

FALMOUTH UNIVERSITY
ACCESS AGREEMENT 2018-19

ACCESS AGREEMENT SUBMITTED TO THE OFFICE
FOR FAIR ACCESS

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FALMOUTH UNIVERSITY ACCESS AGREEMENT 2018-19

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Annex: Access Agreement Resource Plan, 2018-19

1a. Introduction

This Access Agreement sets out Falmouth University's plans and targets to support access, student success and progression for the year 2018-19.

This Agreement has been developed in the context of the University's Strategic Plan for the period 2015 to 2020. The Strategic Plan's key objectives reflect the University's commitment to fair access across the student lifecycle.

Our first objective is 'to produce satisfied graduates who get great jobs', which includes ambitious targets for student retention, student satisfaction and graduate employment.

Our second objective is 'to help grow Cornwall', which includes a commitment to double the number of students recruited from the county from 2013-14 levels by 2020. This objective will be achieved through a sharpened focus on recruiting students from disadvantaged backgrounds. The Strategic Plan states:

'We will work with other agencies in the region to build support systems to retain more of our creative talent for the benefit of Cornwall. This will include access and outreach work, and recruitment of students from Cornwall's higher education 'cold spots' ... We also believe that raising aspirations and prioritising access to higher education is an essential component of growing Cornwall. As the number of student places per head of population is lower than the national average, we will work with further and higher education partners to improve participation in the region.'

Our third objective, 'to expand and diversify what we do', reflects our commitment to offer a greater range of subjects, and to make our courses available in new modes, including flexible, blended and online delivery.

Our 'whole institution' approach to fair access is secured in the University's Learning, Teaching and Employability Strategy, a key supporting strategy behind the Strategic Plan.

As part of the University's strategic commitment 'to expand and diversify what we do', the University has developed a range of academic programmes with collaborative partners. As these programmes are established we will work with the partners to put in place appropriate investment and activity to support fair access, student success and progression.

1b. Office for Fair Access priorities for 2018-19

This Access Agreement builds on the University's OFFA-approved Access Agreement for 2017-18, which was a substantial revision of previous agreements, and introduced a range of new targets for fair access, student success, and progression. For easy reference, the following table summarises the sections of the new Agreement which address OFFA's additional priorities for 2018-19:

Table 1: OFFA priorities for 2018-19

OFFA priority	Falmouth University Access Agreement response and page reference
(a) Increase your work to raise attainment in schools and	Significant increase in partnerships and strategic relationships with schools in Cornwall under the 'Falmouth

OFFA priority	Falmouth University Access Agreement response and page reference
colleges for those from disadvantaged and under-represented groups, including through outreach and/or strategic relationships	Creative' outreach programme. See section 3(ii), pages 6 to 10.
(b) Further increase your investment in access activity, in order to accelerate progress in the participation of higher education entrants from under-represented and disadvantaged groups	An increase in access activity investment, driven by higher student numbers and retaining an access agreement spend at of 22.5% of higher fee income. See section 2, pages 5-6.
(c) Ensure complementarity between your access agreement plans and the National Collaborative Outreach Programme (NCOP) and Opportunity Areas	The NCOP Outreach Officer (a HEFCE funded post) is a member of the Access Agreement working group, and is working closely with the Schools Development Project Officer to ensure that the University's Cornwall outreach and recruitment plans are complementary to the NCOP programme. NCOP is highly targeted, focusing on just 9 wards in Cornwall with low progression to HE. See section 3(v), pages 11-12.
(d) Ensure your expenditure is informed by evidence, supported by appropriate evaluation and is targeted where you most need to improve	The University's expenditure was adjusted for the previous 2017-18 agreement to reflect a requirement for additional investment in fair access and student success, offset by a reduction in direct financial support, in accordance with OFFA advice, and to support progress towards our stretching fair access targets and student success targets. See section 2, pages 5-6.
(e) Evaluate your financial support to determine its impact	The Student Funding Manager regularly reviews the impact of financial support, and will undertake further review work in concert with the Students' Union and student stakeholder groups over the next year. See section 4, page 15.
(f) Improve your understanding of the challenges faced by different groups of students when accessing and studying at your institution, including multiple dimensions of disadvantage	Falmouth is a member of the South West NCOP consortium, alongside all HE and FE institutions in Cornwall, Devon and West Somerset. The collaborative nature of this programme is already producing valuable insights into access challenges. Student Services regularly review challenges faced by disadvantaged students already studying here. Further details of relevant student support programmes can be found in section 3(ix), page 13.

OFFA priority	Falmouth University Access Agreement response and page reference
	See also detail of the Higher Education Access Tracker, in section 3(vi), page 12.
<p>(g) Consider how you can enhance support for:</p> <ul style="list-style-type: none"> -white males from socio-economically disadvantaged backgrounds -black and minority ethnic (BME) students, where you identify disparities in access, student success and/or progression at your institution -students with disabilities, particularly those with mental health issues, specific learning difficulties and/or who are on the autistic spectrum -mature and part-time learners, particularly through alternative and flexible modes of study 	<p>Access support for white males from socio-economically disadvantaged backgrounds will be enhanced by both the Falmouth Creative programme and through the complementary work of the NCOP programme; see section 3(ii) on pages 6-10, and section 3(v), on pages 11-12.</p> <p>The University has not identified any disparities in access, student success or progression for BME students; the recent Teaching Excellence Framework metrics supplied to Falmouth University confirmed this. However, these key metrics will remain under regular scrutiny.</p> <p>Student Services currently support students in all four categories listed opposite, and have identified a range of additional support options that will be put in place or expanded for 2018-19. The Inclusive Learning Project, the Retention Project, and Core Academic Training will all generate valuable insights regarding support for disadvantaged students.</p> <p>The University will continue to support mature learners through direct financial support and through provision of alternative and flexible modes of study; see section 3(ii), on page 10.</p> <p>Further details of relevant student support programmes can be found in section 3(ix), on page 13.</p>

2. Fees, student numbers and fee income

Falmouth intends to charge the maximum allowable fee per annum for all its undergraduate courses to all full-time UK & EU students in 2018-19. For this Agreement, the exact fee will be determined by the Government's assessment of the rate of inflation at the appropriate time.

These fees were implemented in academic year 2012-13 (at the rate of £9,000 per annum from 2012-13 to 2016-17) and will not be charged to any students who commenced their studies before 2012-13. The fee will cover all assessed elements of awards. Falmouth University achieved year 1 of the Teaching Excellence Framework (TEF), which enabled a tuition fee of £9,250 per year, and has submitted an application to year two of the TEF which, if the TEF is implemented, will dictate the maximum tuition fee for Higher Education Providers, based on a range of quality metrics.

Falmouth will direct 22.5% of higher fee income into fair access activities and targeted financial support, details of which are set out below. The overall division of expenditure across direct financial support, access, student success, and progression, are maintained at the same rates established for 2017-18, following a decision to reduce direct financial support for 2017-18, in accordance with OFFA research and guidance regarding the effectiveness of this category of expenditure.

The proposals for 2018-19 see an increase in investment in access activity across the undergraduate cohort, driven by higher student numbers and retaining an access agreement spend of 22.5% of higher fee income.

Table 2: Falmouth University Access Agreement 2018-19: proposed allocation of OFFA-countable expenditure (by cash amounts and by % of expenditure)

Year of entry	Approximate student numbers	OFFA countable expenditure	Direct Financial Support	Access	Student Success	Progression
	fte	£'000	£'000	£'000	£'000	£'000
2016/17	1,631	1,081	421	368	184	108
2017/18	1,931	1,314	337	537	303	138
2018/19	2,173	1,487	389	603	340	155
Total	5,735	3,881	1,147	1,507	827	400

Year of entry	Approximate student numbers	OFFA countable expenditure	Direct Financial Support	Access	Student Success	Progression
	fte	%	%	%	%	%
2016/17	1,631	100%	39%	34%	17%	10%
2017/18	1,931	100%	26%	41%	23%	10%
2018/19	2,173	100%	26%	41%	23%	10%
Total	5,735	100%	30%	39%	21%	10%

Sandwich year and franchise partner tuition fees

(i) Sandwich year fees

For 2018-19, sandwich year fees will be charged at 15% of the full undergraduate (full time) tuition fee. At a full fee level of £9,250, this equates to a sandwich year fee of £1,385.

(ii) Franchise partner tuition fees

For 2018-19, franchise partner tuition fees will be £9,000 per year for First Degrees, and £6,700 per year for Foundation Degrees. The University reserves the right to review these fees in the context of any changes to the relevant tuition fee caps, if these are announced by the Government.

3. Access, student success and progression measures

(i) Overview of the Fair Access targets

The University's 2017-18 Access Agreement introduced a greater focus on ambitious, output-driven, institution-level targets, and a move away from narrow, input-driven targets.

The 2018-19 Access Agreement adopts 11 principal targets, as set out in the Resource Plan Annex, and as stated in each of the Access, Student Success and Progression sections below.

(ii) Access Measures: assessment of progress and formulation of targets

Raising attainment in schools, and recruitment from Cornwall

The University has made significant progress since 2013-14 in the recruitment of students from Cornwall, and is on track to double the number of enrolled students from Cornwall from 2013-14 levels by 2019-20.

This is a central strategic commitment for the University, reflecting the major investment in the HE infrastructure in Cornwall from the European Union and UK Government over two decades, designed to address low levels of HE places per head in the County, and to deliver higher skills for the benefit of the county's economy.

The Access Agreement, and the local access measures identified, are underpinned by a custom, annually updated in-depth analysis project called 'Cornish Education Trends'. In 2016 the University also commissioned independent qualitative research, entitled 'Cornwall Student Research 2016', to support the development of better targeted access activity.

The Strategic Guidance for 2018-19 Access Agreements asks universities to articulate plans to increase their work on raising attainment in schools, through one of three possible approaches:

- i. the sponsorship of schools where there are issues around attainment and progression
- ii. the establishment of new free schools (including mathematics free schools) to support disadvantaged and under-represented students
- iii. other significant partnerships, support and activity with schools.

Based on recent analysis of education provision in Cornwall, and in the context of a small, specialist university, Falmouth University is best positioned to deliver increased attainment in schools through option (iii), above: 'other significant partnerships, support and activity with school'.

The University already undertakes a considerable programme of schools partnership work, and as part of the Grow Cornwall objective, is planning to ramp up its attainment raising activity, through a range of programmes under the banner of 'Falmouth Creative: Discover, Believe, Achieve'.

Falmouth Creative: Discover, Believe, Achieve

Introduction

Falmouth Creative: Discover, Believe, Achieve, is an umbrella progression programme for talented and creative students who have the potential to go to university, and will benefit

from the additional support to reach their full potential.

The programme is aimed at not only students in year groups 9 - 13, but their parents, teachers and Career Advisors through a variety of activities and contact points throughout the academic year.

A portfolio of workshops, which comprise of academic subject specific, skills - based, careers, and Information and guidance workshops will be available to schools and colleges for their year groups 11, 12 and 13.

Schools and colleges and colleges will be able to select which aspects of the workshops they would find most useful, and Falmouth University will deliver these workshops either on campus or offsite at the school/college. This element of the programme can be extended to the UK.

Year groups 9 and 10 will have four key phases throughout the year, culminating with each student that completes the scheme being presented with a certificate to recognise their success during an in-school assembly.

The end of each academic year will end with a celebration of each school and pupil at the CreatEd Exhibition in June.

Benefits to the pupil

- Attending the programme will equip the pupil and their parents/carers with the necessary information for each phase of their journey.
- Pupils will experience at first hand student life at a Creative Arts University, and gain valuable advice from world-class academics.
- Pupils will develop key skills and knowledge to boost their university application.
- Exclusive access to online resources
- Personal invitations to events
- At Year 13 pupils will be able to apply for a Cornish bursary and Travel Bursary to help them with their studies, (subject to conditions being met).
- Successful completion of the YR 12 – 13 strand of the scheme will give pupils the pathway to a place at Falmouth University, provided that the pupil meets the participation levels and completes the YR 13 applicant assessment day.

Benefits to parents

The scheme will help parents navigate their way through the processes and decision making that will help their child achieve explore the realms of possibilities, discover new directions and career pathways, and achieve their career choices.

We will help them navigate their way through GCSE and A level choices, which HE course, and university, and offer advice on bursaries, student finance the application process by providing them with their own pages on our website that they can access at any time.

Benefits to teachers and careers advisors

Teachers will be able to access the university's resources and staff to raise the aspirations and

attainment of their pupils. The scheme will start with a lighter touch for years 9 – 10 focusing on aspiration raising, and increasing attainment with our portfolio of subject specific workshops for pupils in year 11.

Teachers will also be able to develop their own subject specific practice by attending onsite Masterclasses and conferences, supported by the university's Professional Services teams, academics, and technicians in subject specific areas. This will aid them in developing their own continuing professional development.

Careers Advisors and Teachers will gain an insight into the current industries that are flourishing in the South West and emerging industries over the next 5 -10 years.

Activities

There will be a programme of events throughout the year that will look at ways to work together to encourage participation, achievement and progression in education.

Our Employability team will provide the Careers Advisors with the tools to encourage their pupils to higher attainment and a pathway to Higher Education through a series of workshops and resources provided by the university.

Events

- Teacher conference on how to help with portfolios, interview techniques.
- Masterclasses
- Collaborative Conference with Next Steps, Plymouth, and Bournemouth University.
- Open days

How it works

Schools will be invited to sign up to the scheme, and the University will target engagement from every secondary school in Cornwall.

Year 9 – 10 will be delivered in groups, and focus on aspiration raising and attainment, through both on and off-site activity and events. Key elements include:

- Aspiration raising activity throughout the academic year both on and off site
- Option of attending Saturday Club
- Attending Schools Day at the Degree Shows
- Attend Create Debate day
- Exhibiting at CreatEd
- In-school award presentation at the end of year

Year 11 - Teachers will have access to the portfolio of academic subject specific and skills based workshops delivered by university staff, both on and off site, to enhance attainment throughout the academic. Key elements include:

- Access to the portfolio of academic subject specific and skills based workshops to enhance attainment throughout the academic both on and off site
- Option of attending Saturday Club
- Attending Schools Day at the Degree Shows
- Exhibiting at CreatEd

Year 12 -13 will be a two year scheme for individual pupils to sign up, with the end result in

enrolling at university. Teachers and Career Advisors will play an important role in helping identify and encourage students that will benefit from the Year 12 – 13 programme. There will be a travel bursary to Year 12 -13's to attend term time activity. Pupils will need permission from their school to attend.

- Welcome event for students and parents
- Welcome pack
- Exclusive access to online resources
- Half term symposium and seminars
- Subject specific shadowing days
- Live Q&A online forums
- Monthly newsletter
- Optional portfolio surgeries
- Invitations to subject specific programme of events
- Option of attending Saturday Club
- Attending Schools Day at the Degree Shows
- Exhibiting at CreatEd
- Year 13 Summer School - Assessment and interview

Targets

- (i) Engagement from all 31 secondary schools in Cornwall with the Falmouth Creative programme, by the end of 2018-19
- (ii) We will work with secondary schools to develop relevant subject-specific attainment raising targets for the 2019-20 Access Agreement

Monitoring effectiveness

The short, medium and long term effectiveness of the Falmouth Creative programme will be continually evaluated through the Higher Education Access Tracker (HEAT), to which the University is a subscriber, as well as HESA benchmarks and reports from in-house management information systems.

Complementarity with NCOP, and sharing good practice

Falmouth Creative will include a particular focus on improving access to HE for white males from disadvantaged socio-economic backgrounds, and will complement targeted outreach work being undertaken by the National Collaborative Outreach programme (NCOP). We will share lessons learned from the programme with NCOP partner institutions in Cornwall, Devon and West Somerset.

Recruitment of Mature Students

The University wishes to continue to support mature learners, particularly by offering a greater range of courses and modes of delivery, in line with our Strategic Plan commitment 'to expand and diversify what we do'.

We will continue to take other proactive steps to ensure fair access for mature learners. For example, we will continue to contribute to the LifePilot project ('helping adults progress to higher level study') as a South West consortium member, and will continue our work with local schools, colleges and employers to establish progression routes and professional development opportunities, including for mature learners.

Further, we have extended our Bursary programme eligibility to include mature learners from Cornwall, a group who are likely to benefit from direct financial support.

(iii) Confirmation of access targets:

Access Targets

1. **Recruit 1,126 students recruited from Cornwall by 2019-20** (this target of doubling Cornish student numbers from 2013-14 to 2019-20 meets the requirement for a 'long term outreach' target in the Access Agreement).
2. **Achieve the benchmark for the HESA T1A low participation neighbourhoods performance indicator** (Falmouth currently at 9.9% vs. location adjusted benchmark of 13.1%).
3. **Maintain current performance against the HESA T1A State School indicator** (Falmouth is currently exceeding its HESA target in this area – 94.8% vs. benchmark of 92.9%).
4. **Increase recruitment of mature students**, with a particular focus on mature students from Cornwall, by at least 5% per year.
5. **Achieve engagement with the Falmouth Creative programme from all 31 secondary schools in Cornwall, by the end of 2018-19.**

(iv) Access measures: planned actions

Alongside the Falmouth Creative Programme, the University will continue to develop and deliver a range of access projects, including:

- a) Co-delivery of qualifications with local schools and colleges
- b) Progression Partnerships with local schools and colleges, giving guaranteed interviews to all their students, and guaranteed places on selected courses
- c) Subject-specific access interventions with Progression Partner schools, held on campus and in schools and colleges, including Design Think Tanks, Code Academies, Game Jams and Book Camps
- d) Foundation Degrees delivered at local FE Colleges
- e) Validation of creative courses at local FE Colleges
- f) Open days, summer schools, campus visits, and workshops
- g) Investment in further market analysis to support access activity aimed at people from the most disadvantaged Wards in the County, supported by analysis and resources our collaborative access networks and data sources.

Fair access activity will continue to be designed, delivered and monitored by each of the University's academic departments, with appropriate support from the University's Professional Services departments. The University has introduced the role of Access and Partnership tutors in each academic department, to coordinate access activity for the department and serve as the point of contact with local schools for particular subject areas.

(v) National Collaborative Outreach Programme

Falmouth University is working in partnership with all other regional universities and HE providers through the National Collaborative Outreach Programme. Falmouth University is a

partner in the Next Steps South West consortium led by Plymouth University, covering target wards in Cornwall, Devon and Somerset. This collaboration builds on the success of the former regional NNCO networks: the Devon Collaborative Outreach Network and Next Steps Cornwall. Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium or high achievers, with low HE aspiration, and domiciled within nominated postcodes (HEFCE POLAR3 and Gaps Analysis). A diverse range of outreach projects will be designed and delivered collaboratively by partners in the consortium, with robust evaluation of impact throughout.

The funding for these projects will continue to sit outside the University's Access Agreement, but their presence within the university directly sits within the broad access and outreach "offer" and contributes to a rich evidence base which can be used to track student access, success and progression throughout the life-cycle. The Next Steps South West provision for target groups complements the broader outreach work to promote higher education to the wider range of WP target groups such as other age groups or those with other indicators of disadvantage.

Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Widening Participation Access programmes. Through sharing best practice, avoiding duplication, enabling specialisation from a wider pool of providers, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE.

The Next Steps NCOP consortium includes West Somerset, a Government 'opportunity area', and Falmouth University will work with partner organisations from West Somerset to explore the potential for further relevant collaborative partnerships with education providers, employers and third sector organisations in the opportunity area.

(vi) The Higher Education Access Tracker (HEAT)

Falmouth University is a member of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities.

Membership of the HEAT service assists Falmouth in understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach. Members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. This allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

Where HEAT data has matured it allows Falmouth to understand the relationship between outreach participation and HE enrolment, retention and success. Crucially this data shows enrolment not only to Falmouth University but to all other HEIs. This allows Falmouth to demonstrate its contribution to the sector as a whole. Furthermore, as data has matured, Falmouth can now build a picture of the retention and degree classification of its outreach participants, as well as seeing destination data.

(vii) Student Success measures: Assessment of progress and formulation of targets

Internal data from 2015-16 shows retention at Falmouth as 92.1%. The University has consistently met or exceeded its HESA benchmark for 'continuing or qualifying at the same Higher Education Provider' in recent years, but the Strategic Plan 2015-2020 sets a stretching target of 95% retention across the University. The University has made a significant investment in an in-house Management Information System (MIS), which provides detailed retention data, and includes an 'early warning' component which tracks students' engagement with key University systems and academic processes.

(viii) Confirmation of Student Success targets:

Success targets

1. **Achieve our Strategic Plan student retention rate** (institutional target of 95% retention)
2. **Achieve 95% or better for the HESA T3A measure for continuing or qualifying at same HEP** (all students) (2015-16 figure was 92.1%)
3. **Meet or exceed current targets for the Student Mentor Scheme and Peer Assisted Study Support (PASS);** continuation of current targets for these institution-wide schemes

(ix) Student Success measures: planned actions

- (a) **Student Mentor Scheme:** this scheme, with over 200 mentors, has been successful in meeting, and exceeding, the targets expressed in previous Access Agreements, and plays a key role in retention of students. Second year students are matched with new first year students (before enrolment), to provide support and mentoring before initial enrolment, and throughout the first year of study.
- (b) **Peer Assisted Study Sessions (PASS):** the PASS scheme is an academic peer support system which will be rolled out to all students across all undergraduate courses at Falmouth University; this programme will be enhanced to provide further support for students recruited from disadvantaged backgrounds, and other groups of students identified as requiring additional support in retention.
- (c) **Introduction of Personal Tutor and Senior Tutor roles** in the academic departments: the Personal Tutor will provide academic guidance and support through regular meetings with their tutees, using learner analytics (an individual student scorecard) to support students. Senior Tutors will coordinate Personal Tutors in their department and ensure the system is working effectively.
- (d) **Support for OFFA 2018-19 priority student groups** (white males from disadvantaged backgrounds, BME students, disabled students, and mature and part time learners). Current and planned actions include:
 - a. Training for Student Services staff in coaching skills, to empower students to find answers to their own questions and to prepare them for life outside University; enhanced training will be provided for key staff members.
 - b. Appropriate staff are being provided with ASIST suicide prevention training.

- c. All Student Services staff will be provided with mental health training, to ensure understanding and a positive experience for students with mental health difficulties.
- d. All Student Services have produced a Disabled Students Allowance change mitigation / inclusive service plan to increase the accessibility and inclusiveness of services provided.

(x) Progression measures: assessment of progress and formulation of targets

The University has improved its graduate employment performance for five consecutive years since 2012, and is pursuing ambitious targets driven by the Strategic Plan’s first objective, ‘to produce satisfied graduates who get great jobs’. These targets were introduced to the Access Agreement for the first time in 2017-18, in recognition of the requirement for a whole lifecycle approach to fair access. The targets are focused on driving up ‘graduate level’ employment across the University, building on our high levels of self-employment, and retaining graduates in the South West in work or further study after graduation.

(xi) Confirmation of Progression targets:

<p>Progression targets</p> <ol style="list-style-type: none"> 1. Increase the proportion of leavers in graduate-level employment 6 months after graduation from the baseline of 75% to at least 80% (current level 82%). 2. Increase the proportion of leavers in self-employment 6 months after graduation from the baseline of 26% to 32%. 3. Increase the proportion of leavers working or studying in the South West six months after graduation from the baseline of 43% to 48%.
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(xii) Progression measures: planned actions

The University’s progression targets will be delivered through a suite of initiatives identified in the University’s Learning, Teaching and Employability Strategy 2015-2020. The key initiatives are:

- (a) **Creation of the role of Employability Tutor** in each academic department, to coordinate all employability and placement activity for their course, and ensure that all students undertake a placement, industrial mentoring and/or live projects.
- (b) **Business creation as the learning vehicle:** more students will be enabled to learn through the challenge of starting up a business as part of their course, through credit-bearing modules. This approach is already embedded in the University’s Business Entrepreneurship undergraduate course and piloted at postgraduate level in the University’s Falmouth Launchpad (Games) pilot from 2014-15. We will also continue to expand our network of business advisors, mentors and angels to support our students to establish these businesses. We will require every course at Falmouth to offer Entrepreneurial and Business start-up content developed in partnership with Falmouth Business School.
- (c) **Industry-led curriculum:** all students will do all or a combination of placement, industrial mentoring and/or live projects (co-led with an industry partner). These will be credit bearing. By 2018-19, integrated Placement support will facilitate the possibility of the wider Creative Industries Economy placement for all students. This

will increase the amount of placements that can be delivered in each department. Some departments have a Transition module in the 2nd or 3rd year (bridge from the University to Employability) and this approach will be promoted as a way to deliver industry connections.

- (d) **Ensuring staff are professionally connected:** We will ensure that all staff have live professional connections, enhanced through relevant industry secondments and partnership arrangements.

(xiii) The Lifepilot and Careerpilot careers resources websites

Falmouth University will collaborate with eleven other universities in the South West region to fund, maintain, develop and promote the, free to students and schools, careers support websites managed by the Western Vocational Progression Consortium (WVPC).

Careerpilot, will provide inspirational pathway and progression information on the full range of choices for 13-19 year olds in the South West region, (used by 60,000+ young people a month). (www.careerpilot.org.uk).

Lifepilot will engage and support mature and part-time students (www.life-pilot.co.uk).

HE Skills Map supports post 16 students and adults in recognising skills and experiences relevant to progression to HE.

The University will support the development of the websites; develop further strategies to embed the websites into outreach and IAG activities; maintain the 'Parent Zone' developed through the four National Network for Collaborative Outreach (NNCO) partnerships in the South West; work with universities and partnerships in the region to support plans for sustaining their integration of the Careerpilot site in their offer to all South West students and schools, including embedding the use of the careers resources in the work of NCOP consortia in the South West region.

Confirmed collaborative partners Include:

- Arts University Bournemouth
- Bath Spa University
- University of Bath
- University of Bristol
- University of Bournemouth
- University of Exeter
- **Falmouth University**
- University of Gloucestershire
- University of Plymouth
- Royal Agricultural College
- University of St Mark & St John
- University of the West of England

4. Financial support

For 2018-19 we will continue to focus the majority of our financial support on students from Cornwall and those with a low household income, with further consideration being given to course costs. Support levels will build upon our 2017-18 award structure, which bands courses by level of additional student cost (for example, trips, materials, and equipment). The financial support package has been informed by consultation with current student recipients.

Any underspend of the financial support allocation will be redirected into the Travel Bursary, Placements Fund, Dependents' Bursary, Pre-Entry support costs (e.g. targeted support for attendance at interviews) or the Hardship Fund.

The Student Funding Manager regularly reviews the impact of financial support, and will undertake further review work in concert with the Students' Union and student stakeholder groups over the next year.

The final detail of Bursary awards for 2018-19 will be informed by the work of the University's Retention Project, and will be published on the University's website by 31 July 2017.

5. Targets and milestones

The University's Access Agreement Targets and Milestones for 2018-19 are set out in the Resource Plan Annex.

6. Monitoring and evaluation agreements

Effective monitoring and evaluation is a key mechanism for measuring the success of the activities funded through this Agreement. The University will continue to draw on its market intelligence and data analytics teams to produce detailed analysis and actionable proposals in relation to the three stages of fair access.

A number of key groups such as Cornwall resident students have been built into the existing Management Information System (MIS) reports with recruitment target numbers set against individual courses. Work is in progress to build reports for monitoring key demographics and Access Agreement metrics within MIS.

Falmouth has subscribed to the HEAT service for tracking the progress into HE of people who have attended access and outreach events. Falmouth also uses 'Datafiltr', the schools recruitment targeting tool, which identifies schools with low progression to higher education.

The Vice-Chancellor's Executive Group will receive and evaluate progress reports on Access Agreement targets on a quarterly basis in 2018-19, and the University will report annually to the Office for Access on progress.

7. Equality and Diversity

Falmouth University is meeting its responsibilities under the Equality Act 2010 and Equality Duty through its Single Equality Scheme (SES), launched in 2014. The Board of Governors and the Vice-Chancellor & Chief Executive have overall responsibility for ensuring that the University meets its obligations with regard to the Equality Act 2010.

Delivering on its responsibilities is monitored by the Equality and Diversity (E&D) Group which meet once a term to take oversight, and to discuss, monitor and review matters, and make recommendations to the Vice-Chancellor & Chief Executive. The membership of this group is drawn from across the University and is chaired by the Director of Human Resources. It reports to the Vice-Chancellor's Executive Group (VCEG). In addition the university's management ensures that:

- a) All staff and students are aware of the Single Equality Scheme and procedures for making a complaint

- b) The implementation of equality is effectively monitored
- c) An Equality action plan is produced and reviewed
- d) Staff, Students and Union representatives are provided with appropriate forums to discuss and deal with equality issues
- e) All staff are provided with appropriate equality training
- f) A network of trained Dignity at Work Advisors is available to provide advice and guidance
- g) Procedures are in place for the fair appointment, promotion and development of staff, the fair selection, assessment and teaching of students, free from unjustifiable discrimination.

8. Provision of information to prospective students

The University will ensure that all material is presented in a clear and unambiguous way that is accessible to all. The full Access Agreement and any alternative versions will be clearly accessible through our website and paper copies will be made available upon request. In terms of financial support, the Student Funding team works with communications staff to inform students and applicants in the following ways:

- a) Website information, including dedicated pages on the Falmouth website directing students to information on both Government support from Student Finance England and the University's financial support offer
- b) Producing the Student Money Matters booklet, which outlines both Student Finance England funding and the financial support offer from Falmouth
- c) Emailing applicants directly to advise them that Student Finance England is open for applications
- d) Emailing current students to advise that they need to re-apply for funding for the upcoming academic year
- e) Attending Open Days, and giving talks and one-to-one advice and information
- f) Running regular drop-in sessions for students and undertaking one-to-one support where necessary to assist students to resolve any issues they may have with Student Finance England
- g) Dedicated email advice box for funding and bursary enquiries
- h) Direct marketing campaigns to draw attention to new or revised funding opportunities
- i) Work with the Students' Union who organise and lead on the Student Money Week each year and promote student financial health throughout the year
- j) Supplying timely information to UCAS and SLC, such as the award profile for each bursary that Falmouth is offering in the upcoming academic year and fees information.

9. Consulting with students

This Agreement was developed following consultation with a range of staff, Students' Union representatives, and prospective students. In particular, the Student Funding Team regularly liaise with students on the effectiveness and impact of the student financial support packages offered by the University.

We will continue to liaise with our Students' Union for future developments and in collaborating to achieve certain outputs. Students are key deliverers of some important projects, such as the Student Mentor Scheme and the Peer Assisted Study Scheme. Student Ambassadors are a trusted and important element of our fair access activity and, as such, play an important part in the evaluation of the effectiveness of fair access programmes.

Table 7 - Targets and milestones

Institution name: Falmouth University

Institution UKPRN: 10008640

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Multiple	Other statistic - Location (please give details in the next column)	Widen our applicant & entrant pool from Cornwall to grow the number of undergraduates enrolling with an address in Cornwall prior to joining Falmouth. This target focuses on the number of entrants on undergraduate courses who are residents of Cornwall prior to enrolling at Falmouth, expressed as fte undergraduate entrants	No	2014-15	588	1000	1062	1126	1126	1126	Previous target represented new students recruited from Cornwall in each academic year - new yearly milestones represent the total number of students from Cornwall enrolled at Falmouth across all years of study
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proportion of all UK full-time first degree entrants from low-participation neighbourhoods (Based on POLAR 3)	No	2013-14	8.3%	10%	11%	12.3%	12.3%	12.3%	
T16a_03	Student success	Multiple	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Retention of all first degree entrants - reduce the number leaving HE altogether (ie discounting those who transfer to another HEI)	No	2012-13	8%	6.5%	6%	5.5%	5.5%	5.5%	
T16a_04	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Proportion of all UK full-time first degree entrants from State Schools	No	2014-15	94.9%	95%	95%	95%	95%	95%	
T16a_05	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Retention of total enrolled students at the end of each academic year	No	2014-15	90.8%	95%	95%	95%	95%	95%	
T16a_06	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Proportion of leavers in graduate-level employment 6 months after graduation	No	2014-15	75%	80%	80%	80%	80%	80%	
T16a_07	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Proportion of leavers in self employment 6 months after graduation	No	2014-15	26%	31%	31.5%	32%	32%	32%	
T16a_08	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Proportion of leavers working or studying in the South West six months after graduation	No	2014-15	43%	48%	48%	48%	48%	48%	
T16a_09	Access	Mature	Other statistic - Mature (please give details in the next column)	Number of Mature Students recruited from Cornwall	No	2015-16	128	141	148	156	156	156	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Student success	Multiple	Student support services	Student Mentor scheme pre-entry and L1	No	2015-16	220 Peer Mentors	220	225	230	230		
T16b_02	Student success	Multiple	Student support services	Student Mentor Scheme L3 mentors working with L2	No	2015-16	100	100	110	120	120		
T16b_03	Student success	Multiple	Student support services	Peer Assisted Study Support PASS scheme	No	2015-16	Provision within 4 courses/ 200 students	9 courses 400 students	13 courses 500 students	18 courses 700 students	18 courses 700 students		
T16b_04	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Falmouth Creative: umbrella progression programme for talented and creative students from Cornish state schools	No	2016-17	20 state secondary schools engaged	25 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Targets removed above were removed from the 17/18 Access Agreement