

# Falmouth University Access and Participation Plan 2020-21 to 2024-25

## Introduction

Falmouth University (Falmouth) is an anchor institution in Cornwall, fully engaged with the County's economic, skills and enterprise agendas. The University makes a significant contribution to delivering higher skills to the county, alongside documented employment and economic benefits. Falmouth is committed to ensuring that students from all backgrounds can benefit from a Falmouth education, which facilitates their successful introduction to and participation in local and wider employment markets. Falmouth believes that it has a unique opportunity to 'bridge' the specialist creative disciplines to broader school subjects, as well as providing the benefits of studying at a smaller provider. Broadening this ambition locally and nationally, particular in the most deprived areas, is a priority. This is part of a commitment to sector priorities, and advocacy for the creating and performing arts as critically valuable education and career pathways for the future economy. This is enshrined in the Falmouth 2030 Strategy.

As confirmed by its 'Gold' Teaching Excellence Framework award, Falmouth meets the highest standards for teaching quality, student retention, and graduate outcomes. While these standards provide an excellent foundation for success, Falmouth has set a vision for continuous improvement across the student lifecycle. The University's ambitions over the coming years are to further understand and improve performance in areas that have also been highlighted as priorities at the national level, and address gaps in access and attainment for its target students.

## 1 Assessment of performance

Falmouth University campuses are situated in Penryn and Falmouth, in Cornwall. The county is coastal, largely rural and has a population of 536,000<sup>1</sup> dispersed across the region. The University's campuses are over 60 miles from the county border with the effect that significant sections of the county's population live closer to universities located in Devon than either of Falmouth's campuses. 57.9% of children live in deprived households to at least one dimension of deprivation<sup>2</sup>. The local areas (Cornwall, Devon and the Isles of Scilly) are very homogenous, having low levels of ethnic diversity with 98.1% White population<sup>3</sup>. Most local 18-year-olds live in POLAR4 Quintiles 2, 3 and 4 areas. 17.3% of our home undergraduates come from Cornwall (2018-19); 26% from Devon and Cornwall; and, 42.2% from the South-West region<sup>4</sup>.

**Note on the data sets** - Most of our institution-specific data is based on validated HESA data. We have drawn on the Office for Students (OfS) dashboards, comparator datasets for population from the Office of National Statistics and other third party and sector analysis. As a smaller provider, some of Falmouth's data relating to access, participation and success deal with small cohorts of students, which leads to volatility in percentage data and makes it challenging to assess trends and determine targets. Where appropriate, Falmouth have applied multi-year averages to mitigate the effect of small cohorts, and have not been able to provide some data where data protection principles apply.

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

#### 1.1.1 ACCESS

**POLAR 4:** Falmouth recruitment of POLAR4 Quintile 1 students has remained only slightly below sector averages from 2012-13 to 2017-18. Following a positive trend in recruitment of POLAR4 Q1 students from 2012-13 to 2016-17, performance dipped slightly in 2017-18, whilst recruitment of POLAR4 Q5 students had a corresponding spike. Having had a positive trajectory, and continuous improvement in closing the gap between enrolment of POLAR4 Q1 and Q5 between 2013-14 and 2016-17, this meant that in 2017-18 the gap returned to its 2013-14 level (21.9% gap). This is against a sector gap of 18.3% in 2017-18. See Appendix, at 1.1.1 (POLAR4 Access).

	2013/14	2014/15	2015/16	2016/17	2017/18
	%	%	%	%	%
<b>POLAR4 Q1</b>	7.7	9.5	10	11.3	9.9
<b>POLAR4 Q5</b>	29.5	30.9	28.6	27.8	31.8
<b>Gap</b>	-21.8	-21.4	-18.6	-16.5	-21.9

Given that Falmouth's performance in terms of the gap between POLAR4 Q1 and Q5 participation is of a consistent trend of closing the gap, the 2017-18 result is considered somewhat anomalous; however performance will be closely monitored to check these results. Falmouth will continue to prioritise this area and set a target for improvement in closing the gap for this target group under this Plan.

**Index of Multiple Deprivation (IMD)** – Particularly given our context of local deprivation, Falmouth considers the IMD as an appropriate performance measure. IMD Q1 intake rose steadily from 7.1% in 2013-14 to 9.3% in 2017-18, compared to 19.0% (2013-14) to 21% (2017-18) average for the sector. The gap between Q1 and Q5 intake shows small steady continuous improvement, at 17.4% (2013-14) to 15.4% (2017-18), this is behind sector performance, where the gap is eliminated by 2017-18. See Appendix, at 1.1.1 (IMD Access).

#### 1.1.2 CONTINUATION

**POLAR4:** Whilst not considered statistically significant (OfS dashboards), Falmouth notes a small and consistent (2013-14 to 2016-17) 3% continuation gap between students from POLAR4 Q5 and Q1 areas. This performance is however better than sector average, having a consistent 5% gap. See Appendix, at 1.1.2 (POLAR4 Continuation).

#### Continuation - POLAR 4 (2012-13 to 2016-17):

	2012/13		2013/14		2014/15		2015/16		2016/17	
	%	No.	%	No.	%	No.	%	No.	%	No.
<b>POLAR4 Q1</b>	93	70	92	80	90	110	89	120	91	170
<b>POLAR4 Q5</b>	92	330	96	310	93	380	92	370	94	420
<b>Gap</b>	+1		-4		-3		-3		-3	

**IMD:** Falmouth has consistently outperformed the sector in relation to continuation for students from IMD Q1 backgrounds (2012-13 to 2016-17). In 2016-17, Falmouth performance was 88% compared to the sector average of 85.9%. Regarding the gap in continuation rate between IMD Q5 and Q1 students, Falmouth also consistently out-performs the sector, at 6% gap compared to sector average of 7.9% (2016-17). Further, Falmouth's average gap between 2012-13 to 2016-17 was only 4.2%; between 2015-16 and 2016-17, the gap closed by 3 percentage points. Falmouth does however note an increased gap in 2015-16 and 2016-17, compared to 2012-13 to 2014-15.

#### Continuation - IMD Quintiles (2012-13 to 2016-17):

	2012/13		2013/14		2014/15		2015/16		2016/17	
	%	No.	%	No.	%	No.	%	No.	%	No.
<b>IMDQ1</b>	88	60	93	80	92	110	86	110	88	150
<b>IMDQ2</b>	88	170	87	200	92	200	90	260	87	280
<b>IMDQ3</b>	90	250	95	280	89	310	93	350	93	390
<b>IMDQ4</b>	93	270	94	280	92	340	91	340	91	360
<b>IMDQ5</b>	92	280	95	280	92	350	95	340	94	430
<b>Gap Q1-Q5</b>	-4		-2		0		-9		-6	

### 1.1.3 ATTAINMENT

**POLAR4:** The gap in attainment (% achieving a 1<sup>st</sup> or 2:1) between POLAR4 Q1 and Q5 fluctuates significantly between 2013-14 and 2017-18. In terms of this gap, Falmouth's performance has been better than, or broadly in-line with, the average sector gap (which has remained steadily around 10% over the last 5 years). Significant fluctuations make it difficult to determine trend; however, we consider the broad trend is toward a widening gap, and this is of concern.

#### POLAR4 Attainment (% achieving 1st or 2:1)

	2013 14		2014 15		2015 16		2016 17		2017 18	
	%	No.	%	No.	%	No.	%	No.	%	No.
<b>Q1</b>	70	60	82	60	66	50	74	70	72	80
<b>Q2</b>	65	100	66	70	73	100	69	110	74	130
<b>Q3</b>	67	120	80	140	75	150	70	160	78	180
<b>Q4</b>	74	170	71	150	72	170	74	190	78	210
<b>Q5</b>	77	220	76	220	76	220	77	270	84	280
<b>Gap Q1-Q5</b>	-7		6		-10		-3		-12	

**IMD:** Students from IMD Q1 are less likely to achieve a 1st or 2:1 than IMD Q5 students. Falmouth is particularly concerned to note a widening of the gap between 2013-14 (6%) and 2016-17 (10%). That said, in comparison to the sector gap, consistently around 18%, Falmouth has maintained significantly better performance. In 2017-18 however, we note what seems to be an anomaly (22% gap – a jump of 12% on the previous year), which has caused a significant performance shift and requires further exploration of reasons for this change.

#### IMD Attainment (% achieving 1st or 2:1)

	2013 14		2014 15		2015 16		2016 17		2017 18	
	%	No.	%	No.	%	No.	%	No.	%	No.
<b>Q1</b>	68	50	80	40	64	40	64	50	62	50
<b>Q2</b>	72	130	73	110	72	130	65	120	70	150
<b>Q3</b>	72	170	77	170	76	190	75	220	78	240
<b>Q4</b>	73	190	69	160	73	190	78	240	83	250
<b>Q5</b>	74	200	79	200	74	200	74	230	84	250
<b>Gap Q1-Q5</b>	-6		+1		-10		-10		-22	

### 1.1.4 PROGRESSION

**POLAR4:** Falmouth generally outperforms the sector in relation to progression of graduates into skilled full-time employment or further graduate study. Progression rates for POLAR4 Q1 students are consistently above sector average for the last 5 years and show steady continuous improvement from 65% (2012-13) to 72% (2016-17). Similar to the sector, a gap in progression outcomes between POLAR Q1 and Q5 students is present, although a 3-year average shows a narrowing gap trend.

#### POLAR4 Progression

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Falmouth Q1</b>	65	68	70	70	72
<b>Sector Av. Q1</b>	59.4	60.4	63.5	66.5	68.8
<b>Falmouth Q2</b>	63	71	71	65	69
<b>Sector Av. Q2</b>	60.9	62.6	65.6	67.7	70.7
<b>Falmouth Q3</b>	63	70	79	64	77
<b>Sector Av. Q3</b>	61.9	64	67.1	68.8	71.9
<b>Falmouth Q4</b>	70	70	80	71	74
<b>Sector Av. Q4</b>	62.6	64.3	67.7	69.2	71.7
<b>Falmouth Q5</b>	73	76	81	72	80
<b>Sector Av. Q5</b>	66.5	68.4	71.4	72.6	74.8

**IMD:** Again, Falmouth generally outperforms the sector in relation to absolute progression outcomes for students from IMD Quintile 1 backgrounds, and broadly in respect of the gap between outcomes for Q1 and Q5. However, Falmouth notes a 9% gap in 2016-17 between outcomes for IMD Q1 v. Q5, which is under sector performance for this year.

#### IMD Progression

	2012 13	2013 14	2014 15	2015 16	2016 17
<b>Falmouth Q1 %</b>	60	60	90	75	73
<b>Sector Av. Q1 %</b>	58.5	60.5	63.6	65.2	68.9
<b>Falmouth Q5 %</b>	69	74	82	68	82
<b>Sector Av. Q5 %</b>	68.3	70.1	72.5	73.9	76
<b>Falmouth Progression Gap Q1-Q5</b>	-9	-14	8	7	-9
<b>Sector Av. Progression Gap Q1-Q5</b>	-9.8	-9.6	-8.6	-8.7	-7.1

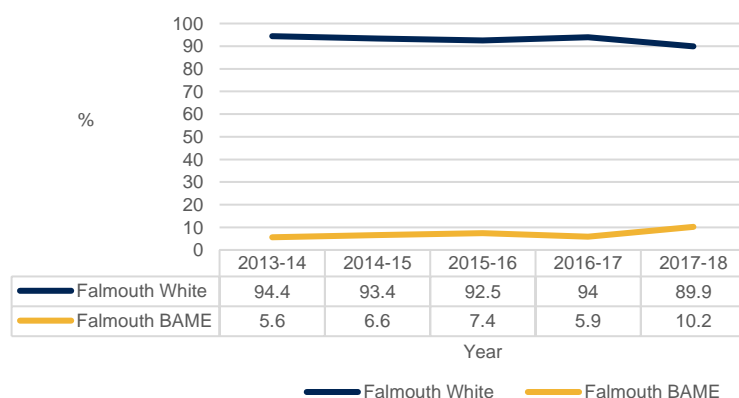
Falmouth observes two instances where students from IMD Q1 backgrounds achieve better progression outcomes than their IMD Q5 comparator group (2014-15 and 2015-16).

## 1.2 Black, Asian and minority ethnic students

### 1.2.1 ACCESS

Enrolments are predominantly white (between 94.4% and 89.9%), against sector access for white students between 73.8% and 68.9% (2013-14 to 2017-18). Despite Falmouth's regional demographics, the gap between access for white students and BAME students shows a slightly improving trend, from a gap of 88.8% in 2013-14 to a gap of 79.8% in 2017-18. This compares to a sector average gap of 47.7% (2013-14) narrowing to 37.7% (2017-18).

#### Gap: White v. BAME participation



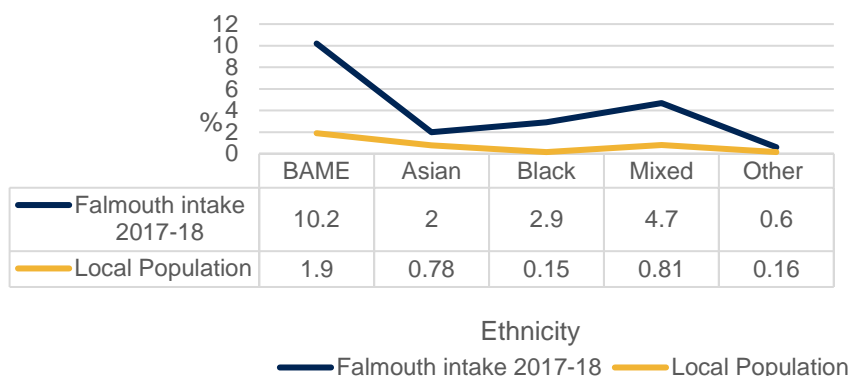
When disaggregated into ethnicity, Falmouth performs well (in line with sector) in the Mixed ethnicity group and is under-performing for all other groups, despite small general improvements between 2013-14 and 2017-18.

### Access by Ethnic Group (2017-18)

2017-18	Falmouth No's	Falmouth %	Sector Average (%)	Gap: Falmouth v. Sector
White	1700	89.9	72.7	+17.2
BAME (all)	190	10.1	31.2	-21
Asian	40	2.0	13.7	-11.7
Black	50	2.9	10.5	-7.6
Mixed	90	4.7	4.8	-0.1
Other	10	0.6	2.2	-1.6

When compared with the local population (Devon and Cornwall), Falmouth student population compares very well:

### Falmouth % BAME intake and local BAME population



### 1.2.2 CONTINUATION

Falmouth has had a positive or no significant gap between white and BAME continuation 2012-13 to 2016-17. This is in comparison to the sector average gap, which has widened across the same period, from 1.9% to 3.2%. While continuation rates for disaggregated ethnicity categories are very small cohorts to expressly detail here, analysis shows that there are generally no differences to note with the exception of what seems to be an anomalous result for Asian students for 2017-18 only (9% gap in continuation when compared to all other ethnicities). Given the small cohort it is difficult to assess trend, however Falmouth will closely monitor this area and apply appropriate strategic measure intervention, and seek to set a formal target if emerging data requires it.

ETHNICITY - CONTINUATION					
	2012-13	2013-14	2014-15	2015-16	2016-17
Falmouth White	90.9	93	91.4	91.7	91.3
Falmouth BAME	94	96	90	91	92
Sector BAME	90	90.1	88.7	88.5	88.1
Sector comparison	4	5.9	1.3	2.5	3.9

### 1.2.3 ATTAINMENT

In the context of small data sets, analysis of BAME compared to white attainment shows consistent attainment gap, with a general negative trend for BAME attainment (2013-14-2017-18). However, performance picks up significantly in 2017-18 following a dip in 2016-17. Between 2013-14 and 2017-17, Falmouth has a steadily increasing gap in attainment outcomes between BAME and white students, from 3.2% to 16.7% gap over this period. Whilst the increased gap is in line with sector performance (2013-14 to 2017-18), the trend and increase is of concern and has also been highlighted as part of internal reporting against Equality and Diversity targets.

Further comment on performance by disaggregated ethnic group is too small to report here due to cohort size. Falmouth will focus on the overall BAME attainment gap and use further internal data to further understanding and nuance targeting further. See Appendix, at 1.2.3 (BAME Attainment Gap).

### 1.2.4 PROGRESSION TO EMPLOYMENT

Progression for BAME students is broadly in line with progression outcomes for White graduates, compared to a sector gap between BAME and White student progression outcomes, 6.5% to 3.9% (2012-13-2016-17). Further, Falmouth generally out-performs the sector in terms of progression outcomes for BAME students.

### Ethnicity - % progression to highly skills employment or further graduate study

	2012-13	2013-14	2014-15	2015-16	2016-17
Falmouth White	67	71	78	71	76
Falmouth BAME	75	no data	80	65	75
Sector BAME	59.7	62.6	66.8	67.1	70.1
Sector comparison	15.3		13.2	-2.1	4.9

### 1.3 Mature students

#### 1.3.1 ACCESS

The OfS dataset shows that Falmouth has a lower mature student population in comparison to the sector, although participation has increased from 13.1% (2013-14) to 16.5% (2017-18). See Appendix, at 1.3.1 (Mature Access). Given the nature of provision, which is predominantly full-time undergraduate courses, this relatively low proportion of mature students is expected. The University's ambitious 2030 strategy sets out targets for curricula diversification which is expected to positively change the student demographic over time, and Falmouth may consider future targets for mature learners in an amendment to this Plan in future years.

#### 1.3.2 CONTINUATION

In common with most of the HE sector, mature students have lower rates of continuation than the population as a whole. Rates climbed steadily from 86.0% in 2012-13 to a peak of 93% in 2015-16 before returning to 86% in 2016-17. This outperforms sector trend, which ranges between 86.2% to 84.8%, representing a gap of between 6.7%-7.4%.

	2012/13	2013/14	2014/15	2015/16	2016/17
	%	%	%	%	%
Young (<21)	91.7	94	91.7	91.5	92
Mature (21 and over)	86	88	87	93	86
Gap	-5.7	-6	-4.7	1.5	-6

#### 1.3.3 ATTAINMENT

Attainment outcomes for mature students are consistently above or broadly in line with Young attainment rates, barring a slight dip in 2016-17. Falmouth consistently outperforms the sector average for this group.

MATURE - Attainment (% achieving 1st or 2:1)					
	2013-14	2014-15	2015-16	2016-17	2017-18
Falmouth Young	72	75	73	73.4	78.5
Falmouth Mature	78	75	75	69	77
Sector Mature	66.4	66.6	67.6	68.6	70
Sector comparison	11.6	8.4	7.4	0.4	7

#### 1.3.4 PROGRESSION TO EMPLOYMENT

Mature students attain better employment outcomes when compared to the Young population. Since 2013-14, Falmouth has consistently outperformed sector averages.

MATURE - Progression highly skilled employment or further graduate study					
	2012-13	2013-14	2014-15	2015-16	2016-17
Falmouth Young	68	72	78	69	75
Falmouth Mature	65	74	78	83	79
Sector Mature	70.5	72.5	73.4	73.1	75.7
Sector comparison	-5.5	1.5	4.6	9.9	3.3

### 1.4 Students with disabilities

#### 1.4.1 ACCESS

The OfS dataset indicates that Falmouth's performance in recruiting students with disabilities is consistently above sector averages over the last 5 years. The majority of disabled students have cognitive or learning difficulties, although we note a small steady increase of students with mental health conditions.

Select a level of study:

All undergraduates

Select a characteristic:

Disability type

Cognitive or learning difficulties

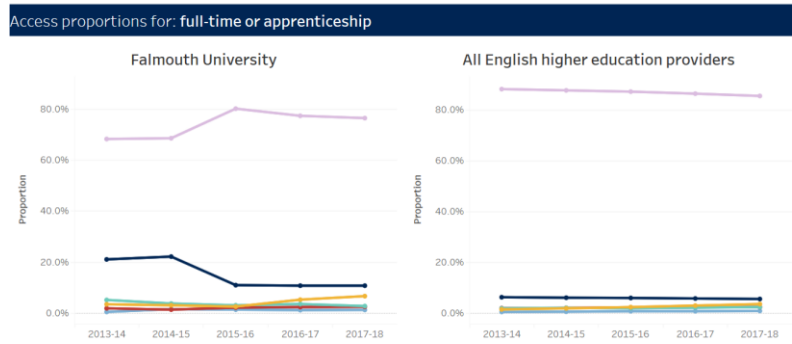
Mental health condition

Multiple impairments

No known disability

Sensory, medical or physical impairment

Social or communication impairment



## 1.4.2 CONTINUATION

Continuation for disabled students fell slightly from 93% in 2012-13 to 90% in 2016-17 but stayed above the sector average at between 90% and 89.4% over the same period. The gap in continuation between disabled and non-disabled students fluctuates between -3% and +3% between 2012-13 to 2016-17, making trends difficult to ascertain. This is not considered significant.

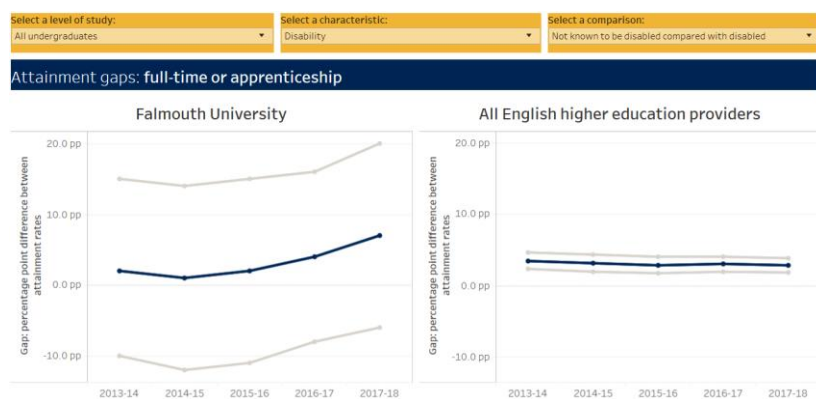
When disaggregated by disability type, continuation is shown as particularly strong for students with cognitive or learning difficulties, with continuation generally higher or in line with rates for able students. Gaps for other categories mirror the national picture, particularly for students with mental health conditions and multiple impairment (including mental health), for which there are challenges in developing effective retention support interventions.

DISAGGREGATED DISABILITY - CONTINUATION					
	2013-14	2014-15	2015-16	2016-17	2017-18
Cognitive or Learning difficulties	96	94	95	90	93
Mental Health conditions	85	80	90	90	84
Multiple impairment	87	82	89	85	95
Sensory, Medical or Physical	no data	no data	no data	80	85
Non-disabled	90	94	90.2	92.3	91.6

The percentage of Falmouth's disabled student population claiming Disability Support Allowance (DSA) between 2015-16 and 2018-19 has steadily decreased. See Appendix, at 1.4.2, Disabled Students Claiming DSA, for details.

## 1.4.3 ATTAINMENT

Attainment for disabled students fluctuated between 71% in 2013-14 and 73% 2017-18, which is broadly in line with sector averages between 70.7% (2013-14) and 75.9% (2017-18). However, in exploring attainment gaps between disabled and non-disabled students at Falmouth over the same period, a widening gap is emerging (2% rising to 7%), which is of concern and contrasts to sector trends which remain steady (around 3%).



When disaggregated by disability type, attainment is shown as stronger for students with mental health conditions, although performance drops in 2016-17 and 2017-18. However, given the small cohort sizes and therefore fluctuations in this data, it is difficult to assess trends by disaggregated groups.

DISAGGREGATED DISABILITY - Attainment (% achieving 1st or 2:1)					
	2013-14	2014-15	2015-16	2016-17	2017-18
Cognitive or Learning difficulties	71	74	73	72	78
Mental Health conditions	80	75	85	70	65
Multiple impairment	67	75	65	75	65
Non-disabled	73	75	74	74	80

## 1.4.4 PROGRESSION TO EMPLOYMENT

Analysis suggests close alignment between progression of the whole student population and students with disabilities over the last 5 years. Falmouth consistently outperforms the sector average, demonstrating effective support for disabled students into highly skilled employment. Small cohort sizes prevent the provision of further detail by disaggregated disability type, however Falmouth will continue to monitor, and direct support accordingly.

DISABLED - Progression highly skilled employment or further graduate study					
	2012-13	2013-14	2014-15	2015-16	2016-17
Falmouth Non-disabled	66	72	78	70	76
Falmouth Disabled	72	72	79	71	76
Sector Disabled	63.8	65	67.8	68.9	71.5
Sector comparison	8.2	7	11.2	2.1	4.5



## 1.5 Care leavers

### 1.5.1 ACCESS

In general, the number of students from a care background is too small to carry out meaningful statistical analysis. Internal data suggests a small positive trend in attracting care leaver students from 2016-17 to 2018-19, rising from 0.73% participation to 1.13% participation over this time. Falmouth also notes a strong consistent conversion rate (application to enrolment) for care leaver students, at more than double the percentage conversion for all other students. The participation rate is, however, lower than the national average of 6% (2017-18) for care leaver students aged 19-21. Falmouth will monitor access and provide opportunities for care leavers under the outreach programme over the life of this Plan, and in future years may consider setting an access target, once data, activity evaluation and collaborator consultations are better understood. Following further analysis, it is anticipated that Falmouth will review and set a target in an amendment to this Plan by 2021-22 (for 2022-23).

### 1.5.2 CONTINUATION, ATTAINMENT AND PROGRESSION

Current data is too small to report here and too small to make any meaningful analysis. Falmouth will monitor this data and track the outcomes of care leaver students to ensure gaps in performance do not emerge, and if so, are actively managed through support measures. Through development of data capture and capacity (2019-20, onwards), monitoring in this area will become more rigorous into the future. This is a priority under this Plan (see Strategic Measure 2). Falmouth does not currently hold any information regarding progression outcomes for care leavers. This data gap will be addressed in 2019-20, with developing capacity over the life of this Plan.

## 1.6 Intersections of disadvantage

Falmouth has explored intersections of disadvantage. The intersection between deprivation (IMD) and ethnicity, and POLAR4 and ethnicity, do not reveal and further issues beyond the low participation rate of BAME students overall. Cohort sizes are too small in many areas to enable any meaningful analysis. Multiple disadvantage will be monitored through increased capacity in internal data, in line with emerging performance trends over the life of this Plan. Falmouth will consider target setting in future years should gaps emerge.

## 1.7 Other groups who experience barriers in higher education

Falmouth does not currently collect systematic data on other groups most likely to experience disadvantage. As part of Strategic Measure 2, which deals with increasing data capacity, Falmouth will explore opportunities to collect and analyse a range of additional data. For example, given its local context, in 2019-20 Falmouth will explore collaboration and opportunities with the nearby Royal Naval Air Station, to identify challenges and gaps in the participation of children from military families. See detail in the Appendix, at 1.7, Other Disadvantaged Groups.

## 2 Strategic aims and objectives

The strategic aims and objectives in this plan respond to the gaps in performance Falmouth has identified in its Performance Assessment, and in particular Falmouth wishes to address areas where most improvement is required. Falmouth recognises gaps across the lifecycle. Gaps in the access and attainment areas are of priority concern. In considering these gaps, three of the four OfS national Key Performance Measures are also represented. As Falmouth is not a high-tariff provider, the first KPM does not relate to our context. It has also been demonstrated that context plays a role in Falmouth's performance, and therefore contextual factors have been considered in the formulation of strategic aims, objectives and targets. Overarching strategic aims and objectives have also been set in the spirit of Falmouth's 2030 Strategy: *Doing it for Real* (see strategic measures section).

### 2.1 Target groups

Summary of key target groups across the lifecycle, based on the assessment of performance.

Target group	Access	Success (continuation)	Success (attainment)	Progression
POLAR4 Q1	X	X	X	X
IMD Q1	X	X	X	X
BAME students (particularly Black & Asian)	X		X	
Disabled students			X	
Mature learners		X		

### 2.2 Aims and objectives

#### Access Targets

- (1) **Aim:** To eliminate the gap in the proportion of students from the most and least represented groups (POLAR4 Quintiles 5 and 1, respectively). **Objective:** halve the gap between undergraduate POLAR Quintile 1 and Quintile 5 at an accelerating pace of progress over time, decreasing the gap to 10.9% by 2025 (from baseline of 21.9% in 2017-18), and thereafter apply a trajectory of continuous improvement to eliminate the gap by 2038-39.



Baseline 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
21.9%	20.5%	19%	17%	14.4%	10.9%

- (2) **Aim:** To eliminate the gap in the proportion of students from the most and least deprived groups (IMD Quintiles 5 and 1, respectively). **Objective:** reduce the gap between undergraduate IMD Quintile 1 and Quintile 5 at an accelerating pace of progress over time, decreasing the gap to 9.4% by 2025 (from baseline of 15.4% in 2017-18), and thereafter apply a trajectory of continuous improvement to eliminate the gap by 2038-39.

Baseline 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
15.4%	15%	14.2%	13.1%	11.5%	9.4%

- (3) **Aim:** To maintain a trajectory of continuous improvement in enrolment of undergraduate BAME students, increasing the total percentage, including real number increases of Black and Asian students. **Objective:** Increase the current percentage of BAME undergraduate students by 25%, to a total BAME population of 12.8% by 2024-25 from a baseline of 8% (average 2015-16-2017-18). Given Falmouth's context, this represents an ambitious commitment to progressive improvement, although further improvement beyond 2024-25 will be required to progress towards sector levels (27.4% in 2017-18). The end target has been constructed using Falmouth's average performance over the last 5 years and improving on this performance.

Baseline: Average 2015-16 to 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
8%	8.4%	9%	9.8%	10.8%	12.8%

Currently, Falmouth does not propose setting Access related school attainment-raising targets, as it considers that further progress is required to better understand how targets may be constructed. This will be achieved through closer work with schools, colleges and third-party partnerships (see Strategic Measures 4 and 5). Falmouth will undertake the required investigation, evaluation and collaborative consultations with key partners over 2019-20 in order to arrive at proposed targets that may be included in an amendment of this Plan for the 2021-22 or 2022-23 iterations. It is important to ensure that the University is collaborative in this process, particularly as it seeks to establish such targets with outreach partners.

### Success Targets

Considering the performance assessment, Falmouth has prioritised targets related to continuation and attainment gaps. Targets also directly align with all relevant OfS national Key Performance Measures for non-continuation and attainment.

- (4) **Aim:** To eliminate the unexplained gap in non-continuation between most and least represented groups by 2030-31. **Objective:** for undergraduate students, halve the unexplained gap between POLAR4 Quintile 1 and Quintile 5 continuation rates to 1.5% by 2025 (from baseline of 3% in 2016-17), and thereafter to eliminate the unexplained gap by 2030-31.

Baseline 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
3%	2.8%	2.5%	2.1%	1.7%	1.5%

- (5) **Aim:** To eliminate the unexplained gap in non-continuation between most and least deprived groups by 2030-31. **Objective:** for undergraduate students, halve the unexplained gap between IMD Quintile 1 and Quintile 5 continuation rates to 3% by 2025 (from baseline of 6.1% in 2016-17), and thereafter to eliminate the unexplained gap by 2030-31.

Baseline 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
6.1%	5.7%	5.1%	4.4%	3.5%	3%

- (6) **Aim:** To reduce the unexplained gap in non-continuation between mature (21 and over) and young (<21) undergraduates. **Objective:** for undergraduate students, halve the unexplained gap between Mature and Young continuation rates, to 3% by 2025 (from baseline of 6% in 2016-17).

Baseline 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
6%	5.7%	5.1%	4.4%	3.5%	3%

- (7) **Aim:** To reduce the gap in degree attainment outcomes between the most and least represented groups (POLAR4 Quintiles 5 and 1, respectively). **Objective:** for undergraduate students, reduce the gap between POLAR4 Quintile 1 and Quintile 5 degree attainment outcomes (1<sup>st</sup> or 2:1s) by 7% by 2025, from baseline of 11% in 2017-18. This would bring performance to a level that significantly outperforms the current steady sector gap (around 10% over the last 5 years), by 6.2%.

Baseline 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
11%	10.5%	10%	8.5%	6.5%	3.8%

- (8) **Aim:** To reduce the unexplained gap in degree attainment outcomes between the most and least deprived groups (IMD Quintiles 5 and 1, respectively). **Objective:** for undergraduate students, reduce the unexplained gap between IMD Quintile 1 and Quintile 5 degree attainment outcomes (1<sup>st</sup> or 2:1s) by 13% by 2025, from baseline of 22% in 2017-18. This would bring performance to a level equivalent to halving the current steady sector gap (c.18% over last 5 years).

Baseline 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
22%	20%	17%	14%	11.5%	8.6%

- (9) **Aim:** To reduce the unexplained gap in degree attainment outcomes between white and BAME students by 2024-25 and thereafter to eliminate the unexplained gap by 2030-31. **Objective:** for undergraduate students, reduce the unexplained gap in degree attainment outcomes (1<sup>st</sup> or 2:1s) between white and BAME students by 13.7%, from a baseline of 16.7% in 2017-18. This would bring performance to a level to under a quarter of the current sector gap of 13.2%.

Baseline 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
16.7%	14%	11%	9%	6.5%	3%

- (10) **Aim:** To eliminate the gap in degree attainment outcomes between disabled students and non-disabled students. **Objective:** for undergraduate students, eliminate the gap in degree attainment outcomes (1<sup>st</sup> or 2:1s) between disabled and non-disabled students to by 2024-25, from a baseline of 7% in 2017-18.

Baseline 2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
7%	6%	5%	4%	3%	0%

Based on its performance assessment, Falmouth also notes a gap in continuation of 9% for Asian students (compared to all cohort) in 2017-18. This contrasts with the previous two years, where a positive gap in continuation for Asian students was observed, and is based on very small cohort numbers. Therefore, while this gap is noted and will be closely monitored, it is felt that this result may be an anomaly, in part caused by the impact of small numbers on percentage outcomes. Therefore Falmouth does not propose setting a formal target for this area at this stage, although should further data reveal consistent gap trend, Falmouth will seek an amendment to this Plan and add a formal target.

### Progression Targets

Considering the performance assessment, Falmouth has prioritised the following targets relating to graduate outcomes.

- (11) **Aim:** To reduce the gap in progression outcomes between the most and least represented groups (POLAR4 Quintiles 5 and 1, respectively). **Objective:** for undergraduate students, halve the gap between POLAR4 Quintile 1 and Quintile 5 progression outcomes (to highly skilled employment or further graduate study) by 2025, from baseline of 8% in 2016-17.

Baseline 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
8%	7.5%	6.8%	6%	5%	4%

- (12) **Aim:** To reduce the gap in progression outcomes between the most and least deprived groups (IMD Quintiles 5 and 1, respectively). **Objective:** for undergraduate students, halve the gap between IMD Quintile 1 and Quintile 5 progression outcomes (to highly skilled employment or further graduate study) by 2025, from baseline of 9% in 2016-17.

Baseline 2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
9%	8.5%	7.8%	7%	6%	4.5%

## 3 Strategic measures

Falmouth has implemented its new 2030 Strategy: *Doing it for Real*, presenting an ambitious plan which includes significant pedagogical development. The 2030 Strategy positions employability and entrepreneurship at the core of learning, teaching and the student experience. It presents an ambitious plan for growth, which includes significant

developments in collaborative, off-campus provision to respond to, and attract, a larger more diverse market. Aligned to its 2030 Strategy, and reflecting OfS aspirations for access and participation, in 2019 Falmouth embarked on a review of performance, provision and alignment of access and participation. The review identified targeted areas for improvements in outcomes and practice, underpinned by recommended associated institutional enablers. Developments are being implemented through 2019-20, setting an enabling and strong environment for the launch of this Plan.

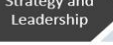

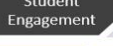




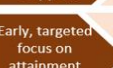

This Plan is thus set in an exciting and challenging period of change, and is being positioned to benefit from, as well as add value to, Falmouth's broader ambitions and developments. Cross-institutional alignment and integration of access and participation objectives across strategy, policy and activity, are core principles of Falmouth's approach. The challenges of our context are also considered. As noted in the performance assessment, not least of which is a local community which is 98.1% white, and set in a relatively remote, coastal area. Particularly for target groups, this presents challenges regarding, for example, perceived accessibility and developing a sense of belonging (particularly for BAME learners), which impacts student choice and subsequently retention and success.<sup>5</sup>

### 3.1 Whole provider strategic approach

Falmouth is committed to improving access and success for a diverse student body. The *Doing it for Real* strategy demonstrates a strong and ambitious commitment to "doing it differently" to better meet market demands, to encourage wider participation and to present opportunities that are accessible to a broader market. This includes "looking and working differently" in different "places, ways, and with different people". Specifically, this work will concentrate on opportunities and access for students from the most deprived backgrounds (IMD Quintile1) and BAME students. Engagement with these target groups will be through the continued development of our school, community and other key stakeholder relationships and partnerships, which Falmouth proposes to broaden and deepen, underpinned by a refreshed strategic framework for outreach and targeted partnerships.

In relation to student success, and particularly attainment outcomes, Falmouth places critical importance on goals, navigational capacity and career and employability outcomes; and the value of cross- and trans-disciplinary, experiential, intensive needs-based (relevant) approaches to learning and teaching. Real world, real market challenges are at the heart of the curriculum and support services, ensuring students can capitalise on their talents, increase resilience and make future connections part of their learning experience. Creativity and diversity are explicitly celebrated in this inclusive model, which will be further developed and leveraged to ensure continuous improvement in gap areas for continuation and attainment. Specifically, these targets align with OfS KPMs and relate to non-continuation outcomes for POLAR4 Quintile1 students; and, attainment outcomes for POLAR4 Quintile1, BAME students and disabled students.

#### Whole Provider Theory of Change

THEORY OF CHANGE			
	Inputs	Change Factor	Impact
Key Institutional Enablers	 <b>Strategy and Leadership</b> Excellent strategy and leadership at institutional, sub-sector and sector level; and effective stakeholder engagement	Institutional practices & outputs are coherent and aligned to mission; staff supported & developed; active performance monitoring is in place	Increased performance outcomes across Access, Success & Progression. Increased practice standards; proactive & capable institution
	 <b>Enhancing Data Capability</b> Enhanced understanding and application of a range of data to track, monitor and evaluate performance across the student lifecycle	Increasingly evidence-led and data-driven practices, continuous improvement	Increased performance outcomes across Access, Success & Progression. Increased practice standards; proactive & capable institution
	 <b>Student Engagement</b> Collaborating with students	Student-led and informed practices; students are more engaged	Better student outcomes (success, engagement, NSS & TEF); collaborative community of practice
Access strategies	 <b>Early Engagement &amp; HE Experiences</b> Provision of a range of (early) experiences in relevant subject areas, with targeted intensive and repeated support and development in target areas	Stimulates confidence, awareness, interest and passion in the discipline areas. Students more likely to consider and apply to HE	Students are equipped with ability (skills and experience) to progress to HE and excel in their study. Students successfully apply and enrol
	 <b>Partnerships, Collaboration</b> <b>FROM OUTREACH STRATEGY:</b> Partnerships and collaborations with schools and other organisations	Improves activity reach & effectiveness; increases teacher & key influencer engagement	Target groups more aware & likely to apply to HE. Influence on school curriculum.
	 <b>Supporting Access &amp; Admission</b> <b>FROM OUTREACH STRATEGY</b> Provision of a range of access pathways, including contextual admissions	Enables target students to successfully participate in access programmes and reduce barriers to admission to HE	Target students are offered places and enrol in specialist HE
Outcomes strategies	 <b>Diversity &amp; Relevance in Curriculum</b> Increasing diversity of Offer and curriculum; Delivery of a experiential, inclusive and industry-linked curriculum	A broader, inclusive range of opportunities appeals to more diverse student groups. Inclusive curriculum supports the ongoing success, & participation of all students & into employment.	High proportions of student Continuation, Attainment and Graduate-level progression, with comparable rates across cohort & target groups
	 <b>Excellence in Student Support</b> Provision of excellent and timely student support, that responds to student needs in their study and career context	Students are more likely to be retained, engage & achieve higher degree & satisfaction outcomes; Students more likely to enter employment.	High proportions of student Continuation, Attainment and Graduate-level progression, with comparable rates across cohort & target groups
	 <b>Early, targeted focus on attainment and success</b> Early, targeted and pro-active support and development focused in need areas (from early warning), based on deep understanding of barriers and 'what works'	Early, proactive support for target students and those at risk, using evidence-based and data-driven practice, is more likely to prevent attrition and promote attainment outcomes.	High proportions of student Continuation, Attainment and Graduate-level progression, with comparable rates across cohort & target groups

In developing and implementing this work Falmouth has an agenda set across, and beyond, the lifetime of this Plan. This includes collaboration and engagement of key stakeholders across the whole University, ensuring a whole-provider, embedded approach. In 2019-20, Falmouth will set the required systems, resources and enhanced leadership for this agenda, developing core toolkits and enablers to ensure successful implementation and outcomes. The new approach is a hub-and-net model, with distributed leadership and embedded, joined up practice 'nets and knots' across the institution, with the enabling strategy, support, facilitation and collaboration, leadership and overarching monitoring from the 'hub'. This approach provides a network which ensures the inclusion and engagement of colleagues across the institution whether they are academics, student support services, senior management, careers services, library services, and administrative staff<sup>6</sup>.

## Alignment with other strategies

Falmouth has consciously used its 2030 Strategy and Portfolio strategy (which encompasses the teaching and learning, and employability agendas) to provide a foundation for the measures in this Plan, explicitly aligning access and participation targets and practice with core University business and ambition. Alignment with curriculum and pedagogy, and with careers, employability and entrepreneurship, is integrated throughout this Plan.

## Equality, diversity and inclusion

Falmouth also adopts an integrated approach to equality and diversity and access and participation. The strategic relationship, including the alignment of mission and objectives for a number of protected characteristics / under-represented groups, is considered as part of Falmouth's whole provider embedded approach and includes access and participation targets forming part of its Public Sector Equality Objectives. Many of the key stakeholders for the two agendas are the same staff and Students' Union representatives, which means due regard, strategic alignment, and integrated activity and monitoring, is well established. For example, consideration of protected characteristics in relation to success and progression gaps helps to inform exploration of intersections of disadvantage, acknowledging these students are more likely to be adversely affected in their success and progression outcomes<sup>7</sup>. The recent review of academic governance highlighted further opportunities to improve the connectivity through re-positioning the University's Inclusive Practice Reference group to support the Academic Quality and Standards Committee to enhancing monitoring, assessment and inform resulting practice; and aligning and contributing to the development and monitoring of Access and Participation Plans.

At the mission level, Falmouth's Equality and Diversity Strategy<sup>8</sup> reflects and reinforces access and participation objectives, in its intent to provide, *"an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential"*. This Plan reflects that intention, particularly in the targets and strategic measures relating to ensuring target students (which include protected characteristics of disability and ethnicity) are provided a learning environment, curriculum and support which is inclusive, supportive and ensures all students meet their potential in terms of degree and graduate progression outcomes; whilst seeking to address and close any gaps between target groups where identified.

Falmouth's Equality and Diversity Strategy aligns with the Strategic Measures in this Plan (see summary Strategic Measures table, below). Falmouth will integrate leadership, monitoring and oversight with equality and diversity, and access and participation, as per the 'hub and net' model proposed. The Equality and Diversity Toolkit is also particularly relevant to this Plan, as a kit to signpost staff and students to resources related to Equality and Diversity at Falmouth, such as sources of information and support. The toolkit is updated on an ongoing basis by representatives of Falmouth's Equality and Diversity Group, and access and participation staff. As part of further alignment, Falmouth will consider explicit integration of this toolkit into a comprehensive Equality, Diversity, Access and Participation toolkit, or similar. The final approval of this Plan 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.

## Strategic measures

Considering the performance assessment aligned with institutional priorities and context, Falmouth has identified nine key Strategic Measures across key three areas, to improve its performance. These are aligned to the Theory of Change framework, detailed above. A summary is in the Appendix, under "Summary of Strategic Measures". Key areas are: Institutional Enablers; Access Strategies; Outcomes (Success and Progression) Strategies.

### *Institutional Enablers*

#### **Strategic Measure 1:** Embedded strategy and enhanced leadership (whole provider approach)

This measure is considered essential for continuous improvement of performance across the whole lifecycle, and therefore relates to all targets, aims and objectives. A coherent and communicated strategy, driven by strengthened leadership across the institution, will focus minds on the performance challenges for access and participation at Falmouth, in context. Significantly, the enhanced leadership model includes the establishment of a professional-academic leadership partnership, which explicitly addresses Falmouth's most significant performance gaps in access and attainment, creating coherence across the agenda. This work will be undertaken in 2019-20 and is expected to be fully integrated by 2020-21, with a 5-year trajectory.

#### *Practice and outcomes*

- The leadership team will use this Plan to develop and drive the implementation of a whole-student-lifecycle, embedded institutional Access and Participation Strategy.
- Targets in this Plan will be used to set and embed access and participation KPIs and milestones into and across Falmouth's Portfolio Strategy and Plans, and Services.
- The 'hub' will provide expertise, support, facilitation, toolkits and monitoring across an institution-wide network, focusing work in three key areas: Driving performance, Monitoring and Reporting; and, Responsiveness of effort and resource into key gap areas.
- Improvements in ongoing engagement and development of key stakeholders across the institution will be realised, through strengthened communications, a distributed, embedded leadership model and staff



development opportunities<sup>9</sup>. This includes improving cross-institutional understanding; expertise to address challenges; and, identifying and seeking to leverage opportunities for faster, continuous improvement.

- Current activity across the lifecycle will be redeveloped where required, with the support of leadership expertise, to achieve a more coherent strategic approach and particularly to further focus priorities according to the data and evidence base; and, to leverage external and cross-institutional capacities to increase efficiency and effectiveness. This is an iterative process, drawing on continuous improvements to data and evaluation capability over the 5-year Plan (see Strategic Measure 2).

The performance of this model will be monitored and measured on Falmouth's ability to progress the access and participation agenda, achieve milestones and 5-year targets, and evaluation through staff feedback and consultation (operations to governance).

### **Strategic Measure 2: Enhancing data capacity, monitoring and evaluation**

Falmouth recognises current limitations in its data, monitoring and evaluation capacity across the lifecycle. This relates to all aims and objectives in this Plan. In particular, approaches to evaluation need to be strengthened at activity level, but also at the strategic measure level with a coherent framework across the lifecycle. The current evaluation, research and evidence base for work in access and participation needs improving and is currently a barrier to Falmouth progressing increasingly targeted, effective work. Developing and implementing an evaluation framework and strengthening practice across the lifecycle, supported with tools and resources, is a priority. Critically, this includes leadership expertise for quality and consistency, and mechanisms and support for disseminating and translating evaluation into practice improvements, and research projects in target areas.

#### *Practice and outcomes*

Falmouth has already made significant progress in data capture, collation and analysis to strengthen its ability to implement improvements that are data-driven. This includes a specific project to strengthen data relating to equality, diversity and inclusion<sup>10</sup>. This work builds on 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. For example, a range of data dashboards for student engagement monitoring are now disseminated to academic departments, and services, with report-back/ response mechanisms in place. Tracking data includes retention, progression and attainment outcomes at the course and learner level, matched to student attributes. Further monitoring of student engagement points<sup>11</sup> is also in development; for example, digital attendance monitoring solution is being implemented across the institution following a successful pilot in the School of Film and Television. This data is more nuanced and immediate, which supports the move from reactive, to proactive and preventative interventions for students deemed at risk. It includes the ability for students to self-monitor, as they have access to their data. This pilot was tested and created with a group of students, who are providing critical input and feedback on the process. Once refined and fully implemented further developments are planned for linking relevant data to employability services, such as application to personal portfolios or CVs. See further details in the Appendix, under "Strategic Measure 2".

Further work into a range of key measures for access and participation are envisaged to deepen understanding of target student experiences, barriers, and effective support and development measures to improve outcomes. The new leadership hub will include a specific group to explore, propose and develop a range of relevant data capacity builds and projects. Falmouth has already provided for further data capture and analyses against the key Targets in this Plan. Related detail is provided in Sections 3.3 (Evaluation Framework) and 3.4 (Monitoring Arrangements).

### **Strategic Measure 3: Deepening inclusive student engagement, consultation and co-creation.**

Falmouth recognises its student body as the "next generation of entrepreneurs", having "abundant raw talent"<sup>12</sup>. The student body is critical to the successful development of Falmouth University broadly, and specifically to collaborating, supporting a creative, diverse, inclusive and successful student experience which enables access and successful participation for everyone. Strengthening collaboration with the Students' Union and broader student body, including the many voices that represent target groups under this Plan, through other formal and informal mechanisms is a key component of both this Plan, the 2030 Strategy and the Students' Union Strategy<sup>13</sup>, which includes considerations for collaboration with a broader, more geographically spread student body. Broader and deeper engagement, with targeted consultation and co-creation with specific target groups, and is also a key challenge and concern for the Students' Union, as part of implementing its strategy over the next 5-years.

Falmouth has a good base; it already leverages its student talent, contributions and feedback in ongoing processes of consultation and engagement. Development work will build on positive relationships and engagement practices. For example, in relation to the provision of financial support, the Student Funding Team regularly liaise with students on the effectiveness and impact of the student financial support packages offered by the University, and have implemented recommendations for change in this area over the past years, and in this Plan (see Strategic Measure 8). At the strategic and leadership level, the review and redevelopment of Falmouth's access and participation agenda; the establishment of a renewed working group to, "consider students access, retention, progression and success, and look to help inform Falmouth's future direction, and which should include senior academics, SU leaders (officers and staff), and support service leaders"<sup>14</sup>; and, prioritisation of "continued and enhanced support for course-based, student-led activities and societies, with a particular focus on protecting the clear timetable on Wednesday afternoons"; represent measures implemented directly from student input and feedback.

Students are also key deliverers of some of the critical projects supporting Falmouth student retention, attainment and progression outcomes, such as the Student Mentor Scheme and the Peer Assisted Study Scheme (see details in Strategic Measure 8). Similarly, trained Student Ambassadors are a trusted and important element of access activity and as such

play an important part in the evaluation of the effectiveness of these initiatives (see Strategic Measure 4; and, the Evaluation Framework). Further detail on the current approach, and developments to, student engagement and consultation is provided in Section 3.2, which also includes specific input from the Students' Union.

## Access Strategies

**A Contextual Note on Arts Education:** As has been researched and reported, access to the arts is unequal across England. Reductions in compulsory secondary education funding, and policy which emphasises STEM subjects at the expense of the arts,<sup>15</sup> has a direct impact upon the development of a talent pool and pipeline of students aspiring to arts and creative higher education. A BBC survey suggested 9 in 10 schools surveyed had cut back on at least one creative arts subject, with some having fewer specialist staff and a cut back on extra-curricular activities<sup>16</sup>. The English Baccalaureate curriculum, introduced in 2010, does not include creative subjects, leading to a risk that the perceived 'value' of creative arts subjects is reduced in schools and amongst young people<sup>17</sup>. Further, entries to arts subjects in KS4 has declined, with 2016 entry rates the lowest of the decade<sup>18</sup>. Through the strategies and activity in this Plan, Falmouth will help to address structural long-term issues affecting access to careers in the creative arts.

Falmouth will build on effective existing work, strengthening those areas which have proved effective and developing new strands of activity in response to targeted performance gaps and a developing evidence base of 'what works', in context. This includes remodelling and strengthening the current outreach agenda, focusing on strategic coherence; evidence-led practice; improving targeting and impact; and enhancing evaluation. In developing an embedded approach in 2019-20, this includes furthering alignment of marketing, recruitment and community engagement activity with access objectives, which will continue over the lifetime of the Plan.

**Strategic Measure 4:** A comprehensive, progressive and targeted Outreach Programme.

This measure relates to outreach activities undertaken with target learners and their environments. Based on a range of good practice and research, Falmouth has set three primary, and inter-linking sites for this work:

1. Learning environment (school/college, etc.)
2. Target groups in the learning context
3. Target groups out of the primary learning context

Further details on these sites, and current activity, is provided in the Appendix, under "Strategic Measure 4".

Across these activity sites, Falmouth's approach applies a "5 As" Model<sup>19</sup> to a strengthened outreach activity framework, seeking to support and develop **Aspiration, Awareness, Affordability, Attainment and Access** to higher education. Activity under the new Outreach Programme will be better targeted at identified performance gaps in the access area, focused on learners from Quintile1 of the Index of Multiple Deprivation (IMD); BAME learners and specifically Black and Asian learners. Practice and outcomes have been set on a continuous development trajectory over the life of this Plan. A phased process of development is planned.

### Theory of Change

Falmouth has set three Pillars in its overarching Theory of Change to underpin the new Outreach Programme:

THEORY OF CHANGE			
Inputs	Change Factor	Learner Impacts	Impacts for Falmouth
Early Engagement with HE	Raised awareness & understanding of HE life and learning; developing sense of belonging and confidence to participate	Increased aspiration and expectation to enter HE; Learner progression considers HE options at every stage; Learners consider and apply to HE	Building and connecting with a pipeline of talent, who are stimulated and confident to enter HE, from early school years
Relevant Experiences of HE	Increased confidence, motivation and ability to participate; developed awareness of how HE learning relates to learners' education & career aspirations; developing navigational capacity and attainment to access HE.	Learners motivated and excited to continue learning. Learners able to apply to a range of courses, including high tariff. Increased applications and successful enrolment in HE	Providing early experiences of Falmouth's offer to a pipeline of talent, who are interested in creativity, arts and business/ entrepreneurship
Deep, Intensive & Repeat Activity	Increased attainment along education pathway; increased confidence and skills; higher preparedness and ability to access and succeed in HE; identity and belonging established early and continued to HE.	Learners consider and make informed, relevant choices in HE according to their aspirations. Increased applications and successful enrolments and participation in HE	Identity, belonging and connections made with between learner and the Falmouth University campus and community of staff and students.

### Practice and outcomes: Targeting

As a response to the review of targeting, and to better align to the performance assessment, in 2019-20 Falmouth is redeveloping its targeting approach. See details in the Appendix, under "Strategic Measure 4". This includes:

- Effective targeting: strengthen targeting of schools, colleges and learners, including local schools and communities as well as national targeting.
- Broadening targeting: identify key community and school stakeholders for targeted collaboration and partnerships that support the targets in this Plan. See Strategic Measure 5.
- Monitoring targeting: targeted institutions will be reviewed and developed to ensure investment is consistently targeted. At minimum, monitoring will be conducted in 2019-20; 2021-22; and, 2023-24.



### *Practice and outcomes: The Outreach Programme*

Involving a range of stakeholders across the University<sup>20</sup>, Falmouth has developed a new Outreach framework, which will be expanded, implemented, evaluated and iteratively developed, in 2019-20. This process will take place in collaboration with schools, colleges, third sector and other organisations, and will lay the foundations for Outreach practices from 2020-21. Drawn from the high-level Theory of Change model, and applying the 5-A model and additional principles (above), this Outreach Progression Framework underpins Falmouth's Outreach Programme. Examples of practice and developments in the three input strands are summarised below:

#### **Early Engagement with HE**

This includes the key objectives of building learner confidence and achieving positive attitudinal change towards HE pathways, through engagement and experiences with the campus and HE learning community of staff and students, as key role models, mentors and ambassadors; and through engaging and supporting other key influencers, such as parents, carers and teachers (Sutton Trust 2015; Gartland and Paczuska 2007; Roberts and Weston 2011). Its progressive framework also supports and enables development of navigational capacity, which is critical for choice making and progression (i.e. attitudinal and behavioural change and impact) (Harrison 2017; Harrison and Waller 2018; Mangan et al 2010; Whitty et al 2010). As part of Falmouth's continuous practice improvements, the experiences, evaluation and feedback resulting from these activities will, critically, support ongoing and increasing understanding of target learner barriers and disadvantage particularly through pre-entry education and application; applying knowledge and evidence to improving practice (Gorard et al 2006; Banerjee 2018; Thomas 2012).

Activity includes:

- **On-campus experiences of HE life and learning**, focused on showcasing the university campus and facilities, learning and teaching styles, and student experience. Falmouth has a regular cycle of activities that provide opportunities for learners from target schools and colleges to experience the campus and community. Activities cover a range of HE information, including life and learning styles, campus tours, student finance and choices and applications. On-campus experiences make use of Falmouth's excellent facilities to showcase university teaching and learning and provide experiential learning opportunities, e.g. subject tasters and enrichment. These are available to Year 7 to Year 13 students.
  - As Falmouth improves its targeting of schools and learners over 2019-20 (see earlier note), in line with the targets in this Plan, these experiences will become further aligned with identified needs of the target schools and learners, as co-creation through partnerships (see Strategic Measure 5) informs practice development. In particular, Falmouth expects to provide wider opportunities to target BAME students, who are more likely to be travelling from outside its local context, which will require additional support for travel, and targeted activity to address potential barriers such as living away from home; identity and belonging; and, different ways of accessing/ utilising information. For example, ensuring diverse student representation through selected ambassadors, and building a sense of belonging and connectivity with the campus, course, and community of staff and learners will be critical to improving the impact of these experiences for these target learners. Similarly, to target IMD Q1 students, experiences on campus may focus on connecting learners with the student funding team for practical advice and to promote comfort and confidence in the provision of and access to Falmouth's range of financial support measures.
  - Linking to Falmouth's community of staff and students is an important factor in these activities, for example the Employability team will provide learners and school staff (e.g. Careers Advisors) with the tools to encourage pupils to higher attainment and a pathway to Higher Education through a series of workshops and resources provided by the university.
  - From 2019-20, evaluation measures are being strengthened to include student surveys and feedback across the themes of the Kirkpatrick Model aligned to Falmouth's 5-A framework, and more formal evaluation measures (surveys and focus groups) for teachers and student ambassador feedback.
- **In-school interactive activities, presentations and IAG sessions** providing information and experiences of HE life and learning. Again, Falmouth's outreach work includes activities in local and national targeted schools, covering a range of HE information and learning. As with on-campus activity, staff and student ambassadors usually co-deliver these activities, offering authentic information and experiences about HE and building connections between learners and University personnel. For example, Falmouth's student ambassador team run a range of sessions in schools, discussing their experiences of choosing, applying to, and studying at Falmouth. In these sessions, learners are encouraged to apply information to their personal context and consider their own pathways to HE.
  - Again, an increasing focus on the target learners under this Plan will require this outreach work to become increasingly targeted and responsive to school and learner needs. Employment of student ambassadors who are, for the target learners, "just like me", will be critical to effectiveness. Developing a deeper relationship with schools and colleges (see Strategic Measure 5) will enable Falmouth to deepen in-school activity and provide, for example, additional resources to support target learners (e.g. information, case study and motivational materials, recognition awards, and ambassador time). Linking more deeply into the school environment, Falmouth is also more likely to be able to recognise students' broader educational achievements and set high expectations. Such activity is important in building student confidence and expectations that higher education is attainable (Goyette, 2008). This may be actioned through sessions linking achievement to the context of university life / learning; and can be formal, e.g. attendance at school award ceremonies.
- **General information, advice and guidance, as well as engagement with, teachers, parents and carers** is also provided under this strand. For example, Falmouth runs teacher conferences, attends local school careers and parents/carers evenings and provides briefings and materials to teachers and parents.

- A more strategic, structured approach is envisaged over the life of this Plan, leveraging the development of more formal school and college partnerships. This development work will commence in 2019-20, in collaboration with teachers, schools and colleges.

### Relevant Experiences of HE

Falmouth is committed to delivering broad messages and learner development for higher education pathways. However, as a specialist provider Falmouth will further align these messages with specific focus on the arts, creative disciplines, and business & entrepreneurship. This is a key change in approach and will continue to emerge throughout the life of this Plan, in order to provide the best chance of continuous improvement. Falmouth will:

- Leverage its specialisms and disciplinary expertise to provide specialist outreach activity on a local and national level, using a thematic base for showcasing the value of higher education through the lens of specialist arts-based and business and entrepreneurship disciplines.
- Further collaborate, develop and deliver discipline-specific activity and enrichment with teachers and schools, and other relevant stakeholders, aligned to school curriculum and learning outcomes; and, targeted at learners with education and career interests and ambitions related to Falmouth's offer.

Falmouth will build from its base of activity in this area, to provide a more structured, targeted programme. For example, building on current academic-linked activity, over 2019-20 the current offer will be expanded to include a renewed portfolio of academic subject specific and skills-based workshops to enhance attainment throughout the academic year. For example, the School of Film and Television run a 60-second film challenge with local schools, to develop a cinema advertisement. This activity specifically develops skills in communicating for influence, graphics and art, technology, and soft skills such as organisation, planning and directing a project. Meanwhile, the School of Dance runs dance workshops in partnership with the Can-Do Company, an organisation supporting disabled students in dance, and FE and HE pathways. Falmouth also deliver a range of teacher development and networking events, including for example the Arts Teachers Conference. These provide targeted support for relevant subjects in schools, and seek to develop teachers' pedagogy and curriculum practice, but also their knowledge about HE pathways, the Falmouth offer, the value of a degree and career opportunities. Teacher evaluation highlights the positive impact on school curriculum, and the benefits of networking and sharing pedagogical practices.

Activity development will be co-designed with school, college and third-party providers, and will involve Falmouth students. As per the partnership framework (Strategic Measure 5), this will also include specific attention to target students under this Plan. For example, in improving access for BAME students the issue of subject attractiveness (i.e. a preference for STEM and professional degrees) will be considered, with activity more focused on creative technologies, business and entrepreneurship. In relation to students from the most deprived, and least represented backgrounds, considerations may include vocational relevance and career outcomes; local labour markets and linkage to employers; and prior educational disadvantage, targeting areas for support. The challenges and barriers facing target young people will be explored with key stakeholders, and these data will directly inform practice. However, considering previous experience and evidence of good practice, the following activities are proposed to continue, or be provided under this approach:

- Masterclass series (progression programme from Y9-13, linked to national curriculum learning outcomes) in at least 6 relevant discipline areas, including business and entrepreneurship and a tech-related discipline.
  - For example, Falmouth already deliver subject-specific access interventions, held on campus and in schools and colleges, including Design Think Tanks, Code Academies, Game Jams and Book Camps. Schools have called for specific subject-based activity, which can be expressly linked to and can enhance teaching and learning for National Curriculum key learning outcomes. Falmouth will draw on this practice and feedback in 2019-20 and beyond.
- At minimum, 3 discipline-specific challenge projects
- Subject ambassador engagement with target cohorts, supporting subject specific shadowing days
- Use of specialist facilities on campus
- Project collaboration with employers, industry and third sector
- Continuing professional development opportunities, including knowledge exchange, for teachers in relevant discipline areas, with specific objectives to strengthen and add value to school /college pedagogy and curricula<sup>21</sup>.
- Target school, college and learner attendance at discipline-specific signature events on campus.
- Portfolio review, assessment and advice surgeries.

### Deep, Intensive and Repeat Activity

This theme provides for long-term, sustained engagement with target pupils to provide information and experiences of higher education, as an evidenced model of effective practice (DBIS 2014; Younger et al 2018; Crozier et al 2010). It specifically provides for activity that supports raising attainment in schools (Chowdry et al 2008; Crawford 2014). Activity is underpinned by effective school and college partnerships (see Strategic Measure 5), building understanding of target learner barriers and disadvantage at the partner level, at pre-entry, application, entry and transition (Gorard et al 2006; Banerjee 2018; Thomas 2012). Investment in further research and market analysis to support access activity aimed at people from the most disadvantaged wards in the County is therefore envisaged in this measure. Partners will apply knowledge and evidence to developing and improving practice.

#### *Early, sustained (repeat) activity*

Falmouth's renewed Outreach Progression Framework presents a scaffolded framework of activity, from Year 6/7 to Year 13, across the 5-A framework. This will be used as a core base for an ongoing series of interventions with target schools and colleges, starting early and sustaining engagement through the education journey from primary-secondary transition, through secondary, to FE and entry to HE. While Falmouth have a range of activity across this lifecycle, current focus leans towards the latter years of schooling, for example from Y9 choices and HE days, to application, finance and taster

sessions at Y10-13. Over the life of this Plan, activity will deepen into young year groups, as well as maintaining focus on Y9-13 and the critical transition points.

#### *Deeper, intensive engagement*

Falmouth will continue and develop effective activity to provide more intensive, sustained support to target learners. While the particulars of projects will be developed in collaboration with key stakeholders over 2019-20, Falmouth's development agenda builds from existing activity and includes, for example:

- Extended Ambassadors/ Role Models programme, including training from school staff to support ambassadors' skills in working in the classroom and particularly in supporting raising attainment. Using ambassadors as role models and influencers is a well-documented effective strategy; however, Falmouth sees the potential for continued improvement in the training and development of its student ambassadors.
- Mentoring for target learners, linking to professional and student mentors to provide guidance, motivation and information about HE and career pathways. This is linked to exploration of a collaborative partnership with Brightside (see Strategic Measure 5).
- Leveraging and redeveloping Falmouth's current CreatEd Exhibition and the Create/Debate days, development of a Creative/ Business Challenge (competition) for target schools and colleges. Drawing on the evidence base for networks (e.g. NCOPs), it is anticipated that this initiative may build, over the life of this Plan, into a national network of schools and colleges involved in the creative/ business Challenge model. This will be scaffolded from Falmouth's "Challenge" pillar in its Portfolio Strategy<sup>22</sup>.
- Targeted residential schools and other multi-day on campus schools.
- Teacher professional development series, including expanding conferences, networking and training workshops which include utilising on-campus facilities, and enhancing in- and out-of-classroom teaching and learning in the creative and business disciplines. Events involve relevant collaborators, e.g. employers and third sector.
- Intensive out-of-school programmes, such as the Saturday Club or Homework Hubs.

In particular, IMD Q1 and BAME target groups will be considered in the placement, development, delivery and evaluation of these measures. In providing access for BAME students, the University is informed by best practice and literature, which considers that:

- Inclusive teaching and learning practices in the classroom are critical for access and success, and setting high expectations for all learners.
- Including early integration into HE / Falmouth's culture and creating sense of belonging is critical at the access and transition phases.
- Celebrating and valuing cultures & creating a campus environment that values and validates diverse cultures is critical to developing a sense of belonging.

In respect of learners from the most disadvantaged backgrounds, interventions should start early and involve appropriate mentors in delivering targeted information, advice and guidance. The role of key influencers, such as parents, community and employers are important; they should be engaged in delivering and participating in activity.

#### **Strategic Measure 5: Strengthening partnerships and collaboration with target schools, colleges & communities.**

Falmouth will seek to deepen, strengthen and create new relevant and impactful partnerships and relationships with target schools, colleges and communities over the life of this Plan. Falmouth consider these partnerships as critical in establishing early, sustained outreach programmes, necessary for impactful practices (OfS, 2018; OFFA, 2015; Bowes, 2013, Moore, 2013, Gale, 2010). This work will build from existing positive, generally more informal relationships with schools and colleges that Falmouth has held for many years, particularly at the local level.

Recent review recommendations have provided stimulus for the development of a strengthened approach in this area; a strategy and framework for which has been developed as part of the development of this Plan<sup>23</sup>. In 2019-20, the strategy will be implemented, tested and evaluated, with continuous practice improvement through effective and deepening collaboration and co-creation with target schools, colleges and other collaborators, such as third sector and industry. Falmouth has identified three key areas in its framework:

1. Strengthen existing target partner school/college practices
2. Develop and implement compact arrangements with Tier 1 target schools/ colleges
3. Collaborate beyond the school/college for increased impact

Further details on these areas are provided at in the Appendix, under "Strategic Measure 5".

#### *Practice and Outcomes: Strengthening existing target partner school/college practices*

Falmouth will improve its approach to collaboration with schools and colleges, with the intention of developing stronger, more relevant and partner-engaged relationships, as a foundation for the following outcomes:

- More, meaningful participation of target learners in Falmouth's outreach activity.
- Co-creation of increasingly relevant, strategically aligned, impactful and targeted programmes of activity.
- Engagement, knowledge enrichment and exchange between Falmouth staff and school staff.
- Continuous development in awareness and understanding of target learner and school challenges and barriers in relation to participation in higher education, and the opportunities to redress these issues.

This strengthened approach will remain aligned and integrated with Falmouth's current school collaboration practice, which is embedded in the Recruitment team. Building from the tiered approach to targeting schools, partnerships development will follow a similar model, with different tiers of relationships and partnerships developed with target schools over time. See details in Appendix, under "Strategic Measure 5". Regarding integrating access and strengthening **existing**

school/college partnerships, Falmouth will implement the following process, as part of cyclical review and continuous practice improvement, through 2019-20:



*Practice and Outcomes: Develop and implement compact arrangements with Tier 1 target schools/ colleges.*

To establish (or re-establish) more effective partnerships with its targeted schools and colleges, Falmouth will apply process guidance provided by the Department for Education<sup>24</sup>. This guidance highlights teaching, curriculum, leadership and targeted activities as key areas for collaboration (highlighted in the table below). Being particularly cognisant of supporting raising attainment and success, which not only includes learner activity but also school improvement, Falmouth will further draw upon research findings from the Education Development Trust Effective School Improvement study (2016), which identified eight Elements for effective school practice and improvement. Falmouth is alert to the key factors for creating successful and sustainable partnerships highlighted by the 2014 School-University Partnership Report<sup>25</sup>. These are also embedded in Falmouth's approach, provided in the Appendix, under "Strategic Measure 5".

Another key area of practice that will inform and influence Falmouth's development work with target schools and colleges is the Gatsby Benchmarks<sup>26</sup> for effective careers and education information, advice and guidance (CEIAG) in schools and colleges. The CEIAG agenda provides a natural place of alignment with Falmouth's strategic aims of promoting pathways and access to higher education, and Gatsby Benchmark 7 (Encounters with further and higher education)<sup>27</sup> is particularly relevant. As such, practice in outreach and partnerships arrangements will explicitly identify alignment with the Gatsby Benchmarks and provide evidence and practice that can inform school and college reporting, e.g. to Ofsted and governing bodies.

*Practice and Outcomes: Other partnerships*

Falmouth acknowledges the key role of other providers, industry and third sector organisations in contributing to the access agenda, through partnerships that maximise use of resources, and help to ensure impartiality and provide equitable opportunities to access higher education (Moore et al, 2013). Over the life of this Plan, and beyond, Falmouth's intention is to build on existing relationships and to target, identify and engage with a range of stakeholders, including schools, colleges, HE networks and third sector organisations, NCOP/ Outreach Hubs, employers and other relevant stakeholders. Renewed targeting and focus on target groups under this Plan will explore where external delivery partnerships would add value with regards to broadening (targeted) reach; filling specialist capacity or service gaps; and, increasing efficiency.

As a core member of the Next Steps South West (NSSW) NCOP Consortium, Falmouth University is collaborating both strategically and operationally with other HE providers in Devon, Cornwall and Somerset. The NCOP Outreach Hub expansion in Phase 2 will facilitate relationship-building with a broader range of regional stakeholders, employers and third sector organisations e.g. the HotSW and CloS Careers Hubs, the Enterprise Advisor Network and local councils, which will enable Falmouth University to capitalise on NSSW-forged relationships to develop broader, partner-led WP activity. Advances in the development of outreach evaluation theory and practice, established through NSSW and shared with the consortium, will promote institutional progress in this field. Phase 2 of NSSW provides a flexible operational model offering partners the opportunity to match fund NCOP partner-led projects with institutional APP funding. This supports outreach delivery beyond the immediate remit of NSSW. The Next Steps South West provision for target groups complements Falmouth's broader outreach work. For example, 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 and develop a shared understanding of our local participation context, including specific barriers, challenges and enablers or opportunities to leverage.

Falmouth also continues to collaborate with nineteen other universities to fund, maintain, develop and promote the free to use, careers and progression planning websites managed by the Western Vocational Progression Consortium (WVPC) based at the University of Bath. These are: Lifepilot, engaging and supporting mature and part-time students in progressing to higher level study ([www.life-pilot.co.uk](http://www.life-pilot.co.uk)); and, Careerpilot, provides one-stop inspirational, impartial pathway and progression information to 13-19 year olds, parents and advisers in the South of England region. The site was used by and used by 420,000+ users in 2017-18. ([www.careerpilot.org.uk](http://www.careerpilot.org.uk)). Careerpilot supports schools in meeting the 2018 Careers Statutory Guidance and 8 Gatsby Benchmarks and is integrated into the work of six NCOP projects including Next Steps South West.

Partnerships with third sector organisations that offer outreach provision will be furthered under this Plan. For example, building on projects delivered in partnership with NSSW over 2018-19 and 2019-20, Falmouth will explore opportunities to continue work with Brightside<sup>28</sup>, who provide a range of online resources and online mentoring to target young people. Along with identified target schools in the local area, and the Cornwall Council<sup>29</sup> and Career Hub (including a network of c.60 Enterprise Advisors and c.40 Careers staff in schools) Falmouth and Brightside are developing a collaborative project, which seeks to better address and support both the CEIAG agenda in schools (and particularly Gatsby Benchmarks 2, 3, 5 and 7<sup>30</sup>), and the educational attainment and progression of target young people, particularly through access to role models and mentors offering both academic and progression advice, support, development and motivation.

This project is being explored in 2019-20, with the intention to implement a pilot in the same year. The project will draw from Brightside's evidence-based practice models including their theory of change, evaluation measures and impact assessment<sup>31</sup>, particularly drawing on employer and industry mentors as key role models<sup>32</sup>. It is envisaged that this project may lead to further collaborative research and local insights to better understand the local challenges for progression.

Falmouth is both a validating and franchising (sub-contract) partner with public and private providers of FE and HE courses. As part of strengthening partnerships with schools and colleges, the deepening of relationships, and in particular joint access activity, will be explored specifically for these partners, two of whom, Bodmin and Cornwall Colleges, are within Cornwall. In particular, Falmouth is keen to better understand how to support and encourage Access to HE learners into degree courses and will explore improved admissions routes for students from partner organisations. This activity will be explored, developed and tested in 2019-20.

Considering Falmouth's 2030 Strategy and the Portfolio approach, the university will also explore how the principles of employer-embedded, challenge-based teaching and learning can be further developed in the outreach via partnerships and collaborative activity with key employers, industry and community organisations. This will provide for more impactful outreach activity; but further, will provide authentic early experiences of teaching and learning at Falmouth, which better equips students for study, raising confidence and skills for study. An activity programme for these collaborative partnerships will be developed over 2019-20; however, it is expected that activity may include, for example, skills workshops and studio sessions linking learning and attainment to career and employability skill development (aligned to Strategic Measure 4, Outreach Framework).

#### **Strategic Measure 6: Broadening access and supporting admission-to-transition-in**

*"The Students' Union has moved towards making 'belonging' a target and so pre-entry and entry has become less about just advertising Freshers' parties and more about making all students, regardless of background, feel like they belong, are welcome and can find pathways in and make meaning friendships to prevent isolation and support retention"* (Student Union Welfare and Inclusion Officer, 2019).

Aligning with and drawing from this statement, as well as its previous research into Retention<sup>33</sup>, which highlighted a need to focus on transition and first-year experience, Falmouth and the Students' Union have identified key practice improvements to support access pathways and transition-in. Falmouth has identified three core components, which provide clear areas of evidence-based practice to effectively support target learners. These measures specifically address belonging and multi-layered transition-in support, taking into account the specific barriers more likely to be faced by these groups, such as alternative entry qualifications, financial hardship, mobility and competing responsibilities / pressures (family, employment). These practices are particularly relevant for effective longer-term impact on retention and attainment outcomes<sup>34</sup>, as well as promoting access.

##### **1. Accessible courses and pathways**

Falmouth will apply access and participation target group KPIs, insights and principles to developing Falmouth's offer (under the 2030 Strategy). This includes consideration of programmes; course and curriculum content; and, modes and methods of study. For example, a new "Year Zero" is currently being considered, which opens access to a more diverse market and is in direct response to improving the participation rates of under-represented and disadvantaged learners. The Year Zero option provides a broad core curriculum, meaning that students build the necessary trans-disciplinary skills and academic learning skills to succeed into full degree programmes. Learners from under-represented and deprived backgrounds are most likely to benefit from this approach. This recognises that these target learners are less likely to have the existing social capital<sup>35</sup> for HE, and are more likely to require further exposure to a range of discipline areas and HE learning experiences to make informed choices<sup>36</sup> and build their confidence and effective learning and study skills<sup>37</sup>.

Course provision is also being developed in alignment with target access groups. In Falmouth's Portfolio Strategy, the "Market Alignment" Characteristic commits to attracting, "a broader range of students, from different disciplinary backgrounds, that can see the technology-driven opportunities in the Creative Industries... [including]...VR, immersive computing, AI, robotics, the Experience Economy, business and entrepreneurship". These commitments particularly focus on course areas that are attractive to a more diverse learner base, and linkage to employment outcomes are particularly important for disadvantaged learners<sup>38</sup>. For example, BAME students are more likely to progress to STEM-related and professional HE routes<sup>39</sup>.

Falmouth's ambitious growth strategy provides further commitment to attract a more diverse learner base through broadening the modes and methods of provision. Acknowledging that disadvantaged learners are more likely to stay at home for HE<sup>40</sup>, and in the context of the local population being >98% white, Falmouth's development agenda includes ongoing commitment to "packaging up its content for delivery to different audiences and different markets...[where Falmouth offers]...more provision in London... and expands Falmouth Flexible, its online brand, to reach a wider range of audiences... creating more short courses, accelerated course, blended, work-based and apprenticeship offerings"<sup>41</sup>.

As part of an ongoing commitment to ensuring accessibility and offer attractiveness, through its outreach work Falmouth will continue to explore barriers to access and enrolment, including consideration and deepening understanding of specific target groups and their needs and challenges. In particular, this includes specific attention to BAME and first-in-family students, and learners from POLAR4 Q1 and IMD Quintile 1 areas. These market insights and knowledge will be disseminated to inform Falmouth's ongoing portfolio development.

##### **2. Development of Contextual Admissions processes**

Falmouth already interviews students and assesses portfolios of work beyond the grades/tariff points system, as part of the admissions process. This practice is particularly geared to supporting target students who may have experienced

previous educational disadvantage and therefore may not meet strict grade requirements. It provides the opportunity to assess via a range of contextual factors, including applicant context and background. In order to further reduce potential barriers to entry, Falmouth will continue to host regional interviews, building on the participation and conversion success in 2018<sup>42</sup>. Regional interview events will be further leveraged to provide targeted sessions to offer holders and their parents/ carers about student finance, accommodation and student life, whilst providing opportunity to meet course leads.

To further develop contextual information and data as part of a formal admission process, Falmouth will review and develop a proposal for a contextual admissions policy in 2019-20. This reflects sector good practice and evidence that supports the use of contextual data and information<sup>43</sup>. This will also be considered as part of the developing school and college partnership arrangements, for example using contextual admission practice, guarantees and Headteacher recommendation practices to target pupils in partner schools.

### **3. Strengthening transition activity to foster early belonging**

As data shows that the majority of attrition occurs in the first year of study, Falmouth will continue to apply and develop the principles of Transition Pedagogy (Kift, 2014) as a framework to conceptualise student support and success, particularly from offer to end of first year. This acknowledges the importance of the transition-in phase of the student lifecycle as a critical juncture for student participation and ongoing success. This includes a focus on the notion of 'belonging', which is particularly important for disadvantaged and under-represented target groups (Kift, 2014). In relation to broadening opportunities for access, Falmouth will also consider access measures in the development of its offer under the 2030 Strategy.

Falmouth's approach reflects good practice in the literature, which advocates early integration into an institution's culture and creating sense of belonging as critical at the access and transition phases for target students<sup>44</sup>. Building on its existing work strengthening engagement along the applicant journey, Falmouth will strengthen its transition-in activity, reviewing and mapping the current first-touch-to-transition-in phase of the student journey, with particular concern for barriers faced by target groups. The objective is to design and implement a targeted pathway programme for outreach-to-transition-in, focused on a pipeline model which fosters early belonging and access; and, seeks to raise attainment and capacity. The development of this programme will commence in 2019-20 and be implemented with continuous practice improvement and review over the life of this Plan. Core areas for development are expected to include learner and parent/ carer engagement and campus experiences.

## **Outcomes (Success and Progression) Strategies**

A critical focus of this Plan are measures to ensure successful outcomes particularly in attainment of 1<sup>st</sup> and 2:1 Degree outcomes for all learners, addressing identified gaps in attainment between the most and least represented (POLAR4 Q5 v. Q1); learners from the least and most deprived backgrounds (IMD Q5 v. Q1); BAME learners (compared to white peers); and disabled learners (compared to non-disabled peers). These groups face different barriers to success and currently experience differential outcomes. A core component embedded in each strategic measure in this section is therefore developing understanding of the specific obstacles faced by different groups of students using internal data and supporting sector research and evidence.

The strategic measures in this section are aligned to Falmouth's broader measures and developments in teaching and learning, enshrined in the 2030 Strategy and Portfolio approach; the wellbeing approach which includes the Healthy Curriculum agenda; and, to Falmouth's explicit focus on embedded employability and entrepreneurship. Development of teaching, learning and the student experience (including student support and development) at Falmouth has been driven by several challenges and priorities, which Falmouth seeks to overcome in its innovative approach. Not least of these are the unexplained differential outcomes between learner groups; but further the particular structural challenges (which tend to have greater negative impact under-represented and disadvantaged learners) are considered. See further details provided in the Appendix, under "Outcomes (Success and Progression) Strategies". As well as understanding its context and data, Falmouth has drawn on a range of sector good practice and evidence to inform its practice and accelerate performance, including emerging projects and evidence from the HEFCE Addressing Barriers to Student Success programme; research from Universities UK and the National Union of Students; from the Sutton Trust and Social Research in Higher Education. Evidence from these projects align with Falmouth's strategic measures.

### **Strategic Measure 7: Inclusive, broad and flexible real-world curriculum**

Falmouth has embarked on a significant innovation agenda for teaching and learning, responding to the need to continually and iteratively improve teaching, learning and broader student experience outcomes (particularly for identified target groups); remain relevant and responsive to industry; increase access and develop a differentiated, comprehensive offer that makes Falmouth distinctive in the market. The Portfolio Strategy<sup>45</sup> is designed to shape both portfolio development (of new courses, partnerships and delivery models) and pedagogical development (curricula, learning culture and assessment design). Leveraging the employability agenda as a core component not only addresses a key concern of target groups regarding the value of a degree (and particularly those without easily recognisable professional pathways) in terms of career outcomes<sup>46</sup>; but further, creates a backwash effect in terms of the positive impact of having career goals has upon broader HE attainment and retention outcomes<sup>47</sup>. Access and participation considerations are embedded across the Portfolio strategy. Key practices are as follows:

#### **1. Inclusive Curriculum and teaching practices**

Inclusive practice contributes to building a sense of belonging and engagement with the learning experience<sup>48</sup>. Inclusive teaching and learning practices are being built-in as a core component of ongoing developments in curriculum design



and content; delivery and pedagogy; and student assessment and feedback, fully embedded into the processes of course development, review and renew. As recommended by the Students' Union, "*students have given feedback that they would like to see more cultural integration, embedding inclusivity rather than spotlighting it*"<sup>49</sup>. As well as curriculum design, this includes staff training in inclusivity and diversity, implicit bias and engagement with a range of student 'Voices'<sup>50</sup> to further understanding, addressing some of the challenges of a largely homogeneous teaching staff and student body. Falmouth has already completed a 2-year inclusivity project, which piloted auditing of curriculum in relation to inclusivity, explored core academic training needs and considered assessment. Falmouth continues to build its curriculum in respect of inclusivity. Initial guiding considerations, which are aligned to Falmouth's core principle, *Doing it for Real*, and the six characteristics of the Portfolio Strategy, support staff in considering and applying inclusive practice to curriculum development. Details of the Inclusive Curriculum framework are provided in the Appendix, under "Strategic Measure 7".

Aligning with the inclusive curriculum framework, Falmouth is exploring pedagogy across its provision. The project, "Pedagogy Futures", is designed to explore teaching practice in respect of inclusivity, excellence, innovation and industry / world relevance. In respect of the targets in this Plan, and Equality and Diversity measures, it will support the development of effective teaching and learning practices that improve attainment outcomes for all students, with focused areas on challenges for disabled and BAME learners, and those from the most deprived and under-represented backgrounds. Investigation into the different forms of teaching and learning to ensure all learners are retained and succeed is a key component of the project, which is already revealing a need to focus on modes of teaching (towards more experiential) and assessment (variety, feedback and timing). The outreach and training programme with staff is already underway which, in its initial stages, is an audit of practice and challenges for particular practice and groups. For example, challenges around mental health, including specific considerations for building resilience and confidence, and reducing stress, are being discussed. Effective practice is already being identified to address these issues, for example a project in Digital Creativity is exploring the application of virtual reality as a student presentation backdrop, to reduce stress and address barriers that are the result of social inhibitors in a classroom setting. In relation to the continuing focus on employability, outward-facing elements of the curriculum and teaching practices, for example links and engagement with industry and the wider world, are stimulating discussion around access to the creative economy and student experiences and pathways, which have impact on learning outcomes. While the project will develop, it is envisaged that key objectives will continue:

- Continuous pedagogical improvement in the areas of inclusivity, excellence, innovation and industry
- Focus on teaching mode and assessment practices in light of inclusivity and excellence, including ensuring teaching styles and assessment modes are in closer relationship
- Increasing focus on curriculum projects ("Challenges" – see below, under point 5) addressing fundamental issues for the creative industries and business, and student access to and experiences with industry.
- Increasing move to students as partners, breaking down hierarchies and power structures between the academic and student and promoting knowledge exchange and co-creation of learning and curriculum.

## 2. *Student-engaged and Peer-supported*

Peer and team learning can help build social bonds and networks, as well as positively impact on attainment and success<sup>51</sup>. Falmouth have delivered a Peer Assisted Study Sessions (PASS) programme since 2013/14. The PASS scheme is an academic peer support system which is being rolled out to all students across all undergraduate courses. Building on the success to date, the programme will be further targeted and developed to provide further support for students from target backgrounds, and other groups of students identified as requiring additional support. Given the four attainment gap targets in this Plan, the PASS programme is relevant in its concentration on academic achievement and progress. Given the relatively small student numbers in the target groups in this Plan, Falmouth will therefore further explore multi-layered tailored support to target students who are experiencing academic challenges. PASS programme components will be considered and applied as part of a holistic support programme which draws from the other measures in this Plan. Further exploration into the specific challenges being faced, and the service responses required, is being conducted over the coming year. Falmouth have confidence in the ongoing impact of PASS, based on research which suggests that the experiences of higher year students can be leveraged to support lower year student learning, and increasing numbers of engaged students year-on-year.

Reflecting on some of the sector best practice, Falmouth also commits to further exploring and developing practice, which may include establishing inclusion ambassadors, creating safe spaces for diversity and inclusion support<sup>52</sup>, and training in diversity and inclusion, with specific focus on effective and inclusive peer assisted support and collaborative group work, and its ability to increase academic autonomy, responsibility, respect and sense of belonging<sup>53</sup>. This will be undertaken in collaboration with the Students' Union, linking to course and other Students' Union representatives to ensure diversity of voice and collaborative action.

## 3. *Targeted, evidence-led and data-driven activity*

Falmouth recognise a need for deeper understanding and data in relation to learning outcomes and learning engagement for target groups. This will promote proactive response and management of performance, particularly to close gaps in attainment for all target groups. Use of increased data capacity will enable understanding of the individual rather than imposing reductive identity, which results in adoption of more nuanced approaches to understanding student experiences with teaching and learning<sup>54</sup>. Enhanced learner analytics and increased attention on data-driven approaches, through rigorous analysis and applications processes, continue to inform performance assessment and direct investment and effort. Drawing from a needs analysis for access and participation, the OfS evaluation assessment results (see Evaluation Framework section), and reflecting on sector best practice, Falmouth have a developing suite of works that will continue over 2019-20, for fuller implementation over the life of this Plan. Taking an aligned approach, Equality and Diversity measures are also considered. For example, in 2018-19 Falmouth has undertaken a full review and data enhancement exercise to strengthen data outputs and analysis in relation to equality and diversity measures. This has resulted in more rigorous and nuanced data going to course leaders, in relation to student outcomes and protected characteristics. The

same is anticipated for access and participation, as Falmouth lay the foundations for this Plan over 2019-20. This work integrates with Strategic Measure 2 and the Evaluation Framework. Activity includes:

- Drawing on work from other institutions, developing predictive models to identify students at risk.
- Developing data profiles identifying students at risk of attrition / lower outcomes and prompt interventions.
- Analysis of module outcomes at student cohort level to identify patterns of over or under performance, where unexpected patterns of outcomes can indicate pedagogic and or inclusivity issues.
- Carry out retrospective multivariate analysis to identify factors correlating to academic success at course level. Unexpected patterns of outcomes can indicate pedagogic and or inclusivity issues.
- Monitor retention, end of year or degree outcomes by student cohort.
- Over a longer period, develop the facility to calculate value added scores<sup>55</sup>.

#### *4. Clarity and coherence in curriculum, assessment and expectations*

Students come to HE with different levels of academic experience and preparation<sup>56</sup>. Ensuring clear frameworks, processes and expectations in relation to the curriculum and pedagogy is a critical factor for student success and engagement. Recognising the particular impact of these factors on target students, who are more likely to enter HE with less capital and awareness gained from role models, Falmouth has conducted a process of 'making the curriculum clearer'. This project aims to streamline assessment practices and ensure clarity of expectations and learning outcomes. It is developing consistency across academic departments, laying the foundations for further cross- and trans-disciplinary projects, which have, for example, common assessment frameworks.

This work will ensure ongoing clarity and coherence in the curriculum, teaching and assessment. Full, clear guidance of what is expected in assessment means that students are clear about what is expected of them (Stevenson 2012), and expectations can be scaffolded. As part of this, inclusivity principles, such as enabling students to relate their interests and experiences to the curriculum; allowing flexibility to recognise different demands on students' time during assessment tasks; and, offering a choice of assessment approaches supported by early formative work and timely feedback (Butcher et al 2010), are considered. Given the nature of Falmouth courses, authentic assessment linking to the real world / employability, to increase confidence, higher order skills, engagement, motivation and metacognition (Villarroel et al 2019) is a core stream of development. Falmouth aims to get closer alignment between teaching and assessment modes, coupled with continuous improvement in assessment and feedback practices that particularly consider diversity, such as feedback that focuses on what students can do, rather than what they can't (Zepke and Leach 2007); assessing feedback processes to ensure that it scaffolds futures learning (Villarroel et al 2019); and, considering how to further involve students in assessment design, for example developing marking criteria, peer-review and self-assessment. This can help increase student autonomy and develop transferable skills (Villarroel et al 2019), positively impacting on attainment.

#### *5. Personal Tutor and Senior Tutor roles in the academic departments*

Falmouth's Personal Tutor programme provides academic guidance and support through regular meetings with between tutors and tutees, using learner analytics (an individual student scorecard) to support students. Senior Tutors coordinate Personal Tutors in their department and ensure the system is working effectively. Falmouth recognises through general student feedback and NSS commentary that students would benefit from individual support and access to staff for guidance across a range of issues. Through data from the student system, coupled with learner analytics, tutors have a range of information available to help to tailor any support that may be required. The tutor/tutee model is naturally personal and tailored, so that target learners receive individual personalised support. However, whilst this programme is being implemented across the institution, Falmouth particularly notes its potential to positively impact attainment for identified target groups, where there are gaps in our performance. To this end, Falmouth has introduced specific training and considerations for tutors who are working with target cohorts; and, it is encouraging and trialling more proactive support "reach outs" particularly to target learners and where early warning signals are identified. This helps to combat the challenge of student self-selecting participation, where students who may need most support are less likely to seek it<sup>57</sup>.

#### *6. Employability and career focus*

The "Challenge" pillar of the curriculum means academics and students have to "do it for real"; i.e. learn experientially, dealing with real industry challenges. For target learner groups under this Plan, the alignment of employability outcomes with curriculum should promote engagement and success, as the value of the degree is situated in career outcomes; a constant an iterative focus is maintained on goals and career ambitions; and, positive and affirmative experiences and engagements with employers are provided<sup>58</sup>.

As committed in the 2030 Strategy, Falmouth will develop this agenda over and beyond the life of this Plan, ensuring ongoing attention to educating for career progression. As part of this, employability services are being reviewed to bring support and curriculum in closer relationship to support embedding of employability skills and career development. For example, Falmouth is preparing to roll out core career development modules via the schools of Business and Entrepreneurship, and has implemented an enrolment survey practice which assesses the career readiness, ambitions and skills of all enrolling students. Early attention to career outcomes helps students to stay connected with their goals and promotes retention and attainment outcomes<sup>59</sup>. As part of the enhanced employability agenda, Falmouth commits to, and expects that:

- All students have access to, will undertake work placements, WBL, or set up their own business.
- Target students will have access to professional mentors to support access to employability experience and to provide networking opportunities, recognising that students from target IMD Q1 and POLAR4 Q1 backgrounds particularly are less likely to have existing networks<sup>60</sup>.

### **Strategic Measure 8: Purposeful student support and development, linked to curriculum**

Falmouth provides a range of student support, much of which specifically responds to needs and challenges for target learners under this Plan. Over the life of the Plan, Falmouth will continually improve practice, driven by emerging data

and the evidence base from internal and sector evaluation and research, as well as seeking to further leverage existing provision to positively impact outcomes for target groups.

### *Student Mentor Scheme*

Falmouth has over 200 mentors, playing a key role in the positive experience and retention of students. Second year students are matched with new first year students (before enrolment), to provide support throughout the first year of study. This scheme was designed following best practices such as the “Peer Assisted Learning/ Support Schemes” (PALS/ PASS), and was identified as an institutional need. The scheme is particularly focused in the transition-in phase of the student lifecycle and identified target groups where retention and attainment is lower, and particularly POLAR4 Q1, IMD Q1, BAME and Disabled learners, where research shows that mentor programmes are effective aides to successful participation in university<sup>61</sup>. Tailored support includes specific mentor/mentee matching (where possible); mentor training which deals with specific barriers and profiling; and, a range of specific activities as part of a holistic support programme supporting belonging and transition and targeted information, advice and guidance. It is intended that this support will reduce instances of attrition particularly due to personal reasons, given that mentors can identify address and signpost for issues early, and can assist in overcoming some of the personal confidence and belonging issues related to attrition.

### *Mental Health, Welfare and Healthy Curriculum*

In common with the sector, Falmouth notes increasing mental health challenges<sup>62</sup> for its student body (see performance assessment). Falmouth has consequently placed mental health and student welfare as a strategic priority. Drawing from good practice principles in the Universities UK Step Change strategy<sup>63</sup>, which includes strategic prioritisation, Falmouth has launched its agenda across three complementary domains:

- Extracurricular support ensures the broader pastoral support needs are met, and students feel confident and supported beyond the curriculum. This also provides for early intervention and safe, healthy culture and communities of support and encouragement of disclosure.
- Co-curricular activity, including a range of teaching staff training and development, sessions delivered in and with the curriculum (particularly in relation to resilience, confidence and stress, which are particular challenges for creative arts students where personal interpretations and skills are being judged).
- Embedded in curriculum, for example Falmouth’s “healthy curriculum” project (2018-19), which recognises the inherent intrusiveness of the arts disciplines, the intensity of project and challenge study, and provides for conscious, ‘healthy’ practices in curriculum, assessment and pedagogy.

See further details in the Appendix, under “Strategic Measure 8”.

### *Support for Disabled learners (Specific Learning Difficulties)*

The University proactively supports students who have different learning styles and study skills needs. As per the performance assessment, this group is the largest cohort of disabled learners, for whom Falmouth has identified an attainment gap. Falmouth has already considered and actioned a developing approach to support in light of changes to the Disabled Students Allowance. As stated, this includes strengthening inclusive teaching practice that recognises and values the diversity of the student body and engages students in co-creating curriculum and student experience.

The University applies the ‘Do-IT Profiler’; an online, self-guided, screening tool that aims to support students to identify gaps in their study skills, target the application of funds supporting applications for Disabled Students Allowance, and to support academic staff to understand the learning needs of their cohorts. The tool has been successful in helping the initial identification of undiagnosed and undisclosed conditions that may have otherwise become a barrier to success. In light of attainment gaps, increasing demand for specialist academic and wellbeing support, the University is currently considering the extension of the Do-It Profiler to make it part of the induction for all new students and building its results into the personal tutor dashboard to ensure analysis and utility of the data available. Further details on the Do-IT Profiler are provided in the Appendix, under “Strategic Measure 8”.

Falmouth has also identified that, on average, its students use only 41% of their DSA entitlement. Although under-utilisation of DSA allowance is common across the sector, this is higher than might otherwise be expected. As part of the partnership with the Students’ Union, the University will explore students experience of DSA provision and how to increase levels of uptake, as a measure to increase attainment. Falmouth will also undertake a further analysis of the University’s multiple datasets in this area to examine whether there is a relationship between DSA entitlement uptake and disabled student attainment. Actions already taken by the Accessibility team to manage changes in DSA include:

- Allocation of funding for individual support to replace DSA
- Proactive follow up of Years 2 and 3 students who have not taken up DSA.
- Contact and follow ups to applicants, providing information about DSA, encouraging application.
- Increasing the amount of equipment available for loan to students, and purchased software licenses for assistive software (e.g. Sonocent Notetaker)
- Promotion of free apps and more study support tips on Study Hub and Inclusive Learning website.

### *Employability and Professional Development*

As detailed throughout this Plan, Falmouth has launched a large development agenda for employability and entrepreneurship. Excellence in curricular and extra-curricular support in the area of careers and employability is a key feature of the Falmouth student experience. This has been informed by students, as collaborators in the development agenda. For example, over 100 students were involved in discussion and decision-making that resulted in the “Workshops Festival”, which provides a range of creative and employability workshops available to all students, to enhance learning and develop cross- and trans-disciplinary skills (see full workshops timetable in the Appendix, under “Workshops

Festival"). Over the life of this Plan, it is intended that these will be leveraged for further work including, for example, application into outreach practice as a tool for developing current students' skills in presentation and communication.

Development has been driven by the creation of a new Talent Coach role and new post of Head of Employability (2018) to provide strategic leadership of the function and improve coordination of careers advice and placements across academic departments. Falmouth will embed its access and participation targets within the employability function. Key objectives identified for service enhancement:

- Support students with skills necessary to set up and run businesses.
- Integrate employability activities into the core curriculum.
- Make support and learning available to all students – on-campus, on-line and studying with partners.
- Create meaningful industry links to provide challenges for students to work within partner organisations.
- Harness the capability and reach of Alumni to support industry links.

In terms of current interventions, Falmouth will also be integrating data on work placements and study abroad mobility with the business intelligence system in order to demonstrate value and impact with regards to attainment as well as graduate outcomes. ESF placements (placements in Cornish companies within new and emerging / high growth sectors) as well as other opportunities will be advertised to students within identified accessibility and participation groups. These, and other activities, will be supported by the Students' Union, for example the "Big Alumni Meeting", driven by the Union and using alumni and employer connections, provided a networking lunch to promote engagement with and learning from employers, and stimulated professional networks. Students welcomed the opportunity to connect with alumni in specific job areas (e.g. Civil Service / Research / Graduate schemes) and hear about progression routes, tips and advice for getting in. Alumni covered topics such as interviews / application processes and expectations, and general advice about life post-graduation. This event is an example of one that provided students with an opportunity to make links and develop professional networks, which are not necessarily as readily available to students from non-traditional backgrounds.

#### *Financial support*

For 2020-21 Falmouth has realigned its provision of financial support to better target students identified under this Plan, particularly those from the most deprived backgrounds, with further consideration being given to course costs. Support levels build upon the 2018-19 award structure, and in line with best practice, targets the most support at the learners who need it most<sup>64</sup>. The financial support package has been informed by consultation with and evaluation from current student recipients and the student funding review team, which includes the Students' Union. The impact of financial support is regularly reviewed by staff and in conjunction with the Students' Union and student stakeholder groups, and is aimed at supporting students to be retained, and complete their studies (this is supported by Falmouth's evaluation – see below).

Proposed awards<sup>65</sup> for 2020-21 starters are as follows. Any changes to the financial support model for future years covered by this Plan, as a result of further evaluation measures and targeted practice, will be agreed with the Office for Students (OfS) in an amendment to the Plan, at least one year prior to changes being implemented.

	Household income of £0 - £16,500pa		Household income of £16,500 - £25,000pa	
	Band 1 courses (higher costs)	Band 2 courses (lower costs)	Band 1 courses (higher costs)	Band 2 courses (lower costs)
<b>Falmouth Bursary</b>	<b>£500</b>	<b>£450</b>	<b>£300</b>	<b>£250</b>

**Band 1 courses:** Animation & Visual Effects, Architecture, Commercial Photography, Creative Advertising, Creative Robotics, Creative Virtual Reality, Drawing, Fashion Design, Fashion Marketing, Fashion Photography, Fine Art, Game Art, Graphic Design, Illustration, Immersive Computing, Interior Design, Marine & Natural History Photography, Photography, Press & Editorial Photography, Sportswear Design, Sustainable Product Design, Textile Design.

**Band 2:** Acting, Business (all 3-year routes), Computing for Games, Costume Design for Film & Television, Creative Events Management, Creative Music Technology, Creative Writing, Dance & Choreography, English, English with Creative Writing, Film, Game Development (all specialisms), Journalism courses (all), Marketing & Communications, Music, Music Theatre & Entertainment Management, Musical Theatre, Popular Music, Post-production for Film & Television, Television, Theatre & Performance.

<b>Award type</b>	<b>Description/ eligibility</b>	<b>Value</b>
<b>Care Leavers Bursary</b>	UK full time, on campus students who have either been in Care or are similarly disadvantaged.	£1,000p/a
<b>Dependents Bursary</b>	UK full time, on campus students who receive either Adults Dependent Grant or Parents Learning Allowance.	£250p/a

Falmouth provides a Hardship & Emergency Fund (over £100,000 p/a) to support students in financial distress and disadvantage. A DSA diagnostic fund is also provided. Diagnostic SpLD assessments are refunded, subject to a maximum of £350 for first-year students and £135 for second and third years.

#### *Evaluation of Financial Support*

Falmouth evaluates the impact of the financial support package via the OFFA evaluation toolkit<sup>66</sup>, and multiple feedback loops including student surveys, Student Advisors' forum and Students' Union and course representatives focus groups. Assessment using the OFFA toolkit (on the 2013 cohort) has shown that students in receipt of a bursary are about as likely to successfully complete study (continue) as those not in receipt, and from relatively high household incomes. This

shows bursaries to be 'levelling the playing field'. It was also discovered that disability status, subject and prior attainment were also significant factors in predicting successful completion. In relation to degree attainment (those achieving 1st or 2:1s), the analysis showed that those in receipt of a bursary at the lower level were significantly less likely to be awarded a 1st or 2:1 when compared to those not in receipt. While those receiving a higher level of bursary were more likely to attain a 1st or 2:1, they were still less likely to achieve these outcomes than those not in receipt of a bursary. In relation to degree outcomes, the evaluation also showed that gender and prior attainment are significant factors in predicting rates of attainment within the sample. For example, women were more likely to be awarded a good degree than men by a factor of 1.727; and those entering university with grades of ABB+ were more likely to be awarded a good degree. These findings are considered in Falmouth's broad success measures, to inform the targeting and design of appropriate interventions.

In conclusion, for the model focussing on successful completion, bursaries appear to sufficiently support students from lower household incomes to graduate at the same rates as their more economically advantaged peers. However, when looking at award of a 1st/2.1, analysis suggests that the provision was not successful in supporting students to graduate with the highest honours, and that financial support recipients have significantly worse outcomes than those in the comparator group.

Changes under this plan reflect the findings of qualitative evaluation, which were:

- Ensuring highest levels of support flow to the most disadvantaged generally, as well as Cornish residents.
- Increase the levels of awards where possible, to maximise impact.
- Review income bands / funding allocations, ensuring lowest HHI bands are supported at the heaviest levels.
- Continue excellent support provided by the Hardship Fund and Care Leavers Bursary, which are considered flexible enough to be focused on those who need support.
  - The highest proportions of support in relation to hardship are provided for accommodation and living expenses (total 76% of the funding pot in 2017-18).

#### **Strategic Measure 9:** Early, targeted focus on attainment and success

Falmouth recognises that the diversity of students and the differing pedagogic requirements of different disciplines means that there can be no single approach to reducing attainment gaps, but that a range of activities and interventions, which in combination will result in the closing of attainment gaps, are required. This Strategic Measure ensures Falmouth considers the range of practices in a comprehensive approach to explicitly supporting and improving performance for identified target groups, in attainment and retention.

The work of Harrison and Waller (2017) is considered, who in their work on a "small steps" approach to evaluating activities for widening participation observe that macro level outcomes are often the result of a pathway of intermediate smaller steps. This is the approach that Falmouth proposes to take, across the framework below (informed by Mountford Zimdars et al 2015), where interventions at a range of different points from transition through to assessment and feedback are considered. Falmouth's overall theory of change is based on the assumption that a cohesive range of smaller interventions will cumulatively lead to better attainment outcomes for target groups. A summary table is provided below, and a fuller table, detailing the theory of change, is provided in the Appendix, under "Strategic Measure 9".

Target Group	Transition Interventions Relational Interventions (Personal Tutors and Peer Group) Pedagogic Intervention (Curriculum Design, Assessment, Feedback) Staff Development Student Support	Higher Attainment Outcomes	
Domain of Action	Target Group	Action	Evaluation Measure
Learner Identity	Socio-economic disadvantage	<ul style="list-style-type: none"><li>Enhanced personal tutoring support.</li><li>Targeted appreciative feedback about the first assessment outcomes / scaffolded with signposting to appropriate support.</li><li>Early provision of academic support – to which at ‘risk’ student groups are explicitly targeted. Foregrounding of required skills for academic success.</li><li>Encourage peer-support (as below).</li></ul>	<ul style="list-style-type: none"><li>Regular review of student satisfaction survey outcomes.</li><li>Regular review of first sets of student module evaluations in Yr1.</li><li>Review of take up and demographic mix of participating students Record participation and compare year 1 outcomes with non-participating student groups.</li></ul>
	Academic Disadvantage		
HE Cultural Preparation	Socio-economic disadvantage	<ul style="list-style-type: none"><li>Review and provide transition guidance (i.e. about appropriate expectations, how different student groups have experienced transition – challenges and solutions) at key points.</li></ul>	<ul style="list-style-type: none"><li>Conduct focus groups with students from key demographic groups to get feedback on the timing, appropriateness and content of transition support.</li><li>Use pre-post questionnaires to test students’ perception of levels of preparation for HE.</li></ul>
	Academic Disadvantage		

Domain of Action	Target Group	Action	Evaluation Measure
Academic Preparation	Socio-economic disadvantage	<ul style="list-style-type: none"> <li>Review assumptions about levels of student expectation and knowledge that underpin the design of year 1 courses and look for areas that might disadvantage.</li> <li>Build in explicit knowledge building in these areas.</li> <li>At the start of the course, test assumed knowledge with class cohort to identify any gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-post test design: Formative or first assessment to be designed to test required knowledge or competencies. Teaching staff to review assessment outcomes by student cohort groups. The same knowledge and competency criteria to be tested at the end of the year to explore progress.</li> </ul>
	Academic disadvantage		
Help-Seeking Behaviour	BAME	<ul style="list-style-type: none"> <li>Tutors made aware of different help-seeking behaviours and to be alert to patterns in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the take up of academic support provision with a particular focus on patterns of over or under-representation.</li> </ul>
Relationship with Tutors	ALL	<ul style="list-style-type: none"> <li>Ensure that personal and pastoral tutoring is reflected in workload allocation and that it is prioritised by academic departments.</li> <li>Teaching staff relate to students as individuals –and that they have sufficient time to meet and engage with them (Zepke and Leach 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Test levels of students' sense of belonging once a year through use of a wellbeing and belonging tool and this will form part of the annual monitoring review process.</li> </ul>
Peer – Relationships	ALL	<ul style="list-style-type: none"> <li>Group and peer-learning approaches</li> <li>A healthy and diverse community to support all members.</li> <li>Build group dynamic from the start of the class.</li> <li>Ensure students in group work understand and accept why they are in the group, how they can be respected and included in the learning process (Lawrie et al 2018)</li> </ul>	<ul style="list-style-type: none"> <li>Test levels of students' sense of belonging once a year.</li> </ul>
	BAME	<ul style="list-style-type: none"> <li>Use of small group work as an integral a way of helping students from diverse background get to know each other.</li> </ul>	
Academic Skills Development	Socio-economic disadvantage	<ul style="list-style-type: none"> <li>Offer a range of academic skills development provision; identify students in need of this support and effective ways of signposting it.</li> <li>Discuss with teaching teams any patterns of under-performance and cross-reference with available support.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor take up of academic support provision with a particular focus on patterns of demographic and discipline over or under-representation.</li> </ul>
	Academic disadvantage		
Curriculum Review	Socio-economic disadvantage	<ul style="list-style-type: none"> <li>Ensure curriculum is inclusive so that all students feel their learning is relevant to them and engage fully.</li> <li>Employ problem-solving and enquiry-based learning in curricula to broaden the relevance of the course to all students and reward a diverse range of competencies.</li> <li>Adopt universal design approaches to ensure that all students are addressed and their needs responded to (Lawrie et al 2018; Rose and Meyer 2006)</li> <li>Surface the 'hidden curriculum' via the interventions discussed above under academic preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Regular review of student satisfaction survey outcomes.</li> <li>Focus groups with a sample of target students to assess their sense of engagement with studies and areas of concern.</li> <li>Review module level and end of year outcomes by student cohorts to identify and respond to any patterns of under-performance.</li> </ul>
	BAME		
	Disabled Students	<ul style="list-style-type: none"> <li>As above. Provide a full-range of specialist support available for disabled students included dedicated advisors and supporters.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor end of year outcomes for disabled students to assess progress and support.</li> </ul>
Assessment and Feedback	ALL	<ul style="list-style-type: none"> <li>Ensure assessment approaches and criteria area clear and transparent from the outset.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor module and year end outcomes by student cohort to identify any patterns of under-performance.</li> </ul>



Domain of Action	Target Group	Action	Evaluation Measure
		<ul style="list-style-type: none"> <li>• Offer a choice in varied assessment approaches to give students the opportunity to play to their strengths (Butcher et al 2010).</li> <li>• Scaffold assessment with a range of formative work and feedback to support students with adapting to assessment requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Where a range of assessment methodologies are offered, monitor take up and preferences by student cohorts/ demographics.</li> </ul>
	Socio-economic disadvantage / Academic disadvantage	<ul style="list-style-type: none"> <li>• Ensure that assessment approach, criteria and requirements are clear from the outset</li> <li>• In addition to individualised feedback, provide generic feedback about what constituted a successful assessment and why it was successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction data on assessment and feedback.</li> </ul>
	BAME students	<ul style="list-style-type: none"> <li>• Ensure support provision is clearly signposted and that students are encouraged to take it up.</li> </ul>	
	Disabled Students	<ul style="list-style-type: none"> <li>• Ensure that all students have a learning support plan and that any support provision is taken up.</li> </ul>	
Personal Tutor Development	All	<ul style="list-style-type: none"> <li>• Development support for personal tutors</li> </ul>	
Teaching staff development	All	<ul style="list-style-type: none"> <li>• Provision of an ongoing programme of development for teaching staff.</li> </ul>	

### 3.2 Student consultation

Falmouth has a range of mechanisms for consulting with students. Falmouth's approach is moving from a 'feedback' orientation towards a "co-created" model. This is a joint ambition of the University and the Student Union, with the objective of furthering and deepening student engagement and enabling meaningful student engagement<sup>67</sup> in the design of the student experience (academic, social and professional), and wider University community.

The Student Union (SU) has been a partner in the design and development of this Plan, participating in a range of discussions to explore alignment of, and develop integrated measures between, this Plan and the Student Union's strategy and objectives over the next 5-years. This reflects and supports the SU's ambition to be "relevant to the institutional strategy – a proud partner of the institution"<sup>68</sup> and is particularly evident in the "Outcomes (Success and Progression) Strategies" section (see above). As a result of collaboration with students, Falmouth and the Students' Union agreed *Deepening Inclusive Student Engagement, Consultation & Co-creation* would be included as an Institutional Enabler (see Strategic Measure 3) in this Plan. Student consultation also resulted in the following key inclusions and changes:

- Explicit recognition of the need to strengthen student collaboration, and agreement of a model for doing so;
- Establishment of a collaborative working group to consider student access, retention, progression and success;
- Inclusion of a specific strategy for building belonging, and a commitment for Falmouth and the Students' Union to work closely together on this, from the transition-in phase. In particular, the Students' Union advocated for Falmouth to align with its 5-year strategy to affect this work, which is the commitment now made in this Plan;
- Maintaining a focus on inclusive curriculum and measures that are embedded, rather than "spotlighting" student groups has been adopted, as student feedback and input raised concerns against a "spotlighting" model;
- Redeveloped parts of the financial support model in this Plan resulted directly from student feedback;
- Student feedback has also impacted the outreach strategies, in particular the emphasis on redeveloping and building stronger community, school and college partnerships. This is in response to Students' Union feedback regarding Falmouth's broader community in Cornwall, belonging, and Falmouth 'reaching out' with more impact.

This is in addition to other committees and ongoing reflective groups (contributions from which are included in this Plan) on which SU representatives, and other students, sit and contribute (e.g. student support and funding working groups; course representative working groups; the equality and diversity group, etc.). The SU Sabbatical Officer for welfare and inclusivity notes that there is good engagement with the course representative and department representative SU system. Additionally, that improvements have been made in terms of Falmouth engaging with students in thinking about their strategic work as students were co-creators in writing the Wellbeing Vision. This co-creator/students as change agent work needs to grow and be extended particularly into work around retention and success. This is an ongoing measure and commitment through the life for this Plan.

A model for ongoing and deepening collaboration and co-creation has been developed by Falmouth and the SU representatives as part of the co-design of this Plan and the joint vision for ongoing collaboration in the planning, monitoring, evaluation and delivery of access and participation work under this Plan and beyond. Reflecting the ambition of the University and the SU<sup>69</sup>, the model explicitly considers *inclusive* collaboration and co-design<sup>70</sup>, targeting a diverse range of student voices and particularly those who have protected characteristics, and those groups identified as most

likely to experience differential outcomes (see Performance Assessment section of this Plan). This will ensure best possible impact as approaches designed are more likely to be relevant and fit for purpose. The model also follows the 'hub and net' approach proposed in Strategic Measure 1, therefore positioning for best possible impact by aligning with the structure proposed for access and participation work, which allows central facilitation and advice, monitoring and drive (the hub); while embedding with and complementing broader work across the institution, for example embedding access and participation, including student co-creation, with the Wellbeing Vision and Healthy Curriculum Initiative ('nets' across the institution). The model corresponds to the strategic measures under this Plan. As such, the SU can leverage this collaborative position and alignments to realise its key mission of building a sense of belonging for all students. The Summary Model is provided in the Appendix, under "Summary Model for University-Student Collaboration".

Student representatives will continue to sit as full members of the Access and Participation Working Group (APWG), which is the key body for monitoring, evaluation and reporting against this Plan, reporting directly into the Vice-Chancellor's Executive Group (VCEG). Through this group, student representatives are expected to participate in the monitoring of delivery, outcomes and progress, helping to ensure accountability and transparency, as well as adding valuable insights and improvements to provision.

### 3.3 Evaluation strategy

#### *Strategic context*

Effective evaluation of activity is critical to continuously improve practice and develop understanding of what works, when, for whom and why. It also highlights activity that is not working, and which may be harmful or creating barriers to achieving target performance outcomes. Assessment of current evaluation practice using the OfS self-assessment tool has highlighted that improvements can be made. Currently, the majority of evaluations are Type 1 (Narrative), however, for specific evaluations Falmouth is implementing Type 2 (Empirical) evaluation. Reflecting on OfS 'Standards of Evidence' guidance, Falmouth will aim to further develop its practices particularly in Type 2 evaluation and explore opportunities to implement small scale comparative Type 3 evaluation, where possible.

In implementing this evaluation strategy, Falmouth will look to the sector and the Transforming Access and Student Outcomes in Higher Education (TASO) centre for best practice and use sector research, evidence and evaluation approaches, applied to its specific context. Falmouth will share its learning and outcomes through the sector, contributing to network and sector discussion. For example, Falmouth has already collaborated on a cross-sector HEA Retention project, contributing to findings and what works. Our strategy particularly draws on Office for Students<sup>71</sup> and NESTA<sup>72</sup> guidance on developing theories of change; OfS core outcomes building a culture of evaluation<sup>73</sup>; and OfS research and guidance on the evaluation of outreach interventions for under-16s<sup>74</sup>, and associated tools and guidance<sup>75</sup>. In particular, we are aware of over-reliance on self-reported data from participants and introducing biases, such as the Dunning-Kruger effect, and the importance of using pre- post- designs.

The evaluation strategy is grounded in evidence-informed practice. In the first place, Falmouth aims to better understand its institutional context, using our enhanced data analysis capacity (see Strategic Measure 2); then, to draw on existing research and evidence to ensure that practice is informed by the latest sector developments; and finally, to commission or conduct deep-dive research and evaluation to understand the Falmouth-specific context and inform continuous improvement in practice and outcomes. Developing evaluation capacity will start from 2019-20. Capacity building will focus on a range of stakeholders across the institution, particularly for those responsible for access and participation measures, as per the distributed leadership model (see Strategic Measure 1). As such, an internal 'community of practice' will develop to ensure that evaluation tools, resources and good practice are shared and that this supports collaboration and quality, consistency and efficiency of practice. At the same time, evaluation outcomes must form part of a clear formative feedback loop and Falmouth will ensure that activity and evaluation activity are aligned and mutually reinforcing.

#### *Evaluation design and implementation*

Evaluation development consists of pre-/post- questionnaire designs, qualitative data collection via participant interviews and focus groups, and stakeholder interviews (e.g. teachers, parents) and practitioner / student ambassador reflections. Falmouth already collect a range of engagement metrics and qualitative feedback from pupils and teachers, upon which development can be built. For example, outreach activity includes feedback surveys from participants, while the CRM provides metrics on student touch-points and engagements with a range of materials and online media.

For student success and progression activities, monitoring assessment outcomes from individual course level, to whole year and programme level by target student cohorts, will be further developed. Falmouth will reflect on an annual basis on student evaluation data with a focus on flagging areas that have implications for disparities in outcome, experience or attainment and reviewing the impact of success measures. Where it is possible to roll out a new intervention in a staggered or stepped process we will try to construct Type 3 (Causal) evaluation designs, by referencing impact against a non-participant counter-factual group. At the same time, Falmouth will also draw on qualitative evaluation approaches, in surveys, discussions and interviews/focus groups with students.

A six-stage, cyclical process for ensuring effective evaluation and theory of change inform current and future access and participation activity has been developed as part of this Plan and is provided in the Appendix, under "Evaluation Strategy".

#### *Learning to shape improvement*

Falmouth will increasingly draw on Theory of Change approaches for designing and developing outreach and student success activity. Each theory of change documentation will be made available as a shared resource to colleagues across the institution, to ensure that thinking and best practice is available and feeds into a cycle of learning and development.

Such documentation may include theory of change maps, detailing sector good practice and research; good practice evaluation measures; reflections and evaluation reports; and evaluation outcomes. In this way we aim to build coherence and consistency in evaluation approaches. Evaluation instruments will be made available across the institution to ensure that thinking and best practice is available and feeds into a cycle of learning and development. For example, data dashboard examples; standardised and semi-standardised questionnaires, annotated to indicate the purpose and use of the data collected will be provided, along with interview and focus group guides and templates for self-reflection, etc.

Falmouth will also establish a new annual internal evaluation forum to support staff and share thinking about the evaluation tools and approaches employed, as well as sharing, analysing and determining relevant outcomes from evaluation outcomes. Falmouth will also review the outcomes and impact of this evaluation strategy on an annual basis to ensure that value is delivered; evaluation remains central to the Access and Participation strategy; and, evaluation approaches and methodology remain coherent and relevant to broader sector context and strategic aims and objectives.

#### *Evaluation practices for Strategic Measures*

The following provides a high-level summary of evaluation practices for each Strategic Measure.

Aims	Success / Evaluation Measures
<b>Strategic Measure 1:</b> Embedded strategy and enhanced leadership (whole provider approach)	
<p><i>Medium Term</i> Implement a whole-student-lifecycle, and an embedded institutional Access and Participation Strategy.</p> <p><i>Longer Term</i> Engagement and development of key stakeholders across the institution, through strengthened communications, a distributed, embedded leadership model and staff development opportunities<sup>76</sup>.</p>	<ul style="list-style-type: none"> <li>• Clear progression of the access and participation agenda</li> <li>• Annual milestones and 5-year targets met</li> <li>• Whole institution approach assessed through staff feedback and consultation (operations to governance).</li> </ul>
<b>Strategic Measure 2:</b> Enhancing data capacity, monitoring and evaluation	
<p><i>Short Term</i> Enhance existing data provision to support APP agendas.</p> <p><i>Medium Term</i> Develop a range of key measures for access and participation to deepen understanding of target student experiences, barriers, and effective support and development measures to improve outcomes.</p>	<ul style="list-style-type: none"> <li>• New data provision rolled out to key stakeholders across the institution</li> <li>• Stakeholders are able to make decisions on the basis of consistent, detailed and up to date data.</li> </ul>
<b>Strategic Measure 3:</b> Deepening inclusive student engagement, consultation and co-creation	
<p><i>Short / Medium Term</i> Stronger collaboration with the Students' Union and broader student body through formal and informal mechanisms</p>	<ul style="list-style-type: none"> <li>• Collaboration arrangements are in place.</li> <li>• Formal feedback from the Student Union Officers reviewing how effective collaboration has been.</li> <li>• Survey of students via Students' Union to gather data on student perceptions of the effectiveness of the collaboration.</li> <li>• Evidence of Student Union involvement in decision making.</li> </ul>
<b>Strategic Measure 4:</b> Establish a comprehensive, progressive and targeted Outreach Programme.	
<p><i>Short Term</i> Stronger and more effective targeting of schools, communities and learners.</p> <p><i>Medium Term</i> Review and strengthen targeting to ensure effort and investment is focused on under-represented groups. Develop collaborative outreach programme working with school stakeholders</p>	<ul style="list-style-type: none"> <li>• Increased number of partner schools</li> <li>• Increased number of pupil engagements</li> <li>• Pre-/post- questionnaire for participants. Assessing initial rates of aspiration / expectation about HE progression, test awareness of HE and application process, test knowledge of financial aspects of HE progression</li> <li>• Record of applications and progression from partner schools</li> <li>• HEAT data/ tracking</li> </ul>
<b>Strategic Measure 5:</b> Strengthening partnerships and collaboration with target schools, colleges & communities.	
<p><i>Medium Term</i> Identify and develop formal compact/ progression arrangements with c.50 target schools by 2024-25 Identify and develop collaborative activity with at least 1 additional stakeholders discipline area plus 2-3 additional collaborators.</p> <p><i>Long Term</i> Create new relevant and impactful partnerships and relationships with target schools, colleges and communities over the life of this Plan.</p>	<ul style="list-style-type: none"> <li>• Documentation / record of successful relationship building</li> <li>• Documentation / record of number of students engaged with as a result</li> <li>• Increase in applications from WP students</li> <li>• Survey, focus groups and interviews with school staff and pupils</li> </ul>
<b>Strategic Measure 6:</b> Broadening access and supporting admission-to-transition-in	

<p><i>Medium Term</i></p> <p>Develop a contextual data process Carry out research to inform developing offer Strengthen transition into Falmouth via Transition pedagogy approach</p>	<ul style="list-style-type: none"> <li>• Introduction of a contextual data process – with the aim of increasing the proportion of offers to WP students</li> <li>• Research outcome / report to detail concrete actions Falmouth can take to increase its reach to WP students</li> <li>• Survey students to assess sense of belonging / mattering</li> </ul>
<p><b>Strategic Measure 7:</b> Inclusive, broad and flexible real-world curriculum</p>	
<p><i>Short Term</i></p> <p>Develop effective learner analytics Ensure clear expectations about student relationship with curriculum and assessment</p> <p><i>Medium Term</i></p> <p>Create inclusive curricula and learning and teaching environments that work for all students Ensure that teaching is tailored to individual students Ensure that employability is embedded into curriculum Develop group and project-based learning</p>	<ul style="list-style-type: none"> <li>• Survey of students to assess sense of belonging and mattering (as a result of group work)</li> <li>• Student satisfaction measures to assess academic engagement / learning and teaching</li> <li>• Focus group with sample of WP students to assess sense of belonging and relationship to pedagogic aspects of course.</li> </ul>
<p><b>Strategic Measure 8:</b> Purposeful student support and development, linked to curriculum</p>	
<p><i>Short Term</i></p> <p>Implement strategic approach to supporting students with mental health Further develop Healthy Curriculum initiative</p>	<ul style="list-style-type: none"> <li>• Monitor take up and engagement by student demographic</li> <li>• Focus group with participating students</li> <li>• OFFA Evaluating the Impact of Financial Support toolkit</li> </ul>
<p><b>Strategic Measure 9:</b> Early, targeted focus on attainment and success</p>	
<p><i>Short Term</i></p> <p>Enhance transition support for students Enhance relational aspects of study with a particular focus on tutor– student and student-student relationships</p> <p><i>Medium Term</i></p> <p>Enhance the pedagogic aspects of the inclusive curriculum – academic skills support, curriculum review, assessment and feedback</p>	<ul style="list-style-type: none"> <li>• Regular review of student satisfaction survey outcomes – increased response rate for personal tutoring support.</li> <li>• Regular review of first sets of student module evaluations in year 1 – increasingly positive feedback on academic support</li> <li>• Review of take up and demographic mix of students taking up academic support.</li> <li>• Conduct focus groups with sample of students from key demographic groups to get feedback on the timing, appropriateness and content of transition support</li> <li>• Pre-post test design to test required knowledge or competencies to indicate progress of the key WP groups.</li> <li>• Student survey to assess sense of belonging once a year through use of a wellbeing and belonging tool</li> <li>• Review module level and end of year outcomes by student cohorts to identify/respond to patterns of under-performance.</li> </ul>

### 3.4 Monitoring progress against delivery of the plan

The Vice-Chancellor's Executive Group (VCEG), and Falmouth's new Access and Participation Working Group (APWG) will continue to monitor progress against the targets in this Plan. The APWG will track and evaluate, and enable sharing of best practice and strengthening of future activities. From 2019-20, Falmouth is also increasing its in-year monitoring of activity, performance and expenditure, as well as identifying ways in which the academic departments and services can work more collaboratively to target and deliver activity. This will be coordinated, delivered and monitored by the new 'hub' leadership (see Strategic Measure 1).

This reporting is supplemented by overall monitoring of institutional data as part of the annual programme monitoring cycle. As previously described, Falmouth has identified current gaps in the data which is currently inhibiting full and complete monitoring for access and participation. In 2019-20, Falmouth will build its capacity and metrics for monitoring. Increased data capability will improve in the longer-term, which will lead to an enhancement of monitoring and evaluation capabilities. This will enable Falmouth to develop a better understanding of how students from under-represented backgrounds compare to their peers.

As part of this process, Falmouth will redevelop its reporting and planning model, led from the hub, to ensure consistency and quality in building a comprehensive annual programme monitoring regime. The APWG, reporting to VCEG, will maintain oversight of reporting and monitoring. In 2019-20, the APWG will meet at least once every two months, to develop, track and monitor practice and outcomes. If it is discovered that progress is worsening in any area, the hub leadership is able to deploy its resources to targeting improvement in specific areas, accelerating action as per the strategic measures in this Plan and, where required, drawing from additional sector best practice and further deeper dives on internal data. Additional expertise or resource may be deployed if required.

Executive delivery of this plan will be undertaken by the new hub leadership, alongside the Deputy Vice Chancellor (Academic), the Chief Marketing Officer and the Strategic Advisor to the Vice Chancellor. These officers will work closely with the VCEG and the APWG to ensure its effective delivery. The APWG and VCEG receive regular updates on progress on the Plan and its key projects. There will be reporting on progress to the Board of Governors, at minimum twice per annum. The Finance Committee will monitor expenditure in relation to the plan, and Audit Committee will monitor risk.

## 4 Provision of information to students

The University will ensure that all material is presented in a clear and unambiguous way that is accessible to all. The full Access and Participation Plan 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.

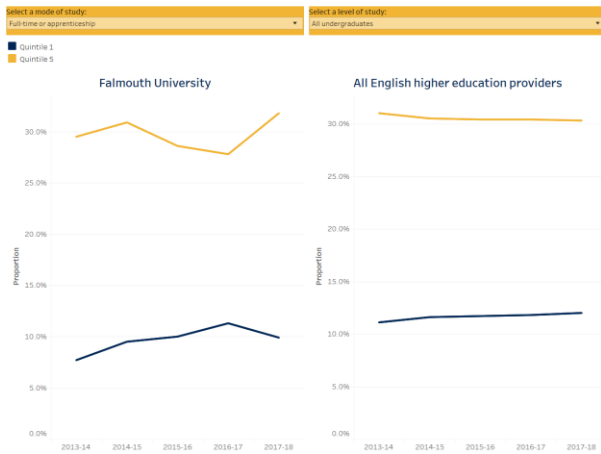
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***Encl. Appendix.***

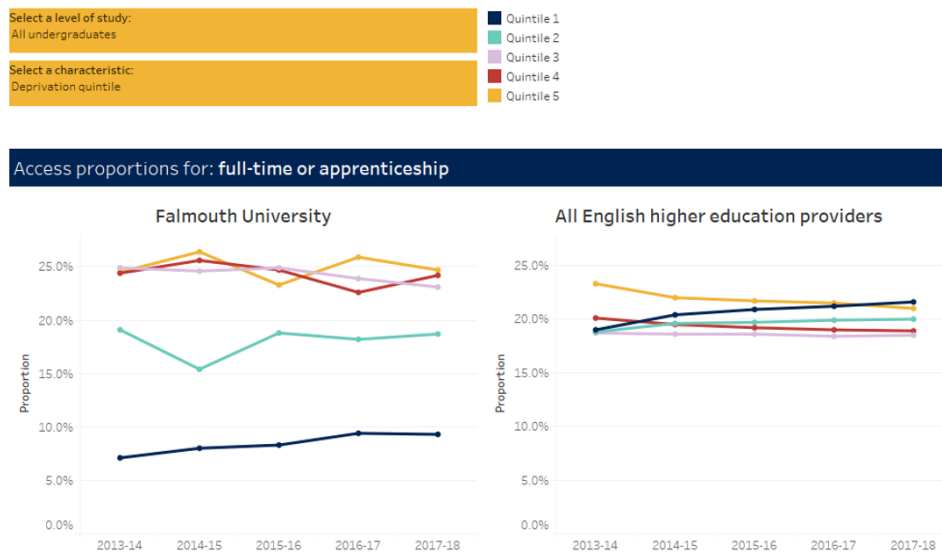
***Encl. End Notes.***

# Appendix

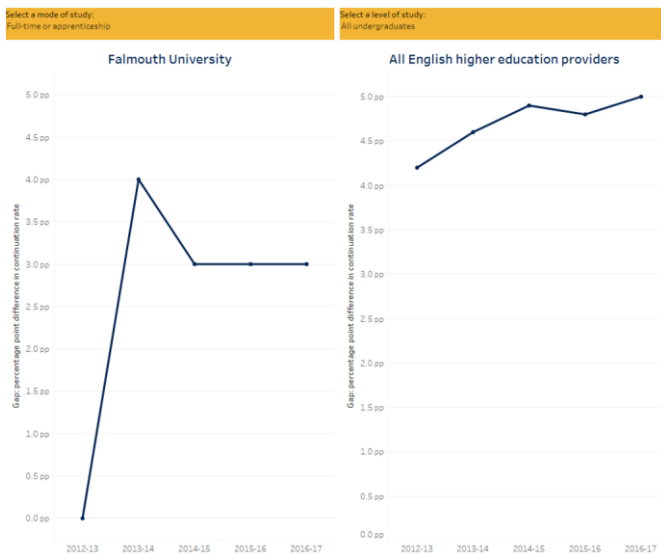
## 1.1.1 POLAR4 Access: Access for POLAR4 Q1 v. Q5, Falmouth against sector



## 1.1.1 IMD Access: Access for IMD by Quintile, Falmouth against Sector



## 1.1.2 POLAR4 Continuation: Continuation for POLAR4 Falmouth against Sector







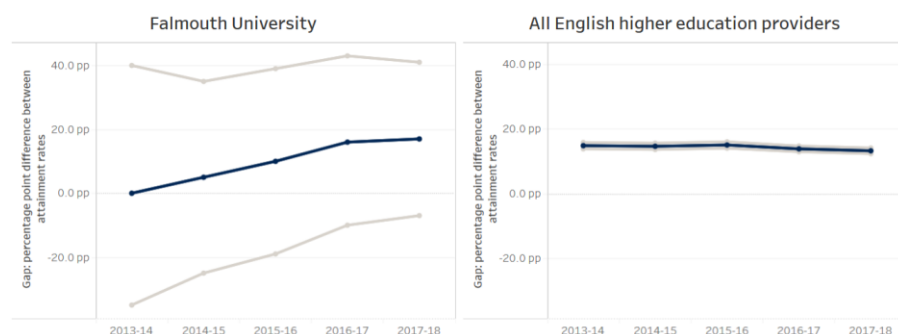
### 1.2.3 BAME Attainment Gap: White v. all other ethnicities, Falmouth compared to sector performance

Select a level of study:  
All undergraduates

Select a characteristic:  
Ethnicity

Select a comparison:  
White compared with all ethnicities except white

Attainment gaps: full-time or apprenticeship



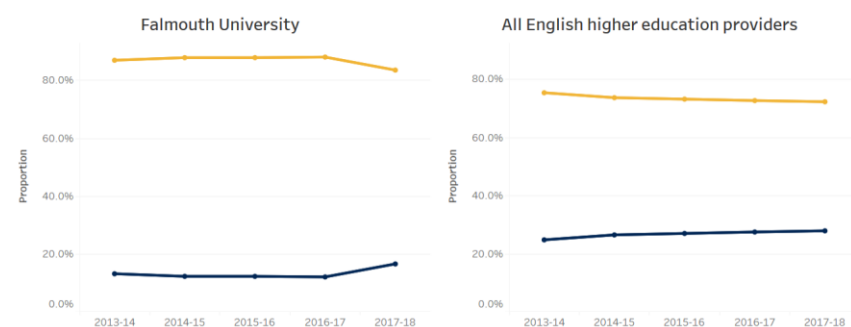
### 1.3.1 Mature Access: Mature and Young participation, Falmouth against Sector

Select a level of study:  
All undergraduates

Select a characteristic:  
Age

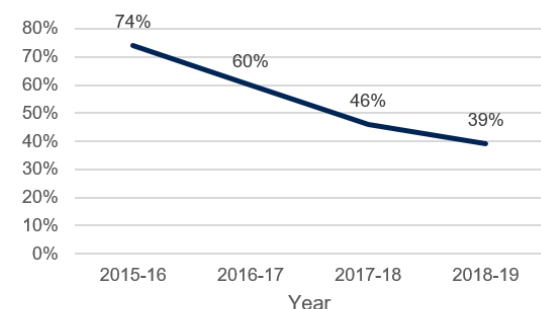
Mature (21 and over)  
Young (under 21)

Access proportions for: full-time or apprenticeship



### 1.4.2 Disabled Students Claiming DSA

% Disabled students claiming DSA



Source: Internal data, Business Intelligence

The reducing number of DSA claimants potentially has many factors: Nationally from 2016-17 the Government no longer funded band 1 and band 2 provision. This included note-taking, proof-reading, reading aloud and help with study skills such as planning and organisation. These students would still have declared a disability but would not be able to claim support<sup>77</sup>. The number of people claiming DSA increased just before the cuts, as there was a rush of claimants during the lead in time between the cuts being announced and introduced. In addition, the numbers of students going through the needs assessment process has reduced so this is part of a larger trend. It is also noted that a larger number of students have declared a mental health issue as a disability but have not been able to provide evidence required for DSA funding.

### 1.7 Other Disadvantaged Groups: Military families.

Given its local context, in 2019-20 Falmouth will explore collaboration and opportunities with the nearby Royal Naval Air Station, Culdrose, to identify challenges and gaps in the participation of children from military families. This is with the objective of increasing the percentage of students from military families accessing Falmouth University, and the Arts disciplines. Activity may include seeking contribution and support from the Air Station and those partners linked to it. In an analysis of practice and research to support learners from military families, Falmouth has identified the following range of good practice for further consideration:

- Analysis of student cohort data and analysis of data on local school and college populations to identify
- opportunities for outreach activities
- Partnerships with local authorities and local schools
- Engaging with networks such as the Service Children's Progression Alliance, Service Children in State Schools, local civilian military partnerships and the Fed. for Army Families Navy Families and RAF Families
- Engaging members of staff with military connections as well as existing students from military families
- Consideration of service children when allocating places on high-intensity outreach activities
- Development of recruitment-focused resources that recognise students from military service families
- Recognising the impact of disruptions to education due to family mobility, and taking these into account during the application assessment process.

## Summary of Strategic Measures

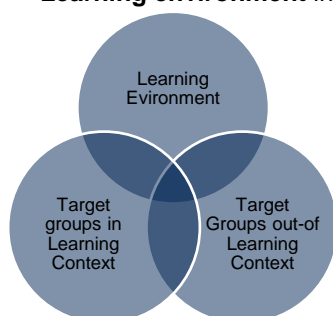
Lifecycle area	Measure Type	Access & Participation Strategic Measure	Aligned Equality and Diversity Strategy Aims and Objectives
All	Enabler	<u>Strategic Measure 1</u> : Embedded strategy and enhanced leadership (whole provider approach)	<p>Aims:</p> <ul style="list-style-type: none"> <li>• To ensure Falmouth is compliant with its legal responsibility to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people of different protected groups.</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To extend and benchmark data collection and analysis.</li> </ul>
All	Enabler	<u>Strategic Measure 2</u> : Enhancing data capacity, monitoring and evaluation	
All	Enabler	<u>Strategic Measure 3</u> : Deepening inclusive student engagement, consultation and co-creation	
Access	Strategy & Activity	<u>Strategic Measure 4</u> : Providing early engagement, attainment and experiences of higher education.	<p>Aims:</p> <ul style="list-style-type: none"> <li>• To ensure anyone with talent and potential should be able to study with us by promoting inclusion, advancing equality of opportunity, and creating a diverse student population in which all students, regardless of background, are offered the same choices and opportunities.</li> <li>• To attract staff and students from all backgrounds to ensure the widest possible talent pool from which to recruit.</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To enhance access for disadvantaged groups.</li> </ul>
Access	Strategy & Activity	<u>Strategic Measure 5</u> : Strengthening partnerships and collaboration with target schools, colleges & communities	
Access	Strategy & Activity	<u>Strategic Measure 6</u> : Broadening access and supporting admission to transition-in	
Success & Progression	Strategy & Activity	<u>Strategic Measure 7</u> : Inclusive, broad and flexible real-world curriculum	<p>Aims:</p> <ul style="list-style-type: none"> <li>• To create and maintain a diverse and inclusive working environment, reflected in staff and student satisfaction and engagement, and in our reputation.</li> <li>• To have a workforce with a diverse range of experiences, outlooks and approaches to bring maximum flexibility, creativity, and problem-solving skills.</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To provide students with an inclusive experience.</li> </ul>
Success & Progression	Strategy & Activity	<u>Strategic Measure 8</u> : Purposeful student support, linked to curriculum and employability	
Success & Progression	Strategy & Activity	<u>Strategic Measure 9</u> : Early, targeted focus on attainment and success	

**Strategic Measure 2:** Summary data strengthening activity for key target groups for target areas of the lifecycle:

Target group	Access	Success (continuation)	Success (attainment)
POLAR4 Q1 IMD Q1	<ul style="list-style-type: none"> <li>Market insights research to inform and develop more targeted approach</li> <li>Review of best practice and barriers to inform activity</li> <li>Improving school and community data &amp; understanding</li> <li>Redeveloping and strengthening activity evaluation; application of findings to practice</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening monitoring via student system, including student flags and early warning procedures</li> <li>Targeted analysis and application of evaluation provided by these target groups via existing range of mechanisms, e.g. NSS, student representatives, etc.</li> <li>Ongoing and further interrogation of financial support evaluation and application of findings</li> <li>Continuing and strengthening cross-discipline support and monitoring</li> <li>Deeper analysis of attainment at the modular level to explore trends and assess student feedback</li> <li>Enhanced evaluation related to PASS, Mentors and other student support activity; ensuing application to improving practice</li> </ul>	
BAME students (esp. Black & Asian)	<ul style="list-style-type: none"> <li>Strengthening monitoring and evaluation of practice along applicant journey (enquiry to enrolment), enhanced use of CRM</li> </ul>		<ul style="list-style-type: none"> <li>As above, and:</li> <li>As part of curriculum and pedagogy development, assessment of curriculum against inclusive curriculum principles</li> <li>Effect of prior student attributes, e.g. prior attainment and entry routes, on HE attainment.</li> <li>Targeted student consultation and feedback on curriculum and experience, applied to inform development</li> </ul>
Disabled students			

**Strategic Measure 4 - three primary, and inter-linking sites for a comprehensive, progressive and targeted Outreach Programme**

**Learning environment** includes engagement and activity run with schools and colleges, at the institution level.



It includes supporting and developing positive school and college environments for HE progression (high expectations); and, engagement, activity and professional development with SLT, teaching and professional staff. This is supported by stronger partnership activity between Falmouth and its target schools and colleges (see Strategic Measure 5, below).

**Target groups in the learning context** includes all engagement and activity that takes place with the learner via their schools and colleges, being directed at the learner.

**Target groups out of the primary learning context** recognises that not all pupils are enabled via the school system. It acknowledges the value and impact of extra-curricular spaces for engagement and skills and personal development. This area includes work that Falmouth does to collaborate with target learners through personal, co- and extra-curricular sites of learning and development, such as clubs and societies, and also via the home through work with parents and carers, as key influencers.<sup>78</sup>

**Strategic Measure 4: Practice and Outcomes: Targeting**

Further detail on effective targeting approaches:

- Strengthening targeting: Falmouth will strengthen effective targeting of schools, communities and learners. In 2019-20, Falmouth will review and strengthen its targeting to ensure effort and investment is focused on key under-represented groups. This practice will remain aligned with, and will be embedded into, Marketing and Recruitment's school and community targeting practices. It includes:
  - Local schools and communities review
    - Review local schools engaged & check % POLAR4 Q1, IMD Q1 and BAME pupils; cross-reference NCOP activity / engagement and Falmouth recruitment activity
    - Refine target list for deeper collaboration, identifying schools with higher percentages of POLAR4 and IMD Q1, and BAME pupils, for intensive targeted activity
  - National targeting
    - Review current national schools and community activity and specifically align to:
      - POLAR4 areas map, determining target schools/ areas for targeted activity into POLAR4 Quintile1 areas.
      - Schools and communities with higher percentages of BAME students, in particular Black and Asian students.
      - Schools with identified priorities and/or commitments to creative /arts disciplines.

- Broadening targeting: following confirmation of targeted communities and schools, Falmouth will identify other key community and school stakeholders for targeted collaboration and partnerships that support the targets in this Plan. See Strategic Measure 5.
- Monitoring targeting: targeted institutions will be reviewed and developed to ensure effort and investment is consistently directed into areas which provide the most opportunity for continuous improvement and achievement of milestones and targets. Targeting may be reviewed and renewed at any point, but as a minimum, monitoring and review will be conducted in 2019-20; 2021-22; and, 2023-24.

**Strategic Measure 5** - 3 key areas of work for Strengthening partnerships and collaboration with target schools, colleges & communities:

Area:	1. Strengthen existing target partner school/college practices	2. Develop and implement compact arrangements with Tier 1 target schools/ colleges	3. Collaborate beyond the school/college for increased impact
<b>Rationale &amp; Outcomes</b>	Current partner schools in the Recruitment practice, and others identified receiving activity from Departments, would benefit from alignment with the access agenda and developed activity in respect of identified target learners / schools. Outreach work can quickly leverage these existing partners and contacts to deliver the new framework at pace.	Formal partnerships provide for deeper collaboration and impact on learner aspiration, awareness and progression to HE. Through these partnerships, added value and opportunities can be offered to learners, based on deeper understanding of barriers/ needs that comes with enhanced collaboration. Progression partnerships provide accessible HE routes.	Collaboration with community, third sector and industry provide for more enriching, impactful activity that supports and benefits the learner in their journey to HE and into successful careers. Diversity in collaborators allows different perspectives, opportunities and value to come together, creating powerful partnerships that are more likely to be sustainable, effective and efficient.
<b>Objectives</b>	Further integrate and improve access principles & practices into existing partner schools under the Recruitment agenda (Tiers 1-3 partners; Tier 1 being most engaged)	Identify and develop formal compact/ progression arrangements with approximately 50 target schools by 2024-25	Identify and develop collaborative activity with additional stakeholders, in alignment with compact/ progression agreements (Area 2). It is anticipated that at minimum, 1 collaborator per discipline area will be targeted, plus 2-3 additional collaborators, e.g. Council/ Local Enterprise Networks/ NCOP/Outreach Hub/ Charity and third sector organisations.
<b>Overarching Principles</b>	<ul style="list-style-type: none"> <li>• Access targets, principles and practice should inform and embed with Recruitment and Department activity</li> <li>• Reach of access work through partner schools in Recruitment and Departments is increased</li> <li>• Alignment will support achievement of access Targets and ensure efficiency is maximised</li> <li>• Access activity should contribute to, but also leverage, existing infrastructure, capacities and practices in a whole-provider approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Compact/ progression arrangements will provide the flow of a range of additional benefits to target schools and learners</li> <li>• Arrangements allow for ongoing, early sustained engagement</li> <li>• Deeper engagement allows the development of partnerships from transactional to transformative value<sup>79</sup>, where transformation can occur – i.e. to attitudes, behaviours and practices e.g. in the curriculum, for learner progression routes, staff capability and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Third party/ employer collaborations will add further value to the school and target learners, in partnership working.</li> <li>• Arrangements allow additional benefit to flow to the learners and the partners</li> <li>• The sum of the whole partnership is worth more than the parts.</li> </ul>

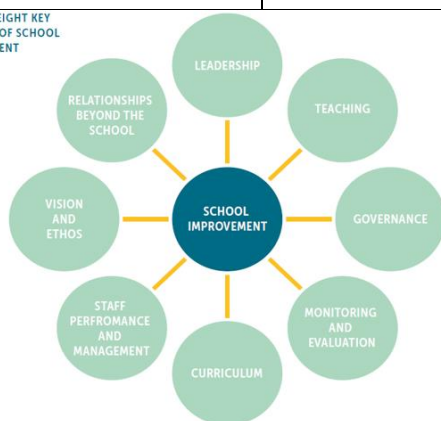
#### **Strategic Measure 5: Tiered School Partnerships Approach**

A tiered approach recognises the development journey to transformative partnerships, whilst providing value to emerging partners or schools where engagement is more of a relationship than a formal partnership. Falmouth will apply the principles of the Collaborative Value Continuum (CVC) Model<sup>80</sup> to provide a framework for partnership development, moving from transactional, to transformative, partnership practices for target schools and colleges.

## Strategic Measure 5: School Partnership Approach

Conditions (C1-3) and Elements	Application to Falmouth's approach to partnership development
C1. The momentum for improvement must come from the school's <b>leadership</b>	Compact / progression arrangements are introduced, (re)developed and (re)established with Principals and the school/college SLT. Strategic leaders will be identified to drive the project forward <sup>81</sup> .
C2. Two <b>core responsibilities for school leaders are monitoring and motivation</b>	<p><b>Monitoring:</b> Partnership activity has an evaluation and impact framework implemented from the outset. Regular monitoring of progress in terms of relationship building, outputs and outcomes, is in place. <b>Partnerships are fully reviewed with the Principal and SLT</b> members at least annually, reflecting on evaluation and providing opportunity for implementing the results of evaluation into the following year practices in a cycle of continuous practice and outcomes improvement. Learner progress can be monitored through key stages of the HE journey, including for example, choice, application and offer. <b>Reporting and monitoring the arrangement outcomes is also reportable to the Board of Governors</b> and as part of Ofsted inspections.</p> <p><b>Motivation:</b> Falmouth's new School Outreach framework (see Strategic Measure 4) provides for a range of motivational activity, with pupils, teachers and parents/ carers.</p>
C3. Coalitions for change are made with the key stakeholders	Relevant stakeholders are identified and engaged to drive and deliver practice. This may include HoDs or Heads of Sixth form, for example, in <b>targeted discipline areas</b> (i.e. creative, arts and business and entrepreneurship) and/or <b>with targeted learner groups</b> . Also with CEIAG staff /enterprise advisors; pupils; and, parents and carers. The Compact/ progression arrangement sets these coalitions and change objectives. These may <b>include targeted activities</b> with key identified stakeholders.

FIGURE 2: EIGHT KEY ELEMENTS OF SCHOOL IMPROVEMENT



While details and inclusions of compact/ progression arrangements will be discussed and decided as an equal, co-created<sup>82</sup> partnership with schools and colleges, Falmouth draws on its effective practice to-date and the broader evidence base to inform potential inclusions and content of agreements, mapping these to the key Elements of effective school practice and improvement (opposite).

### Vision and ethos

- Development of strategic, relevant plan<sup>83</sup>, which is linked to the strategic priorities of all partners, to provide alignment of mission. Due regard will be had for key measures under the new Ofsted Framework<sup>84</sup>.
- Focus on solving defined problems through an enquiry approach, bringing together academic research, practitioner knowledge and priorities, and commercial expertise in a sustained programme of activity<sup>85</sup>

- Embedding these objectives into School Improvement Plans and Access and Participation Plans.
- Setting a “high expectations” culture and vision for all learners, with clear expectations that “all learners will receive a high-quality, ambitious education”<sup>86</sup> and progression outcomes. **Targeting disadvantaged learners**, outcomes for all.

### Leadership & Governance; and, Staff performance and management

- Professional development and coaching/mentoring for SLT and other school/college staff, from university leadership and Business and Entrepreneurship discipline
- Falmouth staff on school/college governing council; reports on the partnership are received by governing councils.
- Drive and monitoring of the partnership and its outcomes
- Developing strategy and identifying other key stakeholders for more impactful collaboration
- Identify, developing and implementing targeted activity for identified disadvantaged groups.

### Teaching & the Curriculum

- Collaborative delivery of the Outreach Programme (see Strategic Measure 4)
- Professional development, knowledge and practice exchange between academics and school/college staff re effective and innovative curriculum and teaching and learning strategies<sup>87</sup>, particularly targeted at the creative and arts, and business/ entrepreneurship disciplines and target (disadvantaged) learners. Promotes understanding of the curriculum, teaching & learning practices across the education sectors.
- Collaborative/ supporting curriculum design and delivery
- Provision of raising-attainment and specialist skills development activities in and out of school timetable (incl. holidays)
- Creative/ arts portfolio support / review, in respect of raising attainment and considering the application process to HE
- Mentoring for target learners, linked to curriculum and progression aspirations

- School/ college use of facilities, resources and materials<sup>88</sup> (e.g. library, online)
- Development and delivery of collaborative research/ insights projects

#### Monitoring and Evaluation

- Partnerships are fully reviewed with the Principal and SLT members at least annually. Includes overarching monitoring of outputs, outcomes and learning from evaluation.
- Monitoring and reporting practices are agreed and established from the outset, and monitoring/ reporting activity occurs at minimum every term.
- Evaluation measures and required data are established for activity run under the partnership (see Strategic Measure 4 and Evaluation Framework).
- Effective monitoring and evaluation measures and data provide for **effective targeting of learners and the development and delivery of relevant targeted activity**, agreed by the partners.

Relationships beyond the school - see further detail below under *Practice and Outcomes: Other partnerships*

### Outcomes (Success and Progression) Strategies – Structural challenges for success and progression measures:

Development of teaching, learning and the student experience (including student support and development) at Falmouth has been driven by several challenges and priorities, which Falmouth seeks to overcome in its innovative approach. Not least of these are the unexplained differential outcomes between learner groups; but further the particular structural challenges (which tend to have greater negative impact under-represented and disadvantaged learners) are considered. These particular challenges, which impact particularly on identified target groups, present issues for Falmouth but also the broader sector and particular industries associated with Falmouth's specialist disciplines. For example, courses which do not easily align with professional careers, and historically white, Anglo-Saxon focused curricula present issues for inclusive teaching and learning linked to employment and career outcomes. BAME learners and students from more disadvantaged backgrounds, who are less likely to have the professional networks and prior social capital, are more likely to be adversely affected by these conditions, and this can lead to differential outcomes. For example, the Journalism and Communications course does not have natural vocational linkages and have undergone major change across the sector; whilst the Design course is based on a very traditional curriculum which requires updating to follow industry progression, particularly around digital skills and coding; with the industry having disproportionately higher barriers to entry for those without the existing social capital. In the Performing Arts and Music, significant under-representation of BAME students (reflecting also the local Cornwall and Devon population) and staff perpetuates continued under-representation and the challenges associated with this, including lack of staff role models which impacts belonging and attainment; and, in terms of inclusivity, an under-developed, 'white' curriculum which is less subject to the positive influence of diversity, culture and different 'whats' and ways of learning that would more readily come with increased diversity in the staff and student body. The consequential lack of deep understanding from staff and students and the local community (which can be perceived as quite hostile) about different backgrounds means these structural challenges are particularly challenging to redress. The squeeze on arts, creative disciplines and performing arts in schools only adds to this challenge, as access to these subjects and therefore the 'pipeline' of students is focused in private and least deprived students, making diversification of the student body a significant challenge (refer to Strategic Measure 4). The focus and prioritisation of STEM in schools over the last 10 years, and the de-prioritisation and valuing of creative disciplines, coupled with the costs of extra study and lessons (for example in dance, music, performance) also means that target students who do arrive at Falmouth are potentially less prepared for, and less experienced with, the curriculum compared to their more advantaged peers, who have more likely had a range of support, role models and additional / extra-curricular skills and experiences prior to higher education.

### Strategic Measure 7 – Inclusive curriculum framework, summary principles:

Inclusive Curriculum is a core part of our wider approach to learning design and has also been included in to the Healthy Curriculum workstream from our Wellbeing Task group, a sub-committee of Academic Board. The Healthy Curriculum Principles are shown below.

1. A university-wide approach to student mental health and wellbeing that includes multiple channels of support (Burgess et al. 2009; Hewitt 2019; Houghton and Anderson 2017).
2. Design a curriculum which acknowledges and values diversity and cultures of difference, engaging with (amongst others), BAME, Disabled, international students, mature students and LGBTQ+ communities so that students' diverse identities can be shared and stories told (Gibson 2015).
3. Promote a holistic and integrated student experience that includes open, flexible boundaries and leads to disciplinary collaboration ("curriculum infusion"), avoiding disciplinary silos and territorialism (Houghton and Anderson 2017; Koslyn and Nelson 2017).
4. Design curriculum so that the course structure, including guided independent study, considers student workload and avoids unnecessary stress (Gibson 2015; Burgess et al. 2009).
5. Focus attention on student wellbeing in the transition between home and university and between university and employment (Hewitt 2019).
6. Develop student social competence skills, self-compassion and resilience that contribute to academic success and preparation for employment (Koslyn and Nelson 2017; Brown 2016).
7. Provide opportunities for risk-taking in a supportive learning environment (Houghton and Anderson 2017).
8. Facilitate a sense of curiosity and engagement for learning (HEA 2017).
9. Provide students with a range of information sources in different formats to enable them to make informed decisions and organise their time effectively (Burgess et al. 2009).



10. Provide students with regular opportunities to meet with tutors and peers (Burgess et al. 2009).
11. Provide students with regular opportunities for evaluation, formally and informally (Koslyn and Nelson 2017).

**Strategic Measure 8: Mental Health, Welfare and Healthy Curriculum** – Examples of activity implemented to support retention and attainment of students with mental health conditions:

- Establishment of a Student Wellbeing Task Group, reporting to Academic Board and VCEG.
- Staff and student (including academics and the SU) training programme on student mental health, covering awareness, skills in managing distress and self-care and ASIST suicide prevention training.
- Student Services staff specialist training in evidence-based suicide prevention, for example Solution Focused Interventions and EMDR<sup>89</sup> therapy.
- Additional, supported modules in the free-to-use SilverCloud online therapy tool, aimed at early intervention
- Increasing the range of treatment options for students.
- A more proactive contact schedule for those with severe mental health and engagement concerns.
- Development of new staff roles (e.g. Psychological Wellbeing Practitioners, mirroring the NHS), and recruitment to 2-3 new posts to support faster assessment and allocation (May-June 2019).
- Review of 'intake' and triage processes.
- Review of flexible staffing model, and balance of therapy modalities. Recruitment to new counsellor and CBT roles (May-June 2019).
- Strengthened connection with Students' Union, student Societies (AIM) and Student Mentoring Scheme.
- Continuing liaison with NHS and Public Health Mental Health Commissioners.
- Active participant in development of NHS Cornwall Mental Health Strategy and Plan. Invited to support Community Mental Health Team 'redesign' process (Feb 2019+).
- Improved relationships with Community Mental Health Team (CMHT) and NHS secondary care services. Development of plans for CMHT on campus clinic.
- Pilot of campus based Sexual Health drop-in (March to May 2019).
- Development of regular on campus AddAction clinic (addiction counselling), from March 2019.
- Development of on campus Samaritans service (due Sept 2019).
- Review of Health, Wellbeing & Fitness for Study process, with QAE and Students' Union.
- Additional administrative resource to support effectiveness of Health, Wellbeing & Fitness for Study process.
- Data audit with NHS partners to support review of health needs.
- Plans under development for stronger pre-treatment (baseline) assessment (ongoing) and treatment outcome and completion evaluations.
- Proposed exploration of links between complex mental health and long-term physical health conditions (LTC). Research suggests those with LTC are much more likely to present with mental health, and complexity. NHS services are integrating these functions, and there is value in exploring addressing health in a more holistic way, to improve retention.

**Strategic Measure 8 - Support for Disabled learners (Specific Learning Difficulties):** Further details on the Do-IT Profiler:

All new students are given access to the 'Do-IT Profiler'. Early intervention means that preparation can start early, as well as promote early connectivity of students with their learning at Falmouth. The University's online inclusivity resources contain advice (in text and video formats) on how to complete the Do-IT Profiler and what to consider when deciding whether to have a full diagnostic assessment for Specific Learning Differences. Students can view and download an individual report which contains study advice and links to useful resources. Academic staff are able to access a summary of their students' Do-IT Profiler scores through the University's business intelligence system. To assist them in acting on the feedback from the Do-IT profiler data, they have access to:

- Consultancy advice and support through the Accessibility and Inclusive Learning Service.
- Specific web-based guidance and resources on inclusive teaching and learning.
- Students' Individual Learning Plans (ILPs) which detail reasonable adjustments in place for students with Specific Learning Differences.

By using the Do-IT Profiler, Falmouth intends to:

- Identify any gaps in study skills and suggest ways of addressing them.
- Provide information to academic staff about the study profiles of students on their courses, to help inform approaches to teaching.
- Help students decide whether or not to have a full assessment for Specific Learning Differences (for example, dyslexia, dyspraxia or ADHD).

**Workshops Festival:** Range of provision

A Beginners Guide to Freelancing & Starting Your Own Business
Accessing the hidden job market / making speculative applications
Building Confidence and Resilience
Business Models 101: Understanding the Business Model Canvas
Crafting a successful CV, covering letter or job application

Crafting a winning CV and convincing cover letter
Creative strategies to expand your experience via a job, volunteer opp, placement or internship
Developing your commercial awareness
Developing your personal brand: making the most of your online profiles
Doing Business With Purpose with guest speaker Ben Quinn
Employability & Disability
Employer Spotlight - Padstow Brewery: Design Opportunities locally for Falmouth Students
Employer Spotlight: Internships - What are they, how they work and why it could make a difference
Employer Spotlight: Summer Jobs at French Woods American Performing Arts Camp USA
Employer Spotlight: Would you like to work in the USA on a Summer Camp in 2019?
Finding a Placement Abroad
Finding and Securing a Placement
Finding Graduate Jobs in Cornwall
Finding that dream opportunity: where do I start?
Finding, applying for and securing a part time job
Funding Your Business Idea
Ideation: developing your idea(s)
Identifying & Growing Your Networks
Identifying and building your brand
Identifying and Reaching Your Target Markets
Impressing at Interview: interview best practice, techniques and strategies
Insight from the BBC - How to succeed at interviews / First Impressions & Introductions
Interview preparation: best practice and technique
Job Search Abroad
Job Searching Strategies for the Creative Sector
Making the Most of Your Employability Service (Falmouth Campus)
Maximising your degree with international experience
Meet the Employer (with a Summer placement opportunity!)
Networking for newbies
Pitching yourself to potential clients
Postgraduate Applications
Project Management Tools & Methods
Rose Hatcher: Fish Factory Art Space - DIY, Community Arts & Existing Outside the Mainstream
Starting a Business: The Basics
Strategies to Deal with Stress & Dealing with Conflict Positively
Study Abroad in Semester 2 - 2019/20
Study Abroad Q&A
Successful CV's and Covering Letters
Tailoring and targeting that job application
Tailoring and Targeting Your CV and Covering Letter
Top tips for a successful job application (CVs and covering letters)
Understanding the marketplace - where do I fit in?
Want to start your own business? Not sure how to pitch your idea? This session is for you!

**Strategic Measure 9** – Summary table for early, targeted focus on attainment and success

Domain of Action	Target Group	Rationale	Action	Evaluation Measure
<b>TRANSITION</b>				

Domain of Action	Target Group	Rationale	Action	Evaluation Measure
Learner Identity	Socio-economic disadvantage	Students from socio-economically disadvantaged areas may have negative educational experiences that have resulted in the formation of a negative learner identity – which can impact on confidence and consequently outcomes and retention (Mounford ZImdars et al 2015)	Enhanced personal tutoring support – foregrounding appreciative approaches.  Targeted appreciative feedback about the first assessment outcomes / scaffolded with signposting to appropriate support  Early provision of academic support – to which at ‘risk’ student groups are explicitly targeted. Foregrounding of required skills for academic success – and provision of resources to help students develop them.  Encourage peer-support (as below) for students to mutually support each other.	Regular review of student satisfaction survey outcomes – increased response rate for personal tutoring support.  Regular review of first sets of student module evaluations in year 1 – increasingly positive feedback on academic support  Review of take up and demographic mix of participating students to ensure intervention is reaching students who could most benefit. Record participation and compare year 1 outcomes with matched non-participating student groups (controlling for course and prior attainment)
	Academic Disadvantage	Student from areas of academic deprivation (poor schooling, areas without a culture of HE progression) can lack support to developing a positive learner identity orientated to HE - which can impact on confidence and consequently outcomes and retention (Bok 2010; Harrison 2018)		
HE Cultural Preparation	Socio-economic disadvantage	Students from socio-economically disadvantaged backgrounds may not have access to the same advice and guidance about HE – and may not have the same levels of preparation or have developed appropriate expectations as other students – this can negatively impact on social and academic confidence. It can also lead to the development of imposter syndrome and have a negative impact on retention and outcomes (Crozier and Reay 2008; Bamber et al 2005)	Review and provide transition guidance (i.e. about appropriate expectations, how different student groups have experienced transition – challenges and solutions) at key points – pre-arrival, 2-3 weeks in (a crucial period – Tinto 1993) and around the time of first assessment and results.  Build transition support into Y12-13 outreach activities – to help students prepare for entering HE / Falmouth University	Conduct focus groups with sample of students from key demographic groups to get feedback on the timing, appropriateness and content of transition support.  Use pre-post questionnaires to test students’ perception of levels of preparation for HE. Include participant students in focus groups.
	Academic Disadvantage	Students areas without a culture of progression to HE may not have access to the same advice and guidance about HE – and may not have the same levels of preparation or have developed appropriate expectations as other students – this can negatively impact on social and academic confidence. It can also lead to the development		

Domain of Action	Target Group	Rationale	Action	Evaluation Measure
		of imposter syndrome and have a negative impact on retention and outcomes (Crozier and Reay 2008).		
Academic Preparation	Socio-economic disadvantage	Students from disadvantaged socio-economic backgrounds – may not have had access to the same levels of academic support and preparation (private tutors, academic experiences such as school trips, access to books or technology etc). This means they arrive at University at a disadvantage to their peers who may have had many more opportunities (Thomas 2012).	Review assumptions about levels of student expectation and knowledge that underpin the design of year 1 courses and look for areas that might disadvantage such students or for which they may not be fully prepared. Build in explicit knowledge building in these areas – or make sure that these areas can be addressed in other areas of academic support and refer students.  At the start of the course – test assumed knowledge with class cohort to identify any gaps. Where possible this will be done in a confidential way (e.g. submitted self-assessments), to avoid risk of negative impact on learner identity. Ensure that gaps are addressed either in teaching or via additional academic support.	Pre-post test design: Formative or first assessment to be designed to test required knowledge or competencies. Teaching staff to review assessment outcomes by student cohort groups. The same knowledge and competency criteria to be tested at the end of the year to indicate progress of the demographic groups.
	Academic disadvantage	Students from areas of academic disadvantage, poor schools may not have had the same level of academic support and guidance. In a school with low overall levels of academic outcomes, high achieving students may not have been a priority group (Thomas 2012). As such they may not have received as much academic guidance and preparation as peers from schools with a culture and expectation of HE progression.		
Help-Seeking Behaviour	BAME	Research suggests that BAME students are less likely than other cohorts to seek guidance and support and are more likely to rely on peers rather than institutional support (Stevenson 2012; Stuart et al 2011). This can leave them vulnerable to academic under achievement – and negative impacts on their learner identity.	Tutors to be made aware of different help-seeking behaviours and to be alert to patterns in their classes. Were necessary to address any concerns about using institutional support and signposting relevant support opportunities or address academic issues in the classroom for the benefit of all students.	Monitor the take up of academic support provision with a particular focus on patterns of demographic and discipline over or under-representation.
<b>RELATIONAL</b>				
Relationship with Tutors	ALL	Research suggests that an effective and supportive relationship between students and their tutors is important to developing a sense of belonging or mattering to the institution and is the	We ensure that personal and pastoral tutoring is reflected in workload allocation and that it is prioritised by academic departments.  We ensure that teaching staff relate to students as	We will test levels of students' sense of belonging once a year through use of a wellbeing and belonging tool and this will form part of the annual

Domain of Action	Target Group	Rationale	Action	Evaluation Measure
		foundation of a positive learner identity and academic engagement (Thomas 2012; Zepke and Leach 2007; Yorke and Longden 2004). This is particularly the case for widening participation students who may different from the majority of their peers.	individuals –and that they have sufficient time to meet and engage with them (Zepke and Leach 2007)	monitoring review process.
Peer – Relationships	ALL	Research suggests that positive peers relationships can result in the development of peers support networks and encourage students to support each other with academic work.  Social networks can help foster a sense of belonging (Burke et al 2013). And can help students manage some of the stress and pressure of study (Donovan et al 2019)	We use group and peer-learning approaches for many of the pedagogic reasons discussed below. But we also know that a healthy and diverse community can support all members.  We attempt to build group dynamic from the start of the class – this helps students feel connected and responsible for each other  We also ensure that students in group work understand and accept why they are in the group, how it will function and how they can be respected and included in the learning process (Lawrie et al 2018)	We will test levels of students' sense of belonging once a year through use of a wellbeing and belonging tool and this will form part of the annual monitoring review process.
	BAME	US research suggests that students will often affiliate with others of the same ethnicity – this means that minority groups are at risk of being othered and alienated with potentially detrimental impacts on their sense of belonging and learner identity.	We often use small group work as an integral a way of helping students from diverse background get to know each other. At the beginning of the course we will often strategically assign groups to ensure diversity.	
PEDAGOGIC				
Academic Skills Development	Socio-economic disadvantage	As noted above students from socio-economic or academically disadvantaged areas can lack the levels of academic preparation, competencies and understanding of how to succeed at University compared to their more advantaged peers.	We offer a range of academic skills development provision – and, as noted above, are developing way of identifying students in need of this support and effective ways of signposting it. As part of the review process, as we monitor the module and year end outcomes for students by cohorts we will discuss with teaching teams any patterns of under-performance and cross-reference with available support.	Monitor the take up of academic support provision with a particular focus on patterns of demographic and discipline over or under-representation.
	Academic disadvantage	This can result in negative impacts on confidence, the development of imposter syndrome and the development of negative learner identities.		

Domain of Action	Target Group	Rationale	Action	Evaluation Measure
Curriculum Review	Socio-economic disadvantage	<p>Research suggests that students from socio-economically disadvantaged backgrounds can lack the cultural and academic capital of their more advantaged peers. Conventionally HE tends to be constructed for the latter – and less advantaged students may not engage with the curriculum in the same way (Gibney et al 2011; Mountford Zimdars et al 2015).</p> <p>Some research also suggest that HE learning is also underpinned by a 'hidden' curriculum requiring knowledge or competencies that are implicit and only available to students who have the cultural knowledge or guidance to take advantage of them.</p>	<p>As part of our learning and teaching strategy we are implementing ways of making our curriculum more inclusive so that all students feel their learning is relevant to them and engage fully. We are putting the following interventions in place:</p> <p>Employing problem-solving and enquiry-based learning in curricula because it broadens the relevance of the course to all students and rewards a more diverse range of competencies.</p> <p>Adopt universal design approaches to ensure that all students are addressed and their needs responded to (Lawrie et al 2018; Rose and Meyer 2006)</p> <p>Surface the 'hidden curriculum' via the interventions discussed above under academic preparation. Ensure that all students have access to all the information they need to succeed.</p>	<p>Regular review of student satisfaction survey outcomes – increased response rate for engagement with course.</p> <p>Focus groups with a sample of WP students to assess their sense of engagement with their studies and any areas of concern.</p> <p>Review module level and end of year outcomes by student cohorts to identify and respond to any patterns of under-performance.</p>
	BAME	Research (Stevenson 2012, Thomas 2012; Zepke and Leach 2005; Yosso 2005) suggests that BAME students can be alienate from curriculum and course content in which they see neither themselves or their experiences and values reflected. This can lead to disengaging or alienation from the curriculum with negative impact on retention and outcomes.		
	Disabled Students	Students with disabilities have varied needs and requirements from the curriculum and course materials / environment. Where this is not responded to it can significantly disadvantage students.	<p>As above.</p> <p>We also have a full-range of specialist support available for disabled students included dedicated advisors and supporters.</p>	Monitor end of year outcomes for disabled students to assess progress and support.
Assessment and Feedback	ALL	<p>Assessment can have a backwash effect on students learning and priorities and can impact on how they study. (Villarroel et al 2019).</p> <p>Assessment approaches can reward some</p>	We ensure that assessment approaches and criteria are clear and transparent from the outset – and that they are supplemented by clear learner outcomes to ensure that assessment is seen as only part of the context for learning (Leese 2010; Stevenson 2012)	Monitor module and year end outcomes by student cohort to identify any patterns of under performance. This will trigger a discussion about assessment approach and criteria.



Domain of Action	Target Group	Rationale	Action	Evaluation Measure
		aptitudes more than others.	<p>Where possible we offer a choice in varied assessment approaches to give students the opportunity to play to their strengths (Butcher et al 2010).</p> <p>Where possible we try to scaffold assessment with a range of formative work and feedback to support students with adapting to assessment requirements.</p>	Where a range of assessment methodologies are offered we will monitor take up and preference by student cohort to identify any patterns and build a picture of the strengths and weaknesses of different assessment approaches.
	Socio-economic disadvantage / Academic disadvantage	Success in different forms of assessment is often about 'knowing the ropes' – what is required to succeed (Whitty et al 2010). Socio-economically and academically disadvantaged students will often not have had the opportunity to access this hidden knowledge – putting them at disadvantage.	<p>As above we ensure that assessment approach, criteria and requirements are clearly spelled out from the outset.</p> <p>We also ensure that in addition to individualised feedback, we provide generic feedback about what constituted a successful assessment and why it was successful.</p>	Student satisfaction data on assessment and feedback – with the expectation of seeing and upward trend.
	BAME students	As noted above, BAME students are more reluctant to seek institutional help with their studies and this includes interpreting and responding to feedback	<p>As above – ensure that support provision is clearly signposted and that students are encouraged to take it up.</p> <p>Also the provision of generic feedback on successful assessment and the reasons for its success.</p>	
	Disabled Students	Assessment criteria can often reward particular competencies or approaches. This may disadvantage students where their disability impacts on this competency (particularly around specific learning disabilities, or mental health issues that can impact on a students' resilience – e.g. around exam time)	We ensure that all students have a learning support plan and that any assessment support provision is registered and responded too.	
STAFF DEVELOPMENT				
Personal Tutoring Development	All	Personal tutors perform a vital role in supporting students in terms of both academic and pastoral care. It is a complex role for which HE staff do not always receive ongoing development support	<p>Development support for personal tutors – including;</p> <p>Developing appreciative approaches to support (supporting positive learner identities)</p> <p>Methods of supporting students through the transition process</p> <p>Awareness of different patterns of help-seeking behaviour</p>	

Domain of Action	Target Group	Rationale	Action	Evaluation Measure
Teaching staff development	All	Teaching staff are on the front line and best placed to identify students at retention or underperformance risk. The classroom environment is complex, however, and some teaching staff will need an ongoing programme of development to keep student support approaches at the forefront of their pedagogic approaches.	Provision of an ongoing programme of development for teaching staff, including Methods of supporting students through the transition process Awareness of different patterns of help-seeking behaviour	

### Summary Model for University Student Collaboration

1. Overarching Principles
  - a. **Data driven** – considers outcomes for different target groups (equality and diversity; access and participation) and seeks student collaboration and co-design to effectively redress inequities.
  - b. **Inclusive**<sup>90</sup> – targets and involves diverse student voices and particularly those who have protected characteristics, and groups identified as most likely to experience differential outcomes. Considers how to encourage and provide safe, comfortable collaboration mechanisms for learners who may be less confident, under-represented and those who may find traditional/ formal methods more difficult; and, how to broaden the contributing voices.
  - c. **Collaborative**<sup>1</sup> – a meaningful, equal partnership between the University and its student body, and with our wider community.
  - d. **Empowered**<sup>2</sup> – creating an environment and experience that enables and supports its community of learners and workers to achieve the best they can, with a focus on giving enough support to facilitate self-actualisation and independence in achievements and success.
2. Positioning and Focus across the Hub and Nets
  - a. Leadership, monitoring and drive for deepening collaboration from the hub, in collaboration with University leadership for access and participation
  - b. Activity and collaboration in distributed leadership and activity model across the institution as a 'net' of inter-connected, embedded activity (see areas under Strategic Measures, below)
3. Multi-mechanisms for Collaboration
  - a. Considers and provides mechanisms for both formal and informal collaboration and co-creation, for example through a variety of formal committees, working groups and forums; and, informal events, social engagements, 'pop-up' feedback booths and campaigns, etc.
  - b. Mechanisms are multi-modal, including face-to-face, online and challenge models; and embedded in academic, student experience and student support and development activity.
4. Involvement across the lifecycle, in all stages from planning to monitoring. A full table mapping activity by lifecycle stage, aligned to the Strategic Measures in this Plan, underpins engagement, and reflects the examples integrated throughout this Plan.

**Evaluation Strategy** - six-stage, cyclical process for ensuring effective evaluation and theory of change inform all current and future access and participation activity.

Stage	
1. Prior to Activity planning	<b>Internal Data Analysis</b> - Our new data capacity will provide us with granular data about where and how gaps are apparent. We will be able to compare outcomes for different student groups across the access, retention, success, outcome and progression domains and to break this down into particular courses. This will tell us where we need to concentrate, and in the case of ongoing interventions what impact our activities are having in closing these gaps.

1. Prior to Activity planning	<b>Literature review / information gathering</b> - We will carry out or commission a rapid review to gather information about the issue we are addressing or seek out existing literature reviews. This could include academic research, grey literature, collaboration with academic colleagues, investigation of related activities delivered by comparator institutions.
2. During Activity planning	<b>Development of Theory of Change</b> - Using the information gathered, we will work with delivery leads and practitioner staff and other stakeholders to explore and interrogate assumptions about how and why the activity works and for whom it works (or does not work). This stage leads to the formulation of mechanisms (Pawson and Tilly 1996).
3. Prior to Activity delivery	<b>Development of Evaluation Measures</b> - On the basis of the documented theory of change we will review the implications of the mechanisms established (in stage 3) and decide on appropriate evaluation measures. We will then test these measures and sample output data with key evaluation stakeholders and sponsors to ensure that evaluation outcomes are meaningful, useful, relevant to the development of practice, and reflect assumed causal factors in the activity.
4. Activity delivery	<b>Implementation and evaluation of activity</b> - The activity and the evaluation will be undertaken as planned. Any implementation issues will be logged for later discussion.
5. Post-activity delivery review	<p><b>Review and reflect on formative evaluation measures / outcomes</b></p> <ul style="list-style-type: none"> <li>• Interview or ask for reflections from delivery stakeholders / participants to gather qualitative data about perceived outcomes</li> <li>• Capture implementation challenges / successes from delivery practitioners</li> <li>• Analysis and contextualisation of evaluation outcomes</li> </ul> <p>Evaluation outcomes and reflections on implementation issues will be used to review the outcomes and impacts of the activity. Any revisions or changes will be discussed and agreed for the next phase of delivery. In light of any revisions and an assessment of the usefulness and relevance of the evaluation measures and consider whether the evaluation approach, theory of change or selected measure also need revision to reflect changes to the activity.</p>

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

1. *Targets (tables 2a, 2b and 2c in the targets and investment plan)*
2. *Investment summary (tables 4a and 4b in the targets and investment plan)*
3. *Fee summary (table 4a and 4b in the fee information document)*

## END NOTES

<sup>1</sup> Latest census data (2011)

<sup>2</sup> Latest Census data (2011). Dimensions of deprivation classify households based on four selected characteristics relating to employment, health & disability, education, and housing. A household can be deprived in none, or 1 to 4 of these dimensions in any combination.

<sup>3</sup> Latest Census data (2011)

<sup>4</sup> Internal data (Business Intelligence): Stage 1 new enrolled Students as at 1<sup>st</sup> December each year

<sup>5</sup> Smith, D. P. and Holt, L. 2004. *Processes and Patterns of Studentification in Brighton and Eastbourne: A Report to the Vice Chancellors Office*, Brighton: University of Brighton; Hubbard, P. 2008. Regulating the social impacts of studentification: A Loughborough case study. *Environment and Planning A*, 40: 323–341; Universities UK (2006) 'Studentification': a guide to opportunities, challenges and practices. Universities UK, London.

<sup>6</sup> OfS Regulatory Advice 6 – re engagement of staff across the institution.

<sup>7</sup> The Equality Challenge Unit (2018) Equality in higher education: statistical report

<sup>8</sup> <https://www.falmouth.ac.uk/diversity>

<sup>9</sup> These principles are embedded and aligned into our 2030 People Strategy, under the key pillar of Development, Leadership & Coaching

<sup>10</sup> The IED group and Business Intelligence unit are progressing work, which will be aligned with access and participation targets and outcomes.

<sup>11</sup> Ruth Lefever, (2012) "Exploring student understandings of belonging on campus", *Journal of Applied Research in Higher Education*, Vol. 4 Issue: 2, pp.126-141; Samura, M. (2018). Understanding Campus Spaces to Improve Student Belonging. *About Campus*, 23(2), 19–23.

<sup>12</sup> Falmouth 2030 Strategy

<sup>13</sup> Students' Union Presentation to Falmouth Vice Chancellor's Executive Group (VCEG), February 2019.

<sup>14</sup> Recommendation made by the Student Union in the development of Access and Participation strategy and operations (consultation, 2018)

<sup>15</sup> The Education Policy Institute, Jones (2017) 'Entries to Arts Subjects at Key Stage 4' which noted that the average number of arts entries at KS4 fell from 0.8 in 2013 to 0.7 in 2016.

<sup>16</sup> <http://www.bbc.co.uk/news/education-42862996>

<sup>17</sup> <https://www.designweek.co.uk/issues/6-12-february-2017/why-are-less-students-taking-on-art-design-at-university/>

<sup>18</sup> <https://epi.org.uk/wp-content/uploads/2018/01/EPI-Entries-to-arts-KS4-1.pdf>

<sup>19</sup> Adapted from Anderson and Vervoon (1983); used in the [Uni]FIT resource (Applied Inspiration, 2014-2019)

<sup>20</sup> Including the Students' Union, academic departments, marketing, recruitment, and the executive; and in particular learning from evaluation, feedback and discussions and experiences with the Next Steps South West NCOP.

<sup>21</sup> The Sutton Trust research 'Improving the impact of teachers on pupil achievement in the UK – interim findings' (2011) found that "for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning"; while the Sutton Trust report 'What makes great teaching?' (2014) found six teacher characteristics associated with increased attainment, which includes a strong pedagogical knowledge.

<sup>22</sup> <https://www.falmouth.ac.uk/corporate>

- <sup>23</sup> Again, this involved staff and student collaborators from across the institution.
- <sup>24</sup> <https://www.gov.uk/government/publications/setting-up-school-partnerships/guide-to-setting-up-partnerships>
- <sup>25</sup> [https://www.publicengagement.ac.uk/sites/default/files/publication/supi\\_project\\_report\\_final.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/supi_project_report_final.pdf)
- <sup>26</sup> <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- <sup>27</sup> Benchmark 7 states: All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.'
- <sup>28</sup> <https://brightside.org.uk/what-we-do/theory-of-change/>
- <sup>29</sup> An IntoUniversity collaborative project with the Royal College of Music (2018) identified that local authority partners are best able to identify students from disadvantaged backgrounds and are the key to successful projects.
- <sup>30</sup> Benchmarks are: (2) Learning from career and labour market information; (3) Addressing the needs of each pupil; (5) Encounters with employers and employees; and (7) Encounters with further and higher education.
- <sup>31</sup> [https://brightside.org.uk/wp-content/uploads/2018/11/Brightside-Impact-report-2018\\_FINAL.pdf](https://brightside.org.uk/wp-content/uploads/2018/11/Brightside-Impact-report-2018_FINAL.pdf)
- <sup>32</sup> The Education and Employers research 'The impact of career development activities on PISA mathematics tests' (2017) demonstrates a link between employer engagement in schools and attainment.
- <sup>33</sup> In 2017, Falmouth initiated a Retention Project to review issues effecting retention, in conjunction with a sector-wide Higher Education Academy (HEA) Retention project. Through focused, facilitated stakeholder meetings and with reference to the HEA Retention framework, several key themes were examined. Intended outcomes for the Retention Project remain, to deliver the University's overall strategic target for retention (continuation or completion) of 95%, in the context of significant growth of student numbers in the last three years. To date this has improved retention rates in 2017-18 by approximately 1 percentage point.
- <sup>34</sup> Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S., Higham, L. (2015) *Causes of Differences in Student Outcomes*, Higher Education Funding Council for England, HEFCE; Burke, P.J., Crozier, G., Read, B., Hall, J., Peat, J. and Francis, B. (2013) *Formations of gender and Higher Education Pedagogies*. National Teaching Fellowship Scheme Final Report; Leese, M. (2010) Bridging the gap: Supporting student transitions into higher education. *Journal of Further and Higher Education*, 29(2), 103-110; Gibney, A., Moore, N., Murphy, F. and O'Sullivan, S. (2011) The first semester of university life; 'will I be able to manage it all?' Crozier, G. and Reay, D. (2008) *The Socio-Cultural and Learning Experiences of Working Class Students in HE: ESRC Full Research Report*. Swindon: Economic and Social Research Council; Clark, T., Hordósy, R., & Vickers, D. (2017). 'We will never escape these debts': Undergraduate experiences of indebtedness, income-contingent loans and the tuition fee rises. *Journal of Further and Higher Education*, 43(5), 1-14; Hordósy, R., Clark, T., & Vickers, D. (2018). Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying and employability. *Journal of Education and Work*, 31(4), 353-365; Meehan, C., & Howells, K. (2018). In search of the feeling of 'belonging' in higher education: Undergraduate students transition into higher education. *Journal of Further and Higher Education*, 1-15; Callender, C. and Jackson, J. (2008) Does the fear of debt constrain choice of university and subject of study?, *Studies in Higher Education*, 33:4, 405-429.
- <sup>35</sup> E.g. Simmons, O. (2011). Lost in Transition: The Implications of Social Capital for HE Access. *The Notre Dame Law Review*, 87(1), 205-252; Fuller, C. (2014). Social Capital and the role of trust in aspirations for higher education. *Educational Review*, 66(2), 131-147
- <sup>36</sup> Diamond, A., Vorley, T., Roberts, J. and Jones, S. (2012) *Behavioural Approaches to Understanding Student Choice* York: HEA; Ball, S., Davies, J., David, M. and Reay D. (2002) 'Classification' and 'Judgement': Social class and the 'cognitive structures' of choice of Higher Education, *British Journal of Sociology of Education*, 23:1, 51-72.
- <sup>37</sup> Krutkowski, S. (2017). A strengths-based approach to widening participation students in higher education. *Reference Services Review*, 45(2), 227-241; French, A. (2013). 'Let the Right Ones In!': Widening Participation, Academic Writing and the Standards Debate in Higher Education. *Power and Education*, 5(3), 236-247.
- <sup>38</sup> Redmond, P. (2006). Outcasts on the inside: Graduates, employability and widening participation. *Tertiary Education and Management*, 12(2), 119-135; Budd, R. (2017). Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during – and after – university. *Perspectives: Policy and Practice in Higher Education*, 21(2-3), 111-116.
- <sup>39</sup> Singh, G (2009) *A synthesis of research evidence Black and minority ethnic (BME) students' participation in higher education: improving retention and success*. York: HEA; Advance HE (2018) *Equality in higher education: statistical report 2018*, York: Advance HE.
- <sup>40</sup> Newbold, J., Mehta, S., & Forbus, P. (2011) Commuter students: Involvement and identification with an institution of higher education, *Academy of Educational Leadership Journal*, 15(2), 141-153; Pokorny, H., Holley, D., & Kane, S. (2017). Commuting, transitions and belonging: The experiences of students living at home in their first year at university. *Higher Education*, 74(3), 543-558.
- <sup>41</sup> Falmouth's Portfolio Strategy (2019), part of the 2030 Strategy: "Diversification" Characteristic.
- <sup>42</sup> Applicants who have previously visited Falmouth will be signposted to a regional option; target applicants who opt for a regional interview who haven't been to Falmouth will be offered a travel bursary to visit once they received an offer.
- <sup>43</sup> See for example, the Centre for Social Mobility, Exeter University (2018) Research into use of contextual data in admissions.
- <sup>44</sup> Masika, R., & Jones, J. (2016). Building student belonging and engagement: Insights into higher education students' experiences of participating and learning together, *Teaching in Higher Education*, 21(2), 138-150; Mere Berryman & Elizabeth Eley (2019) Student belonging: critical relationships and responsibilities, *International Journal of Inclusive Education*.
- <sup>45</sup> <https://www.falmouth.ac.uk/corporate>
- <sup>46</sup> Redmond, P. (2006). Outcasts on the inside: Graduates, employability and widening participation. *Tertiary Education and Management*, 12(2), 119-135; Budd, R. (2017). Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during, and after, university. *Perspectives: Policy and Practice in Higher Education*, 21(2-3), 111-116; Andrewartha, L., & Harvey, A. (2017). Employability & student equity in higher education: Role of university careers services. *Australian Journal of Career Development*, 26(2), 71-80
- <sup>47</sup> Turner, N. (2014). Development of self-belief for employability in higher education: Ability, efficacy and control in context. *Teaching in Higher Education*, 19(6), 1-11; Cath Dennis, Vasilis Louca, & John Lemon. (2018). Term-time Employment and Student Attainment in Higher Education. *Journal of Perspectives in Applied Academic Practice*, 6(1), 28-38.
- <sup>48</sup> E.g. Pridham, B., Martin, D., Walker, K., Rosengren, R., & Wadley, D. (2015). Culturally Inclusive Curriculum in Higher Education. *Australian Journal of Indigenous Education*, 44(1), 94-105; Zepke, N., & Leach, L. (2007). Improving student outcomes in higher education: New Zealand teachers' views on teaching students from diverse backgrounds. *Teaching in Higher Education*, 12(5-6), 655-668.
- <sup>49</sup> Students' Union Sabbatical Officer (Welfare and Diversity) (2019).
- <sup>50</sup> The "Voices" project, used as a part of staff training, was initiated and is continuing its development via the Students' Union, as a series of magazines and now online stories and case studies highlighting the challenges and experiences of under-represented groups and groups with protected characteristics, including disabilities, gender, religion and faith, and race.
- <sup>51</sup> Addressing Barriers to Success Programme: Nottingham Trent, *Scaling up active collaborative learning for student success*. Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/nottingham-trent-university/>
- <sup>52</sup> OfS - Addressing Barriers to Success Programme: University of Manchester, *Diversity and Inclusion Student Ambassador Project*, Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/university-of-manchester/>
- <sup>53</sup> OfS - Addressing Barriers to Success Programme: University of Derby, *Student Attainment Project*, Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/university-of-derby/>
- <sup>54</sup> OfS - Addressing Barriers to Success Programme: Coventry University, *DRIVER (Data Responsive Initiatives as a Vehicle for achieving Equity in Results)*, Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/coventry-university/>
- <sup>55</sup> OfS - Addressing Barriers to Success Programme: Kingston University, *Using a value added metric and an inclusive curriculum framework to address the BME attainment gap*.

- <sup>56</sup> OfS - Addressing Barriers to Success Programme: University of Southampton, *Maximising Student Success through the Development of Self-Regulation*, Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/university-of-southampton/>
- <sup>57</sup> Qayyum, A. (2018). Student help-seeking attitudes and behaviours in a digital era. *International Journal of Educational Technology in Higher Education*, 15(1), 1-16; Stevenson (2012).
- <sup>58</sup> OfS - Addressing Barriers to Success Programme: Aston University, *Levelling the playing field through work-based learning*. Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/aston-university/>
- <sup>59</sup> Turner, N. (2014). Development of self-belief for employability in higher education: Ability, efficacy and control in context. *Teaching in Higher Education*, 19(6), 1-11; Cath Dennis, Vasilis Louca, & John Lemon. (2018). Term-time Employment and Student Attainment in Higher Education. *Journal of Perspectives in Applied Academic Practice*, 6(1), 28-38.
- <sup>60</sup> Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education & Training*, 59(4), 338-352; Roberts, S., & Li, Z. (2017). Capital limits: Social class, motivations for term-time job searching and the consequences of joblessness among UK university students. *Journal Of Youth Studies*, 20(6), 732-749.
- <sup>61</sup> Bornsheuer-Boswell, J. (2014). Editor's Overview: Mentoring in Higher Education: The Keys to Success. *Mentoring & Tutoring: Partnership in Learning*, 22(1), 1-3; Collings, Swanson, & Watkins. (2014). The impact of peer mentoring on levels of student wellbeing, integration and retention: A controlled comparative evaluation of residential students in UK higher education. *Higher Education*, 68(6), 927-942; Collings, R., Swanson, V., & Watkins, R. (2016). Peer mentoring during the transition to university: Assessing the usage of a formal scheme within the UK. *Studies in Higher Education*, 41(11), 1995-2010.
- <sup>62</sup> Universities UK, *#Step Change: Mental Health in Higher Education*. Available at <https://www.universitiesuk.ac.uk/stepchange>
- <sup>63</sup> <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/default.aspx>
- <sup>64</sup> Hordósy, R., Clark, T., & Vickers, D. (2018). Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying and employability. *Journal of Education and Work*, 31(4), 353-365.
- <sup>65</sup> Final detail of awards for 2020-21 will be published on the University's website.
- <sup>66</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>
- <sup>67</sup> OfS Regulatory Advice 6: Co-designing approaches with students enables them to meaningfully engage in their own higher education experience.
- <sup>68</sup> Students' Union presentation to Falmouth Vice Chancellors' Executive Group (VCEG), February 2019.
- <sup>69</sup> As provided in Falmouth's 2030 Strategy; the Students' Union presentation to VCEG, Feb 2019; and Strategic Measure 3 in this Plan.
- <sup>70</sup> OfS Regulatory Advice 6 and Regulatory Notice 1 also requires engagement with the group(s) of students who are identified through evidence as most likely to experience differential outcomes.
- <sup>71</sup> Office for Students (2018) Using Standards of Evidence to Evaluation the Impact of Outreach, Bristol: OfS. Available at <https://www.officeforstudents.org.uk/media/f2424bc6-38d5-446c-881e-f4f54b73c2bc/using-standards-of-evidence-to-evaluate-impact-of-outreach.pdf>
- <sup>72</sup> NESTA (2019) Theory of Change, London: NESTA. Available at <https://www.nesta.org.uk/toolkit/theory-change/>
- <sup>73</sup> Office for Students (2019) What Needs to Change, Bristol: OfS. Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/strategy-for-evidence-and-evaluation-in-access-and-participation/what-needs-to-change/>
- <sup>74</sup> Office for Students (2019) Understanding the evaluation of access and participation outreach interventions for under 16 year olds, Bristol: OfS. Available at [https://www.officeforstudents.org.uk/media/a8ad5c94-7a33-4b53-8f09-824d0705f073/ofs2018\\_apevaluation.pdf](https://www.officeforstudents.org.uk/media/a8ad5c94-7a33-4b53-8f09-824d0705f073/ofs2018_apevaluation.pdf)
- <sup>75</sup> Office for Students (2018) Evaluation of outreach interventions for under 16 year olds Tools and guidance for higher education providers, Bristol: OfS. Available at [https://www.officeforstudents.org.uk/media/e2c5eea5-b262-4ff6-8261-5b0bc84ba46a/ofs2018\\_apevaluation\\_a.pdf](https://www.officeforstudents.org.uk/media/e2c5eea5-b262-4ff6-8261-5b0bc84ba46a/ofs2018_apevaluation_a.pdf)
- <sup>76</sup> These principles are embedded and aligned into our 2030 People Strategy, under the key pillar of Development, Leadership & Coaching.
- <sup>77</sup> The main changes were: (1) Students funded by SFE, NHS and RCUK had to contribute towards the cost of any computer equipment they receive via DSA, that is provided to run assistive software; (2) For students funded by SFE and NHS only, some of the DSA support worker provision was removed (Band 1 and 2). This included general support worker roles, note-taking support, library support assistants, laboratory or workshop support, readers, scribes, study assistants and specialist transcription services; (3) Additional disability-related costs for accommodation could no longer be funded via DSA.
- <sup>78</sup> OFFA and HEFCE (2014) National Strategy for Access and Student Success. Bristol. OFFA and HEFCE; Lawson, M. A., & Lawson, H. A. (2013). New Conceptual Frameworks for Student Engagement Research, Policy, and Practice. *Review of Educational Research*, 83(3), 432-479; Paczuska, A. (2002) The applications process: Developing an admissions curriculum, in: A. Hayton & A. Paczuska (Eds) Access, participation and higher education: policy and practice (London: Routledge); Slack, K., Mangan, J., Hughes, A., & Davies, P. (2014). 'Hot', 'cold' and 'warm' information and higher education decision-making. *British Journal Of Sociology Of Education*, 35(2), 204-223; Diamond, A., Vorley, T., Roberts, J. and Jones, S. *Behavioural Approaches to Understanding Student Choice*, York: HEA.
- <sup>79</sup> Austin (2000), Partnerships of Collaborative Value; the Collaborative Value Continuum (CVC) provides a framework for understanding partnership development and continuous progression of the partnership to create more value and impact.
- <sup>80</sup> Austin, J. E (2000) The Collaboration Challenge: How Non-profits and Businesses Succeed Through Strategic Alliances
- <sup>81</sup> School-University Partnership Report (2014) – "Identify a strategic leader": Number 2 of 5 factors for creating successful partnerships
- <sup>82</sup> School-University Partnership Report (2014) – "Equal voice": Number 1 of 5 factors for creating successful partnerships
- <sup>83</sup> Ibid – "Organisations should have a strategic, relevant plan": Factor 3 of 5
- <sup>84</sup> Ofsted Education Inspection Framework, May 2019 key criteria include: Quality of Education; Behaviour and Attitudes; Personal Development; and, Leadership and Management.
- <sup>85</sup> School-University Partnership Report (2014)
- <sup>86</sup> Ofsted Education Inspection Framework, May 2019
- <sup>87</sup> Drawing on good, high impact practice from the Education Endowment Foundation Complete Teaching and Learning Toolkit (2018), particularly Metacognition & Self-regulation; and, Feedback.
- <sup>88</sup> School-University Partnership Report (2014) – "Materials & resources should be developed": Factor 5 of 5.
- <sup>89</sup> *Eye Movement Desensitization and Reprocessing* therapy, a NICE recommended therapy for psychological and emotional trauma (including PTSD)
- <sup>90-28</sup> These are the three Core Values of the Students' Union (February 2019).



# Access and participation plan

## Fee information 2020-21

Provider name: Falmouth University

Provider UKPRN: 10008640

### Summary of 2020-21 entrant course fees

\*course type not listed

**Inflationary statement:**

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

**Table 4a - Full-time course fee levels for 2020-21 entrants**

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree		£11,100
Sandwich year		£1,850
Erasmus and overseas study years	*	*
Other	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	The Academy of Contemporary Music Limited 10013357	£9,000
Foundation degree	Bodmin College 10032351	£6,800
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	Fashion Retail Academy 10009213	£11,100
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

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



# Targets and investment plan

## 2020-21 to 2024-25

Provider name: Falmouth University

Provider UKPRN: 10008640

### Investment summary

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

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,743,129.00	£1,873,898.00	£1,993,621.00	£2,067,823.00	£2,124,156.00
Access (pre-16)	£871,564.00	£936,949.00	£996,811.00	£1,033,912.00	£1,062,078.00
Access (post-16)	£662,389.00	£712,081.00	£757,576.00	£785,773.00	£807,179.00
Access (adults and the community)	£174,313.00	£187,390.00	£199,362.00	£206,782.00	£212,416.00
Access (other)	£34,863.00	£37,478.00	£39,872.00	£41,356.00	£42,483.00
Financial support (£)	£752,909.00	£813,601.00	£892,931.00	£919,611.00	£941,970.00
Research and evaluation (£)	£190,635.00	£205,688.00	£222,073.00	£230,678.00	£237,485.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£16,698,695.00	£18,052,649.00	£19,413,319.00	£20,105,795.00	£20,639,500.00
Access investment	9.7%	9.7%	9.7%	9.7%	9.7%
Financial support	4.5%	4.5%	4.6%	4.6%	4.6%
Research and evaluation	1.1%	1.1%	1.1%	1.1%	1.2%
Total investment (as %HFI)	15.4%	15.4%	15.4%	15.4%	15.4%

### Table 2a - Access

### Table 2a - Access

[illegible]

### Table 2b - Success

[illegible]

### Table 2c - Progression

[illegible]

[illegible]