2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Falmouth University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Falmouth University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Falmouth University is a recognised 'anchor institution' in Cornwall, fully engaged with the County's economic, skills and enterprise agendas. We are a major player in delivering higher skills to the County, alongside well documented employment and economic benefits.

We are committed to ensuring that students from all backgrounds can benefit from a Falmouth education, which facilitates their successful introduction, access and participation in the local and wider employment markets, promoting social mobility. The expansion of the University in the early part of the 21st Century was driven by the need to increase the provision of higher level skills in the County.

That said, we also consider we have a unique opportunity to showcase our specialist disciplines and their relationship to broader school subjects, as well as the benefits of studying at a small provider, more widely and in particular in POLAR4 Quintile 1 areas, nationally. This is part of a commitment to sector priorities and to advocacy and support for the arts as critically valuable and viable education and career pathways into the future.

The University is committed to ensuring that students from underrepresented groups are able to access, succeed in, and successfully progress from a Falmouth education. Our ambitions over the coming year are to further our understanding and improve performance in areas that have also been highlighted as priorities at the national level, and in particular address gaps in retention for our target students.

As a small institution, many staff do multiple roles and hold broad remits, which places unique demands upon, and challenges related to, delivering a full WP programme.

To help to mitigate this, these commitments are provided in Falmouth's long term strategic initiatives, evident in iterations of the institutional Strategic Plan since 2012. In particular, diversification of the academic portfolio in terms of subjects offered and modes of study offered; focus on 'getting graduates great jobs'; focus on helping to 'grow Cornwall' including fair access work with State Schools in the County, and creating the conditions for new start-ups to survive and thrive in the Cornwall. These priorities are aligned to ambitions of the wider national widening participation agenda, as embedded priorities under a whole institution approach.

The University's equality and diversity agenda is important in supporting the achievement of these targets. Ensuring equality of opportunity will provide Falmouth with access to the widest possible talent pool to recruit both staff and students from, while valuing the diversity of our staff and student groups helps to uncover the potential of all individuals, as well as promoting Falmouth as an attractive and inclusive place to work and study. The University's equality and diversity mission is:

"To support Falmouth in being a world class place to study and work, by providing an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential."

The internal approval of Falmouth's Access and Participation Plan 2019-20 was subject to an Equality Analysis – a process designed to ensure that Falmouth complies with its legal responsibilities under the Equality Act (2010), and to support better, more inclusive decision making, and the development of services, facilities and policies which are appropriate to the student and staff groups who use them.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Falmouth University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Falmouth University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	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	2014-15	588	1062	1126	Headcount	2019-20	661	Limited progress
T16a_02 (Access)	Proportion of all UK full-time first degree entrants from low-participation neighbourhoods (Based on POLAR 3)	2013-14	8.3%	11%	12.3%	Percentage	2019-20	9.5	Limited progress
T16a_03 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress
T16a_04 (Student success)	Retention of all first degree entrants - reduce the number leaving HE altogether (ie discounting those who transfer to another HEI)	2012-13	8%	6%	5.5%	Percentage	2018-19	10.7	No progress
T16a_05 (Access)	Proportion of all UK full-time first degree entrants from State Schools	2014-15	94.9%	95%	95%	Percentage	2019-20	93.4	No progress
T16a_06 (Student success)	Retention of total enrolled students at the end of each academic year	2014-15	90.8%	95%	95%	Percentage	2019-20	92.3	Limited progress

T16a_07 (Progression)	Proportion of leavers in graduate-level employment 6 months after graduation	2014-15	75%	80%	80%	Percentage	2019-20	65.1	No progress
T16a_08 (Progression)	Proportion of leavers in self employment 6 months after graduation	2014-15	26%	31.5%	32%	Percentage	2019-20	23.8	No progress
T16a_09 (Progression)	Proportion of leavers working or studying in the South West six months after graduation	2014-15	43%	48%	48%	Percentage	2019-20	47.4	Limited progress
T16a_10 (Access)	Number of Mature Students recruited from Cornwall	2015-16	128	148	156	Headcount	2019-20	211	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress
T16b_02 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress
T16b_03 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress
T16b_04 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress
T16b_05 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress
T16b_06 (Access)		Other (please give details in Description column)	0	0	0	Headcount	2019-20	0	Expected progress

T16b_07 (Access)		Other (please give details in Description column)		0	0	0	Headcount	2019-20	0	Expected progress
T16b_08 (Student success)	Student Mentor scheme pre-entry and L1	2015-16	220 Peer Mentors	225		230	Headcount	2019-20	295	Expected progress
T16b_09 (Student success)	Student Mentor Scheme L3 mentors working with L2	2015-16	100	110		120	Headcount	2019-20	128	Expected progress
T16b_10 (Student success)	Peer Assisted Study Support PASS scheme	2015-16	Provision within 4 courses/ 200 students	13 courses 500 students		18 courses 700 students	Headcount	2019-20	900	Expected progress
T16b_11 (Access)		Other (please give details in Description column)		0	0	0	Headcount	2019-20	0	Expected progress
T16b_12 (Access)		Other (please give details in Description column)		0	0	0	Headcount	2019-20	0	Expected progress
T16b_13 (Access)		Other (please give details in Description column)		0	0	0	Headcount	2019-20	0	Expected progress
T16b_14 (Access)		Other (please give details in Description column)		0	0	0	Headcount	2019-20	0	Expected progress
T16b_15 (Access)	Falmouth Creative: umbrella progression programme for talented and creative students from Cornish state schools	2016-17	20 state secondary schools engaged	31 state secondary schools engaged		31 state secondary schools engaged	Headcount	2019-20	39	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,421,000.00	£1,373,000.00	-3%
Financial Support	£947,000.00	£805,000.00	-15%

4. Action plan

Where progress was less than expected Falmouth University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	This target is no longer a target on our 20-21 to 24-25 APP, as it does not align to national access and participation priorities and can be counter to other target measures such as increasing the intake of BAME students and POLAR4 Q1 students, given the local demographic. Falmouth has also adopted a broader strategy which looks to enhancing the offer through alternative provision and online and off-campus learning, which incorporates a national base. Falmouth will, however, maintain engagement with its local target communities, schools and colleges, with commitments to continued partnership and development of activities as detailed in the new 20-21 to 24-25 APP. These will reflect, however, the targeted under-represented groups (POLAR4 Q1, IMD Q1, Care Leaver) instead of a broad 'local' ambition.

T16a_02	Increasing our intake of students from the lowest participation neighbourhoods remains an ambition of Falmouth in the new 2020-21 to 2024-25 APP. In this Plan, we have already set additional ambition to progress this target further and ensure progress is achieved. This includes: - Recognition of a relatively small local base for POLAR4 Q1-2, therefore strengthening the targeted, national strategy - Increased targeted school and college partnerships and activity in POLAR4 Q1-2 areas, particularly in the South-West, Midlands, South-East, North of England and Ireland. With activities full mapped via Theory of Change to specifically address barriers that POLAR4 Q1-2 students are more likely to face - Specific training for, and increased use of role models (ambassadors) in targeted activity (from similar backgrounds) - Expansion of course portfolio and off-campus provision to have broader national reach - Continuation of online outreach activity to maintain broader reach and connections made during Covid-19 - Stronger focus on evaluation and research into the experiences of target learners, and collaboration with schools and colleges on this, to increase our knowledge and inform continuous improvement in practice. - Continuation of, and increased activity with, the NSSW UniConnect partnership including the funding of 1.0FTE Outreach Officer post based at Falmouth. - A newly formed partnership with Cornwall Council resulting in 2 collaborative projects targeting POLAR 4 (Q1&Q2) including 'The Nuffield Research Project' with Y12 learners, and a 'Primary Project' working with younger years. - The implementation of one or more National Saturday Clubs, working with local Y10 targeted learners to give them a positive experience of HE from an early age. - To collaborate with UniConnect consortia across England on a range of targeted outreach projects, that are engaging with learners from POLAR 4 (Q1&Q2) and IMD areas. - Development of a new 'Transition Programme' to be delivered in the Summer, to help support learners from disadvantaged areas and underrepresented groups, aiding the transition from FE to HE.

T16a_04	This target is no longer a target on our 20-21 to 24-25 APP, as it does not specifically identify areas of concern in relation to the target groups and instead is a general broad continuation measure for all students. That said, Falmouth wish to ensure excellent continuation outcomes across our student body. Improvement work detailed above, and the implementation of whole-institution strategies for embedding and providing support, such as the inclusive, 'Healthy Curriculum' model; targeted student support and enhancements in online provision which will continue post-Covid are intended to emerge improved outcomes in this Target over time. The adoption of the Healthy Curriculum principles will be accelerated as part of a suite of activity towards the University's 2030 strategic objectives which will see all courses refreshed over the next 12-18 months as part of the 2030 Challenge projects. The improved dataset stemming from the online delivery of PASS and mentor activities will be the subject of further evaluation of its effectiveness within the University with the Teaching Excellence Working Group noting that although sector experience provided sufficient evidence to support a wider roll out the investment should be properly evaluated for its impact on student outcomes. Building on the need to embed evaluation, the University has embedded a Theory of Change framework to support Departmental Planning and a piece of work in collaboration with SEER is planned to methodically explore the drivers of student withdrawal. The system amendments to support the wider roll out of the Do-it Profiler will be completed for entrants from 2022 onwards.
T16a_05	This target is no longer a target on our 2020-25 APP, as it does not align specifically to national access and participation priorities. However, state schools generally are targeted in all our access activity, but with more nuance around specific schools in key target areas for POLAR4, IMD and BAME targets.
T16a_06	As per details in T16a_04 above.

T16a_07	This target is no longer a target on our 20-21 to 24-25 APP, as it does not specifically identify areas of concern in relation to the target groups and instead is a general broad progression measure for all students. Also as noted above, Falmouth are concerned that this new data from Graduate Outcomes is not a true reflection of performance or 'missing' our Target, given the GO and DLHE data cannot be compared. It is also of note that the data has a significant lag time, and therefore the benefits of strategies and activity employed in this 2019-20 year and beyond will not bear benefit until, at earliest, monitoring in 2022-23. That said, Falmouth certainly wish to ensure excellent employability outcomes across our student body. Improvement work detailed above, and the implementation of whole-institution strategies for embedding employability and enterprise, and enhancements in online provision will continue post-Covid are intended to emerge continued outcomes in this Target over time. Two new work experience programmes will be implemented to enable disadvantaged and underrepresented students to gain useful and productive work experience, helping their employment outcome. These are 'The Turing Scheme' which replaces the ERASMUS programme and now targets students who meet differing widening participation criteria. In addition, there will be an APP funded internship programme, to replace the former ESF programme, to help support underrepresented and disadvantaged students to benefit from this work placement opportunity. Both these work placement programmes will help to increase student confidence, practical skills, communication skills and networking, resulting in an improved employability outcome.

T16a_08	This target is no longer a target on our 20-21 to 24-25 APP, as it does not specifically identify areas of concern in relation to the target groups and instead is a general broad progression measure for all students. Also as noted above, Falmouth are concerned that this new data from Graduate Outcomes, given the GO and DLHE data cannot be compared, and in respect of lag times. Again however, Falmouth certainly wish to ensure excellent employability outcomes across our student body and self-employment is particularly relevant in the post-covid economic context. To Summarise some of the future developments in this area: - Core, mandatory modules for all students in the UG curriculum focussing on learning through Enterprise and a cross-university Transdisciplinary project module – working with employers. - Cessation of Erasmus activity, and participation in the new Turing Scheme, with a WP focus. - Further development of co-curricular activity targeted towards different WP groups - More embedded, employability provision embedded into academic programmes - Further development of technology and resources to enable students to access a wide range of opportunities in and out of the curriculum. - Development of a cross-university jobs agency to facilitate student employment - Introduction of an option industry placement and study-abroad year in all undergraduate courses. - Introduction of a funded internship programme, targeted towards WP students. - Further engagement with Disability Confident employers, showcasing and highlighting opportunities for our disabled students. - Development of funded co-curricular enterprise and entrepreneurship activity for students. - New alumni strategy with a focus on extending the student experience into a graduate experience and connecting current students with our alumni in industry.
T16a_09	This target is no longer a target on our 20-21 to 24-25 APP, as it does not specifically identify areas of concern in relation to the target groups and instead is a general broad progression measure for all students. Also as noted above, Falmouth are concerned that this new data from Graduate Outcomes, given the GO and DLHE data cannot be compared, and in respect of lag times. Again however, Falmouth certainly wish to ensure excellent employability outcomes across our student body and local employment is particularly relevant in the post-covid economic context. Falmouth's new 2030 strategy highlights the importance of students 'Doing it for real', and ensuring our students achieve excellent employability outcomes. We seek to work with industry locally as an anchor institution locally, developing opportunities for our students and graduates, whilst encouraging mobility of our students to access the wider national and international labour market. Falmouth has a high-proportion of students who set-up their own businesses and working as freelancers. Initiatives, like our Award winning Launchpad programme looks to develop a secure pipeline of student talent to become viable, scale-able businesses who add-value to UK PLC.

5. Confirmation

Falmouth University confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
Falmouth University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Professor Anne Carlisle OBE
Position	Vice Chancellor & Chief Executive

Annex A: Commentary on progress against targets

Falmouth University's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?

Our 2019-20 Plan was severely disrupted due to the pandemic and the public health measures that have been required. For the earlier part of 2019-20, commitments were better met. Following national lockdown and school closures, practice has been modified to reasonable alternatives, and limitations on practice and development have been experienced. We have also made modifications and investment to better meet the new context of performance as detailed in the new 2020-21 to 2024-25 APP and our updated performance assessment in respect of access and participation.

Access and Outreach
We have maintained our commitment in respect of a dedicated full-time role supporting target local school partnerships and activity. The outreach framework or 'umbrella programme' houses a suite of activity as part of our local commitments. A range of activities were delivered on-site in local schools and colleges between September 2019 and March 2020, meeting commitments to provide taster and enrichment workshops with academic staff and students, information and advice about HE, aspiration-raising, and more.

Account Engagement
Falmouth's commitments have been disrupted as schools' priorities were elsewhere and engagement was placed on hold. However, activities to help address this area that were delivered in the earlier part of 2019-20 did provide insight to develop the alternative online provision. Communications with schools and colleges were also kept warm during this time, and a range of online alternative activity was delivered and provided. Guaranteed interviews to all applicants, and guaranteed places on selected courses, have been maintained and delivered.

From March 2020 onwards, delivery of face-to-face activity (in schools and on campus) was not possible. Some of our scheduled signature events, like the Teachers Conference, CreateEd Exhibition, Teacher Masterclasses and other Shows, Awards and student Shadowing and Welcome events were not run. To meet our commitments here, Falmouth employed a range of alternative digitisation strategies for outreach activity as alternative practices, in line with the good practice across the sector.

Partnerships
Our broader local partnerships activity commitments were also delivered particularly in the early part of 2019-20, and we met commitments to develop and expand our partnerships. Ongoing work with the NSSW Uni Connect programme was delivered, and between Sept 2019 and March 2020 included the sharing of NSSW resources and the collaboration with on-campus activities.

Falmouth also collaborated with partnership organisations from West Somerset to explore potential for joint activity to support target groups – resulting in a collaborative project with the Craft Council to engage local teachers in subject-related professional development activity, which started in January 2020. The University worked with all partners during the pandemic to ensure that they could support students, and we provided regular support briefings to all partners.

Evaluation measures

Falmouth's evaluation commitments have been significantly interrupted by the limitations to delivery during the lockdown. However, developments to integrate the HEAT have been undertaken, including full training of new staff involved in monitoring and evaluation processes, and full implementation of HEAT across all activity, including for both online and face-to-face interactions.

Other developments in the evaluation agenda include the creation of an evaluation action plan. The evaluation framework is being implemented in partnership with the SEER Service to ensure thorough analysis and practice improvements.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Alternative and Additional Activity: Falmouth provisioned for an additional 0.5FTE officer to support outreach work particularly in our local area. This role commenced in January 2021. In an increased push on local engagement, additional local activity taking place in early 2019-20 (before lockdown) to increase provision and reach.

Falmouth additionally developed the 'Falmouth Challenges' programme, which is a portfolio of academic masterclasses, developed by academic departments. The challenges were a set of creative briefs originally set for current students which were sent to schools and colleges as a creative competition for Year 12 and Year 13 students. This programme was delivered in an online format in the latter half of 2019-20, and will be used ongoing in online and face-to-face versions.

A range of post-lockdown online activity were implemented as alternatives and additional practice to meet our commitments. These included online webinars for a range of awareness, aspiration, HE access and affordability related sessions; academic sessions to teachers (online PD - by subject area); expanded work on our UniBuddy programme to ensure direct connection and contact between target students and UniBuddy Ambassadors; online application support; support sessions for pre-applicant and applicants; online mentoring sessions run with academics; online virtual tours and open days; and a range of IAG.

Falmouth also leveraged the NSSW programme to undertake an audit and repurposing / redevelopment of the materials and resources provided by NSSW to draw from the NSSW good practices add content to the broader Falmouth outreach programme and capacity. These resources have been used to design additional sessions and/or strengthen existing activity across our outreach programme.

In relation to school partnerships development and responding to interruptions detailed above due to the pandemic, Falmouth implemented a range of alternative development work independently, in targeting, partnership development materials and resources, and setting up more robust partnership offer and framework in a forward-thinking approach to lay a platform for the 2020-21 Plan, and to be ready when schools/colleges could once again engage. This work includes a review of existing resources developed and delivered for schools and colleges, which included an audit of the Next Steps South West (NSSW) partnership resources that had been developed in partnership with Falmouth and could be used as part of an outreach programme.

This review mapped activities against the "5A" framework for outreach (Aspiration, Awareness, Achievement, Access and Affordability) to identify any gaps or duplications, which were then worked upon as part of a content review across all activities as part of the

institution's progressive outreach frameworks. A renewed partnership framework and outreach programme was created using this content review, with updated partnership resources and outreach promotional materials created and marketed to schools and colleges.

Falmouth also developed conversations leading to a partnership with Brightside to provide online mentoring to target students in 10 target local schools (targeted on POLAR measures), to be implemented from 2020-21. Objectives for this project are to increase knowledge of future education and career options; to develop confidence in ability to succeed in future options; and to provide schools with the opportunities to network with a higher education institution and achieve targets against the Gatsby Benchmarks and their Compass Tool goals. The digital mentoring programme was designed ready or launch in 2020-21.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?

For the earlier part of 2019-20, commitments were better met; following national lockdown and school/college closures, practice has been modified to reasonable alternatives due to the Covid pandemic, and limitations on practice and development have been experienced.

Targeting Strategy: Acknowledging the limited local POLAR4 Q1 demographic, commitments to reach more POLAR4 Q1 areas, aligning outreach and recruitment work, and enhanced targeting measures were also delivered. This work helped to lay the platform for the full new national strategy established as part of new 2020-25 APP. As described in Target 16a_01 above, where activity could not take place face-to-face due to lockdown, online digital alternatives were put in place.

A full re-targeting exercise was undertaken as committed. This exercise drew from existing school and college relationships across the country (held by recruitment), exploring disadvantage indicators (POLAR, IMD, FSM, PP, ESL, SEND, Absence). Prioritisation and target schools and colleges lists were developed, concentrating on targeting for low participation neighbourhoods. This has been implemented with the broader recruitment team, who provide activities into these targeted regional areas, schools and colleges, with the objective to strengthen and focus practice in the targeted schools /colleges.

Analysis of data relating to existing schools and college partnerships included attention paid to areas with multiple disadvantage indicators, those in areas of significant ethnic diversity and schools and college clusters based around existing and established Falmouth activity. This included mapping on application, acceptance and enrolment data for schools and colleges, and considering clusters of schools and colleges with multiple disadvantage indicators within a close geographical distance of Falmouth's regional interviews and other core recruitment activity taking place across the academic year.

Additional factors considered when analysing school and college data also included: school size; progression to the top and bottom tiered institutions (using UCAS data); and distance from Falmouth. This data was also obtained for schools and colleges engaged in partnership projects including Next Steps South West (NSSW) activity and a project the university was engaged in with the Craft Council.

Access and Outreach: A range of activities were delivered on-site in local schools and colleges between September 2019 and March 2020, meeting commitments to provide, for example taster and enrichment workshops with academic staff and students, information and

advice about HE, aspiration-raising, etc.

From March 2020, the lockdown restricted our ability to further develop our schools and colleges relationships and further develop our activities and priorities with them, which was part of the ongoing development of our outreach programme, leading into the strengthened ambitions of our 2020-25 APP. This has disrupted commitments regarding deeper exploration with schools and colleges in respect of better understanding attainment issues in target schools; the objective of which was to result in a strengthened plan for attainment-raising support, developed with schools.

A range of online alternative activity was delivered and provided to the national schools and colleges, such as well-attended academic sessions to teachers (online professional development, by subject area); and expanded UniBuddy programme to ensure direct connection and contact between target students and UniBuddy Ambassadors. Falmouth aimed to align with what schools and colleges responded to. Of additional benefit, some digital activity was made openly available to enable a broader reach across the country, for example IAG content in creative careers; student finance; student life; and applying to university.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As previously noted, and as expanded in the 'Impact of Covid-19 on 19-20 outcomes' section of this monitoring return, a range of post-lockdown online activity were implemented as alternatives and additional practice to meet our commitments. These included online webinars for a range of awareness, aspiration, HE access and affordability related sessions; academic sessions to teachers (online PD - by subject area); expanded work on our UniBuddy programme to ensure direct connection and contact between target students and UniBuddy Ambassadors; online application support; support sessions for pre-applicant and applicants; online mentoring sessions run with academics; online virtual tours and open days; and a range of IAG. Unibuddys were given the opportunity to openly disclose any WP demographics in their profiles to encourage engagement and flag ambassadors with shared experiences to WP applicants. Online delivery expanded our reach into target areas nationally.

The 'Falmouth Challenges' programme, detailed above, is also relevant here as this programme reached nationally and particularly in to target POLAR4 Q1 and Q2 areas. Please see detail in T16a_01 above.

Falmouth also implemented Regional Interviews in target areas including Manchester, Bristol, Birmingham and London, during the February half term. They were designed to specifically reach those students who may not have engaged well with the interview process, and provided a good opportunity to meet first generation to university families, who are less likely to travel to Falmouth. During lockdown, all interviews reverted to online.

Target reference number: T16a_04

How have you met the commitments in your plan related to this target?

The commitments in our Plan have been generally met, with alternative practices put in place due to Covid from Feb/March 2020. For the earlier part of 19-20, commitments were met as intended; following national lockdown and university closures, practice has been modified to reasonable alternatives due to the Covid pandemic, and limitations on practice and development have been experienced.

Additional student support (academic): Falmouth's 'Peer Assisted Study Sessions' (PASS) was extended to include approx. 900 students receiving support from 37 PASS Leaders. The Coronavirus pandemic considerably disrupted the recruitment and training process of PASS Leaders, and deprived the programme of the resources required for expansion to all undergraduate courses. The PASS programme did, however, maintain weekly provision for FHEQ level 4 students within 18 undergraduate courses. Training processes were adapted to be delivered online – a blend of asynchronous and live content, and all PASS sessions were then delivered on MS Teams.

The Student Mentor Scheme was also delivered as per commitments. The scheme engaged 167 Student Mentors supporting all undergraduate pre-entry / FHEQ level 4 students, and 128 level 6 Student Mentors working with level 5.

All events have been adapted to online platforms and Student Mentors have supported efforts to create digital social events and spaces to minimise feelings of isolation in the student community – particularly those that remained on campus over the festive period. Summer on-boarding and "call out" telephoning projects were still delivered remotely, albeit significantly less efficiently, with all new incoming undergraduates and returning L4 & L6 students in good academic standing receiving a 'social' call from a Student Mentor.

The move to online activity has significantly improved our data on attendance and participation in this area which will better evaluation of the outcomes for students that engage with the mentoring and PASS programmes. Falmouth also continued its tutor scheme, with an 'open door' policy and tutors identified for all first-year students.

Falmouth also delivered its suite of Study Skills sessions, which were turned online from March 2020 to maintain provision. These sessions included Written Assignments (essays, reflective writing, journals, critical reviews), Organisation and Time Management, Group Work, Referencing, Critical Thinking, Using the Library, Research Skills and Using the Archives. The sessions are bookable by the courses. From the Languages Team there is an offer of weekly subject specific Academic English seminars and Social English classes for students with English as an additional language.

Falmouth's Do-It Profiler was delivered and communication with students regarding the availability and use of the profiler has been strengthened. The Do-It Profiler allows students and staff to identify gaps in study skills; provide information for academic staff about the profiles of students; help students to decide about having full assessments for Specific Learning Differences. The outcomes in 2019-20 were that 742 Falmouth students completed the Profiler. For Diagnostic Assessment reimbursements for 2019-20, a total of 51 Falmouth students had received between them a total of £13,969 in refunds towards the cost of their Diagnostic Assessments.

Additional student support (pastoral and financial)
Falmouth delivered all student support commitments as prescribed up to March 2020; after which provision moved online and was maintained. Falmouth worked extremely hard to ensure that students were as supported as possible throughout the lockdown, implementing additional support measures and responding to student concerns as they emerged in this unfamiliar context.

> Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Based on our emerging data and monitoring, Falmouth have implemented a range of additional activities to address concerns for student continuation and attainment outcomes, and particularly (as per the sector) the rising instances of mental health concerns amongst students. The following additional activity was implemented:

- Integrated core training across key areas (e.g. mental health, accessing student records, signposting resources, etc.) for all academic staff as part of annual training events
- Significant investment (£500k pa) in a new Student Advisor Model, where 16 Student Advisors were recruited in 19-20 (now recruited in 20-21) to focus on support for students at risk and particularly to support target groups under the APP. Since introduction, these Advisors have provided services online.
- Collaboration with SU to develop a Uni transition toolkit - "Your Uni Toolkit", which was placed online in lockdown. Intended to "smooth out" the volume of information students received in their first few weeks and spread it out into manageable, accessible formats. Aspects of this toolkit were subsequently taken into the academic principles for blended curriculum delivery (online provision), informing 2020-21 curriculum and assessment design.
- "Call out" project extended to support students who fail modules (See 16a_04).
- Additional hardship funding was made available, and reallocation of employer experience funds was provided (as detailed above). The Hardship Fund had an addition to the criteria /assessment to accommodate Covid, where "digital hardship" was added to support students who would otherwise have relied on campus facilities for IT essentials and/or internet connection. This element is being carried over and continued in formal capacity through 2020-21.
- All students identified as locked down in Uni accommodation were called and support needs assessed. Off-campus students were sent additional communications for support provision.
- Semi-professional non-clinical teams in-session coaching /supervision, with reflective learning and practices employed back into practice improvement.
- Falmouth increased effort and focus on digital teaching and learning as part of core academic and tech training, form March 2020. For example, in relation to module design and delivery online to embed inclusivity principles. Falmouth also accelerated work around VLE standards and guidance approved in 2019 for teams on how to improve the inclusivity content.
- Provisioned for new role in the Business Intelligence team to specifically work with APP data.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Again, the commitments in our Plan have been severely disrupted due to the pandemic. For the earlier part of 2019-20, commitments were better met; following national lockdown and university closures, practice has been modified to reasonable alternatives due to the Covid pandemic, and limitations on practice and development have been experienced. Commitments detailed in T16a_01 and T16a_02 above are relevant here, as all this work relates to state schools, and the same commitments were made. Therefore, please refer to the details already provided above in respect of this Target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As per details in T16a_01 and T16a_02 above.

Target reference number: T16a_06

How have you met the commitments in your plan related to this target?

Commitments detailed in T16a_04 above are relevant here, as this target is very similar and commitments and activity detailed provides for scope across all academic years (as per this Target). Therefore, please refer to the details already provided above in respect of this Target.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As per details in T16a_04 above.

Target reference number: T16a_07

How have you met the commitments in your plan related to this target?

A note: New data from 2017-18 is the Graduate Outcomes (GO) data, which is not comparable to previous DLHE data. Given the significant difference in outcome for this target from latest GO data, in the context of relatively steady performance trends in previous DLHE data, Falmouth is of the view that this Target is not assessable. Going forward into 2020-21 APP, this area therefore needs to be revised. This is noted elsewhere in this Plan.

The commitments in our Plan have been generally met, with alternative practices put in place due to the pandemic from March 2020. For the earlier part of 2019-20, commitments were met as intended; following national lockdown and university closures, practice has been modified to reasonable alternatives due to the Covid pandemic, and limitations on practice and development have been experienced particularly in respect of provision of employer experiences (e.g. internships/ work experiences).

Progression Outcomes: Falmouth delivered Careers and Employability services as committed and intended between Sept 19 and March 20. 2020 saw the launch of the new RealWORKS service, a newly designed and implemented Careers, Employability and Graduate Success department – focussed on ensuring the best possible outcomes for our students and graduates.

We have broadened provision of online tools, utilising machine learning and AI for support with Interview Preparation, CV reviews and Elevator Pitches. Since the launch of these new services, over 1300 opportunities have been advertised for students and alumni, connections made with over 900 employers and 2.500 students have logged in over 9,000 times engaging with over 18,000 resources.

In 2019-20, to meet commitments relating to sustained engagement with employers and a continued focus on employability and connecting to local enterprise and industry, Falmouth employed new 'Talent Coaches' to develop network of local and regional employers. This supported ongoing engagement and relationship management with employers to offer opportunities for students, linking with academic departments. These roles provide:
- Coaching for students on next-steps
- Supporting curricular delivery and design of courses with labour-market information
- Focussed targeting on courses with lower-level of graduate outcomes
- Delivery of a wide-reaching co-curricular programme, delivered virtually during the pandemic.

In 2020, we launched a dedicated 'named' Talent Coach for all our Care-Experienced students, to recognise the additional barriers that these students face accessing the labour market. Also in 2020 we developed a relationship with Sanctuary Graduates, focussed on improving social mobility and developed a small social mobility fund to support disadvantaged students. Introduction of these roles were part of a larger restructure of the service that was designed to ensure increased focus on employability and enterprise, as Falmouth's 2030 Portfolio Strategy was launched and with it, a whole-institution strategic commitment to the provision of work-related activity for every student whilst studying at Falmouth.

Post-lockdown, Falmouth shifted this provision successfully online to continue to meet our commitments and provide support to students, also introducing 'Spotlight Sessions' and individual coach sessions online. Throughout lockdown, all services have been flipped to build in virtual employer engagement activity with supporting online tools. There has been a push on engagement with employers (200+) to ensure opportunities are provided to students. Falmouth also introduced online/ telephone support and professional development for employers to help them offer digital experiences and opportunities. Virtual provision will continue alongside the building face-to-face activity, into 20-21 and beyond. Falmouth enhanced its webpages to ensure right IAG and resources going out.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As detailed above, a significant increase in investment has been implemented with the introduction of a range of new roles, new technology and new opportunities for students and graduates in this area. Online provision has produced additional activity and service, and this will be rolled forward in a post-Covid environment.

Target reference number: T16a_08

How have you met the commitments in your plan related to this target?

Commitments detailed in T16a_07 above are broadly relevant here, Therefore, please refer to the details already provided above in respect of this Target. In particular, commitments delivered to meet this Target on self-employment were the development and rollout of the model of 'business creation as the learning vehicle'. This work commenced as intended in 2019-20, although the impact of Covid meant that redevelopment needed to concentrate on delivery of activities. In January 2020, a new role, Senior Talent Coach for Start-up and Joint Enterprise, was implemented to drive this agenda. Enterprise education was also established as one of the 10 Institutional "Challenges" for Falmouth, giving it strategic priority at the whole-institution, highest level.

Falmouth has a high-level of self-employment activity amongst our Graduates, with over four-times the national average engaged in self-employment activity. Recent independent reports have highlighted Falmouth University as amongst the best UK HEIs for Business (https://www.falmouth.ac.uk/news/falmouth-listed-as-best-for-business)

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As per details in T16a_07 above. Additionally, Falmouth has recently been awarded HEIF funding, and some of this funding is being used to develop more activity relating to student enterprise. These include:
- Be Your Own Boss programme of activity

- £20 Challenge Competition
- Pitch-on-a-page Funding Support
- Dragons' Den competition.

Additionally, more focussed support on self-employment has been developed through the use of resources and tools for students to utilise. From 2022, a new core, entrepreneurship module will be introduced on each undergraduate degree as a core module, enabling students to learn through enterprise.

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
Commitments detailed in T16a_07 above are broadly relevant here, Therefore, please refer to the details already provided above in respect of this Target. In particular, commitments relating to the employment of new 'Talent Coaches' to develop network of local and regional employers and to support students into placements and experiences with local industry are relevant to this Target. Consideration of the unique conditions in Falmouth and the sub-regional labour market need to be considered. Cornwall has lower than average salary levels and lower-levels of graduate level jobs available to graduates, creating additional pressures on our graduates who wish to remain locally and contribute to the ongoing economic redevelopment of Cornwall.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As per details in T16a_07 above. In addition to support our local employability outcomes, Falmouth is engaging with h a wide range of local employers to understand skills needs in the sub-regional labour market. The Head of Employability is a member of LEP Employment and Skills Board, representing the HE Sector in Cornwall and the Isles of Scilly.

Annex B: Optional commentary on targets

Falmouth University's commentary on any of the targets listed in .

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	This Target was removed in 2019-20; noted by '0' in Target box.
T16a_04	
T16a_05	
T16a_06	
T16a_07	19/20 result is the 17/18 GO data, whereas Targets and previous data was from DLHE data. The datasets are not comparable and response rates vary signficantly. Therfore advice is required from OfS regarding our response to this issue, which is clearly affecting all our Progression targets.
T16a_08	As per note above
T16a_09	As per note above
T16a_10	
T16b_01	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_02	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_03	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_04	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_05	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_06	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_07	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_08	
T16b_09	
T16b_10	
T16b_11	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_12	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_13	This Target was removed in 2019-20; noted by '0' in Target box.
T16b_14	This Target was removed in 2019-20; noted by '0' in Target box.

T16b_15