2019/20 SAE Access and Participation Plan

1. Introduction

SAE Institute UK is a small private Higher Education provider with just under 700 students and four campuses in the UK: London, Oxford, Liverpool and Glasgow. SAE specialises in creative media education and offers six 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.

SAE has a diverse mix of learners. Our project-based teaching and learning approach enables students to develop strong communication skills and inter-cultural awareness.

2. Assessment of Current Performance

The below provides an assessment of our performance. Currently, SAE Institute do not collect data relating to care leavers or Low Participation Neighbourhood (LPN) at a granular level. SAE will start collecting data for all target groups from September 2018 as part of the new HESA requirements with the Data Futures initiative, partly at application and partly at enrolment stages.

Table 1: SAE institutional data

Metric	Detail	HE sector average (first degree students)
Age	41% (237) of the current SAE student population are mature (aged over 21) *Mature student breakdown:* • Gender = 84% male (199), 16% female (37), 0.4% Unspecified (1), • Ethnicity = 25% BME (59), 62% White (148) • Disability = 15% Disabled (36), 85% No Disability (201)	38% mature students , 62% young
Gender	77% of the current SAE students are male / 23% female	44% male, 57% female

	Female students:	
	• Ethnicity = 20% BME (25), 52% White (66) • Disability = 19% Disabled (24), 81% No Disability (103)	
Disability	17% of the current SAE student population have a declared disability *Disabled:* • Gender = 75%male (74), 24% female (24) • Ethnicity = 19% BME (19), 58% White (57)	13% have a known disability
Ethnicity	59% of the SAE student population are White 18% are Black, Asian or other non-white *BME students:* • Gender = 76%male (79), 24% female (25) • Disability = 18% Disabled (19), 82% No Disability (85)	24% BME students across all HE
Socio-demographic	44% of current students are in ACORN categories 4&5 (financially stretched and urban adversity) 23.6% of students entrants in 2016 were from LPN quintiles1-2	Median of 28.2% LPN 1-2 (based on the distribution of participation proportions among the larger provers in the sector)

Table 2: SAE data by campus

Metric	Detail	Alternative provider sector average		
Age	41% of the current SAE student population are mature (aged over 21)	73% mature students	London	57%
			Oxford	9%

			Liverpool	16%
			Glasgow	18%
Gender	77% of current SAE students are male / 23% female	50/50 - Equal male/female split	London	37% female
			Oxford	20% female
			Liverpool	19% female
			Glasgow	24% female
Disability	17% of the current SAE student population have a declared disability	10% have a known disability	London	32%
			Oxford	21%
			Liverpool	23%
			Glasgow	23%
Ethnicity	59% of the current SAE student population are White 18% Black, Asian or other non-white	55% classed as Black, Asian or other non-white	London	76% non-White
			Oxford	13% non-White

		Liverpool	4% non-White
		Glasgow	7% non-white

2.1. Access, Success and Progression

The data in the table 3 is for 2015/16 based on 383 students, highlighting performance in access, success and progression, and low participation figures.

Table 3: SAE institutional data for access, succession and progression

a. Metrics – against performance indicators

The following metrics are from 383 students who enrolled in 15-16 academic year.

Total	383 students
Ethnicity	27.9% BME
Age	48.8% Mature
Disability	11.7% Disability

Non-continuation from year 1 to 2	Non-completion	Outcomes (award classifications)
71 students did not continue to year 2 **(18.5%)** **Of the 71 students:** Ethnicity BME = 28 (39.4%) White = 40 (56.3%) Unknown = 3 (4.2%) Age Mature = 42 (59.2%) Young = 29 (40.8%) Disability Disabled/learning needs = 12 (16.9%) No disability = 59 (83.1%) Unknown = 0	67 students did not complete **(17.5%)** **Of the 67 students:** Ethnicity BME = 33 (49.3%) White = 32 (47.8%) Unknown = 2 (3.0%) Age Mature = 38 (56.7%) Young = 29 (43.3%) Disability Disabled/learning needs = 8 (11.9%) No disability = 59 (88.1%) Unknown = 0	139 students achieved awards of Firsts or Upper Seconds; **(36.3%)** **Of the 139 students:** Ethnicity BME = 24 (17.3%) White = 107 (77.0%) Unknown = 8 (5.8% Age Mature = 71 (51.1%) Young = 68 (48.9%) Disability Disabled/learning needs = 11 (7.9%) No disability = 128 (92.1%) Unknown = 0

b. Lowest participation

2015-2016	
Entrants	23.6% of students were from lower participation neighbourhoods
Ethnicity	24.7% lower attainment in white disadvantaged students from lower participation neighbourhoods (circa 31.3%) compared to those from higher participation neighbourhoods (circa 56%)
Age	19.5% gap in attainment for young students in lower participation neighbourhoods (circa 37.5%) compared to young students in higher participation neighbourhoods (circa 57%)

c. Employment or further study

2016-17	
Ethnicity	17% of BME students were in employment or further study compared to 76% white students
Age	77% of students who were in employment or further study were mature in comparison to 23% young students
Disability	The disability was unknown for a significant number of students in employment or further study, at 86%, with only 6% of students with a known disability or learning need

Continuation and completion analysis (based on above data)

There are fewer BME students being admitted to study at SAE compared to white students. There is also a higher than normal non-completion rate for BME students, and a very small proportion only find employment (17%). There are comparatively fewer BME students achieve a 'good' degree of first class or upper second class (17.3%). Whilst there is lower non-continuation rate for BME students (39.4%) compared to white students, this still needs to be redressed.

The attainment is higher with mature students compared to BME as 77% attain a first class or upper second class. However there is a similarly in outcomes for mature students and BME students. The Destination of Leavers from Higher Education (DLHE) survey data does show that mature students are more likely to be in employment or further study six months after graduation compared to young population. However, this is to be expected, as mature students are typically in employment already or have greater work experience and re-enter education to upskill.

Though a good number of disabled students are admitted to SAE, the metrics for succession and progression seem below average however this is based on a considerably smaller sample size when compared to mature and BME students.

SAE has further assessed performance of students from low participation neighbourhoods based on the POLAR data comparing 2014 to 2015 available via HESA comparing those in quintiles 1 and 2 (lowest participation) to those in quintiles 3-5 (highest participation). Only 23.6% of students entering SAE to study are form lower participation neighbourhoods. Further, there seems to be a gap among the young demographic,

where students from the lowest participation neighbourhood seem to have lower attainment levels between 2015 and 2016 (by circa 19.5%) when compared to young students in the highest participation neighbourhoods. In addition, SAE has identified a gap in attainment of 24.7% among white disadvantaged students from lower participation neighbourhoods compared to those from higher participation neighbourhoods.

Though SAE currently has not analysed data in relation to attainment levels in the schools that our students come from because this data is unavailable at present, this target has been included to comply with the regulatory conditions of the Office for Students. SAE will conduct more work to understand and raise attainment levels in schools. This will fall under its work related to the access stage of the life cycle.

2.2 Chosen Target Groups

Based on an analysis of the data in the preceding section, it therefore seems that with regards to widening access, there needs to be increased effort to attract more BME students and young students from low participation neighbourhoods. In respect of continued success however compared to the young student demographic mature students need further support and compared to white students our BME students would benefit from additional interventions to ensure continuation into year 2 of the course. Moreover, work needs to be done to reduce the attainment gap for younger demographic and white disadvantaged students from lower participation neighbourhoods. Finally, in terms of progression, efforts will be made to improve destinations for all students with particular emphasis on BME students.

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.

The target groups and the overall aims are as follows (see section 4, table 4 for detailed targets):

Access

- Attract and enrol more BME students
- Attract and enrol more students from lower participation neighbourhoods
- Raising attainment levels of school pupils

Success

- Improve the continuation rate for BME students from years 1 to 2
- Improve the continuation rates for mature students from years 1 to 2
- Reduce the attainment gap for mature and BME students awarded First and Upper Second Class degrees
- Reduce the attainment gap for white disadvantaged students from lower participation neighbourhoods awarded First and Upper Second Class degrees
- Reduce the attainment gap for young people from low participation neighbourhoods awarded First and Upper Second Class degrees

Progression

- Improve the number of all students and in particular BME entering employment or further study

3. Ambition and Strategy

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 3000 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.

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 students attainment, retention and continuation above our benchmarks and sector averages. 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.

More detailed targets in section, table 4.

Outreach → Fair admissions → Student support → Successful outcomes

3.1 Widening Participation Activities

As a small provider, SAE has been increasing the range and breadth of its widening participation activities and allocating resources in response to emerging trends. In this section, we outline proposed activities to widen access and participation, which in some cases are based on existing practices, but have been specifically redesigned for this access plan and each of the target groups highlighted in section 2.2.

SAE adopt a student lifecycle approach to widening participation and work to attract and support students from under-represented groups throughout the cycle - Access, Success and Progression

SAE has dedicated resource to manage its widening participation efforts, including:

- UK Schools Outreach Officer
- UK Student Experience Manager
- UK Outbound Events Manager
- Campus based Student Ambassador teams
- Campus based Student Experience Officers
- Campus based Student Recruitment Officers

Life Cycle Stages

<u>**Access**</u>

Aim(s):

- Attract and enrol more mature and BME students
- Attract and enrol more students from lower participation neighbourhoods
- Raising attainment levels of school pupils

Activities to achieve aims:

- New Tailored Access, Information and Advice

At present we do not treat our information to potential applicants heterogeneously, whether through print, online or events. This includes **Open days, academic tasters and campus tours**. Students with different needs receive the same information (except for those with learning needs). Therefore there is no tailored information for our chosen target groups i.e. mature, BME and those from low participation neighbourhoods.

To better serve our target group applicants, SAE will make a concerted effort and step change in its information advice and guidance by showcasing for the first time BME and mature role models, and diverse case studies and activities at the events to encourage participation. This a major move by SAE towards culturally sensitive and value affirming activities to help student enter higher education. There is evidence to suggest that such tailored information can enhance access[1].

- ✓ **Outreach and attendance at events** remains a strategic priority for SAE. We attend more than 100 school / college events and also participate in more than 30 UCAS and industry exhibitions and skills shows across the UK annually, including careers and higher education fairs, ensuring that potential students have access to speak to representatives and explore questions without the need to travel great distances. SAE delivers a tailored monthly email newsletter, and our desire to attract more BME students, to careers advisors to build awareness of our offer. This will help attract more BME students.

- ✓ Our **website and brochures** will be specifically designed to provide more useful information for mature, BME and low participation students to be able to understand the aspects described above. This will include information explaining how a 2 year accelerated degree works and the joys but also challenges of such an intense course. This will include success stories of students from the same target demographic.

- ✓ **Open days** and **offer holder surgeries** are delivered across all campuses, taking place in the evenings and on Saturdays. These events provide full access to our academic and student support services teams to enable applicants to make informed choices about their higher education options. Open events are led by current student ambassadors who are able to provide real insight into student life at SAE and evidence suggest that involving HE students can improve access and retention[2]. Our student representatives are diverse and will interact with BME and mature students to support them.

- ✓ **Academic tasters sessions** are delivered at all campuses in the evenings to enable prospective students to come on site for a 2 hour 'hands-on' practical demonstration of subject specific learning and to provide a realistic taste of studying at SAE. These taster sessions will include activities to enable BME, low participation neighbourhood and mature students to engage in activities that build their identity and sense of belonging.

In addition, in order to raise attainment to propel entry into higher education, more of these academic taster activities will be delivered at earlier stage before prospective applicants begin considering to apply for higher education. They will also provide advice on the 'academic' content of the course as some students are particularly interested in the practical aspects of the course and do not fully prepare themselves for the academic rigour of the course.

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[1] http://webarchive.nationalarchives.gov.uk/20100303191253/http://www.hefce.ac.uk/pubs/hefce/2001/01_36/01_36.pdf
[2] https://www.heacademy.ac.uk/system/files/wasrs_sanders.pdf

- Schools / College Partnerships

Prior to October 2017, SAE had not engaged with schools of colleges and relied heavily on direct marketing and admissions. As a result, we believe our outreach and access to underrepresented groups suffered. However, since then, coordinated by the UK Schools Outreach Officer, each SAE campus has dedicated resource to build relationships with local secondary schools and colleges. This will help attract more BME students and students from low participation neighbourhoods. A formal SAE schools partnership programme was launched in 2017 which requires partners to sign a memorandum of understanding.

Currently, 31 partner schools and colleges have joined the programme, of which 25% are further education colleges, attracting a diverse BME student population. SAE will work more with these schools attracting BME pupils and deliver programmes within the schools.

- Raising attainment of school pupils

With a revived effort since October 2017, SAE recognises that many applicants from widening participation backgrounds may not achieve the minimum entry requirements for admission to an SAE degree programme, or may not aspire to entire higher education. Thus, SAE seeks to raise aspirations through increasing pupils' confidence and self-efficacy as well as specialist skills development needed to meet the condition of admission at SAE. This will support BME students and those from a low participation neighbourhoods.

Partner schools / colleges benefit from creative media skills workshops, held on and off-site, targeted at students unlikely to meet the standard entry criteria who wish to progress to a Creative Media Degree. The workshops support students to understand how to produce a professional portfolio, basic maths and provide techniques and tips for writing enhanced personal statements, with Creative Media in mind. This will also include support on understanding and preparing for alternative entry pathways, i.e. the production of a portfolio and comprehensive personal statement. Currently, these interventions are not tracked to determine the outcome and improvement in attainment but will be from the 2018-19 academic year.

Although the school partnership scheme is in its infancy, there is already growing interest from partners for SAE to take a more active role in helping shape Creative Media curriculum design and/or to teach some Level 3 elements from SAE campuses to fully benefit from the specialist equipment not easily available to schools and colleges.

At present, SAE will measure the improvement in these soft skills and confidence/self-efficacy by conducting its own survey with pupils (subject to agreement with the school partners) before and after the SAE intervention. This will assess among other factors, the likelihood and confidence of a pupil applying to a degree programme before and after the intervention. It is envisaged that pupils will report a higher likelihood and confidence level after SAEs programmes. The evidence and research examined by SAE suggests that improving confidence and self-efficacy can lead to higher attainment[3]. In addition, SAE intends to enter discussions with school partners more broadly to agree ways in which

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[3] https://blog.hefce.ac.uk/2017/12/05/learning-gain-at-uea/

SAE can develop a more outcomes target; that is, measuring the actual improvement in the attainment (e.g. GCSE grades) of the students as a result of SAEs programmes.

We will also include our existing HE students at some of the events based on evidence cited earlier which helps increase access.

- Partnerships and community outreach for mature students

SAE intends to include access arrangements as a new part of its partnership with FE Colleges, targeting Access Students who wish to pursue a Creative Media Degree and providing tailored workshops for these students, in particularly around financial management. Progression agreements also encourage staff from HE to FE to share expertise in curriculum design. As an additional measure, SAE plan to hold events for lecturers from partner colleges who teach Access courses to raise awareness of the inventions we can offer for mature students, both on and off site.

In addition, **Community outreach** assists SAE in widening participation in the chosen target groups, mature students, in particular because research shows mature adults are more likely to seek advice about education from organisations and individuals who they know which includes service providers in their own community[4]. SAE will therefore:

a) Work with local organisations including community organisations and charities such as MIND, and music studios, in order to reach mature students.
b) Create new partnerships which community organisations as a channel for offering scholarships to the target groups
c) Take access to information about SAE and Higher Education opportunities to targeted local events and venues which cater for 'hard to reach groups, such as the unemployed, minorities and older people

We are aware that evidence suggests employers and industry involvement helps raise attainment. Our **internal and external events** badged as 'SAE Extra' invite employers and industry in line with the subjects taught. However these are free events open to the public and do not have a tailored promotion for mature students. Therefore there will be a completely new dedicated marketing and social media campaign to attract mature students to these SAE Extra events. These include live music events, song writing competitions and the chance to create show reels. Many of these events are badged as 'SAE Extra', led by notable figures within the creative media industries.

- SAE National Scholarship Programme

Alongside scholarship opportunities for school/college and community partners, widening participation applicants are encouraged to apply for an SAE National Scholarship. When surveyed, two thirds of contacts who have shown interest in SAE state the financial implication of self-

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[4] https://extra.shu.ac.uk/alac/text/Mature%20students%20and%20widening%20participation.doc

funding £3,000 per year as the primary factor for not applying. Though this could change should SAE successfully register in the approved fee cap category with the OfS, financial hardship is still generally the primary reason given by withdrawing students, of which the majority are BME and from low participation neighbourhoods.

In response to an increase in students withdrawing for financial reasons, scholarships has been built into the partner model with schools, providing a 33% reduction in the year tuition fees. **See section 7.1 for details on the eligibility criteria.** These are aimed at students within our target group, and with the ability / passion for Creative Media but who may find the prospect of higher level study out of reach.

Success

Aim(s):

- Improve the continuation rate for BME students from years 1 to 2
- Improve the continuation rates for mature students from years 1 to 2
- Reduce the attainment gap for mature and BME students awarded First and Upper Second Class degrees
- Reduce the attainment gap for white disadvantaged students from lower participation neighbourhoods awarded First and Upper Second Class degrees
- Reduce the attainment gap for young people from low participation neighbourhoods awarded First and Upper Second Class degrees

Activities to achieve the aim(s):

SAE has launched a new Student Support Strategy which will support this access plan providing targeted support to our wider student body but in particular our target groups.

- Tailored induction

After an analysis of our induction process, we found that we were not providing a tailored enough induction for mature and BME students, yet research shows a personalised induction can improve confidence and ability to succeed[5]. For BME students, induction processes will be tailored to towards an appreciation of culture and activities that affirm the students identify and values which research has shown to be effective.

For mature students in particular, a specific session will be arranged. Apart from an exclusive session making mature students feel that we understand their needs are different, the sessions will provide practical tips to mature students on how to manage work and study, independent learning techniques, and academic writing, among others.

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[5] https://www.herts.ac.uk/__data/assets/pdf_file/0005/44465/BLIPoct13.pdf

- Mentoring and Coaching

Feedback from non-continuing students suggests that in addition to financial concerns, the pace of the degree and understanding course expectations can also be a significant factor in withdrawing early. This can be particularly acute for mature students as recent student surveys confirm that more than 90% are fitting work of more than 30 hours per week around their studies.

From the September 2019 intake, all mature students will be assigned a Year 2 student buddy from enrolment to provide peer to peer support and guidance, with the aim of reducing non-continuation and increasing successful completion.

- Attendance monitoring

SAE UK recognises the importance of attendance monitoring and understands the proven link between low or inconsistent attendance and low attainment. As a result, SAE has stringent measures in place to track and measure attendance, but we do not currently capture metrics around gender, age and ethnicity to intersect with attendance data.

SAE UK will update reporting capabilities to intersect age, gender and ethnicity with attendance data to better understand the trends and be able to tailor interventions to identified target groups at an earlier stage. Student experience officers and faculty staff will be trained to identify students who need additional support to improve their attendance.

- Study skills

A new series of student skills and drop-in sessions will be offered for the first time at all UK campuses from September 2018 to help on-board students and provide support throughout their studies at SAE. This will be supported by a completely new online section of our current Virtual Learning Environment. This portal and the sessions will provide support on:

a) New mature student sessions to address specific work/life balance issues
b) Mental health guidance, tailored for different groups, such as BME
c) Finance and accommodation support, with sessions tailored for mature students
d) Time management
e) Study skills support such as independent learning

- Assignment Surgeries

SAE has instituted formal assignment surgeries since September 2017 academic year which provide students feedback on their written work to raise their attainment and chances of success on the programme. The sessions are well attended, but to-date we have not recorded data on which students attend and we will now do so to inform if any additional targeting is required. There is strong support of such interventions

raising success[6]. Therefore though these surgeries are already taking place, there will be change in the way they are delivered to target and support the target groups. They will be tailored around the work produced by students.

Progression

Aim:

- Improve the number of all students and in particular BME entering employment or further study

Activities to achieve the aim:

- Careers Events, Alumni and Employer Engagement

SAE enjoys strong industry links allowing students to gain real world insight and application of their knowledge which can boost employability[7]. In particular, 'SAE Extra' is a national programme delivered by SAE 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.

Attendance is via registration, and analysis of recent programmes reveals that less mature and BME students are attending. SAE will seek to understand what the barriers are for mature and BME students attending SAE Extra sessions via survey and student focus groups.

SAE has committed to working with 50 employers in the next three years and has developed a package to engage employers to offer placements to our students. The new Student Experience Manager and a number of other staff will manage the employer partnership and provide account management services to increase number of employers.

- Support to Progress

In addition, a number of CV writing and career workshops are not provided to the student body. These will commence in 2018 and into 2019 - 20. These will be delivered at all times of the year but particularly targeted to final year students including BME and mature students to increase their chances of progressing into employment. SAE has already seen an increase to 85% of students in employment or further study. Both BME and mature students will be surveyed to understand how the career workshops are meeting their needs or can be improved and better tailored.

SAE has also launched an Alumni Engagement Strategy which will see a revamped Alumni event in October 2018. A number of former graduates of SAE have excelled in their careers who can provide both insight into the world of work but also internship opportunities to our current students. This will improve the chances for progression into employment for all students.

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[6] https://www.surrey.ac.uk/psychology/files/Mature_student_report_2011.pdf
[7] www.hepi.ac.uk/wp-content/uploads/2015/12/Employability-Degrees-of-value.pdf

4. Monitoring and Evaluation

Regular evaluation will provide the opportunity to reflect and amend our provision of support where needed and is key to our planning. We will use formative as well as summative approaches to evaluation to collect data on entry profiles, attendance and uptake of workshops, and others expressed in Table 5. We will undertake an impact as well as process evaluation to determine whether our interventions are having the desired impact and leading to improvements as in Table 5, and whether the intervention itself has been appropriately designed and delivered.

The main methods we will use to collect data to evaluate the impact and process will be tailored questionnaire surveys for each intervention, and also observations in the cases of practical workshops. The survey will provide quantitative as well as qualitative responses such as increase in confidence levels or percentage of improvement in various domains such as employment or furthers tudy. Consent will be sought from all participants and information sheets will be provided in line with ethical practice as prescribed by the British Educational Research Association. Sampling of participants will be random.

The survey will be distributed to the target groups and to partners where appropriate such as partner schools. These will be designed in consultation with our partners (such as schools), lead student representatives and/or students who represent the target group such as BME students, and key staff. The data will be collected particularly after the intervention, and before in two cases which relate to the target to raise aspirations/confidence of school pupils and level of understanding of higher education by mature students.

Survey

As the survey will be the main evaluation tool, we have provided some examples of the proposed questions and research themes that will be covered in the survey for some of the activities by life cycle (the areas are not exhaustive):

Access
- How many school pupils aspired to enter higher education/attend university before and after our intervention?
- How clear is the eligibility scholarship programme to target students?
- Has the scholarship scheme significantly increased number of targeted students?
- Has our information, advice and guidance been reaching the right target groups?
- Do our workshops raise students' confidence and aspirations?

Success
- What areas do mature students need support in?
- How useful have the workshops we have delivered been for mature students?
- Have the assignment surgeries led to improved attainment rates?
- Have the non-continuation rates decreased as a result of our study skills programmes?

Progression
- Have our careers programmes improved number of students from target groups in employment of further study?

SAE has conducted a self-assessment of its evaluation capabilities and it is recognised that whilst we have enhanced our data capturing and visualisation capabilities, we will need to strengthen our evaluation capabilities. This will in particular involve training our staff internally on evaluation methodologies and making use of evaluation tools.

SAE propose a monitoring and reporting framework at all stages of the student lifecycle, with quarterly 'Widening Participation' evaluation by the Executive Leadership Team (ELT) alongside a new report to the governing Board of Directors and Academic Board, which all meet quarterly. The Lead Student Representative group will also receive and comment on the report.

Table 4: Monitoring and Evaluation Approach

Stage	Targets	Activities	Monitoring	Outcome
1. Access	a. Attract and enrol more BME students b. Attract and enrol more students from lower participation neighbourhoods c. Raising attainment levels of school pupils	• New Tailored Access, Information and Advice • Schools / College Partnerships • Raising attainment of school pupils • Partnerships and community outreach for mature students • SAE National Scholarship Programme	New suite of material and information for target groups Number of Creative Media workshops delivered with partner schools / colleges Number of Access progression agreements with partner FE Colleges Number of partnerships serving LPN areas, both academic and community based Number of attendees at partner events - age, gender, ethnicity and postcode Calendar of targeted offer holder and advice workshops and attendance figures with age, ethnicity and LPN data collection	% increase in applications and enrolments from target groups each intake (Jan / May / Sept). % increase in students from quintiles 1 and 2 % increase in pupils applying to higher education (SAE or beyond) % increase in confidence and aspiration Full usage of scholarships for right target groups and break down among target groups

2. Success	a. Improve the continuation rate for BME students from years 1 to 2 b. Improve the continuation rates for mature students from years 1 to 2 c. Reduce the attainment gap for mature and BME students awarded First and Upper Second Class degrees d. Reduce the attainment gap for white disadvantaged students from lower participation neighbourhoods awarded First and Upper Second Class degrees e. Reduce the attainment gap for young people from low participation neighbourhoods awarded First and Upper Second Class degrees	• Tailored induction • Mentoring and Coaching • Attendance • Skills and drop in sessions • Assignment Surgeries	Calendar and attendance data for targeted support interventions – assignment surgeries, financial support Attendance in class for target groups Assignment/assessment submission rates for targets	% of target groups meeting assignment submission deadlines % increase in continuation rates from target groups as per targets % increase in attainment levels for target groups as per targets
3. Progression	a. Improve the number of all students and in particular BME entering employment or further study	• Careers Events, Alumni and Employer Engagement • Support to Progress	Tracked attendance at SAE Extra employment enrichment master classes for target groups as a proportion of all attending Results from survey and student focus groups around barriers of attending employment enrichment and career workshops Tracked attendance at career preparation workshops for target groups as a proportion of all attending	Increase in attendees at workshops % in employment and further study for all students but particularly BME students

5. Equality and Diversity

As set out in SAE's Equal Opportunity, Disability and Inclusion Policy, SAE embraces the concept and beliefs of equal opportunity for all students across all life cycle stages, and staff, and strives to ensure that its decision-making processes reflect a commitment to access and equity and that all students or prospective students and staff are treated fairly irrespective of ethnicity, gender, beliefs or disability.

In developing this access plan, due regard has been given to this policy. SAE has ensured that there is equality of opportunity for all and that our services and activities mentioned in this action plan such as outreach activities will benefit all prospective students. SAE has taken the approach that in addition it will seek to support certain target groups such as BME and mature students. The groups chosen fall under the definition of underrepresented groups outlined in the Equality Act 2010.

SAE believes that all students should benefit from higher education and they should not just have improved access to higher education, but to also to have a successful experience during their studies and to progress onwards to enriching lives and careers.

SAE has a good culture of collaboration among students. From our student representative structure 40% can be classed as having a protected characteristic and therefore good relations are fostered between people who share a protected characteristic and those who do not. We positively promote equality and openly raise awareness of learning needs and mental health challenges such as celebrating Mental Health Awareness day and with our ground breaking partnership with the charity MIND where counsellors provide dedicated sessions to students. We seek to break down the stigma of 'seeking help' and raise awareness of the positive benefits and how one can face life and personal challenges.

This extends to SAE staff through our Employee Assistance Programme (EAP) and the training and support line managers receive to support staff from underrepresented groups. MIND are also providing training to staff who are required to assist people from underrepresented groups. We are actively making our recruitment and promotion frameworks more inclusive. These activities help SAE tackle prejudice and promotes understanding between people from different groups.

6. Investment

For 2019/20, SAE Institute UK proposes to charge £9,000 per year Home/EU fees for undergraduates' studying at its campuses in England (Liverpool, London and Oxford) and £7,500 per year for undergraduates studying at its single campus in Glasgow, Scotland. We propose the following investment:

Area of activity	Academic year
	2019-20
Access investment	93,379

Success investment	143,443
Progression investment	58,355
Investment in financial support	116,000
Total investment	411,176
% of Higher Fee Income	**22.9%**

6.1. SAE National and Partner Scholarship Scheme

The SAE National Scholarship is testament to SAE's commitment to fostering the next generation of creative media professionals. Evidence suggests that when students have in place financial support they are less worried and can be more focused on their studies, which should improve their chances of succeeding. The scholarship is designed to reduce the financial burden on applicants who have personal / academic talent, but who may not consider higher level study due to their personal circumstances.

From 2019/2020 we will for the first time give priority to applicants in our target groups who will be identified through use of contextual information. The criteria is:

- Be over 21 years (mature student); OR
- Be of any age AND:
  - Be from a SAE partner school; OR
  - Direct or UCAS applicant living in a region/postcode in a Low Participation neighbourhoods (LPN); OR
  - Direct or UCAS applicant of Black and Minority Ethnic ethnicity; OR

Students will be supported to identify whether they meet the criteria such as if they are from an LPN. The information will also be very clear on what they have to pay. Students will be awarded relief of up to £3,000 per academic year for two years depending on individual circumstances as a discount on tuition fees. This will contribute towards tuition fees only. This would leave a remaining £6,000 per academic year for two years that recipients will need to pay themselves. Therefore though the fees in total are normally £18,000 for two years, student awarded scholarships would only need to pay tuition fees totalling £12,000 for two years. This means that around 36 students will be supported in 2019-20 totalling £116,000 worth of scholarships.

6.2 Evaluation of Financial Support

SAE Institute financial support is provided via the scholarship programme, supported by specific targeted activities to increase the number of applicants from these underrepresented groups. SAE are committed to use the OFFA financial support evaluation toolkit, in particular the survey and interview tools given the small number of recipients. Awards will be evaluated after each intake to build a growing picture of the impact of the

financial support and review our targeting. In particular, SAE would use the OFFA toolkit to evaluate whether the scholarships have a) reduced non-continuation from the target groups particularly for financial reasons; b) enhanced attainment of target groups. SAE has not used this tool in the past and therefore the data sets have been requested from HESA for the last two years so that SAE can develop the capability to use the toolkit ahead of the 2019-20 academic year. As recommended by the toolkit guidance, at least two years' worth of data will be used. SAE is also in the process of securing the Bursary Administration Service from the Student Loans Company.

7. Provision of Information to Students and Publication of Plan

This Access and Participation Plan will be published on our website at the following link once approved by the Office for Students: http://www.sae.edu/gbr/access-and-participation-higher-education-sae. It will therefore be easily accessible and our website is easy to navigate with large font and white space to support those with visual impairments.

The information related to fees will be clearly set out on the SAE UK website, with a specific section dedicated to fees and funding within the overall 'how to apply' pages of the website. We provide timely, accurate, unambiguous, clear and easily accessible information to existing students and prospective applicants about: The Institute, academic programmes, entry requirements, fees, financial support and total costs. This will be in accordance with guidance from the Competition and Markets Authority for prospective applicants during the admissions & enrolment process: application/enquiry, offer/acceptance and enrolment. Attention is drawn to any surprising rules or regulations, no important information that could affect a student's decision is omitted.

Full information on fees for the duration of the course is highlighted in the student offer letter and within the terms and conditions which are also available on the SAE website and signposted in the offer letter. The website is the key source of information and is updated in real time whenever changes occur. Full information about the Institute, academic programmes, entry requirements, fees, financial support and total costs are also set out in the annual updated prospectuses and presented at all open events.

8. Student Consultation

SAE believes students are partners in widening participation. Although SAE does not have a Student Union, we do have a well embedded structure of institutional (one for each campus) and programme based student representatives at all campuses who engage regularly with teaching staff and senior management in connection with all areas of student life, including widening participation activities and on-course support. The key elements of this Access and Participation Plan have been reviewed and developed in consultation with lead student representatives at campus level particularly from Liverpool, Glasgow and recently London. For future revision, SAE is committed to widening the consultation with students to programme level as well as campus lead students reps. We will seek a proportionate balance of students of various ages, ethnic, gender and ability groups to ensure as many viewpoints are considered as possible. Student representation will also be included in the quarterly review of the plan by the ELT. In addition, SAE will engage our partner schools and colleges about any changes in general and to seek the views of younger potential future students.

* 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.		
No inflation is applied on an annual basis		

Full-time course type:	Additional information:	Course fee:
First degree	Students studying in our England campuses (London, Liverpool, Oxford)	£9,000
First degree	Students studying in our Glasgow campus	£7,500
Foundation degree		*
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		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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	
Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase % of entrants who are from low participation neighbourhoods	No	2014-15	23.6%	25%	28%	30%	32%	34%	Taken from HESA. SAE seeks to increase number of students from low participation neighbourhoods. The most progress in this area is an increase to 34%
Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase % of entrants who are BME students at Oxford, Liverpool and Glasgow campuses	No	2016-17	18%	20%	23%	25%	28%	30%	SAE seeks to increase the number of BME students. It is expected that a maximum proportion of 30% of the student body enrolled would identify as BME. However this is above the sector average.
Access	Attainment raising	**Other statistic** - State School (please give details in the next column)	Increase in soft skills resulting from workshops in schools	Yes	Other (please give details in Description column)	To be determined in 2018/19	Increase by 5% from baseline	Increase by 7% from baseline	Increase by 10% from baseline	Increase by 13% from baseline	Increase by 15% from baseline	We will determine the baseline in 2018-2019 as we currently do not track this
Access	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Increase in % of attendees/beneficiaries from outreach events	No	2016-17	3000	Increase by 3% from baseline	Increase by 5% from baseline	Increase by 7% from baseline	Increase by 8% from baseline	Increase by 10% from baseline	2016-17 saw outreach to circa 3000 people. We already reach a significant number of people and therefore we believe we can only attract an increase of up to 10% within five years
Success	Ethnicity	**Other statistic** - Completion/Non continuation (please give details in the next column)	Decrease % non- continuation of BME students into year 2	No	2015-16	39%	35%	30%	26%	22%	20%	Taken from HESA UK Performance Indicators 2015-16
Success	Mature	**HESA T3a** - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Decrease % non- continuation of mature students into year 2	No	2015-16	59%	50%	45%	42%	38%	35%	Taken from HESA UK Performance Indicators 2015-16
Success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase % of BME students with a first or upper second class degree	No	2016-17	17%	23%	25%	27%	29%	31%	The improvement in BME attainment is realistic and in line with expected rise in student achievement levels.
Success	White economically disadvantaged males	**Other statistic** - Socio-economic (please give details in the next column)	Increase % of white disadvantaged students from low participation neighbourhoods achieving a first class or upper second class degree	No	2014-15	31.3%	33%	35%	37%	39%	41%	The improvement in white disadvantaged males attainment is realistic and in line with expected rise in student achievement levels.
Success	Low participation neighbourhoods (LPN)	**Other statistic** - Other (please give details in the next column)	Increase % of young students from low participation neighbourhood with a first or upper second class degree	No	2014-15	37.5%	40%	42%	44%	46%	48%	The improvement in young students attainment is realistic and in line with expected rise in student achievement levels.
Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Improve % of all students in employment or further study	No	2016-17	85%	88%	90%	92%	93%	95%	Taken from DLHE data. SAE seeks to improve the positive destinations for all leavers and believes to a maximum 95% which is above the sector average.
Progression	Ethnicity	**Other statistic** - Progression to employment or further study (please give details in the next column)	Improve % of BME students in employment or further study	No	2016-17	17%	20%	23%	27%	29%	33%	Taken from DLHE data.

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	