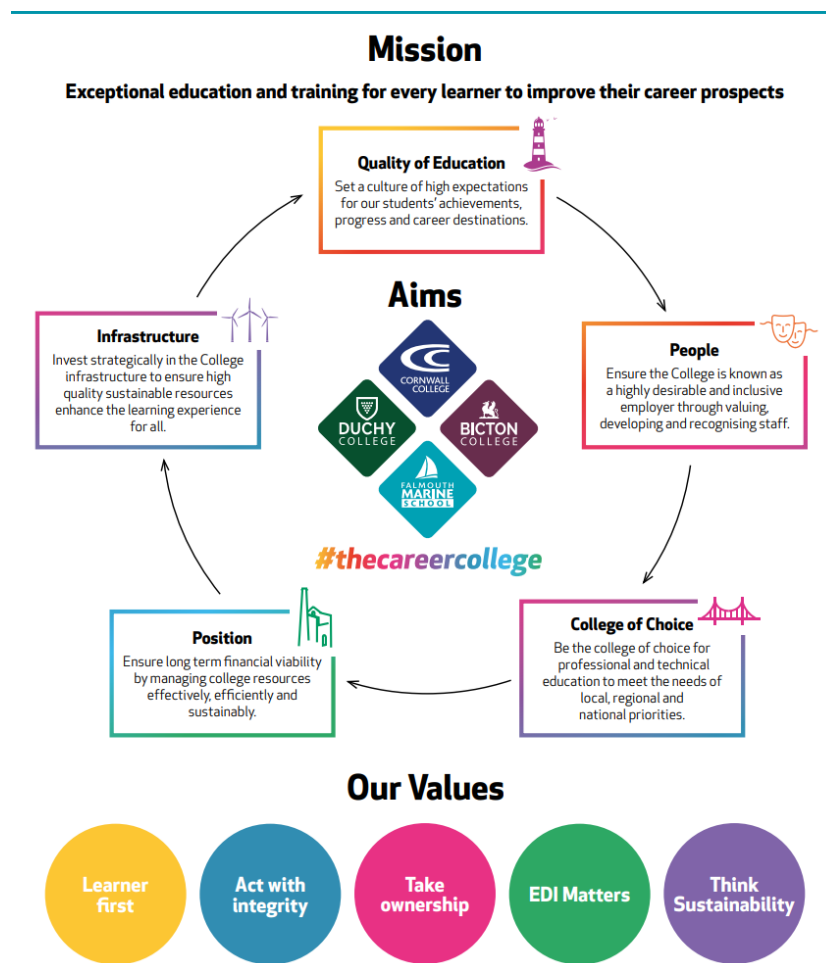# The Cornwall College Group

Access and participation plan

2022/23- 2026/7

1. Assessment of performance

The Cornwall College Group (Cornwall College or TCCG) is a large education and training provider, with a mixture of ten General Further Education, Land-Based, and specialist technical sites spread predominantly across the South West counties of Cornwall & Devon. The College was awarded Foundation Degree awarding powers in 2018, and also holds Teaching Excellence Framework (TEF) Silver, which is secured until 2023. As referenced in the Strategic Plan (2020-2023), it is Cornwall College's mission to provide 'excellent education and training for every learner to improve their career prospects'. This is realised through a living of the College's values which are to put the learner first, to act with integrity, to take ownership, and to achieve excellence together. Perhaps most pertinently to this plan, the College's values also place explicit importance on equality, diversity and inclusion at the heart of everything that it aims to do. Such values resonate through the College's Higher Education Strategy (2022-27), with strong narratives towards a valuing of all students accessing and progressing within Higher Education, in order to make a positive difference to people's lives.

The College's history is entwined with place, with opportunities and challenges emerging from the communities that it serves. A peninsula, Cornwall is bordered by Devon and 697 km of coastline (Cornwall Council, 2015). With a population of 561,350 (Cornwall Council, 2019), population density is one of the lowest in England (1.5 persons per hectare; Cornwall Council, 2015). 44% of the population within Cornwall and Isles of Scilly are 'rural residents' (England average = 11%; Cornwall Council, 2019). Cornwall is a county of contrast; its remoteness, rurality and coast provide a rich environment for communities and visitors. Yet these features also bring challenges, with areas of affluence bordering those with high levels of deprivation. 13% of the population live in one of the 20% most 'deprived' communities in England (Cornwall Council, 2015) as measured by the Index of Multiple Deprivation (IMD), and POLAR4 (Participation of Local Areas) that highlights low participation across the region. Perhaps relevant to the College's own geographical context, 6 of the 17 neighbourhoods (Lower Super Output Areas) with the highest levels of deprivation within Cornwall, can be found in Camborne & Redruth (Cornwall Council Index of Multiple Deprivation, 2019). These towns border Cornwall College Camborne, the largest HE campus provider within TCCG. Two further neighbourhoods in both Newquay and St Austell also feature in the top 17 most deprived areas, and both are situated next to substantial Cornwall College Group campuses with HE provision. It is important to note that national measures frequently miss rural deprivation masked by a dispersed population.

The College enjoys positive partnerships with a number of other Higher Education Institutions (HEI's) in the region, which has enabled our offer to grow to approximately 1000 HE students year on year across a range of provision covering foundation degrees, bachelor degrees, masters degrees, apprenticeships, and HNC/D's. Through these continuing partnerships, dovetailing with an enhanced intention to make an increased use of our own Foundation Degree awarding powers; Cornwall College continues to have an overarching vision to be the first choice provider in our region for specialist, flexible, technical and vocational, employer focused Higher Education. As a consequence, it aims to improve social mobility and prosperity through widening participation by all members of society across the whole region.

However, there is still much work to do by all South West HEI's. When analysing applicants to all HE courses by region of domicile, the South West continues to lag behind other UK regions (UCAS, 2021). Socio-economic disadvantage persists in the region via high youth unemployment, isolated rural communities with a lack of access to facilities and funding, and low mean income. Nevertheless, it is palpable that more must be done to raise the aspirations of all members of society via fair and equitable access to higher education courses. Applicants to all UK HE courses with a South West postcode were at 40,085 learners in 2012, with only a modest increase to 43,090 by 2021 (UCAS, 2021). In 2021/22, Cornwall College typically enrolled 71.6% of its HE learners from its local area (Cornwall & Devon), but there is clear scope for the College to consider *enhanced* access to, achievement and progression in Higher Education.

The College's assessment of Access & Participation is influenced by three distinct sets of data: 1) the OfS access & participation dashboard, TEF metrics, and internal data (e.g., College Management Information Systems, and specific College-wide policy and strategy). This has enabled the College to provide a comprehensive assessment of its gaps between the identified underrepresented groups and their peers, its performance in addressing those gaps, and how we will continue to develop aims and College-wide initiatives in order to break down barriers for all attempting to access Higher Education.

1.1 Higher education participation, household income, or socioeconomic status -

Access

In 2020-21 TCCG had a 6.0pp gap between the entry rates for Polar4 Quintiles 1 and 5, significantly lower than the gap for all HE providers (17.7pp). Since 2017/18 TCCG has marginally increased entry numbers for students from Quintiles 1 (1.0pp) whilst entry from Quintile 2 has fluctuated from 21.0% in 2017/18, 25% in 2018/19, 20.0% in 2019/20, and 16% in 2020/21.
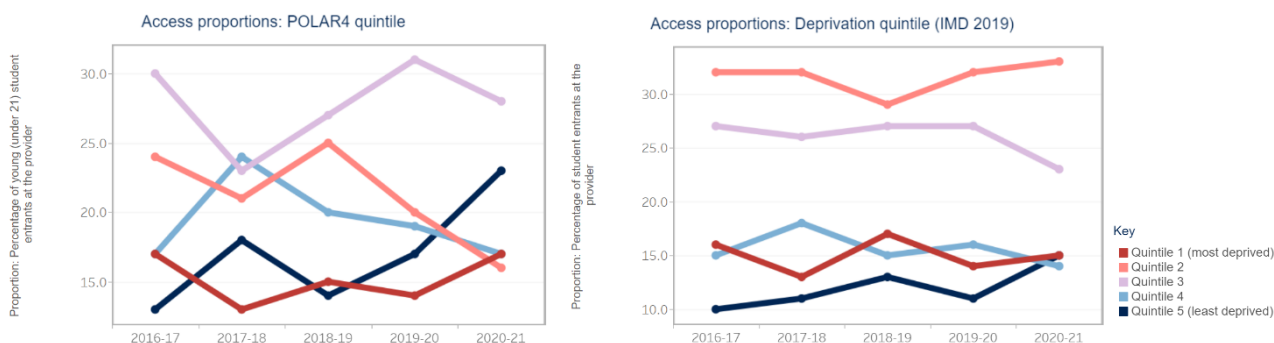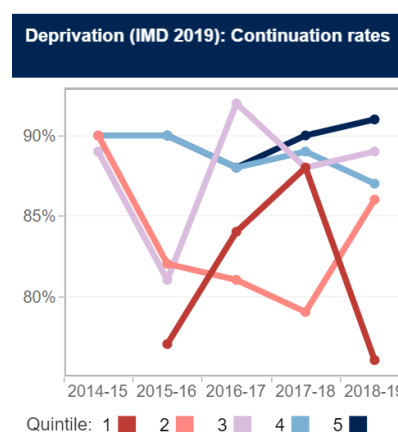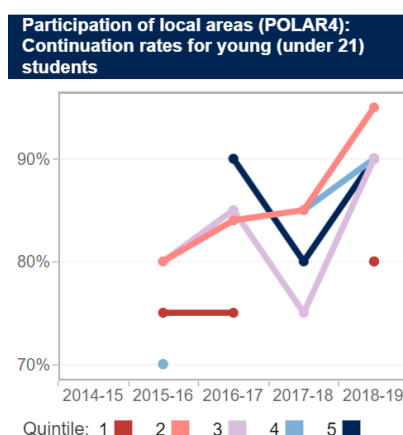

In 2019-20 TCCG had a -3.0pp gap between the entry rates for IMD Quintiles 1 and 5, meaning that we have higher entry from IMD 1 than 5. This gap was eliminated in 2020/21. However, our entry profile is skewed to Quintiles 2 and 3 which make up 59% of our entry. Over time, the actual number of students from higher participation areas (Quintiles 4 and 5) have slightly reduced whilst students from lower participation areas (Quintiles 1, 2 and 3) have remained relatively stable. This data illustrates the good work that has taken place to reduce barriers to higher education amongst individuals from specific areas of multiple deprivation.

Whilst TCCG has a positive pattern of recruitment of learners from either Polar 4 Q1 or IMD Q1, there is clearly activity that needs to be undertaken to secure continued recruitment from both of these areas.

Success

Non-continuation

In 2018-19 TCCG had a 10.0pp gap in continuation rates between Polar4 Quintiles 1 and 5. Since 2015-16, and up to and including the available data to 2018/19; it is pleasing to see that continuation rates have improved or remained stable for students from all Polar4 Quintiles (Q1 75% to 80.0%, Q2 80% to 95%, Q3 80% to 90%, Q4 70% to 90%, and Q5 90.0%). However, more action needs to be taken to reduce the gap between Quintile 1 and the four other Quintiles, so that improvement continuation rates are in line with the broader national averages. This will contribute to the OfS Key Performance Measure: Reducing the gap in non-continuation between the most and least represented groups.

Participation of local areas (POLAR4): Continuation rates for young (under 21) students

Quintile: 1 ■ 2 ■ 3 ■ 4 ■ 5 ■

Deprivation (IMD 2019): Continuation rates

Quintile: 1 ■ 2 ■ 3 ■ 4 ■ 5 ■

In 2018-19, TCCG had a 15.0pp gap in continuation rates between IMD Quintile 1 and 5. The rate of progress had been improving with the gap removed (0.0pp) in the academic year 2017-18. The College will seek to analyse the reasons behind a reversing of this trend back to previous figures via the measures outlined in the sections below.

Attainment

OfS data is suppressed for attainment by Polar 4 quintile. Owing to relatively small student numbers, internal data analysis via our College Information Portal (CIP), shows an inconsistent rate of progress with year by year fluctuations across all Polar4 Quintiles. OfS data for 2019-20 indicates the gap between Polar4 Q1 and Q5 was -13.0pp meaning that the attainment rate was higher for students from Q1 compared to Q5.

OfS data is largely suppressed for attainment by IMD quintiles with trend data only available for Q2, which has seen improvement between 2017-18 and 2019-20 (65.0% to 80.0% respectively), and Q3, which indicates a rate of 70% between 2017-18, and 2019-20. Internal data analysis via the CIP shows a more sustained rate of progress across all quintiles. OfS data suggests that the gap between Q1 and Q4 in 2019-20 attainment was 9.0pp and therefore despite an apparent anomaly for Q5, action needs to be taken to address this gap.

### Progression to employment or further study

There is limited data available to analyse progression by either POLAR4 or IMD data via the OfS dashboard, due to much available data being linked to the results of the DLHE survey up until 2016/17. The graph below depicting POLAR4 progression rates for young (under 21) students contains only very minimal data for students from POLAR4 Q2, with no identifiable trends year on year. It does indicate that 65% from this category progress into highly skilled employment or further study. As compared to the national picture, this is below a rate of 70.7% for all English Higher Education providers, but in light of the limited data, it is arguably unwise to suggest that this is reflective across all areas of participation. The 2016/17 data shows that Progression for IMD Q1 students is 65%, the highest of all reportable data against any other IMD quintiles. The OfS data dashboard demonstrates that nationally there has been a statistically significant gap for progression between POLAR4 Quintiles 1 and 5 and IMD Quintiles 1 and 5 for all years between 2012-13 and 2016-17. We will need to monitor whether the national progression gap also exists for Polar4 Quintile 1 and IMD Quintile 1 students at Cornwall College. We will also need to better understand whether the national upward trend for progression by students from all quintiles is also reflected at local level. We commit to understand this data further during this plan's lifecycle, with a view to obtaining more robust data with which to set realistic and measurable targets in future.
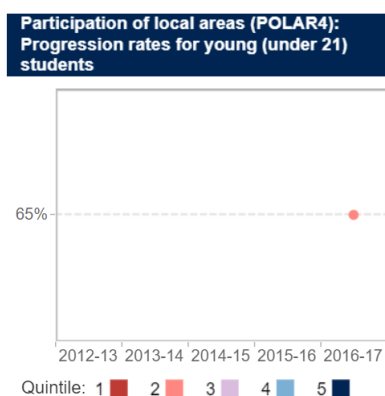
Cornwall College POLAR4 progression data
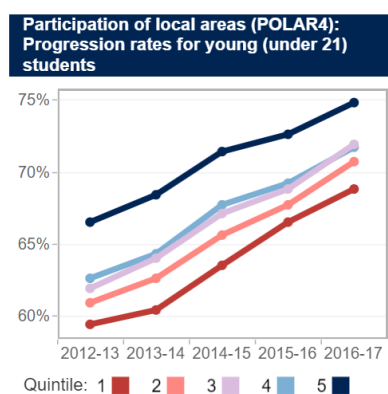
National POLAR4 progression data
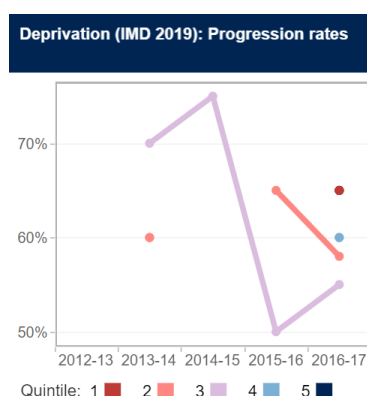
Cornwall College IMD progression data
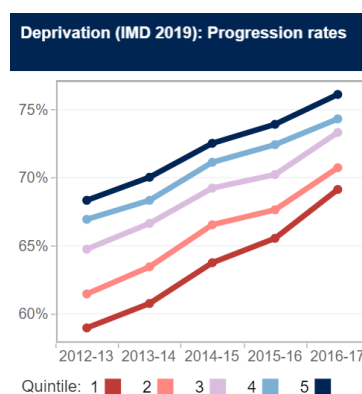
National IMD progression data

1.2 Black, Asian and minority ethnic students

Access

There is no reportable data on the OfS Data Dashboard due to low numbers. The profile of our students has remained constant over time, with 98% White British (2018-19) and 97% (2020-21), reflecting local context. The ethnic profile of the Cornish population is skewed to White British (96% vs 80% England average).
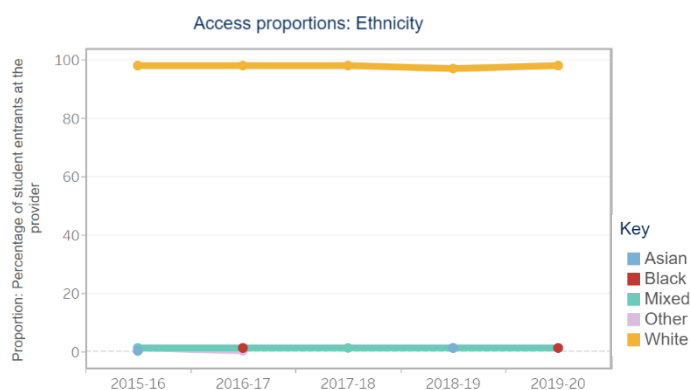
In 2019/2020 the retention for White British students was 88% compared to 77% (TCCG Data) for students from a differing ethnic background. In comparison, in 2021-22 the figures were 87.1% for White British students, and 71.4% for all other groups (TCCG data). Whilst this is based on very small student numbers, it is still gap that requires further investigation.

With the ethnic profile of our student body predominantly White British, there are no statistically significant differences in non-continuation rates, attainment and progression between ethnicities. The small sample size makes it difficult to meaningfully disaggregate ethnicity beyond what is discussed here and we have proceeded as far as possible with our analysis. We will aim to have such data available for analysis by 2024/25, in line with an expected increase in enrolments from students from these respective groups.

With the OfS Data Dashboard clearly demonstrating that gaps remain nationally between White and other ethnic groups in terms of progression (see graph below), we will need to monitor whether this gap becomes evident for students at TCCG should greater numbers of students from underrepresented groups enrol onto relevant HE programmes. We envisage this occurring during the lifecycle of this plan, with relevant data available once students complete their studies, as identified above.

Rates of progression into highly skilled employment or higher level study: Ethnicity
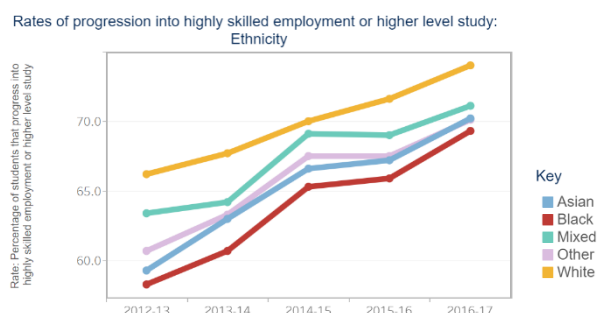
1.3 Mature students

The age profile of TCCG students is converse to the national picture. The OfS data dashboard shows that in 2020/21 56% of TCCG students were mature compared to 32.8% nationally. Between 2017/18 and 2020/21, the proportion of our mature students has declined from 63% to 56% respectively. This is due to a reduced number of adults accessing Higher Education at TCCG, the number of young students has illustrated a small increase from 37% in 2017-18, to 44% in 2020-21.

Access proportions: Age
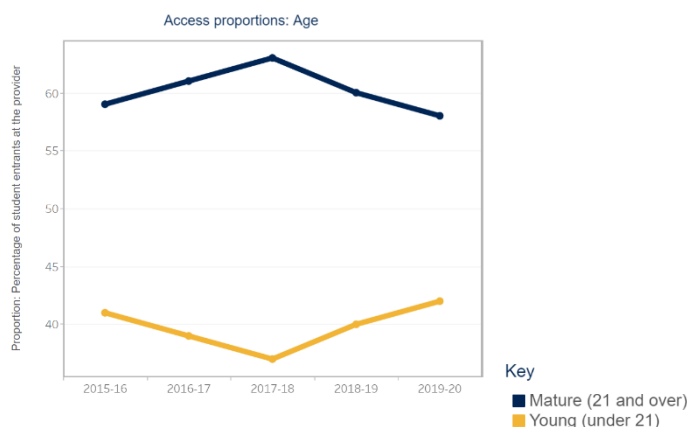
Non-continuation

Continuation rates for students from both age groups have shown no sustained pattern for the last five years of reporting (2014-15 to 2019-20). In 2019-20 there was a 3.0pp gap between mature and young students where as in 2018-19 the gap was 7.0pp. In comparison to the national continuation rates, progress has been made: continuation rates for young students at TCCG vs all HE Providers was 90% vs 92.4%; and for mature students at TCCG vs all HE Providers 83% vs 84.4%. Activity is needed to reduce the fluctuation year to year in continuation rates, and recent quality strategies encompassing work across the whole TCCG offer promise to provide both better data on continuation between different age categories of students, as well as more stringent strategies and interventions to support students.

Attainment

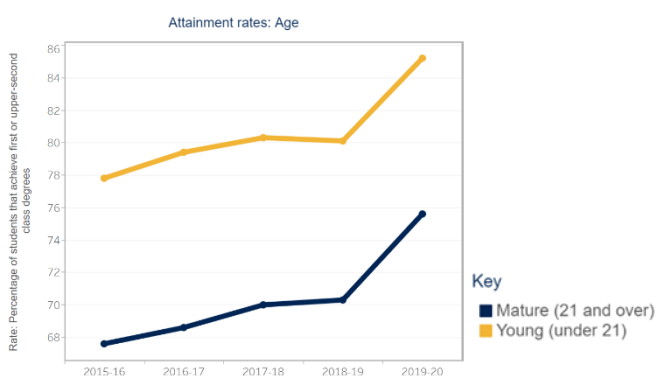The rate of progress for Attainment is an encouraging picture; as attainment rates have been increasing for both age groups since 2017-18. Contrary to the national picture, attainments rates are higher for mature students than young (-5.0pp in 2020-21) and have been since 2017-18. Nationally, there is a trend that indicates young students consistently getting better degree results than mature students, with the gap between 9 and 10.8 percentage points in each of the last five years.
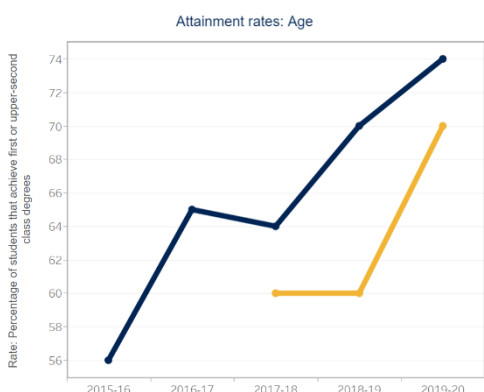
Cornwall College attainment rates by age   National attainment rates by age

What is also important to note from a national perspective is that when entry qualifications are taken into account, mature students tend to "travel further". This suggests that mature students with the same entry qualifications do better in their studies. Our Access to HE courses, delivered across 4 of our campuses, form an important part of this success. Nationally, full-time students also tend to get better degree results than part-time students, suggesting that balancing study with other commitments can be tough. Given our high number of mature learners, more needs to be done at TCCG to better understand some of the specific motivations of a return to formal education for those mature learners, and the successful strategies required for them to gain 'good' degrees and expected progression into highly skilled employment or higher level study. This can then be understood in relation to all learner groups categorised by age, with attainment rates continuing to both rise, and close between age categories.

Progression to employment or further study

Progression for mature students in 2016/17 was at 58.0pp compared to 61.0pp for young students. Nationally (as indicated below), the rate of progression into highly skilled employment or higher study is higher for mature students. TCCG will need to monitor progression for both age groups to ensure that gap remains statistically insignificant, whilst working to increase the rate of progression both groups of students.

Rates of progression into highly skilled employment or higher level study: Age
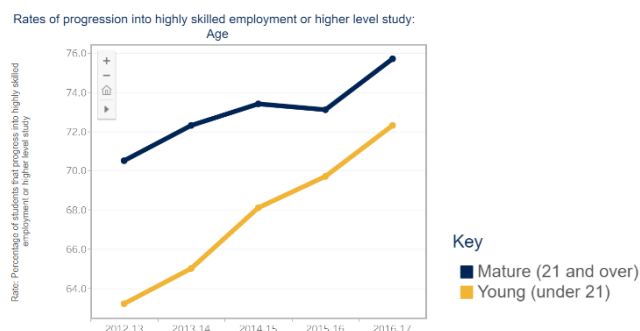
1.4 Disabled students

Access

In 2020/21 the proportion of students at TCCG reporting a disability was 36% compared to 17.0% nationally. This is significantly above the HESA benchmark, and demonstrates our commitment to wide and open access and participation. Since 2017/18, the number of students reporting a disability at TCCG has steadily increased year on year from 13.7% to 17.0%.
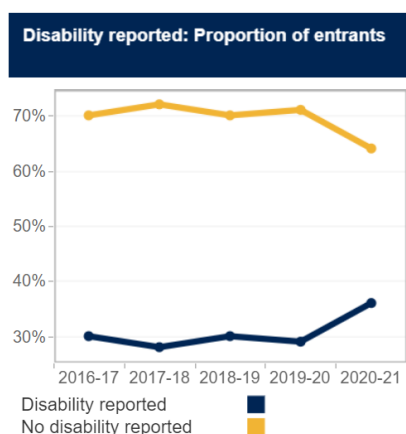
Cornwall College disability reported on entry
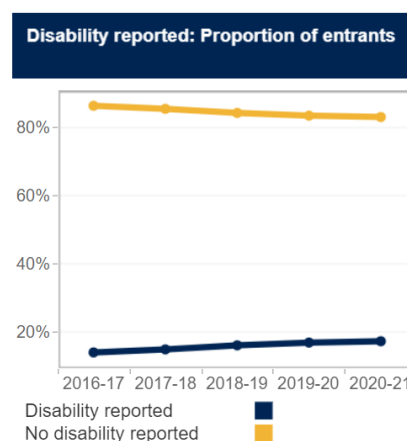
National disability reported on entry

Success

Non-continuation

In 2019/20 TCCG had a 3.0pp gap between continuation rates for students reporting disability and those not reporting a disability. Between 2017/18 and 2018/19 the continuation rate for students reporting disabilities improved from 80.0% to 87.0%. This small gap between disabled and non-disabled students would indicate the success of a range of strategies and interventions (including, but not limited to, reasonable adjustments made with individual students based on assessment of needs); and that

students are supported equitably in their studies, regardless of any reported disability. Nevertheless, the continuation rates for both groups of students remain below their respective national averages, and further work is required in bringing these statistics up to, and then beyond, national levels. In 2019/20, there was actually a small percentage drop (1%) in continuation rates for those reporting a disability, which needs close monitoring during the early stages of this new plan.

Continuation rates: Disability
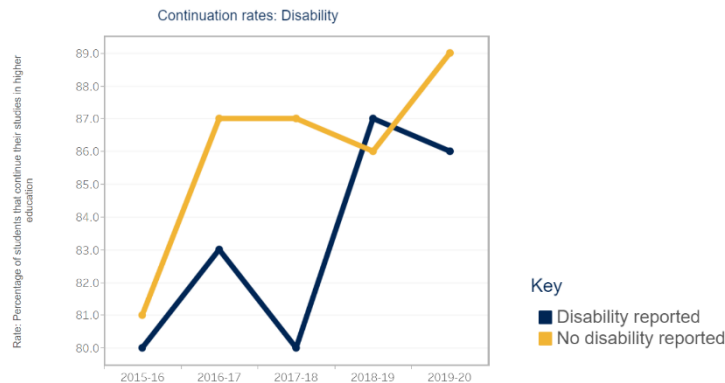
Attainment

Attainment rates for students reporting a disability have largely increased from a start point in 2017-18 and 2020-21. However, a 33.0pp gap between those students and their peers still exists. There was no reportable data on the attainment rates across the College group via disability types or categories, and therefore further scrutiny of internal data is required. We expect such data to be available during this plan's lifecycle, and from 2024/25. The College will then aim to take steps to reduce this attainment gap during the life of this plan by understanding this data better. During this period we will conduct qualitative research (interviews) with a range of stakeholders, and review effective best practice and the literature to better understand the challenges faced by disabled students and how these might vary by disability type. Some of the intervention strategies and associated targets are highlighted in the sections below, particularly around poor mental and emotional health.

Attainment rates: Disability
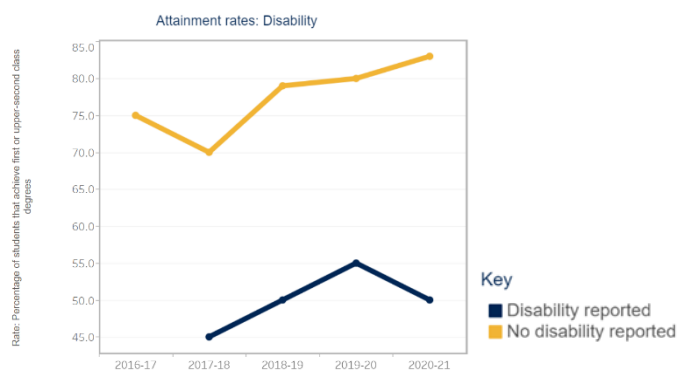
Progression to employment or further study

Progression in 2016/17 for students reporting a disability was at 54.0pp compared to 62.0pp for no disability reported. Both groups of students saw progress on the year previous, particularly for students reporting a disability (45.0pp in 2015/16 vs 54.0pp in 2016/17). There was no data to compare progression via disability type/category (due to results being based on the 2016/17 DLHE survey), although OfS data would suggest that progress has been made by students reporting a cognitive or learning difficulty, from 40.0% in 2015-16, to 50.0% in 2016-17. It is clear from the national data (see graph below) that disabled students are less likely to progress to highly skilled employment or higher

level study. TCCG needs to monitor and target intervention to support disabled students studying with us, in line with our intention to obtain better data by 2024/25, so that their access to such exit routes are not impeded by any discriminatory practices within the College environment.

Rates of progression into highly skilled employment or higher level study: Disability
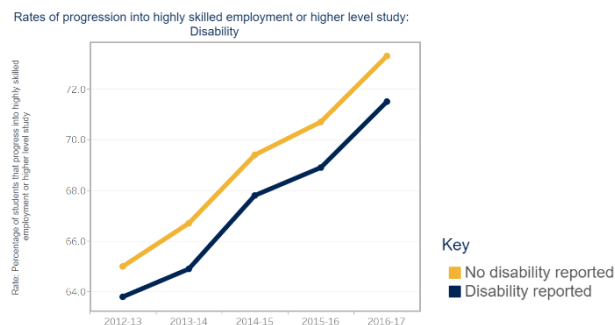
1.5 Care leavers

Access, Success and Progression

We record, on entry, students who have been in care, either from UCAS applications or direct entry equivalent, providing the applicant discloses. No students identified as care leavers from 2017 to 2019. Over the last few years we have identified very small numbers of students progressing internally from our FE who had previously been 'looked after'. The number of students who continue to identify as care leavers is very low and therefore cannot be commented on in any real detail. TCCG has strong relationships with the County Council and will strengthen these further over the lifecycle of the plan to develop an appropriate offer of support for such students. The College also has a robust set of strategies in place regarding its wider safeguarding measures. We work closely with the County Councils, local safeguarding boards and with dedicated care services.

It is clear from the literature that there is a large gap in Access for care leavers as well as a large gap in non-continuation rates. Whilst we have relatively small numbers of care leavers, we are attempting to further develop our understanding of issues for this group. This will include issues in relation to the accessing of funding, continuation and progression from year 1 of their course into year 2, and exiting in graduate level employment. Harrison (2017) indicated that a significantly lower number of care leavers (11.8%) enter HE nationally, and are 37% more likely to withdraw from a programme. This highlights the importance of ensuring supportive measures are in place, so that students from such backgrounds receive appropriate support for continuation and success.

Systems now more clearly highlight learners who have declared that they are care leavers to enable support services to provide additional support where required. All support is captured and recorded via software packages such as ProSolution, which permits a cross-department/sharing of sensitive information with relevant College stakeholders, thus giving students excellent levels of targeted support from relevant experts.

1.6 Intersections of disadvantage

The OFS Data Dashboard suggests that over time (between 2015-16 and 2020-21) the proportions of male and female students from Polar4 Quintiles 1 and 2 have reduced whilst the proportions of male and female students from Polar4 Quintiles 3,4 and 5 have increased, with an overall widening of participation gap between these groups. Perhaps key to this particular section of analysis, is the fact

that students from Quintiles 3-5 are much more likely to access Higher Education, than their peers from quintiles 1 and 2. The analysis of data would indicate that in 2020-21, there was a 5% gap in participation by females from quintiles 1 and 2, in comparison to females in quintiles 3, 4 and 5. For males, the difference was significantly greater, with a 26% gap between males from quintiles 1 and 2, in comparison to those from quintiles 3, 4 and 5.

Cornwall College data   National data
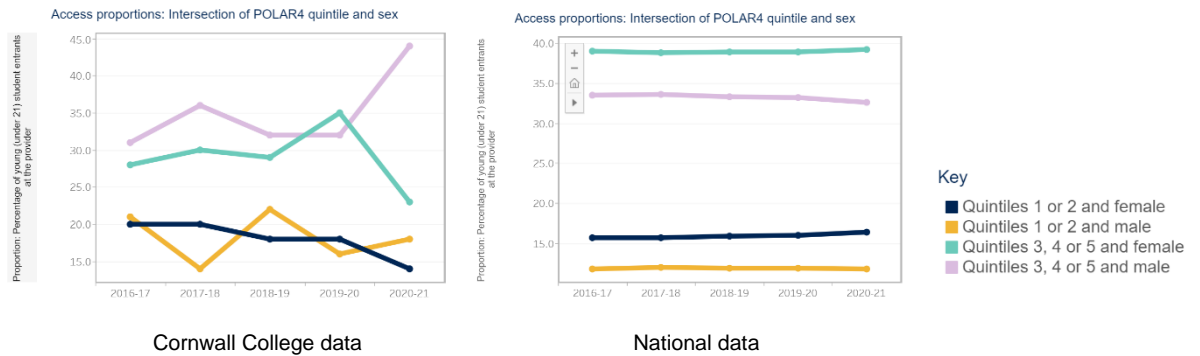
Young people from disadvantaged communities, (particularly males) would seem to be less likely to participate in Higher Education within the Cornwall College Group, in comparison to the general population, where such percentage gaps exist, but are statistically smaller (males). This also would represent a similar picture for females without a surprising skew in the data between 2019-20 and 2020-21. Such analysis is supported with further data from the College Information Portal, and when reviewing enrolment data, and therefore forms part of our targets for widening access for young people from quintiles 1 and 2 throughout this plan's lifecycle.

Pleasingly, since 2015-16 and aside from a skew in the data for Q1/2 females between 2018-19 and 2019-20; continuation rates have increased for both males and females across all POLAR4 quintiles. Females from quintiles 1 and 2 saw a continuation rate of 75% in 2015-16, in comparison to 90% in 2018-19. Males from the same quintiles saw a continuation rate of 80% in 2015-16, and 85% in 2018-19. Females from quintiles 3-5 had a continuation rate of only 70% in 2015-16, which jumped to 89% in 2018-19. Converse to national averages, males from quintiles 3-5 at Cornwall College had a continuation rate of 85% in 2015-16, which increased to 93% in 2018-19 – a figure higher than their female peers.
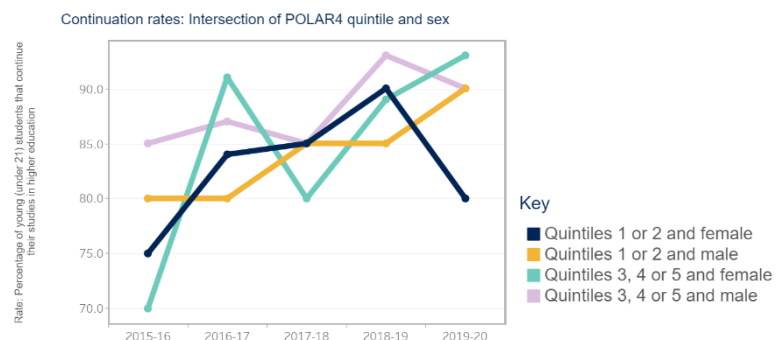
Whilst the steady progression is recognised as a celebration of the positive interventions and strategies employed by the College during this time period; more needs to be done to reduce any access and continuation gaps between males and females, and in particular for those from more deprived areas. This is crucial as HEI's enter a new era of annual monitoring and reporting with the OfS, with more stringent measures on the number of students not only continuing, but successfully completing their studies. There was a lack of data related to attainment and progression amongst these data sets, but

national data is highlighted in the graph below. The College will continue to monitor this national picture to ensure that we can map against this once greater data sets become available.

Rates of progression into highly skilled employment or higher level study: Intersection of POLAR4 quintile and sex
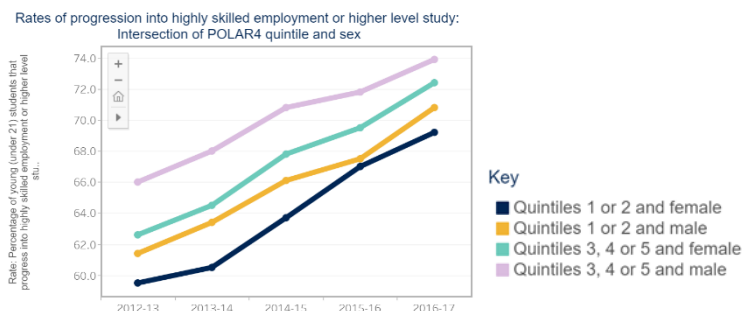
Part-time students may also experience additional challenges with respect to accessing, continuing, or succeeding in higher education, on top of any specific considerations linked to their social or economic demographic. Across all underrepresented groups, we do not have the data with which to analyse our performance in relation to part-time students for each lifecycle stage, but commit to working with such students to understand this better during the life of this plan.

1.7 Other groups who experience barriers in higher education

Eligibility for free school meals (at key stage 4)
As highlighted above, many of the Cornwall College Group's campuses sit within areas of economic and social deprivation, and are identified as Lower Super Output Areas. As such, there are high proportions of children who are eligible for free school meals.

Access, Success and Progression

In terms of accessing higher education, 16% of all students enrolled in 2020-21 were eligible for free school meals at key stage 4. This has grown modestly from a figure of 11% in 2017-18, which highlights our work with schools to raise aspirations of young learners in local areas, in order to try and bring our enrolments with this target group closer to the national benchmark (2020-21) of 17.3%.

It is, however, when viewing the data for continuation of studies that a concerning trend has been identified. Nationally, there is an upward trend of continuation rates from students eligible for free school meals at key stage 4, from 87.4% in 2017-18, to 90.3% in 2019-20. Whilst there was a pleasing (and sharp) upward trend at Cornwall College between 2015-16 (just 55%), and 2018-19 (90%); this dropped quite sharply again in 2019-20 to a figure of 80%. It is therefore clear that those students eligible for free school meals are less likely to continue in their studies at Cornwall College in comparison to the national picture, and whilst it is clear that the fluctuations in data are a mitigating factor, that some work needs to be undertaken to ensure that this is more consistent across all areas of provision, in line with continuation rates for those students ineligible for free school meals at key stage 4.

Continuation rates: Eligibility for free school meals (at key stage 4)

Cornwall College data

Continuation rates: Eligibility for free school meals (at key stage 4)

Key
■ Eligible
■ Not eligible
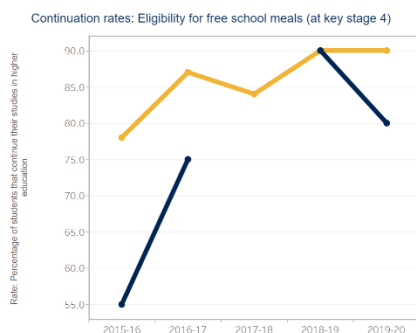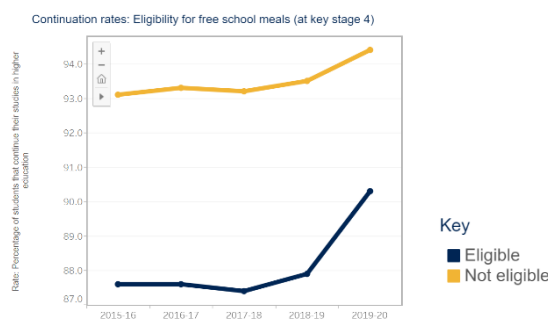
National data

There is no data available, at a local or national level, to understand attainment and progression rates into skilled employment or further study, and so further analysis needs to be undertaken to better understand the motivations and challenges faced by this particular underrepresented group.

First in family

Due, in part, to the high number of Lower Super Output Areas within both Devon and Cornwall, it is likely that as we seek to raise the aspirations of all potential learners, that many of our HE students will identify as the first member of their family to access and engage in this level of study. In 2017-18, this figure was 43% (TCCG data). Anecdotally, the removal of student number caps on institutions over the past few years, together with our own assessment of students via HE programme teams; would indicate that this number is higher today. As a College group, we will aim to generate more meaningful data on this metric during this plan's lifecycle, in order to understand better the specific challenges that such students may face in accessing HE, as well as their ability to continue on their courses and achieve good grades.

Refugees, and Gypsy, Roma and Traveller communities

We have also considered the access to, in addition to continuation, attainment and progression rates for students classed as refugees, as well as those from gypsy, roma and traveller communities. We do not have robust data with which to make any detailed analysis at this point, so will work to ensure that this data is captured on arrival/enrolment from 2022/23, so that any students meeting this criteria can then be offered appropriate support. Our priority in the first instance is to understand these groups better, and in particular their journeys into Higher Education, and their motivations for succeeding in this space.

Working single parents

With a high percentage of mature learners in Higher Education; we also considered whether many of those were likely to have dependants, and/or be the sole carer for those children. This may cause extra student pressure with regard to access, continuation, attainment and progression, with a likelihood of a need to balance study with their care-giving responsibilities alongside a need to earn an appropriate income. Such learners are likely to require support at unsociable or 'non-traditional' hours, and this has influenced some of our APP projects below. Again, data is currently low, so understanding this particular group of students better will enable the College to then provide appropriate support. From 2022/23, we aim to gather meaningful data on this group, with positive interactions and interventions then considered.

2. Strategic aims and objectives

2.1 Context and overall vision

As part of Cornwall College's overarching strategy for both Further, and pertinently, Higher Education; we aim to meet the needs of both learners and employers in the major economic sectors operating in the College's primary geographic areas of operation. In recent years, the College has focused on delivering its Strategic Plan via a rebuilding of its educational and physical infrastructure, in order to deliver a consistently high-quality education offer to all of its learners. We are ambitious in our strategic aims and objectives for Access and Participation and hope to demonstrate a determination to be bold in our vision, commensurate with our roots in professional and technical education, and our position as 'The Career College'. This links closely to our overall mission to provide exceptional education and training for **every** learner to improve their career prospects.

The College is ambitious about being the number one choice for specialist technical and vocationally-relevant Higher Education study in the region, to ensure that students are career-ready and able to positively make a difference, to themselves and others, in their wider communities. However, we are also passionate about ensuring that everybody gets fair and equitable opportunities with which to access, continue within, complete and progress from their degree-level programmes. In order to meet this wider aim, we recognise the need to understand, reduce, and where possible, eliminate any barriers or gaps between Higher Education entry, continuation and progression rates across all demographic groups. As a Higher Education provider both with its own foundation degree awarding powers, and positive relationships with employers in our local community; we are perfectly placed to develop a dynamic, responsive and relevant offer that is inclusive to all members of our community. We recognise the recent consultations with Higher Education Institutions around the ongoing monitoring of degree programmes in relation to access, continuation, completion and progression, and feel that we are well placed to enact such proposals in order to positively benefit the sector. We also recognise the impact that the COVID pandemic has had on HE study, with many learners arguably fearful of 'paying for' remote delivery and not benefitting from traditional high quality face-to-face delivery. As part of this Access and Participation Plan, we commit to making every effort to ensure that every learner enjoys regular and sustained in-person access to their course staff, in order to get the very best value for their investment in themselves, and in aiding achievement and progression into graduate level employment.

We have a strong record of widening participation, as evidenced in our assessment of performance as above. We also recognise the unique socio-cultural and demographic context of our local operating environment, and the challenges that many face in accessing and succeeding in higher education via a complex intersection of circumstances that may constrain students in achieving their full potential. To this end, we have identified some key priorities as below, which enable us to close any existing gaps further. We also recognise that whilst a number of key internal strategies and measures can assist us in realising our ambitions for inclusive higher education; that we also need to engage with a range of external partners. Therefore, we will continue to work with Combined Universities in Cornwall (CUC) and Next Steps South West (NSSW), in order to share intelligence, discuss policy and enhance access and attainment. Such work will enable us to meet our aims and objectives with our identified target groups, via the measures and areas of specific work discussed below.

2.2 Target groups

Through our Assessment of Performance, we have identified 3 key areas where ambitious targets have been set. In addition, we have identified groups of students within lifecycle stages where over the

coming five years, further monitoring needs to take place in order to build a strong evidence base to target support interventions to secure improvements.

There are Office for Students' key performance measures that we have chosen not to target for intervention as our Assessment of Performance in section 1 above has identified that such gaps cannot be evidenced appropriately at Cornwall College. This is the case for KPM 4, which is relevant to the gap in degree outcomes (1st or 2:1) between students from White British and Black and Minority Ethnic backgrounds. Owing to the current ethnic profile of our students, it would not be appropriate for us to focus our attention on this area if the student numbers and proportions remains consistent. We will however, continue to monitor the data in reference to such groups to ensure that no gaps begin to emerge, and take appropriate action should this situation change as a result of our broader widening participation agenda.

Therefore, The Cornwall College Group has committed to the following targets in the tables below. Related targets from the Targets and Investment Plan are shown in the superscript. Target groups and our planned work across each area are discussed in further detail in the following sections.

Access

	We play a pivotal role in increasing access for a number of underrepresented groups in deprived areas. We aim to increase entry rates for the following groups.
1	Improve the absolute proportion of students from POLAR4 quintiles 1 and 2 entering higher education (contribution to OfS KPM1)
2	Improving access for male students entering from POLAR4 Q1 and Q2 (PTA2)

Success

	Improving access for underrepresented groups is the first stage in a journey. Barriers continue to impact on success through continuation and attainment. We will improve our understanding of barriers and work to reduce gaps and improve performance for all. We identify the following key groups in targets.
1	Improving continuation rates for students from POLAR4 Q1 (PTS1; contribution to OfS KPM3)
2	Improving continuation rates for students eligible for free school meals at key stage 4 (PTS2);
3	Improving attainment rates for disabled students (PTS3; contribution to OfS KPM5).

Progression

We are a 'Career College'. Many of our students are committed to remaining in Cornwall and using their achieved higher skills to support the growth of the County. The following targets and objectives prioritise groups for further learning and / or support to close gaps and improve performance.

1	Improve rates of progression to skilled employment and further study for mature students (PTP1)
2	Improve rates of progression to skilled employment and further study for disabled students (PTP2)

In addition, TCCG will continue to monitor and collate information and data on the entry of students from a background other than White British. By continuing our activity in this area, we will be able to identify opportunities to increase the number of students accessing our HE provision from these backgrounds (particularly as we begin to attract an increased number of students from outside of Cornwall & Devon), and build best practice to support all students.

TCCG will improve our ability to identify and recruit care-leavers, building an evidence base and collation of best practice to encourage access to our HE provision from this student cohort.

TCCG will use data to build a stronger evidence base in order to improve current performance of Progression for **all** students. By continuing our activity to collate and monitor progression we will be able to identify gaps and build best practice to support all students, in line with recent changes to our reporting and regulatory requirements.

2.2 Aims and objectives

The Cornwall College Group have committed to eight specific Access and Participation strategic aims, with the objectives for each set out as below. These aims compliment our wider College strategic aims, and align to our proposed direction of travel for HE as identified in the HE Strategy 2022/27. Here, there are three APP aims related to Access, three related to Continuation & Success, and a further two related to Progression. Each logically progress from our understanding of current assessment of performance from section 1, and thus, highlight how we aim to further develop opportunities for individuals from underrepresented groups to access and succeed in Higher Education within the group.

Access
Strategic Aim 1: Improving access for 18 and 19 year olds entering from Polar 4 Q1 and Q2 (PTA1; contribution to OfS KPM1)
Objectives: • We will reduce the gap between our area of most participation (polar quintile 3 - 28%) and our lowest (polar quintile 2 - 16%) during this plan's lifecycle; • We will address the decline in access from students from Polar4 Q2 (KPM1); • We will increase the absolute number of students entering from Polar4 Q1 and Q2 (PTA1; contribution to OfS KPM1) • We will work to ensure that the proportion of learners from Polar4 Q1 increases to 20% by 2026-27

Access
Strategic Aim 2: Improving access for male students entering from POLAR4 Q1 and Q2 (PTA2)

Objectives:

- Our assessment in performance highlighted a widening gap in access for males from POLAR4 quintiles 1 and 2, in comparison to quintiles 3, 4 and 5. We will work to reduce this gap;
- We will specifically reduce any fluctuations in access by male students from these quintiles;
- We will increase the absolute number of students entering from POLAR4 Q1 and Q2 with a particular focus on male students from Q1 and Q2 (PTA2) so that the existing 26% gap, is reduced to 15% by 2026/27;

Continuation & Success

Strategic Aim 4: Improving continuation rates for students from POLAR4 Q1 (PTS1; contribution to OfS KPM3)

Objectives:

- In 2018-29 TCCG had a gap of 10pp in continuation rates between students from POLAR4 Q1 and Q5.
- We will aim to reduce this gap to 5pp by 2024/25.
- We will ultimately remove the gap in non-continuation rates between POLAR4 Q1 and 5 (PTS1; contribution to OfS KPM3) by 2026-27.

Continuation & Success

Strategic Aim 5: Improving continuation rates for students from low income backgrounds (PTS2; contribution to OfS KPM3)

Objectives:

- In 2019/20, there was a 10pp gap in continuation rates between those students eligible for free schools meals, and those ineligible.
- In 2015/16, those eligible for free school meals had a continuation rate as low as 55%.
- We will aim to eliminate this gap during this plan's lifecycle.

Continuation & Success

Strategic Aim 6: Improving attainment rates for disabled students (PTS3; contribution to OfS KPM5)

Objectives:

- The assessment of performance highlighted a 33pp gap between students reporting a disability and those not.
- TCCG will aim to ensure that disabled students are as likely to achieve as all other groups
- We will thereby eliminate the current gap in attainment (PTS3; contribution to OfS KPM5) by 2026-27.

Progression

Strategic Aim 7: Improve rates of progression to skilled employment and further study for mature students

Objectives:

- We will improve rates of progression to skilled employment and further study for mature students, by completely eliminating the current gap identified in 2016-17 OfS data (PTP1).

Progression

Strategic Aim 8: Improve rates of progression to skilled employment and further study for disabled students

Objectives:

- We will improve rates of progression to skilled employment and further study for disabled students, by completely eliminating the current gap identified in 2016-17 OfS data (PTP2).

3. Strategic measures

The Cornwall College Group is a major provider of post-16 further education, higher education and apprenticeship training. The College delivers training at all levels from Masters' degree to basic English and Maths, but has, for a number of years, developed a specific focus on excellence in professional and technical education at entry level to level 3. Pre-16 vocational pathways (not direct entry) were successfully introduced in September 2020 and provide younger learners the opportunities to develop work-based knowledge, skills and behaviours to enhance their educational experience and support their engagement with School.

Our core purpose is to prepare our learners for progression to employment, further study, or, in the case of our adult learners and apprentices, promotion or career change through a positive raising of aspirations across all sections of our communities and networks. The Cornwall College Group remains firmly rooted in professional and technical education and has, over the years, developed specialist facilities and resources to support skills-based training in general and land-based education to meet the regional need.

As a College group, we aim to provide a consistent high-quality experience and education for all learners, regardless of background. We are the 'Career College', so our intent is not only the need to provide outstanding education, but also to work with our learners to grow their confidence, build resilience and prepare them fully for the world of work ensuring they have the knowledge, skills and behaviours needed to make a meaningful contribution to modern Britain.

At our core is our Mission Statement – exceptional education and training for every learner to improve their career prospects. This is realised within our strategic objectives and the clear intent of the curriculum. Through the strategic leadership and wider staffing community, we are, and will continue to be, committed to serving our local community by providing the highest possible standards, as well as a diverse curriculum offering. We are excited by the increasing focus on opportunities to utilise our foundation degree awarding powers to take forward local and regional employment focussed provision at Level 4 & 5. As a small HE provider, TCCG is able to work dynamically to develop and evaluate programmes of activity across the student lifecycle. Developing our whole provider strategic approach has involved academic and professional services staff from across the organisation, as well as student representatives and Governors. Our size and values enable us to be both inclusive and responsive to change.

3.1 Whole provider strategic approach

Overview

We commit to a whole provider strategic approach to secure the success of this plan, which sits within and alongside our wider HE Strategy, Student Engagement/Learner Voice activities (see section 4), and Overarching Strategic Intent to ensure that;

- A whole lifecycle approach is taken

- Our APP aligns with and is supported by our other strategies

- Our APP benefits all students, but prioritises identified groups to close gaps

- Our Board of Governors and Executive Leadership Team (ELT) are informed and involved

- A collaborative approach is taken across teaching and professional services teams

Our APP enhances the culture of our organisation and helps us achieve our mission. Our inclusive and equitable approach to access and participation, evidenced through previous iterations of this document,

highlight a range of support that is available to students, in order to support academic study as well as pastoral welfare. For example, each student has access to an Engagement and Progression Officer to provide pastoral support, support for mental health, and overcoming any barriers to completion or achievement. This team can also support with signposting to external networks and organisations. Bursary and Hardship funds enable students to apply for financial support where this is causing barriers to accessing education. Students also have access to Study Support Officers who can provide workshops and personalised support for academic studies and research. Our Learning Centre staff also help provide access to physical and online resources to support studies and provide remote support. Our careers team support students with identifying their next steps and progression alongside course teams. Close working with Next Steps South West (NSSW) helps to promote higher level study with our progressing learners. Additionally, an extenuating circumstances process enables students to access support to ensure completion of their course and coursework where other challenges may be preventing completion. Students also have access to our Disability Advisor who can support individuals to get access to the resources they need following assessment of needs.

Theories of change

We have developed two overarching theories of change, to encompass our work in access, and in student success. This is commensurate with recent OfS policy pertaining to the quality of education, widening access, and the monitoring and auditing requirements that arise from this. These visually depict our evidence informed theory of change by tying together our philosophy of access and participation, to our whole provider approach, to our specific targets linked to our strategic measures and action plans. Each subscribe to a student-first approach to study at higher education, which enhances each student's belonging, value and readiness for future challenges.

Theory of Change: Access

Contextual Factors:

Staffing & pressures in participating schools (e.g., Ofsted)

Family and working commitments

National policy changes

Overlapping HEI pressures/local competition

Cost of living crisis

| Increased human capital & ripple effect | Increased progression rate from schools | Benefits of degrees articulated | Increased recruitment from POLAR4 Q1/2 | **Outcomes** |

College Management Structure, EDI Committee, APP Committee, Recruitment Events, Enhanced Reporting Methods

Monitoring & Evaluation

| Stakeholder engagement (NSSW) | Sessions delivered in schools | Alumni role-modelling | Targeted financial support | **Strategic Measures** |

Infrastructure & resources: Marketing, student ambassadors and academic staff; Careers teams, NSSW, and school teachers; External industry partners (Career College)

Inputs

| Low aspirations & broadening horizons | Lack of information | Perceived value of degree study | Geography & rural isolation | **Issues, challenges & barriers** |

Enhanced Access to technically and vocationally-relevant University-level study to individuals from low participation & socio-economically disadvantaged communities

Aims

Theory of Change: Student Success

Alignment with other strategies, groups & committees

The further and higher education areas of TCCG aim to provide equality of opportunity and continue to attract increasing numbers of students from groups who are underrepresented in learning. The student journey from first point of contact to graduation and beyond, is shaped by the organisational values of aspiration, inclusion, innovation, support and progress, as evidenced through our organisational strategies and policies.

The **management structure** enables a range of strategic and operational activities to take place for implementing college initiatives and actions. A management calendar outlines all key committees and meetings that will inform operational and strategic activity in line with our strategic aims, and specifically our work around access to, and success in, higher education. These include a weekly meeting of the Executive Leadership Team (ELT) and College Operations Group (COG). Each of these meetings inform the strategic and operational messages for all staff communications and inform activities related to widening access, and for enabling the success of our learners throughout their journey at the College. A monthly operational leadership team (OLT) meeting enables a focus on key activities with all college managers, which will regularly include agenda items related to the recruitment of learners from widening contexts, and the support available to students once with us, in order to positively influence issues pertaining to successful completion, and meaningful destinations.

All college quality processes (e.g., EDI and TLA) link to these meetings to provide updates to the strategic teams and inform actions for further development.

Equality, Diversity & Inclusivity Committee

An **Equality, Diversity and Inclusivity (EDI) Committee** aims to advance our understanding and appreciation of ED&I in its widest sense, embracing and celebrating the strength of difference and inclusion and all this brings. As such, this group encompasses much of our decision-making and subsequent implementation of Access and Participation across the College Group. The committee includes representatives from HE curriculum as well as a student representative selected from the ED&I members of the local student executive committees. The committee will challenge the College as an institution in terms of our practice, approach and development of equality and diversity and in particular where progress is limited, or in support of underrepresented individuals and groups.

There is synergy between the EDI committee, and the philosophy found within this Access & Participation Plan, and our College-wide work in this area in general. The most current Equality, Diversity and Inclusion Policy (which directs much of the work of the EDI Committee) states, very clearly, that our work in this area is 'not a tick box', and that we always aim to value and respect individual differences, and ensure equality of opportunity regardless of personal and social characteristics. The Cornwall College Group (TCCG) is committed to ensuring people can learn and work without discrimination; where fairness is promoted and **everyone** is given the opportunity to achieve.

The work of the Access & Participation Plan, and in particular our identified targets/gaps as highlighted above, provides the EDI Committee with further opportunities to further our work with underrepresented groups in Higher Education. TCCG strongly believes that positively engaging with a diverse student body will make us better placed to provide the best possible experience for **all** learners, improve staff satisfaction, strengthen our decision-making and thus impact our overall performance. This is perhaps best evidenced via one specific objective within the Equality, Diversity and Inclusion Policy, which states that we will 'demonstrate a clear development of EDI in our teaching and learning, whilst using data to address gaps in performance and achievement'. This is an objective advocated within this document

through the use of OfS and internal data to identify where we are both successful, and where challenges exist, with regards to the access, continuation, and progression of students from identified backgrounds, and how we can take positive steps within our teaching, learning and assessment activities to ensure all learners are successful.

A newly-formed Access & Participation Committee further supports the College-wide work of the EDI Committee, and represents further evidence of the interaction between both committees and their strategies. The Access & Participation Committee consists of student representatives from a range of identified underrepresented groups (mature students, those from lower income backgrounds via bursary applications, those with a disability), along with key members of staff responsible for both the delivery of high quality Higher Education (e.g., Head of Higher Education, HE Progression Officer, HE Curriculum Managers), and those in vital HE student support roles (e.g., Student Experience Managers and HE Study Support Officers). The job of this new committee is to scrutinise data related to access, continuation, progression and success across a range of identified target groups, and report to EDI Committee, in addition to the HE Academic Board, on where additional measures need to be implemented. This committee will also analyse and discuss the success of specific College-wide Access & Participation projects as identified below, in order to measure and report on their impact, and highlight best practice.
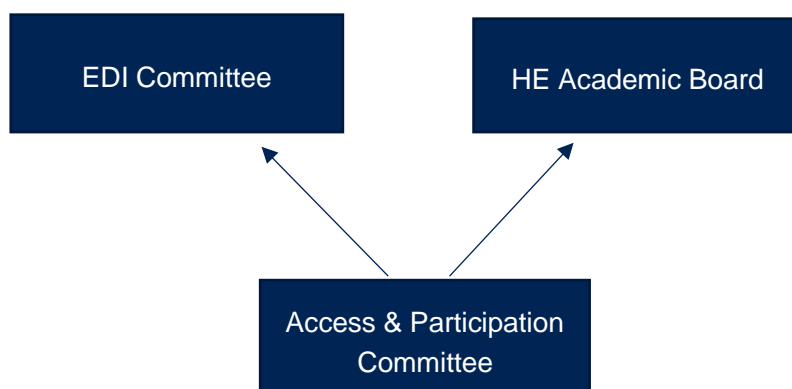
EDI is also embedded into the Learner Experience Timeline and curriculum activity to discuss topics related to diversity and equality, particularly in the workplace. We have an EDI week each academic year to provide an explicit focus on EDI in the curriculum, and throughout the campus. Student led groups such as LGBTQ+ and women's groups; also enable students to generate awareness and inclusivity as part of personal development.

Land-based Strategy (in progress for April 2022 completion)

The Land based strategy at The Cornwall College Group outlines the potential to be truly individual and to lead the way in terms of the provision that we offer. The current land based landscape (nationally and regionally) is complex, considering the climate change agenda, Brexit and COVID-19 but this has generated a new way of thinking and new priorities in terms of skills and knowledge for the future. There is an important balance to strike to ensure that the traditional and core skills and practices are still delivered effectively. Currently land based courses make up 40% of the total of The Cornwall College provision.

In most specialist designated land based providers the learners and apprentices from minority ethnic groups are under-represented. This may be reflective of how learners and their parents perceive the status of land based education and training (Landex, 2020). This is true for TCCG and compounded further by the geographical challenges of Cornwall and Devon. However, the employment opportunities

within land based in our regional landscape are significant, and our curriculum offer from entry level through to higher education, our engagement with schools and charities such as High Ground, as well as our adult community offer, enables us to provide a range of entry points for our learners to progress into higher education and develop the skills required. Similarly, we offer a transport network of College buses to our land based sites, as well as residential accommodation at both Bicton and Duchy Stoke Climsland.

There are five land based sites across the South West, each unique in its own right and each one made up of a range of buildings, specialist resources, grounds and equipment. Whilst there are similarities in provision and resources within further education; for higher education there is a more focused offer that is designed around the specific sites and their specialisms. All of these sites and course offers are accessible through progression from our broader further education provision, thereby promoting ease of access and a raising of aspirations via these visible progression routes. The offer within land based at TCCG for higher education maximises the resources and specialisms that we have available on each site, and is currently being developed further to ensure that it is both innovative and responsive to the changes in the sector.

Our Land based provision is ideally positioned to undertake research and investigate and explore new ideas and concepts within our sector. We provide an important medium between high level academic research and science and the accessible and replicable practice required by many of our stakeholders. Similarly, there are opportunities for hosting student projects across our range of sites and this provides a fantastic resource for our learners. The extent of research informed teaching across the land based sites is a significant learning opportunity in terms of providing genuine employability skills for our graduates. We ensure that all research is embedded into teaching and not just research informed practice.

The HE offer recognises the specific resources and knowledge that we have rather than offering more generic course titles that are being delivered more widely and by non-land based universities. Our partnerships at The Eden Project and Newquay Zoo provide our learners with a unique opportunity to progress into a range of provision that is designed to provide both the academic and practical experiences required by the industries that we serve. That is not withstanding the higher education opportunities at our Bicton, Duchy Stoke and Rosewarne campuses, whereby the offer is driven by local and regional skills requirements and employer engagement. This supports positive progression into meaningful employment. The Landex Strategic Review of Land based provision in England (2020) identified that skills development at entry, intermediate, advanced, and higher levels is essential in six areas: technical; business, finance, and marketing; managerial; logistical; environmental; and health and safety. These areas form the basis for the higher education offer at TCCG. Exciting opportunities also exist around our Access to HE provision, and how this will support fair and equitable access to degree-level study for individuals (particularly mature learners) from a wide range of backgrounds who may be looking to change their career and positively impact upon their quality of life. A suite of new land-based Access to HE courses will form an important part of this activity during this plan's lifecycle. These proposed curriculum development will also feed into the **Local Enterprise Partnerships (LEP)** in both Devon and Cornwall/Isles of Scilly, which advocate innovative approaches to sustainability, regeneration and renewable energy via knowledge transfer and in liaison with their Employability and Skills Board.

Curriculum and Quality Committee

The Cornwall College Group **Teaching, Learning and Assessment (TLA) Strategy** focuses on three key aims: to deliver consistently good or better teaching, learning and assessment that enables students to fulfil their potential; to ensure highly effective monitoring, support and quality assurance systems; and to ensure our students play an active part in developing the quality of teaching and learning. All three aspects are vital to the development of high-quality delivery at all levels of Further and Higher Education provision and are central to the **College's Quality Improvement Strategy** which drives an annual **Quality Cycle** for both FE and HE.

Lesson observations are conducted regularly within four windows in the annual cycle and have a strong focus on the impact of the quality of teaching, learning and assessment from the students' perspective, including the efficacy of support provided both within the classroom (or practical teaching areas) and through tutorial input. Such work provides a strong indicator towards our commitment to ensuring successful continuation and attainment for all students, from all demographic groups. TLA is designed to create high expectations of our students at all levels and ensures that all learners, inclusive of those who may be disadvantaged, are provided with every opportunity to achieve and progress through the provision of appropriate support. Feedback through the student voice is invited in several ways, including formal online surveys, student representation on the Cornwall College Corporation Board, student representative input at HE Programme Committee Meetings and through Cornwall College Student Union (CCSU) meetings which take place termly. Such student-centred feedback ensures that we act in a collaborative fashion with our students regarding the impact of our teaching, learning and assessment activities, and thus enables us to meet the needs of all learners across all HE provision.

Research and Scholarly Activity Policy

For the Cornwall College Group, **Research and Scholarly Activity** is defined as activities that increase and improve subject knowledge or pedagogy. They are activities which contribute to enhancing the student experience, promoting engagement with research and support research led/informed learning, teaching and assessment. Scholarly activities must be purposeful and have a demonstrable impact on the HE community at the College. These activities go beyond CPD or training and promote a deeper understanding of the subject matter or the knowledge creation process, either to the individual and/or to a wider audience.

The College hopes, through actively encouraging and providing means to engage with scholarly activity, that demonstrable impacts will be experienced including:

- Enhancing the student experience by providing a scholarly environment, thus enabling the achievement of the best outcomes possible and increasing employability
- Improving opportunities for students to engage in high quality research through a shared understanding of approaches gained through being scholarly
- Encouraging the application and process of research to learning and teaching
- Developing a close community of HE scholars who demonstrate confidence in their own scholarship and openly share the outcomes of their scholarly activities
- Enhancing the reputation of the College and heavily contributing towards achieving world class characteristics for its HE *(The Cornwall College Group Research and Scholarly Activity Statement 2021)*

- Recognise the importance of research and scholarly activity and its links to the application of information and knowledge-exchange through our 'Back into Industry' days for staff

Such work not only forms a vital part of our requirements as part of having Foundation Degree Awarding Powers (FDAP), but perhaps more importantly, allows us to support high quality research-informed teaching and learning in order to enable students to enjoy their sessions, receive appropriate challenge, and ultimately succeed.

Mental Health & Wellbeing Strategy

Our **Mental Health and Wellbeing Strategy** helps to outline how we will help students with emotional or mental health difficulties to realise their full potential. Personalised support is offered by Engagement and Progression Officers on all campuses to provide pastoral support, support for mental health and overcoming any barriers to completion or achievement. This team can also support with signposting to external networks and organisations.

Safeguarding underpins all activities and we have staff trained for adult safeguarding and enabling students to access any support required. Staff regularly undertake training to ensure that the relevant support can be provided.

A **Learner Experience Timeline** outlines all activity for all learners and includes pastoral support, themed weeks to focus on Equality, Diversity and Inclusion; Careers and Progression; Sustainability and a range of welfare and wellbeing activities. The timeline also includes a HE focus to ensure that HE specific activity is considered for staff and students within the wider college strategy.

3.2 Strategic measures

Our ambitions for widening access and participation, and subsequently ensuring strong continuation, completion and success can be characterised through our work in three distinct areas:

- Raising aspirations
- Supporting success
- Upskilling the workforce

In line with our values and philosophy; we aim to help all individuals to view higher education study as something that is within their grasp. We therefore commit to positive messaging and activity to ensure that any emotional, physical, financial or societal barriers are reduced or where possible, eliminated. We also wish to provide outstanding support for all of our learners whilst they are engaged in study with us, by giving them every chance to continue on their courses, and ultimately complete their respective studies in a timely manner in order to enhance their futures. As the Career College, we recognise our place as a central member of our local communities, and as a consequence, commit to playing a key role in the development of skills to aid employers across a range of sectors. We therefore aim to upskill the local workforce by providing learners with access to a range of supportive measures designed to help them, and their employers, to succeed.

In addition to our existing work pertaining to enhanced access and participation in HE across the whole group as evidenced above; we have identified six specific projects below. These explicitly seek to address our identified targets, and aid in creating an even greater culture of access and participation by all stakeholders across the College.

Key Strategic Measures to support Access

APP Project 1: Supporting Transitions Workshops (Raising Aspirations)

Purpose: The College will work closely with Next Steps South West (NSSW) in order to deliver a project to raise aspirations amongst Level 3 learners, and help them in transitioning from FE, into HE. This will positively impact upon those learners who may not have considered, or perhaps have strong reservations about the benefits of HE study, and as such will influence our targets linked to PTA1 and PTA2.

Detail: The project will be designed to fit in with the existing timetables and commitments of our FE learners, through the provision of a workshop-style set of activities, with students able to pick and choose from a menu of sessions, designed to 1) promote viable routes into higher education, and 2) arm students with a range of information with which to make this transition far less daunting. Students will be able to choose from sessions (delivered by College and NSSW staff) on fees and finance, transferable skills developed on degrees, balancing projects and priorities, lifestyle choices (e.g., healthy eating) via practical sessions within campus kitchens, understanding mental health, and dealing with stress. Moreover, these sessions will be run across campuses in both the East and West of our provision, with specific sessions delivered at different times of the day, enabling a removal of any barriers or constraints to those with childcare responsibilities or transport needs.

Strategic Support Measures: Whilst the workshops will be open to all level 3 learners during the lifecycle; there will be a specific focus upon our students from POLAR4 quintiles 1 and 2, particularly young males. Therefore, this strategic measure will support KPM 1 and KPM 3 from the OfS participation performance measures, and help to reduce any perceived or actual barriers young people from economically disadvantaged backgrounds may face in attempting to access higher education.

APP Project 2: Cornwall College Alumni Project (Raising Aspirations)

Purpose: The College will create new ambassador roles for alumni from our degree-level programmes, in order for them to positively engage with our existing level 3 learners, and share good practice from their journeys through higher education, and beyond. As such, the project will overtly aim to impact our own students on FE-related courses, and will influence our targets linked to PTA1 and PTA2.

Detail: The Higher Education Operation Team will work closely with Curriculum Area Managers, HE Study Programme Managers, and the Marketing and Liaison teams to identify recent graduates to join the ambassador scheme. Graduates will come back to the College to talk about the benefits of HE to their own careers, and share good practice on how they navigated their way through degree-level study whilst balancing other life commitments. The project is designed to provide positive modelling to those students least likely to consider higher education as a viable exit route from Further Education, and encourage signposting towards exciting internal and external opportunities. The project also promises to enhance the skills and CV's of the chosen ambassadors, with testimonies added to College web-pages for added exposure and positive messaging.

Strategic Support Measure: Alumni from Access to HE courses will deliver talks/workshops to students on that particular programme, thereby supporting KPM3 from the OfS performance measures. Students who progressed to degree-level study from our more 'traditional' 16-19 courses will engage more purposefully with learners on those courses, with a particular focus on 18-19 year olds from POLAR4 quintiles 1 and 2, contributing to KPM1. Where possible, students who have progressed from POLAR4 Q1 and Q2 groups, into higher study or skilled employment, will be utilised as positive role models for

our young learners. This is evidenced to be particularly powerful in raising aspirations through positive role modelling.

APP Project 3: Degree-level Masterclasses (Raising Aspirations)

Purpose: The College already works closely with a range of local schools and community colleges to raise aspirations and attainment. This project would seek to enhance this existing work through a dedicated series of subject masterclasses to enable students to gain a bespoke experience of degree-level study. This will help students to make informed choices about their next steps in education and to consider alternative, exciting career paths. The project will explicitly address our proposed targets around PTA1 and PTA2.

Detail: The Cornwall College Group is heavily engaged in outreach work with school and community college's from as far east as Yeovil and as far west as the Isles of Scilly. This regularly leads to up to 200 touchpoints with students across the region, in enabling a raising of aspirations amongst young people, and assist in closing attainment gaps. We focus on behaviour and attitudes to learning, uncompromising ambition for all learners, respect between learners, staff, the environment and recognise that in these communities the work is some of the most powerful, but most difficult to quantify. Early school engagement is vital in transforming attitudes and raising aspirations towards HE study, and this has seen some previous work around doorstep assemblies, progression assemblies, taster sessions and myth-busters, and careers fests and exhibitions. The vast majority of learners at our GFE campuses come from some of the most socially deprived neighbourhoods in the UK, hence some of our specific targets around those from Polar 1 and 2 quintiles, and low income neighbourhoods. Five of the top 10 most deprived neighbourhoods in Cornwall are within a mile of the Cornwall College Camborne campus, two within a mile of the St Austell campus. The top 17 most deprived neighbourhoods within all of Cornwall are all 'feeder' areas for our Camborne, Rosewarne, Falmouth, Newquay and St Austell campuses (Cornwall Council Index of Multiple Deprivation, 2019). This particular project will see subject teams working closely with our School Liaison team to roll out a series of degree-level subject masterclasses, which will give students a real taste of a higher education session. This will thus aim to reduce any negative perceptions of higher education study, remove any perceived emotional barriers, and grow a sense that higher education is open to all. Sessions will be interactive and informative, and will be coordinated by our new HE Progression Officer. The sessions are designed to act as a logical 'next step', and add considerable value to our existing outreach work, by positively utilising our existing community networks.

Strategic Support Measure: Whilst the masterclasses will be open to schools across a range of socio-demographic areas; there will be an explicit focus upon the 5 areas close to the Camborne campus (Camborne Pengegon, Redruth North, Camborne College Street, Camborne Town Centre & Illogan East); and 3 areas around the St Austell campus (St Austell Penwinnick, St Austell Alexandra Road, St Blazey West) in order to explicitly impact upon students from POLAR4 quintiles 1 and 2, and those eligible for free school meals at key stage 4. Therefore, this strategic measure will support KPM 1 and KPM 3 from the OfS participation performance measures.

Key Strategic Measures to support Continuation & Success

APP Project 4: Studiosity (Supporting Success)

Purpose: In recognition of the increasingly flexible way in which students need access to information and wider support services; the College will work with external partner, Studiosity, in order to help provide enhanced study skills to provide support to all HE students across all our campuses. This will

help students who require access to quality study skills support at flexible times of the day, and therefore positively impact upon both continuation and success measures. It will specifically address PTS1, PTS2, and PTS3.

Detail: Studiosity is an online student study skills support service, which is designed to enhance any existing measures provided by Higher Education Institutions. The College will work with Studiosity throughout the lifecycle in order to enable students to receive an extra layer of support around academic writing in order to aid with successful submissions, and thereby influence greater continuation and success whilst studying for a degree. Studiosity are able to provide instant support to students in need, 24 hours a day via their 'Connect Live' service. Students are also able to receive feedback on written work within 24 hours in order to enhance their academic writing skills. The project also involves the 'Student Connect' service, which involves graduates of specific related courses providing bespoke advice to current students. We aim to dovetail such activity with our work in APP Project 2 (Alumni Project) as above. Both anecdotal and statistical data from a partner HEI in the region would suggest that their own Studiosity project has been incredibly successful in aiding the academic performance of all learners, and helped in creating a culture of support and thereby success.

Strategic Support Measure: The College recognises that many of our mature learners in particular (58% of all HE learners) will be studying alongside balancing a range of other employment or childcare commitments. The national picture would suggest that learners from this *typically* underrepresented group also tend to achieve lower results than their younger peers. For younger learners, particularly those identified most likely to struggle to continue in their studies; this will provide an extra layer of support, and therefore help us to ensure that those from POLAR4 Q1, and those eligible for free school meals at key stage 4, can receive extra help and support in a flexible, student-led manner. Whilst this project would be open to all HE learners, it is envisaged that both mature and younger learners may find this particularly beneficial to their continuation and success, and thus contribute to KPM3 from the OfS performance measures.

APP Project 5: The HE Student Wellbeing Project (Supporting Success)

Purpose: In response to the added pressures that the COVID-19 pandemic has provided, The College will create an enhanced HE student mental health and wellbeing service to help all HE students to continue on their degrees with confidence and resilience. The will positively impact upon the increasing number of students who require access to mental health support post-pandemic, and in an era of rising cost of living, and an uncertain job market. It will help them to feel supported and therefore stay on track with their studies, and thus impact upon our work in PTS1, PTS2 and PTS3.

Detail: All learners currently have access to a support network on campus who are able to help students to access the support they need. This aids students during times of crisis, and when continuation or completion of their programme might be in jeopardy. Support will often include assistance from HE Programme Managers; Engagement and Progression Officers and Study Support Officers. The HE Operations team also provide excellent advice and guidance on elements of partner regulations and extenuating circumstances claims to help ease pressure and tension during pinch-points in assessment. The Student Experience Manager on campus will also ensure that staff and students are aware of the services and support available as part of an excellent wrap-around level of pastoral support and care. However, the College recognises the unique pressures that the pandemic has provided, and the uncertainty around periods of study has created extra pressures on many students' own mental health, and as a consequence, their perceived ability to navigate the fluctuations and demands typically associated with degree-level study. We will commit to 1) enhancing the training of our existing student support teams so that they can best support students experiencing poor mental

health, and 2) seek to develop a range of drop-in counselling services, which will be promoted to all HE students.

Strategic Support Measure: This work will positively contribute to KPM1, KPM3 and KPM5 from the OfS performance measures. Although open to all HE students, it is envisaged that this project will be specifically useful to young students from POLAR4 quintiles 1 and 2, as well as those classified as disabled, as they have been significantly impacted by the pandemic via disrupted learning, and periods of isolation.

Key strategic Measures to support Progression

APP Project 6: Developing the Cornwall College Graduate (Upskilling the workforce)

Purpose: In order to further enhance our role as The Career College, and in line with a strategic aim of our new Higher Education Strategy; we will develop an online space, in consultation with employers, in order for students to complete workshops and professional development activities, designed to enhance CV's and promote the development and evidencing of transferable skills to aid employability. This will help students to keep a log of their continued professional development and value-added activities alongside their academic study, and therefore aid in building enhanced employability upon graduation. The project explicitly addresses our work linked to PTP1 and PTP2.

Detail: We are committed to developing the employability of all students, but particularly those from under-represented groups. We will seek to do this through a variety of methods, all of which involve high engagement/input from our industry partners, and moreover, promote the 'softer' skills beyond the technical and vocational aspects of degree-level programmes that are valued by those employers.

- Creation of Professional Advisory Groups for all courses at degree-level, which encourage employer-relevant skills to be entrenched within programmes.

- All degrees to have a strong focus on the development of 'real' vocational skills with placements available with industry providers.

- The development of an online employability enhancement tool to aid the professional development of students from all backgrounds and demographic groups.

This work will help to enhance the employability of all students, and therefore promote the development of high levels skills which will be valued and utilised by employers. In particular, the new online employability tool will help to identify any gaps in the skills possessed by students, and enable HE subject staff and wider student support teams to then put in place a series of measures to address and then develop any areas of weakness alongside their studies.

Strategic Support Measure: This work will benefit all students, but specifically those who have not traditionally achieved high levels of graduate employment (particularly mature learners and those with a disability, as identified via PTP_1 and PTP_2). It will also contribute to new OfS measures pertaining to progression and graduate outcomes.

Collaboration and Alignment with Other Funding Sources

The pressure that financial considerations have on both access to and continuation, success and progression within HE are widely understood across the sector. We will support this plan with not less than 30% of our Higher Fee Income and our student premiums. We will augment this with external

funds to bring a significant investment; necessary to achieve our mission in the UK's region of least participation. As examples of other sources of funding, the Edge Foundation funds outreach and school masterclasses, and NSSW helps fund student ambassadors and outreach officers. Relative contributions made by Higher Fee Income (HFI), premiums and other funds will change due to the impact of the forthcoming Augar review, recruitment, project lifecycles, Brexit, and a cost of living crises exacerbated by the COVID-19 pandemic. Regardless of changes to income we expect to invest proportionally more on initiatives designed to provide additional academic and pastoral support for students to improve success, in line with an expected growth strategy for HE across the group during this plan's lifecycle. We will continually evaluate the effectiveness of strategies and associated job roles in achieving our objectives.

The primary aim of our financial support is to improve continuation rates through reducing rates of withdrawal due to financial hardship. In addition to quantitative targets, we wish to decrease the time taken to consider and respond to applications for support, and a significant improvement in the perception by students of our effectiveness. We will evaluate the impact of changes using OfS tools where these are appropriate for our organisation, and augment outputs from these with quantitative internal analysis of continuation and success/completion rates. We will also use qualitative survey tools to gauge the accessibility, timeliness and impact of financial support and refine our approach annually.

The first evaluative review of changes made to our financial support packages will be completed by June 2023, giving time to inform further changes resulting from feedback across the remaining years of this plan. For example, the impact of the Studiosity project (APP project 4) will be fully evaluated before further funds are committed to any proposed expansion to such a subscription. To evaluate the effectiveness of financial support processes and packages, we will survey students receiving financial support each year, and also survey students who apply for targeted financial support, but are unsuccessful. This will aid us further in understanding who applies for financial support, and whether it is reaching those we have identified as being most in need. We will examine the performance of both groups at the end of each academic year and supplement this analysis with feedback from support staff. This analysis will be used to refine our quality improvement cycle, for example by reviewing the uptake and impact of financial support at termly Business Impact Review meetings for both curriculum and professional service areas. The actions arising will inform further work led by our Access & Participation, and EDI Groups, and ensure that targeted financial support is reaching those that need it in an efficient manner, to enable successful continuation of studies by students from underrepresented groups.

Targeted Financial Support

Our proposed financial support packages are summarised in the table below. Our underpinning strategy for financial support is to target funds towards those students at risk from accessing, but in particular, from continuing and achieving in higher education study. As identified in our analysis of performance in section 1 above, and through the subsequent targets that we have set; our proposed work around both widening access and ensuring continuation of studies is primarily focused on reducing any financial barriers that those from lower socioeconomic neighbourhoods and low income backgrounds may currently face when engaged in higher education. This is reflective of our local context. Our analysis shows that there are performance gaps between these underrepresented groups, and the rest of our students. As such, our financial support that we have outlined below sees much of our work focused on providing bursary support to those from such backgrounds, which will allow us to address our identified targets year on year, in improving the overall proportion of students entering from Q1 and Q2 backgrounds, and in eliminating any continuation gaps between students from such groups, and all

other participation groups. By targeting our financial support in this way, we can provide a greater detail to our analysis of performance, and monitor the impact of our targeted financial support in an effective manner.

A primary aim is to improve continuation rates (and therefore consequently impacting success and progression) through reducing withdrawals due to hardship. A Bursary (open to eligible HE students), Accommodation Bursary (open to eligible HE students) and Hardship fund (open to all HE students) is therefore available, with support provided by HE Student Support Officers and the HE Operations Team on how to access and claim funds successfully, in year. We have reviewed our previous work in this area by looking in detail at the characteristics of people accessing various financial support, to review whether or not the spend is genuinely supporting continuation, success and progression for students from under-represented groups, or whether they are being accessed by many and therefore not tightly targeted enough, in line with guidelines given. Our work identified that many bursaries were awarded later in the year, once a student had reached a critical point in choosing to continue their studies. A consequence of this, was an apparent underspend of related budgets, leading to a 'call' for applications from a wide section of the student body. We have therefore created a greater number of opportunities to 'promote' our bursary schemes, from acceptance of a place on a course, through to a range of 'in-year' interactions with either academic or wider support staff. Greater knowledge of eligibility criteria to staff, was also deemed to be useful in ensuring funds were targeted at those who require it, commensurate with Access & Participation targets. We commit to further work in this area across the lifecycle of this plan.

Our eligibility criteria for accessing financial support via bursaries, set out below, has been written in line with our previous Access and Participation Plan for 2020/21 to 2024/25, together with this new submission. Its intention is to ensure the limited funds are allocated to target groups identified in this plan, although it is also important to note that Cornwall College fully commits to providing financial support measures, such as bursaries, to all underrepresented students who meet the eligibility criteria.

- Be enrolled / holding an offer (as confirmed by Registry) on a Cornwall College HE programme on a full or part time basis.
- Be paying the expected tuition fee in full.
- Be registered as a UK Student.
- Have applied for and be in receipt of the full student maintenance loan prior to any bursary application and have a household income of less than £25,000 per annum.
- In addition, whilst all underrepresented students will be supported in applying for a bursary, students who fall into one or more of the following categories will be specifically encouraged to apply for funding support:
  - a) Students who haven't been in receipt of bursary previously (Evidence source: ProSolution / previous records)
  - b) Those from under-represented groups as identified by HE Bursary Guidance and Criteria 2022-23
  - i. Declared disability at stated on enrolment (ProSolution or HEI Portal); ii. Care leaver (as defined by any adult who has spent time in care) (Self-declared); iii. Areas of low participation based on postcode: In the instance of postcode, those in areas of low participation rates will be prioritised. These will be those where the postcode states 'yes' in a Uni Connect target area.

It is important to note that students who meet the criteria for all types of bursary, are welcome to apply for all pots of funding available. This extends the level of financial support available to them, and as

such, may provide a useful incentive in reducing any financial barriers to either access or participation in higher education. Students will be informed of all the bursary schemes once they accept a place with us, with detailed information provided via the higher education pages of our website. Support in completing applications, together with wider advice, is provided by the Student Finance Team. Once engaged in study, these messages are repeated as part of the formal induction process, with Student Support Teams offering further information on each bursary and hardship scheme, and any eligibility criteria attached. This is then supported all through the academic year via 1-to-1 tutorials academic staff may have with individual students, and through the HE Operations team (to inform students of the schemes should applications be low). The application forms remain on the website throughout the whole academic year, allowing staff from a range of departments to continually refer students to the existence of support available, and to encourage applications to those from the identified target groups.

Type	Amount	Available (indicative – not a cap)	Criteria
Bursary	£500	40	Students with household residual income up to £25,000.
Bursary	£500	60	Students from other underrepresented groups, with a household income of less than £25,000. In our local context this will primarily be students from lower IMD and POLAR4 quintiles, but will also include care leavers and disabled students.
Accommodation Bursary	£1000	50	Students with a household income of less than £25,000, with a home address more than 30 miles from their campus, to support with ongoing cost of living and/or accessing appropriate rental accommodation.
Hardship Fund	£50,000 total pot		Flexible basis according to assessment of need (evidence of short term financial barrier impacting attendance), with no minimum award/eligibility criteria, and maximum of £600. Available at any stage of study, to any student. We do not set targets for allocation of hardship funding to underrepresented groups but will record this information for monitoring and evaluation and to inform any changes within the period covered by this plan.
Fee Waiver	£11,000 total		Open to any student previously eligible for free school meals at key stage 4, and with a current household income of less than £25,000. Maximum of £500 per student, per

			year, which would decrease student loan funds taken.

Students who claim for, and are subsequently successful in obtaining targeted financial support must ensure that all summative assessment is submitted on time (or are in receipt of a valid Extenuating Circumstances claim for relevant modules), and have an overall attendance rate of at least 85% across all modules. This will include no sustained periods of non-attendance (monitored via College 2-4 week absence data on Power BI) unless mitigating factors are clearly communicated and agreed with key programme staff. Where students may be at risk from meeting these criteria, we will ensure that the appropriate support is provided, by meshing information via registers and attendance trends (Power BI) and via messages/records on ProSolution. This will ensure that the appropriate course leaders and student support officers can provide any positive interventions and support, with the student's own unique needs considered.

We believe that within our context, bursaries in general are not hugely effective for improving access, and this is better addressed through investment in the projects identified above. We do however know that a significant proportion of students report financial difficulties as a barrier to attendance and a reason for withdrawal once they are with us. Therefore, of the £750,000 in support packages allocated during the period of this plan, we will invest the majority in hardship funds (40% annual spend) and on bursaries for local students from lower socioeconomic groups / low participation neighbourhoods, initially assessed through postcode and family income.

During the period of this plan we intend to refine our eligibility criteria to better assess geographical barriers to participation. As part of our analysis in this area, during 2017-18 (covering a previous APP submission) we consulted with students in receipt of bursaries, and with the Senior Tutors and Student Support teams who administer them, to evaluate the success of our approach. We analysed achievement rates for students in receipt of bursaries, and compared these to rates for students who did receive them, finding no significant difference. Students who received bursaries were appreciative of the support and referenced the ability to purchase equipment to support their studies, and the contribution towards travel costs as two significant ways that the assistance enabled them to continue and succeed with their study. Senior Tutors felt that financial difficulties, both ongoing and sudden, impact strongly on our students' ability to remain on programme, which was echoed by the team that administer financial support.

Despite finding no significant difference through this particular analysis, we did however identify some key themes:

1. our current process for financial support is difficult for students to understand both prior to enrolling and whilst on programme,
2. has no evidenced impact in contributing to access and is viewed as unfair by students who do not fall into what have been targeted groups of students.
3. There have also been occasions where inflexible eligibility criteria, or the interpretation of eligibility criteria, have prevented awards being made to at-risk students. For example, where household income is a poor proxy for need.

We will concentrate on simplifying financial support packages, highlight that the 'number' of bursaries available is indicative, and not a cap, so proving not to be a barrier to any students in need, communicating information clearly and regularly to applicants, and reminding our students regularly of

the purpose and eligibility for such funds. The take-up of funds and awards moving forwards, will be monitored by the Access & Participation Committee, and cascaded up to the HE Academic Board.

A feature of previous approaches was the use of qualitative assessment of need i.e., trusting Senior Tutors 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 students within smaller than average cohort sizes. Hardship funding will be allocated on a flexible basis according to assessment of need, with no minimum award. Awards will not normally exceed £600. In 2020-21, we awarded 100 bursaries of £500, of which 40 were awarded to students with household residual income up to £25,000 and the remaining 60 was awarded to students from other underrepresented groups. In our local context this will primarily be students from lower IMD and POLAR4 quintiles, but also includes care leavers and disabled students. We will continue to allocate a small amount of money to fee waivers for students from underrepresented groups, particularly those eligible for free school meals at key stage 4. This would decrease the amount of student loan the student may draw upon, and provide a further removal of financial barrier to participation to this underrepresented group.

Despite our confidence in our senior tutors providing us with a high level of information on eligible students, moving forward during this plan, students in receipt of hardship funds or bursaries will be asked to complete a short mixed methods survey, in order for us to better understand the impact the funding has had on their ability to continue and succeed in their studies. This will add an extra layer of quality to our financial support packages, and allow us (via the Access & Participation Committee) to better understand the impact such funds have on the student body.

Essentially, and in summary, our financial support measures have been primarily designed to help students from our identified underrepresented groups to stay on track by continuing in their studies during times of need, by removing any actual and perceived financial barriers to their attendance and success at College. This has been informed by our previous assessment of our bursary schemes (as highlighted above), which indicated that such awards do not have a significant impact upon access, but rather continuation and progression. Our analysis of other HEI's and their own Access & Participation work (via their own plans, and also via the sharing of best practice within local forums) indicate that measures such as targeted bursaries often have a positive impact upon students from underrepresented groups completing their studies, and enhancing their career prospects.

Our Targets and Investment Plan indicates how we will invest £6,000 annually in research and evaluation. This represents 0.3 % of our HFI. The explanation for this relatively small contribution is that we have other sources of income to fund research and evaluation. Our relationship with the Aspire Primary Academy Trust and our participation in steering and evaluation groups of NSSW provide additional resource for evaluating activities. The primary use of our own HFI for research and evaluation will be through upskilling and involving student support staff (e.g. HE Senior Tutors, HE Employability Officer) in evaluating the effectiveness of initiatives to improve success and progression.

In addition, the Student Experience Team at our St Austell campus (which is based close to a neighbouring LSOA) has identified that an increasing number of mature students (particularly those with dependents) are struggling financially. With many balancing HE study with childcare and employment, time is precious. A foodbank has therefore been created to aid in easing this pressure. Should this prove to be successful, other campuses will look to enact a similar initiative, as a further means of addressing financial inequalities for students, and aid in creating an inclusive and caring culture.

3.3 Student consultation

Student voice activities take place throughout the year with all students and with specific opportunities for a HE focus. These include a Learner Voice Forum on all campuses with students controlling the agenda and meeting with key managers on campus, including members of the senior team. This helps students to provide feedback on their experience and provide input into developments on campus. This forum takes place three times a year.

In addition, HE course reps are invited to attended HE 'Partnership Committee Meetings' which take place twice per year (autumn and spring). This permits programme staff to enact appropriate changes *in* year and as such permits students to have regular, meaningful input on the quality and provision on their course.

Students also complete Student Perception Questionnaires (SPQ) and the National Student Survey (NSS) in order to have a say on the teaching, assessment and management of their higher education experience. To support such work (and in liaison with the Learner Voice activities on all campuses), the College also has a dedicated HE Student channel within Microsoft Teams. Every HE student has access to this channel, where they are able to pose any question related to either curriculum or student experience, and gain a response in a timely fashion as part of a 'you said, we did' approach to working collaboratively with the student body. Linked to our Student Engagement Policy, this promotes a sense of ownership in courses, but also a clear demonstration of the College's commitment to listening to students, and responding to diverse needs.

Our Student Union (CCSU) has a campus based Student Committee which provides an elected student body to represent learners on campus. This includes a range of FE and HE learners. The CCSU Constitution outlines the membership and positions to be held by students. These includes Wellbeing Officer; BAME Officer, Disabled Students Officer; LGBTQ+ Officer; Women's Officer; and Male Officer to ensure a representation and participation from a diverse range of the student body. The Chair and Vice Chair of each campus committee forms the College Student Executive Committee (CSEC) and our Student Governors are part of this committee. We have one elected Student Governor to specifically represent HE on our Board of Governors, and this representative has played a role in helping to shape the intent of this plan through engagement in College-wide committees, and in gaining the views of colleagues to share in appropriate forums. The CSEC receive training on leadership as part of their membership, and this helps the elected representative to understand their role in relation to gathering student views across the group (in liaison with staff via the afore-mentioned Learner Voice and PCM meetings). Such student voice around their journeys into HE has helped us to better understand how students feel at the point of access/recruitment, the barriers that they may face when deciding whether to continue on their course, and their motivations for completion/positive destination. It has also helped us to gain the views of a wide range of students, including those from our targeted underrepresented groups, as part of this consultation process.

With regards to the utilisation of the various consultations which aided the development of this Access & Participation Plan; students from a range of backgrounds have gained sight of the content and wording of each section, via the reporting mechanisms identified above. This initially took place via the HE Committee, which is attended by the HE Student Governor and SU Campus Chair. This elected representative was able to comment upon various drafts, often cascading back further views from students during its creation up until the point of submission. Moreover, representatives from the EDI Committee also helped to shape this draft, which was then included within EDI meetings. These again, are attended by student representatives from a range of local student executive committees, and aided

us in obtaining the vital students views that would inform the target-setting, measures and overall philosophy to this important area of work. As identified below, often the comments received did not elicit a need for significant changes to the document itself, but there was a satisfaction in student views being valued and heard, and the opportunity to shape College-wide policy.

Most of the feedback received from students via these forums focused on the 6 Access & Participation projects identified in section 3.2 above. Whilst nothing changed as a result of this feedback, students commented on how useful some of the afore-mentioned projects would be in enabling greater continuation of studies, and in helping to support success upon graduation. Feedback praised the College in recognising the groups most likely to exit their studies without a positive outcome, and the targeting of financial support to these specific groups (despite a recognition that ALL groups were currently suffering from a challenging external environment). Overwhelmingly, many seemed encouraged by the College's recognition of the differences felt in higher education study by various target groups, and our willingness to proactively provide a range of support measures. It was felt that this would lead to fostering even greater feelings of inclusivity across each campus. It was also felt that the introduction of an APP Committee, with student representation, would help to drive such work forwards in a collaborative fashion.

Each of these student voice mechanisms as above, helps our students to influence and have an impact on their campus and education experience, and this was therefore no different when constructing this important policy document. However, we recognise that there is more that we can do, and we will aim to enact additional student-centred activity in this space during this plan's lifecycle. We will commit to:

- Ensuring that access and participation issues (linked to new OfS monitoring requirements pertaining to access, continuation, success and progression) form a significant part of discussions at Learner Voice and Programme Committee Meetings.
- Invite student representation onto the new HE Campus Working Groups. Student representatives will contribute to discussions around curriculum developments and student experience, with a standing agenda item of 'Access & Participation' ensuring that both staff and students are able to scrutinise qualitative, quantitative and narrative data to monitor the success of specific work in this area. These individuals will then support the elected CCSU representative to express the student voice at HE Committee.
- Identification of appropriate students to join the newly-created Access & Participation Committee, so that they can analyse, scrutinise and check progress against the targets set within this plan, and play a vital role in the access, continuation, progression and success of their fellow students.
- Improved, and College-wide use of module evaluation forms that focus upon not only student's direct learning experiences, but also on how supported they may feel whilst engaged in study, with a specific focus on some APP projects (notably APP 4 and APP 5) to enable them to progress with confidence.

Such activity promises to enhance our current level of student consultation, which as a consequence, will see even greater levels of student engagement in Access & Participation policy, planning and practice in the coming years.

3.4 Evaluation strategy

Strategic context

At TCCG, evaluation is an integral part of any programme to support widening access to, and participation in, higher education programmes. We use it to effectively demonstrate the impact of our various interventions and to ensure that our work continues to positively benefit the students that we aim to serve. By using the OfS data dashboards, together with the OfS evaluation self-assessment tool; we have considered our capacity to develop evidence-informed access and participation practice, and the impact of those programmes on our wider aims and objectives.

For access, we now have an emergent culture of evaluation via enhanced data monitoring and data gathering via internal databases. Our use of the College Information Portal (CIP), and more recently our new Power BI tool, allows us to track applications throughout the year, which enables us to understand where there might be any gaps, based upon our identified targets and theories of change above. Such information will then be cascaded to relevant teams and departments via ELT/OLT and COG for positive intervention/action. This will work through the Access & Participation Committee producing a written report, which would include the presentation of relevant qualitative and quantitative data from a project/area of work. Such a report will include some recommendations for such committees and working groups to then enact as College policy as identified below:
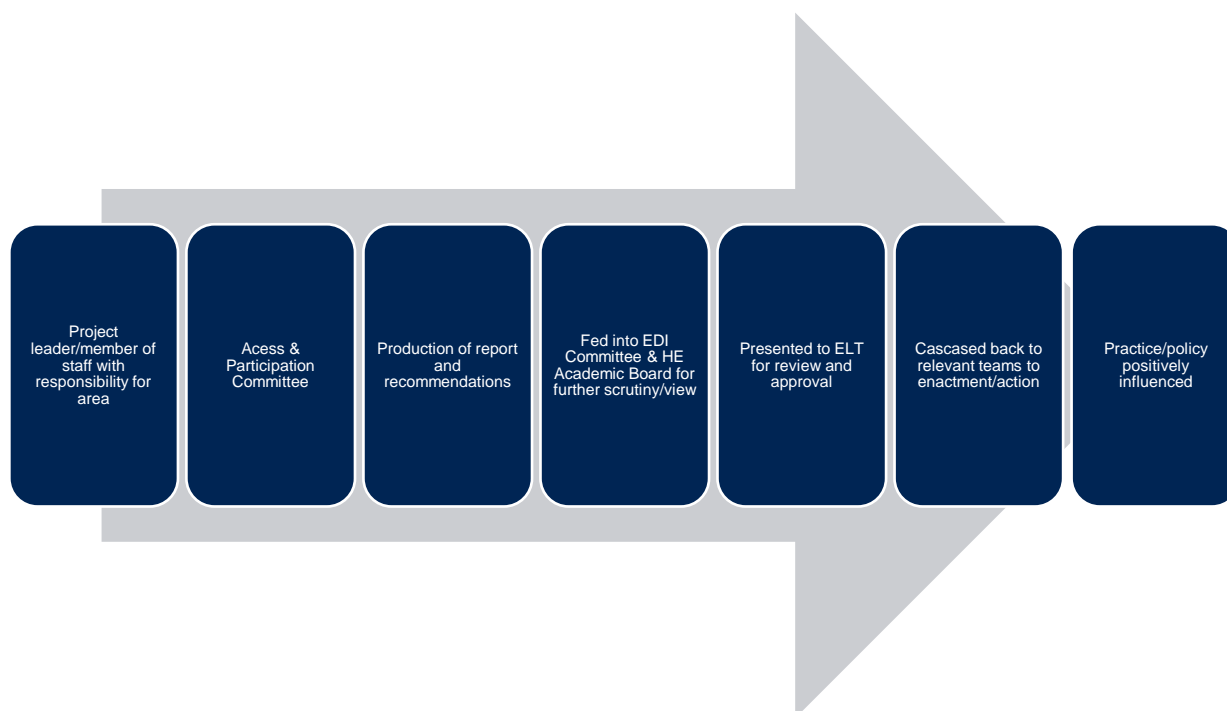
In line with our theory of change as identified above, we will evaluate our access measures stringently to ensure success. At a micro level, the number of recruitment events delivered, particularly to students identified through target groups, both on and off campus, will provide an indication to our general reach in our local community. At a meso-macro-level, applications are regularly scrutinised via the Power BI tool by the College Management Structure, with positive interventions to curriculum staff and marketing/outreach teams advocated where gaps may occur. The new APP Committee will also provide reports on specific projects related to enhancing access in higher education (e.g., APP projects 1, 2 and 3), with these being reviewed and evaluated by EDI and APP Committees.

Similarly, for success, we recognise the impact that clear communication channels from our senior leadership teams (e.g., ELT) to middle managers (e.g., OLT/COG) can have upon operational/teaching/administration staff and the actions and decisions that they can make. This aids the use of key quality assurance measures such as (for example) lesson observations, which positively feed into continued professional development of teaching staff, which subsequently impacts upon student success. The afore-mentioned Power BI tool also allows us to track attendance of students across all our provision, with information provided in a timely manner for all student-facing staff, permitting swift intervention. The College also makes use of ProSolution to track student engagements, and to record any subsequent (inter)action. This allows staff across the group to have timely access to vital student information, and aids in a cross-departmental approach to supporting students in need. Such use of both quantitative and qualitative data will aid in providing an accurate picture of student engagement and success on all courses, across all campuses, but particularly those from identified target groups (e.g., POLAR4 Q1 and Q2, mature students, and students with a disability).

Moreover, the enhanced integration of formalised module evaluation reporting on all HE modules, across all areas of provision, will allow us to gain a mixture of quantitative and qualitative data on student views of their learning experiences. These simple, online questionnaires can provide us with vital data with which to understand the experiences of students, and their own evaluation of their learning and progression. This will have a particular focus upon measures that often directly impact upon student success, such as the availability of resources, wider study skills and emotional/pastoral support available, in addition to providing a safe space with which to flag up any issues that may impact upon attainment and therefore continuation/progression.

We also acknowledge that formalised evaluation tools (beyond short qualitative narratives) have not always been historically built into the design of all APP projects, and we will therefore seek to review and improve this during this particular plan's lifecycle, beginning from the very start of this plan in 2022/23. For example, whilst reviews have previously taken place, they have not always been consistently presented, and so key lessons may not always be shared in an effective manner (particularly where staff may leave or change roles). We recognise the need to ensure that any APP project is formally evaluated, and so as identified above, the lead for any of the afore-mentioned APP projects will produce an annual evaluation report, based upon the sections of the OfS self-evaluation tool, which will provide qualitative and quantitative data to the Access & Participation Committee, which will subsequently report into the Equality, Diversity & Inclusivity Committee, and HE Academic Board. Such information can then be cascaded up, and presented to ELT, and at the Higher Education Committee/HE Governors to inform further strategic decision-making.

As a specific example, we expect to invest most heavily in the Studiosity project (APP 4), due to our vast numbers of disparate campuses, together with the challenges of sector-wide continued progression in study, linked to new OfS outcomes and performance measures. This project provides an excellent example of how we would engage closely with external delivery partners (in this case Studiosity) to track use of the service alongside our own internal data on continuation/progression year on year. This will provide us with the evaluative tools with which to ascertain whether the project was indeed having a positive impact on the continuation and progression of all HE students, which would then be supported via the qualitative data obtained from module evaluation forms, student voice meetings, and via student representatives on APP and EDI committees. This will enable project leaders to produce a meaningful report to influence further policy and practice, and perhaps most importantly, involve participation by students from targeted groups throughout in order to provide measurable and purposeful impact.

As a member of Combined Universities Cornwall (CUC), in addition to our existing relationships with validating local University partners (e.g., University of Plymouth, Plymouth Marjon University, Falmouth University) and NSSW; we will learn from scholarly work and the insight provided by other local HE providers as a means to better understand, and subsequently enhance provision across the whole region by constantly evaluating our offer against local and regional benchmarks. A key overarching consideration to this strategic context for evaluation, is the fact that TCCG is a learning organisation, where reflection, evaluation and review will be increasingly embedded into both culture and process in order to positively demonstrate the most effective impact.

Programme design

Projects designed to enhance access to HE will be carefully designed with both NSSW and our own internal EDI/APP committees. This enables us to consider both internal needs, and the wider communities that we seek to serve as part of our ongoing commitments to widening both access and participation. However, we will seek to enhance the design of our evaluation processes during this plan's lifecycle by designing more tools with the use of external input. This will assist in raising the quality of evidence that we have access to, in order to provide enhanced reporting in the impact of our work. For example:

- Academic programmes will be designed with industry input, to ensure that any programme is designed with a clear 'line of sight' to employment. This will aid in both access (increased rationale and purpose to study) in addition to motivation to stay on track once enrolled.
- We will seek to engage with NSSW to aid in more purposeful evaluation, and extend our relationship beyond the delivery of bespoke access to HE projects.
- We will engage more purposefully in academic research in access to/success in HE from under-represented groups (e.g., Centre for Social Mobility at Exeter University). This will then be shared via dedicated APP groups (e.g., APP Committee, EDI Committee), subject teams, and HE committees/working groups to inform interventions.
- We will commit to an increased use of the Higher Education Access Tracker (HEAT), in association with our internal monitoring tools (e.g., CIP, Power BI, ProSolution) as a means to developing new evaluation resources.

It is important that such work positively influences how programmes are designed across the whole group, so that students subsequently receive a relevant education that enhances their personal development, and career prospects. We envisage that the evaluation methods described within this plan will influence the very way in which we design programmes at HE level in order to widen access to as many students as possible, and increase the chances of success by individuals from specific target groups upon enrolment. For example, should evaluation of a particular area of work indicate that enhanced industry links are sought by students, this will be fed back to both the relevant curriculum team, in liaison with the Head of Quality within the HE Operation team, to ensure that respective programmes can undergo minor modifications to its curriculum, or in some cases, a revalidation. Similarly, if students from targeted background see the length of time to complete a course (and the subsequent levels of debt attached to this) as a barrier to participation; we will seek to explore opportunities to provide an innovative delivery model to complete study in a shorter time-frame, or in a hybrid manner with employers. This may even involve a change of the awarding body and/or type of programme (e.g., foundation degree to higher technical qualification or HNC/D) to ensure that the course is relevant, attractive, and as a consequence open to more students from wider backgrounds. This forms part of the College's wider commitment to its communities, and in providing industry-

relevant, student-focused programmes off the back of obtaining the views of such important stakeholders.

Evaluation design

Within TCCG, a range of factors are considered to determine which type of evaluation is the most appropriate. Due to our relatively small numbers (approx. 1000 students), our evaluation design will focus upon empirical qualitative data to understand the impact of activities on students' access to HE, and continued persistence with their studies linked to both undergraduate and employment goals. This, together with type 1 narrative evaluation via internal reporting mechanisms, will be supported by quantitative data, which will be collected and analysed in order to understand and monitor changes at both course level, and across the wider student body as a whole. This mixed methods approach to data collection and analysis will allow us to enjoy the advantages of both methodologies, and thus provide a comprehensive set of data with which to evaluate the success of our work in this area.

One key consideration within our plan is the bursary offer to students, which will be comprehensively evaluated in order to determine its impact on under-represented groups, and how the bursary has enabled them to continue their studies through to successful completion. Another 'big ticket' offer, as identified above, is the Studiosity project. We will aim to work with Studiosity to develop high quality qualitative and quantitative data on use, in order to better understand the impact of this project in comparison to achievement and completion of studies *without* such a support mechanism in place. To do this, we will record current continuation and completion rates across HE provision, and then compare this after a year of its integration within our study support systems, to track and better understand the impact on key performance measures. Such high quality data, utilising a mix of internal and external measures, will help in establishing causality rather than correlation, and in understanding how our investment in such a software tool explicitly supports students from under-represented groups. This, together with the qualitative data obtained via student surveys shared via module pages on Moodle, and through student representatives from target groups on relevant committees; will enable us to gain a comprehensive overview of such a project, and subsequently evaluate its impact upon the very students who may benefit most from it.

Evaluation implementation

The HE Operations Team will develop an evaluation plan template (based upon the OfS self-evaluation toolkit), and evaluation plans will be introduced for all delivered activity as an element of the Access and Participation Plan. These will be reviewed and refined by the Access & Participation Committee and will outline the evaluation activities to be undertaken and those responsible for evaluation, monitoring and dissemination. Each evaluation plan will outline the data to be collected and the method of collection. Where possible, individual student level data will be collected, taking due regard of General Data Protection Regulations (GDPR) and other ethical responsibilities. This will enable us to ensure that APP projects and wider College practice are having the maximum impact, and also allow us to demonstrate exactly how such interventions and activities have made a positive influence to student access, continuation, success and progression. Senior management support for access and participation and the associated evaluation will ensure that appropriate resources are prioritised for evaluation activity via the EDI Committee, HE Academic Board and ELT. As a smaller HE provider, having tightly focussed evaluation activities, utilising sampling methods and cost effective approaches such as online questionnaires, are all areas given consideration to ensure impactful evaluation is achieved from limited resource.

Learning to shape improvements

Ensuring continuous improvements through an evaluative research and evidence-based approach is the ambition and strategic direction of this Access and Participation Plan. Our internal evaluations will be shared with HE Committee, the Access & Participation Committee, EDI Committee, and also on the ground via the newly formed HE Campus Working Groups. This ensures a cascading of the impact of our work across all managerial levels of the College, right through to student representatives on such committees. Learner voice activities will be used to monitor progress and satisfaction, but also act as an appropriate forum to share the progress of Access and Participation projects via a wider representation of the student body. Learner voice action plans inform progress made and each campus will also provide feedback on changes and the impact of learner voice in relation to issues pertaining to (in particular) student continuation, success, and progression. This is important in involving students in a purposeful and meaningful way, and ensures that they have agency in holding the College to account on the progress being made in this important space.

Externally, many of our academic team are involved in research projects concerning widening participation specifically, and high quality teaching and learning in general; and will be exploring how they can disseminate our impact evaluation in the wider academic community through conferences and journal articles. In addition, our evaluations will also be shared with regional HE partners as a means to gathering better intelligence on trends within the area, and in sharing good practice.

The Access & Participation Committee, in liaison with the HE Operations team, will coordinate much of this evaluation/reporting, with a key focus around publishing our progress over time. This is crucial in forming a strong evidence base for such activity to key internal and external HE partners. Our key early targets are:

- In 2022-23 we will set benchmark questions through surveys with specific working groups so that we can evaluate the impact of specific activities.
- By March 2023 all APP projects will have a full evaluation plan.
- By July 2023 all projects will have presented their first evaluation of activity and views on how and whether to continue the project, or how to amend based on first learnings. This will also effectively share progress made over time, and the impact of the project on meeting wider OfS outcomes for student continuation and success.
- In 2023 we will use the OfS evaluation Interview Tool and Survey Tool from the financial support toolkit, to evaluate the financial support introduced in 2022.
- In 2022-23 we will evaluate the first results from the new survey questions and the change over the course of a year where necessary.

3.5 Monitoring progress against delivery of the plan

The delivery of this plan will be led by the Head of Higher Education with strategic support from the Executive Leadership Team. The college has redeveloped its methods for communication and progress monitoring, and therefore there will be a multi-layered approach to monitoring the progress of this specific plan.

The **College Operations Group** monitors data for in year progress for all HE students, with further analysis and evaluation planned for specific target groups. In addition, the creation of new **HE Campus Working Groups** on each site, will allow individual programme-level information to be discussed on students' access, continuation and completion, in association with Heads of Campus, which will be

subsequently shared with other HE Strategy groups (e.g., HE Academic Board) in a timely and effective fashion. Evaluation and intervention can then be targeted to those aims and objectives where progress is limited, and with whole-College support. **College Operations Group** is a critical meeting point for the dissemination and discussion of such findings and will be essential to the delivery of the plan.

As identified above, the creation of a new Access & Participation Committee, which will feed into both the HE Academic Board, and the EDI Committee; will form a vital strategic and operational think-tank to monitor our progress in this vital area of work. It is envisaged that it will therefore have a positive influence on the work of the College Operations Group, via the dissemination of clear reports and suggested priorities, in order to influence individual programme-level actions. Moreover, this new committee will involve student representation from a range of HE provision. As identified above in section 3.1, this group (in addition to key strategic College staff), will include representation from students from a range of campuses, and perhaps most crucially, different demographic and social groups, including those considered underrepresented in higher education. This will ensure that students are not only at the heart of the creation of our practices and policies, but also in their enactment and ongoing monitoring.

Finally, the **HE Committee** is a sub-group of the Board of Governors with a specific remit for Higher Education. They will have ultimate responsibility for monitoring progress against the targets and implementations arising from this plan. This Committee will then report directly into the Governing Body. Such work will also support any of our annual monitoring requirements with a range of regulatory bodies including the Office for Students and the Higher Education Statistics Agency.

Should any of these groups find that progress is insufficient, remedial steps will be taken to identify the cause and proactive steps taken to ensure that required progress is being made. This will be further supported via our annual College-wide **Review and Improvement Day** where colleagues are challenged to enhance delivery of all crucial aspects of our provision.
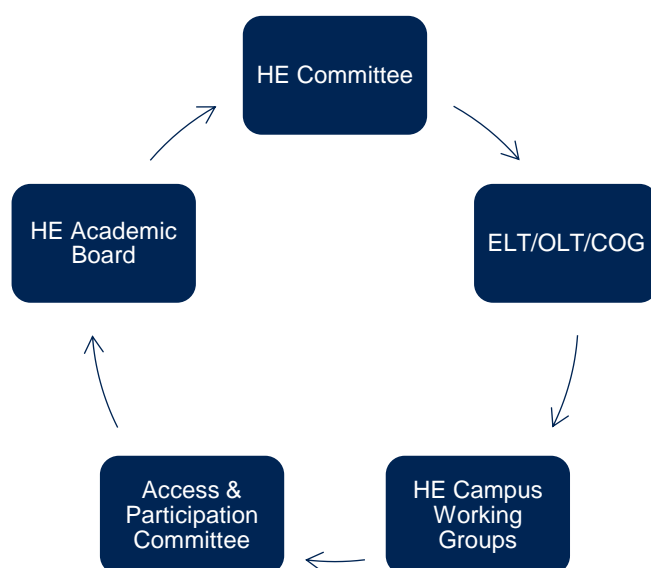
4. Provision of information to students

Our website provides comprehensive information about fees and financial support provided by us and from other sources. Programme pages link to a central fees and financial support hub containing:

- Fees table showing for all programmes the cost for FT and PT study, cost of individual modules, and of placement years where applicable. This shows annual tuition fees and total programme costs and indicates where exceptional delivery modes result in higher fees (e.g. inclusion of overseas study)

- Determination of fees paper with detailed information about our processes and procedures. This provides further guidance for students who are self-funding, repeating / resuming studies with or without extenuating circumstances, or transferring between programmes or institutions

- Information about and links to other sources of financial support including eligibility criteria for our bursaries and hardship funds, postgraduate loans, online DSA application form and explanatory video, links to Student Finance England, and the UK Council for International Student Affairs. Further support around the application process for each is provided at the point of accepting a place to study, and also 'in year' via the Student Support team, Student Finance Team, and HE Operations Team. This is then covered again through specific taught sessions as part of the induction programme, and also throughout the year in liaison with individual student academic staff tutors as part of the wider pastoral care provided to all higher education students on a weekly basis.

- Historical fees information, Access and Participation Plan, and Value for Money Statement

- Individual course pages list any additional costs that are not covered within tuition fees. These include the approximate costs of optional international field trips. This information is updated annually by Programme Managers and checked for accuracy by our HE Operations team

- 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. During induction we include detailed information about financial support available, particularly hardship funds, through oral presentations and as printed materials.

- Procedures used to communicate with students comply with relevant legislation and best practice guidance, including GDPR, OIA and CMA. The Committee, our HE Operations and Marketing teams work collaboratively with university partners to check, update and audit programme information provided through prospectuses, validating and delivery partner websites, and UCAS.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

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Cornwall College (2020) *Strategic Plan 2021-2024.* The Cornwall College Group: UK

Cornwall College (2020) *Research and Scholarly Activity Statement 2021.* The Cornwall College Group, UK

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Harrison, N. (2017) Moving on up: Pathways of care leavers and care-experienced students into and through higher education. *Project Report. National Network for the Education of Care Leavers*, Winchester

Landex (2020) Landex - Land Based Colleges Aspiring to Excellence Accessed on 15th February 2022.

Access and participation plan
Fee information 2022-23

Provider name: Cornwall College

Provider UKPRN: 10001696

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2022-23 new entrants

Table 4a - Full-time course fee levels for 2022-23 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£8,600
First degree	High Cost Delivery at Selected campuses	£9,250
Foundation degree		£7,200
Foundation degree		£8,600
Foundation degree	High Cost Delivery at Selected campuses	£9,250
Foundation year/Year 0		£9,250
HNC/HND		£7,200
HNC/HND	High Cost Delivery at Selected campuses	£9,250
CertHE/DipHE		£8,600
Postgraduate ITT		£8,600
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2022-23

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2022-23 entrants

Part-time course type:	Additional information:	Course fee:
First degree	High cost delivery	£4,625
First degree	Standard delivery	£4,300
Foundation degree	High cost delivery	£4,625
Foundation degree	Specialised programmes with exception delivery models	£3,600
Foundation degree	Standard delivery	£4,300
Foundation year/Year 0	High cost delivery	£4,625
HNC/HND	High cost delivery	£4,625
HNC/HND	Standard delivery	£4,300
CertHE/DipHE	Standard delivery	£4,300
Postgraduate ITT	Full time PGCE provision	£4,300
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2022-23

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Office for Students

Targets and investment plan
2022-23 to 2026-27

Provider name: Cornwall College

Provider UKPRN: 10001696

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£260,000.00	£260,000.00	£263,000.00	£263,000.00	£265,000.00
Access (pre-16)	£60,000.00	£60,000.00	£60,000.00	£60,000.00	£60,000.00
Access (post-16)	£135,000.00	£135,000.00	£136,000.00	£136,000.00	£138,000.00
Access (adults and the community)	£55,000.00	£55,000.00	£55,000.00	£55,000.00	£55,000.00
Access (other)	£10,000.00	£10,000.00	£12,000.00	£12,000.00	£12,000.00
Financial support (£)	£122,000.00	£122,000.00	£137,000.00	£141,500.00	£149,500.00
Research and evaluation (£)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HFI)	£1,825,660.00	£1,825,660.00	£1,956,600.00	£2,052,275.00	£2,142,410.00
Access investment	5.1%	5.1%	5.2%	5.3%	5.4%
Financial support	5.5%	5.5%	5.6%	5.7%	5.7%
Research and evaluation	0.3%	0.3%	0.3%	0.3%	0.4%
Total investment (as %HFI)	10.9%	10.9%	11.1%	11.3%	11.4%

Office for Students

Targets and investment plan
2022-23 to 2026-27

Provider name: Cornwall College

Provider UKPRN: 10001696

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
Improving access for 18 and 19 year olds entering from Polar 4 Q1 and Q2	PTA_1	Low participation neighbourhood (LPN)	POLAR quintile 1 and 2		We will aim to improve the absolute proportion of students from POLAR4 quintiles 1 and 2 entering higher education. We will aim to improve this during the plan's lifecycle, in order to address a steep decline in participation of young people from polar quintile 2 in particular since 2018/19 (contribution to OfS KPM1)	No	The access and participation dataset	2019-20	Percentage	33%	34%	35%	36%	38%	40%	OfS dataset utilised, and supported by internal data (CIP). Targets calculated based upon the proposed steady impact of our APP projects over the plan's lifecycle.
Improving access for male students entering from POLAR4 Q1 and Q2	PTA_2	Intersection			We will reduce the gap of male students entering from POLAR4 Q1 and Q2, with comparator students from quintiles 3, 4 and 5, so that these can be significantly reduced by 2026-27.	No	The access and participation dataset	2020-21	Percentage points	26	24	21	19	17	15	OfS dataset utilised, which included Q1 and Q2 (amalgamated). Internal data to support further drilling down of these figures.
	PTA_3															
	PTA_4															
	PTA_5															
	PTA_6															
	PTA_7															
	PTA_8															
	PTA_9															
	PTA_10															
	PTA_11															
	PTA_12															

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
Improving continuation rates for students from POLAR4 Q1	PTS_1	Low participation neighbourhood (LPN)	POLAR quintile 1	POLAR quintile 5	In 2018-29 TCCG had a gap of 10pp in continuation rates between students from POLAR4 Q1 and Q5. We will aim to reduce this gap to 5pp by 2024/25. We will ultimately remove the gap in non-continuation rates between POLAR4 Q1 and 5 (contribution to OfS KPM3) by 2026-27	No	The access and participation dataset	2018-19	Percentage points	10	8	7	5	3	0	Targets calculated based upon the proposed impact of our chosen APP projects - particularly APP project 1, and APP project 4.
Improving continuation rates for students eligible for free school meals at key stage 4	PTS_2	Low income background	Other (please specify in description)	All other students	In 2019/20, there was a 10pp gap in continuation rates between those students eligible for free schools meals, and those ineligible. In 2015/16, those eligible for free school meals had a continuation rate as low as 55%. We will aim to eliminate this gap during this plan's lifecycle.	No	The access and participation dataset	2019-20	Percentage points	10	9	7	5	2	0	Our proposed work around continuation of studies (linked to APP project 4, and APP project 5) will see a greater number of students continuing in their studies during this plan's lifecycle.
Improving attainment rates for disabled students	PTS_3	Disabled	Students with disability	Students with no known disability	The assessment of performance highlighted a 33pp gap between students reporting a disability and those not. TCCG will aim to ensure that disabled students are as likely to achieve as all other groups We will thereby eliminate the current gap in attainment (contribution to OfS KPM5) by 2026-27	No	The access and participation dataset	2020-21	Percentage points	33	25	20	15	10	0	Although ambitious targets, we feel that students with a disability should have an equal chance of attaining a 2:1 grade or higher, than their non-disabled peers. Our investment strategy via bursaries, and specifically our proposed work around APP projects 4 and 6 will significantly aid us in these goals.
	PTS_4															
	PTS_5															
	PTS_6															
	PTS_7															

PTS_8															
PTS_9															
PTS_10															
PTS_11															
PTS_12															

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones					Commentary on how milestones/targets were calculated (500 characters maximum)
											2022-23	2023-24	2024-25	2025-26	2026-27	
Improve rates of progression to skilled employment and further study for mature students	PTP_1	Mature	Mature (over 21)	Young (under 21)	We will improve rates of progression to skilled employment and further study for mature students, by completely eliminating the current gap identified in 2016-17 OfS data	No	The access and participation dataset	2016-17	Percentage points	3	2	1	0	0	0	Mature learners having an equal opportunity to move into further study or full time employment than their younger peers.
Improve rates of progression to skilled employment and further study for disabled students	PTP_2	Disabled	Students with disability	Students with no known disability	We will improve rates of progression to skilled employment and further study for disabled students, by completely eliminating the current gap identified in 2016-17 OfS data	No	The access and participation dataset	2016-17	Percentage points	8	7	5	3	2	0	A strong belief that students with a disability should have the same rates of progression to skilled employment/further study than their non-disabled peers. Our wrap-around care and support, together with the work from our identified APP projects, gives us confidence in reaching these ambitious figures.
	PTP_3															
	PTP_4															
	PTP_5															
	PTP_6															
	PTP_7															
	PTP_8															
	PTP_9															
	PTP_10															
	PTP_11															
	PTP_12															