1.0%
Household with multiple ethnicities	4.0%	8.9%

The proportion of learners entering HE at TCCG and declaring a disability is higher than national benchmarks.

## Success

Whilst our assessment of access concludes that in the main, maintenance of our profile of learners is the key story, for success there is both distance travelled and disparity between characteristics of learners to report. We have used internal data to assess both of these measures due to the flexibility it gives in being able to analyse and interrogate data for underlying trends that may be missed in headline figures.

TEF data provided shows that compared to national benchmarks, our learners have higher continuation rates (**Table 3**). Whilst this is positive and to be celebrated we have identified pockets where gaps must be addressed.

Headline disparities between internal average withdrawal rates and withdrawal rates of particular characteristics include: Low Participation Neighbourhoods (3 % gap), ethnicity (up to 26 % gap but note validity of very small and unbalanced sample size given contextual data) and declared disability (4 %). Internal analysis has identified that there are higher withdrawal rates for local learners compared to learners who have relocated to Cornwall to study (11 % vs 9 % withdrawal rate). However, this gap is driven by a difference in the withdrawal rates of local, male learners which is 12 % compared to a withdrawal rate of 7 % for male learners who have moved into the county to study. There is no such difference between local and relocated females.

In terms of age, headline data suggests that there is a higher withdrawal rate for mature learners. A more detailed analysis of the data suggests a nuanced picture. In terms of local students, mature males are more likely to withdraw than both young males and mature females (+4 % for both categories). Yet in terms of relocating learners, mature females have a higher withdrawal rate than young females and mature males.

We record, on entry, students who have been in care, either from their UCAS application form or direct entry equivalent, providing the applicant has included that information. We did not have any learners identified as care leavers in the academic years 2016-17 or 2017-18. Over the last three years we have identified fewer than five learners progressing internally from our FE provision who had previously been classified as 'looked after'. All learners within this category have either completed or are due to do so in this academic year.

**Table 3:** Success by Student Characteristic.

Withdrawal Rate of Learners on Programme	Internal (16/17) (%)	Distance Travelled (3-year) (%)
All Students	10	-5
Polar- Low participation neighbourhood	13	-4
National IMD (Quintile 1)	9	-9
<b>Age</b>		
Under 21	9	-5
21 to 30	11	-4
Over 30	11	-5

Locality		
Local	11	-3
National	9	-6
Sex		
Male	10	-3
Female	11	-6
Ethnicity		
White	10	-4
Black	36	+7
Asian	33	-7
Other (including mixed)	7	-1
Disability		
Declared Disability	14	+1
No Disability	10	-1

*Data Source: Internal*

Mode	Denominator or	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score
Full Time	2,163	86.9	85.2	1.7	2.7
Part Time	51	70.6	62.9	7.6	1.2

*Data Source: TEF 17/18*

## Progression

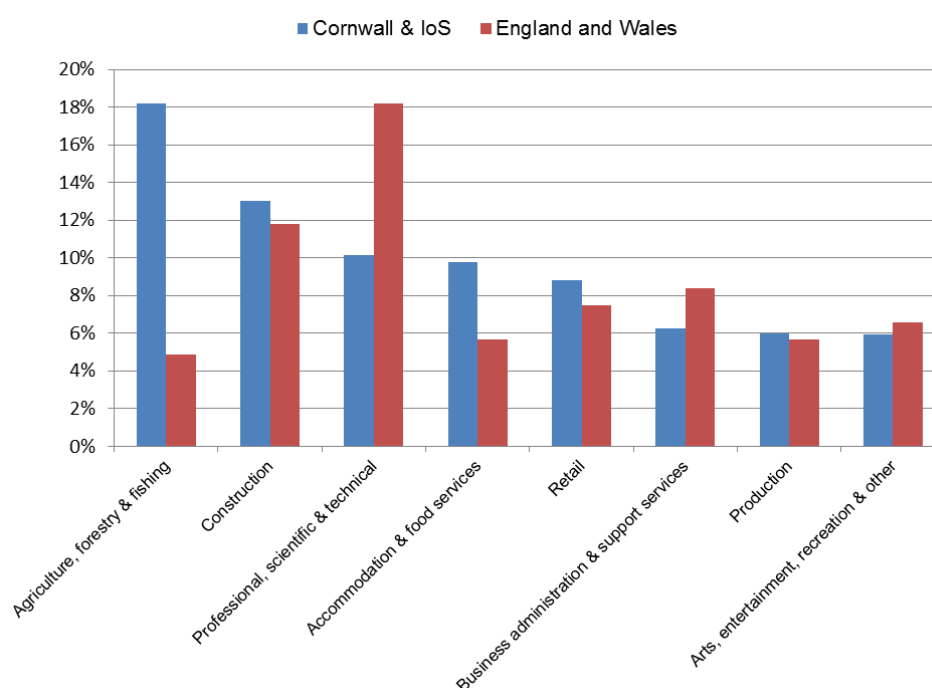
TEF data has been used to analyse progression rates to give the clearest view of our performance within the sector. Data presented in **Table 4** highlight that we are above national benchmarks for full time and below national benchmarks for part time learners progressing to employment or further study and highly skilled employment or further study. Rates of progression improved for all groups from 2016 to 2017 except part-time learners progressing to full time employment or further study. This group of learners is a small but important proportion of our student body and we consider this progression a key area for further improvement.

Split metrics for 2016-17 indicate that rates of progression of disabled learners to employment or further study are above benchmark at the 2 percentage point level. Progression of disabled learners to highly skilled employment or further study is above benchmark at the 3 percentage point level. This reflects the data for the cohort in general. Progression rates by ethnicity are not reportable (< 10 learners in the TEF population).

Many of our learners and therefore graduates live in, and choose to stay in, Cornwall following their study. This is reflected both in the data provided as part of this process and our internal data. The economy and labour market within Cornwall provides opportunities and challenges

for graduates. The following information from ONS Annual Population Survey (2015) and Inter-Departmental Business Register (2016) is provided for context.

- The proportion of the population qualified to NVQ4 and above is 29.3 (2015) compared to a national proportion of 37.1 % (ONS, 2015)
- 39.8 % of all people employed in Cornwall are in occupations classed as highly skilled (SOC 1-3) compared to 45.1 % in the rest of Britain (ONS, 2015)
- The makeup of industry in Cornwall is very different to the national picture (**Fig 1**; ONS, 2016)
- Since 2010, growth in new business is +11.8 % in Cornwall, compared to 18.8 % nationally (ONS, 2016)
- The size of businesses in Cornwall is similar to the rest of England with the majority of businesses (88 % and 89 % respectively) classified as Micro (employing 0-9)
- However, the proportion of people in ‘self-employment’ is higher at 23 % compared to 15 % in the UK



**Fig 1:** Occupations in Cornwall and Isles of Scilly compared to national average for England and Wales.

Results from the Destinations of Leavers from Higher Education (DLHE) survey indicate that graduates remaining in Cornwall over the last five years have entered a labour market dominated by small businesses, where opportunities in the professional, scientific and technical sector are fewer than for their peers in the rest of the country. With fewer opportunities in the SOC 1-3 occupations, it will take longer for local graduates to be able to enter these positions than their peers who have moved away from Cornwall after graduating.

**Table 4:** TEF data showing progression of learners to employment, highly skilled employment, or further study.

Full Time		Indicator (a) %	Benchmark (b) %	Difference (a)-(b) *	Z- score
Employment or further study	2017 TEF	94.6	93.2	1.5	2.1
	2016 TEF	94.3	94.6	-0.2	-0.3
Highly skilled employment or further study	2017 TEF	70.3	63.5	6.8	5.4
	2016 TEF	66.1	67.4	-1.3	-0.9

Part Time		Indicator (a) %	Benchmark (b) %	Difference (a)-(b) *	Z-score
Employment or further study	2017 TEF	93.6	97.1	-3.5	-2.6
	2016 TEF	95.5	97.8	-2.3	-1.7
Highly skilled employment or further study	2017 TEF	66.7	76.2	-9.5	-3.5
	2016 TEF	62.3	75.7	-13.3	-4.2

### **Ambition and Strategy**

As one of the largest FE Colleges in the country, our purpose is to lead positive action that can change circumstances and habits that may have led or lead to social exclusion. Further, we understand our critical role in leading thinking and activity that contributes to improved social mobility. Our campus sites are a focal point in our communities and are critical for social cohesion.

As an FE college, to deliver our vision and purpose we need to remove many of the barriers that are connected with social exclusion through education. There are multiple benefits for individuals and wider society beyond the attainment of a qualification and the opportunities that brings in terms of careers and employment. Tackling social exclusion helps both people and communities challenge and overcome inequality, discrimination and disadvantage, improves intangible qualities such as self-worth, and encourages everyone to develop the talents and capabilities of all members of a community for the benefit of society as a whole.

In order for us to do this we must ensure that we understand the challenges for our communities across the region, consistently and carefully challenging perceptions and contributing to the conversation with our own research and learning.

Our delivery of HE is central to achieving this objective. All of our HE learners have made a decision to study HE in FE, ostensibly opting for a non-traditional route and therefore we will always ensure that no matter their background, they are treated equitably, fairly and with the

same access to high quality delivery of curriculum that has been developed to meet both their needs and the needs of the industries that they will enter following graduation.

We recognise that within our communities there are potential learners, who, due to their domicile and histories, both recent and longstanding, are less likely to enter HE, and that there are learners within our student body who may be at more risk of non-continuation than their peers. For all our learners, progression into meaningful employment is the destination that we most covet and recognise that our influence over this is largely determined by how and what we deliver during their time studying with us, and how this delivery is partnered with employers. Employer engagement is a key and recognised strength of TCCG and we are leading the region in the development of Higher and Degree apprenticeships.

The following sections outline how we will respond via the mechanism of this Access and Participation Plan (APP) to the areas of development identified in the assessment of our current performance in line with our mission to act as a catalyst for raising skills in our communities, delivering enhanced prosperity and wellbeing.

### **Ambition for Access**

The State of the Nation Report of 2017 published by the Social Mobility Commission reaffirmed that the chances of someone from a disadvantaged background getting on in life is closely linked to where they grow up and choose to make a life for themselves. It concluded that “new coldspots are concentrated in remote rural or coastal areas and in former industrial areas” (Social Mobility State of the Nation, 2017, pV). The Index of Multiple Deprivation (2015) placed 44 of Cornwall’s neighbourhoods (up by 11 from 2010) (Cornwall Council, 2015) and 20 of Devon’s within the 20 % most deprived in England (Devon County Council, 2015).

Across England, the entry rate for 18 year olds was 33.3 %, an increase of 2.5 % from last year, however, analysis of entry patterns by geography reveals large variations between areas. Across the reporting period, young people from London were more likely than those elsewhere in England to enter HE, with 41.8 % of all 18 year olds entering this year. In contrast, young people in the North East and South West of England have historically been the least likely to enter HE. In 2017, 28.9 % of 18 year olds from the South West entered HE, making this the region with the lowest entry rate. This echoes the results of the Social Mobility Commission’s findings that in the region, only 15 % of disadvantaged young people in 2017 went into HE, compared with an average of 24 % in England and 41 % in London.

We aim to;

- Stabilise in the short term and increase in the longer term the number of learners from South West England entering HE, with the added advantage of ensuring that we are maintaining the proportion of learners from low participation neighbourhoods and from areas of high deprivation
- Set specific targets for recruitment of young males
- Maintain the number of mature learners that are enrolling on our HE provision in the face of a declining national average



- Maintain the proportion of learners with disabilities entering HE and ensure they are as likely to succeed as all other groups
- Work with key partner HEIs and employers to further develop flexible study options to meet the needs of a wide range of learners – for example through the development of Higher and Degree apprenticeships, the promotion of Access to HE Diplomas and provision of both Extended and Accelerated Degrees
- Continue to provide world-class opportunities for learners from across the UK to participate in niche and specialist programmes, allowing learners from all backgrounds to succeed and enjoy studying in South West England

### **Ambition for Success**

Our assessment of success demonstrates clearly that withdrawal rates are higher for learners of specific characteristics. It is therefore our ambition to reduce the gap in the short term, and ultimately to ensure that all learners have the same chance of success. Particular groups of learners that will be targeted include learners from low participation neighbourhoods, mature learners, young male learners remaining at home to study ('local' learners), and learners with a declared disability.

### **Ambition for Progression**

Our ambition for progression stretches far beyond this Plan. It is our vision to be the Career College for Cornwall and the South West. Our understanding of the nature of employment and how it is changing and our investment in market research and employer partnerships are key drivers for the development and delivery of our curriculum across the Group. Some of the challenges for our learners have already been set out in the assessment of performance (learners choosing to stay local are limited by the profile of industry in the region). The Social Mobility State of the Nation 2017 identified Cornwall as scoring low on the life stage of 'Working Lives' and in doing so clearly identified that adults in the county are challenged by low levels of pay, low levels of quality jobs and relatively costly housing. The scale and breadth of our provision places us in a central role to contribute to resolving these challenges

How we prepare our learners for their futures is incorporated into our USP (Universal, Personal and Specialist) curriculum model. This model ensures that our learners receive a balance of skills and development designed around their aspiration. TEF data demonstrate that progression into further study or employment and highly skilled employment or further study is more challenging for students who remain in county.

We will seek to continue to address the long term challenges in Cornwall and Devon but through this Plan will ensure that our measures are ensuring that we are adequately preparing all our learners for their more immediate futures.

### **Impact through Collaboration**

We recognise that there are systemic, long term factors influencing the trends that we are seeing across the region in terms of access (UCAS, Social Mobility Commission) and therefore how we achieve these targets will benefit from work funded from other sources and work

conducted in collaboration with other organisations. These trends are not limited to access to HE. The work of OFFA and other bodies provide rich evidence around determiners of student success and we are highly cognisant of the employment opportunities available locally, national trends in employer needs and the mismatch between aspiration and availability of jobs that has and will continue to result in skills gaps and/or shortages.

Whilst we can have impact for our learners by continuing monitoring and evaluation of the mechanisms that we employ to address these factors, to make the change needed in the region to address these challenges we will need to work alongside other key stakeholders. These include but are not limited to schools – secondary for short / medium term impact and primary for longer term impact, partner HEIs and other colleges, the County Council, Cornwall and Isles of Scilly and Heart of the Southwest Local Enterprise Partnerships, employers and industry bodies.

We employ a wide range of mechanisms to manage relationships and work with stakeholders. This ensures that we are contributing to learning, thinking and strategic level decision making as well as ensuring the successful completion of planned activity and aligning and designing activity that complements the work of each other.

We are already engaged with a number of collaborative initiatives that directly contribute to the achievement of the strategy set out in this document:

- Schools liaison - led by an internal team, we have a structured approach to building and managing relationships with local schools and sixth forms and deliver HE and STEM awareness raising sessions to schools across the South West
- We lead one of the South West's largest programmes of evidence-based outreach work with primary and secondary schools with flagship activities and projects engaging tens of thousands of learners each year. These vary in size and duration from 1-to-1 mentoring in schools, high profile events (such as Greenpower) and research based interventions with primary and secondary classes and year groups
- As a member of Next Steps Southwest (South West National Collaborative Outreach Project) we guide and participate in focused outreach to young people aged 13-18 in areas where HE participation is lower than might be expected given the potential of the young people living there
- We host Unlocking Potential - an ERDF funded initiative, led by TCCG that has been working with businesses and graduates for over ten years, helping people develop and business grow
- We are a proud member of Combined Universities in Cornwall (CUC) - a partnership of four universities and colleges working together to give more people the chance to study in Cornwall, and to use university level education to help businesses and communities thrive

Moving forward, the strength of those relationships will be harnessed to support the delivery of the strategy set out in this Plan.

## **Monitoring, Evaluation and Learning**

The strategy set out in this document undergoes a process of monitoring, evaluation and learning in order to determine whether or not it has had the desired impact, to what extent and what we need to change or learn from.

We embed the monitoring, evaluation and learning process of the APP within the existing internal quality improvement planning framework. Performance against targets are monitored through monthly HE Management Committee meetings and termly Equality and Diversity Committee meetings, formative evaluation of performance takes place at termly HE Academic Board (HEAB) meetings with summative evaluation taking place annually and presented to HEAB and the Executive Leadership Team and used to develop learning that goes into the development of the next year's APP and informs targets articulated in our Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

The following defines what we seek to achieve at each stage of the process.

### **Monitoring**

- Ensuring that we have successfully defined targets and determined what data we will need to capture and how prior to commencing activity
- Provides systematic assessment of performance over time, ongoing collection and review of data with indications of progress against targets and/or objectives
- Includes in-year data monitoring to support formative evaluations
- Complements end-of-year, summative evaluations

### **Evaluation**

- Objective assessments of the relevance, efficiency, effectiveness, impact and sustainability of our activities. These will take place at defined points throughout the academic year with summative evaluation to judge overall effectiveness and set priorities for the following year
- What is our analysis telling us about the patterns and trends we are seeing - are there unintended consequences arising?
- What are we learning about how our activity is jointly contributing to the achievement of our targets and goals?
- What impact are we having?

### **Learning**

- What are we going to do differently, how are we going to do things differently, that will lead to faster, deeper and sustained improvement?

The process of raising awareness of the nature and role of our APP within our staff and student body began towards the end of the academic year 2017-18, with focussed presentations and breakout sessions during our annual HE Conference. Throughout the period covered by this Plan, key learning points from evaluation of activities and policies will be shared with academic

and support staff both via cascade of committee discussions and professional development events including Development Days and short Spotlight sessions. Plymouth University Partner Forum meetings and Combined Universities Cornwall provide vehicles for sharing best practice and learning with universities in Devon and Cornwall, and our regular attendance at Association of Colleges HE South West Manager's Network meetings and participation in the National HE Policy Group allow us to share learning with other college providers. As an active partner, TCCG is also represented on the Evaluation Steering Group for the National Collaborative Outreach Project (Next Steps South West). There are a number of externally funded / part-funded projects within TCCG aiming to improve progression to HE and employment and several of these, e.g. the Your Shore Beach Ranger's project, include evaluation by external organisations.

We have a strong track record of evaluating outreach activities using pre- and post-intervention surveys and interviews. This is a requirement of activities undertaken as part of Next Steps South West and also of our Science Capital building work with schools. During 2019-20, the results of these evaluations will inform practice and help target investment.

### **Equality and Diversity Strategy**

We are committed to ensuring that people can learn, work and thrive without discrimination, where fairness is promoted and everyone is given the opportunity to achieve.

This Plan is an integral part of delivering on the Equality and Diversity Strategy and the targets set out are monitored by the Equality and Diversity Committee. Our performance as well as learning from evaluation is considered in the annual Equality and Diversity Report which is reviewed by the Board of Governors.

By including the APP as a set agenda item for the Equality and Diversity Committee, we are ensuring that learning from our planned activity is disseminated into other areas of our provision. Whilst our E&D Committee considers all areas of College provision, we have also constituted a new HE specific committee for 2018 onwards to review on an ongoing basis our performance against OfS conditions of registration

The Equality and Diversity Committee will consider the impact of activities and support measures on students with protected characteristics through the use of equality impact assessments. This process is already well defined and used through scrutiny of the accessibility of new programmes and delivery models and through the organisation of our practical and field work activities, including a number of high profile international expeditions.

### **Student Consultation**

The strategy set out in this Plan has been devised with the consultation of learners. This was mostly carried out through;

- Consultation with representatives of the Student Union
- Consultation with Student Ambassadors
- Specific consultation with regard to financial support to learners in receipt of bursaries

- Feedback from learners who applied for, but were not in receipt of, a bursary

Student views were considered in the production of this Plan and will be considered during implementation. Few of our HE committees are quorate without student representation. Learners' contribute a great deal to our quality assurance (for example through Periodic Institutional Review by validating HEIs and through attendance at Programme Committee Meetings) and to the new course approval process. Students commented during consultation that for them to be on the college's HE Programme Approval Committee and during the 2017 periodic review process was valuable. In addition, some students felt that the section on Access understated the College's commitment to outreach, as they were themselves informed of their ability to undertake higher education by means of specific outreach activities, or knew other students who were. We have not previously sought to positively identify students from a range of backgrounds in these processes and representation is broadly representative of our student body. We will however take steps to include students from a range of backgrounds in consultation and will use OFFA resources to evaluate the effectiveness of our financial support measures.

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

Where appropriate 'business as usual' measures that have a wider benefit to all of our learners have also been included to reaffirm the message that for TCCG, equality of Access and Participation is already at the core of our delivery - as a deliverer of HE in FE it is our distinct contribution to the sector and our communities.

#### **Access**

We have identified specific targets in terms of maintaining our profile of learners whilst also seeking to address the decline in young and particularly male learners from the South West participating in HE. In order to do this we will continue with our recruitment strategy which encompasses a range of measures around outreach and marketing which are designed to deliver appropriate messages to dispel preconceived ideas about what studying at HE level is and how studying HE in FE removes many of those concerns or barriers. Recognising that influence over a person's choices lies within their families and peer groups and begins from early childhood is a greater challenge but one that we are invested in. Our messages and mechanisms are designed to challenge the thoughts and ideas of parents, carers and teachers as much as the individual themselves.

These include but are not limited to:

*Financial* – we maintain the lowest tuition fees in the county and develop and offer programme structures that reduce financial risk and maximise financial support for learners. For example the provision of 2+1 routes where Higher National Diploma and Foundation Degree learners all have opportunities to progress to top-up Bachelor's degrees.

*Social* – we emphasise the benefits to local students of retaining their established social and cultural networks and explain how studying with like-minded individuals helps learners to build new networks in a different environment

*Pastoral* – we have smaller group sizes than traditional universities with a highly personalised support system ensuring strong relationships with academic staff, study skills and pastoral support workers

*Prior attainment* - lower entry qualifications and offer making that takes contextual information into account for all, a highly supportive admissions process led by a dedicated team with a wealth of knowledge and experience

*Diverse styles and delivery models* - celebrating our diverse profile of learners that is representative of the population and less skewed to young entrants

We have identified that the local, young market from areas of low participation requires the most effort and therefore we will:

- Continue with collaborative outreach activities as a member of the Next Steps Southwest consortium
- Continue our extensive programme of outreach within schools and with our FE learners to deliver messages and activities that will encourage them to apply to HE
- Continue to engage with mixed groups of Year 5 and Year 6 pupils in primary Multi-Academy Trusts to provide evidence based activities and sustained interventions with long-term impact in South West England

Specific examples of outreach activities that we are currently engaged in and plan to further develop during the period of this Plan include:

- The appointment of a full-time STEM Coordinator to lead outreach and coordinate student / STEM ambassadors, and academic staff. Activities are evidence-based and include longer-term investment with primary aged children. To ensure continuation of this activity, which is of particular importance in SW England, TCCG are working in partnership with the Aspire Multi-Academy Trust. From 2018 onwards a financial contribution from the MAT allows the STEM Coordinator to assist in the development of a Primary STEM Strategy and to facilitate aspiration raising sessions with primary aged children in Cornwall. This builds on our work over the last two years where one-off sessions and six week interventions have had a significant impact on learners from Year 5 to Year 9 as assessed through pre- and post-intervention surveys where pupils reported that they were more likely to want to go to HE after participating in activities
- The provision of a very large programme of HE specific assemblies to secondary schools across Cornwall and Devon. HE staff deliver a range of awareness raising sessions to Years 7 – 13, engaging more than 6000 pupils annually in activities designed to raise awareness of HE progression routes, modes of study, and STEM careers
- Continued sponsorship and organisation of the SW regional heats of Greenpower. This is the largest Greenpower event with around 8000 participants from primary and secondary schools. TCCG sponsors the event and provides a large STEM marquee with activities supported by student ambassadors and in collaboration with partner HEIs

- Continuation of Big Lottery funded Your Shore Beach Rangers Project – this £1 million project with Cornwall Wildlife Trust funds youth and community engagement officers working alongside HE staff. With challenging targets to engage a large number of young people and adults in Cornwall, this project includes a specific focus on employability and raising awareness of HE progression in addition to improving community cohesion in Cornwall through marine conservation initiatives
- Next Steps South West – as an active partner we employ 1.6 full-time equivalent Outreach Officer roles and administer a number of projects with our own FE learners and with partner schools – for example mentoring schemes and ‘Inspire HE’ events
- Active development of alternative delivery models to provide more routes into HE and more flexible delivery to meet demand. HE participation rates for SW England tell us that the HE offer does not meet the needs of a substantial proportion of the local population. During the period of this Plan, we are implementing a new HE strategy, which will target investment in the development of new routes into HE, including the development of both extended and accelerated degrees in collaboration with partner HEIs

## **Success**

We consider this area to require our greatest level of activity. We have identified learners who are at greater risk of not continuing with their study and therefore will enact measures to reduce and remove this gap. Much of our work in this area will have added benefits to the wider learner body. In working towards this objective we acknowledge that a key strength of our organisation is the predominance of small group sizes, the accessibility of tutors, and our investment in pastoral care and academic support roles. A significant opportunity to further improve success rates for learners in priority groups is to improve communication between staff responsible for learners through recruitment, enrolment and support on programme. As part of our approach to improving success we will ensure that structures are in place, together with staff professional development, to allow academic and pastoral support staff to work together efficiently and feel empowered to offer appropriate support, including financial. For example, we already make good use of electronic systems (e.g. ProMonitor) for recording case conferencing information and for target setting. Improving consistency of use, sharing the objectives outlined here with staff, and providing guidance on both academic and pastoral target setting for learners in priority groups, are actions that we will take to ensure learners benefit from personalised support to improve retention and achievement.

In identifying that we have specific targets in reducing the withdrawal rate of local learners we will during 2018-19 seek to add to our understanding of why this is the case. Our current understanding is based on external research and internal, informal thinking that suggests that learners that live locally to their place of study face different challenges to those who have moved in order to study. These include;

- More likely to be studying in combination with work and caring commitments
- More likely to be from areas of disadvantage and facing increased financial hardship

- Live locally, but need to travel greater distances to study. Travel to Learn is an identified challenge across the Group where learners face difficulty in terms of the time it takes and the expense which is multiplied when public transport is the only option

These individual examples are known to build into a reduced sense of 'belonging' to their programme or wider campus network this is where we will seek to employ innovative measures to increase learner sense of belonging and commitment to their future.

We have undertaken analysis that demonstrates the profile of learners that we attract to each of our eight campuses varies significantly. Some campuses are dominated by local learners whilst others attract in a more balanced national to local ratio. On those sites, the withdrawal rates are lower. By 2019, we will ensure that each campus has a retention and achievement strategy in place that is developed in line with their recruitment profile. Building from work that has developed from previous Access Agreements, this activity will be led by our HE Senior Tutors. As the 'first port of call' for pastoral and academic support, our Senior Tutors have developed a greater understanding of the support needs of their learners and are therefore best placed to lead on this work. We will expect the plans to build on previous learning as well as put in place more innovative measures supported by our Heads of College and Student Union.

These will include;

- A risk based approach to intervention - prior to enrolment, site HE teams will be provided with details of their expected profile of learners to aid Senior Tutors in identifying likely challenges that learners may experience in their first term
- Developing a clear and transparent toolkit of our available support mechanisms and interventions to ensure absolute clarity for staff and students of where and what help is available. Whilst this information is already available, we wish to improve accessibility
- The induction process will be refreshed with a greater emphasis on increasing the sense of belonging in the first weeks of the term, we will use the learning from the Office for Students-funded Intervention for Success project, Flying Start (FS) to support this work as well as identified internal good practice that has already been developed including pre-enrolment days, pre-course events that support building IT and academic skills (both of which improve conversion rates), and early thorough initial assessment to identify and address unknown support needs
- Greater emphasis on year-round planning that builds from evidenced 'pinch points' during the academic year. For example, planned and sustained activity that addresses financial difficulties at the start of term, targeted pastoral and academic support activity during exam / coursework deadline periods, increased intervention regarding attendance (particularly on return from holiday breaks), greater emphasis on support during the summer referral period

In addition, we will build on previous success through the Student Ambassador Scheme and Student Union to place greater emphasis on building a learner peer-mentoring framework.



We will continue to engage with learners and employers on the design and development of curriculum and delivery. Having already identified that the structure of our programmes is critical to Access, the stepping process from qualifications (e.g. HNCs to HNDs, Foundation Degrees to Bachelors and Foundation Year to L4) is also significant in reducing psychological barriers to completion. A review of our portfolio is already underway and this work will be ongoing as we identify areas that may benefit from a re-introduction or better alignment of pathways.

Curriculum design already uses learner feedback with learners involved at all stages of the new course approval process and actively engaged in co-construction of curriculum. We will continue to review our programmes on an annual basis to ensure that we are making best use of formative assessment to prepare learners for summative assessment.

### **Progression**

As the Careers College for the South West, measures regarding progression are embedded across our delivery. We use a USP model across all of our curriculum that ensures that learners receive a balanced programme to develop Universal (U), Specialist (S) and Personal (P) skills. This ensures that as well as receiving their chosen specialist education, learners identify other aspects for development for example English or Maths (Universal) or access to workshops and resources that support their personal career journeys. Resources in this area are designed with our in-depth knowledge of the opportunities and challenges that our learners will face when they progress from us to further study or employment.

Much of our work regarding progression is embedded within a learner programme of study, this work will continue and we will:

- Through our curriculum planning process, continue to develop programmes informed by career and progression opportunities and our extensive research and analysis with employers and groups such as the LEPs to ensure that our provision is directly contributing to local and national economic growth plans
- Continue to develop opportunities for embedded work placement / experience within programmes as well as access to industry input to delivery and assessment
- Continue to work with Unlocking Potential to deliver programmes of development for graduates as well as undergraduates
- Continue to support progression to employment events across campuses where employers with graduate vacancies can meet with future graduates to provide information and guidance
- Develop and celebrate our alumni to inform current and potential learners about the benefits of studying, and progressing from, HE
- Further develop Progression Days to disseminate 'top-up' opportunities both with TCCG and Partner Universities
- Further develop the careers advice and guidance available internally for HE learners and get maximum impact from our HE Careers Advisor role

### **Financial Support**

The pressure that financial considerations have on both access to and success within HE are widely understood across the sector. Over the years, we have offered an extensive bursary package that has tried and tested different mechanisms aimed at delivering maximum impact. During 2017-18 we underwent a period of active consultation with learners in receipt of bursaries, Senior Tutors and the Student Support team who administer bursaries to evaluate the success of our package.

We found that learners who were in receipt of bursaries were appreciative of the support and articulate in how it had supported their studies. They referenced the ability to purchase equipment that supported their study and relieving the expense of travel as two of the most significant ways that the assistance had enabled them to continue and succeed with their study. Senior Tutors were clear in how financial difficulties, both ongoing and sudden, impact strongly on learner's ability to remain on programme, which was echoed by the team that administer financial support.

However, we have also identified key themes - that our current process for financial support is difficult for learners to understand both prior to enrolling and whilst on programme, has no evidenced impact in contributing to access to provision and is viewed as unfair by learners who do not fall into what have been highly targeted groups of learners. There have also been occasions where inflexible eligibility criteria have prevented awards being made to at-risk learners. Moving forward we will seek to address these issues through significant evidence-based changes to the financial support that we have on offer. Taking an approach that is perhaps different to many HEIs, we will not seek to improve recruitment through promotion of attractive bursaries – there is little to no evidence that this approach works. Instead, we will concentrate on simplifying the financial support packages that we provide, communicating this information to applicants and reminding our learners at regular intervals. A key feature of this new approach is the use of qualitative assessment of need, trusting the judgement of our HE support staff to make the best decision in the large majority of cases. We are able to do this with confidence since we recognise that a key strength of our provision is the high degree of individual pastoral support for learners within smaller than average cohort sizes.

We will administer just two funds in 2019-20:

- A Student Support Fund available to any learner on any programme within specified guidelines, publicised in advance of enrolment, can be applied for prior to enrolment and received within the first few weeks of study
- An Emergency Fund – trusting HE Senior Tutor's professionalism and experience to agree awards and removing barriers to making quick emergency payments at any point in the academic year

Whilst the guidelines for these funds are still in development, we expect that they will include the following.

### **Student Support Fund**

This fund is intended to:

- Assist those who need financial help to meet particular costs, which are not already being met from statutory or other sources of funding
- Alleviate *anticipated* cases of financial hardship. For example due to the need to pay for additional costs not covered under other schemes including for childcare, travel to College or to work placement
- Improve the equality of opportunity for learners to engage in course related activities
- Improve retention and success by students in priority groups including mature undergraduates, disabled students, care leavers, final year students at risk, Foyer students who are homeless, students who have been awarded estranged status by SFE, and young carers

## **Emergency Fund**

This award can be applied for at any time following enrolment. It would be possible to receive grants from the Student Support and Emergency Fund during the same academic year. Emergency grants can be made in the following circumstances:

- Where learner's experience an exceptional delay in receiving student finance
- Where learner's experience unavoidable and unforeseen costs that risk having a negative impact on attendance, engagement or continuation

We recognise that this is a considerable move from our current package and commitments made to continuing students will be honoured. The decision to simplify our package of financial support and give greater discretion to HE support staff to make quick awards to at-risk learners has been made in consultation with key stakeholders, including learners, and with due regard to the available literature on the impact of different strategies. Recognising that this package will support all learners and not specifically those targeted through this plan does not mean that we will not collect evidence to demonstrate how this package is specifically supporting those learners. We will monitor and evaluate the success of this new approach throughout the academic year 2019-20.

## **Investment**

We commit to adequately funding the strategies outlined within this Access and Participation in line with the levels committed in previous Access Agreements (approximately 20 % of aggregated higher fees above basic) which given the high proportion of learners from under-represented groups within our learner body is higher than may have been anticipated.

Total forecast investment in Access, Success, Progression and Financial Support for 2019-20 is just over £1 million, of which £513,500 is APP countable, representing 27 % of Higher Fee Income.

Disaggregated investment forecast is as follows:

- Access: £160,000 (of which £120,000 APP countable)
- Success: £318,500 (of which £200,000 APP countable)
- Progression: £120,000 (of which £95,000 APP countable)

- Financial Support: £98,500

We recognise that whilst the majority of our learners fall into under-represented groups we are setting targets at a much narrower group of learners within those than we have done previously. This has a dual purpose in highlighting our continued commitment to what we consider our core HE purpose and enabling us to demonstrate much more evidenced impact towards the wider aims of the OfS. That is, that whilst we already significantly contribute, we can add value by further nuancing our aims within this plan.

The distribution of our investment has shifted. In recognising that the majority of the work that we need to do is to improve success, this is where we demonstrate the highest proportion of investment, for example in the specialist pastoral and academic support roles that we fund (HE Senior Tutors and HE Academic Advisors) and through our appointment of an HE Support Coordinator, HE Disability Advisor and HE Support Tutors. Our proposed financial support package will be available to the whole learner body with reduced bureaucracy and greater flexibility to respond to emerging issues, recognising the professionalism of staff in qualitatively assessing need with due regard to eligibility criteria.

In addition to the OFFA countable investment detailed above, TCCG also lead and participate in a number of European Social Fund (ESF) and European Regional Development Fund (ERDF) projects that seek to widen participation and create opportunities for learners and graduates through innovative curriculum design, engaging small and medium size enterprises, and supporting graduates in the employment market. During the period covered by this Plan we will continue to lead the following projects:

- Widening Participation Through Skills
- Innovation in High Level Skills
- Unlocking Potential

The total value of these projects is approximately £2.7 million. Direct impacts of this work on learners, prospective students and graduates include:

- Funding for additional pastoral tutorial support for Access to HE Diploma learners to support retention and HE progression
- Provision of employability workshops, support for entrepreneurial activity and provision of grants for new business start-ups

In addition two new 'enabling' roles will be created to help academic staff realise opportunities for developing employer responsive HE provision to better meet the needs of learners in Cornwall. Approximately £100,000 will be used to 'buy' academic staff time for curriculum development including for example the development of two new extended degree programmes with university partners.

As active partners in NCOP we will also employ 1.6 FTE outreach positions with an overall budget, including forecast success in bidding for consortia funding for discrete projects, of £140,000.

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

Information is available in a variety of places and from time to time it changes. Registration with OfS, compliance with CMA and new GDPR requirements have provided an opportunity for us to audit and review the systems we use to monitor the accuracy and accessibility of information provided to students online and in print through our prospectus, the website, UCAS listings, programme handbooks and awarding body / validating partner websites. As a result we have produced terms of reference for a new Information Governance Committee, reporting to both our HE Management Committee and to our Executive Leadership Team. The remit of the committee is to review on an ongoing basis the quality and accuracy of information and the procedures used for communicating with applicants and students, both to ensure compliance with GDPR and to ensure that information provided is accessible.

Our website has a dedicated 'University Hub' with details of programmes of study, tuition fees, student finance and links to support services such as accommodation listings. Tuition fee and financial support information is communicated at all steps of the recruitment process including, on receipt of an application, when making an offer, on confirming a place, with joining instructions, and on enrolment. Once on programme, information is accessed via the website and through appropriate staff - both academic and support teams including Student Services, HE Senior Tutors and HE Operations.

This Plan will be available through the OfS website and through our website.

\* course type not listed.

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

Please enter inflationary statement in the free text box below.

There will be no fee increases for learners on any programme during their period of study. Learners progressing to Level 6 top-up degrees in 2019 from Foundation Degrees or HNDs started in 2017 will pay the same amount per year as for their Foundation Degree or HND.

Full-time course type:	Additional information:	Course fee:
First Degree	Honours Degree (3 Yr BSc / BA)	£8,600
First Degree	Honours Degree (Level 6 - 1 year top-up)	£8,600
First Degree	BA (Hons) International Business Management (with Professional Golf) - higher fee charged to the nature of the delivery and its location	£9,250
First degree	BSc (Hons) Tournament Golf (higher fee charged due to the nature of the delivery and its location)	£9,250
Foundation Degree	Foundation Degrees	£8,600
Foundation Degree	FdSc Tournament Golf (higher fee due to the nature of the delivery and location of the programme) - Yr1 and Yr2	£9,250
Foundation Year / Year 0	Science Gateway Programme	£8,600
HNC / HND	HNC and HND from 2019	£8,600
CertHE / DipHE		*
Postgraduate ITT	CertEd and PGCE	£8,600
Accelerated degree		*
Sandwich year	BSc (Hons) Applied Zoological Conservation with sandwich year	£500
Erasmus and overseas study years		*
Other	Taught Masters	£8,600
Other	Taught Masters with international trip included within course fees	£9,250
Other	Certificate in Advanced Counselling Studies	£8,600
Franchise full-time course type:	Additional information:	Course fee:
First degree	Falmouth University 10008640 - BA (Hons) Sustainable Tourism Management (full time accelerated degree full time fee actually 11,100)	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- 6 years PT	£4,300
First degree	- BSc top-up 2 years PT	£4,300
Foundation degree	- FdA Housing and FdA Independent Living (fee different to the nature of delivery)	£3,000
Foundation degree	- 3 years PT	£5,733
Foundation degree	- 4 years PT	£4,300
Foundation year / Year 0		*
HNC / HND	- HNC Construction 2 years PT	£3,400
HNC / HND	- 2 years PT	£4,300
HNC / HND	- HNC Operational Yacht Science	£4,300
CertHE / DipHE		*
Postgraduate ITT	- Cert Ed 2 years PT	£4,300
Postgraduate ITT	- PGCE 2 years PT	£4,300
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	Bath Spa University 10000571 - All students on this programme will be part time and no full time option will be available.	£3,400
Other	- MSc 2 Yr Part time route	£4,300
Other	- MSc with international visit 2 Yr PT	£4,625
Other	- Diploma in Person Centred Counselling (this programme does not have a full time option)	£4,300
Other	- Certificate in Advanced Counselling	£4,300
Other	- Research Masters Degree	£1,250

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Maintain and further increase proportion of mature students (over 21) recruited	No	2017-18	50%	50%	55%	60%	60%	60%	TEF 16-17 indicates 60 % of our HE student body are aged over 21. Providing flexible opportunities for adults to return to HE is a key component of our mission hence we are setting a stretching target to increase this proportion to 60 % by 2020.
T16a_02	Access	Low participation neighbourhoods (LPN)	<b>HESA T1c</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Maintain and further increase the proportion of young learners entering our HE provision (particularly Foundation Degrees) from low participation neighbourhoods.	No	2016-17	14%	16%	17%	18%	18%	18%	Internal data show 14% of learners in 2017-18 are from POLAR LNP and 15 % from IMD (Quintile1) against HESA benchmark of 12% POLAR LNP. Target to sustain success in this area and further improve participation, particularly for recruiting young learners to Foundation Degrees.
T16a_03	Access	Gender	<b>Other statistic</b> - Other (please give details in the next column)	Through targetted outreach activities, increase proportion of young male learners studying HE.	No	2017-18	42%	42%	44%	46%	48%	48%	Internal data show 42 % learners are male. This target is to adress the gender difference in participation by learners in the South West.
T16a_04	Access	Disabled	<b>Other statistic</b> - Gender (please give details in the next column)	Maintain and further increase proportion of disabled learners recruited to accessible degree and Foundation Degree programmes.	No	2017-18	15%	15%	16%	17%	17%	17%	Internal data on delcared disabilities indicate that we are recruiting above HESA 2017-18 benchmark with intention to further impove recruitment by learners declaring disabilities.
T16a_05	Success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Reduce gap between disabled learners and other groups to ensure disabled learners are not more likely to withdraw than other groups without a declared disability.	No	2017-18	14% (withdrawal rate)	12%	10%	8%	8%	8%	Internal data show that 14 % of disabled learners withdrew from programmes in 2016-17 vs 10 % of learners with no declared disability. This target seeks to reduce and remove this achievement gap.
T16a_06	Success	Other (please give details in Description column)	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Improve overall average completion rate.	No	2017-18	80%	85%	87%	88%	90%	90%	Achievement rates dipped in 2017-18 to 80.4 % for FT learners. This target seeks to improve rates of achievement through enhanced pastoral and academic support.
T16a_07	Progression	Part-time	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Improve rates of progression of part-time learners to employment or further study.	No	2017-18	93.6%	95%	97%	98%	98%	98%	TEF data indicate below benchmark of PT learners to employment and further study. This target seeks to raise progression from 93.6 % to at least benchmark.
T16a_08	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Build on key existing strength to further improve progression of learners to highly skilled employment or further study.	No	2017-18	70.3%	71%	74%	75%	75%	75%	TEF data indicate our significant strength in ensuring above benchmark progression of FT learners to highly skilled employment or further study. This target seeks to sustain this strngth and further impove rates of progression for all students, recognising the greater input required for PT learners.

**Table 8b - Other milestones and targets.**

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Increase partnership activities within local schools to raise aspirations	No	2012-13	49	61	61	62	62		Work will continue with our current partners with further developments with local communities and industry to enhance the working relationships.
T16b_02	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Working closely with NCOP to ensure target students to attain and progress to Higher Education.	Yes	Other (please give details in Description column)	N/A	N/A	N/A	N/A	N/A		Attendance on steering groups and management of outreach officer will facilitate this.
T16b_03	Other/Multiple stages	Other (please give details in Description column)	Contextual data	Continue to develop reporting systems to enable comparisons against national benchmarks	No	Other (please give details in Description column)	N/A	all	all	all			A new Student Records system is now in place; but there is still a lot of developmental work to be carried out. Reports will be available which will provide more details across a variety of data requirements; particularly around progression to further study or employment.
T16b_04	Access	Low participation neighbourhoods (LPN)	Management targets	Formalised meetings around the National Network for Collaborative Outreach and other WP activities.	Yes	2012-13	N/A	4	n/a	n/a	n/a		This will no longer be in place for 17-18 due to current funding finishing.
T16b_05	Access	Low income background	Outreach / WP activity (other - please give details in the next column)	Increase the number and type of outreach activities to increase the proportion of priority students within the HE cohort-low income background	No	Other (please give details in Description column)	N/A	n/a	n/a	n/a	n/a		TCCG will continue to engage with all areas of Cornwall and into areas of Devon as it is an area with a traditionally poor economic background. This target reflects the need to identify those activities that are already happening in low qYDR or low IMD areas and improve upon them.
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Outreach WP activities to increase awareness of HE opportunities available with Cornwall and Devon (where appropriate)	No	2018-19	20 %	22 %	24 %	26 %	28 %		Increase participation in HE Cold Spots.
T16b_07	Success	Other (please give details in Description column)	Management targets	Review the achievements of those students with disabilities	No	Other (please give details in Description column)	N/A	N/A	N/A	N/A	N/A		Establish data to determine differentials between all participation groups and the mean retention and achievement; and minimise that difference.
T16b_08	Success	Other (please give details in Description column)	Other (please give details in Description column)	Evaluate the effectiveness of our significantly revised package of financial support, coupled with enhanced pastoral support, in retaining learners.	No	2018-19	Non-continuation rates	Baseline year	3 % reduction in non-continuation rate from baseline	5 % reduction in non-continuation rates from baseline	7 % reduction in non-continuation rates from baseline		Qualitative evaluation (e.g. learner commentary) together with quantitative assessment of non-continuation rates from 2019-20 onwards to gauge the effectiveness of our new approach.
T16b_09	Access	Attainment raising	Other (please give details in Description column)	Work closely through NCOP to undertake targeted aspiration raising activities in schools e.g. mentoring and STEM sessions, that raise attainment through enhanced learner motivation.	Yes	2018-19	% agreement academically ready for HE	Baseline year	5 % increase in agreement from baseline	7 % increase in agreement from baseline	10 % increase in agreement from baseline		Baseline data include our own survey questions used pre- and post-intervention e.g. 'how likely are you to apply to HE' and 'do you feel academically ready for HE?' These questions to be used in NCOP and STEM outreach work with Yr 7 - 13.