

### **Access and participation plan 2025-26 to 2028-29**

#### **Introduction and strategic aim**

The University Centre Truro and Penwith develops and runs HE courses with the Universities of Plymouth and Greenwich as our main validating partners. We currently support 578 students on full-time, part-time and apprentice routes, studying for level 4, 5 and 6 qualifications and the PGCE. A move into Nursing and Allied Health courses in partnership with the University of Greenwich forms part of our new HE strategy to increase recruitment of students, particularly those who are identified as having characteristics that may put them at risk of inequality of opportunity. The development of new programmes through collaboration with employers, such as in our digital courses, and long-term strategy to engage with HTQs and development of courses for the LLE are underway. The construction of our new state-of-the-art STEM Skills Centre in Bodmin was supported by a successful £3.6million capital bid to the Office for Students. At this site we aim to increase our health and engineering provision and improve access for students in an area in which 26% of working aged people travel more than 10km to work.

Our HE provision supports mainly local students who choose to remain in the county for a variety of different reasons including poor health and mental health, those returning to education, and those with caring responsibilities. Internal progression from the college's outstanding provision of A-levels, T-levels, Apprenticeships and National Diplomas gives students the option to access a smaller, friendly HE offer that reduces the costs of living away from home. Our Access courses also support non-traditional applicants to allow them to return to education if they have not gained the required level 3 qualifications.

The University Centre Truro and Penwith operates in a challenging socioeconomic backdrop. In Cornwall there are 17 neighbourhoods that are in the 10% most deprived areas in England and 21 in the worst 30% of deprived areas, an increase from 2015. Brexit also had a significant impact on local students as Cornwall was identified as the second most deprived regions of northern Europe which manifests itself in high youth unemployment, low mean income, above average proportions of workers in manual occupations and very low percentages of people qualified to degree level. As a result, Cornwall was one of the UKs most subsidised regions by objective one funding which was lost post-Brexit.

The HE team working on the implementation of this plan includes the Dean, Deputy Deans, admin and student support staff with a total of 15 people directly or indirectly working on elements of the plan. We are also supported by our Governors, Senior Management Team and Associate Directors.

Our widening participation strategic aims are:

- To carry out interventions that will close the gaps between target groups identified in this plan as having risks to equality of opportunity.
- To evaluate our interventions to allow us to develop a culture of continuous improvement.
- To implement interventions at each stage of the student lifecycle including access, continuation, completion, attainment, and progression particularly where they pertain to widening access.

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

Through careful analysis of our performance using the APP data dashboard and other data sources including the Equality of Opportunity Risk Register (EORR), we have identified groups of students at different parts of the student lifecycle who are at risk of inequality of opportunity. We have identified 7 key areas of inequality that we will plan to target with our intervention strategies. Our full assessment of performance is in Annex A of this document.

## Access

**Identified inequality 1** Fewer students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) access HE at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 2 (information and guidance), 3 (perception of higher education) and 5 (limited choice of course type and delivery mode).

## Continuation and Completion

**Identified inequality 2** Male students are less likely to continue their studies at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 6 (insufficient academic support), 7 (insufficient personal support) and 8 (mental health).

**Identified inequality 3** Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) and free school meals-eligible students are less likely to complete their studies at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 6 (insufficient academic support), 7 (insufficient personal support) and 8 (mental health).

**Identified inequality 4** Male students are less likely to complete their studies at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 6 (insufficient academic support), 7 (insufficient personal support) and 8 (mental health).

## Attainment

**Identified inequality 5** Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) have lower attainment at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 6 (insufficient academic support), 7 (insufficient personal support) and 8 (mental health).

**Identified inequality 6** Students with a reported disability have lower attainment at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 6 (insufficient academic support), 7 (insufficient personal support) and 8 (mental health).

**Identified inequality 7** Male students have lower attainment at TPUC. Our research suggests that this is as a result of EORR risks 1 (knowledge and skills), 6 (insufficient academic support), 7 (insufficient personal support) and 8 (mental health).

## Objectives

**Objective 1** Increase access to HE at TPUC for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) from a baseline value of 10.1% to 13.1% by 2028. (PTA\_1).

**Objective 2** Reduce the difference in continuation for male vs female students from 6.5pp to 3.5pp by 2028. (PTS\_1).

**Objective 3** Reduce the gap in completion rates for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) Q1 vs Q4 and for FSM-eligible vs non-eligible students from a difference of 14.3 and 14.7pp respectively, to 9.3pp and 9.7pp by 2028. (PTS\_2) and (PTS\_3).

**Objective 4** Reduce the difference in completion rates for male vs female students from a difference of 17.0pp to 8.0pp by 2028. (PTS\_4).

**Objective 5** Reduce the difference in attainment rates for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) Q1 vs Q4 from 24.0pp to 16.0pp by 2028. (PTS\_5).

**Objective 6** Reduce the difference in attainment rates for students with vs without a reported disability from 8.7pp to 3.7pp by 2028. (PTS\_6).

**Objective 7** Reduce the difference in attainment rates for male students vs female students from 21.6pp to 11.6pp by 2028. (PTS\_7).

## Intervention strategies and expected outcomes

The identified objectives have been translated into the following Intervention Strategies (IS). These are underpinned by theories of change and include activities that have been developed based on relevant research and sector evidence.

### Intervention strategy 1: Widening Access. Activities to increase applications, offers and enrolments of students from low socio-economic groups.

**Objectives and targets:** Objective 1 (PTA\_1): Increase access to HE at TPUC for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) from a baseline value of 10.1% to 13.1% by 2028.

**Risks to equality of opportunity:** Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education; Risk 5: Limited choice of course type and delivery mode.

**Related objectives and targets:** Objective 5 Completion and attainment for students from deprived socio-economic backgrounds (PTS\_2), (PTS\_3) and (PTS\_5).

**Related risks to equality of opportunity:** Risk 10: Cost pressures; Risk 12: Progression from higher education.

Activity	Inputs	Outcomes	Cross intervention strategy?
Development of course offer to better fit with local skills needs and labour market information. Additionally, developing programmes to offer alternative modes of assessment. Courses will, where possible, be designed with the Lifelong Learning Entitlement in mind so that individual modules can be offered in isolation. Our courses are already condensed and taught over two days a week (for full time students) which facilitates study for those with caring commitments, health issues, or the need to continue to work alongside studying. An increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. Through this greater flexibility and more explicit links with employment opportunities, “career-focused courses”, it is hoped that students from lower socio-economic backgrounds might be more likely to see the value in completing a course and be more likely to apply as such. <i>New activity.</i>	Time of Deputy Deans overseeing our “Health” and “Commercial” Hubs, as well as Programme Leaders’ and Module Leaders’ time.  Time of Dean in stakeholder engagement with local employers.	Increase in take-up of these qualifications from 2025-29; increase in confidence around shorter HE programmes.	No

<p>In addition to the development of our course offer, marketing and IAG will then be targeted at and tailored to deprived areas through postcode targeting. Increased presence in local community activities and targeted local campaigns, including a presence in local community centres. Use case studies of alumni who have come from that area and also to highlight the accessibility of our courses in terms of low entry tariff. We will also include work with community groups in the area to provide IAG and help create stepping stones back into education. <i>New activity.</i></p>	<p>Time of marketing team members and HE team members at outreach activities.</p> <p>Cost of marketing materials.</p>	<p>Increased knowledge of range of HE pathways and career choices; increased understanding about application process, finance and support options as well as local HE offer and flexibility of courses/study modes.</p>	No
<p>We will provide IAG for KS3 students when selecting GCSE options through a presence at targeted school options evenings. This might help to challenge views that university is “not for them” and to raise awareness of the local higher education offer, as cost of moving away is likely to be a large barrier. <i>Existing activity being developed further.</i></p>	<p>Time of HE team members at school events.</p>	<p>Increased knowledge of range of HE pathways and career choices as well as financial support options and ability to work alongside studies.</p>	No
<p>In addition to our other open events, we will organise and host a series of “Get Into...” events based around career progression routes of our courses, for example “Get Into Law” which will give prospective students the chance to view our facilities, meet with relevant staff from the courses in that area, as well as speak to our careers advisor with regards to potential career opportunities both locally and further afield. Information about the various support available throughout studies with our institution will be available at these events. Marketing of these will be targeted to IMD Q1 areas and secondary schools with high proportions of these students.</p> <p>We will also host a Higher Education Fair, to which universities from around the country will be able to send representatives. As part of this we will invite local secondary schools, and for those with a high proportion of IMD Q1 students we will provide transport to our venue for small groups of students.</p> <p><i>Combination of new activity and existing activity being developed further.</i></p>	<p>Time of marketing team members and HE team members.</p> <p>Cost of marketing materials.</p>	<p>Increased knowledge of range of HE pathways and career choices; increased understanding about application process, finance and support options as well as local HE offer and flexibility of courses/study modes.</p>	No

Visits to the higher education building on the college campus as part of year 10 taster days to raise awareness of the UC and to have discussions with students who will be in the process of considering their level 3 options with a view to looking beyond further education and what those students might be able to pursue in terms of higher education courses. Whilst students already visit the building, the plan is to make use of alumni/student ambassadors and staff to engage in conversations with the students more. This can be targeted to specific school taster days with a high proportion of IMD Q1 students as per HEAT data. <i>Existing activity being developed further.</i>	Time of HE team members at school taster events.	Increased knowledge of range of HE pathways and career choices; aspiration raising.	No
“Mythbusters” marketing campaign using current and past student profiles both online and in TPC FE tutorial programme to promote internal progression. Be clear about students’ backgrounds and barriers they overcame, including first in family, finances and balancing the need to work with the need to study, etc. <i>New activity.</i>	Time of marketing team members and HE team members in producing these profiles.	Increased knowledge of range of HE pathways and career choices; aspiration raising.	No
Work with our part-time courses team at TPC to offer adult short courses for those who might be considering returning to education. Funding of these available for learners who meet eligibility criteria, to include being from an IMD Q1 postcode. Use as an opportunity to promote progression into FE/HE courses and to provide IAG. These short courses will be targeted in terms of their marketing to IMD Q1 areas. <i>New activity.</i>	Time HE team members and short course staff. Possible cost incurred in awarding of qualifications from these.	Increased knowledge of range of HE pathways and career choices; aspiration raising; low risk way to experience study again and to see if a higher education course might be for them.	No
Our partner FE college runs a “destinations day” in the summer term for first year students progressing into second year. This is to introduce the UCAS process and begin applications for students interested in attending university, and activities to explore alternative options for post-18 for those who say they are not interested. TPUC will put on talks for FE students related to the local HE offer and particularly regarding student finance: understanding the system, the application process, how much maintenance loan is available vs how much cost of living is and how to budget etc. The hope is to take away some of the fear and uncertainty that may surround	Time of HE team members, including Dean and Deputy Deans.	Increased knowledge of range of HE pathways and career choices; increased understanding about finance and support options.	4

this, particularly for first in family students. For those who do not intend to progress to higher education, IAG will be offered to ensure students haven't ruled out HE based on misconceptions around affordability, flexibility, having to move away from home, not being able to work alongside studies etc. <i>New activity.</i>			
In addition to talks for students, provide online talks and/or resources for parents/carers of students or for adults who might be considering university but who are concerned about finances etc. to raise awareness of available financial support. <i>Previously used activity being developed further.</i>	Time of marketing team members and HE team members in producing these resources.	Increased knowledge of range of HE pathways and career choices; increased understanding about finance.	4
Offer mock university interviews for KS4/FE students from targeted schools with a high proportion of IMD Q1 students, which can then be used as an opportunity to provide IAG and highlight local provision. <i>New activity.</i>	Time of HE team members.	Increased knowledge of range of HE pathways and career choices; aspiration raising.	No
Provide CPD events for local school teaching staff, focusing on schools from areas with a high proportion of IMD Q1 students. <i>New activity.</i>	Time of academic staff in HE team. Use of buildings and resources on site.	Increased knowledge of range of HE pathways and career choices; increased understanding about finance and support options.	No
Whilst the information is available if searched for, we will be more proactive to raise awareness of available bursaries/financial support, as well as the condensed model of delivery we offer allowing for paid employment to be balanced with studies, which may well make the difference to whether a prospective student applies or not. Tailored and accessible promotion campaigns <i>Existing activity being developed further.</i>	Time of marketing team members and HE team members.	Increased knowledge of finance and support options. Increase in % of new students who access these bursaries.	4
Training for student ambassadors, HE admissions and support staff around social mobility and the barriers students from backgrounds such as IMD Q1 face in accessing higher education. <i>New activity.</i>	Time of HE team members.	Improved knowledge of the needs of potential HE students from target socioeconomic	No

		backgrounds; increased confidence in supporting these students in HE.	
Peer support programme targeted at Access students currently enrolled with TPC and delivered by current HE students who have previously completed Access courses with us to provide support in navigating the process of completing the Access diploma and applying for HE courses. <i>New activity.</i>	Time of HE team members in training and overseeing the current HE students involved. Possible to use student ambassadors.	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	No
Invite in groups of alumni to talk to groups of level 3 students from FE programmes with a high level of target student groups. <i>New activity.</i>	Time of alumni, rooms to base these talks in.	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	No
Study and soft skills support pre-entry (crossover with attainment raising) to include outreach programme with local schools from target postcodes focusing on KS4 groups and a parent IAG workshop focusing on college-readiness. This will then be continued with participating students during FE studies but shifting focus to university readiness, providing support through both transitions. <i>New activity.</i>	Time of HE team members.	Increased access; attainment raising; increase in positive perception of HE and aspirations; increased knowledge of range of HE pathways.	2
Allied Health Careers Fair aimed at level 3 students to highlight career progression routes which may not have previously been considered, particularly marketed to BTEC groups. Opportunity for IAG with regards to required study and routes into these careers, including highlighting local provision. <i>Existing activity being developed further.</i>	Time of marketing team members and HE team members.	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	No

**Total cost of activities and evaluation for intervention strategy 1 = £144 000 over 4 years**

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



## Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Development of course offer	Increase in take-up of these qualifications from 2025-29; increase in confidence around shorter HE programmes.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Targeted at and tailored marketing and IAG	Increased knowledge of range of HE pathways and career choices; increased understanding about application process, finance and support options as well as local HE offer and flexibility of courses/study modes.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
IAG for KS3 students selecting GCSE options	Increased knowledge of range of HE pathways and career choices as well as financial support options and ability to work alongside studies.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p>

			External dissemination through publication of our findings on our website.
<p>In addition to our other open events, we will organise and host a series of “Get Into...” events based around career progression routes of our courses, for example “Get Into Law” which will give prospective students the chance to view our facilities, meet with relevant staff from the courses in that area, as well as speak to our careers advisor with regards to potential career opportunities both locally and further afield. Information about the various support available throughout studies with our institution will be available at these events. Marketing of these will be targeted to IMD Q1 areas and secondary schools with high proportions of these students.</p> <p>We will also host a Higher Education Fair, to which universities from around the country will be able to send representatives. As part of this we will invite local secondary schools, and for those with a high proportion of IMD Q1 students we will provide transport to our venue for small groups of students.</p>	Increased knowledge of range of HE pathways and career choices; increased understanding about application process, finance and support options as well as local HE offer and flexibility of courses/study modes.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

Visits to HE building on year 10 taster days	Increased knowledge of range of HE pathways and career choices; aspiration raising.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
“Mythbusters” marketing campaign	Increased knowledge of range of HE pathways and career choices; aspiration raising.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Offer adult short courses for those who might be considering returning to education	Increased knowledge of range of HE pathways and career choices; aspiration raising; low risk way to experience study again and to see if a higher education course might be for them.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

UCTP talks on FE college “destinations day”	Increased knowledge of range of HE pathways and career choices; increased understanding about finance and support options.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Online talks and/or resources for parents/carers of students or for adults who might be considering university	Increased knowledge of range of HE pathways and career choices; increased understanding about finance.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Mock university interviews for KS4/FE students	Increased knowledge of range of HE pathways and career choices; aspiration raising.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

CPD events for local school teaching staff	Increased knowledge of range of HE pathways and career choices; increased understanding about finance and support options.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Promotion of available bursaries/financial support, as well as the condensed model of delivery	Increased knowledge of finance and support options. Increase in % of new students who access these bursaries.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Training for student ambassadors, HE admissions and support staff around social mobility	Improved knowledge of the needs of potential HE students from target socioeconomic backgrounds; increased confidence in supporting these students in HE.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

Peer support programme targeted at Access students	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Invite alumni to talk to groups of level 3 students from FE programmes with a high level of target student groups	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Study and soft skills support pre-entry	Increased access; attainment raising; increase in positive perception of HE and aspirations; increased knowledge of range of HE pathways.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

Allied Health Careers Fair	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
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## Intervention strategy 2: Pre-16 Attainment Raising. Programmes of activities to raise attainment and improve GCSE results.

**Objectives and targets:** We will deliver activities to improve the skills and learning that support attainment, aiming to achieve the following outcomes:

1. Students improve their study skills and strategies for learning to include strategies for revision and exam techniques.
2. Students develop their knowledge and understanding in certain subject areas.
3. Students develop greater belief, ambition, and expectations to succeed.

This will help us in our efforts to achieve the following objectives: Objective 2 Male continuation; Objective 3 Completion for students from deprived socio-economic backgrounds (PTS\_2) and (PTS\_3); Objective 4 Completion for male students (PTS\_4); Objective 5 Attainment for students from deprived socio-economic backgrounds (PTS\_5); Objective 6 Attainment rates for students with a reported disability (PTS\_6); Objective 7 Attainment for male students (PTS\_7).

**Risks to equality of opportunity:** Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education; Risk 4: Application success rates.

**Related objectives and targets:** Objective 1 Increase access to HE at TPCU for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) from a baseline value of 10.1% to 13.1% by 2028. (PTA\_1). Objective 5-7 Attainment for students from deprived socio-economic backgrounds, students with a reported disability and male students. (PTS\_5), (PTS\_6) and (PTS\_7).

Activity	Inputs	Outcomes	Cross intervention strategy?
Study and soft skills support pre-entry (crossover with widening access) to include outreach programme with local schools from target postcodes focusing on KS4 groups and a parent IAG workshop focusing on college-readiness. This will then be continued with participating students during FE studies but shifting focus to university readiness, providing support through both transitions. <i>New activity.</i>	Time of HE team members.	Increased access; attainment raising; increase in positive perception of HE and aspirations; increased knowledge of range of HE pathways.	1
PGCE students 1:1 or small group tutoring to targeted students in their subject area. <i>New activity.</i>	Time of PGCE students as well as HE team members in organisation/supervision of this.	Increased access; attainment raising; increase in positive perception of HE and aspirations.	1
"Mythbusters" marketing campaign using current and past student profiles online and disseminated to schools (to include journey from school to college to uni to work). Be clear about students'	Time of marketing team members and HE team	Increased knowledge of range of HE pathways and career choices; aspiration raising.	1



backgrounds and barriers they overcame, including first in family, finances and balancing the need to work with the need to study, etc. <i>New activity.</i>	members in producing these profiles.		
Aid in the provision of GCSE English/maths for level 3/mature students/home educated young people through TPC existing provision. <i>New activity.</i>	Time of HE team members and possibly student ambassadors.	Increased access; attainment raising; increase in positive perception of HE and aspirations.	1

**Total cost of activities and evaluation for intervention strategy 2 = £120 000 over 4 years**

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

## Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Study and soft skills support pre-entry	Increased access; attainment raising; increase in positive perception of HE and aspirations; increased knowledge of range of HE pathways.	Type 2 – Monitoring GCSE results and comparing to predicted grades prior to interventions.  Type 1 – Use of questionnaires and/or focus groups to attempt to measure impact on belief, ambition, and expectations to succeed.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.

PGCE students 1:1 or small group tutoring	Increased access; attainment raising; increase in positive perception of HE and aspirations.	<p>Type 2 – Monitoring GCSE results and comparing to predicted grades prior to interventions.</p> <p>Type 1 – Use of questionnaires and/or focus groups to attempt to measure impact on belief, ambition, and expectations to succeed.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
“Mythbusters” marketing campaign	Increased knowledge of range of HE pathways and career choices; aspiration raising.	<p>Type 2 – Monitoring GCSE results and comparing to predicted grades prior to interventions.</p> <p>Type 1 – Use of questionnaires and/or focus groups to attempt to measure impact on belief, ambition, and expectations to succeed.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Aid in the provision of GCSE English/maths	Increased access; attainment raising; increase in positive perception of HE and aspirations.	<p>Type 2 – Monitoring GCSE results and comparing to predicted grades prior to interventions.</p> <p>Type 1 – Use of questionnaires and/or focus groups to attempt to measure impact on belief, ambition, and expectations to succeed.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

**Intervention strategy 3: Continuation. Activities to improve Continuation for male students.**

**Objectives and targets:** Objective 2 (PTS\_1): Reduce the difference in continuation for male vs female students from 6.5pp to 3.5pp by 2028.

**Risks to equality of opportunity:** Risk 1: Knowledge and Skills; Risk 6: Insufficient Academic Support; Risk 7: Insufficient Personal Support, and Risk 8: Mental Health.

**Related objectives and targets:** Objective 4 Completion for male students (PTS\_4); Objective 7 Attainment for male students (PTS\_7).

Activity	Inputs	Outcomes	Cross intervention strategy?
Post-entry academic skills development sessions (male only, with male staff). Outreach library sessions to key programmes with high proportions of male students. <i>New activity.</i>	Time of HE team members and library staff.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Enhanced personal and pastoral support. Invite local men's mental health charity "Man Down" in. <i>Existing activity being developed.</i>	Time of HE team members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Ensure male representation in our peer assisted academic mentoring. <i>Existing activity being developed.</i>	Time of HE team members in training and supervising peers providing support.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Enhanced and targeted signposting to available support for current students which extends beyond the induction period (referral by Programme Leaders). <i>Existing activity being developed.</i>	Time of marketing team and HE team members. Time in setting up new referral process and online system.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of	5

		continuation for male students.	
Staff referral process and “packaging” of support to appeal more to male students as shown in the research referenced in annex B. <i>New activity.</i>	Time of marketing team and HE team members. Time in setting up new referral process and online system.	Increased engagement with support services; improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Use of formative assessments and explicit teaching of how to use feedback to improve via the tutorial programme and within course lectures. <i>Existing activity being developed.</i>	Time of HE team members, academic staff and personal tutors.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Develop monitoring for attendance, participation, attainment and engagement with support services through new internal data dashboard. Opens up possible use of learning analytics, to be investigated. <i>Existing activity being developed.</i>	Time of HE team members.	Increased engagement with support services; improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Career Connect skills assessments used to identify and intervene where skills might be lacking in order to put in place early referral to support teams. <i>Existing activity being developed.</i>	Time of HE team members.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5

Mentoring, counselling, coaching and role models including employers. <i>New activity.</i>	Time of HE team members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Development of new student inductions and tutorial programme, including grit/growth mindset. <i>Existing activity being developed.</i>	Time of HE team members and tutors.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5
Develop induction process and introduce whole cohort activities to build a sense of belonging, e.g. extra-curricular through Health, Wellbeing and Sport department. <i>Existing activity being developed.</i>	Time of HE team members and HWS staff, use of sports facilities.	Increased sense of belonging; improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	5

**Total cost of activities and evaluation for intervention strategy 3 = £120 000 over 4 years**

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

#### **Evaluation**

<b>Activity</b>	<b>Outcomes</b>	<b>Method(s) of evaluation</b>	<b>Summary of publication plan</b>
Post-entry academic skills development sessions and outreach library sessions.	Attainment raising; increase in positive perception of HE and aspirations;	Type 2 – Monitoring of continuation rates and reasons for non-continuation.	Internal reporting through Access and Participation Working Group.

	improved rates of continuation for male students.	Type 2 – Internally supported staff research paper on reasons for non-continuation.	Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Enhanced personal and pastoral support. Invite local men's mental health charity "Man Down" in.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Monitoring of continuation rates and reasons for non-continuation.  Type 2 – Internally supported staff research paper on reasons for non-continuation.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Peer assisted male faces providing academic peer mentoring.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Monitoring of continuation rates and reasons for non-continuation.  Type 2 – Internally supported staff research paper on reasons for non-continuation.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Enhanced and targeted signposting to available support.	Improved mental wellbeing; attainment raising; increase in positive perception	Type 2 – Monitoring of continuation rates and reasons for non-continuation.	Internal reporting through Access and Participation Working Group.

	of HE and aspirations; improved rates of continuation for male students.	Type 2 – Internally supported staff research paper on reasons for non-continuation.	Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Staff referral process and “packaging” of support.	Increased engagement with support services; improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Monitoring of continuation rates and reasons for non-continuation.  Type 2 – Internally supported staff research paper on reasons for non-continuation.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Use of formative assessments and explicit teaching of how to use feedback to improve.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Monitoring of continuation rates and reasons for non-continuation.  Type 2 – Internally supported staff research paper on reasons for non-continuation.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Develop monitoring for attendance, participation, attainment and	Increased engagement with support services; improved mental wellbeing; attainment raising; increase in positive	Type 2 – Monitoring of continuation rates and reasons for non-continuation.	Internal reporting through Access and Participation Working Group.

engagement with support services through new internal data dashboard.	perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Internally supported staff research paper on reasons for non-continuation.	Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Career Connect skills assessments.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Monitoring of continuation rates and reasons for non-continuation.  Type 2 – Internally supported staff research paper on reasons for non-continuation.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Mentoring, counselling, coaching and role models including employers.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	Type 2 – Monitoring of continuation rates and reasons for non-continuation.  Type 2 – Internally supported staff research paper on reasons for non-continuation.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website..



Development of new student inductions and tutorial programme, including grit/growth mindset.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	<p>Type 2 – Monitoring of continuation rates and reasons for non-continuation.</p> <p>Type 2 – Internally supported staff research paper on reasons for non-continuation.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Develop induction process and introduce whole cohort activities to build a sense of belonging.	Increased sense of belonging; improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of continuation for male students.	<p>Type 2 – Monitoring of continuation rates and reasons for non-continuation.</p> <p>Type 2 – Internally supported staff research paper on reasons for non-continuation.</p> <p>Type 1 – Use of questionnaires and/or focus groups to gauge impact on students' sense of belonging.</p> <p>Type 2 – Use of NSS responses.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

**Intervention strategy 4: Financial Support. Bursaries to support students from households with low annual income and students from deprived socio-economic areas.**

**Objectives and targets:** Objective 1 (PTA\_1): Increase access to HE at TPUC for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) from a baseline value of 10.1% to 13.1% by 2028.

Objective 3 (PTS\_2) and (PTS\_3): Reduce the gap in completion rates for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) Q1 vs Q4 and for FSM-eligible vs non-eligible students from a difference of 14.3 and 14.7pp respectively, to 9.3pp and 9.7pp by 2028.

Objective 5 (PTS\_5): Reduce the difference in attainment rates for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) Q1 vs Q4 from 24.0pp to 16.0pp by 2028.

**Risks to equality of opportunity:** Risk 10: Cost pressures.

Activity	Inputs	Outcomes	Cross intervention strategy?
Pre-entry support, such as travel and equipment bursaries offered to target students, making sure that information relating to this including eligibility and how to apply are made easily accessible to all. <i>Existing activity being developed.</i>	Money for bursaries.	Increased application rates from students in receipt of this financial support.	1
Post-entry support, such as support in managing finances through tutorial programme and from student support staff and possibly peer support using student ambassadors. <i>Existing activity being developed.</i>	Time of HE team members and student ambassadors.	Improved rates of continuation, completion and attainment. Greater sense of financial stability.	3, 5
Travel bursary for enrolled students and promotion of this, plus help with applications for those who need it. Additionally, establishing a car share register. <i>Existing activity being developed.</i>	Money for bursaries. Time of HE team members.	Improved rates of continuation, completion and attainment. Greater sense of financial stability. Improved attendance.	3, 5
IAG around finances and available support at UCTP to internal L3 progression prospective students. <i>Existing activity being developed.</i>	Time of HE team members.	Increased application rates from students receiving this IAG.	1

Advertising of our courses with a clear focus on the potential career progression and links with employers, as well as the financial support available to eligible students. Better publicising of available financial support and eligibility criteria from pre-admission through to graduation. <i>New activity.</i>	Time of marketing team members and HE team members.	Improved application rates.	1, 3, 5
A focus throughout all elements of studies on skills development – courses don't just build knowledge. New micro credential focused on workplace skills – will help with progression, but as we deliver our courses with a condensed timetable to allow students to work, this may help our students to secure jobs alongside their studies which will help them to continue with their studies. <i>New activity.</i>	Time of HE team members.	Improved rates of continuation, completion and attainment. Greater sense of financial stability. Improved attendance.	3, 5
Bookable tours for prospective students who cannot attend open events. <i>Existing activity being developed.</i>	Time of HE team members, plus set up of new online booking system.	Improved application rates.	1

**Total cost of activities and evaluation for intervention strategy 4 = £706 000 over 4 years**

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

#### Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Pre-entry support, such as travel and equipment bursaries offered to target students.	Increased application rates from students in receipt of this financial support.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.

			External dissemination through publication of our findings on our website.
Post-entry support, such as support in managing finances through tutorial programme and from student support staff and possibly peer support using student ambassadors.	Improved rates of continuation, completion and attainment. Greater sense of financial stability.	<p>Type 2 – Monitoring of continuation rates and reasons for non-continuation.</p> <p>Type 2 – Internally supported staff research paper on reasons for non-continuation.</p> <p>Type 1 – Use of questionnaires and/or focus groups to gauge impact on students’ sense of financial stability and the role financial support played in this.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Travel bursary for enrolled students.	Improved rates of continuation, completion and attainment. Greater sense of financial stability. Improved attendance.	<p>Type 2 – Monitoring of continuation rates and reasons for non-continuation.</p> <p>Type 2 – Internally supported staff research paper on reasons for non-continuation.</p> <p>Type 2 – Monitoring of attendance.</p> <p>Type 1 – Use of questionnaires and/or focus groups to gauge impact on students’ sense of financial stability and the role financial support played in this.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
IAG around finances and available support at UCTP to internal L3 progression prospective students.	Increased application rates from students receiving this IAG.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	Internal reporting through Access and Participation Working Group.

			<p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Advertising of our courses with a clear focus on the potential career progression and links with employers, as well as the financial support available to eligible students. Better publicising of available financial support and eligibility criteria from pre-admission through to graduation.	Improved application rates.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
A focus throughout all elements of studies on skills development – courses don't just build knowledge. New micro credential focused on workplace skills – will help with progression, but as we deliver our courses with a condensed timetable to allow students to work, this may help our students to secure jobs alongside their studies which will help them to continue with their studies.	Improved rates of continuation, completion and attainment. Greater sense of financial stability. Improved attendance.	<p>Type 2 – Monitoring of continuation rates and reasons for non-continuation.</p> <p>Type 2 – Internally supported staff research paper on reasons for non-continuation.</p> <p>Type 2 – Monitoring of attendance.</p> <p>Type 1 – Use of questionnaires and/or focus groups to gauge impact on students' sense of financial stability and the role financial support played in this.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>

Bookable tours for prospective students who cannot attend open events.	Improved application rates.	Type 2 – monitoring rates of enquiry, application, acceptance and enrolment.	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
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The EORR identifies that students with the following characteristics are at risk of inequality of opportunity owing to cost pressures: low income/FSM; first in family; disabled students inc. SEN; mature students; commuter students; young carers; LGBT+; Muslim students and care experienced students. We also know from our own data gathered from our student population that students with parental responsibilities are also affected by this. The vast majority of our student population fulfil one or more of these criteria. As such, historically all students who pay the full tuition fees have been eligible for some degree of financial support through our college bursary. This is paid in three instalments in December, February, and May. We have targeted this more strongly towards students from lower income backgrounds as follows: full time students whose household income is less than £25,000 (as assessed by Student Finance England) receive £720 per year, all other full-time students receive £320 per year. All part time students who study at least 50% intensity of a full-time course receive £225 per year.

Additionally, a £300 travel bursary is available for students from Polar 4 Q1 postcodes (Camborne, Pool, Redruth, St Austell and the Clay Belt country). Financial support eligibility assessments have been done in this way in previous years due to the practicalities of assessing the eligibility of individual students. The University Centre also contributes to screening to identify additional learning needs. This amounts to £200 per student requiring this. We also have a discretionary hardship fund to which students may apply. We also offer loans for students in circumstances such as delays to maintenance loans coming in, but these have not been included in our costing of the financial support as we expect this money to be paid back.

We are hopeful that through the implementation of the interventions in this plan we might be able to target financial support to the students most in need. We will be talking with our partner institutions as well as other local providers with a similar context to ours to evaluate the feasibility of changing this process. If this results in any changes, we will submit a variation at that time. There is no plan to make any changes for academic year 2025-26.

**Intervention strategy 5: Awarding Gap and Completion. Activities to improve Completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and to improve Attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.**

**Objectives and targets:** Objective 3 (PTS\_2) and (PTS\_3): Reduce the gap in completion rates for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) Q1 vs Q4 and for FSM-eligible vs non-eligible students from a difference of 14.3 and 14.7pp respectively, to 9.3pp and 9.7pp by 2028.

Objective 4 (PTS\_4): Reduce the difference in completion rates for male vs female students from a difference of 17.0pp to 8.0pp by 2028.

Objective 5 (PTS\_5): Reduce the difference in attainment rates for students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019) Q1 vs Q4 from 24.0pp to 16.0pp by 2028.

Objective 6 (PTS\_6): Reduce the difference in attainment rates for students with vs without a reported disability from 8.7pp to 3.7pp by 2028.

Objective 7 (PTS\_7): Reduce the difference in attainment rates for male students vs female students from 21.6pp to 11.6pp by 2028.

**Risks to equality of opportunity:** Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 5: Limited choice of course type and delivery mode; Risk 6: Insufficient academic support ; Risk 7: Insufficient personal support; Risk 8: Mental health.

**Related objectives and targets:** Objective 1: Reduce the difference in continuation for male vs female students from 6.5pp to 3.5pp by 2028.

Activity	Inputs	Outcomes	Cross intervention strategy?
Post-entry academic skills development sessions. <i>New activity.</i>	Time of HE team members and library staff.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and	3

		students with a reported disability.	
Enhanced personal and pastoral support both via the tutor system and engagement with support team, to include attainment, career and employability activities. Use of Career Connect skills assessments to identify and intervene where skills might be lacking. Planning to implement a “Workplace Skills” microcredential which will give our students something to prove that they have the soft skills which employers identify as being lacking in new employees. <i>Existing activity being developed and a new activity.</i>	Time of HE team members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	3
Enhanced support for students with reported disability, including Student Support Plans and DSA support sessions (prior to enrolment and throughout studies), pre-registration contact with disabled students, plus promoting self-advocacy throughout (dedicated student rep to represent students with a disability). Support Plans to include section on student strengths so that these can be emphasised to teaching staff. A push on raising awareness of existence of DSA and eligibility. Drop-in DSA application sessions to support with application process. <i>Existing activity being developed.</i>	Time of HE team members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved attainment for students with a reported disability.	No
Enhanced and targeted signposting to available support for current students, plus use of referral process by staff for any students who they feel are in need of support. <i>Existing activity being developed.</i>	Time of HE team members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-	3



		economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	
Peer assisted (PASS/PALS) scheme to give students a friendly face who might be more easily approachable and will be able to offer support, but also signpost students to available support staff. <i>Existing activity being developed.</i>	Student ambassadors' time, plus that of HE team members to supervise.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	3
Academic peer mentoring to provide coaching and positive role models from similar backgrounds. <i>New activity.</i>	Time of HE team members and student ambassadors.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students,	3

		students from deprived socio-economic backgrounds and students with a reported disability.	
Improved data monitoring, investigate possible use of learning analytics, if appropriate. Use data monitoring to look for trends in attendance, performance etc which might be of concern to allow students to be referred for support. <i>Existing activity being developed.</i>	Time of HE team members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	3
Whole cohort activities to build a sense of belonging, to include extra-curricular opportunities, plus collaborative academic tasks. Integration of the social and academic elements of university life. <i>Existing activity being developed.</i>	Time of HE team and wider staff members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and	3

		students with a reported disability.	
Develop inclusive curricula, for example where trips and visits are a required part of the course. Question to be included at initial Student Support Plan session regarding potential barriers related to the course, so that forward planning can occur. <i>Existing activity being developed.</i>	Time of HE team and wider staff members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved attainment for students with a reported disability.	No
Develop inductions and tutorial programme to include sessions on grit/growth mindset. <i>Existing activity being developed.</i>	Time of HE team and wider staff members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	3
Monitor research on how reasonable adjustments are most effectively delivered and adapt practice accordingly. <i>New activity.</i>	Time of HE team and wider staff members.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved attainment for students with a reported disability.	No

**Total cost of activities and evaluation for intervention strategy 5 = £120 000 over 4 years**

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

## Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Post-entry academic skills development sessions.	Attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Enhanced personal and pastoral support both via the tutor system and engagement with support team, to include attainment, career and employability activities. Use of Career Connect skills assessments to identify and intervene where skills might be lacking. Planning to implement a “Workplace Skills” microcredential which will give our students something to prove that they have the soft skills which employers identify as being lacking in new employees.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.

Enhanced support for students with reported disability, including Reasonable Adjustment Plans and pre-DSA support sessions, pre-registration contact with disabled students, plus promoting self-advocacy throughout.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved attainment for students with a reported disability.	Type 2 – Monitoring of attainment rates for students with a reported disability relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Enhanced and targeted signposting to available support for current students, plus use of referral process by staff for any students who they feel are in need of support.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Peer assisted (PASS/PALS) scheme to give students a friendly face who might be more easily approachable and will be able to offer support, but also signpost students to available support staff.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.

	backgrounds and students with a reported disability.		External dissemination through publication of our findings on our website.
Academic peer mentoring to provide coaching and positive role models from similar backgrounds.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	<p>Type 2 – Monitoring of completion rates and reasons for non-completion.</p> <p>Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.</p> <p>Type 2 – Use of NSS responses.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Improved data monitoring, investigate possible use of learning analytics, if appropriate. Use data monitoring to look for trends in attendance, performance etc which might be of concern to allow students to be referred for support.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	<p>Type 2 – Monitoring of completion rates and reasons for non-completion.</p> <p>Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
Whole cohort activities to build a sense of belonging, to include extra-curricular opportunities, plus collaborative academic tasks. Integration of the social	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for	<p>Type 1 – Use of questionnaires and/or focus groups to gauge impact on students' sense of belonging.</p> <p>Type 2 – Use of NSS responses.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p>

and academic elements of university life.	free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.	Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Develop inclusive curricula.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved attainment for students with a reported disability.	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.
Develop inductions and tutorial programme to include sessions on grit/growth mindset.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved rates of completion for male students, students from deprived socio-economic backgrounds and students eligible for free school meals, and improved attainment for male students, students from deprived socio-economic backgrounds and students with a reported disability.	Type 2 – Monitoring of completion rates and reasons for non-completion.  Type 2 – Monitoring of attainment rates for identified groups relative to their counterparts.  Type 2 – Use of NSS responses.	Internal reporting through Access and Participation Working Group.  Published on Access and Participation SharePoint.  Published in internal Seeker journal.  External dissemination through publication of our findings on our website.

Monitor research on how reasonable adjustments are most effectively delivered and adapt practice accordingly.	Improved mental wellbeing; attainment raising; increase in positive perception of HE and aspirations; improved attainment for students with a reported disability.	<p>Type 2 – Monitoring of attainment rates for students with a reported disability relative to their counterparts.</p> <p>Type 2 – Use of NSS responses.</p>	<p>Internal reporting through Access and Participation Working Group.</p> <p>Published on Access and Participation SharePoint.</p> <p>Published in internal Seeker journal.</p> <p>External dissemination through publication of our findings on our website.</p>
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## **Whole provider approach**

As a mixed economy provider, we have a commitment to inclusion that stretches from our outreach activities in schools to our L3 provision and into the work of the university centre. Our whole provider approach to inclusion endeavours to meet the duties contained in the Equality Act 2010 but goes further to include socio-economic background. The college values include Wellbeing, Engagement, Aspiration and Respect which aligns well with the university centre values and the themes of this plan. The college as a whole aims to promote equality of opportunity and remove barriers to learning for all individuals with respect to educational achievement, personal progression and participation, which aligns with the purpose of this plan. The college was re-accredited with the Investors in Diversity quality mark in 2021 and was ranked in the top 25 of the more than 600 organisations involved nationally. The most recent Ofsted report observed that leaders and managers promoted equality and diversity well across the college and that learners are prepared extremely well for living and working locally or further afield in more diverse communities. The university centre will use its resources both in terms of staff, physical resources and knowledge to contribute to institution events that are embedded into the college careers programme including guest speakers, careers events and national careers and apprenticeships events. The college and the university centre work together to fund and host the College Progression Fair. This was established after the discontinuation of the UCAS fair in Cornwall which put local students at a significant disadvantage to their out of county counterparts; collaboration with NSSW allows this event to reach many schools in the area.

In addition to the university centre widening access activities, we also have a presence at all college recruitment and access events. Such activities allow local students to see a roadmap from further education into higher education, raising aspirations and encouraging students to 'go further' which is part of the college vision and aligns with the progression elements of this plan. Outreach activities are also provided in virtual form to allow students without transport means or mental/physical barriers to access these events.

Our shared commitment to progression of our students includes our Accountability Statement and Partnership Pledge which demonstrate the high value we place on employer engagement and strategic partnership with both employers, schools and colleges. Our university centre work placement and careers team work synergistically with the college careers and business partnership advisors to strengthen employer relationships and encourage employer input into curriculum development.

Wellbeing and mental health support is critical across the provision to enable students to continue with their studies. Students have access to personal support from the university centres specialist student support team that works in collaboration with the college teams, encouraging effective practice and joint CPD. Working closely with the college support team allows early identification of students with specific learning needs or barriers to higher education to tailor progression activities to meet these needs such as 1:1 tours or quiet spaces at open events.

Our Wellbeing team works across the college and university centre giving all students access to an extensive programme of sport and wellbeing activities which are free to all learners. Our students also have access to the college counselling services and take part in whole provider events such as our healthy habits clinics.

The university centre has a designated governor and a higher education student governor as part of the whole provider governance. Representation at governance meetings allows both the university centre and its students to influence wider college policy.

## **Student consultation**

Prior to submission of this plan to the Office for Students, we reached out to a number of our current students for their feedback. In relation to our objectives pertaining to students from deprived socio-economic backgrounds, our students felt that prospective students may feel a burden to help with family living costs, or that working to earn money is their only option to relieve any societal strain they feel. This, along with the mindset of HE not being for them and fears around not fitting in, are likely to be the main barriers to accessing HE. One point they raised was

around limited access to internet or potentially devices. Despite lots of information being available online with regards to financial support available during studies, this may not be accessible to some prospective students in our local community. As such, we have made a commitment to look at alternative methods of communication, such as sending out information by post as well as going out into these communities more to have those conversations face to face, as our students felt the barriers to Access may also prevent these students from contacting the University Centre. They suggested community centres in areas of deprivation might be worthwhile places to visit.

Another point was made around the poor public transport in Cornwall, which is also very expensive. This reinforced our view that this could be a huge barrier for some people. We already offer transport bursaries to eligible students, but this is clearly something we need to do more to raise awareness of, which we have committed to in this plan. A fantastic idea which was put forward by one student was to set up a carpool register to help students share the cost of travel. We will be looking to implement this as soon as possible. Another suggestion was travel passes for students to use either from home or from the park and ride. This is being fed into our review of the financial support to students and how this is distributed.

In relation to financial support and bursaries, students expressed some frustration that eligibility was based on the Student Loan Company's assessment of household income rather than the student's individual circumstances. Whilst this would prove more difficult to address, it is something that we will be considering as we carry out the aforementioned review.

In relation to our targets pertaining to male students, our student consultation raised the view that although they feel our lecturing and support staff team are excellent, as is the level of support available, there is a heavy bias towards females in the gender divide of our staff body. They felt that having male staff mentors available for students to go to if they found them easier to approach may help. This is reflected in our plan.

Our students recognised the difficulty in determining how a reported disability may impact on HE studies, as it is so dependent on the type of disability. However, they felt that the less obvious hidden disabilities were more common among our student body, and so ensuring all staff have sufficient training in how best to support these students might be a good idea. This is something that our whole organisation is working on which, as we are a mixed economy provider, includes our 16-19 levels 2 and 3 provision. We will continue to ensure that all staff from the University Centre attend all such CPD opportunities as they arise, and that we work with our FE colleagues to endeavour that our internal progression students have a seamless transition to the University Centre in terms of the support they receive. We will also look into starting a peer support network for students with a reported disability.

We will make it a standing item on Student Representatives meeting agendas to report on what actions we have taken in relation to Access and Participation, and what we plan to do going forward so that at all points we are listening to and being guided by the student voice. We will use feedback from students to inform our planning and our evaluation methods and will make variations to our APP if necessary. Students will also be involved in the delivery of some of the activities and as such will be able to assist in the tailoring of these events.

## **Evaluation of the plan**

We have used the OfS self-evaluation toolkit to assess the evaluation mechanisms already in place at TPUC and to inform the changes we intend to implement moving forward. We have used the five-point framework in the self-assessment tool to inform our planning.

A new appointment was made to the HE team at TPUC with part of that role being responsible for overseeing the evaluation of AP activities. They will put together an Access and Participation Working Group, which will include students, who will meet termly to monitor and report on activities. An annual report will be produced for SMT and Governors which will discuss activities carried out and measure progress against the objectives and targets set out in the plan. Discussion in this forum will also ensure that data collection is planned to be carried out in reliable and systematic ways, meeting ethical standards, and recognising limitations of research methods used.

An Access and Participation SharePoint page will be set up which will be accessible to all HE staff at TPUC. This will allow for systematic dissemination of evaluation information. This will also be where we are able to host guidance documents that are developed to give common evaluation protocols to work to, making use of TASO resources relating to intermediate outcomes where objectives are longer term. Members of the team already regularly access published research, national data etc., but when something of particular interest is published, resources will be shared to the SharePoint for all staff to access. Theories of Change will be updated to reflect any new information, and this will inform delivery of our programmes.

We are looking to move beyond feedback and satisfaction measures and opinions of participants to specify outcomes. Internal data monitoring will be improved to centralise the reporting from different teams within the University Centre to allow for more cohesive approaches to interventions with students, and to support evaluation through the collation of robust data that can contribute to outcome measures.

The intervention strategies outlined in this plan are predominantly based on Type 1 evidence and Type 2 evidence where available. Collecting additional Type 2 evidence is intended to support future access and participation planning and enable more robust strategies going forward.

### **Provision of information to students**

We are compliant with the requirements of consumer protection legislation and the Competition and Markets Authority. Transparency information is available on our website in line with OfS requirements. All information relating to fees and entry requirements are made available to UCAS in order to ensure relevant web pages are up to date.

The latest, approved APP and summary will be made available on the TPUC website, along with tuition fee information for prospective students. We are committed to publishing clear and accessible information about fees and financial support for prospective and existing students in a range of formats, through recruitment publications and on the website. The website is currently going through a period of redesign, each course will have its own webpage which clearly provides the entry requirements and the fees, costs and funding. Students are sent specific course information when offered a place.

We publicise information on the available financial support on our 'Student Finance' webpage. This lists the various funds and bursaries available, including both internal and external support, that students can apply for. There is clear information on eligibility criteria, assessment and available amounts. Further information is provided at open events, where members of the student support team are available to answer queries and provide advice on the different funding available. It is detailed at induction events prior to the start of course, and then during the start of year tutorial programme. For current students, this information is also available via the student support team and their course tutors.

Where applicants have declared a learning difficulty or disability, a member of the student support team will be in contact with them in advance of enrolment and discussions include financial guidance. These teams continue to provide advice and support for students throughout their programme to ensure that appropriate IAG is provided through all stages of the student lifecycle.

We continually review the level of awards given and targeting student groups to receive these awards based on the likelihood of finance being a significant barrier to access and success.

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

Truro and Penwith College University Centre (TPUC) have assessed our performance to identify the most significant indicators of risk to equality of opportunity for current and prospective students. Our primary data source was the OfS Access and Participation Data Dashboard. Other data sources include: National Student Survey (NSS) results, our internal data sources such as academic and pastoral support records, UCAS application data, Graduate Outcome (GO) survey data, individualised learner record (ILR) data and data from UniConnect (Next Steps South West, NSSW).

The nature of the data generated from an institution of our size is such that there are limitations in terms of the conclusions that can be drawn and innate statistical uncertainty owing to our small cohort sizes (and these have been decreasing in recent years from 500 in 2016-17 to 160 in 2021-22). This is especially true of points later in the student lifecycle where there are very small values and in some cases small number suppression. The ability to disaggregate data or to perform intersectional analysis is also limited. In order to try and overcome some of these issues, 2- and sometimes 4-year aggregate values are used.

Below is a table comparing the modes of study at Truro and Penwith College University Centre and how this compares to the national picture:

	Truro and Penwith College		National	
Apprenticeships	8%		4%	
All undergraduates	Full time: 68%	Part-time: 24%	Full time: 82%	Part-time: 14%
First degree	Full time: 6%	Part-time: 1%	Full time: 70%	Part-time: 9%
Other undergraduate	Full time: 61%	Part-time: 23%	Full time: 7%	Part-time: 5%
Undergraduate with some postgraduate components	Full time: 0%	Part-time: 0%	Full time: 5%	Part-time: 0%

The data was examined separately for full-time vs part-time students, but as the table below shows, the proportion of part-time students represented in the later stages of the student lifecycle is very low. Most of the analysis therefore has focused on full-time students (unless otherwise stated).

Lifecycle Stage	Full Time (%)	Part Time (%)
Access	68	24
Continuation	70	24
Completion	72	24
Attainment	99	1
Progression	99	1

Nationally, 70% of students are studying for a first degree, compared to only 6% at TPUC. As such, analysis primarily focuses on the “all undergraduate” level of study view (unless otherwise stated).

Having identified the underrepresented groups of students at the greatest risk of inequality of opportunity within our institution and the stages of the student lifecycle in which they are at greatest risk (by comparing groups to their counterparts within our institution and also comparing those groups to the national picture across all HE settings), we mapped these indicators of risk using the OfS’ Equality of Opportunity Risk Register (EORR). These were then investigated further using other data sources, and the most likely risks were identified. These are detailed below. Where data is particularly limited, the EORR was used to consider how identified risks to groups nationally may affect our current and prospective students throughout the student lifecycle.

This annex discusses various characteristics across the student lifecycle stages and whether an indicator of risk has been identified to the equality of opportunity of our current and prospective students. From these, those which we feel we might be able to have the greatest impact on with our intervention strategies, in terms of likelihood of

success, largest numbers of students we can reach, and limitations of resources, have been identified and detailed in section B of our APP.

## **Access**

### **Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019):**

TPUC recruits fewer full- and part-time entrants from the most deprived quintile (Q1) compared to less deprived quintiles from which the majority of our entrants come (Q2 and 3). TPUC has very few entrants from Q4 or Q5, but this fits with the local demographic. Of Cornwall's 326 neighbourhoods (LSOAs), the IMD2019 report lists 43 in Q1 (13.2%), 134 in Q2 (41.1%), 98 in Q3 (30.1%), 46 in Q4 (14.1%) and 5 in Q5 (1.5%). The primary types of deprivation in Cornwall's worse affected neighbourhoods relate to income, employment, education, skills and training and health and disability<sup>1</sup>.

Owing to our low numbers of Q5 entrants, we compared relative access for Q1 students to Q4, the least deprived quintile which was represented in any meaningful way in our data. Using the latest 2-year aggregated data, the access rate for our full time-Q4 students was 16.6% compared to 10.2% for Q1. For our part-time Q4 students this was 22.6% compared to 10.8% for Q1 students. In both full- and part-time, Q4 students are overrepresented, and Q1 students are underrepresented in relation to the number of LSOAs in Cornwall which belong to those quintiles. In the "all providers" data, Q1 students had the highest rate of access in 2021-22 at 22.8% of entrants, following a sustained increase since 2016-17.

**Students who were eligible for free school meals:** TPUC recruits fewer FSM eligible entrants compared to not eligible. Using 2-year aggregated data, 85.1% of entrants were not eligible, compared to 14.9% eligible. This is a difference of 70.2pp and this has widened from the 4-year to the 2-year aggregated data. The proportion of FSM eligible entrants is lower than for all providers (18.4% in 2021-22) and the difference between eligible and non-eligible in all providers is larger (63.2pp for all providers). HEAT data shows that in Cornwall's secondary schools, 19.7% of students are eligible for free school meals and so those students are underrepresented in their access to HE at TPUC.

**Students with a reported disability:** In 2021-22, 32.7% of full-time entrants at TPUC had a reported disability, much higher than the 17.4% of entrants to all providers. We noticed that access for part-time students with a reported disability was lower than the "all providers" figure for the 4-year aggregate, but higher for 2-year, so this is improving and something that we will continue to monitor.

**Sex:** TPUC recruits fewer male students than female (32.7% compared to 67.3%), and this balance is fairly consistent looking at 2- and 4-year aggregated data. All providers data shows that 56.8% of entrants are female, 43.2% are male. Our access for male students is therefore a lot lower than female students, and a lot lower than males at all providers. This is almost certainly due in no small part to our course offer. Looking at the top 15 courses offered at TPUC in terms of numbers of entrants in 2023-24, which constitute 72.6% of all of the entrants that year, all but one of them belong to fields of study which are heavily skewed in favour of female entrants nationally<sup>2</sup>. A weighted mean of the proportion of female students for the field of study to which each of these courses belongs, yields a predicted percentage of 69.9% female students at TPUC. We are in the process of reviewing our courses offered and so will take this into consideration.

**Students either coming from areas with state-funded mainstream schools (TUNDRA) or geographical areas (POLAR4) with historically low rates of HE participation:** TPUC recruits too few students from TUNDRA or POLAR4 Q1. Using 2-year aggregated data, entrants from TUNDRA Q3 have the highest rate of access (44.7%) which is much higher compared to Q1 students (10.7%). This represents a gap of 34.0pp. In 2021-22, Q1 entrants to all providers represented 12.3% of students. Entrants from POLAR4 Q3 have the highest rate of access (37.5%) which is much higher compared to Q1 students (7.5%). This represents a gap of 30.0pp. In 2021-22, Q1 entrants to all providers represented 12.5% of students.

TPUC almost exclusively recruits students who already live locally. These tables summarise the breakdown of entrants to TPUC in 2021-22, plus the 2- and 4-year aggregated data, plus the sector data for comparison, alongside the distribution of Cornwall postcodes by TUNDRA/POLAR4 quintiles:

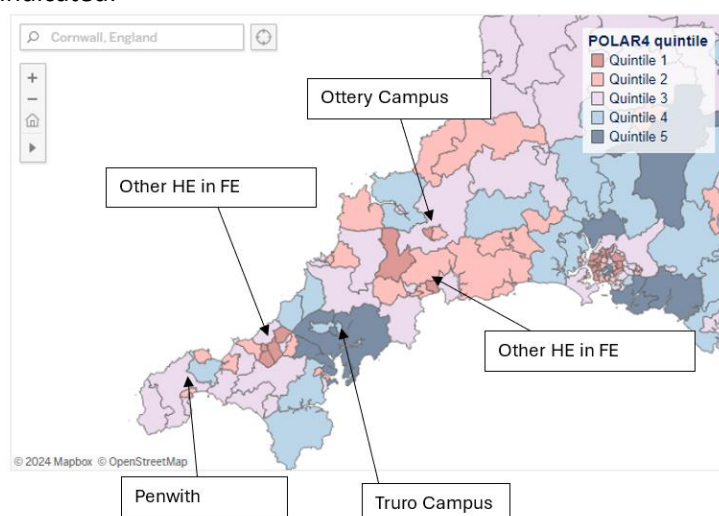
TUNDRA	Cornwall MSOA	Cornwall LSOA	TPUC 21-22	TPUC 4y	TPUC 2y	ALL 21-22
Q1	15.5	13.8	11.4	14.3	10.7	12.3
Q2	34.1	34.5	35.4	36.8	36.5	15.5
Q3	36.2	26.4	48.1	41.4	44.7	18.7
Q4	14.2	20.1	5.1	7.5	8.1	23.3
Q5		5.2				30.2
Gap			-6.3	-6.8	-2.6	11.0

POLAR4	Cornwall POLAR4	TPUC 21-22	TPUC 4y	TPUC 2y	ALL 21-22
Q1	7.0	7.5	10.9	7.6	12.5
Q2	35.5	26.3	31.3	25.8	15.7
Q3	31.9	37.5	31.1	33.8	18.8
Q4	16.4	20.0	17.7	21.2	22.7
Q5	9.2	8.8	9.1	11.6	30.3
Gap		1.3	-1.8	4.0	17.8

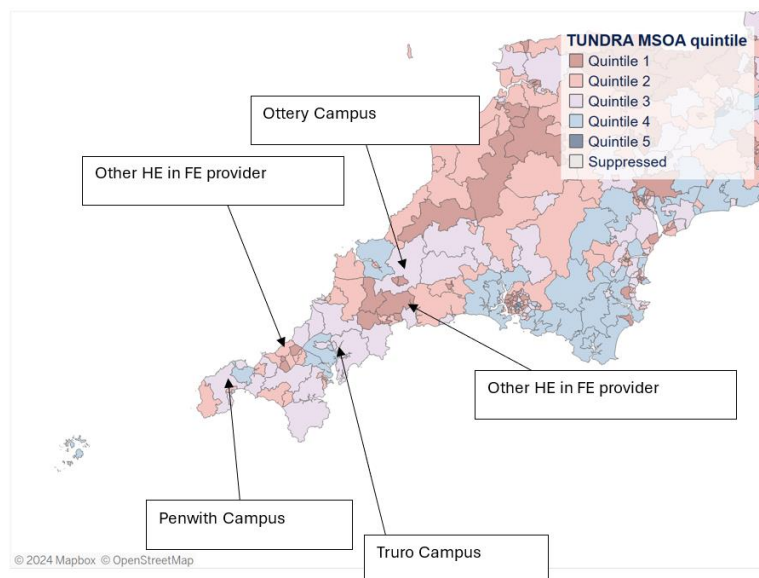
This shows that the two metrics yield radically different results to one another with regards to Q1, with Q2-Q4 being more similar. We believe that given the fact that so many of our students are mature students, POLAR4 might be the more useful tool. This would mean that TPUC consistently recruits a proportion of Q1 students in line with, even exceeding, the local context.

Analysis of HEAT data shows that of the local secondary schools, 17 of the 31 had a greater proportion of FSM eligible students than nationally (19.7% eligible nationally in October 2020); 11 schools had a greater proportion of TUNDRA Q1 students (20.1% nationally in 2016), and 16 schools had a greater proportion of IMD Q1 students (11.8% nationally in 2019). Of these 31 schools, 20 were identified as having one or more, 15 had two or more and 9 had all three of these metrics at a higher rate than the national picture. As such, we will continue to monitor TUNDRA/POLAR4 Q1 groups, but will not be targeting them directly, choosing instead to focus our intervention strategies on IMD Q1 and FSM eligible students, which should result in cross-intervention with areas of low HE participation by either TUNDRA or POLAR4.

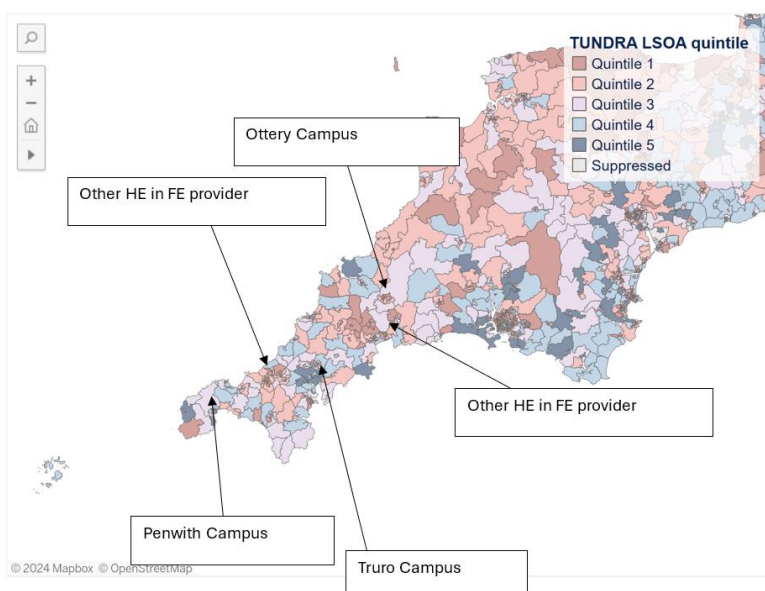
This map shows the POLAR4 participation quintiles in Cornwall, with the approximate locations of our campuses indicated:



This map shows the TUNDRA participation in Cornwall using Middle Layer Super Output Areas (MSOAs), with the approximate locations of our campuses indicated:



This map shows the TUNDRA participation in Cornwall using Lower Layer Super Output Areas (LSOAs), with the approximate locations of our campuses indicated:



**Age:** TPUC consistently recruits between 45 and 50% of its students as mature students. This is far higher than the “all providers” figure of 29.0% in 2021-22. This is not an area on which we will therefore be focusing.

**ABCS:** In both the 2- and 4-year aggregated data, Q1 students represented a greater proportion of total entrants than Q5 students. Q1 students were 17.3% of entrants in the 2-year and 20.7% of entrants in the 4-year, much higher than the 7.1% for all providers in 2021-22. Whilst this figure did fall a little to 16.9% Q1 in 2021-22, this is still far higher than the sector average and so not an area on which we will therefore be focusing.

### Continuation

**Sex:** Continuation rates are 89.6% for females compared with 83.1% for males, a gap of 6.5pp. Male student continuation is lower than for all providers and the gap is larger: 90.5% female, 86.9% male, a gap of 3.6pp.

**Students with a reported disability:** Continuation at TPUC for full-time students with a reported disability was higher than for students with no reported disability in the most recent year on the dashboard, an improvement on the 2-year aggregated data and better than the sector average. When we disaggregated by disability type, we found that students with a mental health condition have higher continuation than national, but lower continuation over the latest 2-year aggregate at TPUC was noted compared to TPUC students with no reported disability and compared to

2020-21 for all providers for cognitive/learning difficulties (86.0% compared to 87.9%/91.2%) and sensory, medical or physical impairment (84.2% compared to 87.9%/88.3%). We will continue to monitor this.

**Students who were eligible for free school meals:** The 2-year aggregated data shows that eligible students had better continuation than non-eligible students and higher than the sector average.

**ABCS:** Whilst a gap between Q1 and Q4 (no data available for Q5) students does exist in the 2-year aggregate, this gap is 3.7pp, smaller than the 12.9pp seen between the same quintiles in the “all providers” data.

**Age:** In 2020-21, mature students had slightly lower continuation than young students, however the difference was only 1.3pp, lower than the 9.9pp difference which is seen across the sector. However, the difference has increased in recent years and so this is something that we will monitor.

**Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019):**

Whilst a gap between Q1 and Q4 (no data available for Q5) students does exist in the 2- and 4-year aggregated data, this gap has decreased from 5.4pp to 3.7pp and is smaller than the 7.1pp gap seen in the sector as a whole.

**Students either coming from areas with state-funded mainstream schools (TUNDRA) or geographical areas (POLAR4) with historically low rates of HE participation:** Comparing TUNDRA Q1 with Q4 (no data for Q5) in 4-year aggregated data gives a gap of 5.0pp in terms of continuation at TPUC. This gap is slightly larger than that seen between the same quintiles in the sector data (2.7pp). When comparing POLAR4 Q1 with Q5 continuation at TPUC, a gap of 5.3pp is seen, comparable to the gap of 5.1pp across the sector. Whilst not being targeted directly, we will continue to monitor these.

## **Completion**

**Students who were eligible for free school meals:** Fewer FSM-eligible students complete compared to not eligible students. Latest 2-year aggregate shows a difference of 14.7pp in completion rates (82.0% for not eligible compared with 67.3% for eligible). This gap has widened from the 4-year to the 2-year aggregate. The completion rate is lower for TPUC students than for all providers (82.5% in 2017-18) and the gap is larger (8.3pp in 2017-18).

**Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019):** As so few TPUC students are from Q5, we used a comparison between Q1 and Q4. This showed that the gap between completion for these groups has increased from 4.9pp over 4 years, to 8.8pp over 2 years to 14.3pp in the most recent year on the APP dashboard (2017-18). This compares with a gap between Q1 and Q4 of 8.5pp across the sector as a whole in that year.

**Students with a reported disability:** Completion at TPUC for full-time students with a reported disability was higher than for students with no reported disability in the most recent year on the dashboard and in the 2- and 4-year aggregate. However, when we disaggregated by disability type, we found that there was a lower rate of completion over the latest 2-year aggregate for sensory, medical or physical impairment (76.7% compared to 82.3% for students with no reported disability). We will continue to monitor this.

**Sex:** Completion rates are 88.0% for females compared with 71.0% for males. This difference of 17.0pp has widened from the 4- to the 2-year aggregate. All providers data in 2017-18 shows a gap of just 5.7pp, much smaller than the gap at TPUC and a much higher rate of completion compared to male students at TPUC: 89.7% for female students, 84.0% for male.

**ABCS:** Using the 2-year aggregated data, Q1 students have higher rates of completion compared with Q4 students (too few Q5 students to appear) by 9.0pp. The gap between these two quintiles in the data for the sector is 20.2pp, with Q1 students only having a completion rate of 72.2% in 2017-18, compared with 79.4% in the TPUC 2-year aggregate and 75.3% at TPUC for that same year.

**Age:** Mature students have higher rates of completion compared to young students at TPUC with 85.3% in 2017-18, comparable to the “all providers” figure of 85.5%. The difference has decreased compared to the 2-year figure so we will continue to monitor.



**Students either coming from areas with state-funded mainstream schools (TUNDRA) or geographical areas (POLAR4) with historically low rates of HE participation:** Using 4-year aggregated data, rates of completion for TUNDRA Q1 students are 73.9%, 3.0pp lower than Q4 students and 12.6pp lower than at all providers in 2017-18. The Q1-Q4 gap is smaller than the sector data (3.5pp). Rates of completion for POLAR4 Q1 students are 72.7%, 8.9pp lower than Q5 students and 13.2pp lower than at all providers in 2017-18. The Q1-Q5 gap is slightly larger than the sector data (6.7pp).

### Attainment

**Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019):** Q1 students at TPUC have lower rates of attainment than other quintiles. Using 4-year aggregated data, Q1 students' attainment rates are 57.1%, representing a gap of 24.0pp between Q1 and Q4 students (Q5 suppressed). This gap is larger than the 15.0pp gap seen between these two quintiles in the sector data. This is also lower than the Q1 rate of attainment for all providers, which was 68.5% in 2021-22.

**Students who were eligible for free school meals:** The attainment rate for FSM-eligible students is so low it is suppressed. For not-eligible students the rate is 51.3%. These rates are lower than for all providers (67.8% for FSM eligible in 2021-22 compared with 74.6% for not eligible).

**Students with a reported disability:** Whilst in 2021-22 there was no significant difference in attainment between students with/without a reported disability (74.1% and 73.5% respectively), owing to the small sizes of our cohorts there is a large amount of variation from one year to the next. Using aggregated data, students with a reported disability have lower rates of attainment than students without at TPUC, and lower rates of attainment compared to students with a reported disability at all providers. The gap in attainment between students with/without a reported disability at TPUC is 9.8pp over 4 years and 8.7pp over 2 years. The gap between these groups at all providers was - 0.5pp in 2017-18. Students with a reported disability have 16.4pp lower attainment than at all providers, compared with a 5.3pp difference between students with no reported disability at TPUC compared with all providers. Disaggregation by disability type using the latest 4 years of data shows that students with a reported mental health condition have an attainment rate of 65.9% (7.7pp gap compared to students with no reported disability); students with cognitive or learning difficulties have an attainment rate of 64.5% (10.1pp gap), and students with a sensory, medical or physical impairment had an attainment rate of 55.2% (18.4pp gap). Each of these is also lower than the "all providers" figures.

**Sex:** Attainment rate figures were suppressed for male students in the 2021-22 data set but using the latest 2-year aggregate shows 76.6% for female students, 55.0% for male students, a difference of 21.6pp. Rates at all providers in 2021-22: 80.5% female, 76.9% male, a difference of 3.6pp. Again, this gap is much smaller than the gap at TPUC and there is a much higher rate of attainment for male students at all providers compared to at TPUC.

**Students either coming from areas with state-funded mainstream schools (TUNDRA) or geographical areas (POLAR4) with historically low rates of HE participation:** Even using 4-year aggregated data, attainment data for TUNDRA Q1 and POLAR4 Q1 students is suppressed. Nationally, 76.3% of TUNDRA Q1 and 75.0% of POLAR4 Q1 students achieve a first or upper-second class degree.

**Age:** Mature students at TPUC have much higher rates of attainment than young students and higher than mature students across the sector.

### Progression

**Students from deprived socio-economic backgrounds (measured by Index of Multiple Deprivation (IMD) 2019):** Q1 students at TPUC have lower rates of progression than other quintiles. Using 2-year aggregated data, the difference between the quintile with the highest rate of progression (Q4 with 51.3%) and Q1 (with 36.8%) is 14.5pp. The gap between these same quintiles across the sector is 9.1pp. Progression for Q1 students at TPUC is also significantly lower than for all providers: 67.7% in 2020-21.

**Students with a reported disability:** There has been a drop in the progression rates for students with a reported disability from 69.2% in 2017-18 to 42.6% in 2019-20. This has recovered slightly to 46.3% in 2020-21, however it is still below the figure for students with no reported disability at 48.6%, a gap of 2.3pp. This gap is similar to the 2.1pp gap seen in 2020-21 for all providers. Progression for students with a reported disability was 29.9pp lower for TPUC students compared to all providers. For students with no reported disability this difference was 26.0pp. Although much of the difference between TPUC data and all providers might be able to be explained by the course offer at TPUC and the local and regional labour market, the fact that there is a larger gap between TPUC/all providers students with a reported disability than between TPUC/all providers students without a reported disability is an area to monitor and plan to address should this continue/worsen.

**Sex:** Progression data from 2021-22 shows 49.6% for female graduates and 44.5% for male graduates, a gap of 5.1pp. The 2-year aggregate shows 50.3% for female graduates and 40.3% for male, which has widened from no significant difference in the 4-year aggregate. All providers in 2020-21: 73.3% female, 75.4% male, a gap of negative 2.1pp. The gap at TPUC is reversed compared to the national picture, with a larger numerical gap, and with lower progression than male graduates from all providers.

**Students either coming from areas with state-funded mainstream schools (TUNDRA) or geographical areas (POLAR4) with historically low rates of HE participation:** Again, using 4-year aggregated data, progression data for TUNDRA Q1 and POLAR4 Q1 students is suppressed. Nationally, 70.2% of TUNDRA Q1 graduates and 69.4% of POLAR4 Q1 graduates progress into professional/managerial employment, further study or other positive outcomes.

**Age:** Mature students have significantly higher progression than young students graduating from TPUC, although for both student groups progression is lower than their group across the sector.

**Students who were eligible for free school meals:** Using 4-year aggregated data, students who were eligible for free school meals had a higher rate of progression than non-eligible students; however, for both groups these rates were lower than across the sector.

**ABCS:** In 2- and 4-year aggregated data, there was a larger gap between Q1 and Q5 progression for TPUC graduates compared to across the sector (24.8pp and 24.2pp respectively). Progression is also much lower for every quintile compared to the sector-wide rates.

### Intersectional analysis

Intersectional analysis between POLAR4 and sex and between IMD and sex shows that across the continuation, completion and attainment stages of the student lifecycle, much larger gaps are shown between male and female students within the same POLAR4/IMD quintiles, than between different quintile groups within the same sex. Sex appears to have much more of an impact on student success than area-based measures of participation in HE, or of multiple deprivation.

This trend doesn't hold true, however, in the progression data. Using 4-year aggregated data of POLAR4 and sex, male graduates from Q1,2 have the highest rate of progression (47.8%), then male graduates from Q3,4,5 (42.7%). Female graduates from Q3,4,5 are next (37.2%) and female graduates from Q1,2 have the lowest rate (26.9%). All 4 intersection groups have lower progression than all providers data. In this case, sex has more of an impact on progression, but favouring males instead of females.

Using 2-year aggregated data of IMD 2019 and sex also shows a different trend: female students from Q3,4,5 have the highest rate of progression (56.2%), then male students from Q1,2 (44.7%) and female students from Q1,2 (43.9%). Male students from Q3,4,5 have the lowest rate (33.3%). All 4 intersection groups have lower progression than all providers data. The rate in all four groups has dropped from the 4-year to the 2-year aggregate although the greatest drop has been seen in the Q1,2 male group. The gap between the highest and lowest groups has widened from 13.2pp to 22.9pp.

### Rationale for choice of risks to target with intervention strategies:

Our geographical location, the fact that we predominantly recruit students who already live in our local area, and the demography of that area, means that we perform poorly in relation to the sector for access for ethnically diverse students. The numbers are so small, that data is suppressed across the student lifecycle even using 4-year aggregates. In the 2021 Census, 96.8% of (552,130) of residents within Cornwall identified their ethnic group within the 'White' category<sup>3</sup>. It is also our belief that many FE students in Cornwall are progressing to higher education but are choosing to go away to do so more than staying in Cornwall. As a mixed economy higher education institution, we are part of the Truro and Penwith College group, which serves a large proportion of the 16-19 students of Cornwall. Having analysed the 2022-23 ILR destinations data (shown in the table below), students who identified as an ethnicity other than white had a greater rate of progression to higher education than students who identified as white. Having taken into account all of the above, we have therefore taken the decision not to include a target relating to access for ethnically diverse students, choosing instead to focus our resources elsewhere.

	Oxbridge	Russell Group	Further Education	Higher Education	Apprenticeship	Gap Year	Paid Employment	Self Employment	Voluntary Work	Social Destination	Not Known
<b>White</b>	0.3	5.4	40.3	29.0	1.9	2.4	12.6	0.3	0.0	0.0	13.5
<b>Ethnicities other than white</b>	0.6	6.7	46.3	31.7	0.6	2.4	4.9	0.0	0.0	0.0	14.0

In 2018, one area of Cornwall, which represents a large centre of population and some of the secondary schools with whom we intend to work, was identified by Eurostat as the second poorest region in Northern Europe. As such, it received more EU funding than any other area of the country. Since the UK's exit from the European Union in 2020, this funding has ceased, exacerbating the inequality experienced by residents of this area of Cornwall. The results of the IMD 2019 report for Cornwall, show that employment and income are the two most common domains of deprivation among the 17 LSOAs with the highest levels of deprivation in Cornwall (15 and 13 of the 17 LSOAs ranking as decile 1 – most deprived – for these domains). Using HEAT data, we identified that of the 17 schools who have a greater proportion of FSM eligible students than nationally, 13 also have a greater proportion of IMD Q1 students. As 49.7% of our students in 2021-22 were mature students, many of whom would not be identified using FSM eligibility, and there is such a large overlap between schools with lots of FSM-eligible students and IMD Q1 students, we chose to focus our intervention strategies using the IMD Q1 metric. Whilst there is suppression of the data for FSM-eligible students, particularly in later stages in the student lifecycle, owing to the small numbers, we will continue to monitor this using internal data and will plan to target this group of students separately if our intervention strategies for IMD Q1 students do not appear to be also having an impact on FSM-eligible students.

Progression for graduates of TPUC is lower than the sector averages for all groups, and for almost all underrepresented groups it is also lower than their counterparts (e.g. with versus without reported disability). We believe that this is in large part due to the opportunities available in the geographical area we serve. "The LEP area has a slightly lower representation of employment in higher skilled occupations, compared with the UK as a whole. In Cornwall and the Isles of Scilly, 39 per cent of employment is in the three high skilled occupational groups: managers, professionals and associate professionals. This compares with a UK average of 43 per cent." TPUC is currently in an ongoing period of change in terms of the fit of the course offer with the local labour market. For example, we have moved to offer a course which would feed directly into the opportunities which would have become available in the space sector working with Spaceport Cornwall, which would have been a major local employer. Unfortunately, due to the collapse of this area, this is now not likely to yield opportunities locally for our graduates. We are undergoing a strategic redirection which we hope and believe will help to address the low progression rates as reported in the Graduate Outcomes Survey. We will continue to monitor this over the period covered by this plan.

This screenshot is from the Graduate Outcomes data dashboard:

Mode	Level	Denom- inator value (%)	Indicator value (%)	Numerical threshold (%)	Indicator (%)											Proportion of statistical uncertainty distribution		Survey response rate (%)
					40	45	50	55	60	65	70	75	80	85	90	95	below numerical threshold	
Full-time (2017-18 to 2020-21)	Other UG	310	48.6	45	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></d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This shows that for “Other UG” full-time students, the indicator value of 48.6% and 89.5% of the uncertainty distribution is above the numerical threshold of 45%, and this makes up 54.4% of TPUC graduates who responded to the survey. This compares to an indicator value of 82.1% across the sector.

For “First degree”, the indicator value of 59.3% is below the threshold of 60% - lower than the sector indicator value of 90.5. For “PGCE”, the indicator value of 82.1% is below the threshold of 85% - lower than the sector indicator value of 90.5.

Whilst the biggest difference is seen in the PGCE data, this only represents 5.3% of graduates covered by the time period, whereas 40.4% of graduates who responded to the survey studied for a first degree at TPUC.

Below is mapping of the identified risks we have chosen to target with intervention strategies to the EORR, followed by a table summarising the analysis carried out.

1 <https://togethernetwork.org.uk/uploads/shared/IMD.-2019.-Cornwall.pdf>

2 <https://www.hesa.ac.uk/data-and-analysis/students/what-study#characteristics>

3 <https://www.cornwall.gov.uk/the-council-and-democracy/data-and-intelligence/census-2021>

4 [http://epp.eurostat.ec.europa.eu/cache/ITY\\_PUBLIC/1-27022014-AP/EN/1-27022014-AP-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/1-27022014-AP/EN/1-27022014-AP-EN.PDF)

<https://gleaningcornwall.org.uk/poverty-in-cornwall/#:~:text=Reports%20have%20suggested%20that%20this,other%20area%20of%20the%20country.>

[https://inequalitybriefing.org/graphics/briefing\\_43\\_UK\\_regions\\_poorest\\_North\\_Europe.pdf](https://inequalitybriefing.org/graphics/briefing_43_UK_regions_poorest_North_Europe.pdf)

Metric	Associated Student Characteristic	Full Time All Undergraduates				
		Access	Continuation	Completion	Attainment	Progression
<b>TUNDRA</b>	Students either coming from areas with state-funded mainstream schools (TUNDRA) or geographical areas (POLAR4) with historically low rates of HE participation.	Q1 below national, Q1 below Q2 and Q3 within TPC	Q1 below national but not significantly different to other quintiles within TPC.	Q1 below national and below other quintiles within TPC	Q1 below national, small number suppression within TPC	Q1 below national, small number suppression within TPC
<b>POLAR4</b>		Q1 students with lower access to HE at TPC than national and lower than other quintiles.	Q1 students have lower continuation than national but not significantly different to or in some cases higher than other quintiles within TPC.	Q1 students have lower completion than national and lower than other quintiles.	Q1 students suppressed even in 2- and 4-year aggregates.	Q1 students suppressed even in 2- and 4-year aggregates.
<b>IMD2019</b>	Relative deprivation based on areas and their associated domains: income; employment; health and disability; education skills and training; barriers to housing and services; crime; and the living environment.	Q1 below national, Q1 below Q2 and Q3 within TPC	Q1 above national and not significantly different to other quintiles within TPC	Q1 below national but not significantly different to other quintiles within TPC	Q1 below national, Q1 below Q2 and Q3 within TPC	Q1 below national, Q1 below Q2 and Q3 within TPC
<b>FSM Eligible</b>	Eligibility for free school meals based on students or their parents being in receipt of one or more from a list of benefits.	Eligible below national, lower than non-eligible within TPC	Eligible above national, not significantly different to non-eligible within TPC	Eligible below national, lower than non-eligible within TPC	Eligible below national, small number suppression within TPC	Eligible below national but not significantly different to non-eligible within TPC based on 4yr
<b>Disability</b>	Students with a reported disability vs without <u>and</u> a disaggregation across the lifecycle by disability type (list of types from OfS).	Students with disability below those without within TPC but above national	Students with disability below national but not significantly different to those without within TPC	Students with disability below national but not significantly different to those without within TPC	Students with disability below national and below those without within TPC	Students with disability below national and slightly below those without within TPC
<b>Disability Type</b>		With the exception of multiple impairments,	Cognitive/learning difficulties and	Cognitive/learning difficulties and	All categories (including reported	All categories (including reported

		the proportion of students accessing HE at TPC with a reported disability is higher than national for each category of disability.	sensory, medical or physical impairment have lower continuation than national (as do no disability), but not significantly different within TPC data. Social or communication impairment and multiple impairments suppressed.	sensory, medical or physical impairment have lower completion than national (as do no disability), C/LD and MHC higher than ND but SMPI lower within TPC data. Social or communication impairment and multiple impairments suppressed.	disability and no reported disability) have lower attainment than national. The gap between no disability and each category of disability is bigger within TPC data than national.	disability and no reported disability) have lower progression than national. The gap between no disability and each category of disability is bigger within TPC data than national. However, students with cognitive or learning difficulties have higher progression than students with no reported disability within TPC data.
<b>Sex</b>		Males lower access than females and lower than national.	Male continuation lower than female and national.	Male completion much lower than females and national.	Male attainment much lower than females and national.	Male students have lower progression than females, the reverse of the national trend. Progression lower than national males.
<b>POLAR4 x Sex</b>	Male vs female, plus intersections with POLAR4 (area based measure of participation) and with IMD (small area measures of relative deprivation).	POLAR4 Q3,4,5 males have lower rates of access at TPC than nationally, but all other groups have higher rates than national.	All groups have lower continuation at TPC than nationally. Both Q3,4,5 M/F slightly higher than Q,1 M/F, but much bigger gaps between males and females within same quintiles - Q1,2 females 9.7pp higher than Q1,2 males.	All groups have much lower completion at TPC than nationally. Both Q3,4,5 M/F slightly higher than Q,1 M/F, but much bigger gaps between males and females within same quintiles - Q1,2 females 8.2pp higher than Q1,2 males. Q1,2 males 12.8pp below national.	All groups have much lower attainment at TPC than nationally: Q1,2 female 22.1pp below and Q3,4,5 male 24.7pp below, Q1,2 male suppressed. Female students from Q3,4,5 have higher completion than Q1,2 females by 17.9pp. Q3,4,5 females 19.4pp higher than Q3,4,5 males.	All groups have lower progression from TPC than nationally. Q1,2 male students have the highest progression, then Q3,4,5 male, then Q3,4,5 female, then Q1,2 female. The biggest gap is between Q1,2 M/F, with males having 20.9pp higher progression rates than females.

<b>IMD2019 x Sex</b>		Both female groups have higher access than national, both male groups have lower access than national. Smaller gap between Q1,2 female and Q3,4,5 female, and Q1,2 male and Q3,4,5 male, at TPC than national.	All groups have lower continuation at TPC than nationally. Q1,2 female have lower continuation than Q3,4,5 female by 4.2pp. Q1,2 male have lower continuation than Q3,4,5 male by 7.0pp. Q1,2 females 7.4pp higher than Q1,2 males. Q3,4,5 females 4.6pp higher than Q3,4,5 males.	All groups have lower completion at TPC than nationally. Q1,2 females 10.3pp higher than Q1,2 males. Q3,4,5 females 8.5pp higher than Q3,4,5 males.	All groups have lower completion at TPC than nationally. Largest differences between TPC and national data are for Q3,4,5 male (26.6pp) and Q1,2 male (13.7pp). Females 27.4pp higher in Q3,4,5 and 16.8pp higher in Q1,2 than males.	All groups have lower progression from TPC than national. Q3,4,5 females have 16.9pp lower progression than Q3,4,5 males. Q1,2 females have 20.9pp lower progression than Q1,2 males.
<b>Age</b>	Young (under 21) vs mature (21 years and over).	Mature below young within TPC but above national	Mature above national and not significantly different to young within TPC	Mature above national and above young within TPC	Mature above national and above young within TPC	Mature above young within TPC but below national
<b>ABCS</b>	A set of measures that seeks a better understanding of how outcomes vary for groups of students with different sets of characteristics (for example, ethnicity, sex and background).	Q1 below Q2 and Q3 within TPC but above national	Q1 above Q2 and Q3 within TPC but below Q4, above national	Q1 slightly lower than Q2 and Q3 within TPC but above national	*No data*	Q1 below other quintiles within TPC and below national

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

**IS1: Widening Access. Activities to increase applications, offers and enrolments of students from low socio-economic groups and IS2: Pre-16 Attainment Raising. Pre-16 Attainment Raising. Programmes of activities, in collaboration with Next Steps South West (Uni Connect), to raise attainment and improve GCSE results.**

In 2021-22, 50.3% of our students were under 21 years of age. Nationally, 42.2% of young people from English state schools have entered higher education by the age of 19, but for the South-West region, this figure is just 37.4%, lower than any other region<sup>1</sup>. Students in this region also experience the highest disadvantage gap at Key Stage 2, being 12.2 months behind their peers (12.0 months for just Cornwall), growing to 21.0 months by the end of Key Stage 4 (21.5 months for just Cornwall)<sup>2, 3</sup>. This represents one of the greatest gaps in GCSE attainment nationally with 69.2% of GCSE grades at 4 and above in 2023 compared to 70.3% nationally<sup>4</sup>. Research shows that academic achievement is the most important predictor of university progression<sup>5</sup>. Due to the requirement by many HE providers for GCSEs in English and maths to at least a grade 4 or 5, and the fact that TPUC recruits almost exclusively from Cornwall, it is vital that we work with local schools to help improve pre-16 attainment.

This is also important from the point of view of academic confidence and its relationship with a student's sense of belonging. In the Wonkhe/Pearson report: "Building Belonging in Higher Education", just 34% of students who did not feel they belonged agreed that they felt confident about their academic skills, compared to 72% of those who did feel they belonged<sup>6</sup>. Given that that students who feel a strong sense of belonging are more likely to persist in their studies, leading to improved retention rates<sup>7</sup>, this concept is also likely to be key to us meeting our objectives and targets around continuation, completion and attainment.

Students from some schools are more likely to go to university than others, but controlling for course selection and achievement, the evidence suggests that a large part of the reason for this is that they will leave those schools with better grades in more highly-valued qualifications and subjects than pupils from other schools<sup>4</sup>. As part of our intervention strategy, we would aim to provide targeted IAG to students (either directly by TPUC staff, or indirectly via school-based staff) to try and raise student awareness of this fact with a view to influencing their decisions around GCSE subject choices.

The impact of outreach activities has been demonstrated in multiple studies. Burgess et al found that any engagement, no matter how limited, was associated with an improved chance of achieving a place in HE<sup>8</sup>. This study also showed that further engagement with up to 5 or 6 outreach activities further increased the likelihood of progressing to HE. Another study found that "progressive, sustained outreach programmes over a period of a number of years can have proven impacts on learners in attainment, motivation and understanding"<sup>9</sup>. A TASO review of the evidence also found that multi-activity outreach programmes that include a mentoring component are positively associated with participants' attitudes toward, and aspirations for, HE<sup>10</sup>.

One element of our intervention strategy is focused on using current PGCE students at TPUC to provide tutoring to selected secondary school age students. It is our hope that this will help to raise attainment



directly (through increased intellectual capital, improved knowledge and skills in relation to the national curriculum) and/or indirectly (raising motivation or confidence towards learning)<sup>11</sup>. In either case, this intervention would aim to bring about an increase in cultural capital, which significant effect on GCSE attainment<sup>12</sup>. Studies have found that tutoring is effective for attainment-raising, delivering four to five additional months progress on average whether delivered one-to-one<sup>13</sup> or in small groups<sup>14</sup>. It is however difficult to disaggregate data to reveal the mechanism(s) by which any increase in attainment is achieved, not least because students are unlikely to be able to distinguish this themselves. Interventions which include an aspect of mentoring and role models positively impact students' higher education attitudes and aspirations. Current students acting as mentors, particularly when they are from a similar background to their mentees, encourages university applications<sup>15</sup>. The Brightside mentor programme has been shown to increase human capital (knowledge of the qualifications or training needed to get a desired job) and social capital (feeling of knowing people to call on for advice) in addition to improving confidence in decision-making, with 77% of mentees saying that mentoring had influenced their decision with regards to their post-18 route<sup>16</sup>.

Using contextual offers to support access for students from underrepresented groups has been used for some time now. However, owing to our low entry tariffs across our courses (generally 48 points for all our courses except our level 6 top-ups), we do not feel that this is a strategy we need to consider. However, raising awareness of the accessibility of our courses to students from IMD Q1 areas may be something which can be targeted<sup>17</sup>.

One other aspect of our plan, which relates to GCSE attainment, is around Truro and Penwith College's work with its FE students. Being a mixed economy provider, we are able to work closely with our college network to aid in the provision for GCSE English and maths re-sits for level 3 students who have not yet passed or who opt to try and improve their grade in these crucial qualifications. This is something which is also offered as an evening class for mature learners and for home educated young people. These courses are something which some of our mature Access to HE students also complete as part of their studies with us. Through our support of this, we hope to widen access to these groups of learners.

**IS3: Continuation. Activities to improve Continuation for male students and IS5: Awarding Gap and Completion. Activities to improve Completion for male students and to improve Attainment for male students.**

The positive contribution that academic and pastoral services make to student experience, retention and success has been highlighted in multiple studies. In July 2012 a report was published by the Equality Challenge Unit<sup>18</sup>. However, service-use data from eight institutions (advising, financial, counselling, careers, academic and disability support services) showed that in every case, except one, where data was available, use of these services by female undergraduates was greater than for male students. Male students were, however, more likely than female students to take part in extra-curricular activities associated with the university, such as being a member of a sports team or club. This is a fact which we hope to take advantage of through our excellent Health, Wellbeing and Sports (HWS) team both pre-entry and throughout the first term and beyond.

Male students who participated in the research were generally less aware than female students of all services. Their awareness of services also varied depending on other factors, for example, male students aged under 21 were more likely to be aware of services than mature male students. Of those who had

considered withdrawing from their studies, men were less likely than women to report accessing university services to help them resolve their issues. The information from male students indicates that men are less keen than women to proactively access services. Several providers reported that the numbers of men using services increased when robust staff referral processes were in place, recommending that HEIs integrate support into the curriculum, and to increase referrals for students who would benefit from additional support and development. It also recommended that providers monitor and track students' participation and attainment in their academic studies and take action when participation or attainment is low, or patterns change substantially.

Recommendations from this study included the following to provide a range of services that take into account a range of behaviours, for example: compulsory participation; services that are suitable for students who have not accessed support until their issues have become critical; emphasising development rather than support; having a competitive element, either to participate or as part of the intervention, and making some of the interventions explicitly geared towards popular male interests such as sport and gaming. It also recommended that institutions should recognise the importance of the personal and academic tutor roles in relation to the provision of support and consider developing firm job descriptions and expectations of minimum service levels in relation to this post.

Developing robust and clear communication between academic monitoring, the student and support services to disseminate information around available support also was recommended, along with examining ways to increase awareness of services that extends beyond the induction period using a range of communication methods. Men appeared to be more encouraged to use services if they were accessible in terms of the location and approachability of the staff concerned, identifying that libraries would also appear to be an ideal place to site or advertise services.

The fact that male students recognise their need for support later than female students appears to have a significant impact on the effectiveness of male use of services in some cases and should ideally be built into the planning of a portfolio of services to serve the whole student population. This finding was supported by the Higher Education Academy<sup>19</sup>. They found that although 41% of female respondents had considered leaving their studies, 97% of them progressed. This is in contrast to male respondents, 31% of whom had considered leaving, but only 94% progressed. Therefore, males were 10% less likely to have doubts, yet twice as likely to have withdrawn as their female counterparts. This indicates that male students may be less aware of problems they may be experiencing. They found that the primary difference in behaviour is how hard male and female students are working and so formative assessments may prove useful in alerting male students to the potential risks of not working hard enough early on in their course. However, male students also appear to find feedback less useful, and so both the benefits and techniques of learning from feedback need to be more explicitly taught. This is something we intend to incorporate into our course planning and delivery.

TPUC already has a fantastic amount of support available to its students, but how this support is packaged, advertised, and signposted to male students is something that we intend to develop in light of this research. We will also be implementing a new referral process for academic staff to use to try and promote male students' engagement with the services available to them and in a timely manner. One way in which a student might be flagged for a referral for additional support will be following formative assessments – we are looking into introducing a term one academic baseline assessment which could be used to flag target

students who could benefit from additional support. The role of the personal tutor has been seen to be crucial and so ensuring tutors encourage student engagement with the available services, both at induction and throughout their studies, will be key.

We are looking to develop the new student inductions process to incorporate some of what we have learned from reviewing the literature. An investigation carried out by the University of Central Lancashire<sup>20</sup> found that the principal reason for student withdrawal was one of isolation, which presented itself most notably in a lower level of attendance at timetabled classes and social events, thus exacerbating the problem. One department implemented a new induction process for all new students, across the range of courses, which saw them randomly allocated to a student study group, in which they completed tasks and activities with an element of fun and competition. Retention of first year full-time undergraduate students rose from approximately 75% at its lowest point to in excess of 81%. This figure was much greater than the retention rate for courses excluded from this programme. A second study by the University of Sussex<sup>21</sup> found that to make their induction programme successful, a minimally bureaucratic registration process at the start should then be followed by a series of activities and events before the academic orientation part of the programme. Given the importance of a student's sense of belonging to their attitude to their studies, it is hoped that a strengthened induction process will lead to higher completion and attainment rates also.

In terms of attainment, there is little published research into the gender differential. Although institutions collect and analyse degree attainment data by gender, studies show that dissemination of this information is often weak, and little is done to develop strategies to address the gap<sup>22</sup>.

There is evidence that lower overall commitment, engagement, and attendance can be strong factors explaining lower achievement, and specifically male achievement<sup>23</sup>. We intend to develop, over the course of the years covered by this plan, our internal monitoring of students' performance and attendance. We hope that through increasing attendance monitoring as well as strategies such as attaching course credit to attendance; giving assessment feedback in person etc., overall engagement will improve but particularly for male students, which should result in improved attainment.

#### **IS4: Financial Support. Bursaries and scholarships to support students from households with low annual income and students from low socio-economic groups.**

In 2019, 46 of Cornwall's 326 neighbourhoods appeared among the 20% most income-deprived in England. Overall, 13.0% of the population of Cornwall was income-deprived, but in its most deprived neighbourhood this figure rose to 43.5% of people<sup>24</sup>. The locations of these areas are generally away from the Truro and Penwith HE sites, and finance may have a significant role in decision-making by students in some of these deprived areas, a factor which is exacerbated by lower public transport coverage to some areas and the fact that in the 2021 Census, 15.0% of households reported having no car or van<sup>25</sup>.

The Economy Monitoring Quarterly Update from Q4 2022 showed that 15.7% of households were workless (compared to UK figure of 14.1%) and that total resident gross annual median earnings equalled £24,510, 88% of the UK average. The 2021 Census showed that the proportion of people in Cornwall with Level 4 qualifications and above was 36.4%, below the UK average of 43.5%<sup>26</sup>. This is, of course, against the current backdrop of an extremely high cost of living. This led to the introduction of a travel bursary to all students who were eligible for the full maintenance loan. Surveys of our existing students helped change the timings

of the HE bursary and gave evidence of need for this bursary. Follow up surveys suggest that this has had a positive impact on our most deprived students and so is something with which we intend to continue.

We have reviewed and learned from the Cost-of-Living inquiry UCAS submission to the All-Party Parliamentary Group for Students<sup>27</sup>. This found that prospective applicants from the UK are considering living at or closer to home considering the increasing cost-of-living. Additionally, 58% are considering getting part-time work in light of the rising cost-of-living. The flexibility of the course and mode of study offer available at TPUC is one of its key strengths, along with the incredible level of academic and pastoral support students receive. We intend to make sure that our internal prospective students at Truro and Penwith FE campuses are made aware of this as this may prove important in their decision-making process as to whether to pursue higher education or not. UCAS also found that some students are reevaluating their course choice to reflect a greater interest in employability and graduate prospects. For example, there is continued growing demand for courses such as Computer Science, which are perceived to offer high employability. The direction TPUC is moving towards directly aligns with this, with promotion of courses which have a clear line of sight to graduate jobs which meet local, regional and national skills shortages.

Almost two in five prospective applicants domiciled in the UK have reduced the number of open days they attend, and 5% did not attend any open days due to the associated costs. Prospective applicants from the most disadvantaged backgrounds were more likely to cut down on open day attendance. We run two open mornings each academic year, both on Saturdays. However, if applicants are unable to attend, they can book in for a tour of the facilities and to find out more about the offer at TPUC. To make this as accessible as possible, we will implement a new booking system whereby prospective applicants can easily book a slot online. As almost all our students come from the local area, travel to an open event is less likely to be a barrier to attendance than fitting around work commitments and public transport availability. We hope that this will overcome these.

Another key finding was that only 11% of prospective applicants domiciled in the UK recalled receiving information and advice about the cost-of-living. Applicants stated that they would welcome more information about the financial support available whilst in study. We will ensure that available financial support is more well-publicised with clear eligibility criteria and contact details for students who need further information pre-admission, at enrolment and throughout their studies.

**IS5: Awarding Gap and Completion. Activities to improve Completion for students from deprived socio-economic backgrounds and students eligible for free school meals, and to improve Attainment for students from deprived socio-economic backgrounds and students with a reported disability.**

Nationally, pupils eligible for free school meals are also almost twice as likely to drop out before the start of their second year in higher education<sup>28</sup>. As stated in previously mentioned research there is a link between a student's sense of belonging and the likelihood of them completing their HE studies. Boyle et al<sup>29</sup> sought to interrogate this further and found that:

- integration of the social and academic elements of university life is key to the integration of students into the University community
- early imposition of structures upon students by staff appears effective in giving a sense of continuity and purpose

- groups working collaboratively on academic tasks enhance their social opportunities
- integrating social and academic elements of university life encourages students to build relations with each other and with staff and to engage with the curriculum.

They stated that there is a need for a holistic approach to student engagement which continues throughout a student's university career: from initial outreach and contact, through applications and pre-entry, during induction and initial stages, and beyond. The challenge of being a small university centre, is that there is not the usual "student life" and less of a community atmosphere, which impacts on our students' sense of belonging. We intend to implement strategies to try and tackle this from the initial contact stage through to alumni.

As discussed previously in relation to male student engagement with academic support, there is also evidence to suggest there is a similar trend with students from lower socioeconomic backgrounds. For example, one study found that students from lower socioeconomic status backgrounds are less likely to utilize libraries in nearly all areas<sup>30</sup>. We intend to directly promote available facilities and support to target groups of students, along with the referral process discussed earlier.

It is the hope that through all our other interventions, completion and attainment rates will also improve.

In relation to attainment for disabled students, disaggregation by disability type using the latest 4 years of data shows that students with a reported mental health condition have an attainment rate which is 7.7pp lower than students with no reported disability; students with cognitive or learning difficulties are 10.1pp lower, and students with a sensory, medical or physical impairment are 18.4pp lower. We will work with our students with a reported disability to tailor the support to the individual, but we intend to follow these recommendations set out in the TASO report on What Works to Reduce Equality Gaps for Disabled Students<sup>31</sup>:

- Consult and involve disabled people in how data should be categorised and collected to better address the issues of data sharing or disclosure in order to help build trust – a key factor for improving data collection
- Monitor research on how reasonable adjustments are most effectively delivered, and respond to this
- Meanwhile, strive to reduce the need for individual adjustments, enabling students to achieve their full potential through inclusive curricula
- Strive for greater representation and recognition of disabled people in senior leadership

Alhadabi and Karpinski<sup>32</sup> found that it was possible to help students to perform better by strengthening their grit and self-efficacy. They recommended creating a learning atmosphere that promotes grit can lead directly to more advantageous learning strategies and goals (e.g. mastery and approach goals) as well as indirectly higher academic performance. Students who persevere in an education setting when faced with challenges and adversity seem to have grit, which correlates with a growth mindset<sup>33</sup>. Interventions promoting a growth mindset can be effective at raising academic attainment, particularly for students with educational disadvantage, or who held a fixed mindset prior to the intervention<sup>34</sup>. We intend to implement interventions relating to these concepts and hope that these will help improve our target student groups' continuation, completion and attainment.



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# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Truro and Penwith College

Provider UKPRN: 10007063

### Summary of 2025-26 entrant course fees

\*course type not listed

#### Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	All Foundation Degrees except FdSc Nursing Associate	N/A	8224
Foundation degree	FdSc Nursing Associate	N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	8224
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	Bath Spa University	10000571	9250
Postgraduate ITT	University of Plymouth	10007801	9250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4625
Foundation degree		N/A	4112
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	4112
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	University of Plymouth	10007801	4625
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Truro and Penwith College

Provider UKPRN: 10007063

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£30,000	£32,000	£34,000	£36,000
Financial support (£)	NA	£159,000	£170,000	£182,000	£195,000
Research and evaluation (£)	NA	£10,000	£11,000	£12,000	£13,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£15,000	£16,000	£17,000	£18,000
Access activity investment	Post-16 access activities (£)	£15,000	£16,000	£17,000	£18,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£30,000</b>	<b>£32,000</b>	<b>£34,000</b>	<b>£36,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>2.1%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£30,000</b>	<b>£32,000</b>	<b>£34,000</b>	<b>£36,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£150,000	£161,000	£172,000	£184,000
Financial support investment	Fee waivers (£)	£7,000	£7,000	£8,000	£9,000
Financial support investment	Hardship funds (£)	£2,000	£2,000	£2,000	£2,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£159,000</b>	<b>£170,000</b>	<b>£182,000</b>	<b>£195,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>11.3%</b>	<b>10.8%</b>	<b>10.7%</b>	<b>11.0%</b>
Research and evaluation investment	Research and evaluation investment (£)	£10,000	£11,000	£12,000	£13,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.7%	0.7%	0.7%	0.7%

[illegible]

**Table 5e: Progression targets**

[illegible]