**THE CORNWALL COLLEGE GROUP**

**ACCESS AGREEMENT**

**2018-2019**

## 1. An overview

The Access Agreement for 2018-19 for The Cornwall College Group (TCCG) is a significant strategic document that outlines the evidence based approach that the College will take forward, incorporating the projected demographic dip in 18 -19 year olds until 2020, the proposed significant changes in HEFCE's Access funding and OFFA's strategic guidance.

This Access Agreement aims to deliver equality of opportunity and improve the life chances of all our HE students regardless of their background and personal characteristics. Our student support and enhanced curriculum aims to unlock potential and provides the best pathway for a rewarding career and enhanced life choices.

The Cornwall College Group has a long term commitment to ensure that HE learners are supported and their achievements celebrated throughout the student life cycle - from initial contact through to enrolment, induction, on programme support and then progression into employment or post graduate study.

Commitments made in the 2016-17 and 2017-18 Access Agreements still stand and the 2018-19 Access Agreement will both build upon and enhance previous activity. Importantly the ongoing support and resources agreed in the previous Access Agreements have had a significant impact on HE retention and success rates with success rates being at its highest for eight years.

In the light of the success of our retention and attainment provision we plan to maintain our proportional levels of expenditure on access, student success and progression. Focus will be on working with our current students to ensure they start well, remain on programme and then attain in line with their potential and ability.

In addition to this, the College will be using the additional student fee income to ambitiously grow our retention and achievement rates. The College is committed to targeting resources towards all aspects of our access, student success and progression work which, after comparing data against targets, is underperforming and in need of improvement. For example the number of male students is lower than the agreed target so more access work will be focussed on male FE students.

The retention, success and attainment of our students will be the strategic priority for TCCG for 2018-19 and 20189-20 – however as our reputation as both an inclusive and successful HE provider grows we plan to use this established credibility to work closely with local schools across Cornwall.

This Access Agreement will focus on the whole student lifecycle -

- Working alongside SWNCOP, raising aspiration and attainment in partner schools and with FE students across The Cornwall College Group - Collaborative target: The College will proactively and collaboratively work with SWNCOP to enable the programme to effectively target, deliver and monitor their work.

- Preparing students from disadvantaged backgrounds to apply and progress onto HE - Access target: To maintain the high proportion of students from disadvantaged backgrounds and low participation neighbourhoods within a context of increasing competition and the demographic dip.
- Ensuring the curriculum is both inclusive and inspiring, engaging students of all abilities and backgrounds.
- Developing the wider employability skills, knowledge and experience required by employers - Progression target: To maintain graduate progression to high skilled jobs above national benchmark
- Achieving successful completion of studies and progressing onto Postgraduate and/or appropriate employment - Retention and Attainment target: Maintain the support available to all students through HE senior tutors, academic advisors and career and progression advisors from induction through to graduation.

As part of our commitment to the College's equality and diversity strategy no student is discriminated upon when applying for a programme at the College; all are treated fairly and equally. However the College also recognises its need to identify the impact of its support for HE students from disadvantaged groups and during 2015/16 will be closely monitoring the number of disabled applications; conversion to actual students and achievements with a view to identifying best practice and benchmarks to build upon.

## 2. Context

### 2.1 Cornwall College Group Student Profile

Cornwall College Group students come from a variety of age groups. Different subjects, modes of delivery and curricula tend to attract learners from particular age groups – for example the science based courses attract younger full time out of county students whilst the engineering courses appeal to mature, employed students who want to study on a part time basis.

**Figure 1 – Age Range and Gender Split**

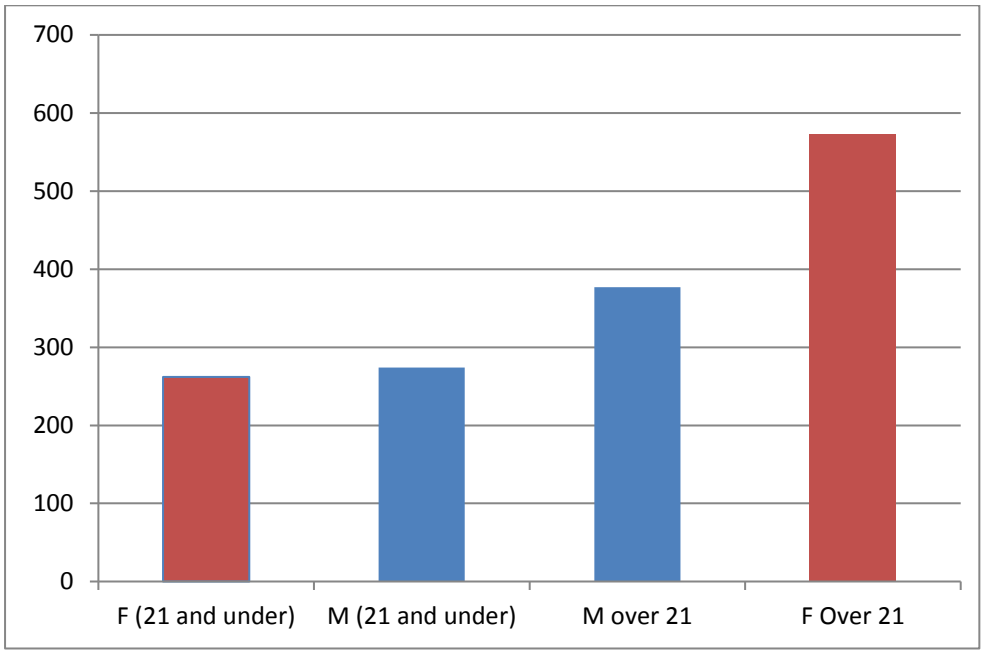
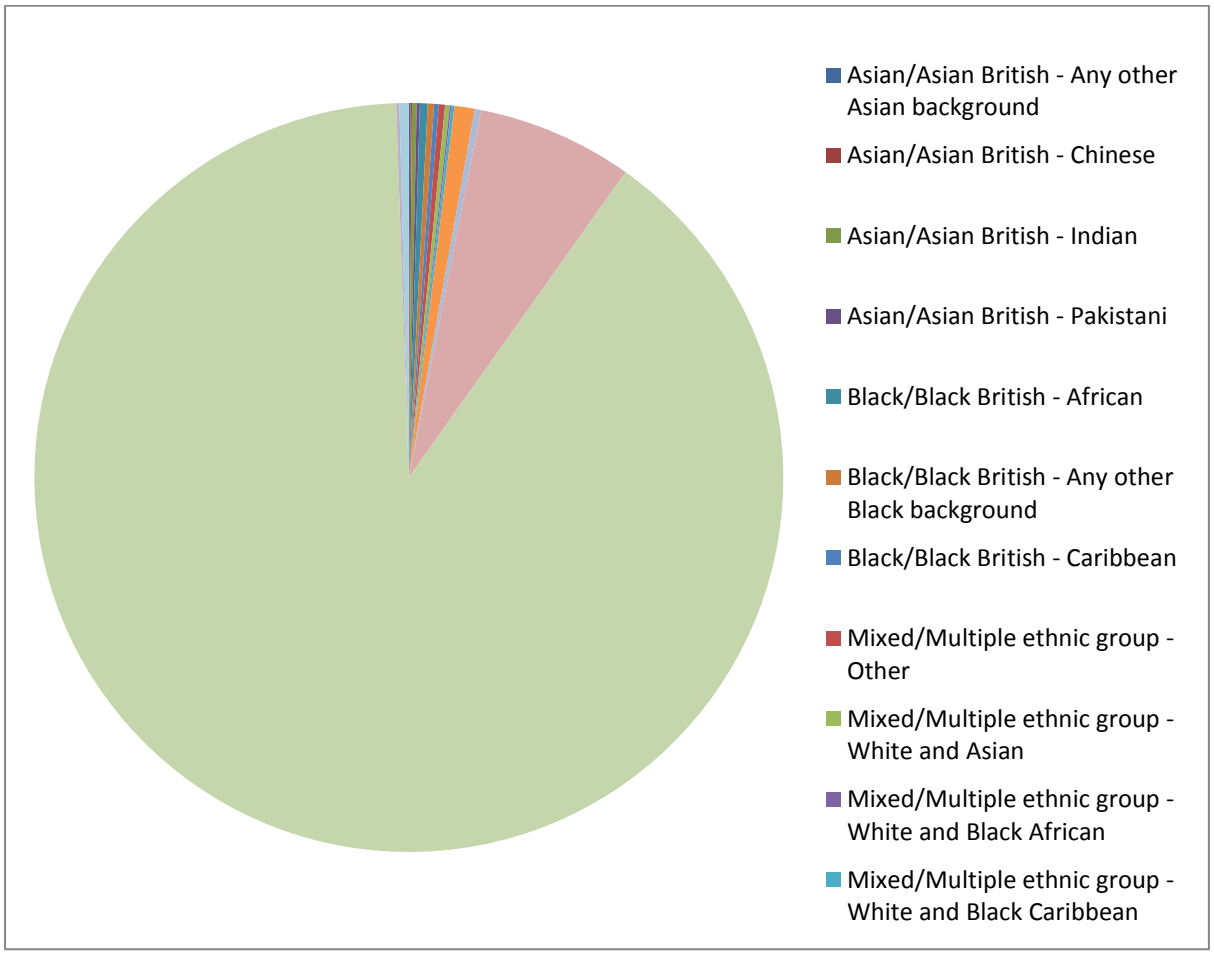


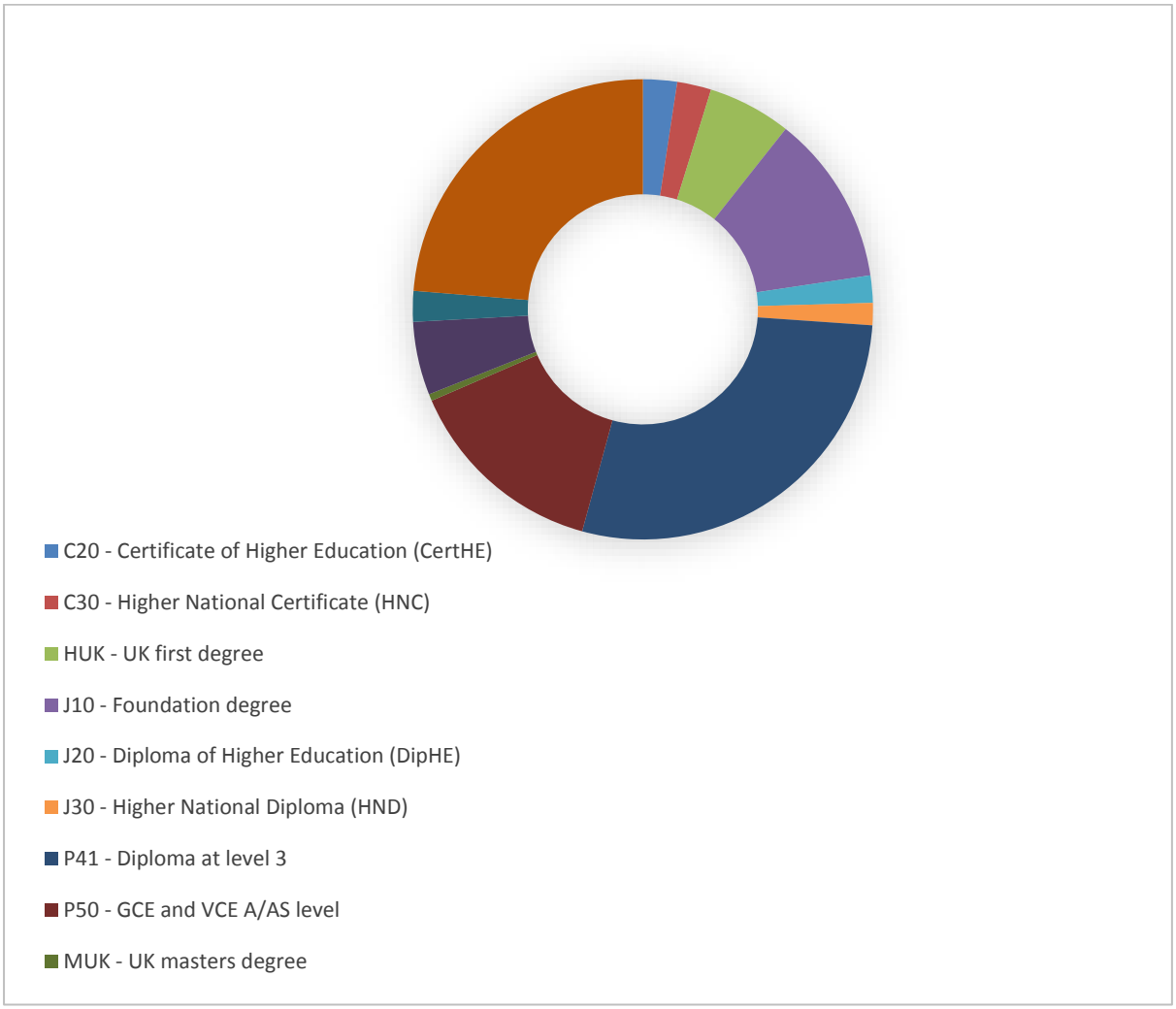

Figure 1 shows the age range of the student population currently studying on an HE Programme within The Cornwall College Group. This identifies that 36% of the student population are under the age of 21 with the remaining being mature students. This is a significant drop from the previous year of 47%. There are variations between sites, curriculum areas and courses with a higher proportion of mature students being on programmes at specific sites.

**Figure 2 – Ethnicity Groups**




90% of The Cornwall College Group learners come predominantly from White British backgrounds (Figure 2). There is a slight increase in the number of students recording themselves as "Any other White Background" of 7%. The remaining 3% are from other ethnics groups. This student population ethnicity profile reflects the region in which the majority of students originate from - Cornwall is 98.2% white British or white other (2011 census).

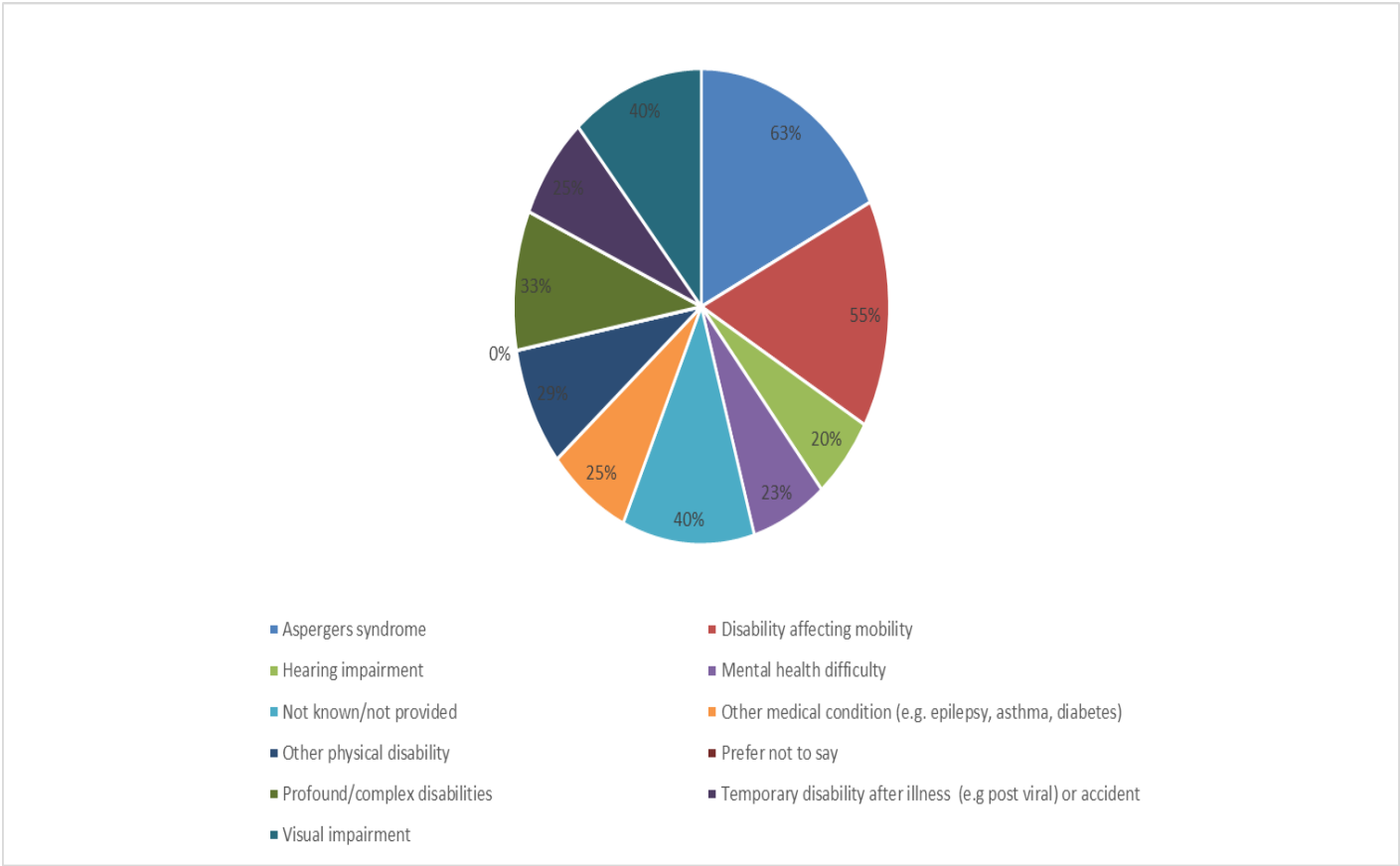
**Figure 3 – Highest Qualifications on Entry**




There are a number of qualifications that a student attains in order to progress to an HE Programme. The top four categories from the above demonstrate the following:

- 12% of TCCG students have achieved a Foundation Degree (often these are enrolling onto honours progression programmes)
- 28% (down from 33% in 2014/15) of students enrol having achieved a Level 3 Diploma)
- 14% from A levels
- 28% from Level 3 Certificate.

**Figure 4 – Differentials of Students with various disability**




There have been a large shift in the number of students who have been assessed and have been found to have learning difficulties. In previous years students were not declaring such disabilities; however with our improved processes in place previously hidden learning difficulties are being identified and supported effectively.

**Table 1 – Student Success**

| Academic Year End | | Retention | Achievement | Success |
|---|---|---|---|---|
| 2013 | FT | 90.50% | 87.80% | 79.40% |
| | PT | 90.80% | 84.80% | 77.00% |
| 2014 | FT | 92.90% | 87.20% | 81.00% |
| | PT | 92.20% | 77.80% | 71.70% |
| 2015 | FT | 87.80% | 89.60% | 78.70% |
| | PT | 89.80% | 84.20% | 75.70% |
| 2016 | FT | 96.40% | 87.80% | 84.50% |
| | PT | 97.30% | 86.20% | 83.90% |

This increase in retention and success is a direct result of the excellent and inclusive support available to HE learners delivered by both programme teams and support staff. This enhanced resource has facilitated exceptionally high retention and achievement rates in 2015-16 for both full and part time HE learners which are higher than at any point in the last eight years. This is largely as a result of maintained academic standards combined with improved support for learners. This success is particularly significant given that in 2015 -16 nearly half of all HE learners within the Group are from areas least represented in HE (POLAR quintiles 1 and 2). This result underpins the College commitment for providing opportunities for learners from diverse backgrounds. This demonstrable success in Widening Participation and success in HE is both a welcome affirmation of the College's long term vision as well as acting as an incentive to continue with this work.

**Table 2 – Course Fees (for direct and indirect students)**

| Table 2: Full time Tuition Fees | Proposed 2018-19 fee levels (per annum) |
|---|---|
| Foundation Degree, or HNC / D | £8,400 |
| Bachelor's degree, Bachelor's top-up | £8,400 |
| Cert/DipHE (e.g. Certificate in Advanced Counselling / Diploma in Person Centred Counselling) | £8,400 |
| Cert ED / PGCE | £8,400 |
| Taught Masters programmes | £8,400 |
| Programmes with exceptional delivery modes / higher cost-base requiring a higher fee level | Up to £9,250 (e.g. Tournament Golf) |
| New courses with (UG and PG) with embedded international visit (e.g. trial for new course approvals and new taught Masters degrees with PG loan value up to £10k) | Up to £9,250 |
| **Overseas fee status and Channel Islands** | **£9,750** |

*** Part Time students are set at levels pro rata to those for full time study. The maximum in any one year will depend on the total number of credits studied but would not exceed £5,000.*

- Students remain on the 'regime' on which they enrolled with the exception of students who break from study without extenuating circumstances
- Clearly defined strategy of strengthening marketability and student experience
- A minimum of 50 % of the additional fee income to be ring-fenced to:
  - Increase support for high risk students and learners with recognised additional learning needs – helps to deal with additional responsibilities to provide reasonable adjustments following changes to DSA
  - Continue creating an HE student community in collaboration with CCSU
  - Invest in resources and facilities at HE programme level
  - Invest in development of residential accommodation at selected campuses to support national and international recruitment, subject to rationale
  - Provide additional cashback incentives for use in marketing

## 3. Strategic Approach to Access, Student success, Progression and Financial Support

### 3.1 Access

Higher Education at The Cornwall College Group has grown rapidly in recent years. The provision is now delivered over more than ten sites with the new addition of dBs at Bristol and Plymouth as well as a site based in Sussex with the curriculum directly linked to both current and future higher skills needs. Such provision has undoubtedly helped provide opportunities for young regional residents who may have previously had to leave the area to further their education; as well as encouraging those with the potential to succeed at HE but who may have previously not considered HE as an option. The College has seen a continual increase in the level of recruitment of mature learners who, without this local provision, would not have been able to study at HE level. Students from outside the region have been attracted by the small group sizes, high contact hours and supportive and inclusive approach to learning disabilities.

The Cornwall College Group is firmly committed to ensuring that everyone who has the potential to benefit from Higher Education (HE) should have the equal opportunity to do so.

Using evidence of past evaluation, the College's outreach plan will be strategically targeted and composed of a sustained and sequential series of activities.

The College has a strong tradition of attracting students from low participation areas – for example 44% of first year students starting an HE programme in 2015-16 came from POLAR3 Quintile 1 or Quintile 2 (Table 3). Therefore, whilst recognising the enhanced focus on Access provision within OFFA's strategic guidance for 2018-19, the College plans to continue to focus resources upon on-programme support which has shown to have significant impact on the retention and success of current HE students.

The retention, success and attainment of our students will be the strategic priority for TCCG for 2018-19 and 20189-20 – however as our reputation as both an inclusive and successful HE provider grows we plan to use this established credibility to work closely with local schools across Cornwall.

**Table 3 - Polar Profile data First Year HE students starting in 2015-16**

| | |
|---|---|
| Polar3 Quintile 1 | 17% |
| Polar3 Quintile 2 | 27% |
| Polar3 Quintile 3 | 25% |
| Polar3 Quintile 4 | 19% |
| Polar3 Quintile 5 | 12% |

### 3.1.1. STEM work

The Cornwall College STEM outreach programme will continue to use the latest research to determine how best to plan, run and evaluate activities. By the 2018-19 academic year that research will include Master's work conducted within the STEM team, analysing the effectiveness of STEM outreach at various ages and with varying techniques. Research conducted in 2017 – 18 will be prepared for publication in 2018 – 19 including best practice guides. It is anticipated that STEM will continue to focus on junior schools finding ways to integrate STEM activities and careers knowledge into the curriculum. This work will complement the work of the SWNCOP team, which focuses on older students. STEM and SWNCOP do, and will continue to, work closely together providing specialist knowledge and expertise to each other's projects. STEM outreach includes the long established Greenpower Southwest STEM marquee which provides engagement opportunities for over 3000 students across Cornwall each year. All HEI's in Cornwall have an opportunity to engage with young people within the marquee, funded and coordinated by Cornwall College. Cornwall College STEM will also continue to play an integral role in the success and development of Venturyst festival a large-scale science festival for Cornwall. Venturyst Wild activities based on the Cornwall College sites will provide opportunities for low-income families to engage in exciting cutting-edge science without the expense of travelling.

### 3.1.2. Cornwall Schools

The College is committed to continuing with the raising aspirations and attainment work in schools specifically around curriculum based intervention and high quality impartial IAG. For example the College will work with SWNCOP around Maths and English GCSE attainment building on the work started with College students in 2017-18. Academic staff from Engineering and Science cluster will continue working in close collaboration with Poltair and Brannel schools ensuring that students who have the ability and the potential to achieve in Higher Education are inspired and challenged to engage in higher learning. In time, with the established reputation of the College as an inclusive and successful provider of HE, the College will look to formalise these relationships and will actively seek to sponsor these schools. We have provided internal funding for Research Masters in this area and the outputs will include qualitative and quantitative analysis of impact on learning attainment. From this the college will set outcomes based targets for 2019-2020.

In addition to this specific work the College access provision will ensure school pupils with the potential to progress to HE are

- Made aware of the opportunities for and benefits of Higher Education through aspirational masterclasses, contact with inspirational role models and up to date accessible information and relevant case studies
- Inspired and enabled to apply via mentoring and one to one/group career sessions

- Enabled to reach their learning and career goals through sustained and sequential interventions

The College is committed to working closely with the HEFCE funded South West Collaborative Outreach Programme (SWNCOP) to ensure greater coverage and co-ordination as well as minimising duplication and gaps. The College, as a result of this work, will be using additional fee income to prioritise access work with schools not included in the SWNCOP targets. This will include mentoring, revision and exam technique workshops, HE IAG sessions at schools across Cornwall and advice mornings, open days and IAG sessions at all college sites. The College will also work with SWNCOP to deliver information events for both teachers and parents.

**3.1.3. FE students**

The College will be working closely with SWNCOP colleagues, developing inspirational and stretching programme of activities and resources to raise both aspiration and attainment for target students. In addition to this work, the College will be offering a sequential framework of activities starting with a whole year group offering at the beginning of year one which will become more tailored and targeted throughout the FE student life cycle. The activities will include the enhanced use of HE Student Ambassadors and College Alumni in addition to timetabled masterclasses and workshops which stretch the current curriculum. This work will be monitored and evaluated to measure the impact on student aspiration, self-confidence and awareness of higher level study.

**3.1.4. Male FE students**

HESA data has identified that male FE students who are enrolled on non A level courses are much less likely to progress onto an HE course than either equivalent males on A level courses or their female counterparts. Recent research cited by OFFA (April 2017) has shown that this group are aspirational but consider HE a high risk option compared to in-work options. The report also highlighted that this group are affected by lack of accessible information and relevant role models. Targeted work, supported by and with the SWNCOP, will focus on subject areas with a high proportion of white males from disadvantaged backgrounds with a clear progression path into Higher Education - for example working with engineering apprentices and BTEC students offering masterclasses and bridging courses. This targeted and inspirational intervention aims to create an understanding of and familiarity with HE learning as well as building confidence and enabling individuals to successfully progress onto HNCs, Higher Apprenticeships, Foundation or BSc degrees. The impact of this initiative will be closely monitored with participants' aspiration, attainment and applications to HE closely tracked.

### 3.1.5. Mature students and part time learners

The College is aware of the decline in mature and part time student numbers both nationally and locally (HESA 2016 identified a 10 % drop in part time students in 2015-16 compared to figures in 2013-14) and is committing resources to attempt to reverse this decline. Mature learners fit into the priority Widening Participants group - according to the Million+ group mature students are more likely to be from lower socio-economic backgrounds, have non-traditional qualifications, be disabled and leave HE within a year of entering.

The College will work with two distinct groups –

**Employed individuals wanting to up-skill**

- Create a more inclusive curriculum by developing and delivering more flexible and blended part time opportunities which are aligned to the LEP priorities and shaped by market research and known demand for higher skills
- Develop and deliver an increased portfolio of Higher and Degree Apprenticeships
- Offer taster workshops and CPD events which are directly linked to part time and blended HE provision. Such activity in the past has proved highly effective at recruiting participants onto part time and full time courses - this will be achieved through collaboration with ESF project teams who are working with the higher skills agenda
- Work closely with the College's Business facing teams to raise awareness of both the value of higher level skills and the availability of Cornwall based skill development opportunities amongst both employers and employees

**Outreach work with communities/adults**

- Using our current links with schools and community groups to raise awareness of local Higher Education provision
- Running family learning events including 'graduation' events to showcase the value and impact of lifelong learning and Higher Education both to young people and their families/carers
- Awareness raising activity through College HE Student Ambassadors including information about financial support for mature students and inspirational stories from our Alumni
- Running a variety of high quality HE tasters within the community and on the college sites
- Offering one to one IAG sessions and Get Ready for HE workshops for adults wanting to return to education
- Mature students who have applied and been accepted onto an HE course will be invited to attend fully funded pre enrolment workshops around academic and

transferrable skills including forming arguments, critical thinking, working in groups and delivering effective presentations

**3.1.6. People with disabilities**

The College recognises that it is has a duty under the Equality Act 2010 to ensure equal opportunities for disabled people.

The College will provide specific marketing, awareness raising, information giving and engagement with disabled groups and individuals within the county. The aim will be to ensure individuals affected by disabilities, together with their families and carers are given all the key information in an accessible and timely manner and thus are enabled to make a positive and informed decision about participating in Higher Education. The College will build on the work of the Disability Assessment team who provide a comprehensive internal capacity to assess and support students with SpLDs from pre enrolment until completion of studies.

Once the individuals have applied and been accepted onto an HE programme, the College will use additional student fee income to offer bespoke pre enrolment and induction support to ensure these students-

- Are fully aware of the resources and support available to them
- Develop the skills, knowledge and confidence required to achieve on their HE programmes

**3.1.7. Student Ambassadors**

Underpinning this access work will be the continued development and deployment of the College's HE student ambassador scheme. Evidence has shown - both on a county and on an institutional level - that HE students continue to be the best advocate for HE. The Access Agreement will fund the management and administration of the student ambassador scheme across all college sites including the recruitment, training and utilisation of student ambassadors from disadvantaged or non - traditional WP backgrounds.

**3.2 Student retention and success**

In 2016 the College set out a commitment that over the next 5 years HE students at the College would achieve 86% success, 94% retention and 92% achievement (TCCG HE Management Committee minutes 1st March 2016). These challenging and stretching targets means reducing, even removing, the differential gap in student outcomes based on specific student characteristics of multiple disadvantage (Social Mobility Advisory Group report 2016). The College is committed to putting resources and support in place to ensure that all students are enabled to achieve their potential in line with their ability, regardless of background or previous attainment.

Cornwall College's aim is to ensure that all our HE students have a supportive and transformational learning experience which enthuses and inspires them to achieve their goals and realise their ambitions. It is our ambition that everyone who is able to achieve at an HE level is given an equal opportunity to start and succeed on a course which best suits their interests and career goals.

**3.2.1. Induction**

The College will have a renewed focus on induction informed by the evidence that students achieving well in Year 1 is linked directly to their retention and attainment in subsequent years (OFFA strategic guidance for Access Agreements 2018-19).

The College will give all first year students an induction assignment designed to effectively establish a community of learning, engage the students in their subject of choice and provide an early opportunity for assessment and feedback.

**3.2.2. Student retention and success**

Evidence provided by OFFA (2017) has identified that the key to strong student success and retention is timely interventions which are pedagogical, pastoral and financial.

**Year round support**

The student success activities will be aimed at all students who require additional support in order to remain and achieve on programme. All activity will be monitored and evaluated with a particular focus around the characteristics and background of participants and the impact of this intervention on individual students.

- With the changes to DSA, the College will ensure that there is clear advice and information given to all students applying for DSA; about the process and what they can expect. The College has recognised that a significant amount of the support will be delivered by the inclusive way a tutor teaches which is differentiated for individuals. Our teaching staff will be enabled - through in house training and specialist resources provided by our dedicated learning support team - to offer an inclusive approach to learning and teaching. This approach will be embedded in all subject areas and at all levels over the next three years. The learner support team are also developing sessions to show learners methods for helping themselves. (Hilary Burns March 2016).

- From 2015-16 we have funded academic advisors through the Access Agreement to support students at risk of dropping out or failing to progress to the next year of their studies. This work is vital to ensure those students most in need of support receive it in a timely manner. The impact of this provision will be closely monitored. The long term plan will be, once value and impact is established, to make these posts sustainable through increased completion.

- Reviewing internal and National data an increase in mental health issues for HE students ranging from anxiety and depression to ADHD and autism spectrum has been identified. According to College staff, students suffering mental health issues are less likely to achieve and complete on their programme of study. During the Easter break 2016; 70 students across all TCCG sites were identified as being a retention concern if they did not receive the specialist support needed to address mental health issues. The access fund will continue to support HE Senior Tutor roles to guide students into appropriate counselling services and support them while on programme. The provision will be closely monitored and evaluated to identify intervention rates and impact to continually review the counselling services over the next three years.

**3.2.3. Non completion of year one**

HESA data has identified that students who are male, mature and /or from certain social backgrounds and ethnic groups are more likely to leave at the end of their first year. We will track retention rates of students with theses profiles throughout their first year and provide additional support when and where required.

TCCG will work more intensively with males and mature students; who are statistically less likely to achieve a 1st or 2:1 than full time, younger female students (HE in England HEFCE 2015) regardless of prior attainment.

HESA data has identified that part time students are most likely to leave and least likely to gain a 1st or 2.1 so in line with our access priorities, we will put support in place to ensure that retention and attainment levels are improved and compare favourably to national statistics.

**3.3 Curriculum design and delivery**

The College is committed to developing and delivering an engaging curriculum with a different range of assessments and varied teaching and learning across all programmes.

The College is committed to improving the quality of the learner experience developing a curriculum which is inclusive, creative, stimulating, current and relevant learning which is informed by local and national research. To be truly engaged and inspired is a key target that will be worked upon in partnership with the Cornwall College Student Union as part of the College wide student enhancement strategy. Students will be able to feed into every element of their programme from assessments to work placements.

### 3.3.1. Pastoral and academic support

The College has set targets to improve student success and retention and will do this by further developing and implementing systems of student pastoral support and guidance. Success and retention will be underpinned by the continued deployment of HE Senior Tutors and HE Academic Advisor roles that provide alternative support options for students who are struggling with particular aspects of the curriculum. Feedback from both students and programme leads in addition to attainment data has shown categorically that these roles are having a significant impact on both student success and retention.

The College will also monitor student and employer perceptions through annual target setting and monitoring together with a sampling of student and business opinion.

### 3.3.2. Students with disabilities

DSA support has been changed so that it is now the responsibility of The Cornwall College Group to support such students with their DSA needs and to ensure that reasonable adjustments are made where appropriate.

The College employs a dedicated team of HE disability advisors who provide initial assessment to identify SpLDs within the entire HE student population. The team also works closely with curriculum leads to provide inclusive teaching and learning to all the HE students.

Evidence from the ECU Statistical report ( as cited in OFFA Top briefing : disability :3 [2017]) has shown that students in receipt of DSA are more likely to be awarded a first or 2:1 degree then a disabled student not in receipt of DSA.

It is the College's intention to use additional student funds to

- Initially assess all HE students as part of the induction process to identify students who have SpLDs
- Develop the capacity to offer in depth screening and diagnosis of students identified through this process to ensure that students with a disability receive support in a timely and effective manner
- Continue to employ HE Senior Tutors and Academic Advisors to offer one to one and group support to all HE students
- Regularly review all the support processes for HE students to ensure all learners are having their needs met through the support process

The College will robustly evaluate the impact of this work and use the findings to inform future plans, helping to prioritise staff and financial resources.

**3.4. Financial Support**

The College's aim will be to focus financial support at those students who, from monitoring and evaluation reports, are most likely to drop out either due to academic or financial reasons. Evidence from previous years has shown that College students need support with their cost of living expenses rather than fee waivers. The College will look to develop and deliver innovative, flexible and needs led financial support which helps students with their financial pinch points.

The College will offer financial support which will have most impact on retention and success. For example the College will continue to offer scholarships and bursaries that support participation from individuals that face the greatest challenges and whom evidence shows are most at risk of withdrawal. This will include students who are local mature, part time and from low income groups. The College will also be monitoring take up of financial support for people estranged from their family and will introduce an enhanced data collection and monitoring process to facilitate this. The College will link staggered payments throughout the student life cycle directly to attendance targets.

With the ending of student grants and the changes to DSA this Access Agreement will provide an increased focus on student support around living costs and support for DSA. There was a reduced take up of the previous years' Hardship Fund and as a result the funds have been redistributed to new areas such as the Accommodation and Internal Progression Scholarship. The oversight of this fund will be as fair and as transparent as possible.

It is the College's intention to track recipients from enrolment to end of year to identify impact of this financial support on participant retention and attainment. This will include both data collection and the completion of on line survey run at the end of the autumn term. (As advised in the Sheffield Hallam Student Financial Support report 2016).

Our current financial support offer is subject to change and will be informed by our monitoring and evaluation of our 2016-17 and 2017-18 financial support to Higher Education students. For this academic year students will be asked to complete a short survey on the bursaries offered to ensure that what we will offer in the future is targeted where there will be the most impact.

Our financial offer reflects current student feedback however this situation could change and will be reviewed dependent upon feedback and evaluation. TCCG has a number of suggested options that it would like to review such as; providing all students with a small fee waiver or offering all students a voucher of some sorts such as Tesco or Amazon; for the progression from Level 3 to 4 we could offer all students a free tablet; these options need to be fully investigated to ensure that we are catering for our market in a way that best suits the majority.

For 2018-19 our bursary offers will remain as is for 2017-18. Once the current 2016-2017 bursary system has ended a full review will be conducted and based on the outcome of that review changes could be made to the 2018-19 offer.

**2018-2019 Bursaries & Scholarships (subject to confirmation)**

- **Bursary 1 –** 45 bursaries of £500 (full time over 25 years of age)
- **Bursary 2 –** 32 bursaries of £500 (full time under 25 years of age)
- **Bursary 3 -** 20 bursaries of £400 (part time)
- **Scholarship 1** – Internal Progression (30 scholarships of £500)
- **Scholarships 2** – Accommodation award (15 scholarships of £1200)

The College estimates that income above the basic fee will decrease in 2018-2019 due to an anticipated drop in student numbers. This will not affect the level of expenditure for Access, Student Success and Progression which, in effect, means that the proportion of expenditure will increase in 2018-19. For example Access expenditure will go up 0.6% from the previous year whilst Student Success will go up by 3.3% from previous years. The largest expenditure will continue to be on the investment in Student Success, which has been shown to significantly improve retention, success and attainment of students.

This funding recognises that additional costs of recruiting and supporting students in three main areas:

- Students from disadvantaged backgrounds
- Students with disabilities
- Work to retain students who may be less likely to continue their studies.

The College will project the activity previously funded by SO in the following ways:

- The College has made key staff, who were funded through Access – Accommodation and Careers and Employability core funded. This is particularly crucial to the access, retention and progression of students from disadvantaged backgrounds.
- The College will continue to offer additional support for students who are struggling to remain on programme through responsive year round academic and pastoral provision.
- The College is also working across the pastoral, academic, registry and disabilities teams to offer a cohesive and joined up approach to the support offered to these students.

## 4. <u>Progression</u>

At HE level there are higher expectations from employers that graduates will enter work-ready. The College have developed a curriculum informed by strong, focused employer engagement including work placements and work based learning linked to academic

outcomes for every course. These experiences will provide learners with the wider skills that will be of significant value when they progress from their course. Enterprise skills and attitudes are embedded throughout the HE provision to try and ensure that every learner develops key graduate employability skills. This underlying principle of developing graduates who are 'employment ready' expands from level 4 to level 6 courses with strategies to ensure that these universal skills are embedded in all provision and support our "Career College" ethos.

The College Group has as a core guiding principle of preparing students for a future career in line with their interests and personal goals. Resources are in place to help students develop the right skills to secure the best progression outcome to provide the knowledge and experiences required. The College have developed a wider portfolio of level 6 progression opportunities and has seen an increase in the proportion of learners studying at level 6 doubling from 10% in 2010 to 19% in 2014.

Student progression will be facilitated in a variety of integrated ways –

- Employability is already integrated in the curriculum and the College will continue to develop courses informed by career and progression opportunities through strong, focused employer engagement. Programmes will have work based learning or work related elements. Work placements will provide learners with the wider skills that will be of significant value when they leave for employment.
- Enterprise and business skills and attitudes are embedded throughout the HE provision. This underlying principle of developing graduates who are 'employment ready' expands across all subjects and levels with strategies to ensure universal skills are embedded in all provision.
- The College will continue to develop and expand student led projects and voluntary opportunities linked to both employers and communities.
- The College will continue to run Progression Employment Events on different sites where employers who have graduate vacancies are invited and can provide progression information to the students and talk about the opportunities available. A wide range of guest speakers provide subject specific input to students and gives the students the opportunity to network and make valuable links for the future
- Developing our alumni base which can be used to inform current and potential students about the benefits of studying at Cornwall College
- Develop an Intended Destination capture process to monitor progression plans for each course and level so that students who have no clear progression plans in place can be proactively followed up
- The College is committed to supporting the Apprenticeship Agenda by growing Higher and Degree Apprenticeships provision which will both widen the HE offer and will appeal to a wider audience. It will also strengthen links with local employers as

the College seeks to develop and deliver higher level provision which both meets the needs of the employer and attracts apprenticeship funding.

## 5 Provision of Information

The College aims to ensure that the provision of information to current and prospective students is accurate and accessible. The College reviews its fees on an annual basis for all of our HE provision, in consultation with our partner HEIS. This information is ratified and agreed 18 months prior to the start of the programmes the fees apply to. The College signposts prospective learners from our printed prospectus to the website for the relevant fees for the year of entry they are considering. Information is updated on a regular basis via UCAS and the Student Loans Company.

**Table 7** - Targets and milestones

**Institution name: Cornwall College**

**Institution UKPRN: 10001696**

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

| Reference number | Stage of the lifecycle (drop-down menu) | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| T16a_01 | Access | Other (please give details in Description column) | **Other statistic** - Mature (please give details in the next column) | Maintain and increase current recruitment proportion of mature students | No | 2012-13 | 56% | 56% | 56% | 56% | 58% | | Maintenace of the proportion but increase in actual numbers. Figures lower than expected for 16-17; aim is to increas this figure on a steady baseline for the following three years. |
| T16a_02 | Student success | Other (please give details in Description column) | **Other statistic** - Disabled (please give details in the next column) | Bespoke diagnosis and support at all college sites. | No | 2012-13 | All students | 100% | 100% | 100% | 100% | | All students to undertake initial assessment upon entry. |
| T16a_03 | Student success | Low participation neighbourhoods (LPN) | **Other statistic** - Other (please give details in the next column) | Increase student completion of diagnosis of study skills support needs during induction, on course support and monitoring (No longer in HE after 1 year (all, full time and first degree entrants | No | 2012-13 | 80% FT success | 84% | 84% | 85% | 86% | | This reflect the internal targets. Improved induction and bursaries are now linked to attendanece. Academic Advisors are now in post to assist all student but primarily those in danger of not progressing. |
| T16a_04 | Access | Gender | **Other statistic** - Gender (please give details in the next column) | Balance the gender ration in line with the 2011 census data for Cornwall | No | 2012-13 | 57% female | 55% | 54% | 52% | 52% | | Although little progress has been made activities around access are being focused on male FE students; within specific subject areas such as engineering and dBs (music). |
| T16a_05 | Access | Socio-economic | **Other statistic** - Socio-economic (please give details in the next column) | Maintain and improve baseline proportion of students from low participation groups (such as young people, full time and 1st degree entrants) | No | 2015-16 | Establish Data | 50% | 50% | 50% | 60% | | To maintain the high proportion of students from disadvantaged backgrounds and low participation neighbourhoods within a context of increasing competition and the demographic dip |
| T16a_06 | Progression | Other (please give details in Description column) | **Other statistic** - Completion/Non continuation (please give details in the next column) | Improve completion rates, particularly in relation to part time students | No | 2015-16 | 70% | 78% | 78% | 78% | 80% | | Establish data to determine differential between all participation groups and the mean retention and achievement; and minimise that difference. Anticipated student growth for 3 years to remain constant. Bursaries linked to attendance and also Academic Advisors will be available to provide support. |
| T16a_07 | Student success | Other (please give details in Description column) | **Other statistic** - Progression to employment or further study (please give details in the next column) | Increase the student success data and reduce the number of referrals and deferments. | No | 2015-16 | 75% | 75% | 75% | 75% | 85% | | Induction processes have improved with better linkages to the initial support and assessments. Academic Advisors will be available to provide further support. Student success for the TCCG is defined as those who complete the programme of study and achieve the relevant academic year and progress or are eligable to be awarded the programme of study. |
| T16a_08 | Student success | Other (please give details in Description column) | **Other statistic** - Other (please give details in the next column) | Ensuring that pastoral support is fully available. | No | 2014-15 | All students | 3% | 3% | 3% | 3% | | Review the take up of pastoral support and track the effect on outcomes. |

| Reference Number | Select stage of the lifecycle | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| T16b_01 | Access | Other (please give details in Description column) | Outreach / WP activity (other - please give details in the next column) | Increase partnership activities within local schools to raise aspirations | No | 2012-13 | 49 | 59 | 61 | 61 | 62 | 62 | Work will continue with our current partners; but there are also plans afoot to encourage further developments with local communities and industry to enhance the working relationships. |
| T16b_02 | Access | Attainment raising | Outreach / WP activity (collaborative - please give details in the next column) | Working closely with NCOP to ensure target students to attain and progress to Higher Education. | Yes | Other (please give details in Description column) | N/A | N/A | N/A | N/A | N/A | N/A | Due to the cut in SOF funding further collaborative work will need to be carried out to ensure that NCOP outcomes match those of the TCCG. Attendance on steering groups and management of outreach officer will facilitate this. |
| T16b_03 | Other/Multiple stages | Other (please give details in Description column) | Contextual data | Continue to develop reporting systems to enable comparisions against national benchmarks | No | Other (please give details in Description column) | N/A | all | all | all | all | | A new Student Records system is now in place; but there is still a lot of developmental work to be carried out. Reports will be available which will providre more details across a variety of data requirements; particularly around progression to further study or employment. |
| T16b_04 | Access | Low participation neighbourhoods (LPN) | Management targets | Formalised meeetings around the National Network for Collaborative Outreach and other WP activities. | Yes | 2012-13 | N/A | 4 | 4 | n/a | n/a | n/a | This will no longer be in place for 17-18 due to current funding finishing. |
| T16b_05 | Access | Low income background | Outreach / WP activity (other - please give details in the next column) | Increase the number and type of outreach activities to increase the proportion of priority students within the HE cohort-low income background | No | Other (please give details in Description column) | N/A | n/a | n/a | n/a | n/a | n/a | TCCG will continue to engage will all areas of Cornwall and into areas of Devon as it is an area with a traditionaly poor economic background. This target reflects the need to identify those activities that are already happening in low qYDR or low IMD areas and improve upon them. |
| T16b_06 | Access | Other (please give details in Description column) | Outreach / WP activity (other - please give details in the next column) | Outreach WP activities to increase awareness of HE opportunities available with Cornwall and Devon (where appropriate) | No | 2012-13 | 25% | 60% | 60% | 65% | 65% | 65% | Increase participation in HE Cold Spots. |
| T16b_07 | Student success | Other (please give details in Description column) | Management targets | Review the achievements of those students with disabilties | No | Other (please give details in Description column) | N/A | N/A | N/A | N/A | N/A | N/A | Establish data to determone differentials between all particpation groups and the mean retention and achievement; and minimise that difference. |

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