

## Introduction and strategic aim

The Cornwall College Group (TCCG) is an Ofsted Outstanding provider of post-16 further education, adult education, apprenticeship training and higher education. The College delivers training at all levels from pre-entry, entry level to Level 7, with a specific focus on excellence in professional and technical education alongside specialist higher education provision both using our own degree awarding powers and key partnerships with other higher education providers in the region. Our core purpose is to prepare our learners for progression to employment, further study, independence, promotion or career change.

The Group is made up of five core brands: Cornwall College, Duchy College, Falmouth Marine School, Bicton College and Cornwall College University Centre (CCUC). Cornwall College has two general further education campuses in Camborne and St Austell. The group's two specialist landbased colleges, Duchy College and Bicton College have three campuses: Duchy College Stoke Climsland in East Cornwall, Duchy College Rosewarne near Camborne and Bicton College in East Devon. Falmouth Marine School specialises in marine engineering, water sports and boatbuilding. We also have the Plymouth Engineering Skills Centre, Golf Centres at Lindfield in Sussex for FE and St Mellion Resort in Cornwall for HE and University Centres in Newquay and the Eden Project.

The Cornwall College Strategic Vision is to be a place-based college group delivering life-changing skills and education for the communities we serve. This will be delivered through three key strands: People, Provision and Place.

The College's higher education provision is developed in close partnership with employers and stakeholders through our Stakeholder and Employer Advisory Boards. These boards ensure that we can meet the skills gaps identified by employers as needed to address skills shortages. Students benefit from small class sizes, personal wrap around support, flexible pathways and a condensed timetable to support those who need to work whilst studying, alongside sector leading partnerships that underpin the student experience. The College is currently developing a suite of higher apprenticeships in key LSIP sectors including Engineering, Marine, Construction and Digital.

The College delivers higher education in a challenging environment with 12 of the 17 most deprived neighbourhoods in Cornwall served by our campuses in Camborne and St Austell (IMD 2019). The Town Economic Vitality Index 2022 ranks Camborne as number one in terms of greatest need in Cornwall. Cornwall is recognised as the second poorest region in northern Europe with a quarter of its children living in poverty (Cornwall Community Foundation).

Challenges, such as income and health inequality, paired with a lack of visible higher-level jobs has impacted on ambition and aspiration in young people in the county with only 24.7% of young people moving on to HE compared to 38.2% nationally. This lack of ambition and aspiration means only 39.7% of working-age residents are qualified to Level 4 or above, 7.4% below the national average.

To address these challenges, the College's access and participation strategic aims are to:

- Develop a curriculum that promotes social mobility through increasing participation at Level 4 and reengaging adult learners qualified below Level 4 to gain the higher-level skills needed to impact the economy.

- Address gaps within access, continuation, completion, attainment and progression for target groups.
- Evaluating the success of our interventions to ensure a culture of continuous improvement is established and maintained.

## **Risks to equality of opportunity**

Assessment of the College's performance has comprised careful and thorough analysis of the data available via the Office for Students (OfS) Access and Participation dashboard as well as other data sources, including the Size and Shape of Provision data dashboard, the Student Outcomes data dashboard and the Equality of Opportunity Risk Register (EORR). The numbers of students studying at CCUC when broken down by mode of study and demographic profile are relatively small, which has meant some data is suppressed on the Access and Participation dashboard, and so we have utilised 2- and 4-year aggregate data where necessary to conduct our analysis. We have identified seven key areas of inequality of opportunity at CCUC that we plan to address through our intervention strategies.

### **Access**

**Identified Inequality 1:** Students from deprived socio-economic backgrounds (IMD 2019) and students in receipt of free school meals (FSM) are less likely to enter into HE study at CCUC.

EORR identified risks related to this inequality are Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, Risk 3: Perception of Higher Education, Risk 5: Limited Choice of Course Type and Delivery Mode, Risk 11: Capacity Issues.

### **Continuation, Completion and Attainment**

**Identified Inequality 2:** Students who have a reported mental health condition are less likely to continue their studies at CCUC compared to students with no reported disability.

EORR identified risks related to this inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 9: Ongoing Impacts of Coronavirus.

**Identified Inequality 3:** Students from deprived socio-economic backgrounds (IMD 2019) and students eligible for free school meals are less likely to continue their studies at CCUC when compared to students from less deprived socio-economic backgrounds and those not eligible for free school meals.

EORR identified risks related to this inequality are Risk 2: Information and Guidance, Risk 5: Limited Choice of Course Type and Delivery Mode, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures.

**Identified Inequality 4:** Mature students (aged 21 and over) are less likely to complete their studies at CCUC when compared to those aged under 21.

EORR identified risks related to this inequality are Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, Risk 5: Limited Choice of Course Type and Delivery Mode, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures.

**Identified Inequality 5:** Students from deprived socio-economic backgrounds (IMD 2019) are less likely to complete their studies at CCUC when compared to students from less deprived socioeconomic backgrounds.

EORR identified risks related to this inequality are Risk 5: Limited Choice of Course Type and Delivery Mode, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures, Risk 11: Capacity Issues.

**Identified Inequality 6:** Students with a reported disability have lower attainment at CCUC than those without a reported disability.

EORR identified risks related to this inequality are Risk 2: Information and Guidance, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 9: Ongoing Impacts of Coronavirus.

## **Progression**

**Identified Inequality 7:** Male students have lower rates of progression at CCUC when compared to female students.

EORR identified risks related to this inequality are Risk 2: Information and Guidance, Risk 7: Insufficient Personal Support, Risk 12: Progression from Higher Education.

## **Objectives**

**Objective 1:** Increase the proportion of students entering higher education at CCUC from deprived socio-economic backgrounds (IMD 2019) from a baseline value of 11.7% to 16.0% and for students in receipt of free school meals from a baseline value of 8.4% to 13% by 2029. (PTA\_1) and (PTA\_2).

**Objective 2:** Reduce the difference in continuation for those who reported a mental health condition in comparison to those with no disability reported from 7.2pp to 3.6pp by 2029. (PTS\_1).

**Objective 3:** Reduce the difference in continuation for students from deprived socio-economic backgrounds (IMD 2019) Q1 in comparison to those from all other quintiles and for students eligible for free school meals in comparison to non-eligible students from a difference of 13.2pp and 12.6pp respectively, to 6.6pp and 6.3pp by 2029. (PTS\_2) and (PTS\_3).

**Objective 4:** Reduce the difference in completion rates for mature students (21 and over) in comparison to young students (under 21) from 11.0pp to 7.0pp by 2029. (PTS\_4).

**Objective 5:** Reduce the difference in completion rates for students from deprived socio-economic backgrounds (IMD 2019) Q1 in comparison to Q5 from 10.9pp to 6.9pp by 2029. (PTS\_5).

**Objective 6:** Reduce the difference in attainment rates for students reporting a disability in comparison to students without a reported disability from 8.0pp to 4.0pp by 2029. (PTS\_6).

**Objective 7:** Reduce the progression gap for male students in comparison to female students from -18.4pp to -9.2pp by 2029. (PTP\_1).

## **Intervention strategies and expected outcomes**

The intervention strategies outlined in this section have been designed to support Cornwall College in meeting the objectives outlined above.

### **Intervention strategy 1: Access – activities to increase access and participation (applications, offers, enrolments) of students from low socio-economic backgrounds.**

#### **Objectives and targets**

**Objective 1 (PTA\_1) and (PTA\_2):** Increase the proportion of students entering higher education at CCUC from deprived socio-economic backgrounds (IMD 2019) from a baseline value of 11.7% to 16.0% and for students in receipt of free school meals from a baseline value of 8.4% to 13% by 2029.

#### **Risks to equality of opportunity**

Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, Risk 3: Perception of Higher Education, Risk 5: Limited Choice of Course Type and Delivery Mode, Risk 11: Capacity Issues

#### **Related objectives and targets**

**Objective 3 (PTS\_2) and (PTS\_3):** continuation for students from Q1 and students eligible for FSM; **Objective 5 (PTS\_5):** completion for students from Q1.

#### **Related risks to equality of opportunity**

Risk 10: Cost pressures; Risk 12: Progression from higher education.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>HE course development</b>	Development of the portfolio of HE courses to reflect the College's place-based strategy utilising our employer and stakeholder advisory boards. We will enhance our HE offer by developing our course type and delivery modes with a particular focus on technical and vocational higher education and flexible pathways. We will use local market intelligence to deliver shorter qualifications (i.e. Higher Nationals), HTQs and higher and degree apprenticeships in LSIP and Skills England priority areas, highlighting the direct link between higher education and local career opportunities. <i>New activity.</i>	Time of Head of HE, Principals, Deputy Principals and Curriculum Area Managers in employer and stakeholder advisory boards.  Time of Programme Managers for course development.	Clear progression pathway from Level 3 to Level 4+ courses at the College; increase in applications from local area; increase in applications from IMD Q1 areas; increase in applications from FSMeligible students.	IS3; IS5
<b>Pre-access, tailored learning and short courses</b>	Work with our FE and Adult Skills teams to develop our offer of pre-access, tailored learning and short courses for people in the local area who may be considering returning to education. Use this as an opportunity to promote relevant FE/HE progression opportunities and to provide IAG on applying for and studying at L4+. <i>Combination of new activity and existing activity being further developed.</i>	Curriculum staff time to develop course offer.  Cost of marketing materials.  Potential cost of awarding qualifications.	Increased awareness of wider HE courses offered at the College and career pathways; raising aspirations; low-risk reentry into education.	No

<b>Experience days</b>	The College hosts experience day events annually at which Year 10 learners from local schools experience college life for a day and learn more about potential career pathways. We will increase the visibility of HE pathways at these events, with a view to highlight	Time of HE curriculum staff, student ambassadors and alumni at experience days.	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications	No
	potential progression beyond further education for year 10 learners considering their post-16 education options. <i>Combination of new activity and existing activity being further developed.</i>	Appointment of HE Outreach Officer.	from local area; increase in applications from IMD Q1 areas and FSM-eligible students.	
<b>Level 3 progression events</b>	Students on level 3 courses at the College will continue to be invited to attend progression events / taster days hosted by HE staff in relevant curriculum areas. Level 3 students engage in HE courses to see what studying higher education at the College is like. CEIAG about applying for university-level study and career pathways is also provided at these events. <i>Existing activity being developed further.</i>	Time of HE and FE curriculum staff. Time of careers advisor.  Appointment of HE Outreach Officer.	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area.	No

<b>Targeted marketing</b>	<p>The development of the College's HE portfolio and CEIAG will be marketed to local target audiences in deprived areas. We will have an increased presence in local community activities and use case studies of alumni to showcase the accessibility of our HE offer.</p> <p><i>New activity.</i></p>	<p>Time of HE staff at outreach activities.</p> <p>Cost of marketing materials.</p> <p>Appointment of HE Outreach Officer.</p>	<p>Increased awareness and knowledge of HE pathways and local HE offer; increased understanding of entry into HE, including application, funding, support available; increase in applications from local area, IMD Q1 areas and FSM-eligible students.</p>	No
<b>Breaking down barriers</b>	<p>We will build inclusivity and representation into our marketing campaigns to break through the principle of "you can't be what you can't see". Profiles of students and alumni will be used to demonstrate that barriers can be overcome, including students from traditionally low-participation backgrounds, including young carers, care experienced students, students with parental</p>	<p>Time of marketing team.</p> <p>Cost of marketing materials.</p>	<p>Increase of applications from under-represented profiles.</p>	IS3; IS5
	<p>responsibilities, mature students, first in family, disabled students and those from low-income households etc.</p> <p><i>New activity.</i></p>			

<b>“Start Here: Pathways Into...” events</b>	We will supplement our open events with a series of “Start Here: Pathways Into...” events. These events will focus on progression routes into sector areas, rather than specific courses, for example “Start Here: Pathways Into Animal Care” or “Start Here: Pathways Into Conservation”, giving prospective students an opportunity to meet with staff from relevant courses, see our facilities and find out more about career opportunities in that sector locally, and further afield. Student support teams will provide information about support available to students during their studies with the College. <i>New activity.</i>	Time of marketing and curriculum teams. Time of careers advisor.  Cost of marketing materials.  Appointment of HE Outreach Officer.	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area.	IS5
<b>Questions answered for parents / carers / adults</b>	Creation of online resources plus synchronous and asynchronous Q&A / FAQ advice sessions for the parents / carers of prospective students or adults who are considering HE and have questions / worries about university-level study, the application process, finances or support available. <i>New activity.</i>	Time of marketing team and HE staff to produce resources / run live events.	Increased awareness and knowledge of HE pathways and local HE offer; increased understanding of entry into HE, including application, funding, support available.	No
<b>Knowledge exchange</b>	Our HE staff and students are research-active in specialist areas. We will invite teachers from targeted local schools to knowledge exchange events to share insights and foster community collaboration, which will result in local teachers having a greater awareness of our HE offer and our facilities. <i>New activity.</i>	Time of HE staff. Use of facilities and resources.  Appointment of HE Outreach Officer.	Increased awareness and knowledge of HE pathways and local HE offer; increase in applications from local area; increase in applications target students.	No

**Total cost of activities and evaluation for intervention strategy: £228,000 Summary**

**of evidence base and rationale** Please see Annex B.



## Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<b>HE course development</b>	Clear progression pathway from Level 3 to Level 4+ courses at the College; increase in applications from local area, IMD Q1 areas and FSM-eligible students.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Pre-access, tailored learning and short courses</b>	Increased awareness of wider HE courses offered at the College and career pathways; raising aspirations; low-risk re-entry into education.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Experience days</b>	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area, IMD Q1 areas and FSM-eligible students.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Level 3 progression events</b>	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Targeted marketing</b>	Increased awareness and knowledge of HE pathways and local HE offer; increased understanding of entry into HE, including application, funding, support available; increase	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.

	in applications from local area, IMD Q1 areas and FSM-eligible students.		
<b>Breaking down barriers</b>	Increase in applications from under-represented profiles.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>“Start Here: Pathways Into...” events</b>	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Questions answered for parents / carers / adults</b>	Increased awareness and knowledge of HE pathways and local HE offer.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Knowledge exchange</b>	Increased awareness and knowledge of HE pathways and local HE offer; increase in applications from local area, IMD Q1 areas and FSM-eligible students.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.

**Intervention strategy 2: Continuation and Completion – Activities to improve the continuation and completion of students from deprived socio-economic backgrounds and students eligible for free school meals and to improve completion for mature students.**

## Objectives and targets

**Objective 3 (PTS\_2) and (PTS\_3):** Reduce the difference in continuation for students from deprived socio-economic backgrounds (as measured by IMD 2019) Q1 in comparison to those from all other quintiles and for students eligible for free school meals in comparison to non-eligible students from a difference of 13.2pp and 12.6pp respectively, to 6.6pp and 6.3pp by 2029.

**Objective 4 (PTS\_4):** Reduce the difference in completion rates for mature students (21 and over) in comparison to young students (under 21) from 11.0pp to 7.0pp by 2029.

**Objective 5 (PTS\_5):** Reduce the difference in completion rates for students from deprived socio-economic backgrounds (as measured by IMD 2019) Q1 in comparison to Q5 from 10.9pp to 6.9pp by 2029.

## Risks to equality of opportunity

Risk 1: Knowledge and Skills, Risk 5: Limited Choice of Course Type and Delivery Mode, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures, Risk 11: Capacity Issues

## Related objectives and targets

**Objective 2 (PTS\_1):** Reduce the difference in continuation for those who reported a mental health condition in comparison to those with no disability reported from 7.2pp to 3.6pp by 2029.

## Related risks to equality of opportunity

No additional risks to equality of opportunity to note.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?

<b>Academic Skills Support</b>	Study Support Officers are able to deliver 1:1, small group and group workshops in-person or remotely to students who self-refer for additional support, or who are referred for support by their tutors. Development of asynchronous study support guides and online resources. <i>Combination of new activity and development of existing activity.</i>	Study Support Officer time.	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	No
<b>Studiosity</b>	All HE students are able to receive feedback on draft assignments, particularly in relation to structure, grammar, spelling, language, referencing and critical thought via this online service. They can access this support at any time of the night or day. <i>Existing activity.</i>	Subscription to Studiosity and related on-going costs.	Students can access study support out-of-hours and without waiting for tutor feedback; students become more resilient and resourceful; improved rates of continuation and completion for all students.	No
<b>Tutorial Programme and PDP</b>	All HE students attend a weekly tutorial that is designed to support their personal development, wellbeing, academic skills and progression planning with at least one 1:1 tutorial each term. <i>Development of existing activity.</i>	Time of HE staff, support staff, careers advisor, disability support advisor.  Guest speakers.	Improved confidence and ability; raising aspiration and motivation; students become more resilient and resourceful; improved rates of continuation and completion for all students.	IS3

<b>Disability Support</b>	All students who report a disability via their application are contacted by disability advisor and supported to make DSA application. Pre-induction communication and support for applicants with a declared disability. Applicants encouraged to visit the campus, either on open days or via individual appointment. Screening for additional learning needs once enrolled where necessary. Development of personal support plans shared with academic teams. Staff CPD activities delivered throughout the year to enhance ALS needs and adaptive practice. <i>Development of existing activity.</i>	Disability support advisor time.  Time of HE staff and Teaching and Learning Team to develop staff CPD resources.  Payment for enhanced dyslexia screening.	Improved mental health and wellbeing; students with reported disabilities have support in place; inclusive teaching and assessment and adaptive practice to support engagement and build confidence; improved continuation and completion for students with a reported disability.	IS4
<b>PALS</b>	Peer Assisted Learning Scheme is for students and run by students in the year above on the same course. PALS sessions will help new students settle into their	Time of staff to train student volunteers,	All students (new and continuing) have improved confidence in their	IS3; IS4
	course and make connections with others on their course, whilst also offering the opportunity for returning students to gain a deeper understanding of course material and grow their peer network. <i>New activity.</i>	course reps, student ambassadors.  HE and support staff time.	academic skills; improved rates of continuation and completion all students.	
<b>Wellbeing Support</b>	In addition to having access to synchronous support either in-person or remotely from the student support team, students will be able to access online self-help resources offering wellbeing advice and guidance. <i>Combination of new activity and development of existing activity.</i>	Time of support staff, careers advisor, disability support advisor.  Development of online resources.	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students..	IS4

<b>Virtual Coworking</b>	Students will be encouraged to set up virtual coworking sessions using the College's VLE to enhance a sense of community, provide flexible and accessible working arrangements and promote accountability. Digital poverty will be supported via bursaries (IS5) and additional tailored support will be offered for students who lack confidence using IT equipment. <i>New activity.</i>	Time of HE students, student reps and student ambassadors.  HE staff time to initiate virtual coworking.  Online learning platform and IT support.	Improved mental health and wellbeing; improved confidence and ability; sense of community; improved rates of continuation and completion target student groups.	IS4
<b>Improved Data Monitoring</b>	All HE staff have access to student data via PowerBi and can use this to monitor student performance and identify trends and patterns of behaviour linked to attendance. This data can be used to support early intervention for students who may require additional support. <i>Development of existing activity.</i>	HE staff time and training for colleagues unfamiliar with PowerBi.	Improved rates of continuation and completion for students all students.	IS3
<b>Financial Management Workshops</b>	This will be a series of online workshops designed to support students with budgeting and managing their finances. <i>New activity.</i>	Staff time to create resources and run workshops.	Students have increased confidence and understand how to manage their finances while studying.	IS4; IS5

**Total cost of activities and evaluation for intervention strategy:** £256,000

**Summary of evidence base and rationale** Please see Annex B

#### Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
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<b>Academic Skills Support</b>	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Studiosity</b>	Students can access study support out-of-hours and without waiting for tutor feedback; students become more resilient and resourceful; improved rates of continuation and completion for all students.	Studiosity dashboard. (Type 2). Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Tutorial Programme and PDP</b>	Improved mental health and wellbeing; improved confidence and ability; raising aspiration	Attendance monitoring. (Type 2). Monitoring continuation and completion rates and reasons for non-completion. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board.
	and motivation; students become more resilient and resourceful; improved rates of continuation and completion for all students	Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Annual HE Self-Assessment Review. Annual report published on website.

<b>Disability Support</b>	Improved mental health and wellbeing; students with reported disabilities have support in place; inclusive teaching and assessment and adaptive practice to support engagement and build confidence; improved continuation and completion for students with a reported disability.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>PALS</b>	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Wellbeing Support</b>	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.



<b>Virtual Coworking</b>	Improved mental health and wellbeing; improved confidence and ability; sense of community; improved rates of continuation and completion target student groups.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Improved Data Monitoring</b>	Improved rates of continuation and completion for students all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Financial Management Workshops</b>	Students have increased confidence and understand how to manage their finances while studying.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.

### **Intervention strategy 3: Progression – activities to improve progression rates for male students Objectives and targets**

**Objective 7 (PTP\_1):** Reduce the progression gap for male students in comparison to female students from -18.4pp to -9.2pp by 2029.

#### **Risks to equality of opportunity**

Risk 2: Information and Guidance, Risk 7: Insufficient Personal Support, Risk 12: Progression from Higher Education.

No related objectives and targets or risks to equality of opportunity.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>What Next? Workshops</b>	These workshops will encourage students from target groups to start planning for their next steps after graduation, and will include guidance on applying for graduate jobs / funding for further study, interview techniques, specialised sector application guidance, using LinkedIn and professional networking. Relevant role models for target groups will be sought from employers/alumni to run/support these workshops. <i>New activity.</i>	Careers advisor time to deliver workshops and create resources.  Industry advisors.  Alumni ambassadors.  HE staff time.	Students feel more confident in applying for graduate employment / funding for further study; students have greater understanding of progression options available to them; increased likelihood of completing the Student Outcomes Survey.	No

<b>HE course development</b>	Development of the portfolio of HE courses to reflect the College's place-based strategy utilising our employer and stakeholder advisory boards. We will enhance our HE offer by developing our course type and delivery modes with a particular focus on technical and vocational higher education and flexible pathways. We will use local market intelligence to deliver shorter qualifications (i.e. Higher Nationals), HTQs and higher and degree apprenticeships in LSIP and Skills England priority areas, highlighting the direct link between higher education and local career opportunities. <i>New activity.</i>	Time of Head of HE, Principals, Deputy Principals and Curriculum Area Managers in employer and stakeholder advisory boards.  Time of Programme Managers for course development.	Clear progression pathway from Level 3 to Level 4+ courses at the College; increase in applications from local area; increase in applications from IMD Q1 areas; increase in applications from FSMeligible students.	IS1; IS5
<b>PALS</b>	Peer Assisted Learning Scheme is for students and run by students in the year above on the same course.	Time of staff to train student volunteers,	All students (new and continuing) have improved confidence in their	IS2; IS4
	PALS sessions will help new students settle into their course and make connections with others on their course, whilst also offering the opportunity for returning students to gain a deeper understanding of course material and grow their peer network. <i>New activity.</i>	course reps, student ambassadors.  HE and support staff time.	academic skills; improved rates of continuation and completion all students.	

<b>Breaking down barriers</b>	We will build inclusivity and representation into our marketing campaigns to break through the principle of “you can’t be what you can’t see”. Profiles of students and alumni will be used to demonstrate that barriers can be overcome, including students from traditionally low-participation backgrounds, including young carers, care experienced students, students with parental responsibilities, mature students, first in family, disabled students and those from low-income households etc. <i>New activity.</i>	Time of marketing team.  Cost of marketing materials.	Increase of applications from under-represented profiles.	IS1; IS5
<b>Improved Data Monitoring</b>	All HE staff have access to student data via PowerBi and can use this to monitor student performance and identify trends and patterns of behaviour linked to attendance. This data can be used to support early intervention for students who may require additional support. <i>Development of existing activity.</i>	HE staff time and training for colleagues unfamiliar with PowerBi.	Improved rates of continuation and completion for students all students.	IS2

**Total cost of activities and evaluation for intervention strategy:** £124,000

**Summary of evidence base and rationale** Please see Annex B

## Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
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<b>What Next? workshops</b>	Students feel more confident in applying for graduate employment / funding for further study; students have greater understanding of progression options available to them; increased likelihood of completing the Student Outcomes Survey.	Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 & Type 2). Monitoring Student Outcomes dashboard. (Type 2). Monitoring Graduate Outcomes data. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board.  Annual HE Self-Assessment Review. Annual report published on website.
<b>HE course development</b>	Clear progression pathway from Level 3 to Level 4+ courses at the College; increase in applications from local area; increase in applications from IMD Q1 areas; increase in applications from FSM-eligible students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Outcomes dashboard. (Type 2). Monitoring Graduate Outcomes data. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board.  Annual HE Self-Assessment Review. Annual report published on website.
<b>PALS</b>	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board.  Annual HE Self-Assessment Review. Annual report published on website.

<b>Breaking down barriers</b>	Increase of applications from under-represented profiles.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Outcomes dashboard. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review.
		Monitoring Graduate Outcomes data. (Type 2).	Annual report published on website.
<b>Improved Data Monitoring</b>	Improved rates of continuation and completion for students all students.	Attendance monitoring. (Type 2). Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.

#### **Intervention strategy 4: Mental Health – activities to support the mental health, wellbeing and resilience of all students and a support structure for students with a declared mental health condition.**

##### **Objectives and targets**

**Objective 2 (PTS\_1):** Reduce the difference in continuation for those who reported a mental health condition in comparison to those with no disability reported from 7.2pp to 3.6pp by 2029. **Risks to equality of opportunity**

Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 9: Ongoing Impacts of Coronavirus.

### Related objectives and targets

Around 10 percent of the HE students at CCUC report a mental health condition on entry and evidence suggests the actual percentage is likely to be higher, particularly within the context of our student profile. We believe all of the identified inequalities related to our success objectives will be supported by the mental health intervention strategy. (PTS\_1 – PTS\_6).

### Related risks to equality of opportunity

Risk 12: Progression from Higher Education.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>Cornwall Counselling Institute Counselling Service</b>	This low-cost service offers a safe and confidential place to talk with a counsellor, whatever students are experiencing and is open to Cornwall College students who are 16 years or over. <i>Existing activity.</i>	Cornwall Counselling Institute staff and student time.	Students have access to low-cost mental health support and are able to support their own mental health and wellbeing.	No

<b>Disability Support</b>	<p>All students who report a disability via their application are contacted by disability advisor and supported to make DSA application. Preinduction communication and support for applicants with a declared disability. Applicants encouraged to visit the campus, either on open days or via individual appointment. Screening for additional learning needs once enrolled where necessary. Development of personal support plans shared with academic teams. Staff CPD activities delivered throughout the year to enhance ALS needs and adaptive practice. <i>Development of existing activity.</i></p>	<p>Disability support advisor time.</p> <p>Time of HE staff and Teaching and Learning Team to develop staff CPD resources.</p> <p>Payment for enhanced dyslexia screening.</p>	<p>Improved mental health and wellbeing; students with reported disabilities have support in place; inclusive teaching and assessment and adaptive practice to support engagement and build confidence; improved continuation and completion for students with a reported disability.</p>	IS2
<b>PALS</b>	<p>Peer Assisted Learning Scheme is for students and run by students in the year above on the same course. PALS sessions will help new students settle into their course and make connections with others on their</p>	<p>Time of staff to train student volunteers, course reps, student ambassadors.</p>	<p>All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.</p>	IS2; IS3
	<p>course, whilst also offering the opportunity for returning students to gain a deeper understanding of course material and grow their peer network. <i>New activity.</i></p>	<p>HE and support staff time.</p>		



<b>Wellbeing Support</b>	In addition to having access to synchronous support either in-person or remotely from the student support team, students will be able to access online self-help resources offering wellbeing advice and guidance. <i>Combination of new activity and development of existing activity.</i>	Time of support staff, careers advisor, disability support advisor.  Development of online resources.	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	IS2
<b>Virtual Coworking</b>	Students will be encouraged to set up virtual coworking sessions using the College's VLE to enhance a sense of community, provide flexible and accessible working arrangements and promote accountability. Digital poverty will be supported via bursaries (IS5) and additional tailored support will be offered for students who lack confidence using IT equipment. <i>New activity.</i>	Time of HE students, student reps and student ambassadors.  HE staff time to initiate virtual coworking.  Online learning platform and IT support.	Improved mental health and wellbeing; improved confidence and ability; sense of community; improved rates of continuation and completion target student groups.	IS2
<b>Financial Management Workshops</b>	This will be a series of online workshops designed to support students with budgeting and managing their finances. <i>New activity.</i>	Staff time to create resources and run workshops.	Students have increased confidence and understand how to manage their finances while studying.	IS2; IS5

**Total cost of activities and evaluation for intervention strategy:** £96,000

**Summary of evidence base and rationale** Please see Annex B

## Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<b>Cornwall Counselling Institute Counselling Service</b>	Students have access to lowcost mental health support and are able to support their own mental health and wellbeing.	Type 1 evaluation with narrative around number of student referrals to the counselling service, but no specific monitoring to protect confidentiality.	Annual internal reports.
<b>Disability Support</b>	Improved mental health and wellbeing; students with reported disabilities have support in place; inclusive teaching and assessment and adaptive practice to support engagement and build confidence; improved continuation and completion for students with a reported disability.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>PALS</b>	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.

<b>Wellbeing Support</b>	All students (new and continuing) have improved confidence in their academic skills; improved rates of continuation and completion all students.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Virtual Coworking</b>	Improved mental health and wellbeing; improved confidence and ability; sense of community; improved rates of continuation and completion target student groups.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Financial Management Workshops</b>	Students have increased confidence and understand how to manage their finances while studying.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.

### **Intervention strategy 5: Financial Support – bursaries and financial support and guidance for students from low income households and students from deprived socio-economic areas.**

#### **Objectives and targets**

**Objective 1(PTA\_1) and (PTA\_2):** Increase the proportion of students entering higher education at CCUC from deprived socio-economic backgrounds (as measured by IMD 2019) from a baseline value of 11.7% to 16.0% and for students in receipt of free school meals from a baseline value of 8.4% to 13% by 2029.

**Objective 3 (PTS\_2) and (PTS\_3):** Reduce the difference in continuation for students from deprived socio-economic backgrounds (as measured by IMD 2019) Q1 in comparison to those from all other quintiles and for students eligible for free school meals in comparison to non-eligible students from a difference of 13.2pp and 12.6pp respectively, to 6.6pp and 6.3pp by 2029.

**Objective 4 (PTS\_4):** Reduce the difference in completion rates for mature students (21 and over) in comparison to young students (under 21) from 11.0pp to 7.0pp by 2029.

**Objective 5 (PTS\_5):** Reduce the difference in completion rates for students from deprived socio-economic backgrounds (as measured by IMD 2019) Q1 in comparison to Q5 from 10.9pp to 6.9pp by 2029.

### Risks to equality of opportunity

Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures, Risk 11: Capacity Issues, Risk 12: Progression from Higher Education.

### Related objectives and targets

**Objective 2 (PTS\_2):** Reduce the difference in continuation for those who reported a mental health condition in comparison to those with no disability reported from 7.2pp to 3.6pp by 2029. **Related risks to equality of opportunity** No further risks to equality of opportunity.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>Financial Management Workshops</b>	This will be a series of online workshops designed to support students with budgeting and managing their finances. <i>New activity.</i>	Staff time to create resources and run workshops.	Students have increased confidence and understand how to manage their finances while studying.	IS2; IS4

<b>HE Student Bursary</b>	HE student bursaries will be awarded based on key criteria for all applicants and specific criteria to identify those most in need of the support. Awards will be made in two instalments once when the bursary has been approved and the second in the spring term. Payments will be dependent on students' production of the required evidence and satisfactory attendance or on track to achieve their qualification. <i>Existing activity.</i>	Money for bursaries.  Staff time to process applications.	Students are supported with the costs of HE study and can purchase course materials; termly support offers financial stability at key points of the student journey; increased attendance; improved continuation, completion and attainment.	No
<b>Accommodation Bursary</b>	Accommodation bursaries are available for first year students whose term time address differs from their home address. They will be awarded based on key criteria for all applicants and specific criteria to identify those most in need of the support. Awards will be made in three instalments in September, January and April dependent on the production of the required evidence. Payments for January and April will also be dependent on regular course attendance and / or on track to achieve their qualification. <i>Existing activity.</i>	Money for bursaries.  Staff time to process applications	Students are supported in securing HE accommodation for their first year of study.	No

<b>Hardship Fund</b>	<p>The Hardship Fund is to assist those who need financial help to meet particular costs that are not already being met from statutory or other sources of funding. It will alleviate cases of severe financial hardship, meet unexpected financial crises such as loss of employment, increase in rent costs, loss of transport etc, intervene in cases where the level of hardship is enough to prejudice the student's continuance on the course. <i>Existing activity.</i></p>	<p>Money for bursaries.</p> <p>Staff time to process applications</p>	<p>Students are supported to continue their studies during exceptional financial hardship.</p>	No
<b>Breaking down barriers</b>	<p>We will build inclusivity and representation into our marketing campaigns to break through the principle of "you can't be what you can't see". Profiles of students and alumni will be used to demonstrate that barriers can be overcome, including students from traditionally low-participation backgrounds, including young carers, care experienced students, students with parental responsibilities, mature students, first in family, disabled students and those from low-income households etc. <i>New activity.</i></p>	<p>Time of marketing team.</p> <p>Cost of marketing materials.</p>	<p>Increase of applications from under-represented profiles.</p>	IS1; IS3

<b>“Start Here: Pathways Into...” events</b>	We will supplement our open events with a series of “Start Here: Pathways Into...” events. These events will focus on progression routes into sector areas, rather than specific courses, for example “Start Here: Pathways Into Animal Care” or “Start Here: Pathways Into Conservation”, giving prospective students an opportunity to meet with staff from relevant courses, see our facilities and find out more about career opportunities in that sector locally, and further afield. Student support teams will provide information about support available to students during their studies with the College. <i>New activity.</i>	Time of marketing and curriculum teams. Time of careers advisor.  Cost of marketing materials.  Appointment of HE Outreach Officer.	Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area.	IS1
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**Total cost of activities and evaluation for intervention strategy:** £580,000

**Summary of evidence base and rationale** Please see Annex B

#### Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<b>Financial Management Workshops</b>	Students have increased confidence and understand how to manage their finances while studying.	Monitoring continuation and completion rates and reasons for non-completion. (Type 2). Monitoring attainment for identified groups in comparison with their counterparts. (Type 2). Monitoring Student Voice (induction survey, Programme Committee Meetings, SPQ, NSS). (Type 1 / Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website

<b>HE Student Bursary</b>	Students are supported with the costs of HE study and can purchase course materials; termly support offers financial stability at key points of the student journey; increased attendance; improved continuation, completion and attainment.	OfS Financial Toolkit – questionnaire / interview. (Type 2). Attendance monitoring. (Type 2). Monitoring continuation and completion rates and reasons for non-completion. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Accommodation Bursary</b>	Students are supported in securing HE accommodation for their first year of study.	OfS Financial Toolkit – questionnaire / interview. (Type 2). Attendance monitoring. (Type 2). Monitoring continuation and completion rates and reasons for non-completion. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.
<b>Hardship Fund</b>	Students are supported to continue their studies during exceptional financial hardship.	Type 1 evaluation with narrative around number of students applying to the hardship fund, but no specific monitoring to protect confidentiality.	Internal annual report.
<b>Breaking down barriers</b>	Increase of applications from under-represented profiles.	Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).	Internal reporting via Access and Participation Subcommittee and HE Academic Board. Annual HE Self-Assessment Review. Annual report published on website.



<b>“Start Here: Pathways Into...” events</b>	<p>Increased awareness and knowledge of HE pathways; increased awareness and knowledge of career choices; raising aspirations; increase in applications from local area.</p>	<p>Data Monitoring – applications received, offers made, offers accepted, enrolments. (Type 2).</p>	<p>Internal reporting via Access and Participation Subcommittee and HE Academic Board.</p> <p>Annual HE Self-Assessment Review.</p> <p>Annual report published on website.</p>
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## Whole provider approach

As a college-based HE provider, Cornwall College is a values-driven organisation and is committed to inclusion, equity and equality of opportunity for the communities we serve. The College is proactive in delivering its place-based strategy, developing initiatives to overcome context-specific regional challenges, particularly those faced by rural, dispersed and coastal communities in which levels of affluence can be profoundly polar. In our most recent Ofsted report – graded outstanding – inspectors praised “leaders [who] are tackling social disadvantage in the areas they serve” and found that “the college powerfully tackles the social, economic and geographical disadvantages of its learners and apprentices”, emphasising the College’s whole provider approach to addressing inequities and inequalities in Cornwall and Devon at all levels of education, from pre-entry level to our level 7 provision.

All teaching staff in the College – including those delivering HE courses – receive comprehensive training in planning impactful curricula, which considers the individual needs of all students including SEND students and those with additional needs. Curriculum teams are supported by the central teaching, learning and assessment team (Team TLA) who deliver focused training, advice and guidance on inclusive and adaptive teaching practice and assessment. All new-to-teaching colleagues are required to undertake new-to-teaching training, delivered by Team TLA, as well as complete a teaching qualification within the first three years of employment at the College. All curriculum design and delivery is underpinned by the College’s Stakeholder and Employer-Led Skills Cycle, which ensures the skills taught meet industry standards and fulfil the local, regional and national skills needs. Industry-coordinated work experience is built into our HE provision, enhancing student’s progression opportunities.

Students are encouraged to seek advice and guidance from the careers team. The Careers Advice and Guidance Officer for HE Transition delivers employability skills and career-planning workshops and offers drop-in sessions. Our Uni Connect partner, Next Steps South West, run progression events to provide impartial information, advice and guidance for level 3 students. The College works closely with the National Careers Service, who deliver tailored workshops as part of the HE tutorial programme. Our school liaison team have established good working relationships with primary and secondary schools in the region, which we will build on as an important component of this Access and Participation Plan to raise aspirations for school children in target areas. All students have access to additional learning support from HE tutors and Study Support Officers, whilst specialist guidance is offered by our Disability Advisor.

Support for mental health and wellbeing is a central focus of this Access and Participation Plan and is underpinned by the College’s Mental Health and Wellbeing Policy – Learners (the college has a separate policy and action plan for the mental health and wellbeing of staff). The Policy provides a framework to create an environment that supports and promotes the mental wellbeing of all students. All students have free access to comprehensive internal support measures as well as signposting to external support agencies, and access to low-cost counselling offered by the Cornwall Counselling Institute, which is part of the Cornwall College Group.

HE governance is overseen by our Board of Governors and Executive Leadership Team, who are informed and involved via HE Academic Board, HE Committee and the Audit & Risk Committee. This Access and Participation Plan will be monitored by the Access and Participation subcommittee, which will report to the HE Academic Board three times a year.

## **Student consultation**

Student voice is embedded across all stages of the student lifecycle and is a central component of how we evaluate and improve our HE provision. Structured activities run throughout the year, which offer all HE students regular opportunities to share feedback and influence the development of their academic and wider student experience.

HE Course Representatives are invited to attend higher education Partnership Committee Meetings (PCMs), held twice annually. Members of the Board of Governors are invited to attend the PCMs to hear directly from students about their academic and wider HE experience. The PCMs offer a platform for students to voice their honest feedback to course teams, college management and governors, which can result in in-year as well as longer-term change to the delivery of their course. Student representatives give visibility to all students, including those who may feel marginalised by other feedback methods.

All HE students are encouraged to participate in student surveys, including the Induction Survey, internal Student Perception Questionnaire (SPQ) and the National Student Survey (NSS). These tools provide insight into the student experience at both programme and institutional level, and are used alongside other feedback mechanisms to identify strengths and areas for development.

The Cornwall College Student Union (CCSU) operates on each campus and includes a crosssection of FE and HE students. Each campus committee is led by a Chair and Vice Chair, who also sit on the College Student Executive Committee (CSEC). We have a dedicated HE Student Governor, who is elected to represent HE learners on the College's Board of Governors and contributes to the strategic development of our HE provision.

Whilst our student body chose not to submit a separate student submission in the creation of this Access and Participation Plan, student reps are keen advocates of the whole HE community at Cornwall College. Student consultation was achieved via the student voice activities outlined above, which has directly informed our understanding of student experiences across the student life cycle, and shaped the development of targeted activities outlined in this plan. We have also used this process to ensure that the voices of students from underrepresented groups are heard and reflected in our strategic planning.

To further enhance student involvement in the application and monitoring of this Access and Participation Plan we will establish a student group who will join the Access and Participation subcommittee in monitoring and evaluating the ongoing impact of the five Intervention Strategies that form this plan. We may modify our theory of change models based on our evaluation and ongoing student consultation. We will ensure there are regular feedback loops between the APP student group and wider student body. This plan also includes students in the delivery of some of the key activities of this plan and, as such, will be agile in tailoring them according to impact and feedback.

## **Evaluation of the plan**

The College has a strong focus on self-evaluation in its pursuit of continuous improvement and, as such, robust evaluative mechanisms exist already. We have used the OfS self-evaluation toolkit to identify additional measures that will further enhance evaluation, particularly in relation to this plan. We will establish an Access and Participation sub-committee comprised of students from target

groups, academic and support staff and at least one member of the College Leadership Team. This sub-committee will meet once per term to monitor and report on the ongoing impact of activities specified within this plan, and this will then feed into our annual reporting cycle. Monitoring the Access and Participation Plan will be a standing agenda item for HE Academic Board, at which the sub-committee will report key findings. These reports will be assimilated into the annual HE Self-Assessment Review, which is submitted to the HE Committee for Governor scrutiny and which then informs the Quality Improvement Plan for the following academic year. Students will play a key role in each stage of this plan's evaluation.

An Access and Participation channel will be added to the All HE Staff Teams site. This will enable systematic dissemination of information to all staff involved in the support and delivery of HE at CCUC, raising awareness of and commitment to the plan and its intervention strategy activities. Theories of Change will be updated to reflect insights from new research and links to TASO and AdvanceHE resources will be shared, including the Student Needs Framework, which will also be drawn upon in our evaluation of Access and Participation activities.

Due to our relatively small numbers (<1000 students), our evaluation design includes Type 1 and Type 2 evidence. It focuses on empirical qualitative data to understand the impact of the strategic interventions on target groups identified at the outset of this plan. This, together with narrative evaluation via internal reporting mechanisms, will be supported by quantitative data, which will be collected and analysed in order to understand and monitor changes at course level, and across the wider student body as a whole. This mixed methods approach to data collection and analysis will provide a comprehensive set of data with which to evaluate the impact of the intervention strategies outlined in this plan. Evaluation will be extended across the whole student life cycle (access, success and progression) for all students to monitor our performance overall and to identify potential areas for additional targeting.

## **Provision of information to students**

Our public facing website provides comprehensive information for prospective and current students about fees and financial support available, either provided by us or from other sources. All programme pages link to a central fees and financial support webpage on our public website with summary and detailed information in written and video format, including:

- Fees table showing the cost for full and part time study for all programmes, cost of individual modules and of placement years where applicable. This shows annual tuition fees and total programme costs and indicates where exceptional delivery modes result in higher fees (e.g. inclusion of overseas study).
- Determination of fees paper with detailed information about our processes and procedures. This provides further guidance for students who are self-funding, repeating / resuming studies with or without extenuating circumstances, or transferring between programmes or institutions.
- Information about and links to other sources of financial support including eligibility criteria for our bursaries and hardship funds, postgraduate loans, online DSA application form and explanatory video and links to Student Finance England. Further support around the application process for each is provided at the point of accepting a place to study, and also 'in year' via the Student Support team, Student Finance Team and HE Operations Team. This is then covered again through specific taught sessions as part of the induction programme, and also throughout the year in liaison with individual student academic staff tutors as part of the wider pastoral care provided to all higher education students on a weekly tutorial basis.

- Historical fees information, Access and Participation Plan and Value for Money Statement
- Individual course pages list any additional costs that are not covered within tuition fees. These include the approximate costs of optional international field trips. This information is updated annually by Programme Managers and checked for accuracy by our HE Operations team.
- Procedures used to communicate with students comply with relevant legislation and best practice guidance, including GDPR, OIA and CMA. Our HE Operations and Marketing teams work collaboratively with university partners to check, update and audit programme information provided through prospectuses, validating and delivery partner websites and UCAS.

Tuition fees and financial support information is communicated at all steps of the recruitment process including before application via the financial support pages on our public-facing website, on receipt of an application, when making an offer, on confirming a place, with joining instructions and on enrolment. During induction we include detailed information about financial support available through oral presentations and as printed materials.

Prospective and current students can see the full eligibility criteria for bursaries via the financial support pages of our public facing website. In summary eligible applicants for the HE bursary must:

- be enrolled / holding an offer (as confirmed by Registry) on a Cornwall College HE programme on a full or part time basis
- be paying the expected tuition fee in full
- be registered as a UK Student
- have applied for and be in receipt of a student maintenance loan prior to the bursary application and have a household income of less than £30,000 per annum, as assessed by Student Finance England, or paying the course fee in full.

In addition, students who fall into one or more of the following categories will be prioritised for funding support:

- students who haven't been in receipt of bursary previously
- those from under-represented groups as identified by:
  - declared disability at stated on enrolment
  - care leaver (as defined by any adult who has spent time in care)
  - areas of low participation based on postcode: in the instance of postcode, those in areas of low participation rates will be prioritised. Please use the tool below to check if your postcode falls within an area of low participation [GeoDS Mapmaker: Deprivation Indices \(IMD\) \(GeoDS Harmonised 2019 IMD\)](#)

HE bursary of £800 (pro-rata for part time students) available to eligible students. Awards will be made in two instalments, one when the application is approved and the second in the Spring term.

Up to 20 accommodation bursaries of £1000 available to eligible students in their first year of study. Students must meet the following criteria:

- be enrolled as a first year HE student on a higher education programme at Cornwall College.
- be enrolled / holding an offer (as confirmed by Registry) on a Cornwall College HE programme on a full-time basis
- be paying the expected tuition fee in full
- be registered as a UK Student

- have applied for and be in receipt of a student maintenance loan prior to the bursary application and have a household income of less than £30,000 per annum, as assessed by Student Finance England
- the student term-time address is different to their home-time address whilst studying
- be able to provide a dated tenancy agreement for the relevant academic year

Accommodation awards will be made in three instalments (September, January and April) dependent on the production of required evidence. January and April payments will also be dependent on regular course attendance and on track to achieve their qualification.

The purpose of the HE Hardship Fund is to:

- assist those who need financial help to meet particular costs that are not already being met from statutory or other sources of funding
- alleviate cases of severe financial hardship
- meet unexpected financial crises such as loss of employment, increase in rent costs, loss of transport etc
- intervene in cases where the level of hardship is enough to prejudice the student's continuance on the course

Hardship funding will be allocated on a flexible basis according to assessment of need, with no minimum award. Awards will not normally exceed £600 over the academic year. Students will need to be able to evidence current financial hardship. Evidence may include:

- current bank account balance(s)
- previous months bank statements
- rental agreement (where relevant)
- estimated cost of weekly bills / costs
- Student Loan Company correspondence (where relevant)

Students must be fully enrolled at the time the hardship payment is applied for. No payment will be made to students who have interrupted or suspended their studies. Students who withdraw prior to the payment date will not be entitled to a pro rata payment.

## **Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity**

Cornwall College is a further education college that offers higher education through its university centre (CCUC). Our higher education provision is delivered primarily in Cornwall at our campuses in St Austell (the Eden Project), Camborne, Duchy Stoke, Falmouth and Newquay. Three of our campuses are situated in areas with the highest levels of deprivation in Cornwall.<sup>1</sup> Cornwall is coastal and rural (92% of Cornwall is classed as rural) and has an estimated population of 578,000 dispersed across the county. It is estimated that around 56% of Cornwall's population live outside towns and 42% live in rural communities.<sup>2</sup> Studies show that around a quarter of the Cornish population earned below the Real Living Wage in 2021.<sup>3</sup> This is the context within which we, as a

<sup>1</sup> <https://www.cornwall.gov.uk/media/cftltjsd/2019-imd-cornwall-headline-data.pdf>

<sup>2</sup> <https://cornwallcommunityfoundation.com/our-impact-strategy/cornwall-rural-isolation/>

<sup>3</sup> <https://cornwallcommunityfoundation.com/our-impact-strategy/cornwall-local-economy-employment/>

small, college-based HE provider operate. Around half (49%) of our HE students are full time “other” undergraduates, which is markedly different to the 71% full time first degree students nationally. In order to have the greatest impact, we have selected indicators with the largest proportion of students, or where results are substantially below the national average. As a small provider, some of the split measures or intersections have suppressed data, volatile data reports or low statistical certainty. Choosing to focus on larger student groups reduces the impact of this, but we will of course monitor the risks across the life cycle for all student groups. Our intervention strategies have been designed to be of benefit to smaller intersectional and split metric groups, as well as those specifically outlined in our Access and Participation Plan.

Cornwall College has assessed its performance to identify the most significant indicators of risk to equality of opportunity. We began by considering the risks outlined within the EORR in relation to our current and prospective student body and within the context of Cornwall and Devon. We took advice from our university awarding partners and worked collaboratively with other college-based HE providers in the region to identify risks specific to our locality. We have assessed our performance using the OfS Access and Participation Data Dashboard as our primary data source, supplemented with additional analysis from sources such as the Size and Shape of Provision data dashboard, the Student Outcomes data dashboard, UCAS application data, individualised learner record (ILR) and student surveys, notably NSS and SPQ responses. For transparency, we have utilised publicly available data where possible.

Our relatively small size and low cohort numbers has meant analysis could be challenging at times, particularly where data is suppressed or where disaggregation or intersectional analysis is not possible due to very low values, and reporting internal data would risk identifying individuals. To overcome this, sometimes 2- and 4-year aggregate values are used.

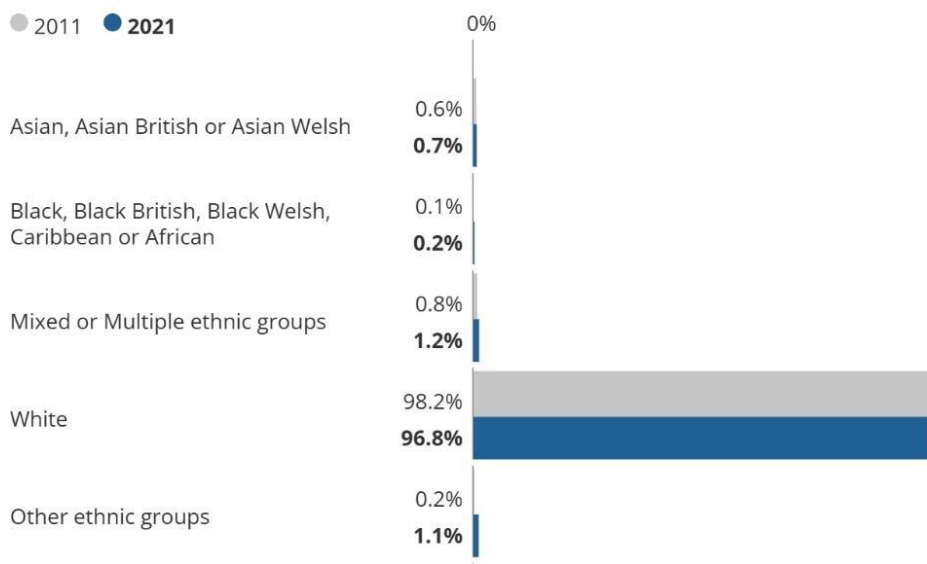
It is important to note that our profile of ethnically diverse students is very small. The 4-year aggregate data for the period 2019-2020-2022-2023 taken from the Size and Shape of Provision data dashboard reveals that 95.6% of full time students and 95.4% of part time students at CCUC described themselves as White.

<b>Ethnicity</b>	<b>Full Time (%)</b>	<b>Part Time (%)</b>
Asian	0.3	[DPL]

Black	0.1	[DPL]
Mixed	1.3	1.4
Other	0.5	1.0
White	95.6	95.4
Unknown or not applicable	2.1	1.9

This is broadly in line with data drawn from the 2021 National Census, in which 96.8% of people in Cornwall identified their ethnic group as White. We have not identified any specific risks pertaining to ethnically diverse student outcomes, but this is something we will continue to monitor and take relevant action if risks do arise. We will continue to monitor risks across the student lifecycle for all student groups, including diverse ethnicities.

Percentage of usual residents by ethnic group, **Cornwall**



Source: Office for National Statistics – 2011 Census and Census 2021

As shown in the table below, the modes of study at CCUC differ significantly when compared to those nationally. Only 17% of CCUC students are studying for a first degree, compared with 71% nationally. Moreover, our proportion of apprentices is low, although slightly higher than nationally, and so our analysis is therefore focused on “all undergraduate” data view.

	Cornwall College (%)		National (%)	
Apprenticeships	6		4	
	Full Time (%)	Part Time (%)	Full Time (%)	Part Time (%)
All undergraduates	66	28	82	13
Other undergraduate	49	26	7	5
First degree	17	1	71	9
Undergraduate with postgraduate components	0	0	5	0



We have also considered the data for part time students, as well as for those studying full time but, as shown in the table below, the proportion of part time students is significantly smaller than those studying full time at multiple lifecycle stages. We have therefore focused our analysis on full time students unless otherwise indicated. Our intervention strategies are designed to benefit smaller intersectional and split-metric groups for all modes of study so as to have the greatest impact in relation to our resources as a small, college-based HE provider.

	Full Time (%)	Part Time (%)
Access	66	28
Continuation	69	22
Completion	77	14
Attainment	93	7
Progression	83	13

This Assessment of Performance sets out the risks to equality of opportunity we have identified and their links to the Equality of Opportunity Register (EORR). What follows is the rationale for selecting our chosen indicators. We have chosen to focus this Access and Participation Plan addressing the identified inequalities of opportunities that we felt we could have the greatest impact on through our intervention strategies reaching the largest number of students relevant to the resources available to us as a small, college-based HE provider.

**Risk 1:** Students from deprived socio-economic backgrounds (IMD 2019) and students in receipt of free school meals (FSM) are less likely to enter into HE study at CCUC. Aligns with EORR risks 1, 2, 3, 5, 11.

**Risk 2:** Students who have a reported mental health condition are less likely to continue their studies at CCUC compared to students with no reported disability. Aligns with EORR risks 6, 7, 8, 9.

**Risk 3:** Students from deprived socio-economic backgrounds (IMD 2019) and students eligible for free school meals are less likely to continue their studies at CCUC when compared to students from less deprived socio-economic backgrounds and those not eligible for free school meals. Aligns with EORR risks 2, 5, 6, 7, 8, 10.

**Risk 4:** Mature students (aged 21 and over) are less likely to complete their studies at CCUC when compared to those aged under 21. Aligns with EORR risks 1, 2, 5, 6, 7, 8, 10.

**Risk 5:** Students from deprived socio-economic backgrounds (IMD 2019) are less likely to complete their studies at CCUC when compared to students from less deprived socio-economic backgrounds. Aligns with EORR risks 5, 6, 7, 8, 10, 11.

**Risk 6:** Students with a reported disability have lower attainment at CCUC than those without a reported disability. Aligns with EORR risks 2, 6, 7, 8, 9.

**Risk 7:** Male students have lower rates of progression at CCUC when compared to female students. Aligns with EORR risks 2, 7, 12.

### **Rationale for Chosen Indications of Risk**

**Increase the proportion of IMD 2019 Q1 (PTA\_1):** CCUC recruits too few students from the most deprived quintile (Q1) compared to less deprived quintiles, with most students from Q2 and Q3. The proportion of students with a Q1 background is in decline, reaching a low point of 6.9% in 2021-22 and 2022-2023 entrants yet to recover to pre-COVID levels. We are seeing an increase in the proportion of students from Q4 and Q5 backgrounds, which is counter to the trend for “all providers”, which have seen a decline for Q4 and Q5 and access for Q1 increase by 3.5pp during the period 2017-18 – 2022-23. The proportion of Q1 students for “all providers” has been higher than any other quintile since 2019-20 and has risen consistently since 2017-18. Q1 students are under-represented at CCUC in relation to the local demographic.

**Increase the proportion of FSM (PTA\_2):** CCUC recruits too few students who are eligible for free school meals compared to non-eligible students, and the gap is widening. Only 8.4% of entrants to CCUC were eligible for free school meals in 2022-23, which is far lower than percentage of eligible pupils in the region according to government statistics.<sup>4</sup> It is also 9.3pp lower than for “all providers” for the same period.

- The objectives and planned interventions for PTA\_1 and PTA\_2 are combined as it is recognised there is likely a crossover for this indicator.

**Reduce the continuation gap between students reporting a mental health condition and those with no disability reported (PTS\_1):** students who report a mental health condition are less likely to continue their studies than students with no reported disability. There is a 10.5pp change in the gap between 2020-2021 and 2021-2022. The gap for students at CCUC for 2021-22 was 7.2pp, which is 5.1pp below that for “all providers”. We know that many more students experience mental ill health than is reported and so we have chosen to focus on a broad mental health support intervention strategy, as we believe this will be of benefit to a broader range of students than this indicator alone.

**Reduce the continuation gap between IMD 2019 Q1 students and all other quintiles (PTS\_2):** CCUC saw a sharp rise to a gap of 16.5pp in 2020-21, more than nine times 2019-20's 1.8pp. Data is suppressed for 2021-22 due to low numbers, but the 2-year aggregate is almost double that of the 4-year aggregated data. Q1 students may have been disproportionately impacted by the effects of

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COVID-19, but the national 2-year aggregate data does not tell the same story with a gap of only 5.7pp.

**Reduce the continuation gap between students eligible for free school meals and noneligible students (PTS\_3):** Data is largely suppressed due to low numbers, but the 4-year and

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<sup>4</sup> <https://explore-education-statistics.service.gov.uk/>

2year aggregated data shows a worsening picture of continuation for students eligible for free school meals compared to non-eligible students. CCUC's performance is below that of "all providers" whose 2-year aggregate shows a gap of 5.7pp against 12.6pp for CCUC.

**Reduce the completion gap between mature students (aged 21 and over) and young students (under 21) (PTS\_4):** There is some volatility in the data, but the swings have remained broadly similar until a much larger gap of 11.0pp emerged in 2018-19. As almost half of our student population are mature (aged 21 and over), it is important this gap is reduced.

**Reduce the completion gap between IMD 2019 Q1 and Q5 students (PTS\_5):** Least deprived (Q5) students have consistently had higher completion rates than those from the most deprived (Q1) areas. Although our data is broadly in line with that for "all providers" (10.9pp for CCUC for 2018-19 compared to 11.0pp for "all providers" during the same time frame), we would like to reduce this gap and see more Q1 students complete their degree.

**Reduce the attainment gap between students with a reported disability and those without (PTS\_6):** We have made significant progress in reducing the attainment gap for students with a reported disability in comparison to those with no disability reported, from 33.0pp in 2020-21 down to 8.0pp in 2022-23. However, this is still disproportionate to the national picture where virtually no gaps exists. This measure is based on all students with a reported disability, but monitoring at disability type level will continue to ensure all disabled students benefit from our intervention strategies.

**Reduce the progression gap between male and female students (PTP\_1):** CCUC saw a sharp increase in the progression gap between male and female students in 2021-22 to -18.4pp from 4.3pp the previous year. The gap in attainment levels for the same period was 0.3pp, and the continuation gap has remained nominal according to the 4-year aggregate data, and so we have identified this measure to ensure these benefits continue through to progression.

## **Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.**

Cornwall College's Access and Participation Plan responds to the specific socio-geographical and economic inequalities of Cornwall and Devon. In shaping the five intervention strategies that underpin this plan, we have drawn on analysis of internal data, student consultation, national data, local contextual knowledge and published research. Our approach is informed by the understanding that barriers to higher education are not only structural, but also cultural and practical, particularly in the rural, coastal, dispersed and economically polarised communities we serve.

Each strategy is aligned to the College's values, and reflects our ongoing commitment to inclusion, equity and equality of opportunity in designing interventions that are relevant, proportionate and targeted. We have sought to address persistent inequalities in access, success and progression by developing a coherent programme of activity across the student lifecycle.

What follows sets out the rationale, assumptions and indicative evidence base for each of the five intervention strategies that make up this Access and Participation Plan

## Access Interventions

Disadvantage in Cornwall and Devon is widespread and participation in higher education remains unequal. Many of our local communities face barriers to participation, including low levels of adult qualification, limited local access to HE and economic precarity. The College recognises that potential students from low socio-economic backgrounds may require earlier, more sustained and more personalised engagement to access higher education successfully.

We assume that access to higher education is influenced by more than just attainment: perceptions of relevance, affordability and belonging also play a key role. This intervention is based on the following assumptions:

- If we improve awareness of HE options through early, place-based outreach (schools, parents, community), perception barriers will reduce.
- If locally relevant, flexible HE pathways, vocational and technical HE are visible and communicated, more students from underrepresented backgrounds will apply and accept offers.
- Logistical/financial barriers (caring responsibilities, travel) can be mitigated when targeted support is in place and when students don't have to move away or travel long distances to access HE.

Examples of evidence used to inform our activities:

- **HE course development:** new jobs and new skills are emerging and so HE providers will have to respond in a creative and agile manner (AdvanceHE, 2018).
- **Pre-access, tailored learning and short courses:** repeated and relationship-based outreach builds trust and motivation over time (TASO, 2024).
- **Experience days / Level 3 progression events:** support with academic transitions reduces the likelihood of early withdrawal (Advance HE, 2024).
- **Targeted marketing / Knowledge exchange:** sector evidence demonstrates that “placebased” outreach, which is rooted in the local context, is more effective for rural and coastal communities (RISE, 2025)
- **Breaking down barriers / “Start Here: Pathways Into...” events / Questions answered for parents / carers / adults:** transition and bridging activities improve continuation rates by reducing the cultural and academic shock for new HE entrants (TASO, 2023).

## Success Interventions

The College recognises that continuation and completion rates show persistent gaps between students from deprived socio-economic backgrounds (IMD Q1) and their peers, those eligible for free school meals, as well as between mature (21 and over) and young students (under 21). These gaps reflect challenges such as differences in academic preparedness, financial insecurity and the need for tailored support. This strategy is grounded in the understanding that belonging, confidence and support are critical to student success.

We assume that success is most effectively supported when academic and pastoral support is embedded, not bolted on. We also assume that students benefit from timely, personalised intervention, particularly during key points of transition or academic pressure, and that the

provision of support in multiple formats (online, in-person, peer-based) increases reach and impact. This intervention is based on the following assumptions:

- Wrap-around support (academic, wellbeing, personal) reduces risk of attrition.
- Inclusive/adaptive teaching enhances continuation.
- Targeted support for students with financial or caring responsibilities reduces withdrawals.

Examples of evidence used to inform our activities:

- **Academic Skills Support / Tutorial Programme and PDP:** integrated tutorials and contextualised study skills are associated with higher student engagement and attainment (Coulson & Loddick, 2020).
- **Studiosity:** internal student feedback on our Studiosity dashboard consistently demonstrates that students value access to feedback outside of normal working hours and when they are working remotely.
- **Disability Support:** inclusive teaching practices and adaptive pedagogy can improve success rates for disabled and neurodivergent students (TASO, 2024).
- **PALS:** peer learning can significantly increase academic confidence and attainment (Advance HE, 2024).
- **Wellbeing Support:** Early and ongoing support, rather than crisis response alone, supports better continuation and attainment outcomes (Department for Education, 2021)
- **Virtual Coworking:** interventions that are co-created or delivered with student mentors and ambassadors improve engagement, particularly for underrepresented groups (WONKHE, 2022).
- **Improved Data Monitoring:** HE providers who monitor student analytics can make timely interventions where continuation risks are identified increase student success rates (HEPI, 2025).
- **Financial Management Workshops:** a systematic review found that financial support improves student outcomes, including retention and degree completion (Maguire et al., 2022)

## Progression Interventions

The College has identified a significant gap in positive progression outcomes between male and female students. Whilst male students are well represented at point of entry and have similar rates of attainment, they are less likely to progress onto graduate-level employment, postgraduate or further study or other positive destinations. Cornwall and Devon exhibit limited visibility of local high-skilled opportunities

We assume that progression is not only a matter of employability skills, but also of identity and aspiration. Targeted progression support for male students must therefore include both structured career guidance and informal opportunities to explore future pathways. We also assume that positive male role models – including alumni, employers and teaching staff – are critical in helping male students to visualise and plan their next steps. This intervention is based on the following assumptions:

- Integrating employability/careers support throughout study will improve progression.
- Employer engagement and experiences reduce gendered progression gaps.
- Alumni/peer mentoring raises aspiration and confidence.

Examples of evidence used to inform our activities:

- **What Next? Workshops:** research shows that different groups vary in their ability to leverage the benefits of employability related activity (Jackson & Dean, 2023).
- **HE course development:** Career-related activities embedded within taught provision are more accessible to students with external commitments (QAA Scotland, 2023).
- **PALS:** A variety of support methods (peer-led, professional, digital and in-person) is needed to meet the diverse needs of our students (Barrable et al., 2018).
- **Breaking down barriers:** early and ongoing exposure to career planning and sector-based insight builds confidence and clarity of purpose (Wonkhe, 2022a)
- **Improved Data Monitoring:** HE providers who monitor student analytics can make timely interventions where continuation risks are identified increase student success rates (HEPI, 2025).

### Mental Health Interventions

The College is aware of the ways in which mental health and wellbeing shape the experiences of our higher education students and the outcomes they are able to achieve. The legacy of Covid continues to be felt strongly across our student body, with many students reporting ongoing challenges including heightened levels of anxiety, reduced confidence and disrupted patterns of study which, when combined with the particular challenges in our region, create barriers that are complex and multi-faceted. We recognise that these issues extend beyond matters of inclusion and equity; they have a direct bearing on continuation, attainment and progression, and as such are central to the College's approach to improving performance against the OfS B3 measures. Student feedback highlights the value of consistent relationships, clear referral routes and low-barrier support options. Withdrawal data shows that poor mental health is a key contributing factor to early exit.

We assume that effective mental health support must be visible, accessible and non-stigmatising. We also assume that staff confidence in responding to mental health disclosures plays a significant role in early intervention. By integrating mental health into the wider academic experience through tutorial systems, peer support and staff development, we aim to foster a culture of openness and resilience. This intervention is based on the following assumptions:

- Early identification and accessible support reduce attrition risks.
- Normalising help-seeking behaviour increases uptake of services.
- Wellbeing provision improves engagement and attainment.

Examples of evidence used to inform our activities:

- **Cornwall Counselling Institute Counselling Service:** Sector evidence links low-cost counselling services with improved retention and academic success (Royal College of Psychiatrists, 2011).
- **Disability Support:** Structured disability support, including personal learning plans and adaptive practice, contributes to inclusive environments and better outcomes for students with mental health conditions (TASO, 2023; TASO, 2024).
- **PALS / Virtual Coworking:** Peer support schemes and virtual coworking have been shown to promote belonging and resilience, particularly in post-pandemic student cohorts (Wonkhe, 2022).

- **Wellbeing Support:** Integration of wellbeing into academic and community structures reduces stigma and increases uptake (Advance HE, 2024).
- **Financial Management Workshops:** Financial stress directly impacts mental health and academic engagement (Student Minds, 2022).

## Financial Support Interventions

Cornwall College is mindful that financial pressures remain a significant obstacle to student success. Learners from low-income households, those who are care-experienced, and students without established family support often juggle considerable financial responsibilities alongside their studies. For many living in rural and dispersed communities, the costs of travel to and from campus create an additional burden. For those relocating, the search for suitable housing in Cornwall is made more difficult by the competition for accommodation within the tourist economy, where prices are often beyond the reach of students. We know that financial concerns are closely tied to levels of stress and can influence whether students remain engaged with their studies.

We assume that financial concerns can be a major source of stress and that students are more likely to remain engaged if they feel supported in managing their finances. Targeted bursaries and hardship funds provide critical safety nets, but must be accompanied by clear communication and tailored financial guidance to ensure maximum impact. We also assume that stigma and lack of awareness can limit uptake of available support. This intervention is based on the following assumptions:

- Targeted bursaries and hardship funds reduce financial stress and risk of withdrawal.
- Financial management support improves budgeting confidence.
- Linking support to attendance and progression enables early identification of risk.

Examples of evidence used to inform our activities:

- **Financial Management Workshops:** financial literacy interventions support confidence and increase access and reduce drop-out related to budgeting challenges (Manuel, 2025).
- **HE Student Bursary:** Bursaries and hardship funds improve the resilience of financially vulnerable students and reduce withdrawal rates, especially when linked to engagement requirements (OfS, 2025).
- **Accommodation Bursary:** A systematic review found that financial support improves student outcomes, including retention and degree completion (Maguire et al., 2022).
- **Hardship Fund:** Financial support must be tailored and timely to address both predictable and unexpected costs (Maguire et al., 2022).
- **Breaking down barriers / “Start Here: Pathways Into...” events:** Marketing and communication must break down perceived barriers to HE by challenging assumptions about affordability and inclusion (Wonkhe, 2022).

The intervention strategies set out in this plan form part of a connected and evidence-based approach to addressing the barriers experienced by students from underrepresented groups within Cornwall and Devon. They are shaped by our awareness of the overlapping social, economic and geographical factors that influence student outcomes in the region, and by our commitment to approaches that are embedded in practice, responsive to changing need and informed by student voice. Oversight of these strategies will sit with the Access and Participation Sub-Committee, HE

Academic Board and HE Committee and will be considered within the College's wider governance framework. In this way, we will ensure that the work remains grounded in our local context, is continuously evaluated, and is adapted over time to reflect the realities of our student community.

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# Fees, investments and targets

## 2026-27 to 2029-30

Provider name: Cornwall College

Provider UKPRN: 10001696

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

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

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Access and participation plan investment summary (£)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£140,000	£140,000	£150,000	£155,000
Financial support (£)	NA	£140,000	£140,000	£147,000	£153,000

Table 6b - Investment summary

Research and evaluation (£)	NA	£20,000	£20,000	£20,000	£20,000
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Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£60,000	£60,000	£65,000	£65,000
Access activity investment	Post-16 access activities (£)	£70,000	£70,000	£75,000	£80,000
Access activity investment	Other access activities (£)	£10,000	£10,000	£10,000	£10,000
Access activity investment	Total access investment (£)	£140,000	£140,000	£150,000	£155,000
Access activity investment	Total access investment (as % of HFI)	13.0%	13.0%	13.2%	13.0%
Access activity investment	Total access investment funded from HFI (£)	£60,000	£60,000	£64,000	£67,000
Access activity investment	Total access investment from other funding (as specified) (£)	£70,000	£70,000	£86,000	£88,000
Financial support investment	Bursaries and scholarships (£)	£105,000	£105,000	£109,000	£114,000
Financial support investment	Fee waivers (£)	£10,000	£10,000	£12,000	£12,000
Financial support investment	Hardship funds (£)	£25,000	£25,000	£26,000	£27,000
Financial support investment	Total financial support investment (£)	£140,000	£140,000	£147,000	£153,000
Financial support investment	Total financial support investment (as % of HFI)				
		13.0%	13.0%	12.9%	12.8%
Research and evaluation investment	Research and evaluation investment (£)	£20,000	£20,000	£20,000	£20,000

Table 6d - Investment estimates

Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.9%	1.9%	1.8%	1.7%
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# Fees, investments and targets

2026-27 to 2029-30

Provider name: Cornwall College

Provider UKPRN: 10001696

## 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]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Increase the proportion of students entering higher education at CCUC from deprived socio-economic backgrounds (IMD 2019) from a baseline value of 11.7% to 16% by 2029	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles		No	The access and participation dashboard	2022-23	Percentage	11.7	12.7	13.8	14.9	16
Increase the proportion of students eligible for free school meals entering higher education at CCUC from a baseline value of 8.4% to 13% by 2029	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible			No	The access and participation dashboard	2023-24	Percentage	8.4	9.4	10.6	11.8	13
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Reduce the difference in continuation for those who reported a mental health condition in comparison to those with no disability reported from 7.2pp to 3.6pp by 2029	PTS_1	Continuation	Reported disability	Mental health condition	No disability reported		No	The access and participation dashboard	2021-22	Percentage points	7.2	6.3	5.4	4.5	3.6
Reduce the difference in continuation for students from deprived socio-economic backgrounds (IMD 2019) Q1 in comparison to those from all other quintiles from a difference of 13.2pp to 6.6pp by 2029	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	Baseline 2-year aggregate	No	The access and participation dashboard		Other (please include details in commentary)	13.2	11.6	9.9	8.2	6.6
Reduce the difference in continuation for students eligible for free school meals in comparison to non-eligible students 12.6pp to 6.3pp by 2029	PTS_3	Continuation	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Baseline 2-year aggregate	No	The access and participation dashboard		Other (please include details in commentary)	12.6	11	9.4	7.8	6.3
Reduce the difference in completion rates for mature students (21 and over) in comparison to young students (under 21) from 11.0pp to 7.0pp by 2029	PTS_4	Completion	Age	Mature (over 21)	Young (under 21)		No	The access and participation dashboard	2018-19	Percentage points	11	10	9	8	7
Reduce the difference in completion rates for students from deprived socio-economic backgrounds (IMD 2019) Q1 in comparison to Q5 from 10.9pp to 5.9pp by 2029	PTS_5	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5		No	The access and participation dashboard	2018-19	Percentage points	10.9	9.9	8.9	7.9	6.9

[illegible]

### Table 5e: Progression targets

[illegible]