ACTIVATE
LEARNING

ACCESS AND PARTICIPATION PLAN

2019-2020

Contents

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; **'To provide work-ready talent for business, and to transform lives through our learning philosophy'.**

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 Guildford College Group's merger with Activate Learning in March 2019, this has 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;

- Banbury and Bicester College
- Bracknell and Wokingham College
- City of Oxford College
- Guildford College
- Merrist Wood College
- 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 HE students enrolled, of which 188 were full time and 205 were part time. Activate Learning also has franchised provision (207 FT/60 PT) which is not counted herein. The provision ranges from Higher National Certificates and Diplomas to foundation degrees, and 'top up' honours degrees.

Of the overall HE student population (based upon TEF Yr 4 data) at Activate Learning in 2018/19:

- 65% were Mature
- 7% were from non-white groups
- 53% of students were Female
- 15% had a declared disability
- 40% were part-time
- 7% POLAR Quintile 1
- 21% POLAR Quintile 2
- 89% were studying on Other UG programmes

3. Assessment of Performance

As can be seen in Section 2, Activate Learning performs strongly in recruiting mature and part time students. The Group's performance in recruiting students from under-represented groups is as follows.

Group	Performance
Percentage of students from **low participation neighbourhoods**	HESA data gathered using the POLAR3 method for 2010/11 identifies a total FEC average for full-time undergraduates of 12.1% (locational adjusted benchmark). In comparison, as of 2014/15 (TEF Year 2 Data), the percentage of HE students from low participation neighbourhoods was 5% from Quintile 1 postcodes and 13% from Quintile 2 postcodes. In 2018/19, 7% of the HE population were from a Quintile 1 postcode and 21% from POLAR Quintile 2 – showing a strong upward trend.

| | Activate Learning is part of the National Collaborative Outreach Programme strand led by Oxford Brookes University and the University of Surrey which aims to directly address this issue. Activate Learning hosts five NCOP officers across the Group.

A key part of this work is around identifying specific individuals in the non-HE population (and specifically, but not exclusively, white males) in order to target specific interventions to increase the likelihood of progression to HE. The officers also work closely with schools and colleges in the region with significant Quintile 1 populations. |
|---|---|
| The percentage of higher education students from **ethnic minority/non-white groups** studying across the Group | Whilst there was an increase of 2.1% between 15/16 and 16/17, it is of moderate concern that in 2017/18 non-white numbers fell by 4.3% to 6%.

In 2018/19, the percentage of non-white students enrolled was 7%, which still compares negatively with the overall percentage within Surrey of 9.6% (2011 Census data). |
| The percentage of care leavers studying higher education at Activate Learning | Activate Learning currently captures the number of care leavers entering HE at the point of entry via a self-declaration process. Going forward, the Group will establish a rolling data set which monitors and evaluates the progress of students throughout all stages of the lifecycle. |
| The percentage of higher education **students with a declared disability or identified learning support need** studying across the Group. | As of 2018/19, 15% of the Group's higher education student population had a declared disability or identified learning support need.

In relation to the provision covered within this plan, the percentage remains the same as for the Group overall, at 15%, which compares positively with the 2011 Census from which 13.5% of Surrey residents declared a disability.
Going forward, the Group will establish a rolling data set which monitors and evaluates the progress of students throughout all stages of the lifecycle. |
| The number of Activate Learning **level 3 students progressing** on to HE. | The percentage of students progressing from Level 3 on to higher education is around 8.5%. With no external benchmark, the Group is to establish this as a baseline. The figure is somewhat lower than Activate Learning would wish, which is largely a reflection of the nature of the programmes on offer not being obvious Level 3 progression routes. The development of such is a longer term strategic imperative for the Group.

The 2017/18 population showed that 16% of the current population had progressed from Level 3 programmes at the Activate Learning. |

Non-continuation following year of entry.	The Groups' non-continuation rate following year of entry is currently at 12.7% (TEF Year 3 Data). This compares positively with the Group's TEF Year 3 Benchmark of 13.1%.
Progression to postgraduate study or employment	According to the DLHE (2016 leavers, "main activity") 44.2% (41.8% from 2015) were working full time, 20.6% (9.7% from 2015) were working part time, 1.8% (1.6% from 2015) were unemployed and looking for work, 20.6% (33% from 2015) were studying full time and 4.2% (0% from 2015) were studying part time. The Group would wish the number of its unemployed recent graduates surveyed in the DLHE to remain below 5%. The strong vocational focus of the programmes on offer is reflected in the figures above.
Percentage of Mature (21+) students in the HE student population	35% of current HE students are over 21 years old, which is a strong position in terms of accessibility to mature students.

Activate Learning's record in recruiting students from a widening participation background is largely positive as whilst it is below HESA benchmark for the percentage of students from low participation neighbourhoods there is evidence of an emerging positive trend. The Group compares favourably with external benchmarks for disability and non-continuation, although it is monitoring the slight decline in non-white HE students.

In terms of Success, the TEF Year 3 metrics for Activate Learning indicate that Quintile 1 and 2 students (with a negative flag) are moderately less likely to Continue. Looking across 2017/18 enrolments, the College recruits just 2% of its HE population as white males from Quintiles 1 and 2, being the least represented group in HE. This requires further monitoring, but is suggestive of significant scope for development in line with the NCOP work referenced in this plan

Therefore, in the context of its current and previous performance, the number of programmes being charged above the basic fee, the APP countable income forecasted and the high number of wards within the Guildford area that are in quintiles 5 and 4, an expenditure of 40% of fee income above the basic fee is deemed as appropriate. Activate Learning will review this policy on an annual basis to ensure expenditure levels and the allocation of funds achieve the targets set out in section 5.

Activate Learning recognises that relatively low student numbers compared to universities means that small differences in the population can has an amplified effect. It is not therefore easy to deploy multiple indicators. However, the Group is actively seeking to share data across the four Surrey Further Education Colleges (FECs) in order to produce a more reliable picture. The College also recognises that because (a) College HE students tend to live at home, and that (b) west Surrey is an affluent area, that it should not be overly ambitious in setting targets around low participation neighbourhoods.

4. Targets and Milestones

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 Group's HE 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, 15% 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 Group's non-continuation rate following year of entry is currently at 11.4%. This compares positively with Activate Learning's TEF Year 3 Benchmark of 16.0%**

5. Increase the percentage of level 3 students studying at Activate Learning who progress to HE provision provided by the Group to 20% by 2020/21 through internal promotion and programme development (Access target). **Progress: in 2018/19, 16% of new entrants to HE progressed from level 3 provision within the Group.**

6. In-person engagement with an increasing number of local primary/junior schools to establish the Merrist Wood brand as an eventual destination for FE and then HE (Animal and/or Sport) (Access target). **Progress: ongoing developments and an enhanced offer.**

7. For its Level 3 Study Programmes, Activate Learning sets demanding targets, which are fundamentally to meet or exceed the relevant national achievement rate in the subject area. This will enable more Level 3 learners to progress to higher level study. The Group also expects any Level 3 learners without a pass grade in GCSEs English and Maths to obtain these as part of their Study Programme (Access target). **Progress: Activate Learning has a strong track record of improving outcomes for learners having successfully raised its achievement rates for the last 5 years. The newly merged institution is targeting a combined overall**

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 and ensuring learners are supported to achieve them, sharing the practice that led to the 2019 AoC Beacon Award for Support for Students; and ensuring that common quality processes are rigorously followed, this will include regular (each 6-weekly pulse) review and detailed tracking of learner progress using a common system with interventions put in place and regularly reviewed where progress is below expectation.

5. Access and Student Success Measures

There are two reasons for the choice of measures laid out in this section.

Firstly, they are mostly traditional approaches, which complement other Activate Learning activities well – and can have an impact when only a relatively small amount of financial resource is available.

Secondly, a recently developing National Collaborative Outreach Programme (NCOP) partnership with HEON at University of Surrey is allowing greater exposure to other approaches to widening participation. Some initiatives are as a result of sharing best practice via this route.

OVERVIEW OF EXPENDITURE

Activate Learning has allocated the largest percentage of its higher fee income (18% - £59,562) to investment in financial support through the distribution of bursaries primarily in order to increase the percentage of students from low participation neighbourhoods. The Group's current performance is below benchmark and it believes that this financial support, coupled with increased outreach activities that focus on the funding of degree-level study, will help break down concerns amongst many potential students on the cost of pursuing an HE qualification.

 A bursary has been identified as being more attractive to students from a widening participation background as it will offer immediate financial support for course materials, travel and other personal or financial matters which can have an impact on attendance and continuation. The bursary will be promoted as a means by which a student can purchase essential texts or computing hardware and software. .

An allocation of 10% (£33,090.0) of the higher fee income has been made to outreach activities. This is to support the Group's Marketing and School's liaison department to further improve the scale and nature of advice and guidance given to students wishing to progress on to higher education. The additional funding will support the cost of delivering additional events, increasing staffing at events, producing information for applicants and providing support in Activate Learning for students applying for HE, further HE study and seeking employment.

A further 10% (£33,090.0) of the higher fee income has been allocated to strategies to increase success in order to help students who encounter either personal circumstances or academic challenges to complete their programme. As a further education college, our HE offer targets students with a lower UCAS entry profile enabling a large number of people who are not able to study at a higher education institution achieve a degree-level qualification. This lower entry profile attracts a large number of students who experience

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 'at risk' of not continuing their studies due to 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. To be eligible for the bursary, students must:
   a) Be on the first year of a foundation degree, honours degree, higher national certificate or higher national diploma programme
   b) Be in receipt of the maximum statutory maintenance loan (currently for students with a household income of £25,000 or less).
   c) Have not received the bursary before.

2. Activate Learning will provide a phased cash bursary of £1000 for all part-time prescribed higher education students. To be eligible for the bursary, students must:
   a) Be on the first year of a foundation degree, honours degree, higher national certificate or higher national diploma programme.
   b) Be able to provide satisfactory evidence of family income under £42,620
   c) Have not received the bursary before.

3. Activate Learning will provide a phased cash bursary of £1000 for all prescribed higher education students progressing to full and part-time prescribed higher education from level 3 programmes at the College. To be eligible for the bursary, students must:
   a) Be on the first year of a foundation degree, higher national certificate or higher national diploma programme (full-time or part-time).
   b) Be in receipt of the statutory maintenance loan (full-time students)
   c) Be able to provide satisfactory evidence of family income under £42,620 (part-time students).
   d) Have not received the bursary before.

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:

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

- 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
- 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.
- Internal Progression Event – appropriate all levels re: all options, aimed at Level 3 internal progression.
- Internal 1-1 support on HE research and UCAS applications, aimed at Level 3 internal progression.
- 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

(NCOP targets, those from traveller families or who are care-leavers, those with no family history of HE).

- Establishment of links with local primary/junior schools, and holding of events to attract young families, to raise awareness and provide aspiration and attainment raising activities - specifically but not exclusively aimed at low participation groups (NCOP targets, those from traveller families or who are care-leavers, those with no family history of HE).
- Establishment of a student ambassador scheme – now being established at Merrist Wood College and used as part of NCOP and Access activities
-
- Partnership with Oxford Brookes University and the University of Surrey in the National Collaborative Outreach Programme (NCOP)

Evaluation (and Responsibility): aside from the impact measures detailed above, Activate Learning will report on this to Senior Executive along with other reports on Outreach Activity (Marketing/Schools Liaison/Admissions/Student Engagement).

Indicative progression activities

- Internal 1-1 support on HE research including top-up/level 6 and postgraduate study (for all graduates)
- Subscription to on-line resources/services that support graduate recruitment (for all graduates)
- Establishment of postgraduate provision (likely to be in Counselling initially)

Evaluation (and Responsibility): Activate Learning will report on this via the Group's HE Self Evaluation Document (HE) in terms of increased internal progression rates.

The Schools Liaison team annually is involved in around 150 different events. Schools Liaison events include: Internal open events, open evenings at schools, careers events, FE exhibitions, assemblies in feeder schools, lunch time drop in sessions in feeder schools, tours of the 3 college sites, workshops in schools, HE events, information stands in the local community and mock interviews. Through these events Schools Liaison have had direct contact with around 65 schools from Surrey and Hampshire – including some special schools and selective schools. Through monitoring attendance of internal events, interest at external exhibits and application numbers following events and targeted campaigns Schools Liaison analyse the success of their efforts.

Working with employers

Each faculty has a Director whose primary responsibility is liaising with employers and external organisations to inform and establish a curriculum offer which meets the needs of the sector. This is facilitated at faculty-level primarily through an Employer Advisory Panel who meet quarterly to identify developments and needs within the sector.

In addition, employers, professional bodies and other organisations work closely with programme teams to ensure that the currency of provision is maintained and that students' employability skills are developed. Examples include live projects, work placements, factory visits, and guest speakers

STRATEGIES TO INCREASE SUCCESS

Completion, as a total figure encompassing all prescribed higher education programmes within the Group has remained around 90%. In 2019-20, we plan to spend 25% of the higher fee income to increase the completion rate.

Indicative activities:

- All applicants meeting the minimum entry criteria are interviewed to provide an opportunity to discuss the course and any individual support needs
- Dedicated HE Additional Learner Support (ALS) to be available from interview stage (if requested) to Induction and 'on programme' – supporting students with disabilities
- Study Skills Sessions at Induction – useful to those with no family history of HE, although not exclusively
- Additional Study Skills sessions as part of the tutorial timetable – useful to those with no family history of HE, although not exclusively
- Additional Learning Support for higher education students without a Disabled Students Allowance – supporting students with disabilities
- Close monitoring of attendance patterns and follow up of unexplained absences by tutors and managers
- Availability of student mentors / Health and wellbeing advisors
- Foundation degree to honours degree transitional events
- Student Counsellors
- Internal 1-1 support for students wishing to withdraw by Careers team
- Further development of the Group's intranet/VLE to support learning

Evaluation (and Responsibility): Activate Learning will move to evaluation of non-continuation and completion data and report on this via the Group's HE Self Evaluation Document . Activate Learning acknowledges that it should move to report data cross-college by target groups (Ethnicity and Disability) as well as by cohort . It is currently reviewing how best to achieve this in line with the Transparency Condition that the Office for Students requires.

6. Monitoring and Evaluation Arrangements

The Group Executive Director (Curriculum, Standards and Academies) chairs the HE Academic Board (HEAB) – which has responsibility for monitoring performance against targets.

Monitoring and evaluation of the Access and Participation Plan will take place through the following mechanisms:

1. The annual Higher Education Self-Evaluation Document
2. Faculty performance boards
3. The annual Programme Monitoring Reports
4. A monthly APP monitoring report (Faculty and Group-level)
5. OfS Self-assessment tool

Along with longitudinal analysis of recruitment, continuation and completion rates by student characteristic, and analysis of student survey results, these groups will review progress on the targets set within this Access and Participation Plan and the Group's approach to increasing Access and Participation.

Activate Learning is refining its evaluation strategy using the following precepts:

Long term impact: ultimately Activate Learning aim to recruit BME or POLAR3 Quintile 1 students in greater numbers, and for these students to benefit from outcomes in line with other groups. This is alongside broadly maintaining outcomes for other target groups, boosting Level 3 internal progression opportunities (and improving achievement and destinations for FE learners), and increasing collaborative activity.

Immediate goals: during 2019/20, Activate Learning aims to obtain a much more holistic understanding of the performance and outcomes of target students throughout the three lifecycle stages of Access, Student Success and Progression. It also aims to introduce a specific forum that is solely focused on the monitoring and evaluation of this Access and Participation Plan.

Targets are detailed in Section 4 and Activities to achieve these are explored in Section 5.

In terms of individuals, the Group will use the following indicators to measure performance for specific target groups as compared to the total HE population:

- Access Stage: Applications/Offers/Enrolments/Non Starts
- Student Success Stage: Withdrawal/Completion/Continuation/Award Classification
- Progression Stage: Employment/Further Study/Highly Skilled Employment

The HE Academic Board is responsible for ensuring that the Group takes a strategic approach to evaluation planning in this context. The board will also review methodologies, measures and indicators. Its November meeting has the overarching remit to analyse findings, and to produce a short report/recommendations to the Senior Leadership Team in advance of an evaluation being submitted to Office for Students.

The faculty performance boards will be responsible for ensuring that the findings of evaluation are acted upon and impact reported to the HE Academic Board.

The Group also commits to trialling the disaggregation of ethnicity and other subgroup performance data as a rolling 3-year average. This approach is favoured as the Group has very small numbers of individuals in these cohorts, but also recognises the importance of having an understanding of their performance as sub-groups.

Another new initiative from 2019/20 enrolments will be the identification and tracking of care leavers through the three lifecycle stages in order to understand and log how Access and Participation measures improve outcomes for them.

Actual measures of impact are provided in Section 5 above.

7. Student Consultation

Due to the timing of the Guildford College Group merger with Activate Learning (29th March 2019), there has been insufficient time to undertake a consultation with students in relation to the first iteration of this new plan. However, going forward Activate Learning will ensure that a representative group of students with different characteristics are actively consulted in the formulation, monitoring and evaluation of the plan, and any subsequent iteration. In order to maximise on-going student consultation on the plan, a range of opportunities will be provided, including; student focus groups, student representative meetings, programme committees and an on-line forum and survey.

8. Equality and Diversity

Activate Learning has taken due regard of equality and diversity when formulating this Access and Participation Plan. Targets are proportionate to the general college population and the Surrey area. Additional analysis will be conducted after one complete year of the Access and Participation Plan being in place. In-year monitoring will be through the

College's Equality and Diversity Forum where targets associated with the 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.

Activate Learning operates a Single Equality Scheme which sets out how the Group meets and aims to exceed its obligations. All policies, procedures and regulations governing higher education provision covered within this plan are required to be considered in terms of how they might impact on those students with protected characteristics. This is undertaken through the completion of an Equality Impact Assessment which identifies any potential or actual areas of concern, and includes an action plan to eliminate any negative impact that has been identified.

9. Publication of Information

Activate Learning publishes all fees for its own non-franchised higher education courses on its website for both new and continuing students. . All suitable applicants are interviewed and there is an opportunity to discuss fees and financial support at this stage.

Further to this, Activate Learning write to all of its current Level 3 students to promote the bursary element that would support them if they progressed to HE, supported by website banners and physical posters on campus.

Activate Learning undertakes to publish all active Access and Participation Plans on its website, and will ensure that details of financial support are extracted from the most recent Access and Participation Plan and are made clearly available on a relevant higher education page on its website.

Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants		

Institution name: Activate Learning
Institution UKPRN: 10004927

Validation checks:
1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

* 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.		
Activate Learning expects to increase it's fees in line with the Retail Price Index (RPI) each year.		

Full-time course type:	Additional information:	Course fee:
First degree	BSc (Hons) Animal Behaviour and Welfare (top-up)	£7,974
First degree	BSc (Hons) Animal Science (top-up)	£7,974
First degree	BSc (Hons) Wildlife and Conservation (top-up)	£7,974
First degree	BSc (Hons) Zoo Management (top-up)	£7,974
First degree	BSc (Hons) Wildlife Rehabilitation (top-up)	£7,974
Foundation degree	FdSc Animal Science	£7,974
Foundation degree	FdSc Companion Animal Behaviour	£7,974
Foundation degree	FdSc Zoo Animal Management	£7,974
Foundation degree	FdSc Equine Management	£7,974
Foundation degree	FdSc Wildlife and Conservation	£7,974
Foundation degree	FdSc Animal Behaviour and Welfare	£7,974
Foundation degree	FdSc Counselling	£7,974
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
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	- BSc Animal Management (x5)	£5,316
Foundation degree	- FdSc Animal Management (x6)	£5,316
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8 - Targets and milestones

Institution name: Activate Learning

Institution UKPRN: 10004927

Validation checks:

1. All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.

2. All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

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	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 location adjusted benchmark of 12.1% (POLAR3 Methodology) by 2020/21	No	2014-15	10.9%	11.8%	12.3%	12.8%	12.8%		Target revised in 2015/16 to better fit with government priorities
T16a_02	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	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 Guildford College student population (2014/15 benchmark of 14%) by 2019/20	No	2014-15	11%	13%	14%	14%	14%		
T16a_03	Access	Disabled	Other statistic - Disabled (please give details in the next column)	To increase the percentage of full-time higher education students with a declared disability or identified learning support need studying at the College to above 15% (2015/16 baseline of 9.3%) by 2020/21	No	2015-16	9.3%	13.5%	14.25%	15%	15%		The 2014/15 baseline of 23% was felt to be unusually high and unrealistic (12/13: 10.3%, 13/14: 9.7%, 14/15: 23%, 15/16: 9.3%, 16/17: 10%) so was revised down in 2015/16.
T16a_04	Access	Socio-economic	Other statistic - Applications (please give details in the next column)	Double the number of level 3 students progressing internally from 8.5% to 17% by 2020/21 through internal promotion and programme development	No	2014-15	8.5%	14.3%	16.2%	17%	17%		It was felt better to recast this as a percentage as enrolled numbers vary year to year
T16a_05	Success	Socio-economic	Other statistic - Completion/Non continuation (please give details in the next column)	To maintain the non-continuation rate for all prescribed higher education programmes at below 10% (2014/15 baseline of 11%) by 2020/21	No	2014-15	11%	10%	9%	9%	9%		It was felt better to express this in HE rather than FE terminology in line with the changing data and QA landscape
T16a_06	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Engage in entering into long-term data sharing/monitoring and outreach agreements with the three other Surrey FECs (Brooklands College, East Surrey College and NESCOT) by 2020/21 (focusing on ethnicity, POLAR3 and part-time via rationalisation of curriculum, combined events and a joint HE Prospectus)	Yes	2016-17	N/A	Data Sharing	Data Sharing	Data Sharing	Data Sharing		Collaborative discussions have been ongoing since late in 2015, and agreement has now been reached for a joint prospectus. Further work will develop throughout 2016/17 and beyond. Consultants currently engaged to write a report and Memo of Cooperation. Joint HE promotion underway. However, impending merger means the College will possibly have to recast this target and explore other collaborative options.
T16a_07	Progression	Mature	Other statistic - Progression to employment or further study (please give details in the next column)	Establish two potgraduate programmes at the College by 2021/22 which provide a progression route from level 6	No	2015-16	0	0	1	1	2		Establish level 7 Masters provision in Animal Management and/or Counselling - this has proved to be slower than planned due to difficulty in engaging HEI partners
T16a_08	Access	State school	Other statistic - Other (please give details in the next column)	In-person engagement with an increasing number of local primary/junior schools to establish the Merrist Wood brand as an eventual destination for FE and then HE (Animal and/or Sport)	No	2015-16	Piece-meal engagement - number of events at Primary/Junior Schools	3	8	12	15		Supplemented by family events at Merrist Wood land-based campus (x2) which further reinforce the brand as a destination. Two events took place in 2015/16. Whole College now has a Schools strategy in place. Use of Student Chapions/Ambassadors from Merrist Wood as part of in-person engagement events at Primary/Junior Schools
T16a_09	Access	State school	Other statistic - State School (please give details in the next column)	College level 3 study programmes to meet or exceed the relevant national achievement rate in their subjetc areas	No	2016-17	National rates as in E24	See SAR	See SAR	See SAR	See SAR		For its level 3 study programmes, the College sets demanding targets, which are fundamentally to meet or exceed the relevant national achievement rate in the subject area. This will enable more level 3 learners to progress to higher level study. The College also expects any level 3 learners without a pass grade in GCSE English and Maths to obtain these as part of their study programme.

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	Success	Attainment raising	Operational targets	Activate Learning aims to raise the achievement rate for all learners to be at 86.0% by 2022/23 (National benchmark is 85.9%)	No	2017-18	83.7%	84.0%	84.3%	84.6%	85.5%	86.0%	