THE CORNWALL COLLEGE GROUP

ACCESS AGREEMENT 2017-2018

Compiled by: Amanda Crowle – HE Registry, Quality and Data Manager

Kate Poole – HE Curriculum Development and Student Enhancement Manager.

1 Introduction

The Access Agreement for 2017-18 for The Cornwall College Group (TCCG) aligns with our strategic intent and outlines the evidence based approach that the College will take forward, incorporating both changes in funding policy and guidance that OFFA has prepared.

The Cornwall College Group has a long term commitment to ensure that our HE learners are supported and their achievements celebrated throughout the student life cycle - from initial contact through to enrolment and then progression into employment or post graduate study. This commitment has been informed strategically and is endorsed and underpinned by The Cornwall College Group's HE Brilliant Learning Road Map 2015–18 and the HE Strategic Plan 2015-18**.**

Commitments made in the 2016-17 Access Agreement have been reviewed and some adjustment has been made to take into account a greater need to support students on programme. The position set out by this 2017-18 update will both build upon and enhance previous activity. The aim is to grow our access and support provision and identify stretching targets (underpinned by the Strategic Plans) - aimed at meeting the needs of the students. The Cornwall College Group aims to embed good practice and address gaps in access, student success and progression. As part of the College's commitment to student enhancement and success the college will carry out the following:

- Make further progress on our previous access agreements by extending and expanding good practice, which has been shown to impact positively on our students' access, success and progression rates.
- Target resources towards aspects of our access, student success and progression work which, after comparing data against targets, are underperforming.
- Increase and enhance the HE Student Community in collaboration with the Cornwall College Student Union (CCSU).

Our enhanced monitoring and evaluation aims to highlight where our work is most effective and will provide the platform for future sustainability**.**

1.1 Context

1.2 Cornwall College Group Student Profile

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

Figure 1) Age Range and Gender Split
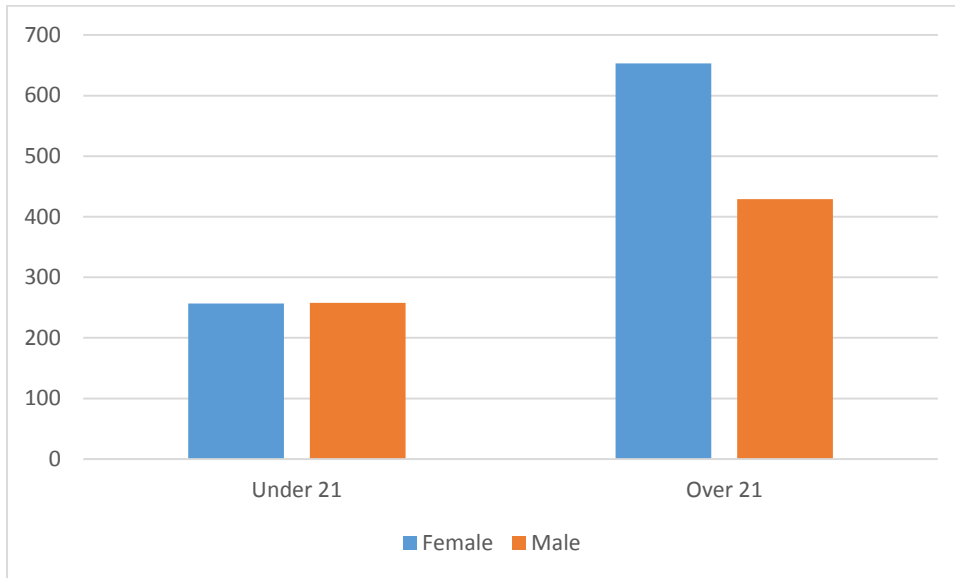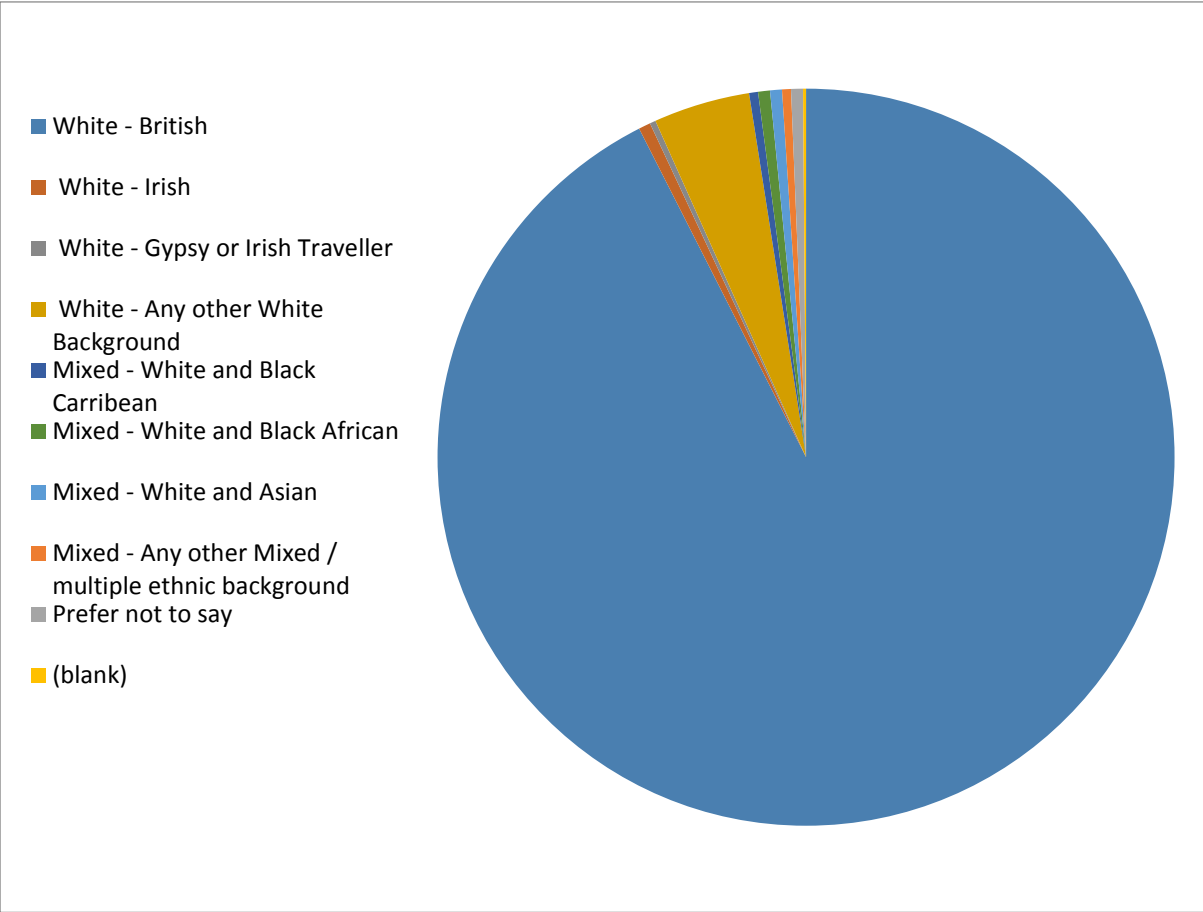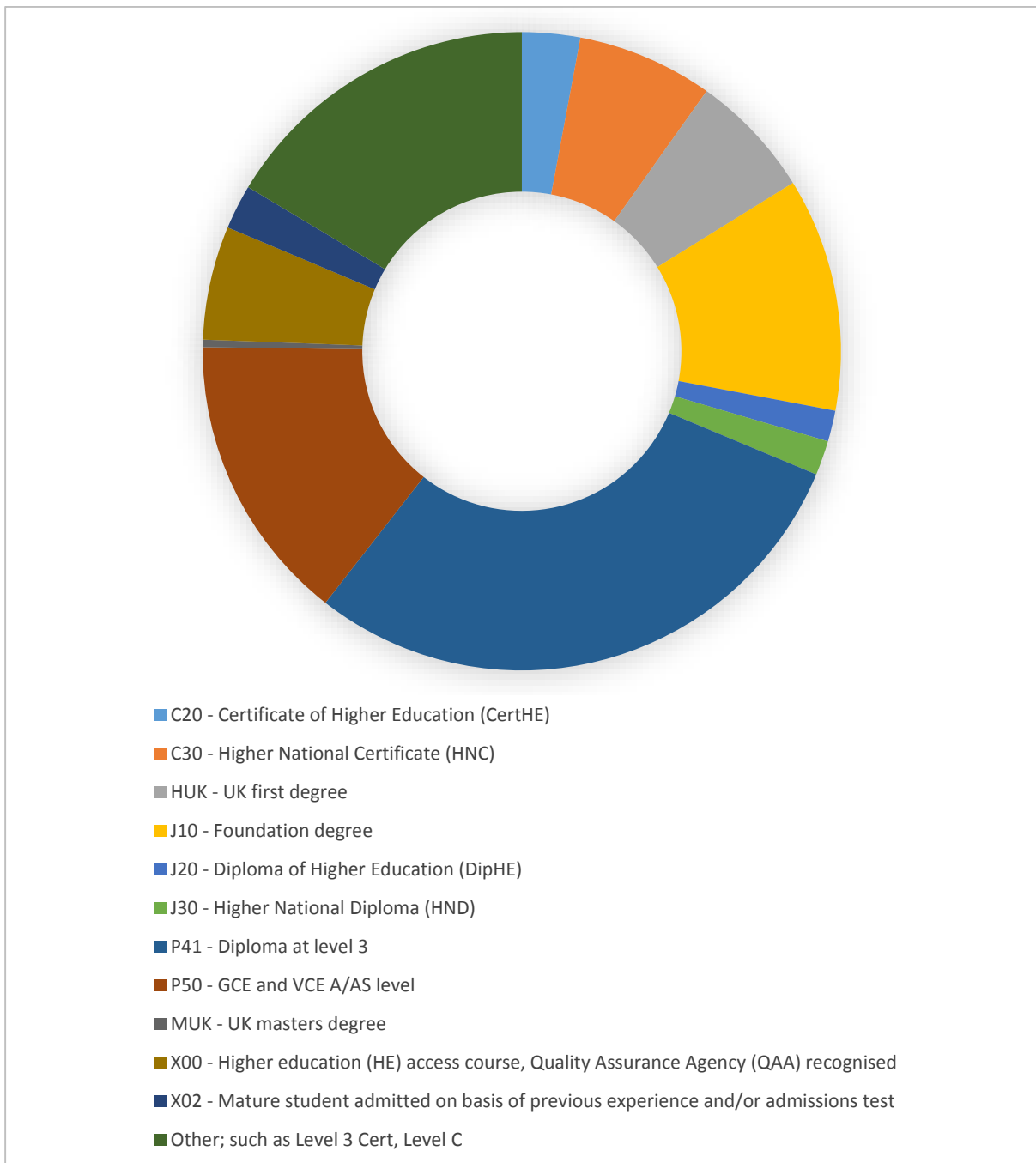

Figure 1 shows the age range of the student population currently studying on an HE programme within The Cornwall College Group. This identifies that 47% of the student population are under 21 years of age; the remaining are mature students. There are variations between sites, curriculum areas and courses with a higher proportion of mature students on programmes at Camborne.

Figure 2) Ethnicity Groups

- White - British
- White - Irish
- White - Gypsy or Irish Traveller
- White - Any other White Background
- Mixed - White and Black Carribean
- Mixed - White and Black African
- Mixed - White and Asian
- Mixed - Any other Mixed / multiple ethnic background
- Prefer not to say
- (blank)

92% of The Cornwall College group learners come predominantly White British backgrounds (Figure 2) and 4% recorded themselves as "Any other White Background". The remaining 4% are from other ethnics groups. This is due largely to the ethnicity profile of the student population in the areas of recruitment (Cornwall is 98.2% white British or white other (2011 census)).

Figure 3) Highest Qualification on Entry

- C20 - Certificate of Higher Education (CertHE)
- C30 - Higher National Certificate (HNC)
- HUK - UK first degree
- J10 - Foundation degree
- J20 - Diploma of Higher Education (DipHE)
- J30 - Higher National Diploma (HND)
- P41 - Diploma at level 3
- P50 - GCE and VCE A/AS level
- MUK - UK masters degree
- X00 - Higher education (HE) access course, Quality Assurance Agency (QAA) recognised
- X02 - Mature student admitted on basis of previous experience and/or admissions test
- Other; such as Level 3 Cert, Level C

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

- 12% of TCCG students have achieved a Foundation Degree (often these are enrolling onto honours progression programmes)
- 29% (down from 33% in 2014/15) of students enrol having achieved a Level 3 Diploma)
- 15% from A levels
- 16% from Level 3 Certificate.

Table 1) Student Success

Academic Year End		Retention	Achievement	Success
2013	FT	90.5%	87.8%	79.4%
	PT	90.8%	84.8%	77%
2014	FT	92.9%	87.2%	81%
	PT	92.2%	77.8%	71.7%
2015	FT	87.8%	89.6%	78.7%
	PT	89.8%	84.2%	75.7%

Although the College has seen a small decrease in the success rates of full-time students there has been an increase in the success of part-time students during 2014/15. Overall non-continuation rates showed a small increase of 4% during 2014/15.

Latest national FE College data (HEFCE 2011 – 12) has non–continuation rates averaging around 13.4%. TCCG non-continuation rates for 2014-15 are 23.9%. There is a need to reduce this figure by 14% over the next 5 years in line with the national average. This work to reduce the non -continuation will be a priority in this Access Agreement.

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

Full Time Tuition Fees	2016-17	2017-18
Foundation Degree, or HNC/D	£7,500	£7,500
Bachelor's degree, Bachelor's top-up	£8,000	£8,000
Masters Programmes	N/A	Within a range of £6500 to £8500 (to allow for competition and higher costs of some provision such as equine and science.)
Programmes with exceptional delivery modes requiring a higher fee level: FdSc Tournament Golf; BSc Tournament Golf	£9,000	£9,000
Programmes with exceptional delivery modes requiring a higher fee level: FdSc Police Studies	£7500	£8500
Overseas fee status and Channel Islands	£9,500	£9,500

Part Time Tuition Fees**	2016-17	2017-18
Honours Degree (5 years) 360 credits	£4,800	£4,800
Honours Degree (top-up) 2 years) 120 credits	£4,000	£4,000
Foundation Degree (3 years) 240 credits	£5,000	£5,000
Foundation Degree (4 years) 240 credits	£3,750	£3,750
HNC (2 years) 120 credits	£3,750	£3,750
Dip. Counselling (2 years) 120 credits	£3,750	£3,750
Adv. Counselling (2 years) 120 credits	£3,750	£3,750

***Part Time students are set at levels pro rata to those for full time study.*

- The application of an annual increase to fees may be made in line with the amount recommended by the Government through the RPI-X (Retail Price Index).

The TCCG will monitor baseline data by reviewing and tracking the access, student success and progression of particular student profiles including:

- Mature, full time undergraduates
- Students in receipt of DSA who receive bespoke diagnosis and support at all college sites
- No longer in HE after 1 year

2 Strategic Approach to Access, Student Success, Progression and Financial Support

2.1 Access

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

Our Strategic Intent demonstrates a commitment that Cornwall College will become more responsive to the needs of the economy in Cornwall through a new approach to engagement. The work will be built on best practice and strong collaborative partnerships with all our stakeholders including schools, employers and our own student body. We will aim to build and expand on progress made through previous Access Agreements by combining evidence of need with new approaches and delivery mechanisms to ensure we target support where there will be the greatest impact and meet the greatest need. There will be a continuation and enhancement of long term outreach which will focus on building strong relationships with low participation neighbourhood primary and secondary schools, aimed at supporting student's aspirations and attainment. Access funds will be targeting students who are able but under achieving or under ambitious, specifically boys with "missing talent" who become disengaged with learning and fail to see the connection between personal achievement and future choices. The College will work both with students and with their teachers, in conjunction with the Cornwall NNCO project which provides both an online platform of information as well as CPD events and resources.

This Access Agreement confirms a commitment to increase our inspirational STEM work with primary and secondary schools which has been heralded as ground breaking by Cornwall Council. Decision making regarding STEM subjects takes place during Primary School and involvement of STEM projects is a long-term commitment by the college. The Raising Aspirations programme, building on The King's College London Aspires report has engaged with 72 students from Year 6, 7 and 8 in 2015-16. This project aligns intensive on-going interventions alongside high level monitoring and evaluation. This project, in the first year, identified a significant rise in participant awareness of and aspiration for science based careers from 20% to 50% following intervention. The College aims to build on this work by continuing with these participants as well as working with a wider group of students from low participation neighbourhood schools. The project will track both aspiration and attainment of specific students from low participation areas who have potential to achieve; to evaluate impact and to generate case studies to be used locally, regionally and nationally.

2.1.1 Mature and employed individuals

We fully endorse OFFA's view that up-skilling the current work force will help both the individual and the economy. The percentage of our mature students has increased since 2014-15 at a time when part time numbers were declining nationally (HESA data 23% drop in 2014-15 from 2010-11 levels) and the impact of the ending of the student grant is relatively unknown. We therefore aim to use access funds to increase the percentage of both mature and part time students.

There will be several strands of targeted activity:

Our work with employers outlined in the Strategic Intent focuses on supporting workforce development. TCCG will:

Develop and deliver more flexible and blended part time opportunities; which are aligned to LEP priorities in line with our own HE growth strategy. We will offer taster workshops and CPD events which are directly linked to our part time provision. Such activity has proved highly effective at recruiting delegates to part time and full time course in previous years and we want to build on this success. Significantly we will combine this development alongside increased financial and on course support to facilitate part time student retention and success.

Develop and deliver more Higher and Degree Apprenticeships. This will involve working with both our business facing teams and Plymouth University's Higher Apprenticeship Board. The uptake of these

apprenticeships will be monitored with the anticipation that a high proportion of applicants will be white British males from lower participation neighbourhoods.

Supporting the work of the ESF funded Widening Participation through Skills Project; which focusses on employed and part time individuals and groups.

Our recruitment from cold spots is positive more effort will be focused on women returners and adults through a serious of mature part time and postcode focused bursaries. TCCG will:

Provide workshops and events in the community and on various college sites to raise awareness of the benefits of HE and the opportunities to study locally.

Enhance and extend the use of student ambassadors ensuring that our well trained ambassadors are deployed in such a way that their input improves our number of part time and mature learners. It is envisaged that this work will also enable current HE students to both stay on their course and develop their own employability (as evidenced in Student Ambassador evaluation 2013-14)

Offer advice and guidance groups and one to one sessions with new HE Senior Tutor roles for those individuals wanting to progress but unclear about financial implications and unsure about which course to apply for.

Isolated students with no family support:

Research from our marketing team has identified that some students decline our offer due to lack of the availability of suitable HE student accommodation. In response to these findings and to support the College's ongoing retention and achievement work, the College have appointed an HE Accommodation Development Officer who will identify and provide quality assured student accommodation for our out of county students and new Senior Tutor roles to support students on programme.

Male FE Students:

HESA data has identified that male FE students who are on non A level course are much less likely to progress onto an HE course than either equivalent males on A level courses or their female contemporaries. Access funds will be used to develop and run some targeted innovative and inspirational activities for FE courses, such as public services, which has a high proportion of male students and offer direct progression routes onto HE. The impact of this initiative will be closely monitored with participants aspiration, attainment and applications closely tracked.

As part of this work, the HE Careers and Employability Advisor will be attending open days and Career evenings and afternoons and will deliver progression sessions to FE students across all campus sites.

2.2 Student Success

Our access data identifies that a high proportion of our students are from under-represented groups including those with disabilities and from low participation areas. Aside from our long term outreach work with primary and secondary schools and our targeted work with part time and mature students our increasing priority will be around ensuring that our students stay on their course and achieve.

TCCG have ambitious targets around student success setting targets of

	2015-16	2016-17	2017-18	2018-19	2019-20
Success	80%	82%	83%	85%	86%
Retention	90%	91%	92%	93%	94%
Achievement	89%	89%	90%	91%	92%

(TCCG Higher Education Management Committee 1st March 2016)

There are several key elements underpinning our student success strategy:

- Induction
- Year round support
- Non completion of year one
- Attainment

Induction

As part of our teaching and learning strategy working alongside this access agreement, The College will continue to offer specific, proactive induction activities embedded within all programmes of study**.**

In order to achieve the stretching success targets outlined above it will be crucial that we identify students with support needs at the time of enrolment. This will help ensure that the necessary support structure will be put in place and we can respond proactively to any student welfare and success issues.

There are several strands to this work -

- o The College will use access funds to provide comprehensive initial assessment and learning needs assessment to all HE students by embedding initial assessment with study skills assessment. This will enable our learning support team to both identify often hidden and multi-layered learning needs and to start putting in place the additional support these students will need.
- o An induction assignment will be used to connect the student to the subject, develop a group ethic and work with the programme lead. Feedback from 2015-16 from programme leads

said …."the assignment is particularly effective in connecting the students with each other and the subject"

o   New HE Senior Tutor role will manage the detailed support needs of learners identified with any learning disability earlier on in their studies.

Year round support

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

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

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

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

- Evidence from financial support 2015 – 16 has identified that mature local students and isolated students, living away from family have needed and benefited from the financial support provided through the Access agreement. (Small targeted bursaries were introduced in 2015-16 with payments being linked to a required level of attendance. If attendance fell below the required level; then further investigation would be carried out to determine whether the payment could be released. Feedback from students has also ensured the retention of a student hardship fund to support students with unforeseen costs for equipment or one off crisis payments. A further fund was established for 16-17 to support students on field trips has been established following student consultation.

Non completion of year one

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

Attainment

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

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

2.3 Progression

The College is committed to a greater focus on employability, progression to employment and further study.

The dedicated Careers and Progression Advisor will be working intensively across all sites and all programmes, with individuals and in groups to help support progression into further learning or graduate level employment. We will be monitoring this work to ensure that specific groups of disadvantaged students e.g. those with a disability, mature learners or estranged young people with no family support are enabled to move towards highly skilled employment and/or postgraduate study.

Fund and support student led community based projects which will be designed by the students enabling the development of key employability skills, knowledge and behaviours.

A pivotal dimension of our HE offer is the opportunity offered to our students to experience high quality work placements and to apply knowledge and understanding to real life working briefs. This work will be continually reviewed and refreshed in line with employer needs and student feedback.

We will also focus resources into compiling destination data for all our students progressing onto work and onto further study. We aim to compile a comprehensive database and use the case studies to support and enhance our access work.

2.3.1 Collaborative work

Evidence clearly indicates that collaborative work facilitates a sharing of expertise and is both cost effective and enables wider geographical spread.

TCCG has a target to work with HE providers in Cornwall to ensure that messages are clear, expertise used across the group and resources shared.

Three main areas of collaborative work which will be funded by the access agreement through staff time:

- Working with the Universities of Falmouth, Exeter and Plymouth through the NNCO project with regular meeting and a sharing of best practice and resources.

- ESF Widening Participation through Skills project working with Plymouth University, Exeter University and Truro and Penwith College. The partners will use this collaboration to help drive the part time and Degree Apprenticeship development strategies of each provider and thereby utilising expertise and reducing duplication.
- The Plymouth University Degree and Higher Apprenticeship Board is working together with partner colleges to oversee and manage the development and the delivery of Degree Apprenticeships across the project.

2.4 Financial Support

The Cornwall College Group has increased the flexibility of support that will be available to students on programme where finances are barriers to retention and therefore success. We will continue to provide support which will be needs-led and flexible providing a fair approach to financially supporting students.

The Cornwall College Group is targeting bursaries at mature and part-time learners. Nationally the evidence shows that bursaries have little impact on the decision making process of most applicants, The Cornwall College group seeks to retain a bursary offer for mature and part time learners for whom financial considerations play a much larger part in the decision making and continuation with their studies. Evidence has shown that student retention is linked to attendance; however whilst it is not mandatory to attend, there is clear evidence which links the two and therefore it is the intention to continue to link all bursaries to student attendance. This strategy was implemented in 2015-16 and has proved effective in terms of maintaining attendance of students in receipt of funds.

The Cornwall College Group is committed to providing students with the most up to date and accurate information regarding the availability of student financial support. This will include what is available, the amounts, eligibility criteria and who to contact. Application forms are updated on a regular basis and are available either on the college Website or via Student Services. Our loans are not published through SLC or UCAS as they are not applied for through those routes. Students are expected to contact the College direct and would need to meet the criteria to be awarded.

Student Support Expenditure for 2017-18

2017-2018	Funds Available			Number of Bursaries Available			College Commitment
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Access							
Under-represented groups bursary < £30K (Your future in Cornwall - Postcode development WP)	500			20			£10,000
Mature learners bursary < 30K	500			24			£12,000
Part-time learners bursary < 30K	400			30			£12,000
Internal Progression	500			17			£8,500
Widening participation, schools visits and publicity HE Cold Spots- student ambassadors							£6,000
Employed Part time fee waiver for priority sector	400			10			£4,000
HE Accommodation Officer Role							£22,300
Success							
Trips and Project fund (counts as hardship support)							£5,000
Reasonable adjustment support for disabled learners							£10,000
Police Support (FdSc Police Studies)							£4,000
Financial Support							
part-time support fund							£10,000
Student Support Funds							£33,000
Progression							
HE Senior Tutor Role (support for development of academic tutorials and upskilling students lacking wider HE skills)							£34,000
HE Senior Tutor Role (support for progressing from FE to HE and IAG for new applicants and financial support)							£34,000
HE Senior Tutor (support for mental health and health issues and disability links)							£33,500
Total Cost							**£238,300**

Bursary Expenditure (detailed breakdown) for 2017-18

Name of Bursary	Target audience	Numbers to be awarded	Criteria	Maximum amount per person	Timing of award
Access					
"Your future in Cornwall" (1) bursary (£10000)	TCCG students studying Full or part time with home addresses in key postcode areas (cold spots) in Devon and Cornwall Household income less than £30,000	20	New 1st Year Students enrolled on full time or part time HE programme from key cold spots In receipt of full maintenance allowance (if full time) Earning less than £30,000	£500 for 1st Year only (pro rata for part time)	Students from particular regions within Devon and Cornwall or direct progression from TCCG FE courses apply at enrolment providing SfE package agreed Payment in 2 instalments and dependent upon 85% attendance - • Term 1 (November) • Term 2 (January)
"Your future with Cornwall College" (2) bursary (£8500)	TCCG students studying Full or part time who are progressing directly from a TCCG FE course including Access courses	17	Progressing from a TCCG FE course In receipt of full maintenance loan	£500 for 1st Year only (pro rata for part time)	Students from particular regions within Devon and Cornwall or direct progression from TCCG FE courses apply at enrolment providing SfE package agreed Payment in 2 instalments and dependent upon 85% attendance - • Term 1 (November) • Term 2 (January)

Name of Bursary	Target audience	Numbers to be awarded	Criteria	Maximum amount per person	Timing of award
Mature student bursary (£12000)	TCCG students over 25 years of age Studying Full or part time Household income less than £30,000	24	New 1st Yr Students Over 25 years of age Enrolled on full time or part time HE programme In receipt of full maintenance allowance (if full time)	£500 for that year only (pro rata for part time)	Apply at enrolment providing SfE package agreed Payment in 3 instalments and dependent upon 85% attendance - - Term 1 (November) - Term 2 (January)
Part-time learners bursary (1) (£8000)	TCCG students studying part time Household income less than £30,000	20	Enrolled on part time HE programme In receipt of full maintenance allowance (if full time) Earning less than £30,000	£400 for 1st year only (pro rata for part time)	Apply at enrolment providing SfE package agreed Payment in 3 instalments and dependent upon 85% attendance - - Term 1 (November) - Term 2 (January)
Employed part time fee waiver for priority (2) sectors (£4000)	Employed engineers wanting to start a TCCG part time Engineering course	10	Employed in an engineering role	£400	Fee waiver

Name of Bursary	Target audience	Numbers to be awarded	Criteria	Maximum amount per person	Timing of award
Student retention and success					
Police Studies Bursary (£4000)	Students undertaking the FdSc Police Studies College contribution to the increase costs of the CKP (Certificate in Knowledge of Policing)		Student has to have evidence of an application for CKP and the remaining funds.	Maximum per award £400	Payment to be made by the end of November.
Trips and projects fund (£5000)	Funds to support learners who cannot take up the opportunity of non-core curriculum activities that run alongside their programme of study.		Support that can assist a student who cannot access activities that are in addition to the core curriculum due to financial difficulties.	Maximum award £400. Level of award depends on evidence of individual need	As and when required, subject to attendance contract and formal support from the course manager.
Financial Support					
Student Support Fund (£37000)	Crisis payment fund (as per previous ALF criteria)		Emergency support that can prevent a full time student dropping out of study due to financial emergencies	Maximum award £400. Level of award depends on evidence of individual need	As and when required, subject to attendance contract (85%)

Name of Bursary	Target audience	Numbers to be awarded	Criteria	Maximum amount per person	Timing of award
Part-time support fund (£10,000)	Fund for support of part-time learners facing crisis that could impact their opportunity to complete their studies		Emergency support that can prevent a part-time student dropping out of study due to financial emergencies	Maximum award = £400 Level of award depends on evidence of individual need.	As and when required, subject to attendance contract

Monitoring of the impact and take up of the funds available to support students will take place between Student Services and HE Operations. This will take place over the December and March. Any funds unallocated by the 2nd January 2017 will be reallocated to other funds to maximise support for learners.

2.5 Monitoring and Evaluation

For each stage of the student life cycle we will develop monitoring and evaluation systems. These build upon exemplarily monitoring and evaluation as seen in our access work with primary schools and with our partners on the NNCO project who have been commended by HEFCE for their monitoring systems. The data gained will highlight areas of good practice as well as areas for improvement.

Although students have not been directly consulted with in relation to the financial support available through the college; discussions have taken place with Student Services who are on the fore front with the students and are able to provide relevant feedback based on student comments. The President of TCCG Student Union was aware of the bursary proposals and sits on the Board of Governors who took the decision to approve. It is envisaged that during the year when student reviews take place that financial support will be an item to be discussed. From that; outcomes will feed into the allocation and make-up of the financial support package; where relevant.

2.6 Targets and Milestone

1) It is the intention to continue to monitor, maintain and increase the proportion of mature learners enrolling and succeeding at the College.

2) With the changes in the allocation in DSA funding, the College will continue to have in place bespoke diagnostics and support on all sites; upon entry to the College all students will undertake an initial assessment regardless of the level of study. This will take place during induction and will be monitored throughout the learner journey.

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

Table 7 - Targets and milestones

Institution name: Cornwall College

Institution UKPRN: 10001696

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

Reference number	Stage of the lifecycle (drop-down menu)	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	**HESA T2a** - (Mature, full-time, first degree entrants)	Maintain and increase current recruitment proportion of mature students	No	2012-13	56%	53%	56%	56%	56%	58%	Maintenace of the proportion but increase in actual numbers. Figures lower than expected for 16-17; aim is to increas this figure on a steady baseline for the following three years.
T16a_02	Student success	**HESA T7** - Students in receipt of DSA (full-time, all undergraduate entrants)	Bespoke diagnosis and support at all college sites.	No	2012-13	All students	100%	100%	100%	100%	100%	All students to undertake initial assessment upon entry.
T16a_03	Student success	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	Increase student completion of diagnosis of study skills support needs during induction, on course support and monitoring	No	2012-13	80% FT success	83%	84%	84%	85%	86%	This reflect the internal targets. Improved induction and bursaries are now linked to attendanece. Academic Advisors will also be shortly in post to assist all student but primarily those in danger of not progressing.
T16a_04	Access	**Other statistic** - Gender (please give details in the next column)	Balance the gender ration in line with the 2011 census data for Cornwall	No	2012-13	57% female	55%	55%	54%	52%	52%	This reflect the internal targets
T16a_05	Other/Multiple stages	**Other statistic** - Socio-economic (please give details in the next column)	Maintain and improve baseline proportion of students from low participation groups (such as young people, full time and 1st degree entrants)	No	2015-16	Establish Data	40%	50%	50%	50%	60%	Establish data to determine differential between all participation groups and the mean retention and achievement; and minimise that difference. Anticipated student growth for 3 years to remain constant.
T16a_06	Progression	**Other statistic** - Completion/Non continuation (please give details in the next column)	Improve completion rates, particularly in relation to part time students	No	2015-16	70%	75%	78%	78%	78%	80%	Establish data to determine differential between all participation groups and the mean retention and achievement; and minimise that difference. Anticipated student growth for 3 years to remain constant. Bursaries linked to attendance and also Academic Advisors will be in place.
T16a_07	Progression	**Other statistic** - Other (please give details in the next column)	Increase the student success data and reduce the number of referrals and deferments.	No	2015-16	75%	70%	75%	75%	75%	85%	Induction processes have improved with better linkages to the initial support and assessments. Academic Advisors will be in place for 16-17 start. Student success for the TCCG is defined as those who complete the programme of study and achieve the relevant academic year and progress or are eligable to be awarded the programme of study.
T16a_08	Student success	**Other statistic** - Other (please give details in the next column)	Ensuring that pastoral support is fully available.	No	2014-15	All students	3%	3%	3%	3%	3%	Increase availabilty of the HE Counselling services on all sites and evaluate take up and impact on the leaners.

							Yearly milestones (numeric where possible, however you may use text)					
Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	Increase partnership activities within local schools to raise aspirations	No	2012-13	49	57	59	61	61	62	Work will continue with our current partners; but there are also plans afoot to encourage further developments with local communities and industry to enhance the working relationships.
T16b_02	Access	Outreach / WP activity (collaborative - please give details in the next column)	To work with the National Network for Collaborative Outreach in Cornwall and Devon (where appropriate)	Yes	Other (please give details in Description column)	N/A						This is a new collaborative initiative funded by HEFCE covering 2015-2017. This project finishes at the end of 2017. We will work with any replacement Outreach Network.
T16b_03	Other/Multiple stages	Contextual data	Continue to develop reporting systems to enable comparisions against national benchmarks	No	Other (please give details in Description column)	N/A	all	all	all	all	all	currently data allows for internal target monitoring, aim is the change the system to include all student profile data and success data, to include ethnicity. With the changes to the Students Record System the monitoring of other further activities will allow this to happen; this will include disadvantaged groups within HE.
T16b_04	Access	Management targets	Formalised meeetings around the National Network for Collaborative Outreach and other WP activities.	Yes	2012-13	N/A	4	4	4			This will no longer be in place for 17-18 due to current funding finishing.
T16b_05	Access	Outreach / WP activity (other - please give details in the next column)	Increase the number and type of outreach activities to increase the proportion of priority students within the HE cohort-low income background	No	Other (please give details in Description column)	N/A						TCCG will continue to engage will all areas of Cornwall and into certains of Devon as it is an area with a traditionly poor economic background. This target reflects the need to identify those activities that are already happening in low qYDR or low IMD areas and improve upon them.
T16b_06	Access	Outreach / WP activity (other - please give details in the next column)	Outreach WP activities to increase awareness of HE opportunities available with Cornwall and Devon (where appropriate)	No	2012-13	25%	50%	60%	60%	65%	65%	Increase participation in HE Cold Spots.
T16b_07	Student success	Other (please give details in the next column)	Review the achievements of those students with disabilities	No	Other (please give details in Description column)	N/A						Establish data to determine differential between all participation groups and the mean retention and achievement; and minimise that difference.

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

Target 7 - The appointment of new staff have now been put in place to assist students who are on a referral or repeat studies. The decision was taken to review the targets to ensure that whilst it is still ambitious it needed to be realistic; therefore the decision to lower it was taken. As the posts are new for September 2016 it envisaged that the benefits will not be seen until the end of the 2016-17 academic year. Table 5 - The college is currently moving over to a new Student Records system and as a result no developmental work is being carried out on the old system; therefore no reports are available with this data. However with the move to the new system it will allow us to produce a more detailed array of reports; covering a wider range of criteria which should enhance our ability to review and monitor outcomes in a more strategic and measured fashion. The move is taking place during mid August 16 and therefore we should be able to create the reporting criteria early in the academic year which will give us the baseline data to be worked from. As a result of this it is requested that it remain as is for the moment.