

ACCESS AND PARTICIPATION PLAN
2019-2020

1. Context

Activate Learning is a forward-thinking education group that aims for far-reaching, progressive change and impact through learning.

The Activate Learning Group is comprised of secondary, further and higher education, apprenticeship and workforce training, consultancy, international, commercial business and social enterprise. Activate Learning is united by a common purpose; $\mu 7R$ SURYLGH ZRUN UHDG\ WDOHQW IRU EXVLQHVV DQG WR WUDQVIRUP OLYHV WK

The Activate Learning Group is on an ambitious mission to transform lives through learning by enabling opportunities, creating life chances and generating prosperity for individuals and communities. In achieving this mission, Activate Learning is committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation and fostering good relations.

Due to the *XLOGIRUG & ROOHJH *URXS¶V PHUJHU ZLW¶KIS\$ASWLYDWH bought about the opportunity to review and revise the following Access and Participation Plan which sets out how Activate Learning intends to improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education, from 2019/2020 onwards.

The activities outlined in the plan flow from those in place at the former Guildford College. Going forward, Activate Learning will continue these activities, and in addition, establish an evidence base which is appropriate for Activate Learning by creating a comparative data set which collates monitors and evaluates performance against all stages of the lifecycle for all target groups. This will be reported to faculty performance boards on a monthly basis via an Access and Participation Plan monitoring report which will evaluate performance against target and identify any intervention measures where performance is below expectations.

Higher education provision is located within the Colleges division of the Activate Learning Group, which comprises;

- x Banbury and Bicester College
- x Bracknell and Wokingham College
- x City of Oxford College
- x Guildford College
- x Merrist Wood College
- x Reading College

Activate Learning currently has partnership arrangements for its higher education provision with the following awarding organisations:

Organisation	Arrangement
Pearson	Validated
University of Greenwich	Validated and Franchised
Kingston University	Validated
Oxford Brookes University	Franchised
University of Reading	Franchised
University of Chichester	Franchised
University of Northampton	Franchised

For the purposes of clarification, this Access and Participation Plan relates directly to those students enrolled on validated programmes awarded by Kingston University and the

University of Greenwich which are delivered at the Guildford College and Merrist Wood College campuses of Activate Learning.

In summary, Activate Learning plans to distribute 40% of the higher fee income (HFI) to support underrepresented groups of students, which is forecast to be £132,360 in 2019/20.

Access and Participation Fund 2019/20		
Area of investment	% of HFI	Amount of HFI
Access	10%	£33,090
Success	10%	£33,090
Progression	2%	£6,618
Investment in financial support	18%	£59,562
Total investment	40%	£132,360

2. Student profile

In 2018/19 there were 393 directly-funded

As the first iteration of this Access and Participation Plan was set for 2016-17, impacts to report are only just emerging in most areas (Access Activity only commenced in October 2016) and Activate Learning is consolidating its expectations over baseline performance. For example, the second year of bursary payments has only just been made and it is quite soon to reliably assess the impact of these.

In short, the College has only been receiving Higher Fee Income for 20 months, so is at the early stages of establishing and embedding its evaluation strategy. However, a progress report and commentary can clearly be made.

TARGETS

1. To increase the percentage of young full-time undergraduate entrants from low participation neighbourhoods to be significantly above the location adjusted benchmark of 12.1% (POLAR3 methodology) by 2020/21 (Access target). Progress: in 2018/19, 7% of the * U R X S H V students were from the lowest -participation Quintile 1.
2. To ensure that the percentage of students from an ethnic minority/non-white background studying on a higher education programme is in line with the total Activate Learning HE student population (2014/15 benchmark of 14%) by 2019/20 (Access target). Progress: in the 2018/19 HE population, 7% were from a non - white background.
3. To increase the percentage of full time higher education students with a declared disability or identified learning support need studying at Activate Learning to above 15% (2015/16 baseline of 9.3%) by 2020/21 (Access target). Progress: in the 2018/19 HE population, 1 5% of students declared a disability. If this is exceeded in 2019/20 Activate Learning will consider increasing the target.
4. To maintain the non-continuation rate for all prescribed higher education programmes at below 10% by 2020/21 (Student Success target). Progress: the * U R X S H V continuation rate following year of entry is currently at 1 1.4%. This compares positively with \$ F W L Y D W H / H E F U C a t C o n t V Q q 0.000008871 0 595.32

achievement rate of 84.3% for learners completing their study in 19/20. We plan to achieve this by sharing various teaching, learning and assessment best practices across colleges including our 2017 AoC Beacon Award winning Learning Philosophy; communicating our high expectations to our learners

academic challenges but do not qualify for additional statutory support. By increasing the number of additional learning support hours available to HE students, Activate Learning anticipates that its success rate will increase.

It is also worthy of note that although Access activities are targeted to particular target groups in many instances, Student Success and Progression activities are more inclusive of all target groups. In terms of Progression, however, 1-1 tutorial support in finding the right opportunities is inherently a very bespoke approach to support, and will be very much geared to the context of the individual.

Student Success measures, aside from the specific measures to support those with disabilities, are generally very inclusive of all. This is because the nature of College-based HE attracts a very broad demographic of students who may have a variety of support needs, whether they are from a target group or not. Our HE tutors too are typically also FE tutors, and are trained in identifying a wide mix of support needs and also in the culture of running an inclusive teaching environment. Activate Learning fully acknowledges it is possible that with more detailed monitoring around Student Success across different target groups that specific interventions will be identified in future years.

In addition, Activate Learning will allocate a further 5% (£6,618.0) of the higher fee income to provide a hardship fund for students. This will be aimed at supporting those students who are deemed to be in financial hardship.

STRATEGIES TO INCREASE ACCESS AND PROGRESSION

Bursaries

In 2019-20, Activate Learning will spend 40% (£52,944.0) of the higher fee income on financial support in the form of three types of bursary awarded in the first year of a programme for 2019-20.

1. Activate Learning will provide a phased cash bursary of £1000 for all full-time prescribed higher education students.

The bursary will be awarded in 2 instalments in the middle of each semester (e.g. December and April) and will be subject to sufficient attendance and academic progress on the part of the student.

Evaluation (and Responsibility): Activate Learning will measure and declare in future Access and Participation Plans the impact that bursaries have on progression and completion rates amongst recipients). This will be further delineated by age, fraction of study, POLAR3, ethnicity and disability once numbers are sufficient.

Outreach and Progression Activities

In 2019/20 the Group plans to spend 25% (£33,090.0) of the higher fee income on outreach and progression.

The activities will focus on the following groups:

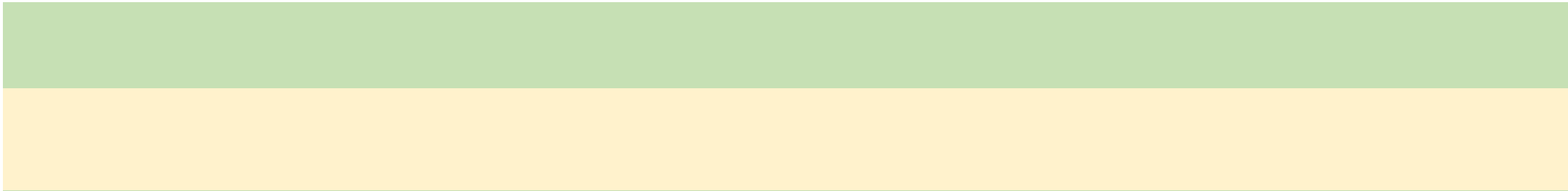
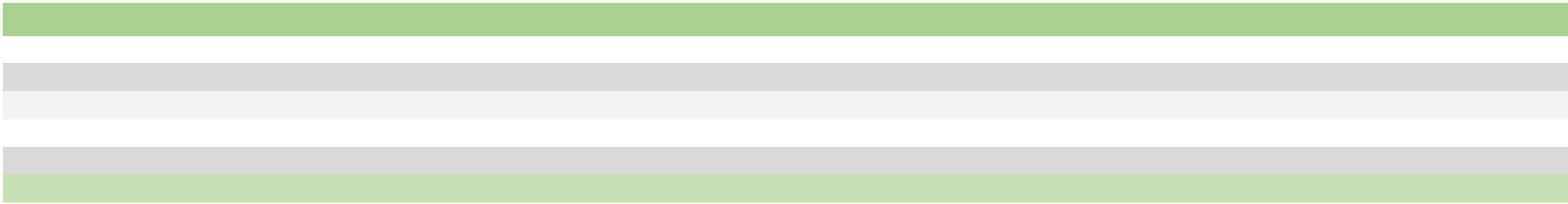
- x Areas with low participation rates in HE identified by POLAR3 methodology, and specifically those within the * U R X S of HE population, including young white males.
- x Special Learning Difficulty or Disability (SLDD)
- x Internal level 3 students
- x Looked-after by a local authority or care leavers
- x No family history of HE (Parent/Guardian)
- x Mature (aged 21 years old and over) and part-time students
- x Black and Minority Ethnic (BME) communities
- x Traveller/ refugee communities

Evaluation (and Responsibility): Activate Learning will monitor its HE student intake to assess fluctuations in participation levels from the above groups in order to understand the impact of spending herein.

Indicative outreach activities:

- x Work with further education students within Activate Learning at levels 1, 2 and 3 to raise attainment (meeting or exceeding national achievement rates) and provide progression options to internal and external higher education, especially those from POLAR3 Quintiles 1 and 2 areas
- x Provide Summer workshops for level 3 students who have applied to progress to HE within Activate Learning. These workshops will be designed to help students transition successfully to HE and will cover topics such as time management, academic writing, staff/student expectations, student services and additional learning support.
- x Internal Progression Event ±appropriate all levels re: all options, aimed at Level 3 internal progression.
- x Internal 1-1 support on HE research and UCAS applications, aimed at Level 3 internal progression.
- x Provision of information advice and guidance, with particular reference to financial support, through attendance at open evening events in local schools/colleges/ careers fairs ± specifically but not exclusively aimed at low participation groups

& ROOHJH TV (TXDOLW\ D O G e' Targets as s o M a t e d W i t h X t R e Access and Participation Plan will be monitored and actioned appropriate. Activate Learning continues to set its fees and entry requirements to meet the widening participation agenda and facilitate access to degree-level study.



Full-time course type:	Additional information:	Course fee:
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First degree



2018-19 2019-20 2020-21 2021-22 2022-23

T16a_01

Access

Low participation neighbourhoods (LPN)

HESA T1b - Low participation neighbourhoods (POLAR3)
(Young, full-time, undergraduate entrants)

To increase the percentage of young full-time undergraduate entrants
from low participation neighbourhoods to be significantly above the