

## Access and Participation Statement

Activate Learning is an education group with a mission “to transform lives through learning.”

We are committed to promoting the benefits of higher education and continuing lifelong learning for the communities we serve. This means:

- giving fair access to the provision offered by our group of colleges through high quality information and professional support
- seeking to remove all artificial barriers to students being able to access our programmes and services
- delivering effective teaching, learning and assessment strategies which meet the needs of students and employers

Activate Learning will seek to remove all barriers to the student to enable appropriate access to its range of programmes and higher education services, and will provide learning opportunities which enable individuals to succeed.

We will support a student’s application by providing:

- clear and accurate information about programmes, qualifications and entry requirements
- referral to additional advice and guidance services whenever appropriate
- an opportunity to see the college(s) and the facilities available for the student prior to committing to a programme of study.
- scheduled interviews for those students resident in the UK who wish to be admitted to a full time or substantial part time programme of study.
- an initial English and/or Maths Assessment.

Activate Learning will also ensure that it provides equality of opportunity to admissions and initial guidance services and acknowledges its responsibility to provide positive support to minority groups and students with learning difficulties and disabilities.

In supporting student’s access to higher education, Activate Learning also meets the requirements of its awarding bodies as well as UCAS and the UKBA. In addition, practices and procedures also reflect relevant legislation and good practice by higher education organisations, including SPA (Supporting Professionalism in Admissions) and the QAA (Quality Assurance Agency) UK Quality Code for Higher Education Part B, Chapter B2: *Recruitment, selection and admission to higher education*

Activate Learning is currently working with Oxford Brookes University as part of the Higher Education Funding Council’s new National Collaborative Outreach Programme which aims to double the number of ‘disadvantaged’ students progressing to higher education by 2020.

Higher education is delivered across all three Activate Learning colleges; Banbury and Bicester College, City of Oxford College and Reading College.

In 2016-17, Activate Learning enrolled a total of 509 higher education students. The main focus of all higher education provision is to meet the needs of industry and students through applied learning which is vocationally focused.

The student profile is diverse, partly due to the range of programmes, location and modes of study. As an example, in September 2016:

- 58% of students were over 21, including 31% over 30 and 15% over 40
- 21% of students self-assessed as having a disability on entry (an increase of 3% on the previous year)
- 19% of the student population come from black, Asian or mixed ethnic groups
- 52% of the student population is male

Following government changes to Disabled Students' Allowance (DSA) funding in 2015, Activate Learning took the decision to provide an inclusive support service to all higher education students, regardless of whether they have a DSA or not.

We currently provide the following support:

- Help with UCAS and Student Finance England (SFE) applications
- Interview preparation (including attendance if specific needs require)
- Pre-entry study skills support for students entering higher education
- Tailored one-to-one support – face to face or online
- Study Skills workshops
- Support for DSA applications

Activate Learning monitors data on enrolment, retention, and success under the criteria of age, ethnicity, gender and disability. This monitoring helps to ensure that no student groups are disadvantaged. The following tables provide a record of data over last three years:

Students who self-assessed as having a disability					
Year	Enrolments (to first year)	Enrolments (to final year)	Retention %	Achievers (final year only)	Successful Completion %
2016/17	32	57	98.2%	TBC	TBC
2015/16	61	61	93.4%	53	86.9%
2014/15	74	42	95.2%	39	90.5%
Mature students					
Year	Enrolments (to first year)	Enrolments (to final year)	Retention %	Achievers (final year only)	Successful Completion %
2016/17	165	169	95.9%	TBC	TBC
2015/16	191	163	93.9%	149	90.8%
2014/15	184	172	95.3%	163	90.1%
Black, Minority Ethnic groups					
Year	Enrolments (to first year)	Enrolments (to final year)	Retention %	Achievers (final year only)	Successful Completion %
2016/17	47	47	89.4%	TBC	TBC
2015/16	56	32	87.5%	25	78.1%
2014/15	42	27	85.2%	23	81.5%
Female students					
Year	Enrolments (to first year)	Enrolments (to final year)	Retention %	Achievers (final year only)	Successful Completion %
2016/17	103	104	91.3%	TBC	TBC
2015/16	131	109	93.6%	103	93.6%
2014/15	125	123	96.7%	115	91.1%
Male students					
Year	Enrolments (to first year)	Enrolments (to final year)	Retention %	Achievers (final year only)	Successful Completion %
2016/17	160	153	96.7%	TBC	TBC
2015/16	160	123	91.9%	103	83.7%
2014/15	149	124	91.1%	113	85.5%