Truro & Penwith College

Access and Participation Plan: 2020-21 to 2024-25

Our mission statement is:

The purpose of the College is to provide the best possible learning experience, leading to the highest possible level of achievement by our students.

In March 2016, the College underwent Higher Education Review (HER) with QAA and met the required expectations from the UK Quality Code. In February 2016, the College achieved Outstanding from Ofsted for its FE provision, the first College in the country to retain Outstanding since 2011 under the new Ofsted Framework. Truro & Penwith College (T&PC) achieved Teaching Excellence and Student Outcomes Framework (TEF) Gold Standard in 2017, with data for 'other undergraduate' programmes generating four positive flags within the six categories. The College also underwent a successful Periodic Review process from the University of Plymouth in 2017-18. The College serves 47% of 16 -19 year-old learners in Cornwall, the second poorest region of northern Europe. Socio-economic disadvantage manifests itself locally in high youth unemployment, low mean income, above average proportions of workers in manual occupations, and very low percentages qualified to degree level. The College is fully engaged with supporting level 3 to level 6 learners in the county and is therefore focused on social mobility, health and well-being and economic growth. The clear established links between deprivation, low income and mental health and wellbeing means the college prioritises extensive student support services to improve both access, achievement and progression.

T&PC's widening participation strategy is built on the premise that we provide support for learners from as wide a variety of backgrounds within Cornwall and from outside the county as possible. To enable this, we aim to set an entry tariff that supports applications from non-traditional learners as well as the traditional school or FE college leaver. Our diverse student cohorts are a huge part of our students' success and we embrace the value of the mix of students from a wide range of backgrounds in our classes. Based on our assessment we aim to commit 25% of higher fee income to deliver this five-year plan. This investment is the level of support that can be set directly against projects and be assessed; remaining funds are allocated to support other aspects of student activity such as the learning environment, IT resources, library resources and support, general student support and the management of courses and curriculum areas as well as other WP recruitment activity linking FE and HE opportunities for pre-16 applicants.

1 Assessment of performance

This section assesses our recent performance and our rate of progress towards national targets set by OfS across the student lifecycle: access, success and progression. T&PC data reflects provision where 24% of students are studying level 6 qualifications rather than level 5, compared to 83% nationally[1]. Figs 1 to 17 use OfS data available online[2].

1.1 Higher education participation, household income, or socioeconomic status

Access: The majority of recent students at the college are in POLAR4 Q2 and Q3 bands (Fig.1). POLAR4 Q2 and Q3 numbers are both above percentage levels for all English HE providers, with Q1, Q4 and Q5 below 'all provider' levels (2017-18 Truro data (all English HE providers): Q1: 7.0% (12.0%), Q2: 30.0%

[1] HESA https://www.hesa.ac.uk/news/17-01-2019/sb252-higher-education-student-statistics
[2] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/

(15.7%), Q3: 36.0% (19.0%), Q4: 18.0% (23.0%), Q5: 8.0% (30.3%)). Although the gap between Q1 and Q5 as a percentage of enrolments is small, there is a gap of 12% between Q1 recruitment at T&PC and the proportion of Q1 18 year olds in the population (Fig.2). Q2 and Q3 students are above the proportion in the population. Efforts to reduce the gap have shown progress with a small reduction over the last three years (Fig 2). Fig. 3 shows the distribution of POLAR4 Quintile areas within Cornwall and West Devon and in Cornwall showing two of the Q1 areas are located in areas where alternative local HE provision exists.

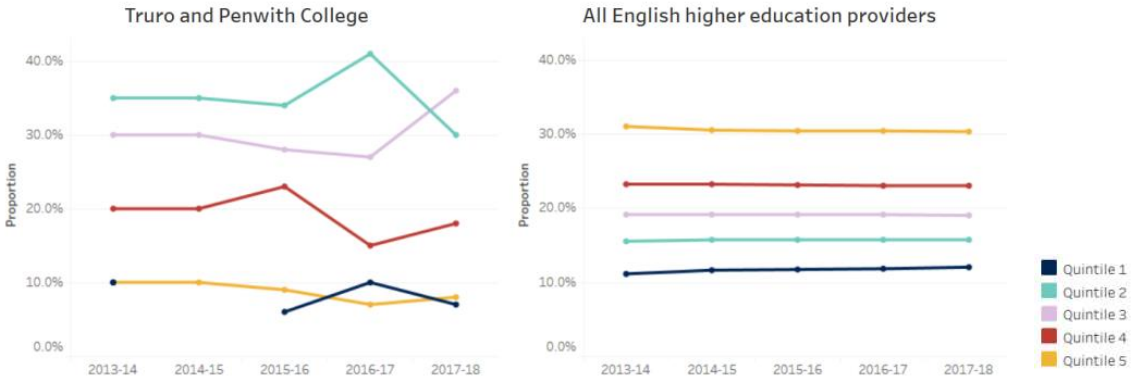


Fig.1 POLAR4 quintile recruitment at T&PC relative to national levels

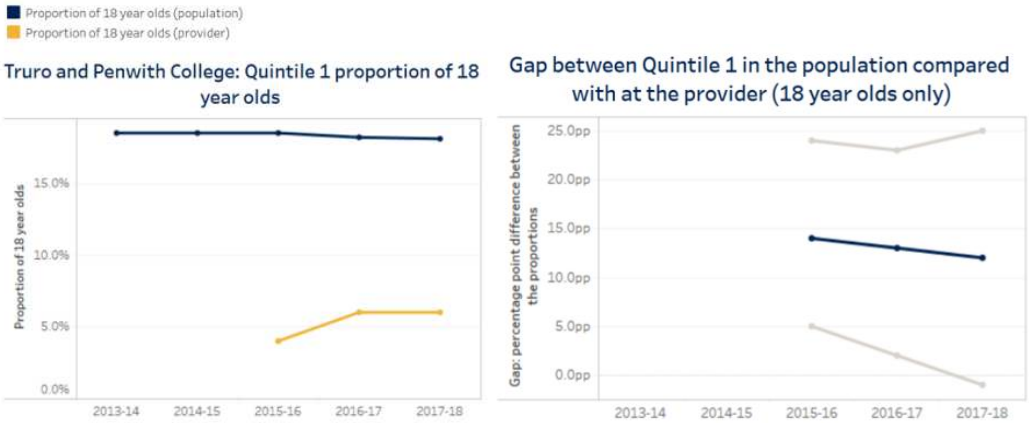


Fig.2 POLAR4 quintile 1 percentage recruitment relative to proportion of 18 year olds and the quintile 1 gap.

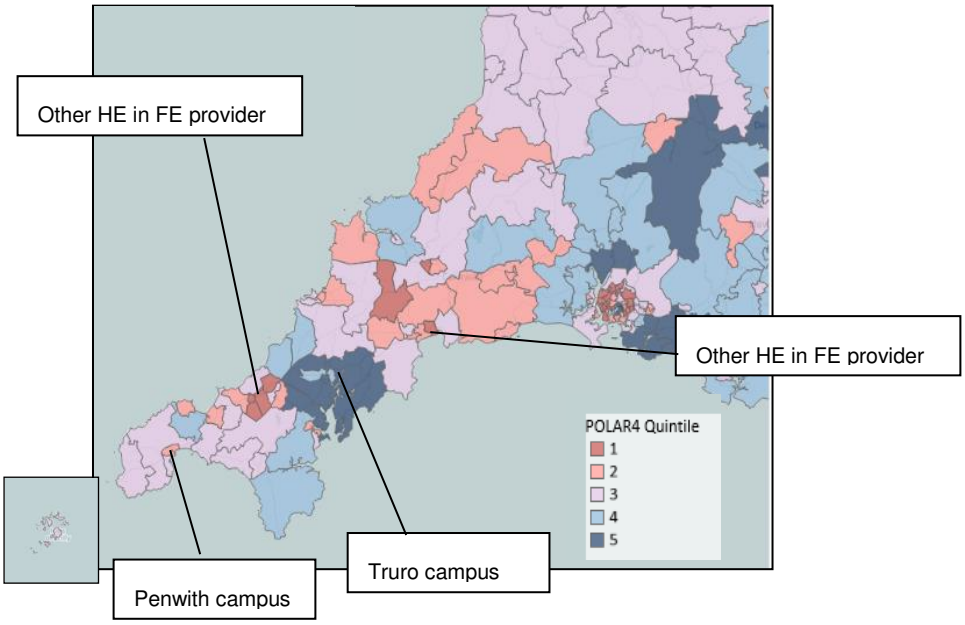


Fig.3 POLAR4 quintile ward distribution in Cornwall, Isles of Scilly and west Devon relative to location of Truro and Penwith Colleges.

Many Q1 Students choose to attend their local college and not consider the additional cost of travel across more than one travel to work area. Furthermore, many returning to study have the added pressure of maintaining households income in this particularly low income region and require HE provision with the potential for continued employment alongside or higher level apprentices. Working collaboratively with Next Steps South West (the SW NCOP) both FE colleges delivering HE in Cornwall have collaborated to develop initiatives to engage more Q1 target students into HE, not just within our own local provision.

Index of Multiple Deprivation (IMD) data shows a similar position, with the college recruiting strongly in Q2 (42%) and Q3 (28%) (Fig.4). This reflects recent changes in recruitment in Cornwall with fewer 18-21 year old students recruited locally to FE Colleges following competition from regional and national Higher Education Institutions (HEIs). There remains a gap in the proportion of Q1 18 year olds in the college population relative to national levels that needs to be reduced to meet equality of access (Fig.5). The current IMD Q1 gap of 10% is not statistically significant but the rate of progress towards a reduction in the gap is erratic. To increase the percentage Q1 students to national levels while retaining other recruitment, the college aims to recruit additional POLAR4 Q1 numbers to 17% by 2024-25 (Targets and Investment Plan [TIP] PTA_2). One of the areas where Q1 students have been identified as being lost from the college's population is POLAR4 Q1 and Q2 male students, "white working class males" (see section 1.6).

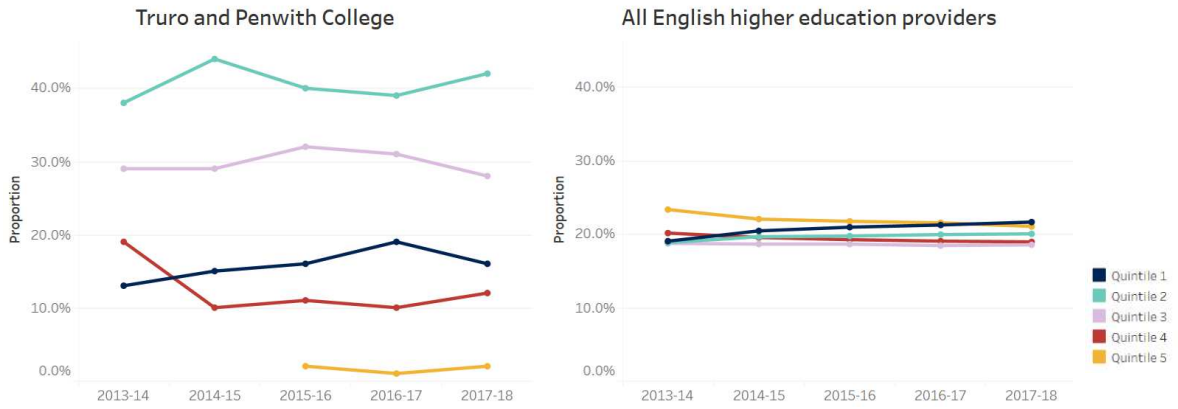


Fig.4 IMD quintile recruitment at T&PC relative to National levels

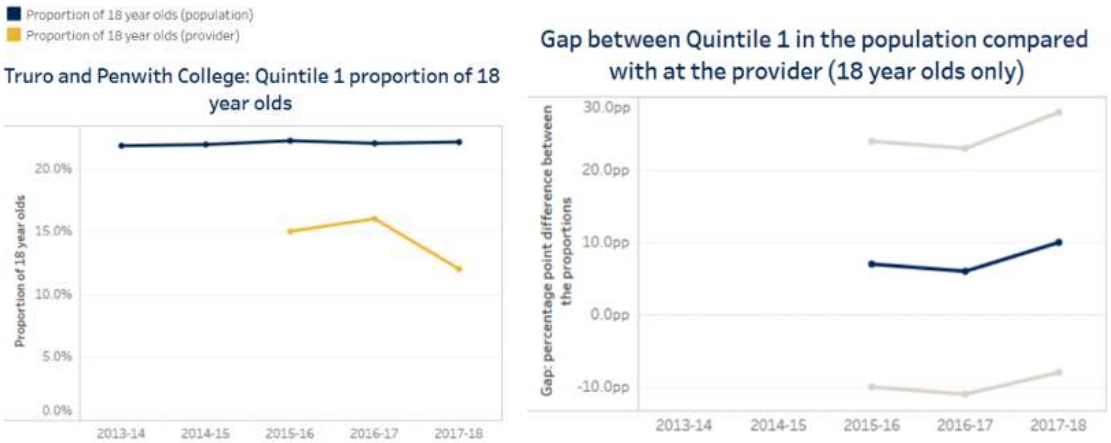


Fig.5 IMD quintile 1 percentage recruitment relative to proportion of 18 year olds and the quintile 1 gap

Non-continuation: POLAR4 (Fig.6) and IMD (Fig.7) Q1 and Q2 showed a decline in continuation over the last 2 or 3 years (IMD values have recovered slightly to move towards national levels in 2016-17). TEF data indicated that the percentage continuation of disadvantaged students was 83.4% compared to 83.9% for non-disadvantaged students. The measure of continuation from level 4 to level 5 within the college has been increasing stepwise from 2013 to 2017 as part of previous Access plan activity but there is a need to focus on level 5 and level 6 'in year' retention and completion for Q1 and Q2 students. The performance gap between continuation at POLAR4 Q1 and Q2 and continuation at Q3, Q4 and Q5 is only 2pp but Q1 and Q2 continuation rates sit below national levels (Fig 6.). The performance gap between IMD Q1 and Q2 and Q3,

Q4 and Q5 is only 1pp but as with POLAR4, the continuation rates sit below national levels (Fig 7.). Our target is to eliminate the gap between POLAR4 Q1 and Q2 students and Q3, Q4 and Q5 students by 2024-25 (TIP: PTS-1).

Attainment: There is insufficient data to consider attainment measures for POLAR4. However, using IMD Q1 and Q2 as a proxy, IMD attainment performance is below national levels (Fig.8), and performance differs from Q3, Q4 and Q5 (Fig.9). There remains a gap of 10pp between attainment at IMD Q1 and Q2 compared with Q3, Q4 and Q5 but the rate of progress has varied over the last 3 years (at -5.0pp in 2016-17). The college takes the view that attainment gap between Q1 & Q2 and Q3, Q4 and Q5 should be maintained at or around zero but the overall rate should be increased to replicate national levels achieved by Q3, Q4 and Q5 students (82%) by 2024-25 (TIP PTS_5).

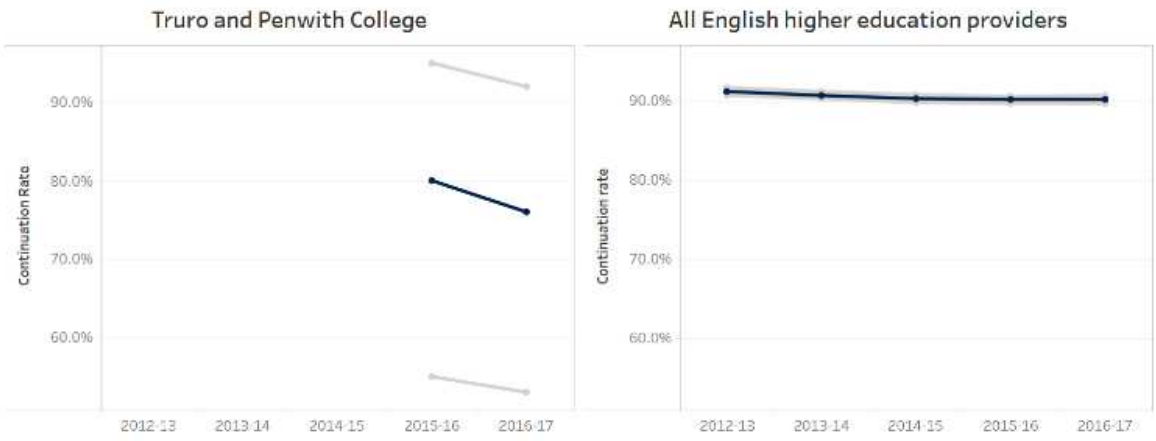


Fig.6 POLAR4 quinitile 1 and 2 continuation rates relative to national levels

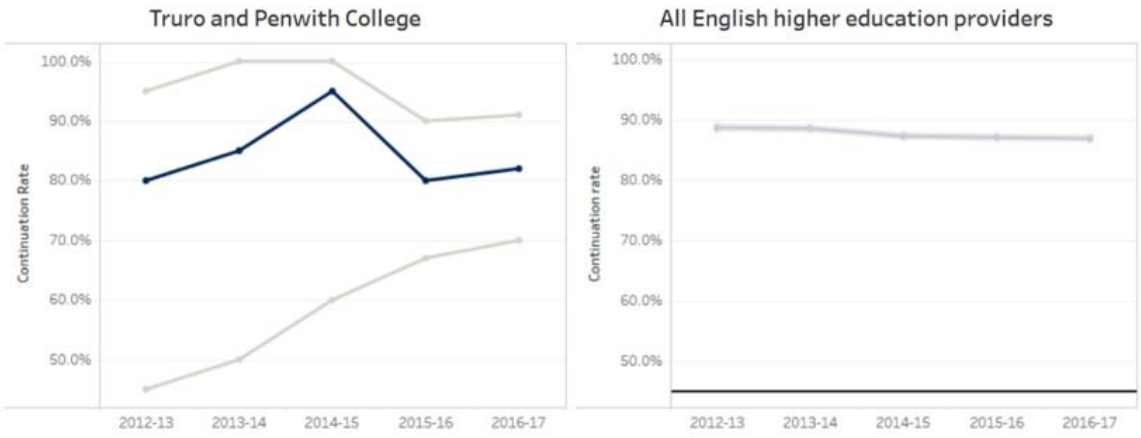


Fig.7 IMD quinitile 1 and 2 continuation rates relative to national levels

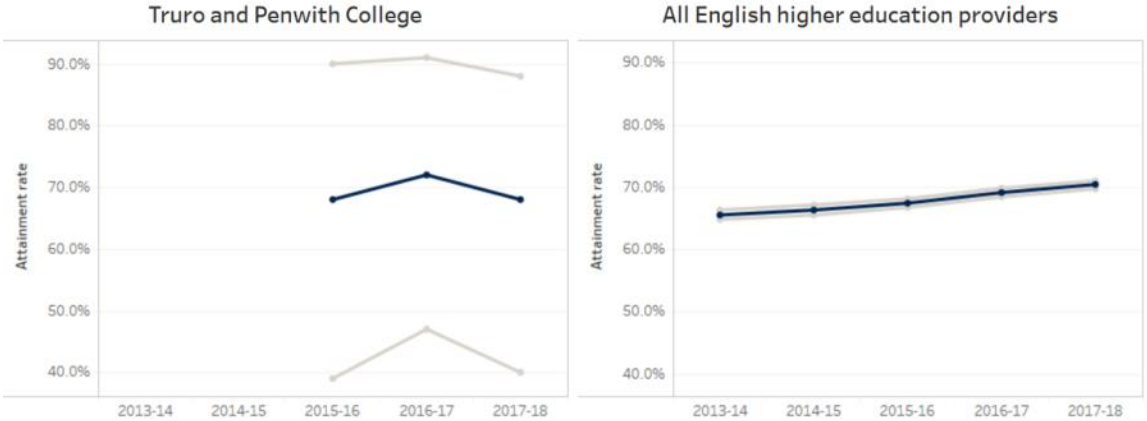


Fig.8 IMD quinitile 1 and 2 attainment rates relative to national levels

Progression to employment or further study: POLAR4 Q1 and Q2 progression (80%) performance is higher than national progression levels as is the data for Q3, Q4 and Q5 (82%). The gap between POLAR4 Q1 and Q2 and Q3, Q4 and Q5 is 5%. IMD Q1 and Q2 progression improved from 51% to 69% between 2015 -16 and 2016-17, compared to an improvement from 40% to 74% for Q3, Q4 & Q5. The gap in progression has widened (Fig.10).and our target is to reduce this gap as progression improves.

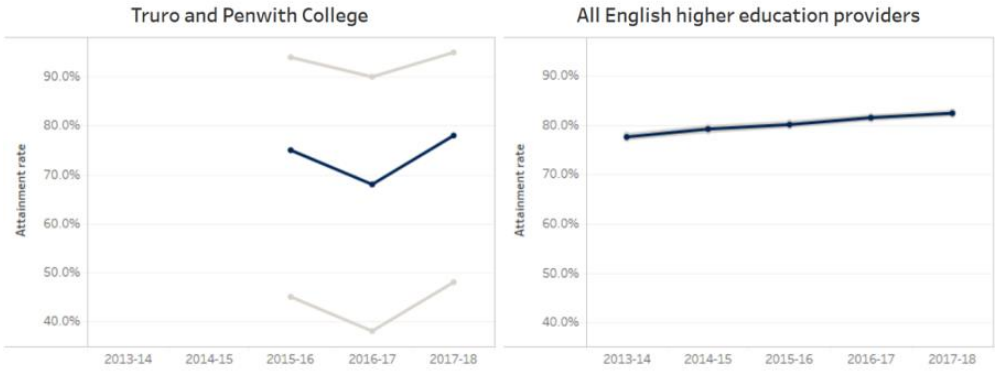


Fig.9 IMD quinitile 3, 4 and 5 attainment rates relative to national levels

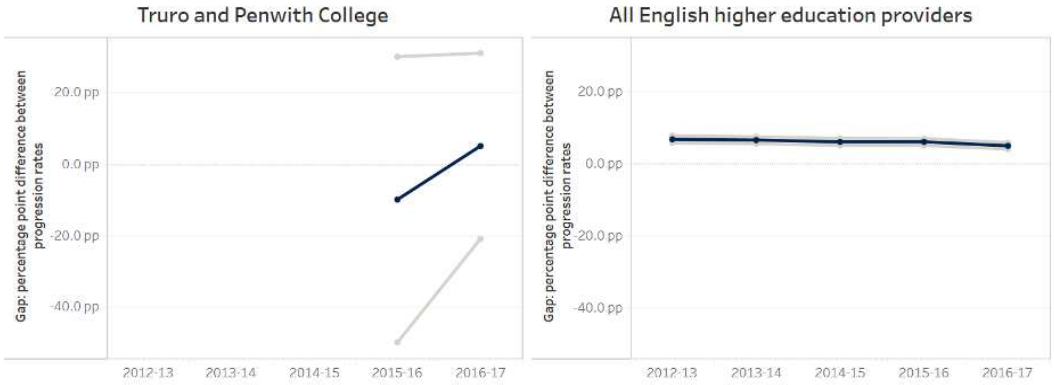


Fig.10 IMD quinitile progression gap for Q1 and Q2 compared to Q3, Q4 and Q5

1.2 Black, Asian and minority ethnic students

Data relating to BAME students demonstrates the low numbers within the college reflecting a local cohort from a low percentage BAME population in Cornwall and the Isles of Scilly. Disaggregation of BAME contextual data (TEF year 2 2016) shows very small numbers of BAME students (1.5%) in a cohort of 1,061 students. The Cornwall Council review of the 2011 Census data highlights that 47% of non-white respondents were of mixed ethnicity, 36% Asian, 8% black and 2% Arab. Once BAME numbers increase, the college will be able to review performance in more detail on a disaggregated basis.

Access: Recruitment of non-white students (2%) is lower than national levels (31%) with neither Asian nor black students recorded in the student cohorts during the period under review (Fig.11). During 2015-16 to 2017-18, BAME student recruitment was from only one ethnic group (mixed) and was below national levels. BAME student recruitment at the College was below the national average reflecting a lower proportion of non-white ethnic groups within the population of Cornwall. Cornwall has a smaller population of BAME applicants than would be expected nationally and the college recruits from that local population. Cornwall 2011 census data identifies only 1.8% of the population in Cornwall as BAME compared with only 4.6% of the population of the southwest[3] . The proportion of BAME students within the college graduating at level 3 over 2016/17 and 2017/18 was 3.32%. T&PCs Further Education provision percentage of BAME, although low against national rates, now exceeds that of the county and the college Higher Education will grow this percentage within the student cohort by 2024-25 (TIP PTA_3).

[3] https://www.cornwall.gov.uk/media/21657889/census_at_a_glance_docxrelease21_allpapersv2.pdf

Non-continuation: There is insufficient APP data to consider for BAME students; however, year 2 TEF data indicates that BAME students at T&PC had a continuation rate of 95.5% compared to 85.4% continuation for white students. Year on year there are no discernible trends and non-continuation will be influenced by individual circumstances within an overall low cohort size.

Attainment: There is insufficient data to consider attainment measures for ethnicity. T&PC will review current reporting and add this to the HE Self-assessment report process with an aim initially to meet national levels for white students (91%).

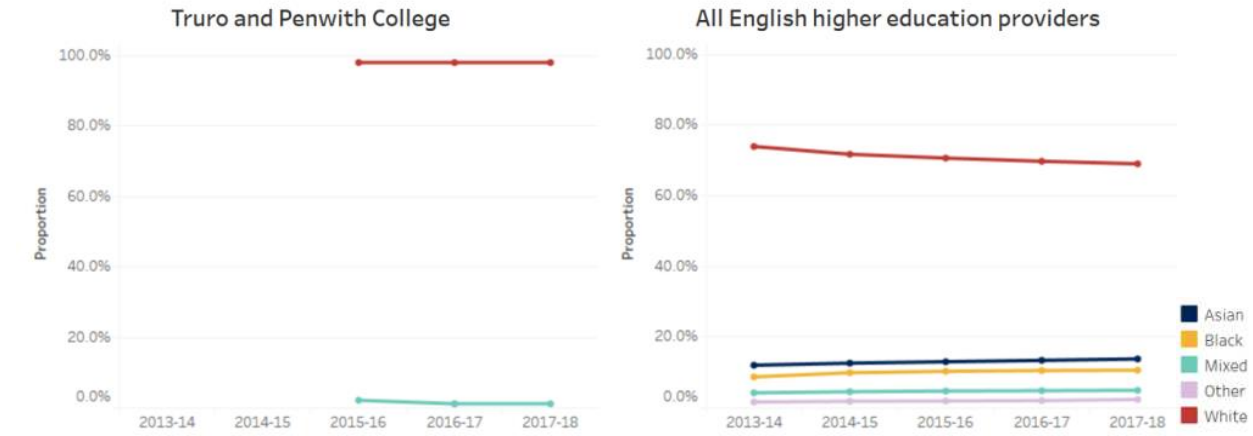


Fig.11 BAME recruitment relative to national levels

Progression: There is insufficient data to consider progression measures for ethnicity; TEF year 2 data indicates that 12 full-time and 5 part-time students responded that they had progressed to highly skilled employment or further study. T&PC will review current reporting and add this to the HE Self-assessment report process with an aim initially to meet national levels for white students (82%).

1.3 Mature students

Access: In 2014/15 the college recruitment showed a percentage change from young to mature students, reflecting an increase in competition from other regional and national HEIs for 18-21 year olds (Fig.12). In the last 3 years this rate of progress has continued, maintaining a higher percentage of mature students. A recent decline in recruitment within the college (a drop of 50% of students progressing from the college's level 3 programmes since 2012) has exacerbated that difference, with more FE students successfully progressing to degree programmes nationally. An increase in Q1 learners (section 1.1) and 18-21 Q1 and Q2 male learners (section 1.6) alongside a continued effort to recruit mature learners locally will enable T&PC to meet the needs of all groups of WP students.

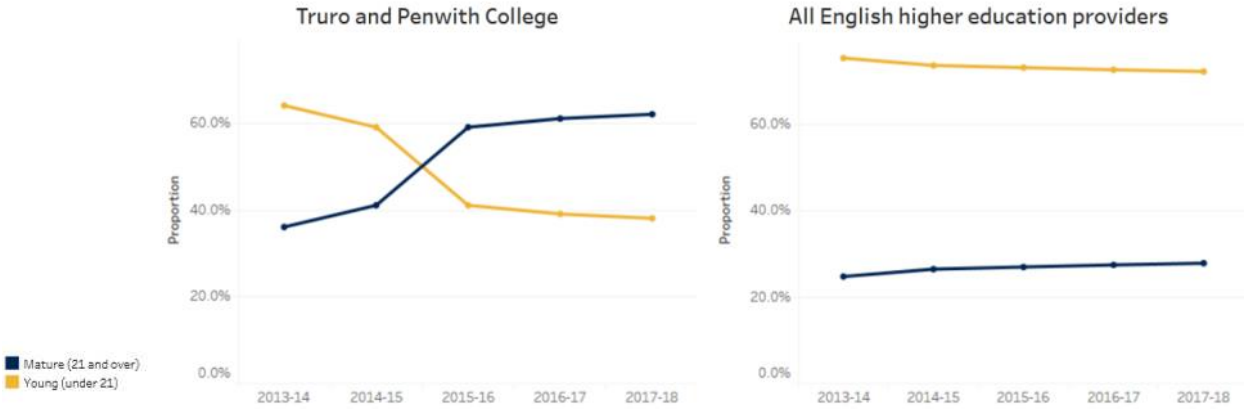


Fig.12 18-21 and 21+ recruitment relative to national levels

We anticipate new provision, that aligns against both the employment and skills strategy, within identified growth sectors such as health and STEM through new higher level apprenticeships in partnership with Royal Cornwall Hospital Trust, Engineering and Digital employers and Sector groups. This provision not only provides access to local well paid careers within local skills shortage sectors but also facilitates employment as study at HE level within the apprenticeship continues.

Non-continuation: Mature student continuation at T&PC is slightly above national levels at 86.0% with our progress over the last 4 years moving from a gap of 0.0pp to -8.0pp. Conversely, our 19-21 continuation rates are below national levels.

Attainment: Mature student attainment at T&PC is above national levels; the trend suggests that this has been the case for a number of years. Conversely, 18-21 attainment is below national levels.

Progression to employment or further study: The progression of under 21 year olds is above the national average while the performance of mature students is below the national average. This is reflected in gap analysis (Fig.13) that shows no rate of progress as the gap has remained constant over the last two years and our performance is below national levels. This may reflect the progression of 18-21 year old Foundation Degree (Fd) graduates to top-up programmes and Graduate Outcomes data may show a smaller gap than DLHE data. Our new developments in health and STEM will increase progression opportunities enables the college to set a target to improve mature learner progression to higher skills courses or employment and reduce the gap linked to age to 0pp by 2024-25 (TIP PTP_1).

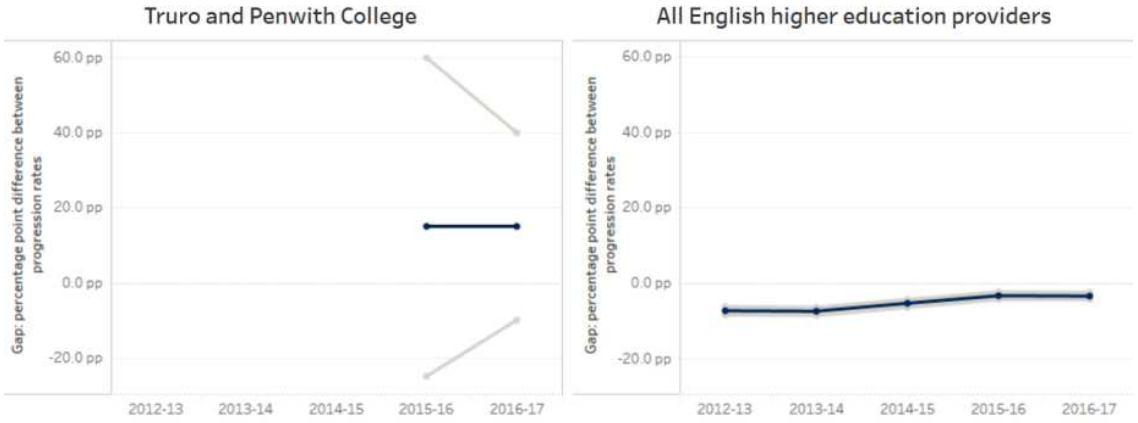


Fig.13 Gap between 18-21 and mature student progression

1.4 Disabled students

Access: During 2013 and 2014 recruitment of disabled students was at national levels but the rate of progress during 2016 and 2017 shows that recruitment increased with more students reporting cognitive learning difficulties, mental health conditions and sensory medical or physical impairment (all above national levels in 2017-18) (Fig.14). T&PC's level 4/5 offer is designed to support learners with disabilities and encourage them to apply to take on a programme of study and we attract an increasing percentage of disabled students annually (31.0% in 2017, compared to a national level of 14.6%). We will continue to support that positive gap.

Non-continuation: The continuation performance of disabled learners is increasing but remains at 84%, 4% below national levels. Continuation of disabled students is 3% above that of students not recorded as disabled and the gap has closed in the last year. Considering each disability, the main difference between disabled students at T&PC and national levels consists of students with cognitive or learning difficulties (Fig.15), where a 10% lower continuation rate was recorded in 2016-17. Students with mental health issues are more likely to continue at T&PC than nationally and those with sensory, medical or physical impairment less likely. The college has set a target to increase continuation to 90% by 2024-25 (TIP PTS_3).

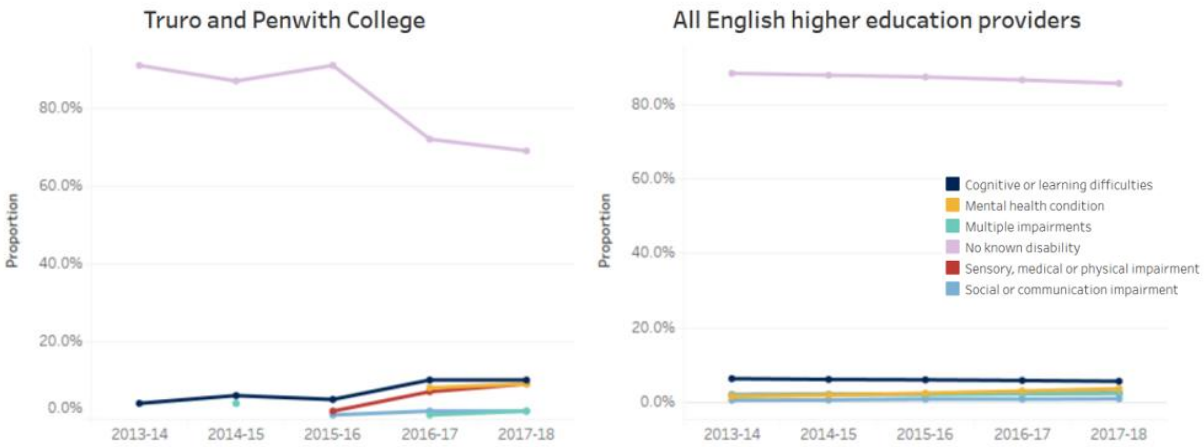


Fig.14 Disabled and 'not-recorded as disabled' student recruitment

Attainment: The performance gap in attainment of disabled and 'not recorded as disabled' students is close to zero and the rate of progress over the last two years has been towards parity. Attainment of disabled students is < 1.0% below national levels and the T&PC target will be to improve this level towards 80% by 2024-25 (TIP PTS_4).

Progression to employment or further study: Disabled students do not progress on from T&PC as well as found at national level. In 2016-17, non-disabled students progressed into employment and higher skills at a higher rate than recorded nationally; the gap between disabled and non-disabled students (Fig.16) is based on a single data point but indicates some difference from national level of gap. The data is a single point so no rate of progress can be discussed. The TPC target is to reduce the gap from 30pp to 5pp by 2024-25 (TIP PTP_2).

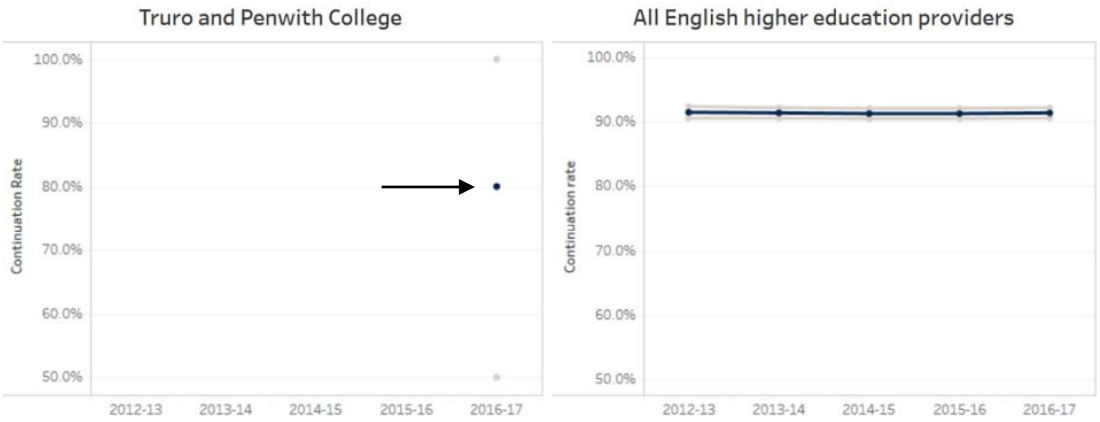


Fig.15 Student continuation for students with cognitive or learning difficulties

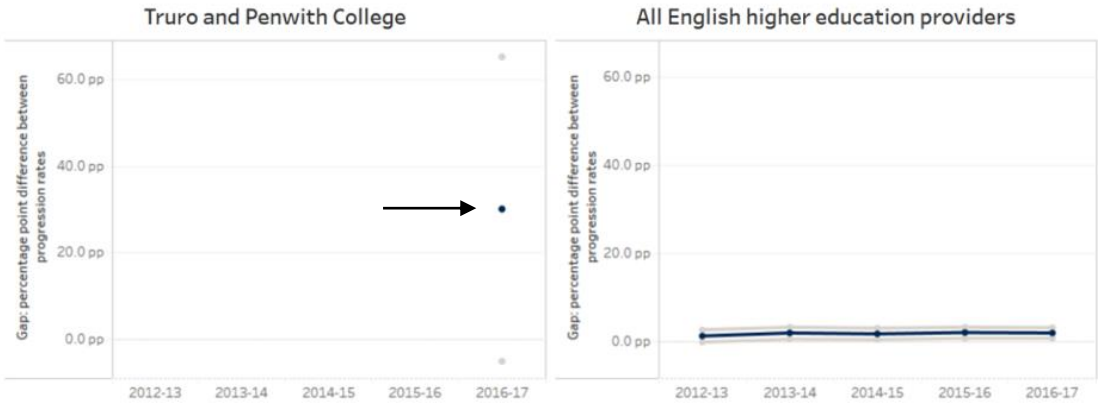


Fig.16 Gap between disabled and non-disabled student progression

1.5 Care leavers

The college has no students on its programmes who are recorded as having come directly from a care environment. At level 3, there are 20 students attending in 2018/19 and support will be put in place to meet with those young people to discuss the opportunity linked to higher education at the college or elsewhere on a 1:1 basis. In the Ofsted visit to the college in July 2017 as part of the county inspection of SEND they found: "Well-*managed transition arrangements between FE colleges and special schools reduce the levels of anxiety for parents and young people as they progress to college. The broad range of personalised programmes prepares young people well for adult life, and for employment and higher qualifications where appropriate. In recognition of the limited access to CAMHS in the local area, the colleges have commissioned independent qualified mental health workers. They, along with skilled teaching and support staff, provide a high level of emotional support and practical guidance in these settings*."

A significantly lower number of care leavers (11.8%) enter HE nationally[4] and are 37% more likely to withdraw from a programme. Poor support from the local authority, difficulties in navigating changes, financial problems and social/emotional issues were identified in the NNECL report, which also suggested academic issues, emotional and mental health issues and financial problems are issues often leading to non-continuation. These are all barriers that can be overcome through appropriate support.

Young Care leavers in Cornwall are supported through the Cornwall 16 Plus team (a partnership between the Local Authority and Action for Children). A Social worker and Personal Advisor works with young people supporting the development of a 'Pathway Plan'. The College will work collaboratively with Cornwall College to provide guidance for care leavers and young people in care from 16 to 21 throughout the development and implementation of that plan (see section 2.2).

1.6 Intersections of disadvantage

POLAR4, Q1 and Q2 / Gender

There has been a difference in performance in recruitment of each gender at POLAR4 Q1 and Q2 with an increase in female in POLAR4 Q1 and Q2 above that of male recruitment from the same quintiles (Fig.17). The long-term decline in male POLAR4 Q1 and Q2 reflects a poor rate of progress in recruitment of male students from 2013-14 to 2016-17.

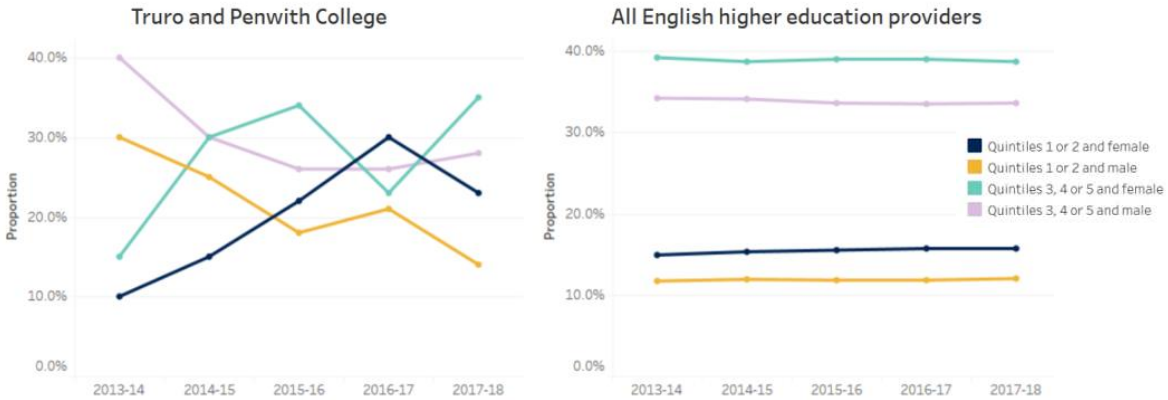


Fig.17. Intersection of POLAR4 Q1 and Q2 and sex of recruited students

The decline in engagement of white working class males has been highlighted by Gangon and Higham in their 2017 report for Southern Universities network[5]. The lack of engagement in discussion about

[4] Harrison, N. (2017) *Moving on up: Pathways of care leavers and care-experienced students into and through higher education.* Project Report. National Network for the Education of Care Leavers, Winchester.

[5] J Gagnon, & L Higham (2017) *White working class males in British Higher Education: pre and post-entry perspectives*, Southern Universities Network

financial benefits of higher education and a greater perception of risk are barriers to address, along with choices made at age 16 in key Q1 areas within Cornwall. The strong support services of the college deployed at 16-18 are extremely effective in raising attainment within these groups to HE progression level This approach produces progress outcomes near the top nationally of colleges and schools. The progress of disadvantaged students is remarkable, unique amongst the sector (Ofsted Dashboard evidence), reversing a 21% gap in County performance at KS4 on entry to the College. As part of T&PC's increase in HE Q1 and Q2 learners our target is to increase Q1 and Q2 male students to 48% by 2024-25 (TIP PTA_4).

Given the data available, no further analyses of intersections of disadvantage have been undertaken. A more detailed analysis of gender differences has been undertaken separately and action to establish gender parity will be part of the college's wider work rather than a focus of this Access and Participation Plan.

1.7 Other groups who experience barriers in higher education

1.7.1 Gypsy, Roma and Traveller communities

T&PC has no recorded instances of HE students from within this category. We are working with the FE recruitment team at the college and will work with Cornwall Council and organisations such as "National Association of Teachers of Travellers and Other Professionals" to establish how best to provide advice and guidance about how to engage with FE courses and then to Higher Education within the county.

1.7.2 Refugees

At present, there are no students with refugee status recorded within the T&PC HE student cohort. T&PC is in discussion with the County Council and with charities supporting refugees to identify ways of providing support for refugees to engage with Higher Education. There is a refugee population locally in Cornwall who we work with regarding level 3 and progression pathways to local HE will be developed and brought forward.

1.7.3 Children from military families

The college will gather data to establish a baseline regarding children from military families. Staff will initially work with SSAFA - the Armed Forces charity (formerly known as Soldiers, Sailors, Airmen and Families Association) and Service Children Progression Alliance to develop material that provides information for services families about the opportunities for their children and for other family members through studying Higher Education at the college.

2 Strategic aims and objectives

T&PC has a long-term ambition to provide the highest quality Higher Education provision, supporting learners within the county and region to succeed. Our target is to ensure that students who might otherwise not have an opportunity to study Higher Education are able to access, succeed and progress for our programmes of study. Our access and participation strategy (developed in 2019-20 as part of OfS Registration) has evolved into the following:

- Establish baseline data and monitoring of under-represented groups identified by the Office for students as national priorities
- Continue to support access to our courses from the widening participation groups that we currently succeed to engage
- Improve access, success and progression and close gaps linked to disadvantaged groups
- Support particular under-represented groups within our region and nationally
- Increase routes into HE through higher level apprenticeship provision in order that a wider group of students will be able to access locally based provision and develop careers in LEP priority and well paid sectors.

2.1 Target groups

The key measures that T&PC have to address through this 2020/21-2024/25 action plan are summarised below and map against the 4 key measure that OfS defined in their targets for Access and Participation Plans (Box 1):

Box 1. OfS National key performance measures (KPM):

a. Eliminate the gap in participation at higher-tariff providers between the most and least represented groups (Participation of Local Areas (POLAR4) quintiles 5 and 1 respectively) by 2038-39.

i. For 18- and 19-year-olds, the OfS target is to reduce the gap in participation between the most and least represented groups from a ratio of 5:1 to a ratio of 3:1 by 2024-25.

b. Reducing the gap in non-continuation between the most and least represented groups (POLAR4 quintiles 5 and 1 respectively).

i. To eliminate the unexplained gap in non-continuation between most and least represented groups by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

c. Reducing the gap in degree outcomes (1sts or 2:1s) between white students and black students.

i. To eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

d. Reducing the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students.

i. To eliminate the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students by 2024-25.

- Improve participation of POLAR4 Q1 students at the college with the aim to achieve the national level (a.i. Box 1) including increased activity linked to male Q1 students (without impacting on strong Q2 and Q3 numbers).
- to reduce the gap in continuation for POLAR4 Q1 and Q2 under-represented groups (b.i. Box 1).
- To improve the participation rates for BAME students at the college to represent the ethnicity levels within the county of Cornwall (c.i. Box 1)
- to improve continuation and attainment and remove the gap between disabled and non-disabled student progression (d.i. Box 1)
- Improve access and progression of mature students
- Increase IMD Q1 and Q2 attainment
- Improve access for students from care, Military and Roma backgrounds and refugee status students

2.2 Aims and objectives

2.2.1 POLAR4 Q1 and Q2

Our aim is to improve access, continuation, attainment and progression at Q1 and continuation, attainment and progression at Q2. This will involve reducing the gap in access relative to the proportion of Q1 students in the population from 12pp to 2pp through an increase from 6% to 17% of students from Q1 locations by 2024-25 whilst maintaining levels of Q2 and Q3 recruitment. POLAR4 Q1 and Q2 continuation rates will be improved through interventions during the academic year and a more focused academic tutorial structure, closing the gap between Q1 and Q2 and other quintiles. Male student numbers have dropped over the last 5 years and this appears linked to Q1 recruitment. Working with NSSW, we will improve recruitment from Q1 and Q2 target areas in Cornwall and develop additional strategies to target recruitment from Q1 and Q2

'white working class males', aiming to reflect the 48% male population in Cornwall by 2024-25. (TIP PTA_2, PTA_4 & PTS_1)

2.2.2 IMD Q1 and Q2

At present, there is insufficient data to assess POLAR4 Q1 attainment and the College will use IMD Q1 and Q2 as a proxy. Through expanding our academic tutorial support and student access to study skills support, our target is to reduce the gap in IMD Q1 and Q2 attainment from 10pp to parity by 2024-25. (TIP PTS_5)

2.2.3 BAME students

There was insufficient data to be able to determine existing levels for BAME students but our target is to exceed the 1.8% BAME population recorded during the 2011 census in Cornwall and to achieve a regular level of over 3.5%, to match the percentage of FE students graduating internally at level 3. As more data becomes available regarding BAME population within Cornwall, the College will aim to match that as a percentage of BAME students. Over a 5 to 10 year period, as new developments linked to the IoT and Health and Care start to recruit regionally, our aim is to move towards regional levels of 4.6% and above. Continuation levels should match levels for white students (91%) along with attainment (82%) and progression (75%) by 2024-25. (TIP PTA_3)

2.2.4 Disabled students

Disabled students show lower continuation and attainment than non-disabled students and our ambitious target will be to improve those levels to 90% and 80% respectively by 2024-25. In particular, we will work with students with cognitive and learning disabilities, highlighted as being below national levels within the data. Improving progression will also be a target with an aim to close the gap from 30pp to 5pp by 2024-25. (TIP PTS_3, PTS_4 & PTP_2)

2.2.5 Mature students

Our aim to ensure opportunity for retraining adult learners within the county supports mature student recruitment, and continuation is strong with all age bands above national levels. Attainment is also above national levels but there is a gap between 18-21 year olds and 21+ students regarding progression. Our new developments through the IoT and Health and Care will provide opportunities for a wider group of students to be able to access locally based provision whilst maintain employment to support families and without travel to develop careers in LEP priority and well paid sectors Support for mature students into employment or a higher level course will be a target over the five years, with an aim to move from 15pp to 0pp. (TIP PTP_1)

2.2.6 Students from care, military families, Roma backgrounds and refugee status

During 2018-19, the college has started to gather more detailed information on HE students from within these less represented groups. Information based on the proportion of these students within our Further Education cohort is being collated and will be used to establish an initial target while more information is collected about an appropriate target in the long-term. Our aim is to recruit 50% of FE care leavers or support information provision leading to engagement of care leavers in HE at other HEIs.

Our aim is to work collaboratively with Cornwall College and engage with the Local Authority to create HE advice sessions and 1:1 subject specific tutorials for young people in care. The use of subject specialists to develop an interest in HE will include student ambassadors and support NCOP activity to encourage care leavers into HE locally and nationally. Collaboration will enable both colleges to maximise engagement and minimise repetitive activity that could disengage potential applicants. Our initial target is to recruit 50% of internal FE students from care backgrounds and provide information provision that engages 50% of care leavers in discussions about HE options; starting with a 10% target in 2020-21 and increasing by 10% each year to 50% in 2024-25. The process of engagement and link with the Local Authority will enable both Colleges to identify the most successful way to engage with young people in care and to support them when on programme; once care leavers are present within our HE population evaluation of activity will enhance engagement.

3 Strategic measures

T&PC has considered information for the OfS linked to Registration and identified a need to focus to improve continuation rates and progression towards national levels. While the college is proud of its Gold TEF standard benchmarked against similar providers, our level of continuation and progression is below National figures and we have procedures in place below to help us achieve levels expected of all HEIs:

3.1 Whole provider strategic approach

The development of the T&PC new HE strategy links to a clear vision from the Governors and Senior Team about the need to link partnerships, apprenticeships and higher education together. One of the solutions to our challenge regarding recruitment, attainment and progression is linked to the opportunity for Graduate employment. Recruiting locally means that students are looking for local employment and our programme portfolio needs to address the opportunities within the county. T&PC is in the process of developing a new HE strategy from 2020 and this will reflect the developing opportunities available to learners. The review of our curriculum following our successful five year Periodic Review with the University of Plymouth plus new developments linked to the SWIoT and courses aligned with the Cornwall LEP[6] 5 SMART Specialisations (Agritech, *e*Health, Marine, Digital and Space & aerospace) will create an environment where our courses provide a path into local skilled employment. A target of employment post-graduation will enable college staff to focus on improving attainment and continuation with obvious outcomes for the learner.

Our new strategic developments through the IoT and Access to Health & Care will:

- Increase routes into HE through higher level apprenticeship provision in order that a wider group of students will be able to access locally based provision whilst maintaining employment to support families and without travel to develop careers in LEP priority and well paid sectors.

- create a range of local progression opportunities into higher education and apprenticeship provision, which is designed in partnership with the growing group of engineering and digital businesses in Cornwall and the county hospital trust.

In the current climate of Higher Education, there is a wide range of challenges for FE Colleges delivering HE. Our aim to provide a local provision accessible to all through direct recruitment or via Access provision has to reflect the challenge in a wider competitive market where many 18-21 year old students choose to study full level 6 programmes out of county and where many mature students are deterred by financial barriers. To support our developing Access and Participation plan the College Board of Studies for Higher Education identified the need for regular meetings between the Director of Studies, Finance Director and Higher Education Programme Team Lead to review activity and projects. This planning group will now become a formal sub-committee of the CBSHE and report to every Board of Studies. The remit of the sub-committee will be developed and membership expanded to include APP Project managers and a student representative to ensure APP projects and activity are considered regularly.

Strategically there are 10 stages to the life cycle of a student at the college (Fig.18). Each of these stages has a direct impact on the engagement and short and long-term success of a student and begins at primary school or within the community for adult learners. The Theory of Change model being developed for our new HE strategy considers our aim for each of these 10 stages; summarises the barriers, the activity we have identified as required to overcome those barriers and the impact of that intervention.

The application of this model to our 5 year Access and Participation plan links directly to a series of projects that focus on the widening participation issues and how we can evaluate activity that will bring about change. By using the developing model of Theory of Change, we are able to create a clear direction for activity linked to overcoming the barriers faced by HE students during their learner journey. Each of these activities can be developed and evaluated regularly to determine the extent to which interventions are having an impact on the barriers to long-term student success.

[6] Cornwall and the Isles of Scilly Local Enterprise Partnership Smart Specialisation Skills Framework Final Report February 2016

3.1.1 Alignment with other strategies

Our APP aligns with existing T&PC policies and procedures and the review of these policies in preparation for the creation of a new higher education strategy for 2020 will reflect the new APP process and targets. Many of our policies and procedures were written to align with HEFCE and OFFA processes and are being reviewed and updated to reflect the new processes required by OfS. Underlying all of our APP developments is the Equality, Diversity and Inclusion Policy that includes a series of objectives linked to:

- Planning, Monitoring and Evaluation
- Pre-enrolment, Enrolment and Induction
- Teaching and Learning
- Student Support and Guidance
- Staff Recruitment, Employment and Development
- Accessible Documentation
- Accessible Site

These objectives are a key component of our plan and link the HE student lifecycle to our Theory of Change model where the identification of additional barriers are considered for different student groups along with action to overcome them through our projects. The policy includes an action plan and monitoring report to Governors and once approved, the new APP will be a component of that process. The college retained Investors in Diversity status in May 2017 and in February 2019 was placed 18th nationally in over 600 employers accredited by the National Centre for Diversity Accreditation (NCDI). The NCDI will visit again in summer 2019 to maintain development. Their 2017 report concluded: *"Truro and Penwith College shows a deep commitment to achieving the best possible outcomes for all where individual potential is maximised. This commitment goes beyond educational and career attainment, I saw a real regard for the 'whole person' demonstrated. I was particularly struck by the pride that all I spoke with had in the College and its achievements and the sense of community and belonging that was demonstrated."* Partnership working is extensive within FE programme areas and in cross-college promotional events and this will expand and develops within HE as part of the development of the plan, supporting access, success and progression of HE students. Existing partnerships include: Action for Children (Support for looked after children/care leavers), Bolitho (Adult Mental Health Services),Brook, Coach House (Supported housing for young people), Cornwall Faith Forum, Cornwall Youth Offending Service, RASAC (Cornwall Rape and Sexual Abuse Centre), Exeter University, Freshfields (Substance misuse support), Gweres Kernow (safeguarding young people who have displayed harmful sexual behaviours and those at risk of sexual abuse), Intercom Trust (LGBTQ help, support and advocacy), Invictus Trust (Supporting teenage mental health), Plymouth Centre for Faiths and Cultural Diversity, Trelya (interventions/youth work for hardest to reach young people), First Light Company (Domestic abuse/sexual violence support, advocacy and training) and YAY (young and yourself – LGBTQ Cornwall.

Pre –admission & Recruitment

The ***T&PC Recruitment and Admissions Policy and Admissions Process*** ensure that we follow systems that provide equality of opportunity. On application we engage with students and discuss their needs and opportunities for support throughout the pre-enrolment period. Our ***Disability Policy Statement, Disability support*** and ***Support and guidance regarding finance*** help steer applicants from WP backgrounds towards the key choices they have to make to engage with HE**.** The college's recruitment policy is due for review and revision to ensure that engagement of applicants and potential applicants through APP projects will be embedded within normal practice and appropriate follow-up information, advice and guidance will be provided to anyone engaged in our recruitment process.

Continuation

Safeguarding and Prevent training (***Safeguarding Children and Vulnerable Adults Policy and Procedure*****)** is undertaken by all staff at the college and the college will develop a new on-line support system for all learners linked to academic support, tutorial support and individual personal support, making provision

available within the college clear for all students at every stage of their journey. The process for dealing with extenuating circumstances that link to personal issues or disability will be clearly signposted.

TPC HE Student Engagement Strategy encourages students to link more strongly with the college and in the last year we have increased the level of engagement for every year group with more opportunities for feedback and discussion. Our ***Study and Wellbeing Review Policy and Procedures*** have created another level of support for our students with student support meetings in place early in the year for at-risk students. Academic support through tutorials, online and study skills sessions will link with on-line provision and the assessment process. Alternative arrangements and examination support process will be made clear to all students through student support meetings. The college applies the ***University of Plymouth Teaching and Learning Policy*** but has its own amended ***HE Assessment Policy*** and ***HE Exams Access Arrangements*** that support assessment. The college has an operational policy that all HE staff at the College who are module leaders are qualified teachers or engaged in obtaining a teaching qualification.

Progression
The college has developed their ***Employability Statement*** linked to employability skills, embedded work-related learning and work-placement processes. The Employability statement signposts 15 key employment skills for students to consider through their studies. The college has a work-placement coordinator who has developed a ***HE Work Placement Process*** to support students and employers during placement periods.

3.1.2 Strategic measures to achieve the aims and objectives

This section describes the strategic measures the college plans to achieve the aims and objectives linked to our student life cycle Theory of Change but also reflecting the performance issues identified within section 1 and 2 of this document and OfS Key Performance Measures.

Curriculum, pedagogic and student support

The college is currently undertaking a wide-reaching curriculum review following a successful periodic review by the University of Plymouth. This involves the redevelopment of many older programmes to embrace changes to practice and longer-term a review of curriculum linked to the development of new employment sectors with Cornwall. Driven by the LEP there are 5 smart specialisations, with clear gaps in the future workforce identified at level 4 and above. Engagement with the five sectors plus the additional five areas identified in the 10 Opportunities[7] (creative, energy, tourism, mining, aerospace and location); key sectors that will play a critical role in the growing economy of Cornwall and the Isles of Scilly. New curriculum developments will focus on these sectors engaging with businesses and targeting employment opportunities for local students on graduation. The first step towards this is our collaborative partnership with other FECs and Universities in the SWIoT which will bring new level 4 and 5 and 6 provision to the region and enable full and part-time courses and higher and degree apprenticeships to support the local economy and provide long-term and meaningful employment for graduates.

Pedagogic and student support is embedded within our processes and the development of delivery models and support processes will focus on the needs of the learner through improved student engagement in the development of our processes. New tutorial structures will enable academic support to be in place for learners through the first term when they are most needed. The college has identified a generic academic support plan for all year 1 learners and will be engaging with students during 2019-20 through discussions with cohorts in preparation for the new APP process. In 2020-21 there will be also be a key set of academic support activity in place for every learner in year 2 and 3 of their programmes. In 2018-19, the college began a trial of a new type of drop in support activity aimed to work with students to overcome barriers to their learning and support assessment. Student feedback has indicated a need to raise awareness of this support and by 2020-21 there will be a clear strategy in place for supporting continuing students. All college staff are qualified teachers and regular annual observations take place as part of the staff appraisal process; In 2020-21 a system of learning walks will be in place to review EDI criteria.

[7] https://www.cioslep.com/vision/10-opportunities

Fig.18. Student lifecycle Theory of Change strategy

Many students from POLAR4 Q1 and Q2 and IMD Q1 and Q2 have financial issues. Advice and support regarding the bursary will be co-ordinated along with academic support through meetings as part of our student Study and Wellbeing Policy. These meetings will also review strategies for students with disability, often mental health issues, and support packages will include pastoral and academic guidance to help with attainment (TIP PTS_3 and PTS_4).

Employability

The T&PC Employability strategy was revised in 2018 following HE Review and identified 15 key employability skills from within the literature. These skills are considered within three distinct areas: personal, practical and professional skills and each programme has these embedded with the course structure. The process is sign-posted to all learners and will be part of tutorial structures in the final year of every programme. along with work-related learning and work-placement or simulated work-placement as appropriate for the course and sector. The college has a new HE work-placement coordinator role who will work with students to support them through the process of finding and placement and engaging with the employment process while on placement. During 2019-20, a series of pilot events and activities linked to employability will be developed with the student body in preparation for the 2020-21 APP period. Funding of the development of guidance and activities linked to employment in each curriculum sector will create a bespoke guidance pack for mature students (TIP PTP_1) and disabled students (TIP PTP_2), dealing with how to overcome key barriers when looking for employment. These will be developed during 2019-20 with student advice and piloted in 2020-21 with an aim to roll out final version in 2021-22 following student feedback.

Collaboration

As a core member of the Next Steps South West (NSSW) NCOP Consortium, T&PC is collaborating both strategically and operationally with other HE providers in Devon, Cornwall and Somerset. The NCOP Outreach Hub expansion in Phase 2 will facilitate relationship building with a broader range of regional stakeholders, employers and third sector organisations e.g. the HotSW and CIoS Careers Hubs, the Enterprise Advisor Network and local councils. This will enable T&PC to capitalise on NSSW-forged relationships to develop broader, partner-led WP activity, often linked with schools and communities in POLAR4 Q1 and q2 target areas (TIP PTA_2, PTA_4). Advances in the development of outreach evaluation theory and practice, established through NSSW and shared with the consortium, will promote institutional progress in this field.

Phase 2 of NSSW provides a flexible operational model offering partners the opportunity to match fund NCOP partner-led projects with institutional APP funding. This will support WP outreach delivery beyond the immediate remit of NSSW. The benefits to T&PC will include:

- access to NSSW staff with expertise and experience in WP outreach work
- access to Outreach Hub funding to build economies of scale and increase viability of jointly delivered outreach projects
- opportunities to deliver activities initiated and fine-tuned by NSSW, to a wider WP audience
- evaluation of activities by the NSSW Evaluation Team, enhancing capacity and current expertise at T&PC
- opportunities to capture best practice for outreach, communications and evaluation, and implement institutionally

Each partner-led project proposal will be subject to NSSW procedures, which require explicit identification of which barriers to HE will be addressed, SMART targets, a finance profile, project collaborators, shared aims, and rigorous evaluation of impact, through outcomes-based evidence.

Alongside NSSW, the college is part of the Combined Universities Cornwall Forum and the SWIoT partnership and will work with partners to develop Outreach Hub opportunities as the process develops. CUC is in the process of developing a collaborative group to develop strategies to support students with mental health issues who comprise a large number of the disabled students at the college. This working group will be established by 2020-21.

The development of existing collaborative links from within the FE College support team will assist the development of access strategies that are fit for purpose and that reflect feedback from potential learners from key BAME groups within the county and region (TIP PTA_3). Advice from the wider sector will help encourage students from particular backgrounds to engage with the college and provide valuable feedback through questionnaires focus groups and interviews that will assist with the overcoming of barriers. Engagement with our student body will identify the direction of collaboration developments within HE at the college and create a forum that will be established by 2020-21.

Alignment with other work and funding sources

T&PC is in receipt of some European funding linked to level 4 skills and will focus on engaging employers and developing potential applicants and students' skills and knowledge around their core subjects and wider skills through project activity where appropriate. The potential exists to support recruitment processes in some subjects through taster sessions, taster days and stand-alone modules that can be part—funded for interested applicants.

Financial support (where applicable).

New entrants commencing a full time Higher Education programme from September 2021 will be subject to differentiated fees for level 4 and 5 programmes, top-up degrees and PGCE/Cert Ed. All Foundation Degrees, HNCs and HNDs will be £8,224 per year. All top-up degree programmes and the SCITT, PGCE and Cert Ed courses will be £9,250 per year. A student enrolling on a level 6 programme having graduated

from a Foundation Degree or Higher National Diploma will be considered a new entrant and pay the fee appropriate at the date of enrolment.

The College is fully committed to widening participation to Higher Education and to ensuring fair access. The bursary arrangements the institution introduced from September 2006 are based on two key considerations:

1) The cost of full time Higher Education to students should not act as an entry barrier to those capable of benefiting from such an education

2) Income from tuition revenue should be managed to provide direct financial support for students, to enhance their learning and to encourage their progression and achievement

The aim of our financial package is to support learners from low-socioeconomic groups (TIP PTA_1 PTA_4) and other underrepresented groups take up the opportunity of higher education locally (TIP PTA_2). The finance package provides funds at key stages of the programme in term 1 (to support equipment and books) and then in terms 2 and 3 to support mature students and/or those form low socio-economic groups where finance has become an issue. A recent DfE report: Influence of finance on higher education decision-making[8] identified that although financial factors did not have the biggest influence on the decision on whether to go to University (relative to other factors). For lower socio-economic groups and non-white applicants, financial factors had a greater influence: "*lower socio-economic groups were considerably more likely to say that grants and bursaries were appealing (83%)*". Research in 2004 at T&PC identified that cost did not have an influence on the decision of whether to enrol or not, but in a new regime of loans, feedback from parents and carers at recruitment events indicated that cost and debt does have an influence. For many of our bursary recipients, the suggestion is that the bursary payments do make a significant difference and are "helpful or very helpful" (76% term 1, 86% term 2, 82% term 3). T&PC has recently reviewed the impact and value of our bursary through a pilot questionnaire to students, based on the OfS Financial Evaluation toolkit, and may alter some of the detail within this plan based on feedback from students. Of responding students, 95% worked during term-time to support their income and 45% worked over 16 hours per week outside of college. 82% of respondents were in receipt of some financial support from the college. While some responses argued that the amount was not enough and some that payments should not reflect parental income, qualitative feedback valued the bursary and its importance to enable students to buy resources and complete their studies. For this reason, T&PC will continue bursary support at existing levels while research will review the process and its value. Over 50% of comments from bursary holders indicated the bursary had an influence on whether they could complete the programme or not. Following our initial survey of bursary users, there will be a more extensive review of the finance package in 2019/20 to ensure it is fit for purpose with a plan to have an ongoing review of the financial package every 3 years. The 2019/20 review will determine the impact on different types of students, whether the bursary influenced their decision to study or choice of institution and the timing of payments. There will also be a review of level3 students and Access learners to see whether the T&PC finance package would have any influence on their decision.

All undergraduate students, including EU and Overseas students on full-time Higher Education programmes will be eligible to apply for a bursary in year 1 of their study and in subsequent years dependent upon continuation of their study without any substantial period of unexplained interruption. The College will target in the region of 75% of the bursary expenditure to students from low-income households. For postgraduate students on the Cornwall SCITT and their allied Teaching School 'school direct' courses, a bursary of £300 will be available to all students in receipt of the full maintenance grant. In addition, other Cornwall SCITT and Cornwall Teaching School 'school direct' trainees who can demonstrate financial hardship may apply for a discretionary hardship bursary of up to £1000 (Subject to satisfactory attendance and progress). Bursary payments are subject to attendance and fee payment criteria: normally 50% of the bursary payment is made in the spring term and the remaining 50% in the summer term, to provide general financial support, and to act as an incentive to assist retention, achievement, and progression between levels of study. The SCITT

[8] Fagence S and Hansom – YouthSight J. (2018) *Influence of finance on higher education decision-making*, DfE, DFE-RR701 ; ISBN: 978-1-78105-729-2

bursary is normally paid in three equal amounts of £100 to trainees at the end of each term to provide general financial support, and to act as an incentive to assist retention. Full details and eligibility can be found on the college website: www.truro-penwith.ac.uk. For 2020/21 to 2024/25, the bursary for new entrants is set out below:

College Bursary & Hardship Fund.	
Truro and Penwith College Students	
Full time undergraduate whose household income is less than £25,000 (as assessed by Student Finance England)	£720 per year
Other full time students from underrepresented groups (disabled, mature, military family, etc)	£320 per year
Part time students from underrepresented groups (IMD, disabled, mature, military family, etc.) studying full time courses (at least 50%)	£225 per year
T&PC hardship fund (household income is less than £25,000 (as assessed by Student Finance England)	£1000
SCITT:	
Cornwall SCITT and partner Teaching School 'school direct' students whose household income is less than £25,000 (as assessed by Student Finance England)	£300 per year
Cornwall SCITT hardship fund (household income is less than £25,000 (as assessed by Student Finance England)	£1000

Of our total expenditure on access measures only the proportion relating to under-represented groups will be reflected in our access agreement. Over 25% of Higher Fee income will be spent on access activity and financial support. Success and progression activity and support for disabled students is funded by other targeted allocation income streams. The proportions of expenditure linked to the different parts of the student life-cycle are expected to follow the following pattern:

- Access investment 20%
- Success investment 11%
- Disabled student support 6%
- Progression investment 12%
- Financial support 51%

Aims, required outcomes, measurement and input

Following a Theory of Change process, the tables below consider the required outcome based on the improvements identified through current performance; how we will measure each outcome, what input (intervention) is proposed to achieve that outcome (see also section 3.3) and examples of evidence linked to the proposed input.

Aim	Outcome	Measurement	Input
Improve recruitment of POLAR4 Q1 students	Increase percentage of recruitment from POLAR4 Q1 areas without reducing recruitment overall	Postcode analysis of recruitment activity and annual measurement of Q1 student numbers. NSSW activity	Work with NSSW to increase engagement of Q1 students; increase marketing and information advice and guidance linked to Q1areas, parents and schools. Set up student ambassador programme.

The value of student ambassador programmes is well established (Austin & Hatt, 2005)[9] with research identifying benefits to the school students with whom ambassadors work but also to the ambassadors themselves. Recent NCOP activity with next Steps South West has led to the development of a pilot ambassador project which will now be expanded (2019-20) and developed through APP funding (2020-21). NCOP activity linked to work with parents and carers in LPNs highlighted the value of student ambassadors and anecdotally supported arguments linking 'Cultural capital' of family and peers identified by Wiseman et al (2017)[10] with barriers to participation. Our focus over the five year period will be to work with parents and peer groups to break down these barriers through IAG activity based in LPNs within Cornwall in collaboration with NCOP activity.

Aim	Outcome	Measurement	Input
Improve POLAR4 Q1 and Q2 'white working class male' access	Improve recruitment of 'white working class' male students linked to Q1 & Q2 numbers	Course by course male /female applicant and recruitment data	Baseline survey with existing cohorts regarding barriers; review advertising and marketing strategy and IAG for different courses and social media case studies; publicise new programmes linked to employment and employability within the region.

Atherton & Mazhari (2019) report: Working class heroes[11] highlights the issues for recruitment of young people from low participation neighbourhoods. They identify several case studies for male students focused on sport and arts and media IAG; T&PC have planned sport-linked activity and computer games activity but will also focus on the new developments in technology, art and design and health and care linked to employment opportunities for Q1 and Q2 students (2020-21). The SUN 2017 report[12] identifies a perceived risk of participation in HE and negative perception of HE as the main barriers to overcome along with a delayed decision regarding HE participation that could be supported by appropriate IAG in the community. The college will focus on linking recruitment with employment opportunities and will initially target IAG at sports clubs and on-line for a linked to design and computer games (2020-21). Outreach activity will target older students who have left school and may be reviewing the quality of their employment (2021-22).

Aim	Outcome	Measurement	Input
Improve access for Care leavers	To improve recruitment of care leavers	Number of care leavers recruited from FE students and in the community; level of engagement of young people in care	Work with additional college and local authority to engage with young people in care; use student ambassadors and subject experts to engage young people, work with internal FE cohort to raise awareness, identify and overcome barriers

A significantly lower number of care leavers (11.8%) enter HE nationally[13] and are 37% more likely to withdraw from a programme. Poor support from the local authority, difficulties in navigating changes, financial problems and social/emotional issues were identified in the NNECL report, which also suggested academic issues, emotional and mental health issues and financial problems are issues often leading to non-

[9] Austin M& Hatt S. (2005) *Widening Participation & Lifelong learning* 7(1) p1-8
[10] Wiseman J et al 92017) *Understanding the changing gaps in higher education participation in different regions of England* DfE
[11] Atherton G & Mazhari T (2019) *Working class heroes – understanding access to higher education for white students from lower socio-economic backgrounds*. NEON.
[12] J Gagnon, & L Higham (2017) *White working class males in British Higher Education: pre and post-entry perspectives*, Southern Universities Network
[13] Harrison, N. (2017) *Moving on up: Pathways of care leavers and care-experienced students into and through higher education.* Project Report. National Network for the Education of Care Leavers, Winchester.

continuation. Collaboration with Local authority and other FE colleges will aim to grow and develop a network of opportunities for care leavers across the county (2020-21) and then region (2022-23).

Aim	Outcome	Measurement	Input
Close attainment gap for IMD Q1 and Q2 students	To improve attainment rates for Q1 students to meet national levels	Annual measurement of each course cohort and attainment levels; feedback from Q1 students	Work with course teams and programme leads to support courses where attainment is not improving as planned; publicise 1:1 personal study support offer and expand tutorial based academic support

A case study from New College Durham identified in the 2015 HEFCE report: Causes of differences in student outcomes[14] highlighted the value of supporting learners from lower socio-economic groups in their transition to higher learning through personal learning coaches. The colleges 1:1 study support offer is the beginning of the development of that model. The evolution of the study support over time may lead to development of T&PCs subject based personal learning coaches by 2024-25.

Aim	Outcome	Measurement	Input
Improve recruitment rates for BAME students	Increase engagement with BAME communities in Cornwall to ensure BAME student recruitment is above 2011 county census	Review of annual data	Positive case studies in literature and on website; Positive Action Approaches; work through student Reps and student engagement to review recruitment process and support for BAME students, engagement with level3 BAME students

The first target for T&PC is to take a more Positive Action Approach to recruitment of BAME students as outlined in the OFS 2019 report: Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds[15]. The recent UUK/NUS report: *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap*[16] supports our project target to develop a more racially diverse and inclusive environment within our Higher Education provision to encourage applications to local Higher Education from ethnic minorities in the region. This target is a significant challenge and the engagement of staff and students from within the college will be the first step of the project (2019-20) leading to the design of some key activity to raise the profile of the college through positive action (2020-21).

Aim	Outcome	Measurement	Input
Improve disabled students' continuation, attainment and progression	Remove the gap in continuation and attainment between disabled and no-disabled students; improve progression rates	Continuation and attainment rates for disabled students; feedback from students; progression rates from Graduate Outcomes Survey	Student support officer engage with all disabled students to ensure they are engaged in tutorials, that there are no study issues or support issues and that they can focus on their studies and engage with study skills support sessions if required. Expand student support meetings (if the student agrees) to ensure DSA is effective. Student support Officer and careers support to

[14] Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham L. (2015) *Causes of differences in student outcomes*, HEFCE

[15] Stevenson J, O'Mahony, J., Khan, O. Ghaffar F. & Stiel B (2019) *Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds*, OfS

[16] UUK/NUS (2019) *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap*

	ensure every disabled students has the opportunity for1:1 Careers advice in final year.

The 2017 HEFCE Report: *Models of support for students with disabilities* [17] identified seven key inclusive teaching learning and assessment measures to support disabled students which will be captured within our 'student support meetings' focused on ensuring disabled students have access to appropriate support, alternative assessment and wellbeing promotion. The evaluation of these meetings (2019-20) will help develop them beyond the initial pilot process and subsequent support activity will be put in place (2020-21). Further support for mental health will be developed as part of the project including collaboration (county wide through CUC) as recommended in the IPPR 2017 report: Not by Degrees[18] (2020-21).

Aim	Outcome	Measurement	Input
Increase the proportion of mature students progressing into employment or on to higher level study and maximise opportunity for mature learners onto higher level apprenticeships	Removal of the gap between 18-21 and mature student progression rates	Graduate outcomes survey; qualitative feedback from students at end of programme; recruitment and progression impact of IoT and Health and Care initiatives	Improve level of information regarding self-employment; CV preparation, job search; application process and interview process for all learners but focusing on mature learners in final two terms of study; ensure 1:1 Career tutorial is offered to mature learners; staff commitment to development of Health and care initiatives and IoT apprenticeship activity

Research into outreach support for adult learners[19] identifies that the adult learner journey is often complex and needs to be considered on an individual basis. This applies to their support needs into employment and our project aims to target support on a 1:1 basis linked to subject specialism, dealing with barriers generically and on a 1:1 basis. The UKK report: *The power of part time*[20] makes a clear recommendation that part-time provision for *mature learners needs to be employer focused* to meet the needs of the local economy. Mature learners at T&PC have chosen to take advantage of compressed timetable and need that same employer focus to be in place from the start of their programme to support their pathway into employment or future study. Initial activity will be piloted in 2019-20 with an aim to establish as regular practice in 2020-21. New initiatives linked to the IoT and Health and care apprenticeships will provide improved opportunities for mature learners into local employment.

3.2 Student consultation

The development of this Access and Participation Plan has been underpinned by a range of student engagement processes. Our students value the development of a learning community and our efforts to give them a voice, scoring above benchmark on every question in these areas on the 2018 and 2019 NSS survey. We have consulted about access, continuation, and progression on a course by course basis during discussion at Annual programme committee meetings and programme committee meetings and through regular student rep meetings. Curriculum managers also undertake learner voice meetings with whole cohorts to get their feedback about a wide variety of aspect of the programme. Every student is also able to participate in questionnaires (the bursary questionnaire pilot may lead to a change in timing of bursary

[17] Williams, M. Pollard, E., Langley J., Houghton, A-M., & Zozimo J. (2017) *Models of support for students with disabilities*, HEFCE

[18] Thorley C (2017) *Not by Degrees; Improving student mental health in the UK's Universities*, IPPR, London

[19] OFFA (2017) *Understanding the impact of outreach on access to higher education for adult learners from disadvantaged backgrounds: an institutional response* OFFA

[20] UUK (2013) *The power of part-time: Review of part-time and mature higher education*, UUK, London

payments) and students have the opportunity to participate in an anonymous student perception questionnaire in year 1 and 3 of their programme mirroring the questions in the NSS. The student voice is strong with over 70% engagement in the last two years of the NSS. In 2019-20 there will be positive action to encourage diversity within the process to recruit student reps and our aim will be to monitor that student body so that they are aware of their own diversity. Students raised concern over changes to 1:1 academic support and this will be available in a more targeted and focused way with a remit to encourage students to apply methods that enable them to support themselves in the long-term. Students have also highlighted the value of the Students support meetings but identified that they took place too late in the year; these will be 'rolled out' at the start of term as optional for learners who have had difficulty in previous years of study, supporting our disabled student continuation and attainment.

In 2018/19 the engagement with the lead student rep at the college moved to another level as the post holder is now appointed a student Governor. They have reviewed the final draft and have been able to provide feedback that has been supportive and constructive and has helped shape the way in which students will engage with the projects identified for target students in the future.

> *"I am very pleased to see that the College has updated their Access and Participation plan, using available funds to support non-traditional learners to enter Higher Education and develop their career potential. Given the five year span of the proposed activities, I am confident that provisions are in place to engage with the student body throughout, ensuring that the principles and outcomes are understood, and opportunities for student input will be available. The plan also allows for the student voice to be present at the sub-committee when reviewing current progress and the current structure outlines the College's commitment to using student feedback to support the development of the process over the next five years."*
>
> *Student submission following consultation on the APP*

The development of the projects has been driven by the evaluation of our performance and rate of progress in addressing the OfS KPMs and discussions with students through the year. Our target is to engage the student body in the development of each project. Information will be provided to the student body through the Reps meeting and an 'open' meeting at the start of year and the student body will be consulted through focus groups and questionnaires. Our aim is to have students involved in the steering and review process with student membership of the CBSHE sub-committee. The level of engagement will ensure the Access and Participation plan belongs to the whole college: both staff and student body. The development and evaluation of each project (section 3.3) will be supported by input from learners, including level 3 learners, to ensure that decisions taken reflect feedback from those the projects' target.

3.3 Evaluation strategy

This section considers each of six planned T&PC APP projects (some with multiple aims) that will be managed by a project lead within the college and report to the CBSHE APP sub-committee. There are 5 components of evaluation identified in the OfS Evaluation self-assessment tool and these will be considered in turn below:

- Strategic context
- Programme design
- Evaluation design
- Evaluation implementation
- Learning

Overall strategic context:

The overall APP strategy within the College will recognise the significance and value of the APP projects for recruitment, success and progression of our HE students. The structure of the project management team and evaluation process will enable regular meetings to review progress and support activity and a formal process for review. The student body will have a representative on the Board of Studies sub-committee that will have strategic overview of all project based activity linked to the APP.

The culture within the HE and FE teams will support the development of APP projects across the college and the project managers are HE experts who have research backgrounds and expertise in both quantitative and qualitative data collection and management. The HE Programme Team Lead is the institutional link with Next Steps South West and support is available from the Evaluation team on the NCOP project. The Project management team will meet to discuss progress on a fortnightly basis and review the effectiveness of the various project activities. As the projects develop and expand over the five year period, additional staff and evaluation experts will be brought into the team to support and advise. The project managers will be encouraged to take part in staff development activity linked to widening participation and evaluation of outreach and support activity.

Programme design and Evaluation design

The following tables summarise the various projects and programme design and the evaluation design (see also Aims, required outcomes, measurement and input section above for examples of related evidence). The detailed plan for each programme clarifies the intervention activity or key project activity, planned staffing cost and the management of each process. Each activity is linked to an evaluation process that will be discussed with members of the student body to ensure that the evaluation is considered fit for purpose. Where possible quantitative data, anonymous questionnaire and qualitative data from focus groups or interviews will be used to triangulate evidence and provide a robust evaluation process.

Project 1: Access POLAR4 Q1 & Q2, 18-21, male Q1 students and other groups

Strategic context	Project design / Programme design	Evaluation design
Increase recruitment from POLAR4 Q1 areas	Work with NSSW to increase engagement of Q1 students; increase marketing and information advice and guidance linked to Q1areas, parents and schools. New Nursing and Health pre-access programme to encourage Q1 and Q2 learners into new curriculum in health and care. New provision that aligns against both the employment and skill strategy within identified growth sectors such as health and STEM through new higher level apprenticeships in partnership with Royal Cornwall Hospital Trust, Engineering and Digital employers and Sector groups.	Review marketing activity based on quantitative data linked to recruitment feedback; qualitative feedback from open days and advice sessions. Qualitative review of student ambassador input. NSSW evaluation of some collaborative activity. Quantitative review of postcode information linked to nursing programme and qualitative feedback from participants
Improve recruitment of POLAR4 Q1 18-21 year olds	Positive case studies in literature and on website; work through student ambassadors with year 1 and 2 level 3 students; engage level 3 tutors within college, target particular student cohorts where there are students that do not engage with HE; advice and guidance evenings; sports academy activity linked to level 3 students to encourage progression to Higher Education	Student qualitative feedback from advice evenings and student ambassador engagement, qualitative information from marketing focus groups, quantitative and qualitative information from Sports Academy participants.
Improve POLAR4 Q1 'white working class males' recruitment	Baseline survey with existing cohorts regarding barriers; review advertising and marketing strategy for courses and social media case studies; publicise new programmes linked to employment and employability within the region; sports academy activity linked to level 3 students to encourage progression to Higher Education New IoT activity will increase opportunity for engineering and digital subjects that currently recruit strongly at level 3.	Qualitative baseline survey information from level 3 students; quantitative data from admissions information. Focus groups and feedback regarding publicity about new programmes and links to employment; quantitative and qualitative information regarding students on sports academy.

Project 2: Student Ambassador Programme

Strategic context	Project design / Programme design	Evaluation design
Set up student ambassador programme to support student Access.	Develop legacy from NCOP (NSSW) student ambassador programme to support Access from Q1, BAME, 18-21 year olds and male students	Qualitative information from students, influencers, student ambassadors and marketing and recruitment teams. Additional feedback from participants

		in any outreach activity that is linked to student ambassador participation; further feedback from student ambassador focus group about value of the activity for them and quantitative review of student ambassador attainment. The outline evaluation for the student ambassador project will follow previously used evaluation developed by NCOP but an early review will allow the ambassadors to develop the process themselves as part of their reflection on their role.

Project 3: BAME student recruitment

Strategic context	Project design / Programme design	Evaluation design
Improve recruitment rates for BAME students	Positive case studies in literature and on website; work through student Reps and student engagement to review recruitment process and support development of racially diverse culture and student engagement with BAME students and staff.	Initial review of positive action activity from BAME staff and student focus groups; Qualitative information from BAME students and from white students about the development of a racially diverse culture.

Project 4: Continuation & attainment

Strategic context	Project design / Programme design	Evaluation design
To improve continuation rates for all WP students to meet national levels	Work with course teams and programme leads to support courses where student continuation is not improving as planned; publicise study support offer; widen the support through the student support meeting; review timing of bursary payments; target Q1 students for support through early 1:1 tutorials to facilitate early intervention	Quantitative review of continuation rates; qualitative review of study skills and student support meetings; qualitative feedback from bursary students and review of financial offer through anonymous questionnaire; quantitative review of attainment and continuation of students who engage with support process; qualitative review of academic support in tutorials
To improve attainment rates for IMD Q1 & Q2 students to meet national levels	Work with course teams and programme leads to support courses where attainment is not improving as planned; publicise study support offer and expand tutorial support for all students	review of attainment rates; quantitative review of attainment of students who engage with support process; qualitative review of academic support in tutorials

Project 5: Disabled students

Strategic context	Project design / Programme design	Evaluation design
Remove the gap in continuation and attainment between disabled and non-disabled students; improve progression rates	Student support officer engage with all disabled students and meet regularly to ensure they are engaged in tutorials, discuss study issues/ support issues and ensure engagement with study skills support sessions if required. Widen the remit of the student support meeting to ensure DSA support is working appropriately; Student support \Officer and careers support to ensure every disabled student has the opportunity for 1:1 Careers advice in their final year. Work with employers and external stakeholders about support for graduates with mental health issues. Train key staff as autism and dyslexia champions in order to build this into day to day support.	Feedback from disabled students through an anonymous questionnaire; data on disabled student success relative to non-disabled students; focus group and interview feedback from disabled students about reasonable adjustment and assessment support, feedback from students regarding careers advice

Project 6: Progression

Strategic context	Project design / Programme design	Evaluation design
To improve progression for all WP students through the change from 6 months to 15 months as Graduate Outcomes process embeds	Work with course teams to embed new tutorial support relating to employability strategy, embedding employability within programmes and long-term careers support for student groups and individual students as appropriate. Support with a work placement co-ordinator to liaise between student employment aspiration, course requirements and employers.	Qualitative evaluation from staff and students; quantitative review of progression rates; anonymous questionnaire regarding employability information, careers support and progression events
Increase the proportion of mature students progressing into employment or on to higher level study	Improve level of information regarding self-employment; CV preparation, job search; application process and interview process for all learners but focusing on mature learners in final two terms of study; ensure 1:1 Career tutorial is offered to all mature learners; support for SCITT students to focus on opportunities for relevant employment. Expand IoT and Health and Care initiatives to include mature learners; Support for NQT students in their first year of employment to help retention and career progression	Feedback from students during final term regarding workshops and tutorial information; quantitative data from graduate outcomes survey information linked to individual programmes; careers feedback and number of interventions; interviews and focus group. Mature learner engagement and progression from IoT and Access to Nursing. Review of number of students remaining in teaching after 2 years post-graduation.

Project 7: Care leavers

Strategic context	Project design / Programme design	Evaluation design
Improve recruitment opportunities for care leavers, students from military families and other groups	Work to engage existing level 3 cohorts to discuss opportunities available through local and national HE; establish links with relevant charities and local authority supporting students from low participating groups	Qualitative feedback from students engaged in process and outcome of engagement with relevant organisations; quantitative information regarding recruitment.

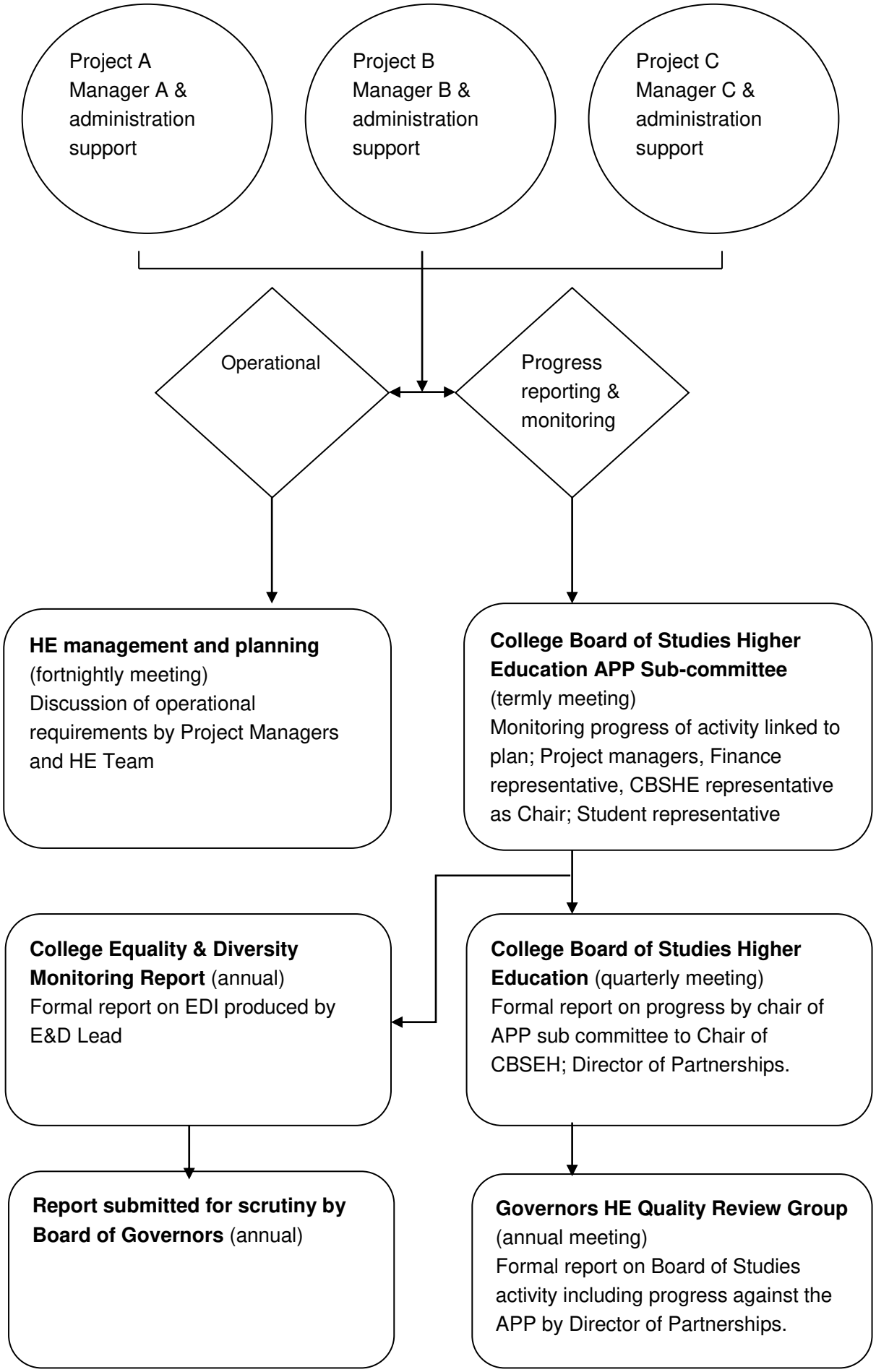
Evaluation implementation

The continuous monitoring of feedback and evaluation and will enable project design to be adapted as more information becomes available about engagement of learners from target groups. This flexible approach will allow review of Theory of Change outcomes and support the development of the plan to achieve the objectives set and support our learners. Every process will have a risk analysis and review by the college Ethics panel and the resource base will be confirmed. Data collection and retention will comply with GDPR requirements. In some cases, evaluation will consider changes to an individual's understanding and/or perception before and after intervention but long-term tracking information from pre-enrolment to progression will only be possible if an individual comes through the NCOP and is linked to the HEAT tracking system.

Learning from Evaluation feedback and improvement

The development of each project and its evaluation will be shared with the College Research and Scholarship group and publication of summaries in the new college on-line research journal will be encouraged. Working as a team the project managers will be able to agree an appropriate research paradigm and be able to identify limitations of evaluation processes, potential confounding variables or inherent bias within collection methods. The aim is to develop the evaluation process year on year to enhance the value of the data. All larger projects will aim to have two or three evaluation processes using mixed methods to enable triangulation to take place. The results from every individual evaluation process will be shared within the project management team so that best practice can be shared and to ensure that the evaluation process can evolve over the life of the APP not just within an individual project.

Fig. 19 Monitoring and reporting of APP



Monitoring progress against delivery of the plan

Progress monitoring and responsibility for the APP will lie with the Director of Partnerships and the operational and reporting process is outlined in Fig. 19. Governors will be made aware of the progress against the plan as part of the annual review of HE quality by the HE Quality Review Group and from the EDI perspective as part of the annual EDI monitoring report for the college.

Each project will be allocated a project manager and administration support. Monitoring will be through a termly meeting of the College Board of Studies for Higher Education APP sub-committee (to review progress) and fortnightly review of operational activity through the HE Management and Planning meeting. The sub-committee will report to the Board of Studies and the minutes of the Board are circulated to Governors for information. There will be a student member of the CBSHE sub-committee and the HE Student Governor sits on the Board of Studies and student reps meeting. The Chair of the Board of Studies will make an annual report to the Governors HE Quality Review Group alongside the HE Self-assessment review and Governors will be able to review progress against the plan and challenge as appropriate. During 2019-20, the gathering of baseline data will be undertaken and this will establish a more rigorous data set for the college to report to Governors and to use as a baseline for improvement in participation of some underrepresented groups.

The APP sub-committee of the Board of Studies will review progress against the APP formally on a termly basis and agree mitigation and appropriate action where necessary. If progress against APP targets is not apparent, the sub-committee may instigate a task and finish group to identify the barriers to progress and review the evaluation of a project to determine whether funding needs to be reallocated within a plan, or whether particular aspects of a project may need to be discontinued and new activity put in place. The sub-committee will also bring forward any new information from recent publications that may be relevant to any projects.

Provision of information to students

Student Reps will be provided with a report from the APP sub-committee. The college is in the process of developing a new website including a Public Information page that will contain all relevant policies and procedures, past and present Access and Participation plans, relevant data and information, on-line prospectus, information about the student life cycle and the support available to applicants, undergraduates and graduates. This will also contain all relevant fee and bursary information for applicants and students. The bulk of this information is available on various pages of our existing website. The benefit of bringing all the information into one location will assist applicants, existing students and staff and the college will ensure this is in place before September 2020. Students applying or engaged on SCITT programmes will have a direct link from their website to the same page to ensure all relevant information is current and avoid the risk of information being missed.

As well as the website, applicants are contacted with details of their programme and of the college's offers and support within the prospectus through open days and 1:1 bookable advice evenings. Students have information about the college and our support systems from the moment they apply, following acceptance, over the summer period and again prior to enrolment. At enrolment, the induction period is designed to ensure that all students have the information they need about financial, academic support and individual support as well as the academic content of their programmes and more generic study skills. The Fal building is set up to provide support throughout the first week and relevant leaflets are available for students to gather information. The Administration Office by the entrance to our HE building, has an open door policy for all students who have enquiries at any time during the term

4 Appendix

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

Access and participation plan
Fee information 2020-21

Provider name: Truro and Penwith College

Provider UKPRN: 10007063

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£8,224
Foundation year/Year 0	*	*
HNC/HND		£8,224
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	Bath Spa University 10000571	£9,250
Postgraduate ITT	University of Plymouth 10007801	£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Part-time course type:	Additional information:	Course fee:
First degree		£4,625
Foundation degree		£4,112
Foundation year/Year 0	*	*
HNC/HND		£4,112
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	University of Plymouth 10007801	£4,625
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Truro and Penwith College

Provider UKPRN: 10007063

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£104,241.00	£107,500.00	£112,500.00	£116,500.00	£117,500.00
Access (pre-16)	£13,641.00	£14,000.00	£16,000.00	£17,000.00	£18,000.00
Access (post-16)	£46,916.00	£48,000.00	£49,500.00	£51,000.00	£51,000.00
Access (adults and the community)	£37,684.00	£39,000.00	£40,500.00	£41,000.00	£41,000.00
Access (other)	£6,000.00	£6,500.00	£6,500.00	£7,500.00	£7,500.00
Financial support (£)	£261,700.00	£280,500.00	£290,500.00	£300,500.00	£315,500.00
Research and evaluation (£)	£7,000.00	£8,000.00	£9,000.00	£10,000.00	£10,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,430,165.00	£1,482,645.00	£1,523,825.00	£1,580,430.00	£1,580,430.00
Access investment	7.3%	7.3%	7.4%	7.4%	7.4%
Financial support	18.3%	18.9%	19.1%	19.0%	20.0%
Research and evaluation	0.5%	0.5%	0.6%	0.6%	0.6%
Total investment (as %HFI)	26.1%	26.7%	27.0%	27.0%	28.0%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: Truro and Penwith College

Provider UKPRN: 10007063

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTA_1												
increase percentage of POLAR4 Q1 students	PTA_2	Low Participation Neighbourhood (LPN)	Percentage of recruitment from POLAR4 Q1	Yes	The access and participation dataset	2017-18	7%	9%	12%	15%	16%	17%	Collaboration is through continued Next Steps South West (NCOP) activity (partner from start of programme) and planned link through Combined Universities Cornwall
Increase percentage of BAME students	PTA_3	Ethnicity	Percentage of recruitment from BAME	No	The access and participation dataset	2017-18	2.0%	2.5%	3.0%	3.5%	3.75%	4.0%	Increase BAME levels to exceed ratio of BAME population within Cornwall,match percenatge of studenst graduating from T&PC FE programmes and move towards regional BAME population
Increase percentage of POLAR4 Q1 and Q2 male students	PTA_4	White economically disadvantaged males	Increase percentage of POLAR4 Q1 and Q2 male students to meet county proportions of male students (linked to POLAR4 Q1 & Q2 / gender intersection of disadvantage)	No	The access and participation dataset	2017-18	14%	19%	26%	35%	42%	48%	linked to PTA2 above
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
reduce the non-continuation gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in non-continuation rates between POLAR4 quintiles 3, 4 & 5 and quintile 1 & 2 students	No	The access and participation dataset	2016-17	2pp	1.0pp	0.5pp	0.25pp	0pp	0pp	will aim to reduce gap between broader quintile categories and then ensure parity at every quintile
	PTS_2												
increase continuation rate for disabled students	PTS_3	Disabled	Increase continuation rates for disabled students to national levels for non-disabled students	No	The access and participation dataset	2016-17	84%	86%	87%	88%	89%	90%	target to ensure performance improves
increase attainment for disabled students	PTS_4	Disabled	Increase percentage attainment of disabled students towards national levels for non-disabled students	No	The access and participation dataset	2017-18	75%	76%	77%	78%	79%	80%	target to ensure performance improves
increase IMD Q1 and Q2 percentage attainment	PTS_5	Socio-economic	increase IMD Q1 and Q2 percentage attainment to reach national levels achieved by IMD Q3, Q4 and Q5 students	No	The access and participation dataset	2017-18	68%	70%	73%	77%	80%	82%	
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
reduce the gap bewteen mature and 18-21 year old students progressing to employment or further study	PTP_1	Mature	Reduce gap in progression between mature students and 18-21 year olds	No	The access and participation dataset	2016-17	15pp	12pp	9pp	6pp	3pp	0pp	
reduce the gap between disabled and non-disabled students progressing to employment or further study	PTP_2	Disabled	Reduce gap in progression between disabled and non-disabled students	No	The access and participation dataset	2016-17	30pp	25pp	20pp	15pp	10pp	5pp	
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												