FALMOUTH UNIVERSITY

ACCESS AND PARTICIPATION PLAN 2024-25 TO 2027-28

Introduction and Strategic Aim

Falmouth University is a specialist, creative University, originally founded in 1902 as Falmouth School of Art, gaining University status in 2012, and is an anchor higher education provider for Cornwall, fully engaged with the County's economic, skills and enterprise agendas. The total student population is approximately 7,800 students undertaking higher education programmes of study, either within one of the two campuses in Cornwall, studying fully online, or studying at partner organisations across the Country.

As a specialist institution the Falmouth University mission is to deliver exceptional higher education and research, harnessing the fusion of creativity and technology as foundations of the future economy, using knowledge and expertise to generate positive and sustainable opportunities for all. Falmouth is confident that it has a unique opportunity to link specialist creative disciplines to broader school subjects, in addition to providing the benefits of studying within a smaller provider.

The Office for National Statistics data shows 53.9 per cent of households in Cornwall are classed within at least one of the indices of deprivation in 2021. There are also currently 17 neighbourhoods within Cornwall alone that have been identified as IMD (index of multiple deprivation) areas, and many more in Counties across the South West region. Therefore, raising the profile of creative pathways both locally and nationally, particularly in the most deprived areas, is a priority. This is part of a commitment to be a leading institution, building career pathways for the future economy and is enshrined in the University's refreshed mission, vision and values.

The Falmouth University Vision is:
- To be the leading institution for the nexus between creativity and technology.
- To establish Cornwall as the County for Creative Learning, using innovative and open pedagogies as an integral part of its education and business eco-system.
- To develop the next generation of creative leaders and explorers, who will change the world through their curious minds, creative impact and unique skillsets.
- To build on our strengths in research and knowledge exchange to deliver experimental, environmental, and societal impact.
  (**https://www.falmouth.ac.uk/corporate#strategic-plan**)

Falmouth University are also dedicated to improving the mental health and wellbeing of all students and staff and are currently developing an extensive range of initiatives to secure accreditation against the University Mental Health Charter (UMHC).

Falmouth's equality, diversity and inclusion mission reflects and reinforces Access and Participation strategic objectives. This Plan reflects that intention, particularly in that the target students (which include protected characteristics of disability and ethnicity) are provided a learning environment, curriculum and support which is inclusive, supportive and ensures all students meet their potential in terms of degree attainment and graduate progression outcomes, whilst seeking to address and close any gaps between target groups where identified.

The University's widening participation strategic aims over the coming years are to further understand and improve performance in areas that have been highlighted in this Plan as 'Equality of Opportunity Risks' at

the local, national and sector level, addressing gaps within Access, Success and Progression, and improving social mobility for all underrepresented students.

Risks to equality of opportunity and strategic objectives

To identify the risks to equality of opportunity faced by Falmouth University students, and to set corresponding strategic objectives to mitigate these risks, the following methodology has been used:-

1) By reviewing sector level risks within the Equality of Opportunity Risk Register provided by the OfS. (**Equality of Opportunity Risk Register - Office for Students**)

2) By reviewing Falmouth University APP performance, data sets and targets/milestones. (**Data dashboard - Office for Students**)

3) By collaboration with the local Uni Connect and school/college partnerships within Cornwall, to ascertain the attainment risks to equality of opportunity across the County. (**Schools attainment levels Cornwall and Devon-NSSW.xlsx**)

All identified risks to equality of opportunity and corresponding strategic objectives align with the **Falmouth University Equality, Diversity and Inclusion Statement of Commitment**.

Risks to equality of opportunity

Risk 1- Lack of ethnic diversity on campus is causing social marginalisation. The small number of Global Majority[1] ethnicity students studying at the University can't form a sense of belonging, or feel part of the local community, leading to withdrawal from their studies, and a widening attainment gap.

Risk 2- Below average attainment levels for disadvantaged learners in schools across Cornwall and Devon, causing a widening attainment gap for disadvantaged learners. This leads to fewer students from IMD areas being able to follow a HE pathway.

Risk 3- Post-pandemic, the University has experienced an increase in students requiring intensive learning, mental health, financial and wellbeing support to aid their 'transition-in' from FE to HE study, in addition to the support provided throughout their studies. This results in new applicants feeling unsure and anxious regarding their next steps and once enrolled, disengaged/ struggling target students withdrawing early from their studies.

Risk 4- The combination of the current national cost-of-living crisis and the consistent higher than average cost-of-living in Cornwall, causes financial poverty for disadvantaged students wanting to study at Falmouth. This is resulting in increased withdrawal rates from target students, widening of the attainment and progression gaps, and discouraging new applicants.

Risk 5- There is a widening continuation gap for Mature students and students from IMD areas at Falmouth University that needs to be addressed.

Risk 6- The geographical location of Falmouth University is within both a coastal and rural area, causing combined infrastructure challenges and lack of graduate level employment, affecting all progression measures.

Strategic objectives

Objective 1- Provide a more ethnically diverse campus community for students, by increasing applications from Asian, Black, Minority & Other Ethnicity students each milestone, and by developing new social networks and support throughout the lifetime of this Plan. The University will also aim to influence a cultural change across Cornwall within their 2030 strategy.

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[1] 'Global Majority Ethnicity'- this is the term Falmouth University students who are of an Asian, Black, Minority or Other ethnicities have asked the University to use.

Objective 2- Support disadvantaged and underrepresented learners in schools within Cornwall and Devon to raise attainment levels across the Counties, over the lifetime of this Plan.

Objective 3- To review, develop and monitor all student support mechanisms from pre-enrolment and throughout the student lifecycle, implementing new initiatives where required on an annual basis.

Objective 4- To introduce staff and student working groups, to implement a range of cost saving initiatives for students over the lifetime of this Plan. In addition, during 2023, to review, develop and monitor the University's student financial support offer, and research additional scholarship and paid work placement opportunities.

Objective 5- To implement a range of activities specifically targeted at Mature students and students from IMD areas, offering additional specific support throughout the lifetime of this Plan.

Objective 6- To embed employability and entrepreneurship across the University, including student work experience and networking opportunities, over the lifetime of this Plan, leading to improved graduate outcomes.

Intervention strategies

The intervention's stated within the intervention strategy tables in this Plan are either already within the delivery phase, or at the planning stage, and will be developed, delivered, and evaluated over the lifetime of this Plan. These intervention strategies are a combination of projects, initiatives, activities and processes that aim to mitigate the identified risks to equality of opportunity and meet the strategic objectives set. Each activity has been plotted within a theory of change model, utilising TASO's (Transforming Access and Student Outcomes in Higher Education) theory of change guidance, giving careful consideration to the effectiveness of each intervention. The impact of interventions will be evaluated by utilising the Office for Students standards of evidence, TASO guidelines, the University's monitoring, evaluation and reporting strategy and the Monitoring and Evaluation Plan provided within this document, alongside an annual review of the APP data performance milestones.

Student Access

Falmouth University has identified three core components, which provide clear areas of evidence-based practice to effectively support target learners to access higher education study. These measures specifically address belonging and multi-layered transition-in support, taking into account the specific barriers more likely to be faced by these groups, such as alternative entry qualifications, financial hardship, mobility, competing responsibilities and external pressures. These practices are particularly relevant for effective longer-term impact on Continuation and Attainment outcomes[2], as well as promoting Access.

These three core components for successful Access are:- 1) accessible and achievable courses and pathways; 2) an effective transition process that fosters a sense of belonging; and 3) a sustained longitudinal programme of careers education, information, advice and guidance throughout the learner journey.

Accessible pathways to success for underrepresented students
It is part of Falmouth University's strategic approach to develop and expand new pathways, to support target students enter and succeed within higher education. This includes consideration of programmes of study; course and curriculum content; and modes and methods of study. For example, a new Integrated Foundation Year (IFY) has been implemented, which opens access to a more diverse market and is in direct response to improving the participation rates of underrepresented and disadvantaged learners. The IFY pathway provides a broad core curriculum, meaning that students build the necessary trans-disciplinary and academic learning skills to succeed onto full degree programmes[3]. Learners from underrepresented and deprived backgrounds are most likely to benefit from this approach. This recognises that these target learners are less

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[2] Mountford-Zimdars, A, Sabri, D, Moore, J, Sanders, J, Jones, S, Higham, L (2015) *Causes of Differences in Student Outcomes*, Higher Education Funding Council for England, HEFCE;

[3] Integrated Foundation Year pilot report; Integrated Foundation Year Impact Report 2023.docx

likely to have the existing social capital for HE[4] and are more likely to require further exposure to a range of discipline areas and HE learning experiences to make informed choices[5] and build their confidence and effective learning and study skills[6].

Additionally, from September 2023, a 'Professional Placement' year optional pathway will be offered within 3-year, on-campus undergraduate degree programmes. This pathway will give learners the option to undertake a year-long industry placement, developing their communication skills, organisational ability and interpersonal skills, and provide networking opportunities to aid a positive future graduate outcome, improving social mobility[7].

Falmouth's ambitious growth strategy provides further commitment to attract a more diverse learner base through broadening the modes and methods of provision. Acknowledging that disadvantaged learners are more likely to stay at home to access HE[8], Falmouth's development agenda includes an ongoing commitment to expand FalOnline, its online distance learning provision, to reach a wider range of audiences.

Following the introduction by the Government of the 'Lifelong Loan Entitlement'[9], the University are currently developing their upskilling/re-training course offer. This will be a range of micro-credentials/modular courses that can be stand-alone accredited courses or combined into a full one-year programme of study. These short courses will provide the critical transition for mature learners entering higher education for the first time.

Falmouth University already offers a contextual admissions process that is reviewed and improved each year. This means that the application process for target students is totally flexible, with different course levels offered, and can be changed post-application to suit the offer holders academic/attainment level, ensuring the student is on the most appropriate course to enable success.

Transition-In Support

Falmouth University acknowledges the importance of the transition-in phase of the student lifecycle as a critical juncture for student participation and ongoing success. Falmouth are the lead partner in an induction project and co-created the 'Social Induction Framework' **Social Induction Framework (qaa.ac.uk).** This framework can facilitate on-boarding of learners in a way that supports both academic and social integration within that critical first week of HE study, helping to establish positive attitudes, empower ownership in engaging help where needed, learning to cope and relish joining new learning communities. This encompasses the focus on 'belonging', which is particularly important for disadvantaged and under-represented target groups.

It is recognised that the transition from further education to higher education can be difficult for a number of learners, with a more acute impact being identified since the pandemic lockdowns. The pandemic lockdowns caused social isolation and missed study time for all learners, resulting in a lack of confidence being shown even now years later, from the majority about to embark into HE study. This has led to the University developing a transition programme called 'Step Into Falmouth'. This is a programme of live webinars and asynchronous content, delivered during the Summer, offering supportive and informational sessions in topics such as study skills, digital skills, employability, sustainability, student support, budgeting, student life and confidence/resilience. Offer holders have the opportunity to meet current HE students and their peers before the first induction week, alleviating any social anxiety they may be feeling. There are also specific webinars/videos offering additional support to distinct demographics, for example: parent/carers; students with disabilities or learning differences; mature learners; care-experienced learners.

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[4] Universities and Social Mobility: Data Explorer - Sutton Trust

[5] Diamond, A., Vorley, T., Roberts, J. and Jones; S. (2012) *Behavioural Approaches to Understanding Student Choice* (York)

[6] Krutkowski, S. (2017). A strengths-based approach to widening participation students in higher education.

[7] Budd, R. (2017). Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during – and after – university. *Perspectives: Policy and Practice in Higher Education,* 21(2-3), 111-116.

[8] Pokorny, H., Holley, D., & Kane, S. (2017). Commuting, transitions and belonging: The experiences of students living at home in their first year at university. *Higher Education,* 74(3), 543-558.

[9] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1056948/CP_618_Lifelong_Loan_Entitlement_Consultation_print_version.pdf

Both the 'Learn' and 'Social Connection & Sense of Belonging' workstreams (stemming from the University Mental Health Charter application), are developing interventions to support the offer holder from pre-entry through to the students first year of study. For example, three 'Wellbeing & Inclusion Fayres' will be offered in October, December and February, for those students who didn't engage during the first week at the University, and who may still need to find that social connection that is so important to continuation. Research shows that support given during this transition-in phase through to the end of the first year has a critical impact on a student's continuation and attainment, mainly due to the student developing a sense of belonging and a sense of community[10].

The University offers a comprehensive mentoring programme to all first-year students, the mentors being second year Falmouth University students. Students are introduced to their mentor before induction, therefore helping the transition into HE studies and alleviating any students worries or concerns. The programme is focused towards the identified target groups where retention and attainment is lower, and particularly students from TUNDRA (tracking underrepresentation by area) and IMD neighbourhoods; Asian, Black, Minority & Other Ethnicities; and Disabled learners, where research shows that mentor programmes are effective and aid successful participation in university[11].

In addition, on campus the 'ResLife' team (which consists of employed students), organise a range of activities for all students in halls of residence, and also provide a 'check-on' service each week to ensure students are happy and feeling safe.

Falmouth are also developing a new pre-arrivals questionnaire to send to offer holders, to identify the student's interests, hobbies, and perceived social integration challenges. The introduction of this questionnaire should aid the development of wider ranging Students' Union societies and networks, influence ResLife and Events Team activities throughout the year, provide an indication of the breadth of support required, and an opportunity for the University to support the students to make social connections.

Strategic School and College Partnerships

Developing a more strategic partnership with schools and colleges will enable Falmouth to deepen in-school activity and provide, for example, additional resources to support target learners (e.g. knowledge exchange, case study and motivational materials, recognition awards, and ambassador time)[12]. By offering a planned longitudinal programme of interventions, Falmouth is more able to recognise students' broader educational achievements and set high expectations and goals. Such activity is important in building student confidence and expectations that higher education is attainable.

There is an embedded cross-university approach to working with schools and colleges, with each university faculty offering a range of activities to schools/colleges both on-campus and on school premises. This approach provides targeted support for relevant subjects in schools, and seeks to develop teachers' pedagogy and curriculum practice, but also their knowledge regarding HE pathways, the Falmouth offer, the value of a degree and career opportunities[13].

In addition, a new 'Equity Ambassador' role has been developed and appointed at Falmouth. These student ambassadors are specially trained and have been appointed due to their relevant lived experience i.e., their ethnicity, their age, their learning difference etc, to provide an authentic guest speaker. The Equity Ambassadors have already delivered in schools, colleges, the community, and have delivered training sessions with university staff members to raise awareness of specific issues such as racial equality/inequality.

The Outreach Progression Framework

Falmouth's new 'Progression Framework' (**OUTREACH PROGRESSION FRAMEWORK.docx)** presents a framework of activity, from Year 6/7 to Year 13, providing an ongoing series of interventions with target

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[10] Meehan, C., & Howells, K. (2018). In search of the feeling of 'belonging' in higher education: Undergraduate students transition into higher education. *Journal of Further and Higher Education*, 1-15

[11] Student Mentors Survey 2023- Falmouth Student Mentor Survey Data Analysis Report - Final.pdf

[12] https://www.gov.uk/government/publications/setting-up-school-partnerships/guide-to-setting-up-partnerships

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

schools and colleges. The interventions start early and sustain engagement through the education journey from primary-secondary transition, through secondary to FE and entry to HE. While Falmouth has a range of activity across this lifecycle, current focus leans towards the latter years of schooling, for example from Y9 choices and HE days, to application, finance and taster sessions at Y10-13. Over the life of this Plan, activity will deepen into younger year groups, as well as maintaining focus on Y9-13 and the critical transition points.

The University are also developing new attainment raising projects to add to the framework, collaborating with partners to help reduce the attainment gap across Cornish schools for those learners from disadvantaged areas[14] . To provide continuity for the learner and to build trust and confidence, both the APP Hub and the Outreach Team work collaboratively on projects and initiatives, which aids the 'transition-in' phase of the student lifecycle, for example, the Step Into Falmouth programme.

The Outreach Team also work alongside the Recruitment Team, which then provides an effective delivery channel across England, to deliver specific outreach projects, where a different target demographic is required, for example, the 'Falmouth Collective-Supporting People Of Colour' project. This project can be delivered in areas where there are denser populations of learners from more diverse ethnicities than in Cornwall, for example within The Midlands, London etc.

Falmouth also understands the importance of all learners, especially those who are from IMD or TUNDRA areas, to be offered an on campus 'HE Experience'. This intervention is part of the Gatsby Benchmark 7 'encounters with further and higher education'[15], that all institutions aim to offer to school and college cohorts. In addition to campus tours and visits, the University offers two different types of Saturday Clubs for local young people to attend.

One is part of the National Saturday Club charitable organisation and offers 3 different clubs (Fashion & Business Club, Art & Design Club, Film & Screen Club), the other is a range of different Dance clubs, delivered on a Saturday and during the week. The National Saturday Clubs are a longitudinal programme and so are evaluated using a pre and post design survey which is added to the Higher Education Access Tracker (HEAT) database for reporting purposes. The National Saturday Club Trust also evaluate the Falmouth programme and publish the responses annually[16]. The Dance clubs are similarly over 30 weeks during term time, utilising Falmouth's current HE students to facilitate the sessions. This extra-curricular offer by the University has a positive impact on students, club members, parents/guardians and teachers, and builds local community relationships. These clubs are evaluated annually, and a report made available to demonstrate impact and influence future provision.

Collaborative Outreach Projects

Falmouth acknowledges the key role of other providers, industry and third sector organisations in contributing to the Access agenda, through partnerships that maximise use of resources, and help to ensure impartiality and provide equitable opportunities to access Higher Education.

The University work in collaboration with Cornwall County Council, Next Steps South-West (NSSW-the Uni Connect consortium for Cornwall, Devon and Somerset), the FE Colleges across the county, the University of Exeter (who share the Penryn campus with Falmouth), local employers, community groups and both validation and franchise partners across the country. These key stakeholders work together on a range of collaborative projects, helping social mobility. For example, Falmouth University in conjunction with Cornwall County Council offer research placements each year through the Nuffield Research Placement scheme. These placements are offered to Year 12 high achieving students from disadvantaged areas, to work with academic teams for two weeks during the summer, on an agreed research project.

Falmouth are also dedicated to increasing the number of students who identify as the Global Majority ethnicity, so that the campus evolves into a more diverse community. The University will also ensure the

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[14] TASO launches report on attainment-raising - TASO

[15] Benchmark 7 states: All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. (Good Career Guidance | Education | Gatsby)

[16] National Saturday Club-partner annual report https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:4388f506-87b5-322e-baba-2b8eb2913172

support systems are in place to help these students to not only succeed at Falmouth University, but to also achieve a positive graduate outcome. To reach this aim, the University plan to collaborate with key stakeholders across the country, developing a range of projects and opportunities. Falmouth are also encouraging positive action in relation to all Equality, Diversity and Inclusion (E,D&I) at Falmouth. This includes mandatory training for staff, continued engagement with the Aurora Women in Leadership programme, and support for ED&I related focus groups.

Falmouth University have also conducted an 'Anti-racism, Access & Inclusion' research project in 2023/24 academic year, interviewing current Asian, Black, Minority and Other Ethnicity students, as well as Alumni. This project will help to inform interventions listed in the intervention strategy table 1 below. The feedback from the Global Majority ethnicity students will also help Falmouth to develop initiatives to reduce both continuation and attainment gaps between (in particular) Black ethnicity and White ethnicity students.

The University are also keen to establish links with local Armed Forces, with the aim of supporting all military family members into HE. Parents who may be leaving the Armed Forces will need access to re-training opportunities, whereas young people within military families face disadvantages because of the transient nature of their parents' work. In 2023, in conjunction with Cornwall County Council, Falmouth University hosted events during the 'The UK National Armed Forces Day'. The University also signed the Armed Forces Covenant, formally recognising the contribution of Armed Forces personnel to our economy, community and businesses. This event gave each member of the service family the opportunity to gather all the information they need to make an informed choice regarding future HE study.

Falmouth will also continue to support additional underrepresented groups such as students identifying as Gypsy/Roma/Traveller[17]. There are only very small numbers of students identifying as such at the University, however Falmouth understand the additional support needs of this demographic. The University will also seek to identify young carers both pre-enrolment and during their studies at Falmouth, to understand how to better support these learners.

The APP Hub will also be working closely with Falmouth's franchise partners over the life of this Plan, to develop outreach projects and widening participation activities and processes, contributing to the university's strategic objectives and targets.

Intervention strategy and expected outcomes- IS 1

Risks to equality of opportunity	Risk 1- Lack of ethnic diversity on campus is causing social marginalisation. The small number of Global Majority ethnicity students studying at the University can't form a sense of belonging, or feel part of the local community, leading to withdrawal from their studies, and a widening attainment gap.
Objectives and targets	Objective 1- Provide a more ethnically diverse campus community for students, by increasing applications from Asian, Black, Minority & Other Ethnicity students and by developing new social networks and support throughout the lifetime of this Plan. The University will also aim to influence a cultural change across Cornwall within their 2030 strategy. This intervention strategy aims to improve the percentage of Asian, Black, Minority & Other Ethnicity entrants and reduce the gap in continuation and attainment rates between White ethnicity and Asian, Black, Minority & Other Ethnicity students each milestone. **(Targets in Annex A: Assessment of Performance -PTA1/ PTS3/ PTS4)**

Activity	Inputs	Outcome Indicators	Cross Intervention
1.1- 'Falmouth Collective- supporting people of colour' project delivered	**Staff Time Costs** x 4 yrs = £80,060	**1.1-** The development and delivery of the race equality project in targeted areas, leading to an	No

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[17] ([Gypsies-Roma-and-Travellers (1).pdf](#))

in schools and colleges across Bristol, The Midlands and London areas	**Other costs** x 4 yrs= £40,000	increase in Global Majority ethnicity student applications	
1.2-Working with franchise partners to develop and deliver area-specific projects	**Staff Time Costs** x 4 yrs= £14,552	**1.2-** A more ethnically diverse campus community at partner institutions on campuses in Bristol and South-East areas showing positive impact	No
1.3- All literature, pictures, reading lists and guest speakers reviewed and amended to be more inclusive, across the curriculum	**Staff Time Costs** x 4 yrs = £1,966,900	**1.3-** Curriculum decolonisation has happened, and all courses follow a more inclusive curriculum, aiding a sense of belonging for Global Majority ethnicity students	No
1.4- Belonging Module delivered across courses within Fashion & Textiles	**Staff Time Costs** x 4 yrs = £105,636	**1.4-** The Belonging Module delivered within one faculty, and evaluated, with the view to offer across all courses. Racial equality issues discussed and tackled in course groups	No
1.5- New networks are introduced by FXPlus i.e. the Intercultural Café	**Staff Time Costs** x 4 yrs = £10,804 **Other costs** x 4 yrs= £12,000	**1.5-** Implemented peer to peer support and social networking communities specifically for Global Majority ethnicity students to access, helping students form a better sense of community on campus	No
1.6- Collaborative Race Equality Project 'Stepping Up Cornwall'	**Staff Time Costs** x 4 yrs= £9254 **Other costs** x 4 yrs= £60,000	**1.6-** To initiate cultural change across the County, helping Cornwall to become more ethnically diverse, which offers better community support for Falmouth students and increase in graduate opportunities	No
Total Investment Cost Over 4 Years = £2,299,206			

Evidence-base and Rationale	The rationale for this Risk and Objective is the current low percentage of Asian, Black, Minority & Other Ethnicity Falmouth University students on campus. This low number results in the Global Majority ethnicity students enrolled, feeling marginalised and unable to form a sense of community or belonging, which are both key factors for any student's success within HE. This evidence has been gathered by student reps and highlighted to the APP Hub. The University understands that one of their main challenges is regarding racial equality, stating that during the last three years the undergraduate student body has stayed a constant 90% students of White Ethnicity. This also reflects the population across Cornwall which is of a 96.8% White Ethnicity. The intervention strategy proposed aims to attract more students who are of an Asian, Black, Minority & Other Ethnicity to the University, to become a more ethnically diverse campus, but to also develop the infrastructure and curriculum, ensuring Global Majority ethnicity students have the support and social networks they need to aim for success within Cornwall. This Risk has been identified from the following datasets: Equality of Opportunity Risk Register - Office for Students **(Risk 3)** ; Data dashboard - Office for Students
Evaluation	Activities within this intervention strategy will be evaluated by both Type 1 and Type 2 evaluation tools, with intermediate and longer-term outcomes. They will be a combination of annual internal evaluation reports, partner evaluation reports, external surveys, and research projects conducted by SEER. The impact of this intervention strategy will be evaluated by meeting the Falmouth University APP data milestones each year and receiving more positive feedback from our Global Majority ethnicity students. **(Detailed outcome measures are stated in the Monitoring and Evaluation Plan)**

1.1- *'Falmouth Collective-supporting people of colour' Project* (delivered across Bristol, The Midlands and London areas)- The Outreach Team have developed a project focussing on racial equality to be delivered in schools across Cornwall. This project will also be delivered by the Regional Recruitment Managers in areas across England where there are high percentages of ethnic diversity. The project is a longitudinal programme which includes a series of interventions. There are also now 'Equity Ambassadors' who deliver to students, staff and parents on equality and inequality matters, talking from their own lived experience perspective. These ambassadors act as role models to peers, deliver student life talks in schools, colleges and on campus events, and also deliver CPD sessions within academic teams.

1.2- *Outreach projects (delivered by partners on campuses in Bristol and South-East area)-* Falmouth University have a range of franchise partners across England, with their APP and widening participation activity contributing towards overall APP targets. The University work closely with these partners and plan to help them develop and deliver projects focusing on racial equality, within their own locality.

1.3- *Curriculum decolonisation* - All course teams at Falmouth are reviewing and decolonising the curriculum through literature/publication reviews, positive pictorial representation, including more diversity in guest lectures and by curriculum consultation with course groups during staff/student liaison group meetings.

1.4- *Belonging Module* - The Fashion & Textiles Institute at the University have implemented a 'Conscious Practice Working Group' of academics, technical staff and students, and plan to develop and implement the 'Conscious Practice' learning outcome across all FTI courses. FTI have also developed a 'Belonging' module across the FTI portfolio, aiming to provide students with a core knowledge of diversity and equality in the context of the global fashion and textile industries.

1.5- *FXPlus networks* i.e., the Intercultural Café- FXPlus have introduced new networks this year that give a 'voice' to underrepresented student communities. One of these is the Intercultural Café, a meeting place for any students from different heritages and cultures, that is jointly funded by Exeter and Falmouth Universities. In addition, there is the 'Voices Project', a multi-media, student led society. Different publications have been produced in both hard copy and as an e-magazine called 'The Volumes', where students discuss different equal opportunity challenges including racial equality and inequality[18].

1.6- *Collaborative race equality project 'Stepping Up Cornwall'* - Falmouth University are working with Cornwall County Council, local large employers and other key stakeholders on a future collaborative project called 'Stepping Up Cornwall'. This project is based upon the previously delivered 'Stepping Up Bristol' race equality project and best practice will be sought from the Bristol project team. Cornwall Council and the University have recognised the need for a cultural change to take place across the County with the aim to increase ethnic diversity and eradicate discrimination. The project will be adapted to suit the needs of the Cornish community, but the three main strands are a) to build an ethnically diverse community network, b) to work with large employers and their global majority ethnicity employees to develop equality initiatives and recruitment processes, and c) to establish a peer mentoring programme/community group for students who identify as people of colour.

*A post-graduate student at Falmouth University has conducted qualitative research into 'Understanding the lived experience of ethnic minority students in postgraduate research', with their research published by GuildHE. **https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:397a4a2d-71ad-3b03-8df2-31fde307bc63**

Intervention strategy and expected outcomes- IS 2

Risks to equality of opportunity	**Risk 2**- Below average attainment levels for disadvantaged learners in schools across Cornwall and Devon, causing a widening attainment gap for disadvantaged learners. This leads to fewer students from IMD areas being able to follow a HE pathway.
Objectives and targets	**Objective 2-** Support disadvantaged and underrepresented learners in schools within Cornwall and Devon to raise attainment levels across the Counties, over the lifetime of this Plan. This intervention strategy will also aim to increase the number

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of students from IMD areas, therefore reducing the gap in participation rates for students between Q1 and Q5 within each milestone.
(Targets in Annex A: Assessment of Performance -PTA2)

Activity	Inputs	Outcome Indicators	Cross Intervention
2.1- The Outreach Team meet with all widening participation targeted schools to agree a partnership agreement and determine APP activities from the progression framework	**Staff Time Costs** x 4 yrs = £41,356	**2.1-** A collaborative school and university approach to reducing the attainment gap, resulting in strategic and strengthened school partnerships	No
2.2- The delivery and evaluation of 3 National Saturday Clubs on campus over 30 weeks	**Staff Time Costs** x 4 yrs = £24,164 **Club Costs** x 4 yrs= £180,000	**2.2-** Club members develop practical understanding of a range of GCSE subjects including Maths and English, develop 'soft skills' including building resilience, confidence, and motivation	No
2.3- A collaborative project developed, delivered, and evaluated by Next Steps South-West, Falmouth University and partners delivery teams. The project supports targeted 'below average attainment' schools across Cornwall and Devon	**Staff Time Costs** x 4 yrs = £79,604 **Other costs** x 4 yrs= £8,000	**2.3-** Intensive attainment raising and metacognitive activity delivered via a longitudinal programme of interventions, within 12 targeted schools (4 within Cornwall), with disadvantaged learners, helping to reduce the attainment gap	No
2.4- Schools/Colleges across the South-West are offered the Careerpilot platform for free, including a new 'raising attainment' resource section for teachers	**Staff Time Costs** x 4 yrs = £5,782 **Other costs** x 4 yrs= £22,000	**2.4-** A range of resources to help raise attainment levels, offered to target schools across the South-West region, proving to be both aspirational and attainment raising	No
2.5- To offer chosen schools across England, an online academic skills mentoring programme, co-ordinated and evaluated by Brightside in Year 1- then move to university delivery	**Staff Time Costs** x 4 yrs = £74,996 **Other costs** x 4 yrs= £22,000	**2.5-** Selected school learners offered one to one mentoring online, to support study skills and motivation, leading to improved GCSE grades	No
2.6- Primary School projects e.g. The 'Little Inventors Project' Primary School project is developed, delivered and evaluated by the Outreach Team and HE students	**Staff Time Costs** x 4 yrs = £38,638 **Other costs** x 4 yrs= £16,000	**2.6-** The university has engaged with younger learners with the aim to nurture both creativity and technology, influencing attainment and aspiration at an early stage in a disadvantaged learner's education	No
2.7- Academic Teams/ Recruitment/Outreach Teams delivered CPD sessions to school/college teaching teams, both in person and via online channels	**Staff Time Costs** x 4 yrs = £73,499	**2.7-** Teachers have undertaken subject specific training supporting their professional development and building partnerships. This leads to increased HE awareness and subject knowledge, improving their taught subjects	No

Total Investment Cost Over 4 Years = £586,039.00

Evidence-base and Rationale	The rationale for this Risk and Objective is that there is a widening attainment gap for pupils from disadvantaged areas across the sector, which the University can seek to address within the local County. This widening gap is starting from a younger age and therefore engagement at a Primary School level (Key Stages 1 & 2) is required, otherwise the disadvantaged learners career choices and social mobility will be minimised. This Risk has been identified from the following datasets; Equality of Opportunity Risk Register - Office for Students **(Risks 1 and 2)**; The TASO report TASO launches report on attainment-raising - TASO and the local Uni Connect (Next Steps South-West) school attainment levels dataset Schools attainment levels Cornwall and Devon-NSSW.xlsx
Evaluation	Activities within this intervention strategy will be evaluated by both Type 1 and Type 2 evaluation tools, with intermediate and longer-term outcomes. They will be a combination of annual internal evaluation reports, partner evaluation reports, external surveys, and research projects conducted by SEER. The impact of this intervention strategy will be evaluated by meeting the Falmouth University APP Access data milestones each year and schools reporting improved GCSE attainment levels from target learners. **(Detailed outcome measures are stated in the Monitoring and Evaluation Plan)**

2.1- *Strategic school partnerships*- Falmouth's' Recruitment Team have well-established links with schools and colleges across England. In 2022, school and college relationships were given a more strategic and targeted re-profiling, with targeted accounts being allocated to the new Outreach Team. The Outreach Team are now building these school relationships by a) meeting with contacts to agree a partnership agreement (which includes a data sharing agreement), b) offering a menu of services called 'The Progression Framework' which includes both aspirational and attainment raising interventions, c) developing new partnerships with Primary Schools across Cornwall and d) encouraging university staff members to become School Governors. The careers education, information, advice and guidance (CEIAG) delivered in schools and colleges, aligns with Falmouth's strategic aim of promoting quality and diverse pathways into HE, and Gatsby Benchmark 7 (Encounters with further and higher education). As such, practice in outreach and partnership agreements will explicitly identify alignment with the Gatsby Benchmarks[19] and provide evidence and practice that can inform school and college reporting, e.g., to Ofsted and governing bodies.

2.2- *National Saturday Clubs*- The University have become partners with the National Saturday Club Trust and have recently implemented 3 new Saturday Clubs, in Art & Design, Fashion & Business and Film & Screen, encompassing all the University's creative disciplines. The Saturday Club Trust's ethos is to support young people (aged between 13 to 16) from disadvantaged backgrounds/ protected characteristics to access clubs in their local area, free of charge, improving creative skills and increasing awareness of creative careers. Falmouth have received anecdotal feedback from club members, their parents and their teachers stating that since attending the club, there has been a marked improvement in subject specific GCSE's and overall, the young person is more motivated in school.

Falmouth also offer Dance classes every Saturday and two evenings every week for 30 weeks. These classes are attended by young people aged between 5 and 18 years of age, some of whom are within target groups.

2.3- *Multi-institution collaborative school attainment raising project*- Falmouth University are working with other providers across Devon and Cornwall in a collaborative project managed by the local Uni Connect, Next Steps South-West. NSSW have gathered school attainment level data across the region and identified a list of 12 schools that the consortium partners will target to help raise attainment levels/decrease the attainment gap for disadvantaged learners. Falmouth University will work intensively with 4 of these schools within Cornwall. NSSW have met with the target schools to gain agreement to be part of the project, gather

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[19] https://www.gatsby.org.uk/education/focus-areas/good-career-guidance

the schools' perspective on effective interventions, and to share data. (**NSSW AR schools survey.pdf**) The project consists of specific interventions delivered by Academics, Student Ambassadors and external third-party companies, to targeted pupils who are struggling to achieve GCSE pass grades. (**Enc I AR planning framework v6.docx**). This project will be evaluated by NSSW on behalf of all consortium partners at the end of the pilot project (September 2024). The consortium partners have put a contingency plan in place to continue to deliver this intervention post Uni-Connect funding.

2.4- *Careerpilot attainment raising programme*- Falmouth continues to collaborate with nineteen other universities to fund, maintain, develop and promote the free to use, careers and progression planning websites managed by the Western Vocational Progression Consortium (WVPC) based at the University of Bath. These are: Lifepilot[20], engaging and supporting mature and part-time students in progressing to higher level study; and Careerpilot[21], providing 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 540,000 school learners during 2022/23. Careerpilot supports schools in meeting the 2018 Careers Statutory Guidance and 8 Gatsby Benchmarks and is integrated into the work of six Uni Connect projects including Next Steps South-West. A new 'attainment raising' webpage and teachers' resources are to be added to the platform in 2023 and will form the basis of targeted interventions delivered by the Outreach Team. An annual monitoring and evaluation report will be produced and shared by WVPC with consortium partners including Falmouth University[22].

2.5- *Schools' Mentoring programme*- Falmouth currently have a contract with the external third-party company Brightside[23] to provide targeted schools with a mentoring programme. Falmouth and Brightside are developing a collaborative project, which seeks to better address and support both the CEIAG agenda in schools (and particularly Gatsby Benchmarks 2, 3, 5 and 7), and the educational attainment and progression of target young people, particularly through access to role models and mentors, offering both academic and progression advice, support, development and motivation. It is envisaged that this project may lead to further collaborative research and the development of Falmouth's own mentoring/tutoring programme. Brightside produce an evaluation report at the end of each mentoring programme for the university.

2.6- *Primary school projects, e.g. The 'Little Inventors' project*- Given the research and evidence that the attainment gap for disadvantaged learners starts from an early age, Falmouth University have started to form partnerships with local Primary Schools, developing collaborative attainment raising projects. One of the projects planned is the 'Little Inventors' project. This project is a collaboration between the national 'Little Inventors' project team, Falmouth's Sustainable Product Design students and lecturers, Falmouth's Outreach Team, and local Primary school teachers and learners. The main aims of the project are to turn the learner's sustainable product designs into a real prototype, improving practical application of Maths, Science, ICT, and Creative Design. The project is also aspirational, giving the young learners their first experience of a HE campus during an 'Awards Ceremony'.

2.7- *Teachers professional development training events*- Falmouth University organise an annual 'Teachers & Advisers Conference', which is very well-attended by schools, colleges and Uni-Connects from across the UK. The University would now like to further develop knowledge exchange with teachers and advisers, to include subject specific, professional development workshops. These can be delivered both in person and via online webinars to teaching/advisory staff across the country. This intervention will not only strengthen school/college partnerships, it will also help school/college colleagues to update their HE and subject knowledge, transferring this knowledge to their learners. The Outreach Team at Falmouth are also developing teachers' resources called 'subject-in-a-box' to further enhance delivery and understanding of creative careers.

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[20] **Lifepilot** -(www.life-pilot.co.uk)

[21] **Careerpilot-** (www.careerpilot.org.uk)

[22] (Careerpilot mitigating EORR risks V 2.docx)

[23] https://brightside.org.uk/what-we-do/theory-of-change/   Brightside Project Summary Evaluation_Feb-July 22.pdf

Student Success (continuation and attainment)

A core component embedded into each equality of opportunity risk and objective identified in this Plan, is developing an understanding of the specific obstacles faced by different groups of students, using internal data dashboards, and supporting sector research and evidence. Falmouth University strive to identify the inequalities faced by disadvantaged and underrepresented students throughout the student lifecycle, with the aim of tackling these issues, supporting the student through to a successful outcome.

Wellbeing support

Aligned with the sector, Falmouth notes increasing mental health challenges (**Student MH risk escalation 2021 06.docx**) for its student body, with a definite post-pandemic surge in the complexity and severity of students' needs. The University has consequently placed mental health and student welfare as a strategic priority and is currently developing an action plan to secure accreditation against the University Mental Health Charter (UMHC). This process has involved the formation of workstreams across the University, consulting, reviewing, and developing new initiatives that will help to mitigate this equality of opportunity risk faced by target students.

There is also a Partnership Wellbeing Steering Group in place, with members from Falmouth University, the University of Exeter, the Student's Union and FXPlus. A Partnership Wellbeing Programme has been implemented from this committee, building upon the UMHC and Step Change frameworks[24], supporting partners in developing a holistic 'whole university' approach to mental health and wellbeing.

Within the FXPlus Student & Library Services Directorate there are dedicated Advisers to support all students who need to access study skills development, particularly focusing on students with a disability or learning difference, support for mature students, and any student who are care-experienced or estranged from parents. The team also continue to develop StudyHub resources to support areas such as critical thinking, resilience, and problem solving, and co-ordinate and monitor website feedback for the Accessibility Team. The StudyHub also includes digital literacy and digital wellbeing advice, technology for study including the latest free productivity tools, apps, online tools and extensions. This ensures that all digital resources are up to date to facilitate study and wellbeing, including the 'Autism for Uni' pages.

At any point during the student journey, students may face a crisis or wellbeing issue, which without support, will cause a barrier to continuation. Falmouth offer varied counselling support services including: -
- The Student Support Team offer immediate 'on-the-day' drop-in support service
- Mental Health Practitioners, Social Prescribers and Counsellors within Student Support Services on campus
- Spectrum Life- external 24/7 helpline and counselling service
- The 'Compass Desk' are the central team who signpost enquiries to the appropriate student support services required by the student. This team are the first level of support for the students and are accessible both in person and online.

Accessibility

The APP Hub have also introduced in 2022 a new 'Accessibility Project Group' which focuses upon encouraging early disclosure of any challenges faced by students with a disability/ learning difference / neurodiversity / care experience. Disclosure leads to development of an Individual Learning Plan (ILP), during transition-in/induction, appropriate reasonable adjustments (RA's) being in place at the start of studies, and a communication plan between all parties established. Implementing ILP's at or before enrolment, provides a positive start to the learners' studies at Falmouth, giving an improved chance of success.

Falmouth University attracts a diverse range of students and has over double the national average of disabled students currently enrolled in 2023 (36% compared with the 17% average across UK HEI's). The University still performs exceptionally well within this demographic, for example, the current disabled student versus non-disabled student attainment gap is at -0.5% against a current target of 6%.

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[24] Stepchange: mentally healthy universities (universitiesuk.ac.uk)

In addition, certain faculties across the University are reviewing the accessibility and inclusivity of their courses. For example, the Cornwall Business School want to improve inclusivity of curricular content for people who are deaf or disabled. This department have been working with the company 'Attitude is Everything' to enhance and accredit undergraduate courses, leading to AiE accrediting four Falmouth University degree courses (as the first courses in the World to receive this accreditation). The University conferred an honorary fellowship on Suzanne Bull from AiE in July 2022 and Falmouth's' Head of Business is now a trustee of AiE, developing projects such as the LAAA Project (**Live Audience Accessibility & Augmentation ('LAAA') | Falmouth University**).

Curriculum support

The University understands that students come to HE with different levels of academic experience and pedagogy is a critical factor for student success and engagement. It is with this strategic aim that Falmouth have proposed a refreshed curriculum structure, developing a new integrated academic, research & innovation framework. The proposed framework is primarily formed of 20 credit modules acting as learning building blocks. The framework is designed so that Academic departments can design course content within the framework. The framework is also designed to allow for an autonomous student journey, or a trans-disciplinary journey, and a curriculum that has two key modules that include a university wide collaboration module at the end of level 5 and an entrepreneurial module at level 6.

Investigation into the different forms of teaching and learning to ensure all target learners are retained and succeed is a key component of this framework project, which is already revealing a need to focus on modes of teaching (towards more experiential) and assessment (variety, feedback and timing). For example, challenges around mental health, including specific considerations for building resilience and confidence, and reducing stress, are being explored, including the application of virtual reality as a student presentation backdrop, to reduce stress and address barriers that are the result of social inhibitors in a classroom setting.

The University continue to focus on employability, and outward-facing elements of the curriculum and teaching practices, for example, links and engagement with industry and the wider world, are stimulating discussion around access to the creative economy and student experiences and pathways, which have impact on learning outcomes. Falmouth's mission and values mean engagement in: -

- Continuous pedagogical improvement in the areas of inclusivity, excellence, innovation and industry.
- Focus on teaching mode and assessment practices considering inclusivity and excellence, including ensuring teaching styles and assessment modes are in closer relationship.
- Increasing focus on curriculum, addressing fundamental issues for the creative industries and business, and student access to and experiences with industry.

Full, clear guidance of what is expected in assessment means that students are clear about what is expected of them. As part of this, inclusivity principles, such as enabling students to relate their interests and experiences to the curriculum; allowing flexibility to recognise different demands on students' time during assessment tasks; and, offering a choice of assessment approaches supported by early formative work and timely feedback, are considered. Given the nature of Falmouth courses, authentic assessment linking to the real world / employability, to increase confidence, engagement, motivation and metacognition is a key consideration.

Falmouth's Personal Tutor programme provides academic guidance and support through regular meetings between tutors and students. Course Leads coordinate Personal Tutors in their department and ensure the system is working effectively. By gathering data from the student dashboards, coupled with learner analytics, tutors have a range of information available to help to tailor any support that may be required. Course teams are also utilising a new attendance register system and monitoring learning space logins, because lack of engagement in studies can be the first discontinuation indicator. Falmouth are currently developing specific training for tutors who are working with target cohorts and encouraging more proactive support, where early warning signals are identified. This helps to combat the challenge of students self-selecting participation, where students who may need most support are less likely to seek it.

Successful attainment outcomes

A critical focus of this Plan are measures to ensure successful outcomes, particularly in attainment of 1st and

2:1 Degree outcomes for all target learners, addressing identified gaps in learners from the least and most deprived backgrounds (IMD Q5 v. Q1); Asian, Black, Minority & Other Ethnicity learners (compared to white peers); and disabled learners (compared to non-disabled peers). These groups face different barriers to success and currently experience differential outcomes[25].

The University have identified a key trigger for students withdrawing from their studies is financial pressures. The exceptionally high cost of living in Cornwall[26], coupled with the below national average salaries, has meant that the current cost of living crisis faced by students across the country[27], has had an even greater impact on Falmouth students. The Falmouth and Exeter Students' Union Advice Team provides free and impartial advice to any university student studying at Falmouth. Considering the current 'cost-of-living crisis', the advice team has seen an increase in financial advice appointments. To try to mitigate this equality of opportunity risk, the University has introduced 'cost-of-living' and 'cost-of-learning' working groups, with students and staff members working together to support students' continued study at Falmouth (**Cost of Living Action Update - 2023 03.docx**). This equality of opportunity risk particular affects students from IMD areas and those who have experienced the care system or are estranged from their family, where students haven't got comparative financial support systems as their peers[28].

For 2022/23 academic year, Falmouth has continued to improve its direct financial support to better target students identified under this Plan, particularly in relation to the cost-of-living crisis. This includes; further support through the introduction of immediate grants to support Disability Diagnostic Assessments, cost-of-living payments in addition to allocated Hardship Fund awards, increased overall funding for the Hardship Fund and improved funding access and flexibility for online students, so it is no longer restricted to on-campus students. To address issues in relation to the Cost-of-Living Crisis, students can now access emergency supermarket vouchers from various teams on a 24 hour/7-day week basis.

The University is also working closely with the local Food Bank, to secure and collect food bank boxes for students in need, enabling access to this support on campus, without the additional costs and inconvenience associated with travelling to the Food Bank.

Support levels continue to build upon the 2020/2021 award structure, when the Falmouth Bursary was introduced, in line with best practice, targeting the most support to the learners who need it most. The financial support package has been informed by consultation with, and evaluation from, current student recipients and the student funding review team, which includes the Students' Union. The impact of financial support is regularly reviewed by staff and in conjunction with the Students' Union and student stakeholder groups, and is aimed at supporting students to be retained, and complete their studies.

Intervention strategy and expected outcomes- IS 3

Risks to equality of opportunity	Risk 3- Post-pandemic, the University has experienced an increase in students requiring intensive learning, mental health, financial and wellbeing support to aid their 'transition-in' from FE to HE study, in addition to the support provided throughout their studies. This results in new applicants feeling unsure and anxious regarding their next steps and once enrolled, disengaged/ struggling target students withdrawing early from their studies.
Objectives and targets	Objective 3- To review, develop and monitor all student support mechanisms from pre-enrolment and throughout the student lifecycle, implementing new initiatives where required on an annual basis. This intervention strategy aims to

[25] (Student outcomes: Data dashboard - Office for Students)

[26] The State of Cornwall: What we currently know about our Socio-Economic landscape The Institute of Cornish Studies- Social and Economic Research Unit, 2022. (State_of_Cornwall_-_What_we_Know_about_our_Socio-Economic_Landscape.pdf (exeter.ac.uk) ; Economics Observatory: How does the Cornish economy compare with the rest of the UK? Meyrick, 2021. https://www.economicsobservatory.com/how-does-the-cornish-economy-compare-with-the-rest-of-the-uk ; The Cornwall Plan: 2020-2050 Cornwall and Isles of Scilly Leadership Board, 2020. https://www.cornwall.gov.uk/media/xcdhwsmu/the-cornwall-plan-2020-2050.pdf

[27] Cost+of+Living+Report+-+March+2023.pdf (squarespace.com)

[28] Care_Experienced_Graduates_Phase_One_November_2022 (1).pdf

		increase the number of students from IMD areas, reducing the gap in participation, continuation and attainment for students between Q1 and Q5 each milestone. In addition, the University have set milestones to increase participation numbers and reduce the gap in continuation for Global Majority ethnicity and Mature students each year, and reduce the gap in attainment rates for students with disabilities each milestone. **(Targets in Annex A: Assessment of Performance - PTA3/ PTS1/ PTS2/ PTS3/ PTS4/ PTS5/PTS6)**

Activity	Inputs	Outcome Indicators	Cross Intervention
3.1- The Step Into Falmouth transition programme live webinars combined with asynchronous content, delivered during the Summer UCAS points	**Staff Time Costs** x 4 yrs = £9,143	**3.1**- The University have offered a range of supportive sessions to aid transition from FE to HE study, gathering feedback on its effectiveness. New students feel more confident to start their studies	No
3.2- University Mental Health Charter application and subsequent initiatives from all main workstream groups	**Staff Time Costs** x 4 yrs = £582,092	**3.2**- New processes, initiatives, and projects are introduced to improve wellbeing, leading to both staff and students feel better supported by the university	Yes- IS5-5.6
3.3- The Accessibility Project group initiatives are implemented	**Staff Time Costs** x 4 yrs = £34,837	**3.3**- Students at any point of the student lifecycle are aware of the support available and encouraged to disclose any difficulties, leading to an increase in referrals, improving continuation rates	Yes-IS5 -5.2
3.4- The Do-It Profiler self-assessment tool, sent to all new applicants to check any specific support needs and self-refer	**Staff Time Costs** x 4 yrs = £1,269	**3.4**- All new students have been offered the Do-It Profiler and identified their support needs, with a 30% increase in completion rates, improving target student's confidence	No
3.5- Falmouth's contextual admissions process to help applicants who haven't achieved the grades required	**Staff Time Costs** x 4 yrs = £421,356	**3.5**- Applicants without the required UCAS points submit a contextual application, leading to an increase in number of applications from disadvantaged learners	Yes- IS5- 5.4
3.6- Regional interviews/mock interviews are offered across the Country	**Staff Time Costs** x 4 yrs= £72,663	**3.6**- The removal of travel barriers for applicants from disadvantaged areas leading to increase in applications from IMD areas, and supporting disabled students with their transition to HE	No
3.7- The Care Leavers Covenant enhanced offer to students who have experienced the care system, plus targeted programme of activities	**Staff Time Costs** x 4 yrs = £14,322 **Other costs** x 4 yrs= £28,000	**3.7**- Care Leavers/ Care experienced students have received both financial and wellbeing support/ invited to attend specific activities and events. This leads to these students being more likely to consider the HE pathway, and be supported to continue their studies through to graduation	No
3.8- A review of the Individual Learning Plan (ILP) process is required and improved communication between student support, course teams and the students involved	**Staff Time Costs** x 4 yrs = £15,237	**3.8**- Any student who needs to access student support receives the guidance and support required, resulting in more effective ILP's, and an improved chance of success	No
Total Investment Cost Over 4 Years = £1,178,919			

Evidence-base and Rationale	The rationale for this Risk and Objective is that the University have identified a considerable increase in student support requests post-pandemic, with many cases being of a complex nature, involving several different support teams. This causes staff resource challenges and delayed interventions with the student, leading to early withdrawal from studies. This risk has also been identified by the OfS as a sector level Equality of Opportunity Risk. Therefore, the University will conduct a review and gap analysis of all student support mechanisms, to ensure Falmouth can meet all students support needs from the point of pre-enrolment and throughout the student lifecycle. This Risk has been identified from the following data sets; Equality of Opportunity Risk Register - Office for Students (Risks 6, 7, 8 and 9); the OfS insight brief insight-brief-mental-health-are-all-students-being-properly-supported.pdf; and Falmouth's Student MH risk escalation 2021 06.docx
Evaluation	Activities within this intervention strategy will be evaluated by both Type 1 and Type 2 evaluation tools, with intermediate and longer-term outcomes. They will be evaluated via internal feedback and reporting. The impact of this intervention strategy will be evaluated by meeting the Falmouth University APP data milestones each year, specifically improved metrics for Mature students, Global Majority ethnicity students and those from IMD areas. **(Detailed outcome measures are stated in the Monitoring and Evaluation Plan)**

3.1- *The Step Into Falmouth transition programme*- In response to implications stemming from the pandemic lockdowns, the University developed a transition programme called 'Step Into Falmouth'. This is a programme of live webinars and asynchronous content, over the Summer, offering supportive and informational sessions in topics such as study skills, digital skills, employability, sustainability, student support, student life and confidence building. Offer holders have the opportunity to meet current HE students and their peers before the first induction week, alleviating any social anxiety they may be feeling. There are also specific webinars within the programme offering additional support to distinct demographics. This programme is evaluated, with student feedback initiating a newly developed programme each year.

3.2- *University Mental Health Charter application*- The University has placed mental health and student welfare as a strategic priority and are currently developing an action plan to seek accreditation under the University Mental Health Charter. This process has involved the formation of workstreams across the University including; 'mentally healthy campus community', 'social connection and a sense of community', 'student engagement and partnership', 'inclusivity and intersectional mental health' and 'gender safety and sexual misconduct'.

3.3- *The Accessibility Project*- The APP Hub introduced in 2022 a new 'Accessibility Project Group' which focuses upon encouraging early disclosure of any challenges faced by students with a disability/ learning difference / neurodiversity / care experience. Early disclosure will lead to development of an Individual Learning Plan (ILP) during transition-in/induction, appropriate reasonable adjustments (RA's) being in place at the start of studies, and a communication plan between all parties established. This project group are also reviewing modes of communication, with the aim to develop more inclusive and accessible publications and media.

3.4- *Do-It Profiler*- The 'Do-It Profiler' is an online, self-guided, screening tool that aims to support students to identify gaps in their study skills, target the application of funds for DSA, and to support academic staff to understand the learning needs of their cohorts. This has been sent to all new students prior to enrolment and is also used as part of the induction process. The student is then signposted to the appropriate support team to ensure they receive the information, advice and guidance they require. Student Support Teams are

working with Academic Teams to develop a more effective communication channel to students encouraging them to use the Do-It Profiler.

3.5- *Contextual Admissions*- The University interview or audition for the majority of their courses, allowing course leaders to assess the learner's full potential, not just their grades. Falmouth would also never make an unachievable offer, meaning if the student was successful at their interview/audition, but their predicted grades were less than the entry requirements for that course, they would review and adapt the offer to align with the learners' capabilities.

3.6- *Regional interviews/mock interviews*- Falmouth offer regional interviews and help with portfolio building, to offer a more inclusive application process and aid transition-in. There is also a travel bursary available to help pay for travel costs for any learners and parent/carers wanting to attend an Open Day/Interview but facing financial barriers, to help accessibility. A 'Mock Interview' programme has been developed and successfully delivered across the country to learners who meet targeted widening participation criteria, raising confidence levels and reduce interview anxiety for disadvantaged learners. This programme is impartial and helps learners to develop interview skills irrespective of which pathway they choose to take and which provider they decide to apply to. These two interventions will continue to be further developed and delivered each year.

3.7- *Care Leavers Covenant enhanced offer*- Falmouth University have recently become signatories in the Care Leavers Covenant,(**https://mycovenant.org.uk/opportunities/falmouth-university/**),encouraging any care experienced or estranged student to apply. This disclosure is rewarded by offering a 'welcome pack' of food/drink/retail vouchers on arrival; the Pendennis Bursary and Hardship Fund; dedicated support from the Living Support and Employability Teams; all graduation costs funded including tickets to the ceremony, a graduation photograph, and hire of cap and gown. Since joining the CLC, there has been an increase each year in the number of care experienced students studying at Falmouth.

A collaborative project involving Falmouth, Plymouth and Exeter Universities will be developed and delivered during 2023/24, with a targeted programme of activities for care-experienced learners applying to providers in the South-West.

3.8- *A review of the Individual Learning Plan process*- Following student consultation and as an agenda action point discussed during different committee meetings, the Student Support and Accessibility Teams have started to review the Individual Learning Plan (ILP) process and the reasonable adjustments that are included in this plan. The communication plan implemented after this initial review will be the crucial change catalyst, because currently communication regarding the Individual Learning Plan (ILP) and reasonable adjustments is disjointed and therefore not benefitting the student as it should.

Intervention strategy and expected outcomes- IS 4

Risks to equality of opportunity	**Risk 4-** The combination of the current national cost-of-living crisis and the consistent higher than average cost-of-living in Cornwall, causes financial poverty for disadvantaged students wanting to study at Falmouth. This is resulting in increased withdrawal rates from target students, widening of the attainment and progression gaps, and discouraging new applicants.
Objectives and targets	**Objective 4-** To introduce staff and student working groups, to implement a range of cost saving initiatives for students over the lifetime of this Plan. To review, develop and monitor the University's student financial support offer, and research additional scholarship and paid work placement opportunities. This intervention strategy aims to support all target students within this Plan. **(Targets in Annex A: Assessment of Performance -ALL)**

Activity	Inputs	Outcome Indicators	Cross Intervention
4.1- Annual review of student financial support packages	**Staff Time Costs** x 4yrs = £1,324	**4.1-** The student financial assistance is appropriate and beneficial, helping disadvantaged students to continue their studies	No
4.2- A range of **i**nitiatives developed and actioned by the Cost-of-Living and Cost-of-Learning Groups	**Staff Time Costs** x 4 yrs = £58,700	**4.2-** Initiatives implemented from these two groups, supporting any students facing financial poverty, enabling them to live and study in Cornwall	No
4.3- All students are encouraged to log onto the Handshake platform to aid job-search, and this is built into induction activities	**Staff Time Costs** x 4 yrs = £58,989 **Other costs** x 4 yrs= £32,000	**4.3-** Students are encouraged to apply for part-time jobs whilst studying, (both internal and external jobs) to help their financial situation, aiding continuation and success	Yes-IS6-6.5
4.4- Students meeting widening participation criteria are offered the Micro-internship programme with a local or national employer	**Staff Time Costs** x 4 yrs = £146,853 **Other costs** x 4 yrs= £140,000	**4.4-** Students facing disadvantages offered one of the 100 paid internships, helping both their finances and future job prospects	Yes-IS6-6.3
4.5- Placement year programmes offered in all undergraduate programmes, which directly supports students from IMD areas	**Staff Time Costs** x 4 yrs = £283,255	**4.5-** All students from deprived areas have been able to earn money whilst studying, helping both their finances and future job prospects	Yes-IS6-6.4
4.6- Research and implement new scholarship opportunities, to support target students facing financial difficulty	**Staff Time Costs** x 4 yrs = £24,700	**4.6-** The University can offer a wider range of student funding, helping more student's financial situation. This leads to a higher number of disadvantaged students being able to study at Falmouth	No
Total Investment Cost Over 4 Years = £745,821			

Evidence-base and Rationale	The rationale for this Risk and Objective is the 'higher than average' cost-of-living in Cornwall and additionally the current national cost-of-living crisis means that Falmouth students cannot afford to study and live in the county. This is resulting in increased withdrawal rates from target students, widening of the attainment and progression gaps, and discouraging new applicants, therefore directly impacting all Access, Continuation and Success measures. This Risk has been identified from the following datasets; Equality of Opportunity Risk Register - Office for Students **(Risks 10 and 11); the Office for National Statistics report:** Cost of living and higher education students, England 24 October to 7 November 2022.pdf; the OfS research report- evaluation-report-of-the-cost-of-living-research-in-2023.pdf; and the OfS article Universities take steps to address cost of living as poll highlights impact on students - Office for Students
Evaluation	Activities within this intervention strategy will be evaluated by both Type 1 and Type 2 evaluation tools, with intermediate and longer-term outcomes. They will be a combination of annual internal evaluation reports, external surveys, and research projects conducted by SEER. The impact of this intervention strategy will be evaluated by meeting the Falmouth University APP data milestones each year and by a reduced number of student withdrawals due to financial issues.

(Detailed outcome measures are stated in the Monitoring and Evaluation Plan) |

4.1- *Annual review of student financial support packages*- In 2022, the University responded to negative student feedback regarding the 'Hardship Fund' and the 'DSA Diagnostic Assessment Funding', undertaking a total review and redevelopment of both direct financial support packages. To ensure these two bursaries, alongside the additional financial support packages offered, are adequately supporting the targeted students who are dependent upon this financial aid, an annual review will take place. Due to the current cost-of-living crisis, the University have substantially increased the funding available within the Hardship Fund, to meet demand. Falmouth have also introduced emergency food vouchers for students who have applied for the Hardship Fund but awaiting the result of their application.
SEER (Specialist Evidence, Evaluation & Research) conducted a research project for the University on the effectiveness of the financial aid offered, with positive results[29].

4.2- *Cost-of-Living and Cost-of-Learning groups*- The University have introduced two new working groups to tackle the financial burden faced by Falmouth University students. These are the 'Cost-of-Living Group' and the 'Cost-of-Learning Group', both with membership from the student body, professional services, student support and faculty representatives. The Cost-of-Learning Group have implemented student focus groups to highlight the main issues, and initiatives such as reviewing timetables to minimise travel costs to campus; selling students work at the Graduate Show; allowing students in financial crisis to transfer to online courses; and developed the 'Money Matters Hub'. The Cost-of-Living Group have implemented practical support such as a new 'Food Bank' on campus; advertised café spaces in Cornwall as 'warm spaces'; offered 'meal deal' options in the cafés and shops; distribute emergency food vouchers when required; and developed specific support for those students estranged from their families. Falmouth are also negotiating with Landlords to offer more affordable accommodation to students[30].

4.3- *The Handshake platform*- Students at Falmouth have access to thousands of organisations, alumni, and job opportunities through the online jobs' portal Handshake. This platform advertises both internal and external job vacancies and the Employability team support the students throughout the application and recruitment process. There has been a steady increase of students using this platform over the last 3 years. To build upon this, the Employability team are currently identifying more effective communication channels to students, encouraging them to use the Handshake platform by having built-in activities during student inductions, to download and log into this system[31].

4.4- *Micro-internship programme*- Falmouth have recently developed a targeted Micro-Internships programme, aimed at providing 30-60 hours of paid experience with employers, charities and third-sector organisations. This work experience programme is targeted towards students who meet widening participation criteria and are from underrepresented or disadvantaged groups. A minimum of 100 Micro internships are available annually.

4.5- *Professional placement year programmes*- Through the University's curriculum review process, a 'professional placement' optional pathway will be offered within the majority of on-campus undergraduate degree programmes. From 2024 students will have the option to undertake a year-long industry placement. If students choose this pathway, they will receive a salary for the placement year which will help their financial situation during their studies.

4.6- *Research and implement scholarship opportunities*- The APP Hub and the Student Finance Team plan to research additional student funding that may be available through scholarships from employers. All scholarships will be subject to students meeting APP target group/widening participation criteria, with the aim of offering financial support to students from protected characteristic groups or disadvantaged areas. Bursaries for students studying online will also be reviewed and the introduction of more specific widening participation focused bursaries will be considered, for example, bursaries for students identifying as from the Gypsy/Roma/Traveller community, Young Carers etc.

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[29] Falmouth Evaluation of the Impact of Financial Support_External copy.pdf
[30] The Cornwall Plan: 2020-2050 -Cornwall and Isles of Scilly Leadership Board, 2020; https://www.cornwall.gov.uk/media/xcdhwsmu/the-cornwall-plan-2020-2050.pdf
[31] The Handshake Platform usage data.docx ; Falmouth University 2022 EDU Partners Impact Reports.pdf

Intervention strategy and expected outcomes- IS 5

Risks to equality of opportunity	Risk 5- There is a widening continuation gap for Mature students and students from IMD areas at Falmouth University that needs to be addressed.
Objectives and targets	Objective 5- To implement a range of activities specifically targeted at Mature students and students from IMD areas, offering additional specific support throughout the lifetime of this Plan. To reduce the continuation gap for IMD students between Q1 and Q5 and improve both access and continuation metrics each milestone for both Mature students and those from deprived areas. **(Targets in Annex A: Assessment of Performance -PTA2/PTA3/PTS1/PTS2/)**

Activity	Inputs	Outcome Indicators	Cross Intervention
5.1- Mature Students Café and mature students network developed and delivered	**Staff Time Costs** x 4 yrs = £3,654 **Other costs** x 4 yrs= £1,000	5.1- Mature students have formed their own support and social network so they feel a sense of community, aiding continuation	No
5.2- A range of initiatives developed and actioned by the Accessibility Project Group to support students from IMD areas	Calculated in IS 3- 3.3	5.2- Initiatives implemented from the Accessibility Project group, supporting students from IMD areas, enabling continued study	Yes-IS3-3.3
5.3- Throughout their first year at Uni, target students have a current 2nd year mentor to discuss any concerns	**Staff Time Costs** x 4 yrs = £37,808	5.3- All 1st year target students have been offered a mentor, aiding continuation, and providing a feedback survey to improve the programme each year	No
5.4- All students are offered a supportive pathway into the University e.g Integrated Foundation Year	Calculated in IS3- 3.5	5.4- Students without required UCAS points or who need support before degree level study, have been offered the most appropriate pathway into HE, decreasing early withdrawal rates	Yes-IS3- 3.5
5.5- 3x 'Wellbeing & Inclusion Fayres' offered in October, December and February.	**Staff Time Costs** x 4 yrs = £6,222	5.5- Mature students or those from deprived areas are offered multiple opportunities to form a social connection, encouraging continued study	No
5.6- UMHC application- additional Social Connection and Learn workstreams initiatives and interventions	**Staff Time Costs** x 4 yrs = £258,146	5.6- Each UMHC workstream develop and implement action plans to improve student and staff wellbeing	Yes- IS3- 3.2
5.7- Targeted interventions with students from IMD areas and Mature students at partners campuses across England	**Staff Time Costs** x 4 yrs = £14,552	5.7- Targeted interventions with students from IMD areas and Mature students across England have been evaluated and developed, supporting continued studies at partner institutions	No

Total Investment Cost Over 4 Years = £ 321,382   + £ 456,193   calculated within IS 3

Evidence-base and Rationale	The rationale for this Risk and Objective is that the University has identified a widening continuation gap for students from IMD areas and those students classed as 'Mature'. Development of a range of different strategic interventions is required, to improve the support mechanisms these students are accessing, leading to a gap reduction within this key measure. Any initiatives within this

	intervention strategy that are developed and delivered on Cornish campuses, also need to be duplicated at franchise partner institutions to ensure equality of opportunity is consistent. This Risk has been identified from the following datasets; Equality of Opportunity Risk Register - Office for Students **(Risks 6 and 7)**; Student outcomes: Data dashboard - Office for Students ; and the recent article published by the OfS Students from disadvantaged backgrounds less likely to complete their course - Office for Students
Evaluation	Activities within this intervention strategy will be evaluated by both Type 1 and Type 2 evaluation tools, with intermediate and longer-term outcomes. They will be evaluated via internal feedback and reporting. The impact of this intervention strategy will be evaluated by meeting the Falmouth University APP data milestones each year, specifically improved metrics for Mature students and those from IMD areas. **(Detailed outcome measures are stated in the Monitoring and Evaluation Plan)**

5.1- *Mature Students Café and mature students' network*- During induction, Falmouth in conjunction with the University of Exeter (Penryn Campus) have introduced a mature students café event for mature students from both institutions to initially meet. This will lead to a regular monthly café event for mature students to attend and form a network.

5.2- *Accessibility Project Group*- The APP Hub have introduced in 2022 a new 'Accessibility Project Group' which focuses upon encouraging early disclosure of any challenges faced by students with a disability/ learning difference / neurodiversity / care experience. Disclosure leads to development of an Individual Learning Plan (ILP) during transition-in/induction, appropriate reasonable adjustments being in place at the start of studies, and a communication plan between all parties established. Students from disadvantaged areas, from areas of low HE participation (TUNDRA) and mature students may be hesitant in disclosing any difficulties when applying to Falmouth, feeling this information may negatively affect their application result. Therefore, encouraging this disclosure and confirming that this information won't affect their application will help the student to confidently progress to and through higher education.

5.3- *Student Mentors*- Falmouth has over 200 mentors, playing a key role in the positive experience and retention of students. Second year students are matched with new first year students (before enrolment), to provide support throughout the first year of study. The programme is focused towards the identified target groups where retention and attainment is lower, and particularly TUNDRA Q1, IMD Q1, BAME and Disabled learners, where research shows that mentor programmes are effective and aid successful participation within HE. An annual evaluation/feedback report is produced to monitor the effectiveness of the programme[32] .

5.4- *Integrated Foundation Years/LLE courses*- A new undergraduate 'Integrated Foundation Year' pathway has been piloted in 2022/23. The IFY pathway provides a broad core curriculum, meaning that students build the necessary trans-disciplinary skills and academic learning skills to succeed into full degree programmes. Learners from under-represented and deprived backgrounds are most likely to benefit from this approach.
Following the introduction by the Government of the 'Lifelong Loan Entitlement', the University are currently developing an upskilling/re-training course offer. This will be a range of micro-credentials/modular courses that can be stand-alone accredited courses or combined into a full one-year programme of study. These short courses will provide the critical transition support for mature learners entering higher education for the first time.

5.5- *Wellbeing & Inclusion Fayres*- Three 'Wellbeing & Inclusion Fayres' will be offered in October, December and February, providing the opportunity to form social connections, to those mature students and students from deprived areas, who didn't engage during the first week at the University.

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[32] **Student Mentors Survey 2023-** Falmouth Student Mentor Survey Data Analysis Report - Final.pdf

5.6- *University Mental Health Charter application (Social Connection and Learn Workstreams)*- Both the 'Learn' and 'Social Connection & Sense of Belonging' workstreams stemming from the University Mental Health Charter application, are developing a range of interventions to support the offer holder from pre-entry through to their first year of study. For example, three 'Wellbeing & Inclusion Fayres' planned for October, December and February, for those students who didn't engage during the first week at the university, and who may still need to find that social connection that is so important to continuation.

5.7- *Localised projects developed with partners across England*- Falmouth is both a validating and franchising (sub-contract) partner with public and private providers of FE and HE courses. As part of strengthening partnerships with schools and colleges, collaborative activity will be explored specifically for these partners, two of whom, Bodmin College and the Cornwall Colleges Group, are within Cornwall. In particular, the University is keen to better understand how to support and encourage Access to HE learners into degree programmes and improve support for mature learners.

Student Progression (graduate outcomes)

At Falmouth, employability, entrepreneurship, sustainability and professional development form a core pillar of the curriculum, where students throughout their course learn experientially, working on employer live-briefs, projects, challenges, and placements. For target learner groups under this Plan, the alignment of employability outcomes with the curriculum, promotes engagement and success. Interestingly, 27% of Falmouth graduates progress into self-employment or business start-ups after graduation, this is 19% higher than the UK average[33].

The Employability Team

The University have a dedicated Employability Team who are focussed on ensuring graduate success and supporting staff and students to achieve this. The service, whilst relatively new is already nationally recognised, winning the National Award for Strategic Innovation and Early Impact in 2022, and the HE Careers and Employability Team of the Year award at the National Graduate Recruitment Awards in 2023.

Employability and entrepreneurship (enterprise) development sessions are both embedded into the curriculum and also offered as stand-alone workshops. The embedded approach is to ensure all students gains access to employability through their substantive core curriculum, removing the 'opt-in' nature of some support, alongside targeted co-curricular support to students. Through this work target learner groups have access to a range of specific and personalised support to help them to achieve positive graduate outcomes. For example: -

- Target students have access to professional mentors to support the employability experience, and to provide networking opportunities, recognizing that students from target IMD Q1 and POLAR4/TUNDRA Q1 backgrounds are less likely to have existing networks[34].
- A targeted Micro-Internships programme, aimed at providing 30-60 hours of paid experience with employers, charities and third-sector organisations. The Micro-Internships are outcome focussed to ensure students gain a narrative of achievements. This experience supports students with limited prior work-experience and lower-levels of social capital to compete more fairly for opportunities. A minimum of 100 Micro internships are available annually **(Micro-internships. Reporting 21-22.pdf).**
- Access to entrepreneurship support through a dedicated 'Be Your Own Boss' programme.
- Annual Dragons-Den competition, open for students to apply for a share of funding to drive forward their business, social enterprise or community focussed project.

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[33] Employment – NOMIS official labour market statistics
NOMIS, 2021 https://www.nomisweb.co.uk/reports/lmp/lep/1925185540/printable.aspx
[34] Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education & Training, 59*(4), 338-352; Roberts, S., & Li, Z. (2017). Capital limits: Social class, motivations for term-time job searching and the consequences of joblessness among UK university students. *Journal Of Youth Studies, 20*(6), 732-749.

- An extensive co-curricular programme of practical support, workshops, job-search and application, and employer networking. For example, the summer LEAP programme which saw groups of students work on live-briefs with organisations such as Lloyds Bank, Sky, Deepop and the NHS.

- The Employability Team and AMATA (Academy of Music and Theatre Arts) have developed 'Springboard Studios' at the University. This initiative is part of the Health Works Cornwall project, which provides a programme of creative activities for students facing mental health difficulties, helping students to de-stress, find confidence and launch their careers after university.

- Access to thousands of organisations, alumni, students and job opportunities through the online jobs-portal Handshake.

- Access to numerous online tools, resources, e-learning and Artificial Intelligence tools – for example, AI Interviews, AI CV review tools and psychometric tools.

- Alumni and industry talks, panels – enabling students to build social capital.

- Access to international mobility through the Turing Scheme – creating accessible routes through a customised 'Cultural Immersion' aimed at underrepresented students (Turing Scheme-APP Report 2023.pdf).

Early attention to career outcomes helps students to stay connected with their goals and promotes continuation and attainment outcomes[35]. With this aim in mind, Falmouth have developed a robust evaluation measure called 'Career Registration'. The survey is built into enrolment and re-enrolment each year, and measures students understanding of transferable employability skills, confidence levels and career aims. The survey is then used to communicate back to students a bespoke programme of interventions over the next year. The Career Registration survey will form part of a research project considering Falmouth's student progression, conducted by SEER (Specialist Evidence & Evaluation Research), due to be published in 2025.

Additionally, through the University's curriculum review process, from 2023/24, students will have the option to undertake a year-long industry placement, offered within the majority of on-campus undergraduate degree programmes, called a 'Professional Placement'. The professional placement option will help students to develop their communication skills, organisational ability and interpersonal skills, and provide networking opportunities to aid a positive future graduate outcome[36].

To support students' progression after graduation, the SU have introduced 'The Big Showcase', a free and accessible way for students to exhibit their work across the campus, throughout the year, with a view to expanding these opportunities within the local community for 2023/24.

Students co-creating and collaborating with employers

Falmouth University students collaborating with industry partners, employers and community groups, working on live briefs and co-creating projects, is crucial to improving their career prospects[37]. All students are encouraged and supported by the University to gain work experience within the industry where their career ambitions lie, irrespective of if this is paid or voluntary work experience. Each academic department within the faculties across the university are constantly developing new partnerships within their sector, and supporting their students to co-create projects (**Students co-creating projects.docx**).

In addition, to help strengthen partnerships with the local community stakeholders, Falmouth have selected and approved nominated community partners for a new staff volunteering programme. Each of the groups that have been chosen also align with the University's civic priorities. The 12 chosen partners are: Loveland/Falmouth Food Co-op; Surfers Against Sewage; Cornwall Wildlife Trust; Flicka Donkey Sanctuary;

[35] Employment – NOMIS official labour market statistics NOMIS, 2021 https://www.nomisweb.co.uk/reports/lmp/lep/1925185540/printable.aspx

[36] Budd, R. (2017). Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during – and after – university. *Perspectives: Policy and Practice in Higher Education,* 21(2-3), 111-116.

[37] What is co-creation in higher education? | THE Campus Learn, Share, Connect (timeshighereducation.com)

Memory Café; Sea Sanctuary; The Seal Sanctuary; Falmouth Food Bank; Cornwall Air Ambulance; Cornwall Hospice Care; The Poly Arts Centre; and Sasha Would've Loved It (young person's cancer charity).

Intervention strategy and expected outcomes- IS 6

Risks to equality of opportunity	**Risk 6-** The geographical location of Falmouth University is within both a coastal and rural area, causing combined infrastructure challenges and lack of graduate level employment, affecting all progression measures.
Objectives and targets	**Objective 6-** To embed employability and entrepreneurship across the University, including student work experience and networking opportunities, over the lifetime of this Plan, leading to improved graduate outcomes, both locally and nationally. This intervention strategy aims to improve progression outcomes for students from IMD and TUNDRA areas, reducing the gap between Q1 and Q5. **(Targets in Annex A: Assessment of Performance -PTP1/ PTP2)**

Activity	Inputs	Outcome Indicators	Cross Intervention
6.1- Embedding employability and entrepreneurship sessions across all courses	**Staff Time Costs** x 4 yrs = £624,260	**6.1-** Students are more confident to apply for graduate level positions/set up their own businesses, improving the chance of a successful graduate outcome for disadvantaged students	No
6.2- Future Skills Level 6 Programme offered to final year students	Calculated within 6.1	**6.2-** Students who've completed the Future Skills programme are more confident to apply for graduate level positions/set up their own businesses	No
6.3- Students meeting widening participation criteria are offered the Micro-internship programme or Turing Scheme	Calculated in IS 4- 4.4	**6.3-** Students facing disadvantages offered one of the 100 micro-internships available or experienced the Turing Scheme, developed employability and networking skills, improving future job prospects	Yes-IS4-4.4
6.4- Professional Placement year pathways offered in all undergraduate programmes	Calculated in IS 4- 4.5	**6.4-** All disadvantaged undergraduate students are given the opportunity to network with employers through a professional placement, improving their employability or entrepreneurship skills	Yes-IS4-4.5
6.5- All students are encouraged to log onto the Handshake platform to aid job-search and this is built into induction activities	Calculated in IS 4- 4.3	**6.5-** Students are made aware of any job opportunities both whilst studying and post-graduation, leading to an increase in platform usage and improved chance of successful progression for disadvantaged students	Yes-IS4-4.3
6.6- Co-created student projects developed with local industry partners	**Staff Time Costs** x 4 yrs = £60,580	**6.6-** Groups of students from each Faculty have co-created a project with an employer, community group or partner organisation, enhancing employability	No
6.7-Launchpad business incubation programme on campus for graduates who want to become self-employed or establish own business	**Staff Time Costs** x 4 yrs = £921,950	**6.7-** Graduates from disadvantaged areas or underrepresented groups are supported to set up their own businesses, leading to an increase in successful business start-up, improving progression targets	No
Total Investment Cost Over 4 Years = £ 1,606,790 + £ 661,097 calculated within IS 4			

Evidence-base and Rationale	The rationale for this Risk and Objective is that a lack of industry and large employers within the Devon and Cornwall region, has implications for Falmouth students' graduate outcomes, with very limited local graduate level opportunities. This leads to the local creative skills talent pool diminishing, with graduates needing to move out of the area to find suitable employment. However, Cornwall does have higher than average self-employment, therefore there is the requirement to provide business incubation and develop entrepreneurship skills with students. This Risk has been identified from the following data sets; Equality of Opportunity Risk Register - Office for Students (**Risks 10 and 12**); Student outcomes: Data dashboard - Office for Students ; and highlighted in this OfS article, published Nov 2021-'Left-behind' areas missing out on university access and graduate jobs - Office for Students
Evaluation	Activities within this intervention strategy will be evaluated by both Type 1 and Type 2 evaluation tools, with intermediate and longer-term outcomes. They will be a combination of annual internal evaluation reports, external surveys, research projects conducted by SEER, and the Career Registration surveys. The impact of this intervention strategy will be evaluated by meeting the Falmouth University APP data milestones each year and by improved graduate outcomes reported by the Graduate Outcomes Survey. **(Detailed outcome measures are stated in the Monitoring and Evaluation Plan)**

6.1- *Employability and entrepreneurship sessions*- The Employability Team at Falmouth deliver an extensive co-curricular programme of practical support, workshops, job-search and application, and employer networking. The sessions are a combination of curriculum embedded content and stand-alone workshops within both employability and the 'Be Your Own Boss' entrepreneurship programme. A 'Career Registration' evaluation survey is conducted at the point of enrolment and then on a yearly basis, which informs the development of a bespoke programme to suit the students' career progression needs[38] .

6.2- *Future Skills Level 6 Programme*- Every undergraduate course at Falmouth is expected to incorporate a final-year module, that enables every student to reflect on their experiences at university, consolidate their learning, and develop forward-facing plans to support the transition from university. Since the launch of the Employability Team, 'Employability Coaches' have been and continue to work with course and module leaders to identify where they can support curriculum delivery, aligning with subject knowledge and learning outcomes to design and deliver employability and enterprise content within the curriculum, linking to assessment for fully embedded activity where possible.

6.3- *Micro-internships and Turing placement programme*- Falmouth now offer a targeted (**Falmouth University Micro-internship criteria.docx**) Micro-Internships programme, aimed at providing 30-60 hours of paid experience with employers, charities and third-sector organisations. This work experience programme is targeted towards students who meet widening participation criteria and are from underrepresented or disadvantaged groups. This experience supports students with limited prior work-experience and lower-levels of social capital to compete more fairly for other opportunities. A minimum of 100 Micro-internships are available annually.

The University also engage in the Turing Scheme which promotes international mobility, creating accessible routes through a customised 'Cultural Immersion' aimed at underrepresented students.

6.4- *Professional placement year programmes*- An optional pathway will be offered within most 3-year, on-campus undergraduate degree programmes, called a 'Professional Placement'. From 2024 students will have the option to undertake a year-long industry placement, helping students to develop their communication skills, organisational ability and interpersonal skills, and provide networking opportunities to aid a positive graduate outcome.

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[38] Evidence from OfS reports and case studies on employability- Improving outcomes for local graduates - Office for Students

6.5- *The Handshake platform*- Students at Falmouth have access to thousands of organisations, alumni, and job opportunities through the online jobs' portal Handshake. This platform advertises both internal and external job vacancies and the Employability Team support the students throughout the application and recruitment process. The team are currently identifying more effective communication channels to students, encouraging them to use the Handshake platform[39].

6.6- *Co-created student projects with local industry partners*- Falmouth students are encouraged to work with local partners, employers, and community groups whenever possible. The students co-create projects, which helps to give them an authentic work experience, to develop their practical and transferable skills, and at the same time improves their career prospects[40].

6.7- *Launchpad business incubation programme*- Falmouth Launchpad is a unique entrepreneurial opportunity. Dedicated to driving the growth of Cornwall's economy, Launchpad is a venture studio embedded within Falmouth University. It gives students an opportunity to work on building their new company, supported by experienced coaches, 'Entrepreneurs in Residence' and peer mentors.

Whole provider approach

Falmouth University is committed to improving Access and Success for all underrepresented students and any student facing any form of disadvantage. This includes collaboration and engagement with key stakeholders across the entire University, ensuring a whole-provider, embedded approach.

The new approach implemented is a hub-and-net model, with distributed leadership and embedded, joined up practice across the University, with the enabling strategy, support, facilitation and collaboration, leadership, and overarching monitoring from the 'APP Hub'. This approach provides a network which ensures the inclusion and engagement of colleagues across the University, ranging through the executive team, academics, student support services, senior management, careers services, digital and technical support services, library services, and administrative staff members. A range of student data dashboards are accessible to all staff members to help monitor target student progress.

Students are engaged in formulating, supporting and evaluating Access and Participation Plan interventions across the University. A full student lifecycle approach is adopted, where widening participation activity is provided from pre-entry transition, to on course success, through to post-graduation progression.

Specifically, engagement with Falmouth's target groups will be through the continued development of school and college relationships, community and employer networks, franchise partnerships and additional key stakeholder relationships and partnerships such as the Students' Union. Creativity and diversity are explicitly celebrated in this inclusive model, which will be further developed to ensure continuous improvement in gap areas for Continuation and Attainment.

Falmouth adopts an integrated approach to equality, diversity and inclusion, aligning it with Access and Participation. The strategic alignment of mission and objectives for several protected characteristics/under-represented groups, is considered as part of Falmouth's whole provider embedded approach and includes Access and Participation targets forming part of its Public Sector equality objectives. Many of the key stakeholders for the two agendas are the same staff and Students' Union representatives, which means integrated activity and monitoring, is well established. For example, consideration of protected characteristics in relation to Success and Progression gaps helps to inform exploration of intersections of disadvantage, acknowledging these students are more likely to be adversely affected in their Success and Progression outcomes.

The University's Equality and Diversity Strategy and Commitment (Equality, Diversity & Inclusion Statement of Commitment (falmouth.ac.uk)), aligns with the equality of opportunity risks identified in this Plan. Falmouth are also developing their own 'Equality of Opportunity Risk Register' which links to the University's

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[39] The Handshake Platform usage data.docx ;   Falmouth University 2022 EDU Partners Impact Reports.pdf
[40] Students co-creating projects.docx

Equality, Diversity & Inclusion Risk Register. This new EORR will integrate leadership, monitoring and reporting of Access and Participation activity with cross-university equality and diversity measures, complying with the University's legal responsibilities under the Equality Act (2010).

Student consultation

The Students' Union (SU) has been a partner in the design and development of this Plan, participating in a range of discussions to explore and develop integrated measures between, this Plan and the Student Union's activities. The SU have worked collaboratively with the APP Hub, with monthly meetings to discuss current issues and strategically plan the following terms activities. The student consultation section of this Plan has been collated from feedback from the Students' Union, Student Representatives known as 'student reps' and Student Mentors. These student representatives are from across the University, and from diverse backgrounds/differing target characteristics and demographics. Falmouth feels that this has provided a good cross-section of student opinion and voice.

Two examples of the feedback received from students which has been actioned is 1) the individual learning plan and reasonable adjustments process isn't being implemented as it should be and 2) the international students need better support and should be included in the APP interventions. The APP lead has explained why international students are not included in the Access and Participation Plan, but has also volunteered to work with these students and develop specific activities and events throughout the year. The Accessibility Team are now offering tutors' training in the ILP and reasonable adjustment process.

Students at Falmouth have a 'Student Rep System' in place which enables students from each course group to have an input into the teaching and learning within their course. This ensures that the course content is relevant and accessible to all students. Feedback from 'Reps' is primarily achieved through 'Student Staff Liaison Groups' (SSLG's), with common topics relating to timetabling, assessment, and feedback, and learning environments. Students also give feedback on the application of Individual Learning Plans (ILP's) and applying for 'Extenuating Circumstances.' Reps also feedback on matters relating to their wider student experience. The SU hold rep meetings called 'Big Rep Meetings' and collate key data to share within relevant Falmouth University committees; previous meetings have allowed Falmouth students to discuss issues such as equality, diversity and inclusion within their course group, the effectiveness of blended learning/online teaching resources, and how to tackle loneliness/create a sense of belonging on campus. The APP Lead for Falmouth hosts a discussion table at the Big Rep Meeting, taking forward the students' feedback and turning it into positive action.

Student representatives will continue to sit as full members of the Access and Participation Plan Steering Group (combined with the Equality, Diversity & Inclusion Steering Group), which is the key committee for monitoring, evaluation, and reporting against this Plan, reporting directly into the University's Executive Board. There are also student representatives who sit as key members of the following committees and working groups: The APP Working Group; The Accessibility Project Group; The Equality, Diversity & Inclusion Working Group; The Employability Steering Group; Gender Safety and Sexual Misconduct Working Group.

Falmouth University recognise the importance of students feeling a sense of belonging both within the campus community but also the wider Cornish community. To this aim, there is a 'whole university' approach being developed with collaborative initiatives planned for the events leading up to Welcome Week.

The SU have trialed the formation of various student networks in order to try to bring students together. The aim of these is to build community around groups that fall into widening participatory categories. Following individual student feedback regarding 'not feeling as if they belonged,' networks that have been trialed include a Mature Student Network, Inter-Faith Network, and a Disabled Student Network. These groups were introduced with the purpose of bringing like-minded students/students with shared experiences together, to form friendship groups. These groups will hopefully develop alongside the implementation of this plan.

Falmouth University students are encouraged to find their community through the various clubs and societies that are offered. There are currently over 150 student led sports clubs and societies, to ensure

there is something suitable for everyone. There are also opportunities for students to volunteer in the local community or get involved in fundraising through a 'Raise & Donate' group. All of these sports clubs and societies are led entirely by students at both Falmouth University and the University of Exeter.

The SU are also offering funding in 2023, available for students to apply to support the set up and running of events, campaigns, and projects with a focus on helping build student community, tackling loneliness and isolation, and creating new friendships amongst the student population.

The University recognises that the current cost-of-living crisis in addition to the ongoing high cost-of-living in Cornwall, has caused numerous difficulties for students. The Students' Union lobbied the University to help ease this by being instrumental in the creation of a 'Cost-of-Learning Group' who discussed and assessed how to ease financial pressures within an academic setting. This group has now become part of 'business as usual', and the groups function has been issued as a standing agenda item in Learning, Teaching and Quality Committee meetings. Falmouth University also comes together with the University of Exeter, FXPlus (Falmouth's professional services teams) and the Student's Union in a shared 'Partnership Cost-of-Living Working Group.' Here, the focus is on student experience and easing financial pressures in terms of any on-campus amenities outside of academic scope.

This partnership working supports all students studying at Falmouth, with the Students' Union also organising certain events and opportunities specifically for those target disadvantaged students who may need additional or individual support. This collaboration helps Falmouth University students to fully enjoy their student experience and reach their personal and career goals.

Monitoring and Evaluation Plan

Strategic context

Effective evaluation of activity is critical to continuously improve practice and develop understanding of what works, when, for whom, and why. It also highlights activity that is not working, and which may be creating barriers to achieving target performance outcomes. Currently, the University uses mainly Type 1 (Narrative), and Type 2 (Empirical) evaluations. Reflecting on OfS Standards of Evidence guidance[41], Falmouth will aim to further develop its practices and implement small scale comparative Type 3 (Causal) evaluation, wherever possible.

In implementing this evaluation strategy, Falmouth will look to the sector and the TASO centre for best practice and use sector research, evidence and evaluation approaches, applied to its specific context. The University will share its learning and outcomes through the sector and publish research findings, contributing to network and sector level discussion. Falmouth's strategy particularly draws on Office for Students guidance on developing theories of change; OfS core outcomes building a culture of evaluation[42]; and OfS research and guidance on the evaluation of outreach interventions for under-16s[43], and associated tools and guidance[44].

Falmouth's evaluation strategy is grounded in evidence-informed practice, and the University aims to better understand its institutional context, using enhanced data analysis capacity via the APP Data Dashboard (Access and Participation Planning) and the EDI Dashboard (Equality, Diversity and Inclusion). Falmouth will also draw on existing research and data to ensure that future practice is informed and appropriate.

In Falmouth's current evaluation practice assessment, using the OfS evaluation self-assessment tool, the University are 'emerging' across all areas. This means there are some foundations in place, but need to develop practices, including embedding evaluation into activity design and delivery and improving feedback

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[41] Evaluation Tookit (officeforstudents.org.uk)

[42] Office for Students (2019) What Needs to Change, Bristol: https://www.officeforstudents.org.uk/advice-and- guidance/promoting-equal-opportunities/evaluation-and-effective-practice/strategy-for-evidence-and-evaluation-in-access-and- participation/what-needs-to-change/

[43] Office for Students (2019) Understanding the evaluation of access and participation outreach interventions for under 16 year olds, Bristol: OfS. Available at https://www.officeforstudents.org.uk/media/a8ad5c94-7a33-4b53-8f09-824d0705f073/ofs2018_apevaluation.pdf

[44] Evaluation Tookit (officeforstudents.org.uk)

cycles. To improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods.

The University are also a member of SEER (Specialist Evidence, Evaluation & Research) group, who they commission to conduct deep-dive research and evaluation, to understand the Falmouth-specific context, sector level practice, and inform continuous improvement in practice and outcomes.

The University's APP Hub have recently formed a 'Monitoring, Evaluation & Reporting' working group with members from both academic and professional service teams, to develop the data monitoring and evaluation processes required, to meet the APP equality of opportunity risks and objectives identified in this Plan. This group have developed a new 'Monitoring, Evaluation & Reporting Strategy & Framework' for the University. (**Monitoring Evaluation and Reporting Strategy.docx**)

To strengthen the strategic and operational APP support given to franchise partners, and to improve monitoring and evaluation of activities, the APP Hub are now working closely with partners to identify any gaps in widening participation activity and suggest improvements if required. Newly appointed Academic Partnership Managers (APM's) are also supporting partners and acting as a liaison between the APP Hub and the franchise partners. All partners are also invited to an annual, informational Partnerships Conference where Access & Participation 'best practice' is shared.

A full audit and review of evaluation and student feedback processes has taken place with a range of key stakeholders across the institution. This audit has identified current evaluation processes and the factors to consider in the development of future evaluation surveys/research/processes. This review has also identified the need for a centralised monitoring and evaluation mechanism, managed by the APP Hub, enabling the University to review all intervention strategies at strategic points of the student lifecycle. This will provide an improved monitoring, evaluation, and reporting process for the University to follow a more evidence-led approach to interventions.

Evaluation design and implementation

An evaluation strategy, framework and survey tools have been developed to be utilised throughout the student journey, from pre-entry to progression. This internal evaluation process is complemented by national surveys and external providers e.g., SEER (Specialist Evidence, Evaluation & Research) group who currently conduct external, impartial research evaluation projects for the University. There are also a range of annual evaluation reports provided to the University by external partners involved in collaborative projects and initiatives that align with the strategic objectives; for example, from NSSW, Careerpilot, NSC.

Evaluation surveys consist of both qualitative and quantitative data collection and analysis, including; single intervention feedback forms, 'pre and post'-questionnaire designs for longitudinal programmes, data collection via participant interviews and focus groups, stakeholder interviews (e.g., teachers and parents) and practitioner/student ambassador reflections.

Pre-entry, Falmouth collect a range of engagement metrics and qualitative feedback from pupils and teachers, which are input into the Higher Education Access Tracker (HEAT) national database[45]. This data can be disaggregated and analysed for reporting purposes.

For student success and progression activities, the monitoring of widening participation activity at a course level is completed annually, via a new APP section within the Course Continuous Improvement Document (CCI). This information is shared with the APP Hub and added to the APP Operational Delivery Plan.

Throughout the lifecycle of this Plan, all APP research evaluation/impact reports will be published showing both intermediate and longer-term outcomes and shared with partners across the sector.

Falmouth will also establish a new annual internal evaluation forum to support staff and share best practice regarding the evaluation tools and approaches employed, as well as sharing, analysing, and determining future interventions from evaluation outcomes. The University will also review the outcomes and impact of

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[45] Higher Education Access Tracker.docx

this evaluation strategy on an annual basis to ensure evaluation remains central to the Access and Participation strategy.

Monitoring and Evaluation Plan

Objective 1: Provide a more ethnically diverse campus community for students, by increasing applications from Asian, Black, Minority & Other Ethnicity students and by developing new social networks and support over the lifetime of this Plan.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
1.1- The development and delivery of the project in targeted areas, leading to an increase in Global Majority ethnicity student applications.	**Intermediate outcomes** • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities and confidence. • Improved sense of belonging in HE / pathways to HE. • Increased applications from students of the global majority. **Longer-term outcomes** • Increased number and % of enrolments from students of the global majority.	**Process evaluation** • Data analysis: Number and % of learners of the global majority attending activities. (T1) • Output analysis: the number of activities delivered. (T1) • Post-activity polls gathering stakeholder experience and perceptions (students and staff). (T2) **Impact evaluation** • Learner Pre- and post-activity evaluation surveys, exploring intermediate outcomes. (T2) • Data analysis: using HEAT tracking. (T2) • Data analysis: Number and % of students of the global majority (Asian, Black, Minority & Other Ethnicities) applying to and enrolled at Falmouth. (T2) • Data analysis: Franchise partners annual APP report, including data analysis and APP objectives and milestones met. (T2) HEAT reports shared with regional networks and internal dashboards. APP activity data shared with partners- annually from Sept 2024.
1.2- A more ethnically diverse campus community at partner institutions on campuses in Bristol and South-East areas showing positive impact.	**Outcomes as per 1.1.**	**Methods as per 1.1.**
1.3- Curriculum decolonisation has happened, and all courses follow a more	**Intermediate outcomes** • Curriculum decolonisation review implemented for all curriculum areas.	**Process evaluation** • Output analysis: Number of curriculum areas following inclusion curriculum. (T1)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
inclusive curriculum, aiding a sense of belonging for Global Majority ethnicity students.	• Improved student motivation and engagement in learning. • Improved student self-perceptions about academic abilities, confidence and belonging. • (Tutors) Improved understanding of student experiences and diversity /inclusivity challenges affecting student outcomes; and in-curricula strategies for effective support. **Longer-term outcomes** • Improved continuation rates for students of the global majority. **Improved completion and attainment rates for students of the global majority.**	• Academic Teams 'Course Continuous Improvement' document (CCI) which reflects and reviews all APP activity over the year. (T1) **Impact evaluation** • 'Race Equality at Falmouth University' Research & Evaluation Project including: Best practice and comparator literature review; Interviews with students, exploring experiences of curriculum, T&L and sense of belonging; Surveys and/or interviews with staff, exploring confidence in understanding and applying inclusivity principles / understanding and addressing challenges to support students. (T2) • Data Analysis: continuation rates for students of the global majority. (T2) • Data Analysis: completion and attainment rates for students of the global majority. (T2) **Published on Falmouth website/SEER website and shared with partners- from July 2024.**
1.4- The Belonging Module delivered within one faculty, and evaluated, with the view to offer across all courses. Racial equality issues discussed and tackled in course groups.	**Intermediate outcomes** • Delivery of the Belonging Modules in at least one faculty. • Students build an understanding of how 'belonging' plays a role in global creative industries. • Improved understanding and connections between students, particularly amongst diverse groups. **Longer term outcomes** • Increased student sense of belonging. • Improved student emotional and mental wellbeing. **Increased continuation rates for students of the global majority.**	**Process Evaluation** • Output analysis: the number of faculties delivering Belonging Module. (T1) **Impact evaluation** • 'Belonging Module' evaluation, conducted by SEER, which includes interviews with students and staff, data analysis and follow-up interviews with the same 5-6 months later. (T1) • Relevant elements of the students NSS report. (T2) • Data analysis: continuation rates by target groups. (T2) **Shared with partners and relevant stakeholders- SEER report; Aug 2023**
1.5- Implemented peer to peer support and social networking communities specifically for Global Majority ethnicity students	**Intermediate outcomes** • Identification of relevant social communities/ groups. • Improved connections and engagement between students and with community.	**Process evaluation** • Output analysis: the number social / community groups. (T1) • Output analysis: the number of activities delivered. (T1) **Impact evaluation**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
to access, helping students form a better sense of community on campus.	• Participation and collaboration in a range of events and opportunities. **Longer-term outcomes** • Increased student sense of belonging. • Improved student emotional and mental wellbeing. **Increased continuation rates for students of the global majority.**	• As per 'Race Equality at Falmouth University' Research & Evaluation Project **as in 1.3**. (T2) • Relevant elements of the students NSS report. (T2) • Data analysis: continuation rates by target groups. (T2) **Published on Falmouth website/SEER website and shared with partners- annually from July 2024.**
1.6- To initiate cultural change across the County, helping Cornwall to become more ethnically diverse, offering better community support for students/increase in graduate opportunities.	**Intermediate outcomes** • Successful collaboration with council and partners; mentor scheme and community group established with target cohorts participating. **Longer term outcomes** • Increased student sense of belonging. • Improved student emotional and mental wellbeing. • Developed sense of community within Cornwall.	**Impact evaluation** • Cornwall County Council project impact report. It is expected that this may include data analysis, case studies, focus groups feedback, and the introduction of networks that will be evaluated independently. Final evaluation details to be determined in collaboration with Council. (T2) **Published on County Council EDI sites/Falmouth website-pilot evaluated Sept 2025.**

Objective 2: Support disadvantaged and under-represented learners in schools within Cornwall and Devon to raise attainment levels across the Counties, over the lifetime of this Plan.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
2.1- A collaborative school and university approach to reducing the attainment gap, resulting in strategic and strengthened school partnerships.	**Intermediate outcomes** • Effective (targeted, positive, structural, sustainable) relationships and partnerships with schools. • Identification of mutual goals and expectations. **Longer term outcomes** • Collaboration to design and agree the details, content and delivery processes/ schedules of activities to be delivered. • Identification and uptake of opportunities to further develop and improve collaborative practice to achieve the objectives.	**Process evaluation** • Data Analysis: Number and % of pupils at partner schools with target characteristics. (T1) • Output analysis: the number of schools in a relationship. (T1) Partnership agreements and collaboration arrangements reviewed annually with school SMT and careers lead. (T1 / T2) **Impact evaluation** • Surveys and/or focus groups or interviews with partners to: Understand the effectiveness of the relationship and whether agreed goals / expectations were met. (T1, T2); Identify further opportunities. (T2); Draw out deeper understanding about challenges and what works. (T1, T2)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
	• Deepening understanding and insights of the challenges, barriers and what works for target groups, in order to improve practice.	• Surveys include a baseline survey and thereafter surveys each academic year to measure changes and development of the partnerships. (T2) • Up to 3 semi-structured interviews will be held every two years (from 2026-27) to explore key themes. (T1, T2) Schools/University will share data and reports- annually from Sept 2024.
2.2- Club members develop practical understanding of a range of GCSE subjects including Maths and English, develop 'soft skills' including building resilience, confidence, and motivation.	**Intermediate outcomes** • Improved understanding of a range of GCSE subjects including Maths and English. • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities and confidence. • Improved sense of belonging in HE / pathways to HE. **Longer-term outcomes** • Improved predicted / mock assessment grades.	**Process evaluation** • Data analysis: Number and % of pupils attending activities with target characteristics. (T1) • Output analysis: the number of activities delivered. (T1) • Post-Saturday club polls gathering stakeholder experience and perceptions. (T2) **Impact evaluation** • Pre- and Post-activity evaluation surveys and report, which are analysed within HEAT. (T2) • Teacher and Parent surveys. (T2) • Annual evaluation reports from the Saturday Club Trust, which includes data analysis, target learner case studies and interviews with participants. (T2) Reports published on Falmouth website/NSC website/shared with schools- annually from Sept 2023.
2.3- Intensive attainment raising and metacognitive activity delivered via a longitudinal programme of interventions, within targeted schools with disadvantaged learners, helping to reduce the attainment gap.	**Intermediate outcomes** • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved self-perceptions re; academic abilities and confidence. • Improved sense of belonging in HE / pathways to HE. **Longer-term outcomes** • Improved predicted / mock assessment grades. • Narrowing of attainment gap for disadvantaged learners.	**Process evaluation** • Data analysis: Number and % of pupils attending activities with target characteristics. (T1) **Impact evaluation** • Next Steps South-West consortium partners project surveys and impact evaluation. This will include data analysis, interim outcomes and end of project impact, teacher and learner surveys. (T2) Published on Falmouth/Partner websites and shared at conferences- from Sept 2024.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
2.4- A range of resources to help raise attainment levels, offered to target schools across the South-West region, proving to be both aspirational and attainment raising.	**Outcomes as per 2.3**	**Process evaluation** • Data analysis: Number and % of pupils attending activities with target characteristics. (T1) **Impact evaluation** • Careerpilot attainment resource report stating data analysis on usage by teachers and learners. (T1) Reports shared with partners/regional networks- annually from Dec 2023.
2.5- Selected school learners offered one to one mentoring online, to support study skills and motivation, leading to improved GCSE grades.	**Outcomes as per 2.3**	**Process evaluation** • Data analysis: Number and % of pupils attending activities with target characteristics. (T1) **Impact evaluation** • Brightside/Falmouth mentoring report which includes data analysis, teacher and learner survey feedback. (T2) Reports shared with partners/regional networks- annually from Dec 2023.
2.6- The university has engaged with younger learners with the aim to nurture both creativity and technology, influencing attainment and aspiration at an early stage in a disadvantaged learner's education.	**Intermediate outcomes** • Increased knowledge and awareness of creative arts and technology. • Increased knowledge about HE. **Longer-term outcomes** • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities and confidence. • Developing aspirations for HE pathways.	**Process evaluation** • Data analysis: Number and % of pupils attending activities. (T1) • Output analysis: the number of schools working with / activities delivered. (T1) **Impact evaluation** • Student survey (age appropriate) exploring interim outcomes, including reflections on skill/ knowledge development and aspirations to HE. (T2) • Teacher survey, exploring children's skill/ knowledge development. (T2) • Falmouth student focus group, reflections on project and achievement of outcomes. (T2) • End-of-Project Teacher/Staff Survey exploring whether content was appropriate / valuable/ Project reflections. (T1) Published on Falmouth/ Partner websites and shared with schools- from Sept 2023.
2.7- Teachers have undertaken subject specific training	**Intermediate outcomes** • Teachers feel supported in their teaching and professional development.	**Process Evaluation** • Data analysis: Number of teachers attending activities. (T1)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
supporting their professional development and building partnerships. This leads to increased HE awareness and subject knowledge, improving their taught subjects.	• Increased knowledge about HE and HE pathways (in subject areas). **Longer-term outcomes** • Strengthened partnerships with schools, facilitating the outcomes in 2.1, and above. • Incorporation of HE awareness and subject knowledge into their taught subjects.	• Output analysis: the number of schools working with / training delivered. (T1) • Post-training polls gathering teacher experience and perceptions. (T2) **Impact evaluation** • **As per 2.1**, (re: strengthened school partnerships). (T1/2) • Teacher feedback surveys. (T2) • A report for each university delivery team will be produced, to inform future practice. (T1/2) Internal reporting and shared with schools/colleges- annually from Sept 2024.

Objective 3: To review, develop and monitor all student support mechanisms from pre-enrolment and throughout the student lifecycle, implementing new initiatives where required on an annual basis.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
3.1- The University have offered a range of supportive sessions to aid transition from FE to HE study, gathering feedback on its effectiveness. New students feel more confident to start their studies.	**Intermediate outcomes** • Increased knowledge and confidence about HE, academic skills, expectations and culture. • Increase preparedness for study in HE. • Academic self-efficacy. **Longer-term outcomes** • Improved self-perceptions about academic abilities, confidence and sense of belonging. • Improved continuation rates for target students.	**Process evaluation** • Data analysis: Number and % of students attending activities, by student characteristics. (T1) • Output analysis: the number of activities delivered. (T1) • Post-activity polls gathering student experience and perceptions. (T2) **Impact evaluation** • Step Into Falmouth programme evaluation surveys: Surveys conducted immediately following the programme and again at enrolment, to capture multiple engagement. Exploring achievement of outcomes. (T2) • The University 'Onboarding' student survey, including data and satisfaction analysis of transition-in experience. (T1) **Internal reporting and shared with partners-annually from Sept 2024.**
3.2- New processes, initiatives, and projects are introduced to improve	**Intermediate outcomes** • Effective implementation of the UMHC. • Ongoing monitoring and review of the Charter.	**Process evaluation** • Monitoring of progress against the UMHC action plan, which includes a range of initiatives, and objectives to meet over the next 3 years.(T1) **Impact evaluation**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
wellbeing, leading to both staff and students feel better supported by the university.	• Increase in referrals to support services. **Longer term outcomes** • Improves student and staff mental health and wellbeing. • Improved self-perceptions about academic abilities, confidence and belonging in HE. **Implementation of early, proactive ILPs.**	• The Academic Teams 'Course Continuous Improvement' document (CCI)- **as in 1.3**. (T1) • The 'Big Rep' meeting student feedback, which is given verbally and minutes noted. (T1) • Students NSS report. (T1) • SEER research into target student experiences and outcomes. This includes data analysis, comparator and literature review, interviews with staff and student focus groups. (T2) Internal reporting and shared with partners- annually from Feb 2024. **UMHC Action Plan review- Sept 2025.**
3.3- Students at any point of the student lifecycle encouraged to disclose any difficulties, leading to an increase in referrals, improving continuation rates.	**Intermediate outcomes** • Implementation of Individual Learning Plans and associated support. **Longer-term outcomes** • Improved continuation rates for target students. **Improved completion and attainment rates for target students.**	**Process evaluation** • Output analysis: Number of ILPs in place. (T1) • Student verbal feedback from Wellbeing & Inclusion Fayres. (T1/2) **Impact evaluation** • Data analysis: continuation rates by target groups. (T2) • Data analysis: completion and attainment rates by target groups. (T2) **Published on the Falmouth website/SU website and with networks- from Dec 2023.**
3.4- All new students have been offered the Do-It Profiler and identified their support needs, with a 30% increase in completion rates, improving target student's confidence.	**Intermediate outcomes** • Improved self-awareness and recognition of support and development needs. • Improved help-seeking/ self-referral. **Longer-term outcomes** • Improved self-perceptions about academic abilities, confidence and belonging. **Improved continuation rates for target students.**	**Process evaluation** • 'Do-It Profiler' response rate and student self-referrals to support. (T1) **Impact evaluation** • Data analysis: continuation rates by target groups. (T2). Internal reporting and shared with partners- annually from Jan 2024.
3.5- Applicants without the required UCAS points submit a contextual application, leading to an increase in number of	Outcomes as per 2.4	**Outcomes and methods as per 5.4.**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
applications from disadvantaged learners.		
3.6- The removal of travel barriers for applicants from disadvantaged areas leading to increase in applications from IMD areas, and supporting disabled students with their transition to HE.	**Intermediate outcomes** • Increase in number of acceptances of interviews from target learners. **Longer-term outcomes** • Increased enrolments from target learners.	**Process evaluation** • Number and % of students with target characteristics attending a regional (mock) interview. (T1) • Number and amount of travel grants distributed. (T1) • Surveys / polls to participants regarding their experience. (T1) **Impact evaluation** • Data analysis: application and offer rates by target groups. (T1) • Data analysis using HEAT tracking. (T2) • Data analysis: enrolment rates by target groups. (T2) **HEAT reports shared with regional networks-annually from Sept 2024.**
3.7- Care Leavers/ Care experienced students have received both financial and wellbeing support/ invited to attend specific activities and events. This leads to these students being more likely to consider the HE pathway, and be supported to continue their studies through to graduation.	**Intermediate outcomes** • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities, confidence and belonging in HE. • Increased knowledge of HE pathways and the HE application process. • Increased knowledge of financial support and student loans. • Improved confidence and preparation for HE selection process. **Longer-term outcomes** • Increased student sense of belonging. • Improved student emotional and mental wellbeing. • Increased enrolments from care leaver / care experienced students. **Improved continuation and attainment/completion rates for care leaver / care experienced students.**	**Process evaluation** • Data analysis: Number of students supported. (T1) • Output analysis: the number of activities delivered. (T1) *Above delivered in the Student Finance Team annual report on support for care-experienced and estranged students.* • Post-activity polls gathering students experience and perceptions. (T2) **Impact evaluation** • Outreach Team activity evaluation surveys, analysed within HEAT. (T1/T2) • SEER research into target student experiences and outcomes. This includes data analysis, comparator and practice literature review, interviews with staff and student focus groups. (T2) • Data analysis: continuation rates by target groups. (T2) • Data analysis: completion and attainment rates by target groups. (T2)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
		HEAT reports shared with regional networks. **Impact reports shared with Care Leavers Covenant- annually from Sept 2024.**
3.8- Students who need to access student support receive the guidance and support required, resulting in more effective ILP's and improved chance of success.	**Intermediate outcomes** • Improvements made to ILP and reasonable adjustments processes, as deemed required. **Longer term outcomes** • Improved continuation rates for disabled students. **Improved completion and attainment rates for disabled students.**	**Impact evaluation** • Data analysis: continuation rates for disabled students. (T2) • Data analysis: completion and attainment rates for disabled students. (T2) Internal reporting and shared with the Students' Union- annually from Dec 2023.

Objective 4: To introduce staff and student working groups, to implement a range of cost saving initiatives over the lifetime of this Plan. To review, develop and monitor the University's student financial support offer, and research additional scholarship and paid work placement opportunities.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
4.1- The student financial assistance is appropriate and beneficial, helping disadvantaged students to continue their studies.	**Intermediate outcomes** • Improved student emotional and mental wellbeing, linked to financial security. • Student's financial needs are supported. • Students able to participate in various academic and social facets of university life. • Job/ income pressure is decreased. **Longer term outcomes** • Increased continuation and completion rates for target students. **Increased attainment rates for target students.**	**Process evaluation** • Data Analysis: Number and % of pupils receiving fee waivers, bursaries and hardship funds, analysed by student characteristics. (T1) • Output Analysis: Total spend on fee waivers and bursaries, and hardship funds including by student characteristics. (T1) **Impact evaluation** • As per relevant parts of the OfS *Evaluating the Impact of Financial Support* toolkit, every two years from 2024-25, plus any appropriate extended exploration, as determined. Delivered by SEER. **Published on the Falmouth website/SEER website and with networks- from Dec 2023.**
4.2- Initiatives implemented from these two groups, supporting any students facing financial poverty, enabling them to live and study in Cornwall.	**Outcomes as per 4.1**	**Outcomes and methods as per 4.1, plus;** **Process evaluation** **Data analysis: Number of target students supported by these initiatives. (T1)**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
4.3- Students are encouraged to apply for part-time jobs whilst studying, (both internal and external jobs) to help their financial situation, aiding continuation and success.	**Intermediate outcomes** • Increased knowledge and understanding of the labour market. • Students supported in required job search and acquisition. • Students gain work experience. • Student's financial needs are supported. **Longer-term outcomes** • Students gain professional and work experience and networks, contributing to their CV. **Increased continuation/ completion/progression rates for target students.**	**Process evaluation** • Data analysis: Number of students accessing/ using Handshake. (T1) *Delivered through Annual Handshake usage report.* **Impact evaluation** • Graduate Outcomes Survey (GOS) showing positive outcomes and meeting milestones. (T1) • Data analysis: completion and attainment rates by target groups. (T2) • Data analysis: progression rates by target groups. (T2) **Internal reporting/GOS data published on Falmouth website and shared with the Students' Union- annually from Dec 2023.**
4.4- Students facing disadvantages offered one of the 100 paid internships, helping both their finances and future job prospects.	**Outcomes as per 4.3.**	**Process evaluation** • Data analysis: Number of students taking internships, by target characteristics. (T1) *Delivered through Micro-Internship Programme- annual evaluation report.* **Impact evaluation** • Micro-Internship Programme- annual evaluation report, which includes data analysis, disaggregated by characteristics and student and employer case studies. (T1/2) • Graduate Outcomes Survey (GOS). (T2) • Data analysis: completion and attainment rates by target groups. (T2) • Data analysis: progression rates by target groups. (T2) **Impact report and case studies published on Falmouth website and shared at conferences- from Dec 2023.**
4.5- All students from deprived areas have been able to earn money whilst studying, helping both their finances and future job prospects.	**Outcomes as per 4.3.**	**Process evaluation** • Data analysis: Number of students taking placements, by target characteristics. (T1) **Impact evaluation** • Graduate Outcomes Survey (GOS). (T1) • 'Career Readiness, Student Engagement & Graduate Outcomes' research project, which will include best practice and comparator literature review, current student/alumni and staff interviews and data analysis.(T2)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
		• Data analysis: completion and attainment rates by target groups. (T2) **Published on the Falmouth website/ SEER website and with relevant networks- annually from Dec 2024.**
4.6- The University can offer a wider range of student funding, helping more student's financial situation. This leads to a higher number of disadvantaged students being able to study at Falmouth.	**Outcomes as per 4.1**	M**ethods as per 4.1**

Objective 5: To implement a range of activities specifically targeted at Mature students and students from IMD areas, offering additional specific support throughout the lifetime of this Plan. To reduce the continuation gap for IMD students between Q1 and Q5 and improve both access and continuation metrics each milestone for both Mature students and those from deprived areas.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
5.1- Mature students have formed their own support and social network so they feel a sense of community, aiding continuation.	**Intermediate outcomes** • Improved self-perceptions about academic abilities, confidence and belonging in HE. • Improved mental health and wellbeing. **Longer-term outcomes** **Improved continuation and completion rates for target students.**	**Process evaluation** • Data analysis: continuation rates by target groups. (T2). • Data analysis: completion and attainment rates by target groups. (T2) **Impact evaluation** • Students NSS report. (T1) • Mature students network annual survey. (T2) • Student feedback from Wellbeing & Inclusion Fayres. (T1) **Internal reporting and shared with partners/ the SU- annually from Dec 2023.**
5.2- Initiatives implemented from the Accessibility Project group, supporting students from IMD	**Intermediate outcomes** • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities, confidence and belonging in HE.	**Process evaluation** • Data analysis: Number of students supported. (T1) • Output analysis: the number of activities delivered. (T1)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
areas, enabling continued study	**Longer-term outcomes** • Improved continuation rates for target students. • Improved completion and attainment rates for target students.	• Student verbal feedback from Wellbeing & Inclusion Fayres. (T1/2) **Impact evaluation** • The 'Big Rep' meeting student feedback update, **as in 3.8.** (T1) • Data analysis: continuation rates by target groups. (T2) • Data analysis: completion and attainment rates by target groups. (T2) **Internal reporting and shared with the Students' Union- annually from Dec 2023.**
5.3- All 1st year target students have been offered a mentor, aiding continuation, and providing a feedback survey to improve the programme each year.	**Intermediate outcomes** • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities, confidence and belonging. **Longer-term outcomes** • Improved continuation rates for target students.	**Process evaluation** • Data analysis: Number and % of students mentored, by student characteristics. (T1) • Output analysis: the number of mentors/ activities. (T1) • Post-activity polls gathering mentor experience and perceptions. (T2) **Impact evaluation** • Student Mentors annual evaluation report, which includes mentee feedback via survey and data analysis. (T1/2) • Data analysis: continuation rates by target groups. (T2) **Impact report published on the Falmouth website/SU website annually from Dec 2023.**
5.4- Students without required UCAS points or who need support before degree level study, have been offered most appropriate HE pathway, decreasing early withdrawal rates.	**Intermediate outcomes** • Target students who would not otherwise be able to access HE are enrolled on the Foundation Programme. • Attainment outcomes / pass Foundation programme. • Students use of Foundation credentials as part of 1) admission onto full degree and 2) career development/ employment entry. **Longer-term outcomes** **Increased enrolments from target groups.**	**Process evaluation** • Data analysis: application and offer rates by target groups. (T2) • Data analysis: enrolment rates by target groups. (T2) **Impact evaluation** • 'Integrated Foundation Programmes Impact Report'- internal evaluation report, which includes student numbers, target characteristics, percentage continuing and student feedback. (T1) • Number and % of target students enrolling into full degree programme from Foundation programme. (T1)

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
		Internal reporting and within data dashboards- annually from Dec 2023.
5.5- Mature students or those from deprived areas are offered multiple opportunities to form a social connection, encouraging continued study.	**Outcomes as per 5.1.**	M**ethods as per 5.1.**
5.6- Each UMHC workstream develop and implement action plans to improve student and staff wellbeing.	**Outcomes as per 3.2.**	M**ethods as per 3.2.**
5.7- Targeted interventions with students from IMD areas and Mature students across England have been evaluated and developed, supporting continued studies at partner institutions.	**Outcomes as per 5.2, including mature learners plus franchise partners annual APP report- as in 1.2.**	M**ethods as per 5.2, including mature learners plus franchise partners annual APP report- as in 1.2.**

Objective 6: To embed employability and entrepreneurship across the University, including student work experience and networking opportunities, over the lifetime of this Plan, leading to improved graduate outcomes.

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
6.1- Students are more confident to apply for graduate level positions/set up their own businesses, improving the chance of a successful graduate outcome for	**Intermediate outcomes** • Increased knowledge and capacity relating to career and employability skills. • Increased level of professional networks and contacts. • Increased knowledge and understanding of the labour market. • Improved self-perceptions about career and employability capacities, readiness and confidence for	**Process evaluation** • Data Analysis: Number and % of learners engaging and % with target characteristics. (T1) • Output analysis: Number of sessions run. (T1) • Data analysis: Analysis of referrals vs self-sign up for extra-curricular activities, by student characteristics. (T1) Some post-activity polls gathering student experience and perceptions. (T2) **Impact evaluation**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
disadvantaged students.	employment or setting up businesses. • Improved motivation and engagement in learning. **Longer term outcomes** • Improved career management and development, employability and professional connections amongst target students. **Improved attainment and progression rates for target students.**	• 'Career Registration' survey at enrolment and re-enrolment (baseline and annual), which includes data analysis disaggregated by target characteristic, career readiness/skill level analysis, career goals. (T2) • The Academic Teams 'Course Continuous Improvement' document (CCI)- **as in 1.3.** (T1/2) • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: attainment by target students. (T2) • Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students. (T2) **Internal reporting and shared with partners/at conferences- annually from Feb 2024.**
6.2- Students who've completed the Future Skills programme are more confident to apply for graduate level positions/set up their own businesses.	**Outcomes as per 6.1, plus;** **'Career Readiness, Student Engagement & Graduate Outcomes' research project, as in 4.5. (T2)**	**Methods as per 6.1, plus;** **'Career Readiness, Student Engagement & Graduate Outcomes' research project, as in 4.5. (T2)**
6.3- Students facing disadvantages offered one of the 100 micro-internships available or experienced the Turing Scheme, developed employability and networking skills, improving future job prospects.	**Outcomes and methods as per 4.4, plus;** **Process evaluation** • Number and % of students with target characteristics on Turing scheme. **Impact evaluation** • Turing Scheme-annual evaluation report, which includes data analysis disaggregated by characteristic and student feedback. (T1) **Shared with networks and at conferences/ with relevant networks- annually from Feb 2024.**	**Methods as per 4.4, plus;** **Process evaluation** • Number and % of students with target characteristics on Turing scheme. **Impact evaluation** • Turing Scheme-annual evaluation report, which includes data analysis disaggregated by characteristic and student feedback. (T1) **Shared with networks and at conferences/ with relevant networks- annually from Feb 2024.**
6.4- All disadvantaged undergraduate students are given the	**Outcomes as per 4.5.**	**Methods as per 4.5.**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
opportunity to network with employers through a professional placement, improving their employability or entrepreneurship skills.		
6.5- Students are made aware of any job opportunities both whilst studying and post-graduation, leading to an increase in platform usage/ improved chance of successful progression for disadvantaged students.	**Outcomes as per 4.3.**	**Methods as per 4.3.**
6.6- Groups of students from each Faculty have co-created a project with an employer, community group or partner organisation, enhancing employability.	**Intermediate outcomes** • Increased knowledge relating to career/ employability skills and of the labour market. • Increased level of professional networks and contacts. • Improved self-perceptions about career and employability readiness and confidence. • Improved motivation and engagement in learning. **Outcomes** • Improved career management and development, employability and professional connections amongst target students. **Improved attainment and progression rates for target students.**	**Process Evaluation** • Data Analysis: Number and % of pupils engaging and % of pupils with target characteristics. (T1) • Output analysis: Number of employers engaged. (T1) **Impact Evaluation** • 'Students Co-Creating with the Community' research project, which will include data analysis, student and employer focus groups. (T2) • Data Analysis: attainment by target students. (T2) • Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students. (T1) **Published on the Falmouth website/ SEER website and networks/ partners- Dec 2024 and potentially bi-annually after.**
6.7- Graduates from disadvantaged areas or underrepresented	**Outcomes as per 6.1, plus;** **SEER 'Career Readiness, Student Engagement & Graduate Outcomes' research- as in 4.5. (T2)**	**Methods as per 6.1, plus;** **SEER 'Career Readiness, Student Engagement & Graduate Outcomes' research- as in 4.5. (T2)**

Outcome Indicators	Outcome Measures	Methods of Evaluation (Type 1, 2, and 3 Evidence denoted as T1, T2, T3)
groups are supported to set up their own businesses, leading to an increase in successful business start-up, improving progression targets.		

Student Lifecycle Research Project

To interview a sample of learners from target groups at decision-making points throughout their student lifecycle	Specific outcomes to be determined by the developing research scope, however, it is intended that this research will identify and analyse the contributing factors that aid learners decision-making processes and resulting impact.	The 'My Student Journey' project will be developed, evaluated annually, until the learner graduates. This lifetime study will include both interim and longer-term evaluation and will include learner/staff interviews and focus groups, data analysis disaggregated by target characteristics and case studies/sector profiles. (T2) Published on the Falmouth website/with partners/ regional networks/ at conferences- starting Jan 2024.

Evaluation of the plan

The University Executive Board (UEB), and Falmouth's APP (Access & Participation Planning) Steering Group alongside the APP Working Group will continue to monitor progress against both qualitative and quantitative targets in this Plan. The members of the APP Working Group will monitor, review, develop and evaluate all interventions, and enable sharing of best practice and strengthening of future activities, informing the APP Steering Group.

The APP Hub have full oversight and development of this Plan, with all reporting supplemented by overall monitoring of institutional data as part of the annual APP monitoring cycle. All interventions from across the University (and within this Plan) are collated onto an APP Operational Delivery Plan, frequently updated by the APP Hub. This enables Falmouth to conduct an annual gap analysis of widening participation activity, highlighting the APP interventions required to meet disadvantaged and underrepresented students' needs.

The APP Hub will develop a university 'Equality of Opportunity Risk Register' to be monitored throughout the lifetime of this Plan, to track and monitor the identified risks and objectives, providing frequent reports to the Executive Team. APP progress reports are also submitted to the Academic Board and to the Board of Governors. The Finance Committee will monitor expenditure in relation to the plan, and Audit Committee will monitor risk.

Provision of information

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 Executive Summary will be clearly accessible through Falmouth's website and paper copies will be made available upon request. In terms of financial support, the Student Funding team communicates with staff and informs students and applicants in the following ways:

a) The University's Fee Policy is published on the Falmouth University website and referenced in direct communications with students.

b) 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.

c) Falmouth University maintains and updates specific pages on the website in relation to tuition fees at all levels of study, including course fees differentiated by course, e.g full-time, part-time, accelerated, placement year, and also details of acceptance fees and their relationship to tuition fees.

d) There is also information specific to online study, regarding maintenance loans for students with a disability, where on-campus study isn't appropriate.

e) The Student Finance Team proactively contact students who have been identified as not having applied for funding, or having difficulties with funding applications, prior to enrolment.

f) Contacting applicants and current students via the 'Student App' and the Student Newsletter, to advise that they need to re-apply for funding for the upcoming year.

g) Throughout the year, the Student Finance Team are present at Open Days and during Induction, offering one-to-one advice and information sessions.

h) All student finance related emails now being processed via a dedicated email triage system called 'Freshdesk', allowing improved monitoring of enquires. This system also enables emails to be directed to the most appropriate member of staff, which has improved responses to students.

i) Introduction of a single, direct telephone number access to the Student Finance Team, manned by staff on a rota basis, to ensure timely response to phone enquires.

j) In conjunction with the Communications Team, the University regularly alerts students to relevant Student Loan Company campaigns, such as 'Apply Now' and key dates when funding applications are open.

k) Direct marketing campaigns to draw attention to new or revised funding opportunities.

l) Work with the Students' Union who organise and lead on the Student Money Week each year and promote student financial health throughout the year.

m) 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.

n) Offer twice weekly bookable Student Funding Advice online appointments and weekly 'face to face' appointments at Falmouth Campus, as well as weekly 'Drop-in Student Funding Appointments' at Penryn Campus, where necessary to assist students to resolve any issues they may have with Student Finance England.

o) Monthly meeting with the Compass Team to discuss current issues faced by students, to implement any changes to processes and the advice required.

p) Regular consultation with SLC Account Manager regarding complex student cases, resulting in many positive outcomes, for example; students' appeals and funding being dealt with quickly, thus easing stress and helping the students' financial situation. This ultimately results in increasing the number of students continuing at university, when they might otherwise have intermitted, withdrawn or have been forcibly withdrawn due to debt.

q) When students are undertaking retakes, the Student Finance Team work directly with the student to make them aware of relevant funding implications of such resits.

r) Attendance at the Annual SLC conference for key subject updates and professional development.

s) On site training for the Student Finance Team from SLC Account Manager.

FALMOUTH
UNIVERSITY

Annex A: Assessment of performance

Falmouth University campuses are situated in Penryn and Falmouth, in Cornwall. The county is coastal, largely rural and has a population of 578,000 dispersed across the region. The University also has both franchise and validation partnerships on campuses across the UK. Almost 100% of Falmouth's APP target student population are full-time first-degree students, significantly higher than the 70% nationally. In order to have the greatest impact, the University has selected indicators with the highest number of target students, or where results are significantly worse than the national average. Falmouth is a small specialist provider and therefore a number of split measures such as 'Free School Meals' (FSMs) or intersections have very low statistical certainty, volatility or data suppression. The focus on larger student cohorts means this is less of an issue for the indicators chosen but that absolutely does not mean these cohorts won't remain in Falmouth's focus. Falmouth University have a suite of Access & Participation dashboards that allows monitoring to a granular, individual student level.

The chosen indicators are considered lead indicators and the actions associated with them are intended to also benefit the smaller intersectional or split metric cohorts as well as the ones specifically covered by the measure. For example, any action to benefit IMD Q1 students is intended to also benefit 'Free School Meals' (FSM) students.

This approach allows the University to keep target groups more consistent through the different lifecycle stages and ensure disadvantaged students benefit from Falmouth's work at all lifecycle stages. FSM eligible students, ethnicity types, part-time students and types of disability are not explicitly mentioned within a measure in this APP, because the low numbers mean tracking in yearly milestones is limited. Falmouth will continue to monitor for improvement over time through, both real-time internal dashboards and through updates to the OfS dashboard.

This Assessment of Performance first lists the equality of opportunity risks, their links to the Equality of Opportunity Risk Register (EORR) and the associated indicators. This list is followed by the rationale for selecting the chosen indicators and deselection of others. Annual metrics for Falmouth's small, disadvantaged group cohorts and intersections are limited due to low statistical certainty and a resulting volatility in results. However, all disadvantaged students are monitored through internal dashboards to ensure the University can identify any cohorts not benefitting from these interventions, however small that disadvantaged group might be.

Risk 1- Lack of ethnic diversity on campus is causing social marginalisation. The small number of Global Majority ethnicity students studying at the University can't form a sense of belonging, or feel part of the local community, leading to withdrawal from their studies, and a widening attainment gap.
Aligns with: EORR Risk 3

PTA_1: Increase the proportion of Asian, Black, Minority & Other Ethnicity entrants to 11% by 2027/28.
PTS_3: Reduce the continuation gap between white ethnicity students and all other ethnicity groups to 2.7 PP by 2027/28.
PTS_4: Reduce the attainment gap between white ethnicity students and all other ethnicities to 9 PP by 2027/28.

Risk 2- Below average attainment levels for disadvantaged learners in schools across Cornwall and Devon, causing a widening attainment gap for disadvantaged learners. This leads to less students from IMD and POLAR/TUNDRA areas being able to follow a HE pathway.
Aligns with: EORR Risk 1 & 2
PTA_2: Reduce the gap between the proportion of IMD Q1 and Q5 entrants to 10 PP by 2027/28.

Risk 3- Post-pandemic, the University have experienced an increase in students requiring intensive learning, mental health, financial and wellbeing support to aid their 'transition-in' from FE to HE study, in addition to the support provided throughout their studies. This results in new applicants feeling unsure and anxious regarding their next steps and once enrolled, disengaged/ struggling target students withdrawing early from their studies.
Aligns with: EORR Risk 6, 7, 8 & 9
PTA_3: Increase the proportion of mature students (21 and over at the start of their course) to 24% by 2027/28.
PTS_1: Reduce the continuation gap between students who were 21 and over at the start of their course and those who were under 21 to 5.5 PP by 2027/28.
PTS_2: Reduce the continuation gap between IMD 2019 Q1 and Q5 students to 7.5 PP by 2027/28.
PTS_3: Reduce the continuation gap between white ethnicity students and all other ethnicity groups to 2.7 PP by 2027/28.
PTS_4: Reduce the attainment gap between white ethnicity students and all other ethnicities to 9 PP by 2027/28.
PTS_5: Reduce the attainment gap between disabled students and students with no disability reported to 2.5 PP by 2027/28.
PTS_6: Reduce the attainment gap between IMD 2019 Q1 and Q5 students to 13PP by 2027/28.

Risk 4- The combination of the current national cost-of-living crisis and the consistent higher than average cost-of-living in Cornwall, causes financial poverty for disadvantaged students wanting to study at Falmouth. This is resulting in increased withdrawal rates from target students, widening of the attainment and progression gaps, and discouraging new applicants.
Aligns with: EORR Risk 10 & 11
Affects ALL targets

Risk 5- There is a widening continuation gap for Mature students and students from IMD areas at Falmouth University that needs to be addressed.
Aligns with: EORR Risk 6 & 7
PTA_2: Reduce the gap between the proportion of IMD Q1 and Q5 entrants to 10 PP by 2027/28.
PTA_3: Increase the proportion of mature students (21 and over at the start of their course) to 24% by 2027/28.
PTS_1: Reduce the continuation gap between students who were 21 and over at the start of their course and those who were under 21 to 5.5 PP by 2027/28.
PTS_2: Reduce the continuation gap between IMD 2019 Q1 and Q5 students to 7.5 PP by 2027/28.

Risk 6- The geographical location of Falmouth University is within both a coastal and rural area, causing combined infrastructure challenges and lack of graduate level employment, affecting all progression measures.

Aligns with: EORR Risk 10 & 12

PTP_1: Reduce the progression gap between IMD 2019 Q1 and Q5 students to 10 PP by 2027/28.

PTP_2: Reduce the progression gap between TUNDRA Q1 and Q5 students to 6 PP by 2027/28.

•The national EORR risks that aren't included in this Plan are those concerning admissions and lack of diverse pathways. This is because Falmouth University offer a contextual admissions process and a range of different pathways, so this is not identified as a local equality of opportunity risk. However, activities regarding both contextual admissions and HE pathways are included within Intervention Strategy 3,4 and 5.

Rationale for chosen indicators:

Increase the proportion of Asian, Black, Minority & Other Ethnicity (PTA_1)

Falmouth has a low proportion of all ethnicity types other than white, and this needs to be addressed. The low numbers of each ethnicity group limit the statistical certainty of annual results. Therefore, all ethnicities have been included in this lead measure, but monitoring will continue at individual ethnicity level to ensure all ethnicities benefit from Falmouth's interventions.

Reduce the gap between the proportion of IMD Q1 and Q5 entrants (PTA_2)

The 17.8 PP gap at Falmouth in 2021/22 is significantly larger than nationally, making this disadvantaged group a key area of focus throughout the Plan.

Increase the proportion of mature students (PTA_3)

The proportion of mature entrants at Falmouth has remained static for the past five years. This contrasts with the national picture of increased proportions of mature students and makes mature students another key area of focus for this Plan.

Reduce the continuation gap between students who were 21 and over at the start of their course and those who were under 21 (PTS_1)

Falmouth's results are volatile due to low cohort sizes, but the gap is generally widening. There are some age groups worse affected, but statistical certainty is low due to small cohorts. Therefore, this annual measure includes all mature students, but monitoring will continue at age group level to ensure all groups benefit from these interventions.

Reduce the continuation gap between IMD 2019 Q1 and Q5 students (PTS_2)

Falmouth saw a sharp rise to a gap of 15.3pp in 2020-21, more than double 2019-21's 7.3pp. Although cohort size limits the statistical certainty, this comes after 5 years of the gap changing by no more than 1.4pp and a widening of this magnitude makes this measure crucial for Falmouth's targets.

Reduce the continuation gap between white ethnicity students and all other ethnicity groups (PTS_3)

This measure is volatile due to low numbers, but the 4-year average at Falmouth is double the national gap for the same period. Given (PTA_1), it is essential that a planned increase in entrant diversity doesn't result in higher withdrawal rates in these groups. Disaggregated ethnicity analysis shows that Black ethnicity students are particularly affected. Each individual ethnicity will be monitored, but due to low statistical certainty and the resulting volatility, ethnicities other than white ethnicity have been grouped together for this lead measure.

Reduce the attainment gap between white ethnicity students and all other ethnicities (PTS_4)

Like other ethnicity measures, Falmouth's results are volatile due to a low level of ethnic diversity, and this alone is reason to select these characteristics as a key area of focus for targets and milestones within this Plan. A two-year average has been used for the baseline to reduce the effect of the fluctuating percentage results. Some, particularly 'Black' and 'Other' ethnicities seem especially disadvantaged at Falmouth and therefore close monitoring will continue at that level although the measure in this Plan groups them together.

Reduce the attainment gap between disabled students and students with no disability reported (PTS_5)

Falmouth saw a sharp gap widening in 2021/22 at a time when the gap narrowed nationally. Though analysis shows some disability types are affected more than others, the small cohort sizes make for volatile results and all disability types at Falmouth had worse results than the national rate. Therefore, this measure is based on all disabled students, but monitoring at disability type level will continue to ensure all disabled students benefit from APP activity and intervention strategies.

Reduce the attainment gap between IMD 2019 Q1 and Q5 students (PTS_6)

Although volatile, Falmouth's gap has not generally improved over the past 6 years and this group is a key area of focus at Falmouth across all lifecycle stages.

Reduce the progression gap between IMD 2019 Q1 and Q5 students (PTP_1)

Falmouth's gap is considerable and although the significant widening in 19/20 reduced to near the historic average in 20/2, the gap is still wider than nationally. However, this measure currently experiences some statistical uncertainty due to small numbers of Q1 students. Within the lifetime of this Plan, the aim is to reduce this gap over time, as access and continuation work takes effect and the numbers of disadvantaged students increases. Therefore, Q1 and Q2 students have not been grouped together to improve statistical certainty. Although the measure specifies Q1 students, to retain focus on the most disadvantaged, the interventions will benefit students in other quintiles and monitoring of all quintiles will continue.

Reduce the progression gap between TUNDRA Q1 and Q5 students (PTP_2)

Falmouth's 20/21 result is significantly higher than nationally, and this disadvantaged group fair relatively well at other points in the student lifecycle at Falmouth. Therefore, this measure has been selected to ensure these benefits continue through to progression.

Rationale for not selecting certain indicators:

Falmouth's low cohort numbers cause high levels of volatility and data suppression in measures such as free school meals and intersections. Therefore, larger student cohorts have been selected for the lead measures, but monitoring will continue of all intersections and smaller cohorts. Analysis shows that close to a quarter of students who were eligible for FSMs are also in IMD Q1. However, all the intervention strategies within this Plan are intended to benefit all students from more deprived backgrounds, regardless of the deprivation measure used or whether they are identified by the IMD Q1 measure.

Analysis also shows that circa 60% of non-completing full-time students leave Falmouth University before their 1 year and 15-day census date. By nature, the continuation measures suffer less time-lag and for these reasons, continuation measures have been favoured over completion measures. Again, internal monitoring as part of the wider Access and Participation work will continue to review withdrawal rates after the continuation census date to ensure actions have a lasting effect and don't simply delay the withdrawal.

Annex B: Targets, investments and fees

1. Targets

Table 5b: Access and/or raising attainment targets						
Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]
Increase the proportion of entrants who are Asian, Black, Minority & Other Ethnicities	PTA_1	Access	Ethnicity	Other (please specify in description)		The proportion of full-time first-degree entrants with an ethnicity other than white. The proportion of full-time first-degree entrants with ethnicities other than white is much higher nationally at 34.5% than in Falmouth. The milestones have been set to reach a critical mass in the next four years, but that also recognises the additional challenges associated with recruiting to an area that is not ethnically diverse.
Reduce the gap between the proportion of IMD Q1 and Q5 entrants	PTA_2	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	The gap between the proportion of full-time first degree IMD Q5 and Q1 entrants. The gap is negative nationally and the milestones have been set to make significant headway towards achieving the same at Falmouth.
Increase the proportion of mature students (21 and over at the start of their course)	PTA_3	Access	Age	Mature (over 21)		The proportion of full-time first-degree mature entrants. The proportion of mature entrants is circa 10pp below the national rate. The milestones have been set to significantly increase the percentage of mature students in four years and lay the foundation for continued increases thereafter.

Ref No	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
PTA_1	No	The access and participation dataset	2021-22	Percentage	7.9%	8.5%	9.0%	10.5%	11%
PTA_2	No	The access and participation dataset	2021-22	Percentage points	17.8	16	14.5	12.5	10
PTA_3	No	The access and participation dataset	2021-22	Percentage	16.1%	17.0%	19.0%	21.0%	24.0%

Table 5d: Success targets						
Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]
Reduce the continuation gap between students who were 21 and over at the start of their course and those who were under 21.	PTS_1	Continuation	Age	Mature (over 21)	Young (under 21)	A measure of the continuation gap between full-time first degree mature and young students. Falmouth's results are volatile due to a low cohort size, but the gap is generally widening. Due to the volatility of results, a two-year average (2019-20 & 2020-21) has been used for the baseline and the milestones have been selected to return to a gap that is significantly smaller than nationally.
Reduce the continuation gap between IMD 2019 Q1 and Q5 students.	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	A measure of the continuation gap between full-time first degree IMD Q1 and Q5 students. Falmouth saw a sharp rise in the gap in 2020-21, significantly greater than the overall rise experienced nationally. The target and milestones have been selected to reduce the gap significantly.
Reduce the continuation gap between white ethnicity students and all other ethnicity groups	PTS_3	Continuation	Ethnicity	Other (please specify in description)	White	A measure of the continuation gap between full-time first-degree white ethnicity students and all other ethnicities. Results are volatile due to low numbers, but we aim to improve ethnic diversity with our access measures and want to ensure all students experience the same success. Due to the volatility of results, a two-year average (2019-20 & 2020-21) has been used for the baseline

Ref No	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
PTS_1	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	7.6	7	6.5	6	5.5
PTS_2	No	The access and participation dataset	2020-21	Percentage points	15.3	13.5	11.5	9.5	7.5
PTS_3	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	7.1	6.1	5	4	2.7

Table 5d: Success targets continued						
Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]
Reduce the attainment gap between white ethnicity students and all other ethnicities	PTS_4	Attainment	Ethnicity	Other (please specify in description)	White	A measure of the gap between full-time first-degree white ethnicity students who attain a 2:1 or above and attainment for all ethnicities other than White. Falmouth's results are volatile due to a low number of students. Therefore, a two-year average (2020-21 & 2021-22) has been used for the baseline. Although the target is set for a group of ethnicities, monitoring through internal dashboards will include analysis of each individual ethnicity.
Reduce the attainment gap between disabled students and students with no disability reported	PTS_5	Attainment	Reported disability	Other (please specify in description)	No disability reported	The attainment gap between full-time first-degree students with no reported disability and disabled students. Falmouth saw a sharp gap widening in 2021/22 at a time when the gap narrowed nationally. Though analysis shows some disability types are affected more than others, the small cohort sizes make for volatile results. Therefore, the measure is based on all disabled students but monitoring at disability type level will continue to ensure all disabled students benefit from our A&P work.
Reduce the attainment gap between IMD 2019 Q1 and Q5 students.	PTS_6	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	A measure of the attainment gap between full-time first degree IMD Q1 and Q5 students. Although volatile, Falmouth's gap has not generally improved over the past 6 years. Given our focus on this group at other parts of the student lifecycle, we wanted to ensure the attainment gap narrows. Due to volatile results, a two-year average (2020-21 & 2021-22) has been used for the baseline.

Ref No	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
PTS_4	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	11.9	11.5	11	10	9
PTS_5	No	The access and participation dataset	2021-22	Percentage points	7.4	6.5	5.5	4	2.5

| PTS_6 | No | The access and participation dataset | Other (please include details in commentary) | Percentage points | 16.9 | 16 | 15 | 14 | 13 |

Table 5e: Progression targets						
Aim (500 characters maximum)	**Reference number**	**Lifecycle stage**	**Characteristic**	**Target group**	**Comparator group**	**Description and commentary [500 characters maximum]**
Reduce the progression gap between IMD 2019 Q1 and Q5 students.	PTP_1	Progression	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	A measure of the progression gap between full-time first degree IMD Q1 and Q5 students. The target and milestones have been selected to reduce the gap to historic levels and lay the foundation for further reductions after the end of the plan. Due to recently volatile results, a two-year average (2019-20 & 2020-21) has been used for the baseline.
Reduce the progression gap between TUNDRA Q1 and Q5 students.	PTP_2	Progression	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	TUNDRA quintile 5	A measure of the progression gap between full-time first degree TUNDRA Q1 and Q5 students. Falmouth's gap has not improved in the four years of GoS. The target and milestones have been selected to reduce the gap by over 35% in four years. Due to recently volatile results, a two-year average (2019-20 & 2020-21) has been used for the baseline.

Ref No	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
PTP_1	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	15.6	15	14	12.5	10
PTP_2	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	9.3	8.5	7.5	6.5	6

2. Investment

Table 6b: Investment summary (£)					
Access and participation plan investment summary (£)	**Breakdown**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Access activity investment (£)	NA	£1,474,000	£1,444,000	£1,495,000	£1,578,000
Financial support (£)	NA	£965,000	£996,000	£1,033,000	£1,059,000
Research and evaluation (£)	NA	£209,000	£215,000	£221,000	£227,000
Table 6c: Fee income					
Total and higher fee income (HFI) (to the nearest £1,000)	**Breakdown**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
	Total higher fee income (£)	£16,808,000	£16,464,000	£17,046,000	£17,989,000
	Total fee income (£)	£51,732,000	£50,750,000	£52,568,000	£55,518,000
Table 6d: Investment estimates					
Investment estimate (to the nearest £1,000)	**Breakdown**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Access activity investment	Pre-16 access activities	£737,000	£722,000	£748,000	£789,000
Access activity investment	Post-16 access activities	£560,000	£549,000	£568,000	£600,000
Access activity investment	Other access activities	£177,000	£173,000	£179,000	£189,000
Access activity investment	Total access investment (£)	£1,474,000	£1,444,000	£1,495,000	£1,578,000
Access activity investment	*Total access investment (as % of HFI)*	8.8%	8.8%	8.8%	8.8%
Access activity investment	*Total access investment funded from HFI [see notes]*	£1,474,000	£1,444,000	£1,495,000	£1,578,000
Access activity investment	*Total access investment from other funding (as specified) [see notes]*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships	£756,000	£780,000	£810,000	£830,000
Financial support investment	Fee waivers	£0	£0	£0	£0
Financial support investment	Hardship funds	£209,000	£216,000	£223,000	£229,000
Financial support investment	Total financial support investment (£)	£965,000	£996,000	£1,033,000	£1,059,000
Financial support investment	*Total financial support investment (as % of HFI)*	5.7%	6.0%	6.1%	5.9%
Research and evaluation investment	Research and evaluation investment (£)	£209,000	£215,000	£221,000	£227,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.2%	1.3%	1.3%	1.3%

3. Fees

Table 3b: Full-time fees								
Course type	Where you charge a range of fees for the same course type, please provide more information e.g. subject or faculty groupings.	Is this course sub-contracted?	Sub-contractual provider UKPRN	Sub-contractual provider name	Initial year this fee will apply to new entrant cohorts	Predicted number of entrants in initial year	Course fee (with TEF uplift) [£]	Course fee (without TEF uplift) [£]
CertHE/DipHE		No		N/A	2024-25	<= 100	£9,250	£6,165
Foundation year/Year 0		No		N/A	2024-25	101 to 500	£9,250	£6,165
First degree		No		N/A	2024-25	1,001 to 3,000	£9,250	£6,165
Accelerated degree		No		N/A	2024-25	101 to 500	£10,400	£7,400
Sandwich year		No		N/A	2024-25	<= 100	£1,850	£1,230
First degree		Yes	10009213	FASHION RETAIL ACADEMY	2024-25	<= 100	£9,250	£6,165
Accelerated degree		Yes	10009213	FASHION RETAIL ACADEMY	2024-25	101 to 500	£11,100	£7,400
Foundation degree		Yes	10032351	BODMIN COLLEGE	2024-25	<= 100	£8,250	£6,165
First degree		Yes	10032351	BODMIN COLLEGE	2024-25	<= 100	£8,250	£6,165
First degree		Yes	10085293	WATERBEAR EDUCATION LTD	2024-25	101 to 500	£9,250	£6,165
Accelerated degree		Yes	10085293	WATERBEAR EDUCATION LTD	2024-25	<= 100	£9,950	£7,400
Foundation year/Year 0		Yes	10085293	WATERBEAR EDUCATION LTD	2024-25	<= 100	£9,250	£6,165
CertHE/DipHE		Yes	10086107	FOURTH MONKEY EDUCATION LIMITED	2024-25	<= 100	£9,250	£6,165
First degree		Yes	10086107	FOURTH MONKEY EDUCATION LIMITED	2024-25	<= 100	£9,250	£6,165
Accelerated degree		Yes	10086107	FOURTH MONKEY EDUCATION LIMITED	2024-25	<= 100	£11,100	£7,400
First degree		Yes	10088321	DBS MUSIC HOLDINGS LIMITED	2024-25	101 to 500	£9,250	£6,165
Accelerated degree		Yes	10088321	DBS MUSIC HOLDINGS LIMITED	2024-25	<= 100	£10,400	£7,400

Foundation degree		Yes	10088321	DBS MUSIC HOLDINGS LIMITED	2024-25	<= 100	£9,250	£6,165

Table 4b: Part-time fees											
Course type	Where you charge a range of fees for the same course type, please provide more information e.g. subject or faculty groupings.	Is this course sub-contracted?	Sub-contractual provider UKPRN	Sub-contractual provider name	Initial year this fee will apply to new entrant cohorts	Predicted number of entrants in initial year	Full-time equivalent course fee (with TEF uplift) [£]	Maximum course fee charged in any academic year (with TEF uplift) [£]	Full-time equivalent course fee (without TEF uplift) [£]	Maximum course fee charged in any academic year (without TEF uplift) [£]
First degree		No		N/A	2024-25	101 to 500	£6,935	£6,935	£4,625	£4,625
First degree		Yes	10088321	DBS MUSIC HOLDINGS LIMITED	2024-25	<= 100	£6,935	£6,935	£4,625	£4,625