

## **2019-20 Access and Participation Plan (Annex A)**

**Provider's UKPRN: 10007063**

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*Our objective is to ensure that all students from all backgrounds and with the ability and desire to undertake higher education:*

- *are supported to access, succeed in and progress from higher education*
  - *receive a high quality academic experience and their interests are protected while they study or in the event of provider, campus or course closure*
  - *are able to progress into employment or further study and their qualifications hold value over time*
  - *receive value for money*
- 

## **1.0 Introduction**

Truro & Penwith College is a Tertiary College offering a wide range of courses across all levels and all abilities.

Our mission statement is:

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

“Since its opening in 1993, Truro College students have achieved standards which are amongst the best in the country. Their results reflect their own hard work, the efforts of College staff and our high level of investment in new accommodation and resources to support learning”. (Chair of Governors Truro and Penwith College).

In March 2016 the College underwent Higher Education Review (HER) with QAA and met all of the required expectations from the UK Quality Code. In February 2016 the College achieved Outstanding from Ofsted, the first College in the country to retain Outstanding since 2011 under the new Ofsted Framework. Both of these excellent results build on the wide range of accolades the College has achieved since its inception in 1993. The College has Investor in People and Investor in Careers status, the Training Quality Standard, and the whole college ‘matrix’ accreditation for advice and guidance which was reaccredited in March 2017. In 2015 the College received reaccreditation for ‘Investors in Diversity’. There are a range of superb new facilities and buildings that offer excellent learning resources and a high quality learning experience for students. Fal opened in 2007 as an HE and adult learning building and the Penwith campus also has a dedicated HE building for teaching and learning. During 2017/18 the college has undertaken a periodic review of its higher education with University of Plymouth and, having completed the review, at the time of writing is pleased that the quality of its provision has been recognised by the panel members and the number of recommendations are few, constructive and correspond with action planned by the college to improve quality.

Truro and Penwith College draws students from a wide range of academic backgrounds with at least 80% coming from within county. 70% of the overall student body come from HEFCE Quintile areas 1, 2 and 3. In an average year circa 55% of our students are in receipt of the full maintenance grant. In 2017/18 as many as 30% declared that they have additional learning needs and approximately 14% of these receive disabled student support. In 2017/18 Truro and Penwith College enrolled approximately 600 full-time HE students. In terms of FE the College enrolled over 5,200 16 – 19 year old students plus approximately 8,000 students on a range of part-time programmes. Higher Education has developed by building on our strong FE provision. The College is proud of our widening participation activities and the range of students from non-traditional backgrounds and HEFCE identified Cold Spots who achieve higher education qualifications as a result of excellent local provision. Between 2012/13 and 2014/15 83% of 1<sup>st</sup> year students from Quintile areas 1 and 2 progressed to year 2 and 90% of the

students in those quintiles moved on into employment or further student after graduating. Internal progression counts for around 58% of our intake, many of whom progress from level 3 vocational courses. On average 80% of enrolments come from within Cornwall with approximately 53% being over 21 years and 47% aged 18 – 20 years.

In October 2017 430 full time students achieved higher education awards and many attended the graduation ceremony at Truro cathedral. The co-ordinated growth of Higher Education at the College has been supported by University of Plymouth (UoP) and the Combined Universities of Cornwall (CUC) and more recently through the development of HN qualifications from Pearson.

Cornwall SCITT provides a full-time, one year postgraduate teacher training programme for those wishing to teach at primary or secondary level. Successful trainees gain QTS and a PGCE qualification either at level 6 or 60 credits at level 7 (1/3 of a Masters degree.) It is the main school-led ITE provider for the Cornwall region, recruiting many locals who are unable to travel further afield to train. Truro & Penwith College was a founding member of the partnership and has responsibility for the governance, financial management and accreditation of this ITE course. It is also the lead institution for the Cornwall Teaching School's 'School Direct' route for which Cornwall SCITT is the accredited provider. Trainees opting for this route will be covered by this Access Agreement. When needed, extra support is given to those students who require it via the many college support routes.

### **1.1 Purpose of ACCESS Agreement**

The purpose of our Access agreement is to support students from the most deprived areas across the county and in particular the HEFCE quintile areas 1, 2 and 3 to aspire to HE and to the achieve to the best of their ability. Cornwall is still recognised as an area of deprivation and is still eligible for funding from the European Social Fund and ERDF. The College remains an active member of the Combined Universities of Cornwall and works collaboratively with the HEFCE funded Next Steps South West, NCOP Project.

This Access agreement sets out how Truro and Penwith College aim to sustain and improve access, student success and progression among all of our students and in particular those from 'under-represented groups'. Our main focus for this agreement is to inspire students from low participation areas and under-represented groups and improve achievement and retention. Many areas across Cornwall have high levels of unemployment and predominantly seasonal and part-time employment. High levels of deprivation result from low basic household incomes and low aspirations for higher education. The continued development of higher education at Truro and Penwith campuses will continue to provide good access for a wide range of students particularly from the HEFCE identified quintile areas 1, 2 and 3. In recent years the College has been building on their level 4 and 5 provision to enable local students to study to level 6 in a wide range of areas thus adding to the opportunities open to local students and particularly those from deprived backgrounds or with mental health problems who have a preference to study in Cornwall.

### **1.2 Access and student success measures:**

The College has maintained a low entry requirement of 24 UCAS points or above to encourage as wide an application as possible from students (currently over 80% of our students are from within county). The wide entry 'gate' coupled with smaller group sizes enables the College to cater for a range of students from very different backgrounds. Between 2012/13 and 2014/15, low tariff students comprised 25% of our full-time (FT) student cohort and no tariff students 30%, with similar numbers for part-time (PT) students. Evidence collected from first years at induction in September 2016 shows that students appreciate the intimacy of the College

learning environment and good support from tutors. The smaller group sizes and interaction with staff allow us to support students from a wide range of backgrounds into and through HE from level 4 to full honours. The College has a rigorous interview process that considers all applicants and particularly those from non-traditional backgrounds without formal level 3 qualifications but with a wide range of relevant work experience (specifically those over 21). The College monitors student success at course level and at College level to ensure that any weaknesses can be identified and dealt with quickly.

Feedback on retention and achievement is monitored at the autumn programme committee meetings for individual programmes. Results from meetings that relate to University of Plymouth programmes feed into a Joint Board of Studies (JBS) with the University. The JBS information feeds into the College Board of Studies for Higher Education (CBSHE) along with information from any other awarding body the College works with. This allows the College to quality assure all courses regardless of the awarding body at an institutional level and at a programme level and respond appropriately to resolve identified issues. The CBSHE encourages the sharing of good practice between programmes and across different awarding bodies.

## **2.0 Assessment of current performance**

In 2017/18 recruitment at level 4 declined compared to the previous year but a higher percentage of Foundation degree graduates progressed to level 6 programmes. 52% of students were 18-20 years old and 48% 21+; 36% male and 64% female, approximately 80% from Cornwall, and 58% from within Truro & Penwith College.

The entry requirements for our Foundation Degrees are 1 A' level Pass or Extended Diploma Pass and GCSE Maths and English. Students aged over 21 years and from non-traditional backgrounds are considered on an individual basis and through a stringent interview process that acts as a two-way process. Firstly it enables the student to be fully aware of what will be required of them on a specific course and secondly to allow the College to ensure the student is on the correct course.

T&PC will continue to work to develop and grow previous targets identified within our 2017/18 action plan:

- to improve retention for 1<sup>st</sup> year intake
- to maintain internal progression from Truro and Penwith College level 3 programmes to our Higher Education programmes
- to improve the annual internal progression rate of foundation degree completers onto articulating honours degree programmes at Truro and Penwith College
- to respond to the identified needs of local employers and students by developing new programmes and offering curriculum flexibility and particularly the development of level 6 programmes that allow students the opportunity to complete a full degree locally
- to develop a range of higher level apprenticeships appropriate to local business need
- to improve retention within Cornwall SCITT students.

### **2.1 Access, success and progression of Under-represented groups:**

The following sections consider under-represented groups within the student body of Truro & Penwith College, our current estimates of access, success and progression in those areas and an outline of our progress in improving opportunities for those groups. In some cases identified below our ability to assess success and progression data has been limited because of the manner in which data has been held at the college. Our new MIS system will enable more

effective reporting of student success and progression performance based on these under-represented groups.

## **2.2 Those living in areas of low higher education participation, household income or socioeconomic status**

Truro and Penwith College have a high percentage of students from HEFCE Quintile areas 1, 2 and 3. The College is focusing on providing additional support in a number of different ways to help these students. The College has a Student Support Officer for HE, a careers officer for HE and learning support for HE based in our HE Learning Resource Centre. The College encourages small group teaching to support those less able or confident students and where progression arrangements to a top-up allow, we embed a variety of assessment modes across a programme to ensure students gain a range of academic, vocational and employability graduate skills. The College is currently working with students to identify areas where additional support can best be placed to support better retention, greater success and achievement and employability opportunities.

The metric that the college has used to assess the recruitment and performance of these students is to review the POLAR 3 data. Access over the four years of TEF demonstrates a slight numerical decline at POLAR quintiles 1, 2 and 3 but an overall increase of 1% in quintile 1 (14%), 1% in quintile 2 (31%) and stability at quintile 3 (27%). Recruitment data from the Education & Training Foundation indicates that annual changes at POLAR quintile 1 and 2 has increased year on year from 43% (2013-14) to 45% (2014-15) and 46% (2015-16). The English Index of Multiple Deprivation (IMD) measure quintiles 1 and 2 show a constant level at 43% of our student recruitment over the three years 2013-14 to 2015-16 at FT and an increase in percentage at PT from 35% to 41% and 52% respectively over the three year period.

Measures of success are not available but continuation of POLAR 1 and 2 quintile students decreased from TEF year 2 to TEF year 3 by 2% (from 85% to 83%), resulting in a level of continuation comparable to POLAR quintiles 3 to 5 (82%) in the same period. Measures of progression based on TEF year 2 and TEF year 3 information indicates that over 90% of POLAR quintile 1 and 2 students were engaged in employment and 70% in high skilled employment or study after graduating. Detailed review of DLHE data indicates a gap between low participation neighbourhood quintiles 1 and 2 graduates and quintiles 3, 4 and 5 graduates progressing into employment and/or further study and action will be put in place to reduce this gap. One area that warrants further investigation is the access and success of young white males to higher education and data will be gathered to review this group following further recent reports highlighting their lack of engagement.

## **2.3 Students of particular ethnicities**

Review of TEF data for ethnicity shows the number of BME students within the college remains low and relatively invariant, with <1% black, 1% Asian and 1% other on FT courses over both TEF year 2 and TEF year 3 periods. In total the numbers of students are (0, 5 and 10 respectively (Black, Asian, other ethnic minorities). This reflects the low numbers of BME families within Cornwall, though following migration of eastern European minorities to Cornwall there has been an increase in students with this ethnic background enrolling onto Higher Education courses.

In terms of success, continuation rates for BME students are strong (96% and 92% over the two TEF periods), higher than those for non-BME students (86% and 85% respectively for non-BME students). The data for progression into employment is not available because of a lack for returns from this small percentage of the college intake.

## **2.4 Mature students**

Approximately 50% of T&PC students are mature learners either 30+ (22% FT, 53-60% PT) or 21-30 (31% FT, 28% PT). The number of mature learners has been declining because of the decline in part-time enrolments. Data from the two TEF periods shows that though the 21-30 year old cohort remains relatively constant at approximately 260 students, our 30+ learners have increased by 14 to 200 on FT courses but significantly reduced in number on PT programmes (from 122 to 50) following changes to funding of part-time programmes.

Mature students show a higher level of success than 18-20 year old age group with TEF data indicating percentage continuation was 87% and 88% in the two TEF periods, in both cases higher than "young" students. Progression and employment data suggests that again mature graduates are more likely to be in employment or further study than young students (95% and 96% of the cohort responding to DHLE). With regard to higher level employment and further study, 74% and 71% responded stating that they were in higher level roles post-graduation (again higher than values for younger students). Detailed information from DLHE indicates that 2015 data shows a gap between mature and young students entering higher level employment. In Cornwall mature learners tend to be local residents and so are less inclined to travel and will often take less skilled employment while they wait for the opportunity of higher skilled employment to arise. The nature of employment in Cornwall, which continues to be one of the more economically challenged counties within the UK and has a high proportion of SMEs, is such that there are many applicants for each highly skilled role that arises.

## **2.5 Disabled students**

Truro and Penwith College provides high levels of learning support and welcomes applicants from all abilities. Learners are assessed and supported to apply for a Disabled Student Allowance via Student Finance England where appropriate. In 2016/2017 96 learners applied for and successfully received the Disabled Student Allowance. HE Student Support is available to offer advice and support to all HE students. HE Student Support works with students in a friendly and confidential environment to discuss any concerns or support a student may need during their studies with Truro and Penwith College. Support may be disability related, with students needing guidance on disclosing their disability, requiring 1-1 in-class support arrangements/reasonable adjustments, help applying for the Disabled Students Allowance (DSA), help to understand their DSA needs assessment and entitlement, help arranging any DSA non-medical help and or liaison with external agencies. The level of support varies every year but remains high relative to the number of students enrolled annually (Table1).

In 2017/18 approximately 30% of students disclosed some form of disability or mental health issue including 127 (non-DSA) learners identifying that they may need extra support. Although not entitled to DSA support they may need to access further literacy/language/ICT or numeracy support. This support is available via the Learning Resource Team. Study Skills sessions are delivered at the start of the year and are supported within tutorial slots through the year. Students with an identified learning support need can book 1:1 or group support sessions with an academic tutor through the Learning Resource Centre. In light of the changes to DSA funding the College is continuing to review the most appropriate way to support students within the financial constraints imposed.

Mean numbers of disabled students enrolled between TEF year 2 and year 3 declined but percentage remains relatively constant at 17% (TEF year 2) and 16% TEF year 3 (9% and 11% respectively for mean annual part-time enrolments). The success (continuation) of disabled students is slightly lower (2%) than other students at 84% (TEF year 2) and 85% (TEF year 3). Disabled students are successful in seeking employment and higher skilled

employment with rates of 90% and 95% for employment and 77% and 75% for higher skilled progression (generally similar or higher than the overall student cohort).

<b>Table 1 Student Support Activity for Disabled students</b>	2016/17	2015/16
<b>Student referrals/disclosures:</b>		
registered students listed on database	191	172
students have completed disclosure forms	127	117
did not complete disclosure forms/declined to disclose/disability related enquires	64	55
<b>DSA Applications</b>		
eligible for DSA	96	93
students recommended a range of DSA NMH support	86	88
students recommended more than one category/banding of support	31	42
students recommended 2 different types of support	17	n/a
students recommended 3 types of support	14	n/a
DSA recommendation for Band 1 or Band 2 support	35	46
recommended for Band 3 support	1	1
recommended Study Skills: Band 4	66	70
recommended Mentoring: Band 4	17	25
<b>Exams</b>		
exam concessions	30	63
exam support	1	3
<b>Medical support</b>		
referred for a risk assessment	15	32
complete a medical form	43	n/a
Mental Health Advice	20	n/a

## **2.6 Care leavers**

At this point we have no data relating to students who are care leavers, their access to the college, levels of success or progression.

## **2.7 Carers**

At this point we have no data relating to students who are careers, their access to the college, levels of success or progression.

## **2.8 People estranged from their families**

At this point we have no data relating to people estranged from their families, their access to the college, levels of success or progression.

## **2.9 People from Gypsy, Roma and Traveller communities**

At this point we have no data relating to people from Gypsy, Roma and Traveller communities, their access to the college, levels of success or progression.

## **2.10 Refugees**

At this point we have no students with refugee status but we have no data regarding students who may have come to the UK as refugees and subsequently enrolled at the college, their access, or levels of success or progression.

### **2.11 People with mental health problems, specific learning difficulties and/or who are on the autism spectrum**

To date data regarding students with mental health issues, learning difficulties or autism has not been considered separately but in future evidence relating to the success of these students will be retained and used to establish baseline information and ensure that success (continuation) is high 85%+ and employment is over 90%. One of the challenges of assessing the outcomes for this group is that many students do not formally declare their situation although support is often required and provided on a short-term or 'as needs' basis. This can involve a formal meeting with student support staff regarding mental health to regular emails, 'catch-up meetings' or telephone calls to keep a student focused and engaged at times of stress. In 2017/18 there have been 38 declarations of mental health problems, 40 specific learning difficulties and 5 students on the autism spectrum.

### **2.12 Children from military families**

At this point we have no data relating to children from military families, their access to the college, levels of success or progression.

## **3.0 Ambitions and strategy**

### **3.1 Strategic ambition for access and participation**

T&PC has a long term ambition to provide the highest quality higher education provision, supporting learners within the county and region to succeed. Our target is to ensure that students who might otherwise not have an opportunity to study Higher Education are able to access, succeed and progress for our programmes of study. Our access and participation strategy is fourfold:

- **to establish baseline data and monitoring of under-represented groups identified by the Office for students as national priorities**

The T&PC MIS system has been developed during the past year and will be in place to gather data and report on higher education students from 2019/20. The regular reporting of data to college management and Board of Studies will inform our strategy and enable us to identify baseline condition from which to improve participation of some underrepresented groups.

- **to continue to support access to our courses from the widening participation groups that we currently succeed to engage**

T&PC have a significant proportion of local recruitment that comprises mature students, disabled students and students with mental health issues. T&PC will continue to monitor recruitment activity and extend our marketing strategy to support learners in widening participation groups we currently engage with successfully (see section 3.2 for more details).

- **to improve our overall access success and progression for all learners and in so doing to raise the levels for all disadvantaged groups alongside an enhanced performance**

The activity we have put in place to improve retention and progression for all students over the past five years will continue with an aim to raise the outcomes for under-represented groups within a general improvement in overall performance of our higher education as evidenced by the success of hitting our previous Access plan targets. Particular focus will be given to improving progression of LPN Q1 and Q2 learners and mature learners (see section 3.2.1, 3.2.4 and 4.1).



- **to target and support particular under-represented groups within our region and nationally**

We will establish baseline information and then engage to recruit and support more students from under-represented groups recognised by the OfS

### **3.2 Targets for underrepresented groups**

It is anticipated that the current extensive range of outreach activities will continue. Current activities include:

- Events and promotional materials intended for mature learners and for non-traditional entrants to Higher Education
- Aspiration-raising activities targeted at pupils aged 16 years and above including road shows, visits from our HE team and master classes
- Open days and Open evenings held at the College
- Participation by College, Cornwall SCITT and Cornwall Teaching School staff at open days held at local, regional and national venues
- Facebook promotions to targeted demographics, mailshots including promotional materials aimed at encouraging our own Level 3 students to progress onto our higher education provision and alumni undergraduates to progress onto our ITT/PGCE courses
- Visits to local and regional schools, including secondary and colleges. Also visits to HEI hubs to advise on ITT/PGCE routes
- A student ambassador scheme aimed at raising aspirations in 16-18 year olds. These activities are aimed predominately at pupils and students studying within local schools across Cornwall and in particular low participation areas as identified via HEFCE quintile areas 1, 2 and 3.
- Information on financial support available to students

Fair access and participation will be encouraged by inclusion of a range of target schools and widening participation groups with direct provision of information and marketing materials to improve engagement with the college and enrolment onto higher education programmes.

#### **3.2.1 Those living in areas of low higher education participation, household income or socioeconomic status**

In the short-term T&PC aims to maintain the current level of quintile 1, 2 and 3 students at 70% but to work collaboratively with the SWNCOP Next Steps South West to engage students from low participation wards. This will further increase participation of POLAR 1 and 2 students and our target is to increase quintile 1, 2 and 3 to 73% of 2017/18 recruitment numbers without a corresponding decline in quintile 4 and 5 students. The college will also gather baseline information about young white males from POLAR quintiles 1 and 2 and respond following review of that information.

To improve retention of LPN Q1 and Q2, students will be identified at enrolment and will be offered the opportunity to attend additional study skills support sessions alongside their normal studies and tutorial sessions. The sessions will be open to all students but LPN students will be contacted directly and offered the opportunity to attend. Attendance monitoring will be expanded through the use of “swipe cards” and all students whose attendance drops below 85% will be contacted by their tutor and by student support staff to endeavour to catch non-engagement early and improve retention.

### **3.2.3 Students of particular ethnicities**

T&PC engagement with BME students is currently 2% of cohort and 2011 census data identifies Cornwall's BME population at 1.8%. A strategy for marketing with BME case studies and positive role models will aim to increase the numbers of BME students at the college but it is unlikely that we would achieve an increase over and above the proportion of BME applicants in Cornwall's population.

### **3.2.4 Mature students**

The 2011 Cornwall census showed that although there have been improvements since 2001, 17% of the working age population only have qualifications to level 2 and 22% have no formal qualification. The opportunity the college can provide for these people is significant. The 2011 census further highlights an increase in numbers in the 40-49 age group but declines in 30-39 and 50-59 age groups. T&PC has a strong cohort of FT mature learners and our target is to retain current FT numbers with a population of FT mature learners that comprise approximately 50% of our students. Our compressed timetable will continue to support mature learners and we envisage further marketing of our bursary to support part-time provision. Our careers service continues to support all learners and all mature learners will be offered additional support and guidance with regard to employment options within the county. Local graduates often return to engage with our careers coordinator on a 1:1 basis and this will continue to be supported.

### **3.2.5 Disabled students**

Data from the UK Charity Scope suggests that 19% of working age adults are disabled: T&PC data suggests 16% -17% of students are recorded as disabled. In order to increase opportunities for disabled students we will engage with the Disabled Student Sector Leadership Group's guidance regarding the social model of disability. Our target will be to focus on improving success and progression opportunities for graduates initially through discussion and focus groups to establish need and process.

### **3.2.6 Care leavers**

Our priority is to establish the baseline data within the college and then to work with Cornwall Council to engage individuals in care within the county to provide support and guidance regarding pathways into higher education and training and to ensure potential applicants are aware of additional funding support available to them under the Children and Young Persons Act 2008. Funds will be set aside to allocate staff time to focus on developing this pathway for the future.

### **3.2.7 Carers**

Our priority is to establish the baseline data within the college and then to work with unpaid carers within the county (11% of the population in 2011) through the Carers Trust and Cornwall Council to provide support and guidance regarding pathways into higher education and training. The marketing of our subsidised SUCCESS courses (stand-alone modules) as starting points for engagement with higher education will aim to engage individuals from this group.

### **3.2.8 People estranged from their families**

Our priority is to establish the baseline data within the college and then to work with UK charities such as "StandAlone" to establish how best to provide support for applicants who may be estranged from their family and support them when on programme.

### **3.2.9 People from Gypsy, Roma and Traveller communities**

Our priority is to establish the baseline data within the college and then to work with Cornwall Council and organisations such as "National Association of Teachers of Travellers and Other Professionals" to establish how best to provide advice and guidance about how to engage with higher education within the county.

### **3.2.10 Refugees**

Our priority is to establish how we would record baseline data regarding refugees enrolled at the college. At present there are no students with refugee status. T&PC will work with charities supporting refugees such as the "Refugee Council" and "Refugee Action" to identify ways of providing support for refugees to engage with Higher Education.

### **3.2.11 People with mental health problems, specific learning difficulties and/or who are on the autism spectrum**

The college will improve its data regarding success and progression of students with mental health issues and learning difficulties with an aim to gather information alongside general data about the wider student cohort. We shall continue to follow our existing strategy of support and will review our targets once we have a baseline on which to make a decision.

### **3.2.12 Children from military families**

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

### **3.3 Links between T&PC Outreach and collaborative activity**

Truro and Penwith College has been a key delivery partner in successive European Social Funded initiatives to increase the awareness and participation levels of mature students in higher education. This has entailed the provision of subject specific tasters, preparatory study skills support and personalised information, advice and guidance alongside the trialling of innovative outreach with a view to embedding successful interventions in mainstream activities to further enhance the diversity of the mature student cohort at Truro and Penwith College. Our SUCCESS project continues to engage with mature learners who wish to improve higher level skills or return to learning through higher education.

Truro and Penwith College is working in partnership with all other regional universities and HE providers through the National Collaborative Outreach Programme. Truro and Penwith College is partner in the Next Steps South West consortium led by Plymouth University, covering target wards in Cornwall, Devon and Somerset. This collaboration builds on the success of the former regional NNCO networks: the Devon Collaborative Outreach Network and Next Steps Cornwall.

Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium/high achievers, with low HE aspiration, and domiciled within nominated postcodes (HEFCE POLAR3 and GAP Analysis). A diverse range of outreach projects will be designed and delivered collaboratively by partners in the consortium, with robust evaluation of impact throughout.

The funding for these projects will continue to sit outside the University's Access Agreement, but their presence within the university directly sits within the broad access and outreach "offer" and contributes to a rich evidence base which can be used to track student access, success

and progression throughout the life-cycle. The Next Steps South West provision for target groups complements the broader outreach work to promote higher education to the wider range of WP target groups such as other age groups or those with other indicators of disadvantage. Support for the project from within the Higher Education staff equates to circa £5000 of match funding per annum.

Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Widening Participation Access programmes. Through sharing best practice, avoiding duplication, enabling specialisation from a wider pool of providers, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE.

### **3.4 Continuous improvement through evaluation and engagement with schools and employers**

T&PC will continue to carry out specific activities with partner schools and sponsored schools including:

- Raspberry Pi workshops with primary school children from primary schools.
- Saturday Art classes for 14 year olds from quintile areas 1, 2, and 3.
- Maths Master Classes run on Saturdays for 14 year olds from quintile areas 1, 2, 3.
- Sports activities for primary children from quintile areas 1, 2, 3.
- A Level and Apprenticeship taster sessions for Year 9 quintile area 2.
- Junior Academy lectures for sponsored schools to raise aspirations.
- Active participant in county RAAS board (Raising Aspiration and Achievement Strategy Board). Working with partners to collectively raise county achievement.
- STEM Ambassadors into sponsored primary schools to inspire and raise aspirations.
- Pupil premium conference offered through the Teaching School arm of the College. Targeting quintile areas 1, 2, 3 in particular.
- Subject Leaders in Education (SLE's) based in the College provide specialist workshops for pupils in sponsored schools and also provide CPD for teachers to up skill knowledge.

The college currently sponsors two schools within our Academy Trust which now has twenty schools with whom we work. We also sponsor Callywith College Trust which is a 16-19 Free School in Cornwall.

T&PC will establish an evaluation programme for all activity we undertake and a new working group will meet on a termly basis to review qualitative evaluation and progress on our Access plan.

### **3.5 Evaluation and Monitoring performance**

In order to evaluate the impact of activities linked to our ambition and strategy, the college will create an evaluation strategy to be agreed by an evaluation working group. The strategies involved will follow a set of processes to gather both qualitative and quantitative data. The proposal includes the following:

- Marketing Events, radio and printed promotional materials, Facebook promotions to targeted demographics, mailshots: *Evaluation forms will be provided at events and information collection at enrolment to clarify which promotional materials have impact on different learners.*

- Aspiration-raising activities targeted at school and college pupils including road shows, visits from the HE team and master classes (including the college ambassador scheme): *Pre and post activity questionnaires and interviews with students.*
- Open days and Open evenings held at the College, participation by College, Cornwall SCITT and Cornwall Teaching School staff at open days held at local, regional and national venues: *Level of engagement from public and links to enrolment form information.*
- Visits to local and regional schools, including secondary and colleges. Also visits to HEI hubs to advise on ITT/PGCE routes: *Post visit evaluation by teaching staff.*
- Finance (see section 4.3):  
*Statistical evaluation of quantitative retention and progression data linked to students with full bursary, students with normal bursary and students with support from hardship fund. Intervention activity will be assessed using individual case studies and assessment of impact on students using the Finance Evaluation Toolkit questionnaire. This will map against data linked to continuation and success of students with different levels of support and different WP backgrounds to establish baseline information.*

The institution will undertake annual monitoring of this access agreement to confirm compliance and progress towards the achievement of the milestones it has established. Responsibility for the monitoring report will rest with the Programme Team Leader for Higher Education. The report will be presented to the College Senior Management Team for approval.

An annual review meeting will also consider information from the termly evaluation working group and review long-term quantitative information about student engagement from schools we work with and determine whether funds are being invested in activities that allow the college to meet its targets. Qualitative review of action identified within this plan will also lie within the remit of this review. A report from the review meeting will be presented annually to CBSHE and feed into the annual ACCESS monitoring report. The evaluation group will include a representative engaged in collaborative provision with the SW NCOP (Next Steps South West) to ensure recognised best practise is shared.

An annual monitoring report will be submitted to the Director for Fair Access and Participation. The report will be presented to the Senior Management Team at such time as to ensure that OfS will receive the report by its deadline. The report will incorporate the following sections:

- Financial data summarising recruitment levels, payment of bursaries, and other financial support made available to students.
- Outreach activities that have been undertaken during the year and progress made in meeting institutional targets and milestones.
- An analysis of students in receipt of support will be carried out in order to assess the impact of APP-accountable activity in relation to our targets and milestones.

### **3.6 Engagement with the college Equality & Diversity Strategy**

The College recognises its responsibilities relating to the Equality Act 2010 and the protected characteristics, is committed to going over and beyond compliance in relation to Equality law and is an exponent of good practice in all aspects of equality and diversity (E&D). There is a cross College E&D committee chaired by a member of the Senior Management Team. The College creates and maintains an inclusive organisation where students from all backgrounds can work, learn and reach their full potential. Responsibilities to ensure this happens is

embedded throughout the College's Single Equality Scheme, which outlines the approach to fulfilling this commitment and makes clear expectations to all. The College has an equality and diversity site on Moodle that is accessible to staff and students and outlines expected behaviour by staff and students.

The contents of the Single Equality Scheme reflects the content and requirements of the Equality Act 2010 and identifies the protected characteristics as central to the policy. All Higher Education courses and learning activities have equality and diversity embedded in their content and delivery. Resources, learning materials, case studies, projects and learning activities reflect and promote equality and diversity.

No Higher Education applicant will be discriminated against on the basis of any of the protected characteristics or association with them. The College has an important role in promoting fair participation for all students. The College uses student information for statistical reporting, informing the provision of reasonable adjustments for people with a learning difficulty or disability, analysing equality and action planning for quality improvement. The information is held for no other reason and reporting in a public forum is not individual and recognisable.

### **3.7 Student consultation**

The time period for development of our Access and Participation plan this year did not align well with the opportunity for student consultation. This year the Student Governor will be able to comment on the agreed plan and this will be presented to the Student Representative meeting at both college sites. Following feedback, a student focus group will be convened to review the plan and identify areas where the 2020/21 plan can be improved.

The College regularly listens to the student voice and in a survey completed in autumn 2016 T&PC students identified that cost was not a deciding factor when choosing where to study. Following that consultation our aim is to focus on the quality of provision and ensuring a timetable exists that suits the mainly local students who we recruit. The student voice is an important aspect of higher education at the College. Our NSS overall satisfaction scores are consistently well above the national average. We have a student rep system and a student ambassador system. Student reps are part of the annual programme monitoring process for courses but also meet regularly as group to discuss wider College issues. The student rep groups are used to consult with about developments at the College which reflect on the student experience (both academic and social). In 2017-18 the students were actively involved in developing our year 2 TEF submission.

Our student ambassadors are involved in open days, open evenings and deliver talks to local sixth forms in Cornwall. Additionally, they work with tutor groups in FE at the College to raise aspirations about progression to higher education. Some of our current HE student ambassadors are working with the HEFCE NCOP project and to go into local schools to raise awareness of higher education opportunities.

### **4.0 Access, student success and progression measures**

There are a number of initiatives that support widening participation students, disadvantages students and students from under-represented groups alongside the wider HE population at the College. These include a Study Skills programme during registration week as part of the induction process. Additional study skills support is available to all students in the higher education Learning Resource Centre. Open access Study Skill sessions are available to all students and regularly attract over a 100 students from a range of courses. The College have

introduced a set tutorial scheme of work for all higher education programmes that supports students individually to improve their progression opportunities and employability skills. The evaluation of the success of these initiatives is attained through annual programme monitoring and the student rep system that the College operates. By using the programme committee structure to identify student needs and requirements, support can be put in at student level and at programme level. T&PC has also trialled 'Student View' meetings with cohorts of students during the year to determine whether any issues exist within programmes or year groups.

#### **4.1 Priory activity and areas for improvement**

- a) T&PC will commence activity to ensure that baseline data is accurately collected with regard to access, success and progression of under-represented groups.
- b) With regard to student access, the college will focus on increasing numbers of POLAR students, including white 18-21 year old males. At the same time the college will engage with other communities and groups of people to ensure material and information about the benefit of higher education and the support available at the college is available to under-represented groups
- c) T&PC will continue to ensure mature, BME and disabled students learners are recruited at the same level, that success improves and that the number of respondents to employability questionnaires increases to provide more robust data in the future.
- d) With regards supporting students' success, the College have taken a strategic approach to developing a consistent tutorial system to support students from a range of different backgrounds and across each stage of their academic journey. This approach has ensured that those from a widening participation background get good academic and pastoral support to enable good retention, achievement and progression without the risk of 'singling out' cohorts as needing support. Over the last six years the College has provided study skills support to new students and over time this developed into a full week of activities that support higher level study prior to the start of the academic year. Statistics show that those students who attended the voluntary study skills week were more likely to achieve and stay on course than those who didn't attend. However following a decline in engagement at the start of the 2016/17 programme students asked for Study Skills sessions have moved to registration week so they can engage with their subject more readily. In 2017/18 this was trialled and generally well received by the students; this process also ensures all students engage prior to the start of their subject programme. Further study skills support is now embedded into group tutorial sessions throughout the year.
- e) Non-academic student support remains critical for all learners once on programme and this will be maintained at its current level.
- f) Similarly support for students through the HE Careers advisor remains a focus for the college and will be maintained and enhanced with more activity linked to employers during the programme and in the final term. Further support will be maintained post-graduation to support our learners who have not managed to find employment. As part of our careers offer T&PC will target students from LPN postcodes and mature learners ensuring that they all have the offer of a 1:1 Careers session during their first and second year of their foundation degree and top-up year if appropriate. The expansion of work-based learning mapping within each programme will enable students to see the opportunities available to them during their programme.

#### 4.2 Long term activity to raise attainment to support entry into higher education

Working with local schools and FE students within the college, our work to raise attainment has focused on engagement with IT workshops, math master classes, sports activities and Arts development workshops. The development of maths and English workshops to support level 3 students who have yet to achieve both GCSE qualifications is part of preparation for higher education and is crucial for students to achieve successfully on some programmes and to provide them with the ability to further top-up to level 6 from HNC/D or Foundation degrees.

The college continues to work alongside Next Steps South West the SW NCOP and commits approximately £5000 of staff time per annum (over and above that funded by NSSW) to supporting the development and operation of activity linked to that project, which focuses on encouraging non-participating year 9-13 students into Higher Education.

#### 4.3 Financial support for students

New entrants commencing a full time Higher Education programme from September 2019 will be subject to differentiated fees for level 4 and 5 programmes and top-up degrees and PGCE/Cert Ed. All foundation degrees, HNCs and HNDs will be £8,224 per year. All top-up degree programmes and the PGCE and Cert Ed course will be £9,250 per year, with SCITT at £9,000. A student enrolling on a level 6 programme having graduated from a Foundation Degree or Higher National Diploma will be considered a new entrant and pay the fee appropriate at the date of enrolment.

The fee levels for 2019/20 are set out in the table below:

For Home and EU students	2019/20 Tuition Fees	
	Continuers	New entrants
<b>Full time – all courses</b>		
HNC	£8,224	£8,224
HND/Foundation Degree	£8,224	£8,224
Full-time PGCE	N/A	£9,250
Level 6 Degree	N/A	£9,250
Cornwall SCITT and Cornwall Teaching School 'school direct' postgraduate ITT courses	N/A	£9,000
<b>Part time</b>		
Charged on a pro-rata basis based on the full time fee. The maximum in any one year will depend on the total number of credits studied but would not exceed £6200		

**Permitted real terms fee rises.** The College may increase the fee levels in the table above in line with permitted real terms fee rises as determined by Government.

#### Estimated Student numbers.

For Home and EU students	2019/20	
	Continuers	New Entrants
Full time – all courses	140	295
Cornwall SCITT and Cornwall Teaching School 'school direct' courses	-	95



In 2019/20 there is a predicted drop in full-time numbers and higher fee income reflecting the situation within Cornwall where competition from HEIs offering higher bursaries and often unconditional 3 year degree places to students is having an impact. Our prediction identifies a reduction in recruitment; however we envisage the development of new curricula will provide the opportunity to expand in key sectors and support more local students.

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

- 1) The cost of full time higher education to students should not act as an entry barrier to those capable of benefiting from such an education
- 2) Income from tuition revenue should be managed to provide direct financial support for students, to enhance their learning and to encourage their progression and achievement

All undergraduate students, including EU and Overseas students on full-time Higher Education programmes will be eligible to apply for a bursary in year 1 of their study and in subsequent years dependent upon continuation of their study without any substantial period of unexplained interruption. The College will target in the region of 75% of the bursary expenditure to students from low income households. For postgraduate students on the Cornwall SCITT and Cornwall Teaching School 'school direct' courses a bursary of £300 will be available to all students in receipt of the full maintenance grant. In addition other Cornwall SCITT and Cornwall Teaching School 'school direct' trainees who can demonstrate financial hardship may apply for a discretionary hardship bursary of up to £1000. (Subject to satisfactory attendance and progress.) Bursary payments will be administered in the following way and are subject to attendance and fee payment criteria: 50% of the bursary payment is made in the spring term and the remaining 50% in the summer term, to provide general financial support, and to act as an incentive to assist retention, achievement, and progression between levels of study. Full details and eligibility can be found on the college website: [www.truro-penwith.ac.uk](http://www.truro-penwith.ac.uk). For 2019/20 the bursary for new entrants is set out below:

<b>College Bursary</b>	
<b>Truro and Penwith College Students:</b>	
-Full time undergraduate whose household income is less than £25,000 *	£720
-All other full time students	£320
-Part time students studying full time courses (at least 50%)	£225
<b>Cornwall SCITT and Cornwall Teaching School 'school direct' students</b>	<b>£300</b>

\*as assessed by Student Finance England

During 2019/20 we will assess the impact of the financial support offered to students.

## 5.0 Investment

### 5.1 Total investment

The institution will direct its additional fee revenue to support access measures in the following ways:

- Bursary payments to students
- Funding to provide additional learning support for students in the form of additional study skills workshops

- An enriched tutorial system adding to the student experience and supporting progression and employability opportunities
- Institutional milestones linked to success, achievement and retention
- Institutional milestones linked to widening participation from low access areas
- Continuation targets: for 1<sup>st</sup> year intake from 74% in 2013/14 to 82% by 2022/2
- Progression targets: increase internal progression from Truro and Penwith College level 3 programmes to our Higher Education programmes in 2016/17 to 61% in 2022/23 whilst retaining numbers of students from other sources.
- Improving the annual internal progression rate from Foundation Degree completers onto articulating honours degree programmes at Truro and Penwith College from 29% in 2012/13 to 50% in 2022/23.
- Curriculum development: to respond to the identified needs of local employers and students by developing new programmes and offering curriculum flexibility and particularly the development of level 6 programmes that allow students the opportunity to complete a full degree locally
- Where appropriate developing a range of higher level apprenticeships appropriate to local business need
- Cornwall SCITT will have 2 key widening participation criteria with a five year target
- Increasing recruitment from POLAR 1, 2 & 3 by 6 students over and above 2017/18 recruitment to 73% by 2022/23
- Establishing baseline data for other under-represented groups
- Working with established supporting organisations, charities and Cornwall Council to create information that will generate interest and increase applications and enrolments from those groups.

Of our total expenditure on access measures only the proportion relating to under-represented groups will be reflected in our access agreement. Over 27% of the higher fee income will be spent on OFFA-countable activity. The total amount we have committed to access, student success and progression and financial support measures for 2019/20 for students is £365,751. The proportion of Higher Fee income linked to the different parts of the cycle are as follows:

Access investment	13.1%
Success investment	0.4%
Progression investment	0.1%
Financial support	13.8%

Success and Progression activity is also part-funded by other targeted allocation income streams.

## **5.2 Investment beyond that identified within access and participation plan**

The college will continue to engage in recruitment activity through FE Open days, publicity, press releases and other marketing that assists recruitment of under-represented groups. The significant engagement of the college in SW NCOP and new activity supporting institutions such as the Children's University demonstrates T&PCs commitment to outreach and the value it places on working with primary and secondary students in schools and level 2 and 3 in colleges to engage them in an understanding of the value of higher education and what it mean for their future success.

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

The College is conscious that the provision of information to prospective students is accurate and accessible. We have recently been developing the College website with a 'Student Journey' link and social media sites to reach a wider audience and to make information about all aspects of a student life cycle easily available. The 'Student Journey' site is for all students

and there will be information around all aspects of the student life cycle from pre entry through to progression to further study and /or employability. There are November and March Open Days for prospective students to come and see the College and meet the teaching and support staff. There are also a number of College Open Evenings throughout the year for potential students. In the future there will be a section in the prospectus that highlights the location of published information on the college website.

### **6.1 Information release regarding financial support**

Financial information will be made available to all prospective students considering courses coming under this agreement. Such information will be guided by the principles of accessibility, transparency and clarity. Support information will include institutional support and support available via the Government through the maintenance loan, grant, tuition fee loan and teaching bursaries. This information is explained verbally during the interview, supported by the written leaflet and the Student Journey site to ensure that applicants are fully informed before they make a decision on whether to accept a place with us. Information will also be provided to UCAS and the Student Loans Company in the format they require and within the appropriate timescale.

Information will summarise the annual and aggregate fee for the chosen course, bursary arrangements, and other sources of financial support available to students. It will also identify the sources from which students can obtain advice regarding the general financial framework applying to students undertaking full time higher education studies, so that they can establish the likely level of debt they will incur by the end of their studies. The institution will provide a full range of financial advice to prospective and current students through the production of fact sheets outlining fee charges and the bursaries available to students with worked examples, through individual interviews and in response to queries received in person, by telephone or by email. Student Services will also provide briefing sessions as part of Open Day events and will be available to give individual advice and guidance.

### **6.2 Information release regarding fees**

It is the intention of the College that all information relating to costs and means of support for students will be available in the Prospectus and on the college website, on the Student Journey site and accessible via social media. During induction all students will receive a presentation from the Student Services team which will, inter alia, cover issues associated with student finance, student support, careers advice and learning support available.

Cornwall SCITT maintain their own website [www.cornwallscitt.org](http://www.cornwallscitt.org) - the website contains a section on finance, including fee and support information and this will be updated regularly. Cornwall Teaching School maintains an ITT information page along with links to Cornwall SCITT: [www.cornwallteachingschool.org.uk](http://www.cornwallteachingschool.org.uk).

### **6.3 Publication of the approved ACCESS plan for 2019/20**

The Approved Access plan will be made available to all students on request and will be published on the college's website and within the internal VLE environment. All applicants will be made aware of the Access plan following contact with the college. Reporting of the outcome of activity each year will also be made available for the public on the college website.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The College may increase fee levels in line with permitted real terms fee rises as determined by Government

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	the reduction in student numbers reflect a decline in recruitment following increased competition passing through cohorts.	£8,224
Foundation year / Year 0		*
HNC / HND		£8,224
CertHE / DipHE		*
Postgraduate ITT		£9,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,200
Foundation degree		£5,510
Foundation year / Year 0		*
HNC / HND		£5,510
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Improve annual retention rates for 1st year intake	No	2014-15	75%	78%	79%	80%	81%	82%	
T16a_02	Access	Other (please give details in Description column)	<b>Other statistic</b> - Applications (please give details in the next column)	Increase internal progression from Truro and Penwith College level 3 to Truro and Penwith College Higher Education courses	No	2014-15	51%	56%	57%	58%	60%	61%	
T16a_03	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Improve the annual internal progression rate from foundation degree completers onto articulating honours degree programmes at Truro and Penwith College	No	2013-14	29%	42%	44%	46%	48%	50%	
T16a_04	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Cornwall SCITT provision: Improved retention	No	2014-15	94%	93%	94%	94%	94%	94%	2014-15 was an exceptional year. New provision is offered from 16-17 which may impact milestones and targets have been revised to reflect this.
T16a_05	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Cornwall SCITT provision: Improved employment rates	No	2014-15	94%	93%	94%	94%	94%	94%	2014-15 was an exceptional year. New provision is offered from 16-17 which may impact milestones and targets have been revised to reflect this.
T16a_06	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	Increase participation of students from POLAR quintiles 1, 2 and 3 areas	No	2016-17	70%	71%	71%	72%	72%	73%	

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Saturday Art Club - participants	No	2015-16	20	23	25	26	28	30	
T16b_02	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Maths Masterclasses -participants	No	2015-16	50	55	58	60	65	65	
T16b_03	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	IAG - number of school visits /career fairs /progress evenings	No	2015-16	70	75	77	80	82	82	
T16b_04	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Subject taster sessions for internal students	No	2015-16	8	11	12	13	15	15	