

Annex A - 2019-20 access and participation plan provider template

Falmouth University

2019-20 access and participation plan

Assessment of current performance

The following self-assessment is based on internal data, HESA data and our Access Agreement Monitoring return for 2016-17 (submitted to OFFA in January 2018), and includes internal targets as well as HESA benchmark targets.

Summary

Falmouth University has made good progress towards its challenging Access Agreement targets in the context of significant growth in student numbers (30% rise in new entrants over two years). As a small institution, many staff do multiple roles and hold broad remits, which places unique demands upon, and challenges related to, delivering a full WP programme, particularly during recent institutional review and restructure processes. Notwithstanding these challenges, the majority of key targets were met, and the new organisational structure was in place for the 2017-18 cycle.

The University has made notable progress in the following areas (2016-17 data unless stated):

1. Attracting mature students (23% growth to 158 students year-on-year)
2. Attracting a higher-than-benchmark level of students from State Schools (93.7% against a benchmark of 93.1%)
3. Helping graduates into self-employment, growth from 26% to 28% year-on-year), and;
4. Helping graduates secure employment in the South West (growth from 43% to 45% year-on-year).

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

The University has further progress to make in the following areas (2016-17 data unless stated):

1. Recruiting students from Cornwall (587 students against a 2019-20 target of 1,126 students).
2. Recruiting students from Low Participation Neighbourhoods (a consistent rise over 5 years to 10.6%, but below the HESA benchmark of 12.9%).
3. Student retention -% of the total enrolled at the end of the academic year – 93% against a target of 95%.
4. Helping students into graduate-level employment (73.7% against a baseline of 75%)
5. Ongoing implementation of the student mentor scheme (216 mentors against a target of 220).

Performance Data - Access

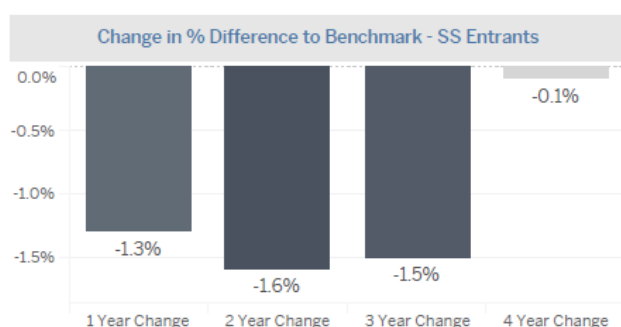
State School and LPN targets

Full-Time First Degree (Table T1a) - Participation of under-represented groups in higher education: UK domiciled young full-time first-degree^{1 2}

		2016 - 17	2015 - 16	2014 - 15	2013 - 14	2012 - 13
State Schools	Rank of WPS - SS	#74	#59	#52	#51	#73
	# From State School/College	1,475	1,280	1,165	1,000	955
	# From State School/College - Rank	#75	#79	#80	#86	#86
	% From State School/College	93.7%	94.8%	94.9%	95.8%	94.7%
	Sector Average - % From State School/College	89.4%	89.1%	89.0%	88.7%	88.2%
	% From State School/College - Rank	#66	#60	#58	#52	#59
	Location Adjusted Benchmark	93.1%	92.9%	92.7%	93.7%	94.0%
	% Difference to Location Adjusted Benchmark	0.6%	1.9%	2.2%	2.1%	0.7%
LPN	Sector Average - % Variance to Location Adjusted Benchmark	-0.9%	-1.0%	-0.9%	-1.1%	-1.1%
	Rank of WPS - LPN	#103	#108	#113	#115	#115
	# From LPN	170	135	115	90	85
	# From LPN - Rank	#67	#77	#80	#89	#85
	% From LPN	10.6%	9.9%	8.7%	8.3%	8.1%
	Sector Average - % From LPN	11.2%	11.0%	11.0%	10.6%	10.6%
	% From LPN - Rank	#53	#53	#66	#65	#66
	Location Adjusted Benchmark	12.9%	13.1%	13.0%	12.6%	13.2%
	% Difference to Location Adjusted Benchmark	-2.3%	-3.2%	-4.3%	-4.3%	-5.1%
	Sector Average - % Variance to Location Adjusted Benchmark	0.0%	-0.2%	-0.1%	0.0%	-0.1%

Students from State Schools

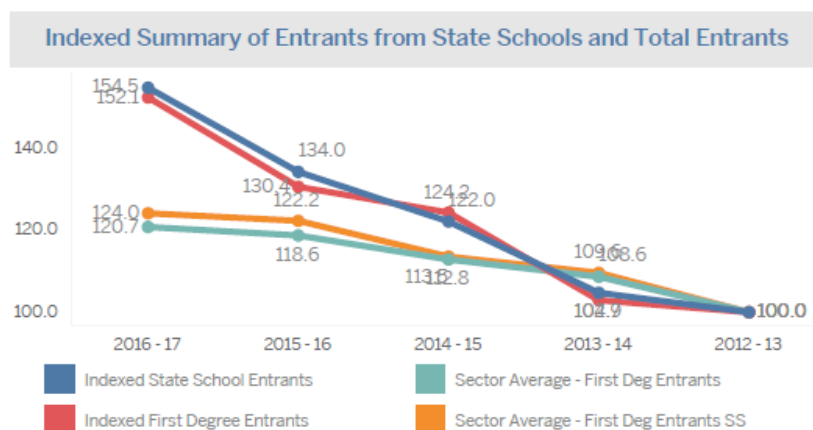
For the past five years, we have continuously performed above our HESA Local Adjusted Benchmarks for participation of students from state schools, and well above the sector average (89.4%) for this group. We do however note a slightly negative trend in our percentage over HESA benchmark, as well as a slip in the Rank of WPS (from 59 to 74) from 2015-16 to 2016-17. The developments in our targeted schools outreach programme will help to address this and maintain performance above benchmarks.



We have also explored our State School and LPN results in an indexed assessment model, comparing trends against overall institutional growth and against sector performance. As we would wish to see, our performance in the state school target group mirrors our institutional growth, whilst showing accelerated growth against the sector averages (total growth and students from state schools).

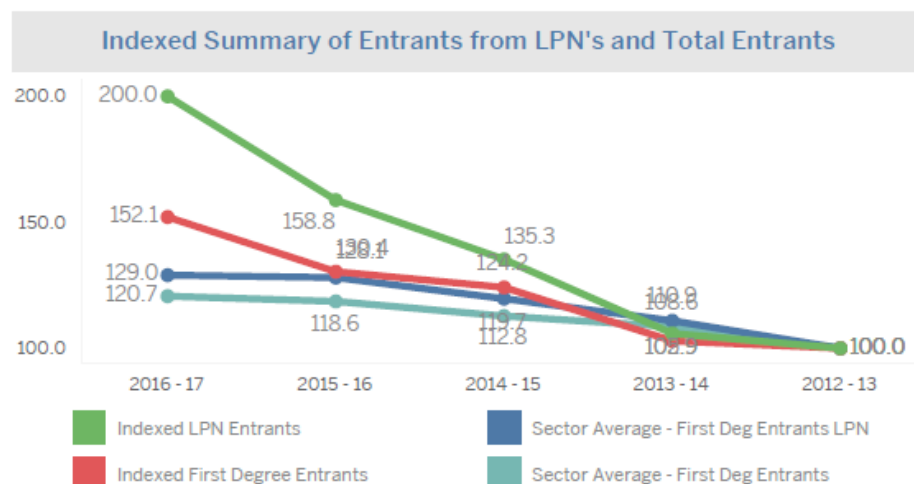
¹ **Rank of WPS** mean the ranking of the institutions Weighted Performance Score against 119 other benchmarked English institutions, where the WPS is based on the relativity of their % score to their Location Adjusted Benchmark and the available market, represented by their distance from 100%.

² **Indexed Summary** is the relative performance against their "normal enrolments" and sector averages.



Students from Low Participation Neighbourhoods (LPNs) (based on POLAR3 Q1)

We are pleased to note that our performance in attracting students from target POLAR3 Quintile 1 areas has been steadily and consistently increasing over the past five years, to 10.6% in 2016-17. This represents a concentrated and sustained effort to bring our performance in line with our HESA benchmarks, against which we remain -2.3% below level (benchmark at 12.9% in 2016-17). This result represents a closing gap since 2012-13, when performance was at -5.1% below benchmark. Our increased efforts in targeted local and more national POLAR3 (and 4) Quintile 1 areas will provide for further progress toward this target, and we ambitiously seek to move our Rank of WPS out of the bottom quintile.

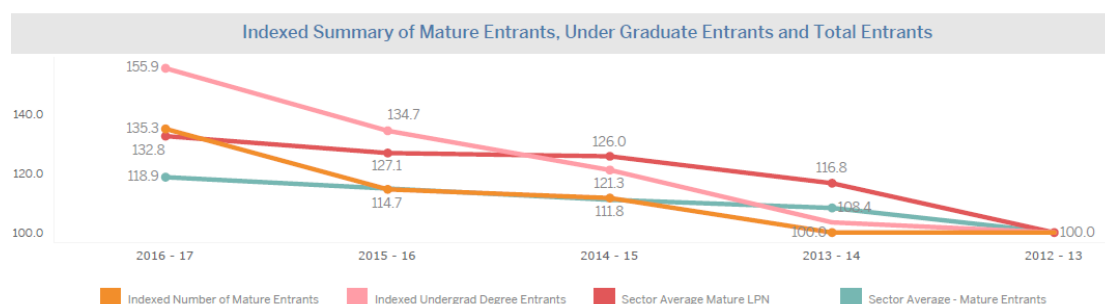


With regards to our indexed assessment model, we are very pleased to note an accelerated growth level of students from target LPN areas, when indexed against the baseline, our institutional growth and the sector.

Mature learners

		2016 - 17	2015 - 16	2014 - 15	2013 - 14	2012 - 13
Mature Total Entrants	# Mature Entrants	230	195	190	170	170
	# Mature Entrants - Rank	#83	#89	#87	#88	#88
	# Mature Entrants Rank (+/-) vs Prev Year	6	-2	1	0	
	% Mature Entrants	5.0%	4.8%	5.1%	4.9%	4.9%
	% Mature Entrants Rank	#69	#74	#69	#74	#71
	Difference to Prev Year	5	-5	5	-3	
Mature LPN Entrants	# Mature Entrants from LPN	25	25	20	15	20
	# Mature Entrants from LPN - Rank	#71	#66	#77	#83	#74
	% Mature Entrants from LPN	10.0%	13.5%	9.9%	7.7%	10.5%
	% Mature Entrants from LPN - Rank	#67	#38	#66	#75	#54
	Location Adjusted Benchmark	15.4%	16.3%	17.6%	13.4%	14.9%
	% Difference to Location Adjusted Benchmark	-5.4%	-2.8%	-7.7%	-5.7%	-4.4%
	Sector Average % Difference to Location Adjusted Benchmark	-0.4%	-0.4%	-0.4%	-0.4%	-0.3%
	% Dif to LAB - Rank	#115	#98	#118	#117	#115

We are pleased to note a continuing increase in the numbers of mature learners at Falmouth, including steady increases in mature learners from Low Participation Neighbourhoods. Whilst we are not performing to HESA benchmark as yet, this marks a positive performance trend to further build upon, as detailed in our commitments.

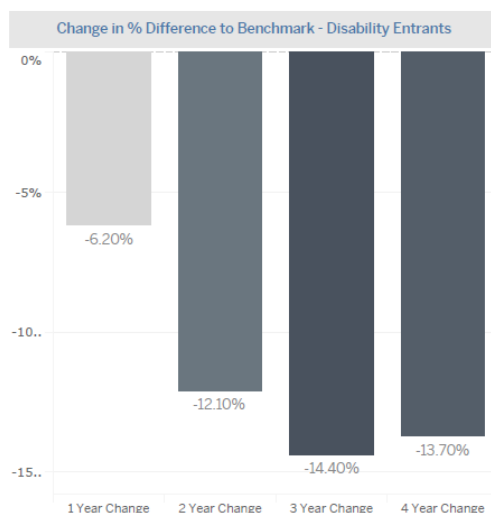


In relation to the indexed assessment for mature learners, we are pleased to note accelerated performance against the sector average, and a matched trend with our institutional growth. We will seek to further leverage this position particularly in relation to attracting mature learners from LPN areas.

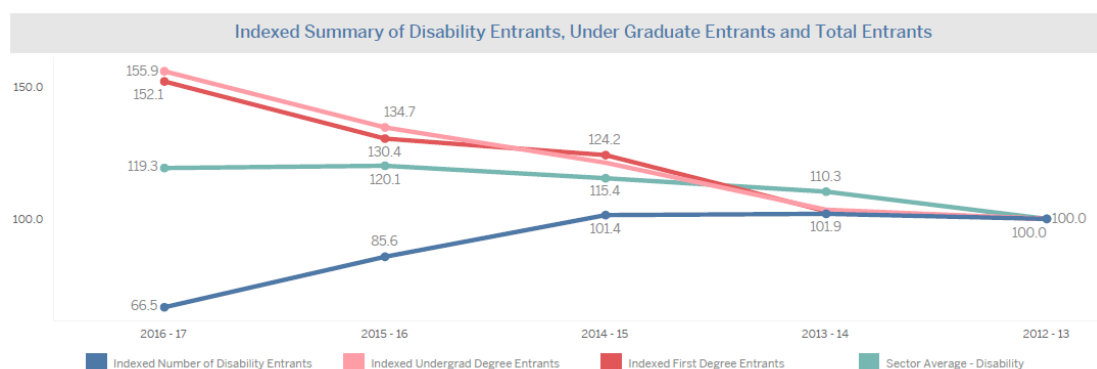
Disabled Students

		2016 - 17	2015 - 16	2014 - 15	2013 - 14	2012 - 13
Disability Total Entrants	# Disability Entrants	695	895	1,060	1,065	1,045
	# Disability Entrants - Rank	#38	#27	#13	#11	#10
	% Disability Entrants	15.3%	22.2%	28.8%	31.1%	30.2%
	% Disability Entrants - Rank	#6	#2	#1	#1	#1
	% Benchmark	9.1%	9.8%	10.5%	10.5%	10.3%
	% Difference to Benchmark	6.2%	12.4%	18.3%	20.6%	19.9%
	Sector Average % Difference to Benchmark	0.6%	0.8%	0.9%	0.9%	0.9%
	% Dif to Bmk - Rank	#6	#2	#1	#1	#1

We perform very well in attracting disabled students and have consistently maintained performance above HESA benchmark for students in receipt of DSA, since 2012-13 to present. Whilst we are ranked at number 6 across the sector for percentage of disabled students, we note this is a slip from previous performance levels, and that our percentage above benchmark is on a negative trajectory.



The declining trend of participation by disabled learners is also evident in the indexed assessment. We note a concerning dip in the indexed number of disabled students at Falmouth, which is misaligned with both the general indexed trends for our total student population growth, and with sector averages for participation of disabled learners.



Our outreach activity and review and evaluation work will proactively seek to address this trend, and to improve our understanding of what is causing the decline, to ensure that we remain above HESA benchmarks into the future.

Black and Minority Ethnic (BME) students

Falmouth University does not currently attract a large proportion of BME students, with only a very slight increase in the proportion of BME students from 2016-17 to 2017-18:

	2016-17		2017-18	
	Number	%	Number	%
White British	4053	92.8%	4118	92.5%
BME (aggregate group)	297	6.8%	308	6.9%

We wish to increase our cultural diversity, contributing to a rich learning experience. Therefore our outreach programme will include specific consideration and attention to

attracting, and retaining, higher proportions of BME students, and a commitment to increasing our understanding and targets for this group.

Other target groups

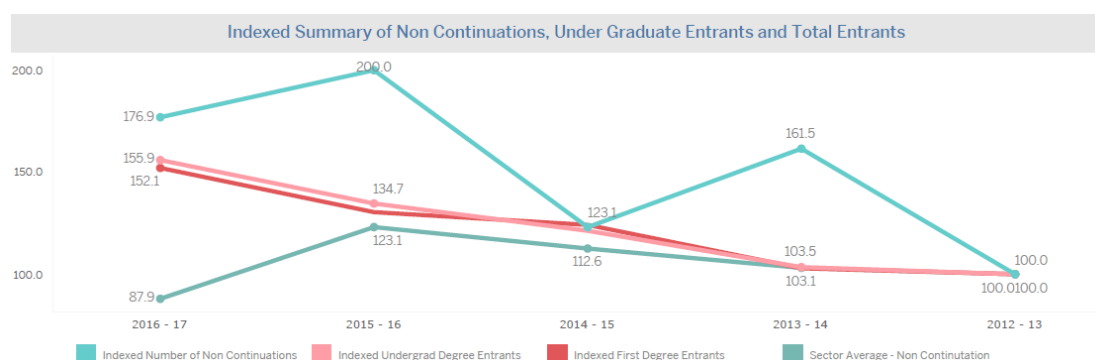
At present, Falmouth does not systematically collect data for other target groups highlighted under the OfS guidance (including care leavers). As we develop our data, evaluation and evidence practices, these requirements will be considered as part of the monitoring framework.

Performance Data – Success

Table T3 – Non-continuation following year of entry for UK domiciled full-time undergraduate entrants

		2016 - 17	2015 - 16	2014 - 15	2013 - 14	2012 - 13
Non Continuation	# No Longer in HE	115	130	80	105	65
	# No Longer in HE - Rank	#54	#51	#33	#51	#29
	% No Longer in HE	8.5%	8.7%	6.4%	8.8%	5.2%
	% No Longer in HE - Rank	#86	#79	#57	#88	#47
	% Benchmark	7.3%	7.9%	8.3%	7.9%	7.0%
	% Difference to Benchmark	1.2%	0.8%	-1.9%	0.9%	-1.8%
	% Difference to Benchmark - Rank	#99	#86	#20	#95	#18

Having achieved a Gold TEF rating, we are extremely pleased with the recognition of our excellence in quality teaching and learning. With this as a foundation, we are committed to reducing our overall attrition rate (at 8.5% in 2016/17), which at present stands below expected HESA benchmark by 1.2%. This has been a generally consistent trend over the past five years, with the exception of 2014-15, where we performed above HESA benchmark and reduced our attrition rate to 6.4% (from 8.8% in the previous year). We are pleased to note that currently for the 2017-18 academic year, our attrition figure is 5.1%, which currently stands us performing well above the 2016-17 HESA benchmark.



Retention of mature learners

Mature learners generally have higher attrition patterns than our young cohort. For the 24+ age groups, our percentage attrition rates are much higher.

2016/17 retention by Age Band	
UK Undergraduate only	
Row Labels	Percent Withdrawn
Under 21	7.38%
21 and Over	13.65%

Retention By Age Group

	2014/15		2015/16		2016/17	
	Loss	% Withdrawn	Loss	% Withdrawn	Loss	% Withdrawn
16	0	0.00%	0	0.00%	0	0.00%
17	2	13.33%	2	14.29%	0	0.00%
18	105	7.61%	129	8.00%	134	6.95%
19	98	6.44%	122	7.12%	129	6.85%
20	39	7.86%	54	9.89%	54	8.57%
21	18	7.26%	18	6.95%	36	11.18%
22	18	11.04%	14	8.92%	10	5.68%
23	8	7.92%	6	6.32%	12	9.92%
24	6	7.89%	5	6.85%	11	12.94%
25-29	22	12.72%	16	9.41%	21	9.91%
30-39	26	13.40%	9	5.84%	34	16.35%
40-60	24	10.96%	29	16.38%	21	12.50%
60-80	2	16.67%	3	25.00%	2	13.33%

We are committed to better understanding and addressing these barriers, taking into account specific barriers related to mature learners such as:

- Non-traditional qualifications
- Competing responsibilities
- Alternative access/ provision
- Course and learning mode flexibility
- Course and module offering

Retention of local (Cornish) students

Given our commitment to our local communities, and our focus on local target schools and POLAR Q1 areas, we are concerned that we support and retain our local students through their study. This will be an area of exploration.

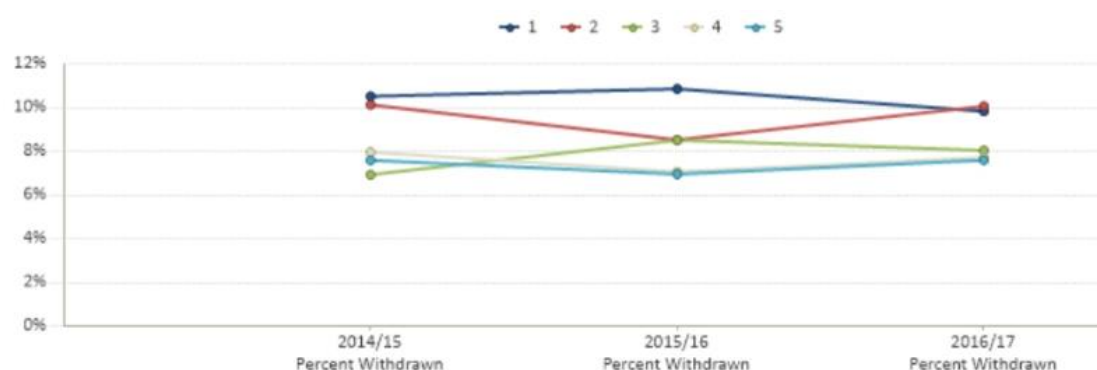
Retention By Cornish / Non-Cornish

	2014/15		2015/16		2016/17	
	Loss	% Withdrawn	Loss	% Withdrawn	Loss	% Withdrawn
Cornish	93	12.95%	94	14.16%	83	10.85%
Not Cornish	275	7.07%	313	7.24%	381	7.62%

Retention of students from POLAR3 Quintile 1 areas

Our data also illustrates a higher level of attrition of students from LPN target backgrounds.

Attrition of students by POLAR 3 Quintiles



Whilst in 2016-17 the attrition rate gap between POLAR Quintiles has narrowed, we are concerned with bringing the Quintiles 1 and 2 rates down in particular, and will explore targeted support to do so particularly in the transition-in and first year experience phases (detailed later).

Retention of disabled students

Our retention of disabled students is more aligned to our general retention rate, however the gap is widening over the past three years as the attrition level of disabled student has increased, jumping to 1.9% above attrition of students with no disability. Again, this will be an area of exploration in our success measures.

Attrition of disabled students

	2014/15		2015/16		2016/17	
	Loss	% Withdrawn	Loss	% Withdrawn	Loss	% Withdrawn
Disability	108	7.29%	120	8.82%	130	9.50%
No Disability	260	8.32%	287	7.92%	334	7.59%

We have also explored attrition by reason for leaving, which will inform our understanding and performance improvement measures over the coming period. We have a very clear 'top three' list of reasons for leaving, which are:

- Academic failure (28.5%)
- Health (26.3%)
- Personal (28.5%)

Retention of BME students

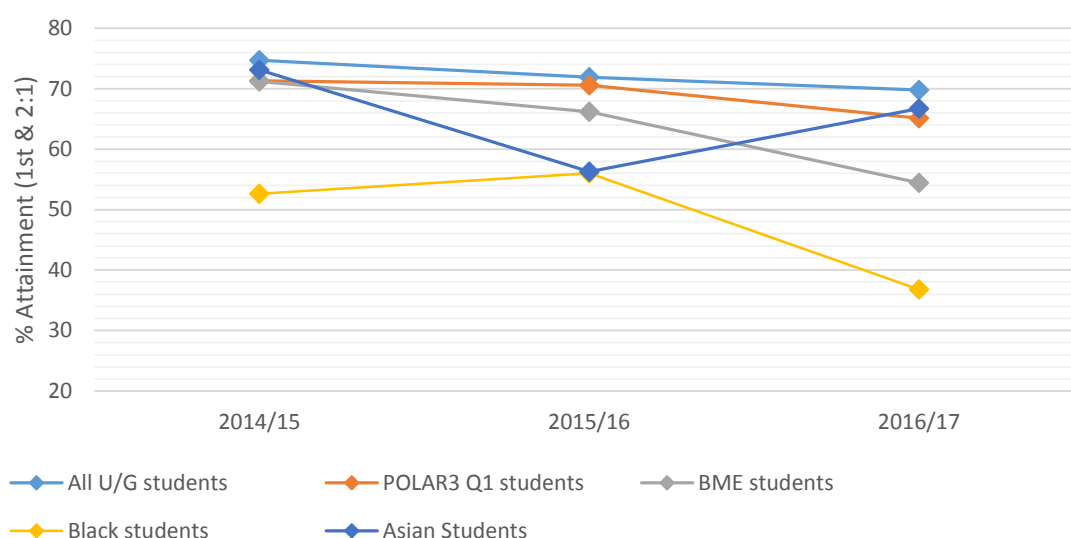
Overall, our 2016-17 retention of the aggregate BME group is performing slightly below our whole cohort retention figure, at 9.89% and 8.5% respectively. However, we notice specific issues in the disaggregate groups of ethnicity, which we would seek to address through targeted student support services. Our particular concerns are in relation to higher attrition rates for Indian students (31.25%); Other Mixed groups (12.2%); and White/Black Caribbean (11.32%). Closing the retention gap is a key priority.

Student Attainment

We have considered differential attainment outcomes for the target groups of students from Low Participation Neighbourhoods (LPNs) and Black and Minority ethnic (BME) students.

We have considered “attainment” as the percentage of students achieving a 2:1 degree outcome and above. The following graph provides a breakdown of attainment by target group, against our whole undergraduate cohort.

% Attainment (1st & 2:1) by target group



We are concerned to see some very significant attainment gaps across these cohorts, which require further exploration and targeted support. This picture reflects the national concern for degree attainment between target groups. Our area for most concern is Black students, where attainment falls well below all UG results; however, all groups require addressing.

Our activity in the student success area will address these issues, with linked support for academic learning and skills. We have a range of programmes targeting these areas, including personal tutoring, peer mentorship and study skills activity. However, there is a clear need to explore the specifics of these issues over the next year, and further refine our support and attainment raising agenda.

% Attainment (1st & 2:1)	2014/15	2015/16	2016/17
All U/G students	74.7	71.9	69.8
POLAR3 Q1 students	71.3	70.6	65.1
<i>Difference to All U/G</i>	-3.4	-1.3	-4.7
BME students	71.2	66.2	54.4
<i>Difference to All U/G</i>	-3.5	-5.7	-15.4
Black students	52.6	56	36.8
<i>Difference to All U/G</i>	-22.1	-15.9	-33
Asian Students	73.1	56.3	66.7
<i>Difference to All U/G</i>	-1.6	-15.6	-3.1

It is not possible to discern a particular trend in attainment from these data; however, this could be explained in part by very small cohort sizes, which skews the data significantly. Further internal analyses will be approached in context and individually.

Notes:

- 2014-15 and 2015-16 data includes “home and EU” students as an aggregate group. This has been changed in 2016-17 to “home” students only, and this will continue in future data collection.
- Our data analysis has included exploration of attainment at academic departmental level, however due to the small numbers of disaggregate groups, we have decided not to publish these findings. Data will however be used internally to target support.

Performance Data – Progression

We have seen ongoing improvements in our progression data in targeted areas. In 2015-16, our overall graduate employability rate was 94%, and of these 73.7% held graduate-level positions. We are committed to working towards further improvements in both metrics. We have explored our performance in relation to our target groups, as follows:

2015-16 Graduate Employability by Target Groups

Group	Rate (employed or FE)	Rate (Grad level employed)
All	94%	73.3%
Local (Cornish) students	95.5%	74.3%
Students from POLAR3 Q1	93.5%	76.4%
Disabled students	93.3%	74.9%
Mature students	Not available at this time; will be collected in future	
BME students		

We are extremely pleased to note excellent performance of our target groups in terms of employability outcomes, where in most cases our target groups out-perform our overall rates of progression. This reflects our focus on employability and connectivity particularly into local enterprise and industry. We will continue to leverage this base in order to progress targeted and overall performance in the progression area.

See page 21 of the guidance for a checklist of what you must include in this section.

In this section, outline how you will respond to the areas for development identified in the **assessment of current performance** section of your access and participation plan. Demonstrate the changes you aim to achieve and your strategic approach to doing so, addressing the whole student lifecycle (access, success and progression) and based on the evidence you have provided in your **assessment of performance**.

We anticipate that this would be the longest section of your access and participation plan.

1. Your strategic ambitions for access and participation within your own organisation and the contribution you will make to the priorities we have identified

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

We are committed to ensuring that students from all backgrounds can benefit from a Falmouth education, which facilitates their successful introduction, access and participation in the local and wider employment markets, promoting social mobility.

The expansion of the University in the early part of the 21st Century was driven by the need to increase the provision of higher level skills in the County, and we retain our commitment to recruiting one quarter of our UK students from Cornwall, particularly from areas in Cornwall identified as POLAR4 Quintile 1 and/or as <4 decile on the Index of Multiple Deprivation.

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

As confirmed by our ranking of 'Gold' in the UK Government's first Teaching Excellence Framework, Falmouth meets the highest standards for teaching quality, student retention, and graduate outcomes. The University is committed to ensuring that students from underrepresented groups are able to access, succeed in, and successfully progress from a Falmouth education.

Whilst our standards provide an excellent foundation for success, we therefore continue to assess, with a view to further improving, key areas in student success and progression. Our ambitions over the coming year are to further our understanding

and improve performance in areas that have also been highlighted as priorities at the national level, and in particular address gaps in retention for our target students.

2. which underrepresented groups you will be specifically targeting in your access and participation work, and at which stage(s) of the student lifecycle

The University's Access and Participation Plan for 2019-20 is designed to address the fair access priorities and underrepresented groups where Falmouth can make the biggest impact. In particular, Falmouth is positioned to:

- Increase participation, and support retention and progression, from Low Participation Neighbourhoods, of which there are a high proportion evident in our local Cornwall area
- Increase participation from mature students and in particular those from Low Participation Neighbourhoods
- Support retention and progression of students with specific learning difficulties, in particular dyslexia and other key target groups where retention gaps are apparent.
- Close identified attainment gaps between target and general cohort learners, particularly in identified course areas where gaps are widest.

3. how the work identified in your access and participation plan will complement work funded through other sources and conducted in collaboration with other organisations

This Access and Participation Plan complements our work in the following collaborative programmes:

(i) National Collaborative Outreach Programme

Falmouth University is working in partnership with all other regional universities and HE providers through the National Collaborative Outreach Programme. Falmouth University is a partner in the Next Steps South West consortium led by Plymouth University, covering target wards in Cornwall, Devon and Somerset. This collaboration builds on the success of the former regional NNCO networks: the Devon Collaborative Outreach Network and Next Steps Cornwall.

Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium or high achievers, with low HE aspiration, and domiciled within nominated postcodes (HEFCE POLAR3 and Gaps Analysis). A diverse range of outreach projects will be designed and delivered collaboratively by partners in the consortium, with robust evaluation of impact throughout.

The funding for these projects will continue to sit outside the University's Access and Participation Plan, but their presence within the university directly sits within the broad access and outreach "offer" and contributes to a rich evidence base which can be used to track student access, success and progression throughout the life-cycle. The Next Steps South West provision for target groups complements the broader

outreach work to promote higher education to the wider range of WP target groups such as other age groups or those with other indicators of disadvantage.

Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Access and Participation programmes. Through sharing best practice, avoiding duplication, enabling specialisation from a wider pool of providers, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE, and develop a shared understanding of our local participation context, including specific barriers, challenges and enablers or opportunities to leverage.

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

We continue to integrate activity, findings and insights from the NCOP initiative into our broader outreach and engagement work. In 2018-19, we are set to explore the complementarity of these programmes more deeply, with a view to ensuring our University outreach work is providing opportunities where there are identified gaps in provision; and, similarly, leveraging any opportunities to offer 'value-add' to students, schools and our other stakeholders participating in the NCOP initiative and activities.

(ii) Collaborative careers resource projects

The Lifepilot and Careerpilot careers resources websites

Falmouth University collaborates 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:

- Lifepilot, engaging and supporting mature and part-time students in progressing to higher level study (www.life-pilot.co.uk)
- 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). 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.

4. how you will ensure continuous improvement, including through the evaluation of your access and participation plan measures and through your sustained engagement with schools and employers

5. how you will monitor your performance against the measures set out in your access and participation plan

(i) Evaluation of Access and Participation Plan measures

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

A number of key groups such as Cornwall resident students have been built into the existing Management Information System (MIS) reports with recruitment target numbers set against individual courses. Work is in progress to build reports for monitoring key demographics and Access and Participation Plan metrics within MIS. Falmouth has subscribed to the HEAT service for tracking the progress into HE of people who have attended access and outreach events. Falmouth also uses 'Datafiltr', the schools recruitment targeting tool, which identifies schools with low progression to higher education.

The Vice-Chancellor's Executive Group, the University's senior strategic committee, will receive and evaluate progress reports on Access Agreement targets on a quarterly basis in 2019-20, and the University will report annually to its Board of Governors and to the Office for Students (OfS) on progress.

As we progress through the OfS regime, noting a focused approach on outcomes and rigorous approach to utilising and interpreting data and evidence to build understanding and the 'business case' for investment priorities, we are committed to developing our capacity for evaluation and review at the strategic, programme and activity levels. We will develop a more integrated, strategic approach to evaluation, which deals with performance and process, including effectiveness and efficiency measures along the programme logic model. This comprehensive approach will enable us to build understanding of return on investment and value for money, as well as impact evaluation.

The Evaluation Framework will provide:

- High level Access and Participation Plan monitoring and reporting
 - Institutional Performance Evaluation (whole institution)
- Monitoring embedded in planning
- Process, strategy and activity level monitoring, performance & reporting
- Evaluation using effectiveness, efficiency and equity orientation parameters
- Stakeholder and Activities evaluation embedded in activity design

Evaluation of Financial Support packages

We recognise that the upfront costs of study and also costs embedded in successive years of study (e.g. materials, study trips and work placements), constitute potential

barriers to access and ongoing participation. Whilst the impact of financial support packages, particularly upon choice to study at university, has been found to be negligible in recent studies, at the institutional level there is evidence for the positive impact of financial support on retention and student experience.

Our evaluation of financial support focuses on understanding how best to support students from Cornwall, and understanding affordability challenges.

The National Scholarship Programme (2012-2015) at Falmouth was focused on financial support for students from Cornwall. The key learning from this programme was that direct, non-repayable financial support as cash was more valuable than, for example, rental discounts and travel passes. Cash awards best accommodated a broad range of student needs. We have followed and responded to the national debate and evidence base regarding the relative effectiveness of different components of the fair access cycle.

Falmouth also carefully considers the timing and staging of financial support payments, and aligns payments to periods when students' Maintenance Loan is at the end of a cycle, and to periods when students need support to develop their end of year projects.

In the interests of transparency, Falmouth has undertaken research into typical course costs for materials, and has categorised our courses into different bands; work undertaken in consultation with academic staff.

Building on informal evaluation with individual students conducted in previous years by our Student Funding Manager, we will advance our understanding. We will provide a more robust evidence base and methodology for ongoing assessment and evaluation, and will **explore implementation of the recent OFFA evaluation toolkit; and, more formally survey and consult with the student body** regarding the effectiveness of financial support, and how financial support can be improved, tailored and leveraged for outcomes that support student success and progression.

(ii) Sustained engagement with schools and employers

The Falmouth Creative project, covered in detail in the next section, forms the basis of our sustained engagement with schools, and it includes a commitment to engage with all 31 secondary schools in Cornwall.

Sustained engagement with employers will be secured through the following measures, which are described in more detail in the next section:

- a. **Creation of the role of Employability Tutor** in each academic department,
- b. **Rollout of the model of business creation as the learning vehicle**
- c. **Commitment to an industry-led curriculum, with all students doing a combination of placement, industrial mentoring and/or live projects (co-led with an industry partner).**
- d. Measures to ensure that all staff are professionally connected

Through these engagement mechanisms, we will iteratively explore achievement of objectives, progress and improvement. Continuous improvement, via sustained engagement with our key communities of schools and employers, will be identified via continued consultation and engagement, and monitoring. Our consultations and review work includes the following key areas of investigation:

- Progress to meeting targets / objectives (and pace)
- Stakeholder insights: challenges and opportunities
- Stakeholder insights: what works in context (improvements made)
- Any gaps in provision
- Barriers to improvements (to progressing targets, to achieving outputs or to improving processes/ infrastructures)
- Opportunities to do things better and/or leverage additional value for faster progress / continued improvement

6. how your access and participation plan will support and benefit from your broader equality and diversity strategy

The University's Equality and Diversity Strategy 2015-20 has been created to support the University's overarching strategic objectives, and to support the University's commitments to fair access. Our objectives and commitments under our widening participation agenda, and Access and Participation Plan, align with and complement these broader objectives.

The University's Equality and Diversity Group, a sub-group of the Vice-Chancellor's Executive Group, contributes to the development and monitoring of Access and Participation Plans.

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

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

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

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

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

7. how you have consulted with students from a range of backgrounds in development of the plan and how you will work with them to deliver it

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

The Students' Union accepted the invitation to provide a response to the draft priorities and allocations for the proposed 2019-20 Access and Participation Plan. The response supported the direction of travel of the draft plan, and also proposed:

- A review of recent, detailed research into fair access challenges, to inform the detailed implementation of Falmouth's approach to access and participation in 2019-20
- The creation of a working group, of senior academics, SU leaders (officers and staff), and support service leaders to consider the breadth of research on students access, retention, progression and success, and look to help inform Falmouth's future direction with this underpinning and embedded in our plans
- That the University continue and enhance its support for course based, student led activities and societies, with a particular focus on protecting the clear timetable on Wednesday afternoons.

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

The Student Funding Manager regularly reviews the impact of financial support, and will continue undertake review work in concert with the Students' Union and student stakeholder groups in 2019-20.

Access, student success and progression measures

See page 29 of the guidance for a checklist of what you must include in this section.

In this section, give an overview of the activities and support measures you will undertake in 2019-20 to achieve your objectives and the priorities we have identified for access and participation.

Demonstrate that the range of activities and support measures you plan to undertake in 2019-20 is a credible and effective response to the challenges you have set in your ambition and strategy.

- **Responding to areas of development based on the assessment of current performance**

It is important to note that most of the data relating to Access and Participation targets is drawn from academic year 2016-17. Progress has been made in each of the areas of development in 2017-18, and this is summarised below as important context for future Access and Participation programmes.

This year, we have consulted with Applied Inspiration, experts in effective and efficient design and development of widening participation strategies and operations, in particular in the context of small and specialist institutions. We have incorporated some preliminary performance assessment improvement measures and resulting areas for development. A review and evaluation project, underpinned by the principles of effectiveness and efficiency, is being considered for the 2019-20 year. This will respond to the gaps and areas for performance improvement, as well as leveraging opportunities to create faster progress and value for money. It is envisaged that this will include process and performance evaluation methods.

As part of an embedded, whole institution approach (Thomas, 2017), and acknowledging effective practices include the alignment between WP activity and core institutional objectives, we have situated widening participation (access) agenda within the Recruitment area, with success and progressions being situated with Quality Assurance and Enhancement. This is being coordinated under a single responsibility with direct reporting line to the Vice Chancellor. This ensures strategic positioning for optimised outcomes.

The new recruitment team has posts focusing on partnerships with schools in Cornwall, which from 2017-18 has increased the reach and effectiveness of the University's local outreach work.

As encouraged in the literature on best practice, we are (re)developing and leveraging our school partnerships work to help us make faster progress to realising our targets. We are using best practice principles to guide and underpin our developing

relationships with schools, as an evidenced approach to effective outreach programmes. We acknowledge the key role of these partnerships in maximising resources, ensuring impartiality and providing equitable opportunities to access higher education outreach (Moore et al, 2013). We see 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 approach builds on learning from previous programme of compact, recognition and progression agreements with local schools (detailed under earlier Access Agreements)

- **Recruitment from Cornwall and from LPNs**

2016-17 data and current internal data confirms the success and appropriateness of the umbrella programme of Cornwall outreach work, which we first signalled in the 2018-19 Access Agreement and which is summarised below:

Falmouth Creative: Discover, Believe, Achieve

Introduction

Falmouth Creative: Discover, Believe, Achieve, is an umbrella progression programme for talented and creative students who have the potential to go to university, and will benefit from additional support to reach their full potential.

The programme was designed based on local and institutional evidence that the most effective structure for engagement with Cornwall's secondary schools is through a consistent, overarching framework with scope to tailor the programme depending on age group and local fair access challenges.

The programme is aimed at not only students in year groups 9 - 13, but their parents, teachers and Career Advisors through a variety of activities and contact points throughout the academic year. Engagement of these key influencers is critical in advocating for and supporting student consideration, access and participation in higher education (Moore, 2013; Thomas, 2012).

We consider this programme offer in the context of raising attainment as well as generally supporting aspirations and access to higher education. A portfolio of workshops, which comprise of academic subject specific, skills-based, careers, and Information and guidance workshops is available to schools and colleges for their year groups 11, 12 and 13. Academic subject enrichment and learning skills workshops specifically aim to support and raise attainment, acknowledging that only one in three children from disadvantaged areas achieve five GCSEs at grades A*-C, which is half the rate of their wealthier peers (Teach First, 2017; Department of Business, Enterprise & Skills, 2015).

Adopting a scaffolded, early approach (OFFA, 2015; Moore, 2013), Year groups 9 and 10 will also have four key phases of activity throughout the year. Each academic year will end with a celebration of each school and pupil at the CreatEd Exhibition in June. Recognising student achievements and setting high expectations are a key approach in the programme, building student confidence and expectations that higher education is attainable (Goyette, 2008).

Benefits to the pupil

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

This integrated approach follows recommendations in a review of the literature by Moore (2013), which identified a number of items that contribute to successful widening participation programmes. We have reflected these principles in our practice, in our local context.

In particular, this programme responds to evidence that travel costs are a significant barrier for Cornwall based students, due to the County's unique geography and dispersed public transport infrastructure. Further, the programme addresses an identified local need for additional skills related to completing an application to Higher Education.

Benefits to parents and carers

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

This critically includes navigational support to enable informed and positive GCSE, A level and HE course choice; advice on bursaries and student finance; and support and information relating to application processes. This is also provided through our website, which can be accessed at any time.

Benefits to teachers and careers advisors

Teachers can access the university's resources and liaise with university staff to support and develop the aspirations and attainment of their pupils. The scheme will start with a lighter touch for years 9–10 focusing on aspiration raising and increasing attainment with our portfolio of subject specific workshops for pupils in year 11.

Teachers are able to develop their own subject specific practice by attending onsite masterclasses and conferences, supported by the university's Professional Services teams, academics, and technicians in subject specific areas. This will aid them in developing their own continuing professional development. Teacher engagement and development is highlighted as a key activity for success, as noted in a range of literature and advocated best practice by OFFA and the OfS.

Careers Advisors and Teachers will gain an insight into the current industries that are flourishing in the South West and emerging industries over the next 5 -10 years. Given the local challenges in employment and skills, we have included a focus on career outcomes, with university as a key step in the journey. Our local evidence and feedback suggested that further information, insight and analyses of local employment and labour market data would be useful to advisors and teachers in our target schools. Given employment outcomes and earning potential feature in our discussions with target young people and their parents/ carers, and given we use career examples to highlight the value of a degree, we consider this a necessary part of our outreach programme.

Activities & Events

A programme of events throughout the year will look at ways to work together to encourage participation, achievement and progression in education. The events and activities offered are aligned to best practices identified in the literature (including research and briefings directly from OFFA) and suggested by the OfS in the best practice guidance.

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

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

How it works

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

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

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

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

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

Year 12 -13 is a two-year scheme for individual pupils to sign up, with the end result in enrolling at university. Teachers and Career Advisors will play an important role in helping identify and encourage students that will benefit from the Year 12 – 13 programme. There will be a travel bursary to Year 12 -13's to attend term time activity.

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

Targets/ Intended outcomes

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

Monitoring effectiveness

The short, medium and long-term effectiveness of the Falmouth Creative programme will be continually evaluated through the Higher Education Access Tracker (HEAT), as well as HESA benchmarks and reports from in-house management information systems. This will be integrated as part of a comprehensive evaluation framework.

Complementarity with NCOP, and sharing good practice

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

with nationals data on the participation gap for white British males from low socio-economic backgrounds, which is reflected in our local POLAR areas.

- **Further planned actions:**

Alongside the Falmouth Creative Programme, the University will continue to develop and deliver a range of access projects, supported by our local evidence and literature, including:

- Co-delivery of qualifications with local schools and colleges, supporting the raising attainment agenda as well as strengthening access routes, as key component of successful outreach programmes.
- Increase our investment in Access and continue to increase, consolidate, deepen and improve our schools and colleges outreach activities and partnerships, for example:
 - Development and implementation of partnership plans and activity that will be focused into relevant subject areas
 - Further linking with the careers and employability agenda
 - Establishing evaluation processes and partnership review
 - Developing tailored projects to address specific identified challenges and need to support progression to higher education, through deeper research and insights into our local area to inform our activity; and through stakeholder collaboration, consultation and co-creation.
- Progression Partnerships with local schools and colleges, giving guaranteed interviews to all their students, and guaranteed places on selected courses. Our evidence suggests that Falmouth can increase its visibility and engagement with schools and colleges, and providing such progression partnerships would be welcome and impactful for our local learners and school cultures.
- Subject-specific access interventions with Progression Partner schools, held on campus and in schools and colleges, including Design Think Tanks, Code Academies, Game Jams and Book Camps. 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.
- Foundation Degrees delivered at local FE Colleges
- Validation of creative courses at local FE Colleges
- Open days, summer schools, campus visits, and workshops
- Investment in further market analysis to support access activity aimed at people from the most disadvantaged Wards in the County, supported by analysis and resources with our collaborative access networks and data sources. Such collaborative activity is the basis for transformational work, and we are committed to participating in these investigations.
- Extended Ambassadors/ Role Models programme, including training from school staff to aide 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, we see the potential for continued improvement in the training, development

and capability of our student ambassadors.

- Widen external partnerships and collaboration, particularly at the local level; and, exploring deeper and broader collaborations at the national level. Locally we have identified we can do more in terms of raising the University's profile and participation particularly in schools and community. We will seek to do this in partnerships with appropriate stakeholders; as stated previously, started with strengthening
- Our school and college partnerships, and leveraging our engagement with the local skills agenda.
- As per the literature and identified national gap areas, we will focus support on the participation of specific target groups of national and institutional priority:
 - White boys from disadvantaged backgrounds
 - To contribute to national priorities, and encouragement of male participation into the Arts, there is an opportunity to create a unique and targeted *Boys Programme*, themed through our disciplinary lens.
 - Activities that respond to identified challenges will include:
 - Nuanced targeting and starting interventions early
 - Securing appropriate mentors
 - Provision of targeted information, advice and guidance
 - Working with parents, community and employers
 - Black and Minority Ethnic backgrounds
 - We currently have a very small percentage of BME students. This project aims to increase the percentage of students from BME backgrounds at Falmouth, and in particular into the Arts disciplines. We will:
 - Identify key target local schools and community areas.
 - In providing access for BME students, we are informed by best practice and literature, which considers that:
 - Inclusive teaching and learning practices are critical for access and success, and include:
 - Curriculum design and content
 - Delivery & pedagogy
 - Student assessment & feedback
 - Including early integration into institution'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 can be experienced
 - Care leavers
 - Objective to support care leavers in their educational journey and provide early engagement with higher education, which will facilitate entry. Also aims to provide tailored support

through the conversion process to ensure successful applications to HE.

- Activity will seek to develop partnerships with relevant organisations to support local care leavers, as a national priority
- Our programme considers and includes best practice:
 - Cooperation between education providers (schools, colleges and universities) and the care system
 - Optimistic approach and a culture of high expectations
 - Ongoing practical, financial, academic and emotional support and assistance
 - Established protocols in higher education institutions
 - Developing and nurturing personal resilience and motivation of the young person
- Children from Military Families
 - Explore collaboration and opportunities with our 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.
 - Including seeking contribution and support from the Air Station and those partners linked to it
 - Best practice will include:
 - 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 (SCip), 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
- Further develop and implement evaluation practices in delivery:
 - Develop and embed evaluation and reflective assessment practices that facilitate improved understanding of partners and 'what works'.
 - Ongoing monitoring development, including targeting and

assessment of outputs and outcomes data

- Continue to develop evidence base and leverage internal MIS
 - Collection and application of community and key stakeholder information and data to improve the University's practices in relation to raising aspirations and achievement within under-represented groups and communities through targeted and relevant activity.
 - Undertake insight and research/diagnostic activity to provide deeper understanding of our contexts, stakeholders and target learners.
- Support the raising attainment agenda in target schools and colleges
 - Explore a strategy and plan to address identified attainment issues in target schools, including best practice elements, such as:
 - Activity delivery (see below)
 - Leadership and professional development capacity
 - Close links with parents and community support
 - Effective use of data
 - An innovative curriculum
 - Fostering a culture of high expectations
 - In consultation with our target schools, we will seek to offer a range of academic sessions designed to support attainment, which may include:
 - Homework clubs
 - Tutoring programmes
 - Support in Curriculum areas of relevance to our Offer (pupil and/or teacher focused)
 - Teacher and Leadership support and professional development
 - Study and exam skills
 - Core learning in literacy and numeracy

The identified practices relating to these target groups have been designed from best practice and considered the specific considerations and challenges for these groups. Part of the development of these programmes will, however, necessarily involve early and iterative engagement and cocreation with our key stakeholders, and review and analysis of emerging data and evaluation, which can support continuous improvement.

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

- Student Success

The University has made a significant investment in an in-house Management Information System (MIS), which provides detailed retention data, and includes an 'early warning' component which tracks students' engagement with key University systems and academic processes. As per the OfS requirements, an increasingly data-driven approach is critical to progressing the agenda and therefore we have prioritised the development and improvement of our data capture, review, analysis and application. We are currently, and will continue to, identify and address institutional gaps and potential for improvements in the ways we interrogate, use and apply our data. This has been an identified need for the coming years.

Falmouth delivered 'The Retention Project' in calendar year 2017, focusing on student feedback and quick turnaround of actions to improve retention, including the use of data to monitor students' engagement with key functions and services. Attention in these areas was based on institutional evidence gathered from rounds of student feedback and feedback from staff working at the front line of retention.

To date this has improved retention rates in 2017-18 by approximately 1 percentage point year-on-year, and further analysis of successful interventions through this project will inform retention initiatives in future years.

Falmouth initiated a 'Retention Project' to review issues effecting retention, in conjunction with participation in 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 are 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.

Student Success measures: planned actions

- **Focus on Transition and First Year Experience:** our data shows that the majority of attrition occurs in the first year of study. We will explore Transition Pedagogy (Kift, 2014) as a framework to conceptualise student support and success, particularly from offer to end of first year. We acknowledge the importance of the transition-in phase of the *student lifecycle* as a critical juncture for student participation and ongoing success. As part of an ongoing commitment to ensuring accessibility and offer attractiveness, we 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 mature, BME and first-in-family students, who are more likely to be from POLAR Q1 areas and for whom transition-in is more challenging. This is reflected in our retention rates for these groups, which we have found are lower than our general student cohort. These measures will therefore 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 and competing responsibilities

(family, employment) for mature learners; and, belonging, financial and awareness support for both groups. We are cognizant of the literature, which advocates early integration into institution's culture and creating sense of belonging as critical at the access and transition phases for these target students.

- **Student Mentor Scheme:** this scheme, with over 200 mentors, plays a key role in retention of students. Second year students are matched with new first year students (before enrolment), to provide support and mentoring before initial enrolment, and throughout the first year of study. This scheme was designed following best practices such as the "Peer Assisted Learning/Support Schemes" (PALS/ PASS); and was identified as an institutional need. This scheme is particularly focused to the transition-in phase of the student lifecycle and identified target groups where retention is lower, and particularly POLAR Q1 and mature learners, where research shows that mentor programmes are effective aides to access participation in university. 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 provide assistance in overcoming some of the personal confidence and belonging issues related to attrition.
- **Peer Assisted Study Sessions (PASS):** the PASS scheme is an academic peer support system which will be rolled out to all students across all undergraduate courses at Falmouth University. This programme will be enhanced to provide further support for students recruited from disadvantaged backgrounds, and other groups of students identified as requiring additional support. Whereas our mentor scheme provides more holistic personal and academic life support, the PASS scheme is more focused on academic achievement and progress. Our evidence highlights that academic failure accounts for nearly 1/3 of reasons for attrition, and we will particularly target BME and Black students, where we have found most significant attainment gaps. Given our relatively small student numbers in these specific target groups, we are therefore looking into the tailored support that may be provided to target students who are experiencing academic challenges. Further exploration into the specific challenges being faced, and the service responses required, is being conducted over the coming year. However, we have employed this method based on our research which suggests that the experiences of higher year students can be leveraged to support the learning of lower year students.
- **Introduction of Personal Tutor and Senior Tutor roles in the academic departments:** the Personal Tutor will provide academic guidance and support through regular meetings with their tutees, using learner analytics (an individual student scorecard) to support students. Senior Tutors will coordinate Personal Tutors in their department and ensure the system is

working effectively. We note 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 our 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 our target learners can receive individual personalised support. However, whilst this programme is being implemented across the institution, we particularly note its potential to positively impact attrition and attainment for identified target groups, where there are gaps in our performance. To this end, we have introduced specific training and considerations for tutors who are working with target cohorts; and, we are encouraging and trialling more proactive support “reach outs” particularly to target learners and where we note early warning signals. This helps to combat the challenge of student self-selecting participation, where students who may need support the most are less likely to seek it.

- **Supporting different learning styles** – The University proactively supports students who have different learning styles and study skills’ needs.

We have adopted a profiling tool to support students learning styles and outcomes. This was based on our evidence that a significant proportion of our students from an early screening process to identify different learning styles and study skills needs.

All new students are given access to the 'Do-IT Profiler', a screening tool. New students are contacted prior to starting at Falmouth and encouraged to engage with the profiler. Early intervention means that preparation can start early, as well as early connectivity of students with their learning at Falmouth. This is a core component of effective Transition Pedagogy and critical “transition-in” intervention. 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, we intend 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)

Current and planned actions to strengthen support for students from underrepresented groups include:

- Training for Student Services staff in coaching skills, to empower students to find answers to their own questions and to prepare them for life outside University; enhanced training will be provided for key staff members. This approach responds to a strategic aim (Learning, Teaching and Employability Strategy) to our students to take responsibility for their careers from the beginning of their course of study.
- Appropriate staff are being provided with ASIST suicide prevention training. This notes increasing instances of student mental health, institutionally and sectorially.
- All Student Services staff will be provided with mental health training, to ensure understanding and a positive experience for students with mental health difficulties.
- All Student Services have produced a Disabled Students Allowance change mitigation / inclusive service plan to increase the accessibility and inclusiveness of services provided. Accessibility has been raised as a concern, and we aim to ensure ease of access. This is reflected in the percentage of students identifying with a disability compared to the lower percentage receiving DSA. Whilst some of this can be explained, we are committed to ensure that support is received, in timely and easy manners, where required.
- Based on these data and review of our academic offer, and noting our attainment and retention gaps for target POLAR Q1, BME, mature and disabled students, we will explore also the ways in which our curriculum and learning environments may be developed more inclusively. We are conscious that inclusive teaching and learning practices are critical for access and success, and include Curriculum design and content; Delivery & pedagogy; and Student assessment & feedback.

- **Progression into employment**

The University has improved its graduate employment consistently since 2012, and is pursuing ambitious targets, which were introduced to the Access Agreement for the first time in 2017-18, in recognition of the requirement for a whole lifecycle approach to fair access. The targets are focused on driving up 'graduate level' employment across the University, building on our high levels of self-employment, and retaining graduates in the South West in work or further study after graduation.

In 2016-17 the University was 1.3% below target, and has created the new post of Head Of Employability to provide strategic leadership of the function and improve coordination of careers advice and placements across academic departments. Integration of the WP Progression agenda has been made, which provides for best practice under an “embedded” approach (OFFA, 2015).

Progression measures: planned actions

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

In its early stages, we expect that our progression initiatives will:

- Increase support for the c.28% of Falmouth graduates who go in to self-employment or business start-up;
- Fully embed industry placements and mentoring into the curriculum; and
- Strengthen the links between courses and industry through the introduction of Industry Advisory Boards.

We have adopted four initiatives, which are aligned to our identified need areas, and our existing careers and employability provision; and which are supported by best practices and literature. We have used a model where initiatives are fully embedded in course curriculum (Employability: Review of the Literature (best practices) HEA, 2017).

We have identified two principles from best practice that are particularly relevant in our local context, and which we seek to address through our initiatives. These are:

1. Embedding employability in the curriculum and ensuring that students are able to make a connection between employability outcomes and their discipline
2. Building links with the labour market and encouraging students to do the same. In particular, there is evidence of the impact of providing students with real connections to employers and actual experience of the labour market (University of Southampton, Good Practice Centre, 2018)

The key initiatives are:

- **Creation of the role of Employability Tutor** in each academic department, to coordinate all employability and placement activity for their course, and ensure that all students undertake a placement, industrial mentoring and/or live projects. This initiative is a response to an identified need for in-department coordination of employability initiatives alongside the work of the central Employability team. Whilst we do not have significant employability gaps between our general and target student cohorts, this also provides a monitoring point particularly to be proactive in ensuring that students from disadvantaged backgrounds, who are less likely to have professional

networks, are supported with necessary industry and employer links that support their progression to graduate level employment.

- **Business creation as the learning vehicle:** more students will be enabled to learn through the challenge of starting up a business as part of their course, through credit-bearing modules. This approach is already embedded in the University's Business Entrepreneurship undergraduate course and in the MA Entrepreneurship taught as part of Falmouth's Launchpad business incubation programme. We will also continue to expand our network of business advisors, mentors and angels to support our students to establish these businesses. We will require every course at Falmouth to offer Entrepreneurial and Business start-up content developed in partnership with Falmouth Business School. Again, this approach responds to Falmouth's unique profile of up to 28% of graduates going in to self-employment or business start-up.
- **Industry-led curriculum:** all students will do all or a combination of placement, industrial mentoring and/or live projects (co-led with an industry partner). These will be credit bearing. By 2019-20, integrated Placement support will facilitate the possibility of the wider Creative Industries Economy placement for all students. This will increase the amount of placements that can be delivered in each department. Some departments have a Transition module in the 2nd or 3rd year (bridge from the University to Employability) and this approach will be promoted as a way to deliver industry connections.
- **Ensuring staff are professionally connected:** To underpin the commitment to an industry-led curriculum, we will ensure that all staff have live professional connections, enhanced through relevant industry secondments and partnership arrangements. Our intention is that all staff feel confident and are equipped to respond to student enquiry and need in relation to career and progression outcomes. This will be achieved through connectivity with employers and industry, as well as experiences.

Investment

Falmouth will continue to direct 22.5% of higher fee income into Access & Participation activities in line with our self-assessment of performance above, details of which are set out below. The overall division of expenditure across direct financial support, access, student success, and progression, for 2019-20 are maintained at the same rates established for 2017-18 and applied for 2018-19, following a decision to reduce direct financial support for 2017-18, in accordance with Office for Fair Access research and guidance regarding the effectiveness of this category of expenditure.

Proposed allocation of Access & Participation countable expenditure (by cash amounts and by % of expenditure)

Higher fee income for 2019-20 is forecast at £15.7m, £3.5m (22.5%) will be invested into Access & Participation activities.

Year of entry	Forecast student numbers	Countable expenditure	Financial Support	Access	Student Success	Progression
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	FTE	£'000	£'000	£'000	£'000	£'000
2017/18	1,608	1,113	310	441	249	113
2018/19	1,593	1,095	288	443	250	114
2019/20	1,906	1,327	349	537	303	138
Total	5,107	3,535	947	1,421	802	365

Year of entry	Countable expenditure	Financial Support	Access	Student Success	Progression
	%	%	%	%	%
2017/18	100%	28%	40%	22%	10%
2018/19	100%	26%	40%	23%	10%
2019/20	100%	26%	40%	23%	10%
Total	100%	27%	40%	23%	10%

For 2019-20 we will continue to focus the majority of our financial support on students from Cornwall and those with a low household income, with further consideration being given to course costs. Support levels will build upon our 2017-18 award structure, which bands courses by level of additional student cost (for example, trips, materials, and equipment). The financial support package has been informed by consultation with current student recipients.

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

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

Direct financial support for 2019-20

The University offers £1,500 to applicants who live in Cornwall to help towards equipment, internships and the funding of end-of-year shows.

The Cornwall Award is available to UK students who have a Cornwall address at the point of application for courses starting in September 2018. To qualify for the Award applicants need to fall under at least one of the following:

- Assessed by Student Finance as having a household income of under £42,875pa* (*exact 2019-20 amount to be confirmed by Student Finance England)
- Eligible for Disabled Student Allowance (DSA)
- Have a home address from an 'under-represented' area of Cornwall. These are specific postcode areas which historically have had low numbers of residents enter higher education. To find out if your address qualifies as an 'under-represented' area, enter your postcode in the form on this web page:

<https://www.falmouth.ac.uk/student-funding/undergraduate/bursaries16-17/cornwall-award>

Recipients of the Cornwall Award will receive the following support:		
Level of Study	Award	Value
1	Equipment Award: To help all students with the costs of starting at university, such as the purchase of a laptop or additional equipment.	£500
2	Placement and Exchange Award: For students who wish to undertake a placement, internship or exchange which has the backing of their course team.	£500
3	Exhibition Award: To help all students with final year costs which are likely to include end-of-year shows or exhibitions.	£500
Recipients of a Cornwall Award will also qualify for a Materials Award. UK and EU students who are assessed by Student Finance as having a household income of under £25,000pa* (*exact 2019-20 amount to be confirmed by Student Finance England) will automatically receive a Materials Award which varies in size dependent upon the area of study. This will be an annual award, assuming that the student's circumstances don't change.		
Course Banding		Household income of £0 - £25,000pa
Band 1: Animation (all), Architecture, Creative Advertising, Drawing, Fashion Design, Fashion Marketing, Fashion Photography, Fine Art, Game Art, Graphic Design, Illustration, Interior Design, Marine & Natural History, Photography, Press & Editorial Photography, Sportswear Design, Sustainable Product Design, Textile Design		£200pa
Band 2: Acting, Music Theatre and Entertainment Management, all Journalism courses, Popular Music, Music, Creative Music Technology, all Business courses, Creative Events Management, Television, Film, Theatre & Performance, Dance & Choreography, Game Development, all English courses, Creative Writing, Computing for Games		£100pa
University Bursaries		

Students from the below groups will automatically qualify for an additional bursary, in addition to any other awards.

Award Name	Conditions	Bursary
Care Leavers Bursary	Students who were in care at age 16	£1,000
Dependants Bursary	Students who are in receipt of either Childcare Grant or Adult Dependants Grant from Student Finance	£250

Investment in access and participation beyond that identified in the plan

Beyond the c.£3.5million of annual investment set out in this Access and Participation Plan, the University makes significant additional investments in this area, as set out below:

- £1.45million (2018-19) of Office for Students premium funding to support successful student outcomes, and to support disabled students
- Additional support for reasonable adjustments, for students with access needs, for example student accommodation
- Investment in inclusive learning, including Educational Technology, the Virtual Learning Environment, and making content accessible.
- The Student Mentor programme
- The Personal Tutor programme

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.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Falmouth University holds the TEF Gold award. Falmouth intends to charge the maximum allowable fee per annum for all its undergraduate courses to all full-time UK & EU students in 2019-20 as determined by Government. Sandwich year fees will be charged at 15% of the full undergraduate (full time) tuition fee. For Franchise Partner tuition fees, the University reserves the right to review these fees in the context of any changes to the relevant tuition fee caps, if these are announced by the Government. For example the University will increase Franchise Partner tuition fees in line with inflation, measured by RPI-X.		
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		*
Sandwich year		£1,850
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	Bodmin College UKPRN 10032351	£6,700
First degree	The Academy of Contemporary Music UKPRN 10013357	£9,000
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Multiple	Other statistic - Location (please give details in the next column)	Widen our applicant & entrant pool from Cornwall to grow the number of undergraduates enrolling with an address in Cornwall prior to joining Falmouth. This target focuses on the number of entrants on undergraduate courses who are residents of Cornwall prior to enrolling at Falmouth, expressed as fte undergraduate entrants	No	2014-15	588	1062	1126	1126	1126	1126	Previous target represented new students recruited from Cornwall in each academic year - new yearly milestones represent the total number of students from Cornwall enrolled at Falmouth across all years of study
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proportion of all UK full-time first degree entrants from low-participation neighbourhoods (Based on POLAR 3)	No	2013-14	8.3%	11%	12.3%	12.3%	12.3%	12.3%	
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)		No	Other (please give details in Description column)	0	0	0	0	0	0	See T16a_10 below
T16a_04	Student success	Multiple	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Retention of all first degree entrants - reduce the number leaving HE altogether (ie discounting those who transfer to another HEI)	No	2012-13	8%	6%	5.5%	5.5%	5.5%	5.5%	
T16a_05	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Proportion of all UK full-time first degree entrants from State Schools	No	2014-15	94.9%	95%	95%	95%	95%	95%	
T16a_06	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Retention of total enrolled students at the end of each academic year	No	2014-15	90.8%	95%	95%	95%	95%	95%	
T16a_07	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Proportion of leavers in graduate-level employment 6 months after graduation	No	2014-15	75%	80%	80%	80%	80%	80%	
T16a_08	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Proportion of leavers in self employment 6 months after graduation	No	2014-15	26%	31.5%	32%	32%	32%	32%	
T16a_09	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Proportion of leavers working or studying in the South West six months after graduation	No	2014-15	43%	48%	48%	48%	48%	48%	
T16a_10	Access	Mature	Other statistic - Mature (please give details in the next column)	Number of Mature Students recruited from Cornwall	No	2015-16	128	148	156	156	156	156	

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_06	Access	Other (please give details in Description column)	Lifelong learning		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_08	Student success	Multiple	Student support services	Student Mentor scheme pre-entry and L1	No	2015-16	220 Peer Mentors	225	230	230	230	230	
T16b_09	Student success	Multiple	Student support services	Student Mentor Scheme L3 mentors working with L2	No	2015-16	100	110	120	120	120	120	
T16b_10	Student success	Multiple	Student support services	Peer Assisted Study Support PASS scheme	No	2015-16	Provision within 4 courses/ 200 students	13 courses 500 students	18 courses 700 students	18 courses 700 students	18 courses 700 students	18 courses 700 students	
T16b_11	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)		No	Other (please give details in Description column)	0	0	0	0	0	0	

T16b_12	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_13	Access	Other (please give details in Description column)	Contextual data		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_14	Access	Other (please give details in Description column)	Student support services		No	Other (please give details in Description column)	0	0	0	0	0	0	
T16b_15	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Falmouth Creative: umbrella progression programme for talented and creative students from Cornish state schools	No	2016-17	20 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	31 state secondary schools engaged	