



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by SAE Education Limited against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

SAE Education Limited's ambition and strategy as detailed in the 2019-20 access and participation plan:

SAE Education Limited (SAE Institute UK) is a small Higher Education provider with under 700 students and four campuses in the UK: London, Oxford, Liverpool and Glasgow. SAE specialises in creative media education and offers seven accelerated 2-year degree programmes from film production to audio and animation, and an online Masters. Over 95% of current students are undergraduates. The SAE vision is to be the leading educator for the creative media industries.

There is a strong commitment to widening participation for learners who are seeking to gain experience and obtain qualifications that will enable them to enter the creative media industries. Learners are offered the opportunity to access accelerated degree-level programmes of study which reduces the overall cost of study for individual learners, making it more affordable to gain qualifications. Our arrangements for alternative entry for those that do not meet the minimum entry requirement are designed to encourage applicants who might otherwise not consider higher level study. Our project-based teaching and learning approach enables students to develop strong communication skills and inter-cultural awareness.

With regards to widening access, there needs to be increased effort to attract more BME students and young students from low participation neighbourhoods. We aim to significantly improve the diversity of our student body where finances will not be a limiting factor for most deserving students through our extensive financial support and scholarship programme which will more than double. Across the five years we will work with 30 more schools, and engage more collaboratively with them and our existing school partners, to significantly raise aspirations of school pupils wherever they may study. Our outreach work will touch over 3,000 individuals who will benefit from the enhanced information, advice and guidance about our two-year accelerated study format and alternative entry routes to support every type of student.

In respect of continued success, mature and BME students will benefit from additional interventions to ensure continuation into year 2 of study. Moreover, work needs to be done to reduce the attainment gap for younger demographic and white disadvantaged students from lower participation neighbourhoods. SAE fosters inclusive practice where many of interventions are available to all students but in particular through increased effort will be targeted to, and will particularly benefit, those most in need. We will continue our good practice to provide ever more tailored support specifically designed for each of our student demographics from mature to BME, and those with learning needs or from a low participation neighbourhood. We want to see more students continuing and succeeding and progressing during and after their studies with us. Our unrelenting commitment to teaching excellence and first-rate student support collaborating with charities, will improve student's attainment, retention and continuation above our benchmarks and sector averages.

Finally, in terms of progression, efforts will be made to improve destinations for all students with particular emphasis on BME students. As part of our Strategic Plan, we will work with 50 new employers over the next three years and establish our UK Alumni Association. Underpinning this will be a joined-up approach so that our access plan is connected to our institutional strategic plan and supporting strategies, to achieve our overriding vision of supporting students and being the most trusted and leading creative media education provider.

2. Self-assessment of targets

The tables that follow provide a self-assessment by SAE Education Limited of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of SAE Education Limited's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase % of entrants who are from low participation neighbourhoods	2014-15	23.6%	25%	28%	Percentage	2019-20	23	No progress
T16a_02 (Access)	Increase % of entrants who are BME students at Oxford, Liverpool and Glasgow campuses	2016-17	18%	20%	23%	Percentage	2019-20	24	Expected progress
T16a_03 (Access)	Increase in soft skills resulting from workshops in schools	Other (please give details in Description column)	To be determined in 2018/19	Increase by 5% from baseline	Increase by 7% from baseline	N/A (see description / commentary)	2019-20		Expected progress
T16a_04 (Access)	Increase in % of attendees/beneficiaries from outreach events	2016-17	3000	Increase by 3% from baseline	Increase by 5% from baseline	Headcount	2019-20	3200	Expected progress
T16a_05 (Success)	Decrease % non- continuation of BME students into year 2	2015-16	39%	35%	30%	Percentage	2018-19	25.7	Expected progress
T16a_06 (Success)	Decrease % non- continuation of mature students into year 2	2015-16	59%	50%	45%	Percentage	2018-19	19.7	Expected progress
T16a_07 (Success)	Increase % of BME students with a first or upper second class degree	2016-17	17%	23%	25%	Percentage	2019-20	46	Expected progress
T16a_08 (Success)	Increase % of white disadvantaged students from low participation neighbourhoods achieving a first class or upper second class degree	2014-15	31.3%	33%	35%	Percentage	2019-20	37	Expected progress
T16a_09 (Success)	Increase % of young students from low participation neighbourhood	2014-15	37.5%	40%	42%	Percentage	2019-20	46	Expected progress

	with a first or upper second class degree								
T16a_10 (Progression)	Improve % of all students in employment or further study	2016-17	85%	88%	90%	Percentage	2018-19	79	No progress
T16a_11 (Progression)	Improve % of BME students in employment or further study	2016-17	17%	20%	23%	Percentage	2018-19	75	Expected progress

Other milestones and targets

No data was returned for this section in SAE Education Limited's 2019-20 [access and participation plan](#).

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£93,379.00	£174,000.00	86%
Financial Support	£116,000.00	£92,000.00	-21%

4. Action plan

Where progress was less than expected SAE Education Limited has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
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T16a_01	<p>A recent restructure of the recruitment team has increased schools outreach resource at each local campus.</p> <p>New school partner selection criteria has been updated to better focus on BAME and LPN metrics.</p> <p>SAE have signed up to attend a wider geographical selection of future UCAS events in order to reach as many students as possible.</p> <p>Campus schools outreach teams are contacting all partner schools as lockdown is lifted to assist with virtual careers and higher education fairs and workshops.</p> <p>Noting intersectionality of disadvantage relating to POLAR4, SAE continues to promote events that help celebrate dates such as Black History Month, LGBTQ+ and International Women's Day. Recent examples: https://www.sae.edu/gbr/sae-london-web-lecturer-hosts-anti-racism-panel-event https://www.sae.edu/gbr/sae-lgbtq-history-month-quiz-night https://www.sae.edu/gbr/sae-celebrates-creative-womxn-throughout-march-part-international-women%E2%80%99s-d</p> <p>We intend running more localised campaigns, designed to appeal to BME and LPN audiences. A current example is the 'Made in East LDN' campaign https://www.sae.edu/gbr/made-east-ldn</p> <p>Events to provide access to academic and student experience teams have recently been expanded to monthly and this will continue to provide greater touch points for applicants. The availability of 1:1 campus tours has been expanded to now include Saturday options for those unable to attend during working weekday hours. We will target promotion and signpost for target students.</p> <p>By surveying prospective students, we have evidence of high demand for the continued delivery of taster sessions and open events in a mix of formats, both on campus and virtually. This is being built into future event planning.</p> <p>Building on taster events and in an effort to increase accessibility, a more accessible 'discovery day' event is currently under review, designed to open up campuses to local communities with demo rooms, rather than more formal taster sessions. Saturday clubs are also currently under consideration to further build skills. SAE have also participated in the FutureFIT programme by providing video resources showcasing education pathways and careers in our subject areas, which are being delivered in classrooms in 23 target schools across the NE, Yorkshire and Lincolnshire across 3 OAs in 2020-21 and beyond, across Y7-11.</p> <p>Building on community partnerships, spend will be allocated in 2021/22 for more formal sponsorship partnership arrangements.</p> <p>Finally, in response to student feedback, particularly during the Covid-19 pandemic, we are seeking to expand applicant / student choice around financial support to include the choice of cash bursaries or fee relief. Evidence from current applicants and students suggests many (target students) require financial support in the immediacy, to support their studies as opposed to in the form of fee relief.</p>
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T16a_10	<p>We will be keeping the SAE Extra events virtual in the future to maintain the higher sign-up and attendance rates. If a specific event needs to take place at a campus location, they will be streamed so a wider audience can benefit from it.</p> <p>We are also looking to start a new programme of virtual events centred around the alumni of SAE sharing their experiences, so that we can highlight positive outcomes. These will be from diverse backgrounds.</p> <p>All SAE Extra events are now delivered virtually and will continue to be post-lockdown to continue reaching as many attendees as possible. SAE Extras will be enhanced with SAE Futures - A series of virtual events run by SAE alumni sighting their career journeys.</p> <p>SAE plan to formalise employer partnerships with an MoU type agreement, similar to that used for school partners as we expand the number we work with towards the target of 50.</p> <p>We will continue to develop the CV writing self-paced course, as well as develop more courses going forward to further improve the digital student experience. We will promote these more through lectures, as well as make them as accessible as possible on the VLE.</p> <p>We will continue to develop our alumni platform 'SAE Alumni UK Connect' providing mentoring opportunities to current students and alumni as well as fortnightly newsletters containing job listings. This will improve the chance of progression into relevant creative employment.</p> <p>The SAE Awards 2021 will be promoted to current students and alumni, and again SAE will cover the travel and accommodation costs of any winners - removing any financial barriers to entry and ensuring we recognise creative talent from all backgrounds.</p>
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5. Confirmation

SAE Education Limited confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
SAE Education Limited has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Steffan Davies
Position	Managing Director and General Manager, SAE Education Ltd (SAE UK)

Annex A: Commentary on progress against targets

SAE Education Limited's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
<p>Yes, we have met commitments in our Plan related to this Target (with some alternative activity post-lockdown - see Section 4).</p> <p>During 2019/20 SAE UK achieved agreements with 41 target partner schools and colleges, exceeding our commitments in the 19-20 APP (30). These schools and colleges were targeted for POLAR4 Q1-2. As per our APP commitments, new targeted community partnerships were also created across all campuses, focusing on POLAR4 areas. Examples include Local MIND branches, The Hive (Wirral's Youth Zone), http://www.ark-t.org/ https://www.soundabout.org.uk/ https://ssperformingarts.co.uk/</p> <p>Engagement was mixed, with the delivery of on-site Creative Workshops for the most highly engaged partners (until lockdown when activity shifted online). For the least engaged partners, information was shared about scholarship opportunities and upcoming events, including open events and support workshops, and continued communication and liaison attempted to stimulate further engagement through building of trust and increased understanding of the benefits and opportunities available.</p> <p>Up until lockdown partner schools and colleges benefited from in person Creative Workshops, some delivered in partner schools and some on-site at SAE. These were supported by student support staff and student ambassadors. Subject specific workshops were also held on site with academic staff and support staff.</p> <p>The format of outreach workshops was revised to include more student support aspects in addition to just course level and entry requirement information, to better support target POLAR4 students and ensure potential barriers to entry were addressed. To meet our commitment to support raising attainment, target cohorts of students for Creative school workshops, which provide advice on the academic content of the course, were increased to include Year 9 in addition to years 10 and 11. Resources around entry requirements were redesigned with new examples to show how different qualifications translate into UCAS points, and specifically to highlight the need for English for all courses and maths for Audio and Games Programming. A specific 'Portfolio building' intervention was also included for school workshops to increase confidence around how to build a portfolio and what to include. A portfolio submission is widely used in education as a tool for assessing applicants to higher education creative media courses who fall short of the standard entry requirements. SAE created an online survey for attendees of portfolio building sessions to help measure levels of confidence around portfolio building pre and post the intervention. 90% of respondents to the survey reported higher levels of confidence following the intervention.</p> <p>Pre-lockdown, subject taster sessions also took place on all campuses, including for target school groups being brought in. A wider range of staff were used with a greater mix of demographics.</p> <p>Open events and offer holder taster events were scheduled at various times, including Saturdays and evenings at all campuses. These were promoted to our target communities through schools, colleges, and a range of media (incl. social) and events gave wider access to</p>

our academic and student experience teams, providing demystifying experiences and connecting target prospective students with our community.

In response to emerging evidence and trends around poor mental health, SAE also invested in commissioning an online mental health support service -Togetherall. This forms a key part of advice and guidance presentations.

CONTINUED IN COMMENTARY COLUMN V

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Creative Media Workshops were adapted to be delivered online post-March 2020 due to Covid-19 restrictions. Between March - June 2020 SAE ran 8 virtual Creative workshops at which multiple partner schools attended split by subject choice. Whilst workshop formats were improved, the move to virtual delivery because of Covid-19 limited engagement. However, one benefit of moving workshops online was we were able to quickly introduce a wider range of subject material, including personal statement writing and help with student finance. This expanded provision provided more relevant information for our target audience (POLAR4).

SAE also maintained participation in the UCAS events which were moved to virtual options post-March 2020.

Once the lockdown began, all events were restructured and delivered online using different platforms, including Zoom and Unibuddy. A new virtual 'Meet the Student' event was introduced using a broad range of ambassadors from different demographics, providing a range of support and advice on HE life, learning and experience. These ambassadors provide role models to target students.

A video asset was produced to aid the delivery of the Portfolio Building workshop via virtual delivery.

Target reference number: T16a_10

How have you met the commitments in your plan related to this target?

Yes, commitments were met (or reasonable alternatives offered post-lockdown).

SAE Extra (a national programme where leading industry guest speakers and independent artists and entrepreneurs are invited to provide insight into the Creative Media industries, with a focus on forging careers). Events took place on each campus across the 6 disciplines. They were all open to current students, applicants and the general public in order to raise awareness. Post-lockdown, we had to move these to a virtual offering which meant that all campuses could now attend each event. Delivering the events virtually improved accessibility and we saw a greater uptake in attendance.

CV writing and career workshops were delivered as committed (pre-lockdown).

As per our APP commitment to better understand barriers for target learners, SAE sought feedback from SAE Extra attendees and non-attendees to better understand barriers to attendance for underrepresented groups. The main barriers identified were: Cost / time to travel to campuses for events; Unable to attend due to a lack of childcare; Work patterns

limiting availability. Acting on this feedback before the covid-19 pandemic, key SAE Extra sessions were provided virtually and recorded to mitigate barriers, including making recordings available for those who wanted to watch in their own time.

SAE is now regularly working with more than 20 local and national employers. We have also relaunched our Industry Advisory Council which now meets twice a year and has representatives with expertise in all SAE course areas.

As part of our commitments under the Alumni Engagement Strategy, SAE held an alumni meetup for Oxford students on 5 October 2018. This was a celebration of 10 years of SAE Oxford, and a chance for alumni and staff to network. Similar events were planned for other campuses in 2020 but were postponed due to COVID-19.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

SAE Extra events were moved online which has seen an improved attendance and sign-up rate. It has also meant we could work with a more varied group of speakers as they did not need to be in a particular campus location.

We have developed a self-paced course relating to CV and application writing, which can be undertaken by students when they want. The course has gamification elements so that if a user completes the course, they gain a badge for their profile. The course covers the basic elements of CV writing, as well as exploring how to set up professional networks such as LinkedIn. An online, on-demand version of the workshop content was also developed for students who may miss a static workshop or want to brush up on knowledge gained post-attendance.

Early in 2020 SAE started market research into the alumni interface Graduway, embarking on a trial of the platform in the second half of the year, allowing alumni to network, engage in mentoring and find jobs. The 'SAE Alumni UK Connect' platform helps individuals who may not have personal connections to succeed in the creative industries.

Jobs appropriate to alumni were also posted in a Facebook group set up to help graduate employability.

Monthly alumni newsletters were sent to the alumni community, with relevant articles about employability, postgraduate study and finding work after graduation.

In lieu of meetup events at the other campuses, successful graduates were invited back to deliver SAE Extra masterclasses to current students, improving the chance for progression into employment for all students.

SAE agreed to cover the travel and accommodation costs of any alumni winners of the SAE Awards, ensuring that cost was not a barrier to entry and helping recognise creative talent from all backgrounds.

Annex B: Optional commentary on targets

SAE Education Limited's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	<p>Actual performance is derived from taking our total 18 year old entrants in the HESA 19/20 return, calculating their POLAR4 quintile from the OfS tool and then calculating the % of which come from LPN 1 or 2.</p> <p>CONT. from column V - SAE attended 69 targeted school / college events and 25 UCAS and industry exhibitions before lockdown. This was at a reduced number of events compared to our APP commitments (100 school /college events and 30 UCAS events) due to Covid-19; however, alternative activities were delivered online post-lockdown (see Return Section 4).</p> <p>To meet our commitments in relation to enhanced web and materials information, particularly to provide more useful information for POLAR4, BAME and mature learners, SAE created literature to help explain the structure of 2-year degrees and how applicants can best prepare. https://d335avftj4vqyj.cloudfront.net/uploaded-files/sae_2_year_degree_npm.pdf</p> <p>More focus has also been given to student success stories from underrepresented demographics, who provide role models and build sense of identification with target groups. Examples include: https://www.sae.edu/gbr/depth-ibrahim-clayton-who-tells-us-about-his-major-project-documentary-black-female-cops https://www.sae.edu/gbr/sae-london-film-student%E2%80%99s-la-rebellion-inspired-short-selected-emerging-filmmaker-showcase.</p> <p>Scholarships issued to the value of 92,000 in 2019/20 supporting 61 students from target partner schools (approx. 10% of the SAE UK undergraduate student population)</p>
T16a_02	Actual performance is derived from taking our total BME entrant population in the HESA 19/20 return, then calculating the % of that group which come from non-London campuses.
T16a_03	We no longer track this metric (2018-19 baseline not determined)
T16a_04	Raw: 3200 Percentage: 8%. Although we increased the number of virtual events, the loss of all outbound events from March 2020 due to Covid-19 impacted this measure.
T16a_05	This is taken from the HESA Non-continuation rate internal calculation, looking at BME students in the 2018/19 AY.
T16a_06	This is taken from the HESA Non-continuation rate internal calculation, looking at BME students in the 2018/19 AY.

T16a_07	Calculation is derived from 19/20 HESA return, looking at students who have a H00 code (degree attainment). These students are then checked against our internal Finalist Assessment Board for final classification.
T16a_08	Calculation is derived from 19/20 HESA return, looking at students who have a H00 code (degree attainment). These students are then checked against our internal Finalist Assessment Board for final classification.
T16a_09	Calculation is derived from 19/20 HESA return, looking at students who have a H00 code (degree attainment). These students are then checked against our internal Finalist Assessment Board for final classification. This specifically looks at young students who were 18 on entry (COMDATE).
T16a_10	Calculation is taken from C18071 18/19 HESA Graduate Outcomes data. It looks at all in further study or highly skilled employment.
T16a_11	Calculation is taken from C18071 18/19 HESA Graduate Outcomes data. It looks at all BAME students in further study or highly skilled employment, calculating by group.