

Ravensbourne University London
Access and Participation Plan
2020-21 to 2024-25
1. Assessment of performance
1.1 Higher education participation, household income, or socioeconomic status

ACCESS

Deprivation index: The proportion of 18-year olds entrants in Quintile 1 at Ravensbourne University London (Ravensbourne) was 20% in 2017-18 compared to 19% in Quintile 5. The ratio of quintile 5 to quintile 1 entrants is similar to the national ratio (around 1:1).

Table 1 IMD Quintile 5 to Quintile 1 Ratio 2013-14 to 2017-18									
2013/14		14/15		15/16		16/17		17/18	
Q5 %	Q1 %	Q5 %	Q1 %	Q5 %	Q1 %	Q5 %	Q1 %	Q5 %	Q1 %
21	20	18	16	19	22	18	20	19	20

No progress has been made in increasing the proportion in Quintile 1 which has tended to stay at around 20% since 2013 although the proportion of 18-year olds in Quintile 1 in the national population is 22%.¹ Given Ravensbourne's strategic commitment to social mobility (see section 2, Strategic Aims and Objectives), we are committed to monitoring this area and eliminating the gap but it is not a priority for target setting.

Low household income: Our internal data indicates that 22% of enrolled students were from 'low income' backgrounds (family income ≤ £25,000 per annum) in 2017-18, and 17% of enrolled students were from households earning less than £15k per annum. This is down from 2015-16, where 34% of enrolled students were classed as 'low income,' and 26% were from households earning less than £15k per annum. However, using Free School Meals (FSMs) as a proxy, our entry rate is still higher than the entry rate for students in England who receive FSMs, which increased in 2017-18 to 17.3% from 16.9%, and remains much lower than the entry rate for students who did not receive FSMs (34.1%).² Ravensbourne is committed to ensuring fair access and promoting social mobility, and while this is not a priority target area and we will continue to monitor it.³

Low POLAR4: The distribution of 18-year olds at Ravensbourne University London (Ravensbourne) in Quintile 1, 6% in 2017-18, is well below the national average of 18.1%. There was a drop of 1pp in 2017-18 compared to the previous year. This reflects our London recruitment catchment area and high participation rates in our locality. The gap between access for students from Quintiles 5 and 1 is 28pp, compared to 18pp nationally. Our performance around closing this gap has been a steady 1% reduction in the gap per year, until 2017-18 when the gap widened 5pp on the previous year; it is currently 12pp higher than in 2013-14. In real numbers (see Table 2), there were 40 POLAR4 students in the 2017-18 entry cohort, the exact same number as five years before, and the number of POLAR4 students has never exceeded 50, despite a growth in enrolments overall.

¹ OfS Access and Participation Dashboard (underlying data) [\(https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/\)](https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/)

² UCAS End of Cycle Report 2018 (<https://www.ucas.com/file/212841/download?token=fR1vSwMY>)

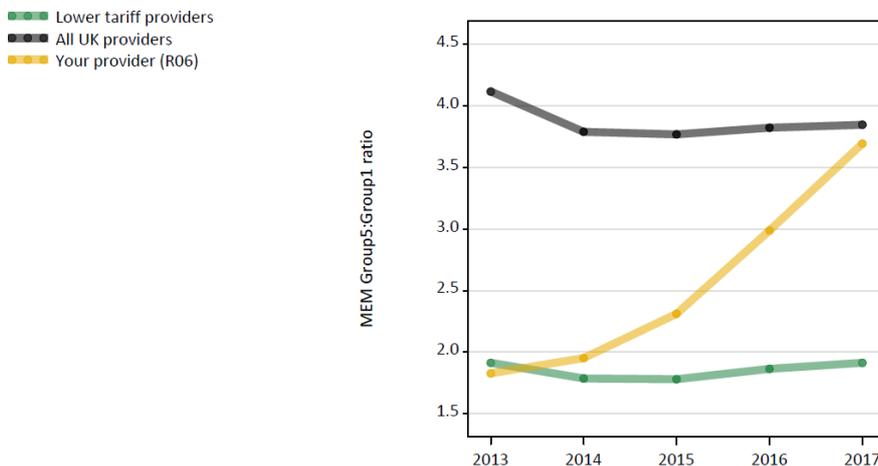
³ This analysis is based on household income data which is available for approximately 55% of the population in question and for the 2017-18 academic year only. Source: internal Student Record System.

	13/14 (n)	14/15 (n)	15/16 (n)	16/17 (n)	17/18 (n)
Polar 4	40	50	40	50	40
Entrants	630	620	630	680	710

As such, **this is an area which we need to improve and we will set targets** to bring the ratio of the recruitment of POLAR4 Quintile 5 and Quintile 1 students down to 3:1 by 2025 (currently 6:1), in-line with the OfS's KPM.

Our UCAS **Multiple Equalities Measure (MEM)**⁴ data confirms that this is an area we need to target: our institution shows a widening gap between the ratio of students placed from Groups 5 and 1, compared to both lower tariff providers only and all providers nationally. The MEM ratio illustrates how many times more likely students from the most advantaged group (Group 5) are to gain access to our institution, compared to students from the least advantaged group (Group 1).

Chart 1: MEM Group5:Group1 ratio of placed applicants per 10,000 population



	2013	2014	2015	2016	2017
Lower tariff providers	1.9	1.8	1.8	1.9	1.9
All UK providers	4.1	3.8	3.8	3.8	3.8
Ravensbourne	1.8	2.0	2.3	3.0	3.7

SUCCESS

Continuation

Deprivation index: Improving continuation has been an institutional focus across all demographic groups over the last three years and remains so: we aim to eliminate all gaps by 2025. The continuation rate for both deprivation Quintiles 1 and 2 was 95% in 2016-17, a 6% jump for the Quintiles combined compared to the previous year and 8.1pp higher than the national average. However, historically we have been closer to the national average. Continuation rates for students in Quintile 1 have improved by 7pp since 2013/14, compared to a 6pp improvement for students from Quintile 5.⁵ The gap between Quintile 5 and Quintile 1 is ceasing to be statistically significant (see Table 3).

⁴ The UCAS Multiple Equality Measure (MEM) brings together multiple measures of inequality (sex, ethnic group, POLAR4, schooling and income) to arrive at a measure of deprivation. Source: UCAS.

⁵ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

Table 3: IMD Continuation 2013-14 to 2017-18

	13/14 (%)	14/15 (%)	15/16 (%)	16/17 (%)	17/18 (%)
IMD Q1	88	88	84	92	95
IMD Q5	91	89	95	92	97

Low household income: Internal data indicates that students from low income households have higher continuation rates than students not classified as such. Based on income data available through HEBBS (available for only 55% of our student population), 66% of low-income students continued in 2017-18, compared to 57% of students not deemed low income. When broken down into further income sub-groups, students in the highest income category, from households with annual earnings of £35k and over, demonstrated the highest continuation rates (67%), followed by students from households earning £15 - £24.9k (65%), and £15k and below (61%). We have undertaken a full evaluation of our financial support packages utilising the OfS toolkit. Further internal analysis points to a strong correlation could be observed between students receiving a bursary and both continuing into the next year of study (+8%) and completing their degree (+30%).⁶ Although, we do not consider this a priority target area, we will continue to monitor it as we review our financial support offerings.⁷

Low POLAR4: As mentioned above, continuation is an institutional strategic priority across all groups. **We will set a target for POLAR4 continuation** with the aim to address the gap between Quintiles 1 and 5 (see Table 4). In the latest year (2017-18), based on internal data, there is a difference of 7pp between the highest and lowest participation groups. Though this is similar to the national average, we will monitor and target this area carefully so that no gap exists by 2025, as our trend has varied considerably in the last five years (see Table 4).⁸

Table 4: POLAR4 Continuation 2013-14 to 2017-18⁹

	12/13 (% , n)	13/14 (% , n)	14/15 (% , n)	15/16 (% , n)	16/17 (% , n)	17/18 (% , n)
Q1	85 (25/30)	95 (38/40)	90 (45/50)	90 (36/40)	100 ¹⁰ (34/34)	73 ¹¹ (27/37)
Q5	90 (140/160)	90 (180/200)	94 (190/200)	93 (190/200)	94 (190/200)	80 ¹² (270/339)

Attainment

Deprivation index: The attainment rate for Quintiles 1 and 2 was 53% in 2017-18, a 3% decrease from the previous year, 17.4pp lower than the national average, and 16 percentage points (pp) lower than our more advantaged Quintiles.¹³ The gap between Quintiles 1 and 5 has widened by 5pp since 2013-14 (see Table 5).

⁶ Internal bursary support analysis.

⁷ This analysis is based on household income data which is available for approximately 55% of the population in question and for the 2017-18 academic year only. Source: internal Student Record System.

⁸ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁹ Source: OfS Access and Participation Dashboard. N.B. numerators and denominators have been rounded to the nearest 10.

¹⁰ Source: internal Student Record System. This data was not available for the OfS Access and Participation Dashboard.

¹¹ Source: internal Student Record System. This data was not available for the OfS Access and Participation Dashboard.

¹² Source: internal Student Record System. This data was not available for the OfS Access and Participation Dashboard.

¹³ (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

Table 5: IMD Attainment 2013-14 to 2017-18 (1st & 2.1)

	13/14 (%)	14/15 (%)	15/16 (%)	16/17 (%)	17/18 (%)
IMD Q1	54	47	50	43	48
IMD Q5	75	84	74	83	74

Further, attainment for IMDQ1 remains substantially lower than that for IMDQ5, and it has worsened over time. **We will set targets in this area** with the aim to eliminate the difference in attainment rates between the two populations by 5pp each year up to 2025.

Low household income: Our internal data suggests that for 2017-18 students from low income households achieved a higher proportion of classifications above a 2.1 than students from households earning above £25k (64% compared to 57%). Deeper analysis paints a mixed picture – students from the highest income category (£35k and above) had the largest proportion of qualifications above a 2.1 (72%), followed by students in the £15-25k category (62%). Again, we do not consider this a priority target area and will continue to monitor it.¹⁴

Low POLAR4: The attainment rate between for students from Quintiles 1 and 2 increased by 5% to 65% in 2017-18, but remains 11.4pp lower than the national mean. The gap between low and high Quintile students at Ravensbourne has narrowed over time and is currently in-line with our strategy to eliminate the gap in attainment between low- and high POLAR4 groups.¹⁵ We will continue to monitor attainment rates internally.

Table 6: POLAR4 Attainment 2013-14 to 2017-18 (1st & 2.1)

	12/13 (%)	13/14 (%)	14/15 (%)	15/16 (%)	16/17 (%)
Q1 & Q2	72	79	68	60	65
Q3, Q4 & Q5	69	72	59	69	64

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

Deprivation index: The progression rate for Quintiles 1 and 2 was 63% in 2017-18, a 3% decrease from the previous year and 6.9pp lower than the national average. There is a gap between this and the rate for Quintiles 3, 4 and 5 (71% in 2017-18), which is narrowing over time but only slowly (1pp narrower compared to 2016-17). We will take measures internally (similar to those listed under PTA_1 below), to reduce and eliminate this gap within 5 years.¹⁶

There is however a pronounced gap in progression between students from Quintiles 5 and 1 at Ravensbourne. This gap stood at 18% for 2016-17 and has widened at an accelerating rate since 2013-14. The national gap for this cohort has decreased 3pp over the period and stood at 7% for 2016-17. We will set a target to reduce and eliminate this gap by 2025.

¹⁴ This analysis is based on household income data which is available for approximately 55% of the population in question and for the 2017-18 academic year only. Source: internal Student Record System.

¹⁵ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

¹⁶ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

Low household income: Our most recent employment data (2016-17) indicates that, of the students for whom employment data is available (approximately 80% of the year three population), students from households deemed as 'low income' have slightly lower rates of employability than students not categorized as 'low income' (93% compared to 96%). Again, we do not consider this a priority target area and will continue to monitor it.¹⁷

Low POLAR4: There is no substantial gap in employability between our low (Quintiles 1 and 2) (66%) and higher quintiles (Quintiles 3, 4 and 5) (68%). However, progression for Quintiles 1 and 2 was 3.9pp below the national level in 2017-18. **We will set targets in this area compared to the national norm for Quintiles 1 and 2**, with the aim of reducing this gap by 10% in each year up to 2025.¹⁸

	12/13 (%)	13/14 (%)	14/15 (%)	15/16 (%)	16/17 (%)
Q1 & Q2	60	80	65	77	66
Q3, Q4 & Q5	64	71	70	70	68

1.2 Black, Asian and minority ethnic students

Asian:

ACCESS

The proportion of Asian 18-year olds at our institution was 11% in 2017-18, 3pp higher than the previous year and 2.8pp higher than the national average. As a proportion this has remained flat for the past five years.¹⁹ However, as we achieve slightly better proportions than the wider sector and a good ratio compared to the general population, we do not consider this an area to target going forward.

Low household income: Broken down by income sub-groups, BAME students make up the majority (56%) of students from households with incomes below £15k, and an increasingly smaller proportion of the income sub-groups as they rise. We do not consider this a priority target area and anticipate it is one that may indirectly be addressed by our aim to target students from low POLAR4 areas. Analysis of our financial support using the OfS toolkit revealed that bursary receipt had a significant coefficient value for BAME students – students receiving bursaries were 12pp more likely than BAME students not receiving bursaries to continue to their second year of study.²⁰

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Continuation

The continuation rate for all ethnic groups increased from 2015-16 to 2016-17, with all groups achieving higher continuation rates than the national average, as shown in the table below:²¹

¹⁷ This analysis is based on household income data which is available for approximately 55% of the population in question and for the 2017-18 academic year only. Source: internal Student Record System.

¹⁸ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

¹⁹ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

²⁰ This analysis is based on household income data which is available for approximately 55% of the population in question and for the 2017-18 academic year only. Source: internal Student Record System.

²¹ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

Ethnic group	Latest continuation rate	% difference from previous year	Difference from national average
Asian	95%	+4%	+4.7%
Black	92%	+6%	+7%
Mixed	90%	+1%	+0.9%
White	96%	+5%	+4.7%

Note also our BAME/non-BAME continuation gap is 3.2pp lower than the national average.

Asian students perform comparatively well against national and institutional norms, so we will internally target to maintain the current continuation rate for Asian students.

Attainment

Gaps in attainment between ethnic group have been identified in each year since 2013-14 and have been a focus of institutional attention.

	13/14 (%)	14/15 (%)	15/16 (%)	16/17 (%)	17/18 (%)
Black	-36	-36	-32	32	25
Asian	-26	-30	-28	24	24
Mixed	N	N	20	14	10

The table below shows the attainment rate per ethnic group, compared to the previous year as well as the national average. The proportion of students receiving a 2.1 or above at Ravensbourne has tended to be lower than the national average historically. Attainment gaps are narrowing between White and BAME students but substantial gaps remain as can be seen in Table 10 below.²².

Ethnic group	Latest attainment rate	% difference from previous year	Difference from national average
Asian	46%	-6%	-25.9%
Black	45%	+3%	-13.9%
Mixed	60%	-	-18%
White	70%	-4%	-12%

²² OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

Our attainment rates differ substantially from the national average across ethnic groups but particularly for Asian students. **Thus, we will target to eliminate gaps between all BAME groups by 2025 and deliver an absolute improvement against national norms.**

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

Table 11 below shows the institutional progression rate to employment and/or further study by ethnic group, compared to the previous year as well as the national average. Last year, there were gaps between all BAME groups and White students' in progression to employment and/or further study at Ravensbourne.

The overall gap between BAME and White students was 12pp (see Table 11), a reduction of 5pp since 2015-16, but still 13pp adrift of White students and 4.8pp lower than the national average.²³

Ethnic group	Latest progression rate	% difference from previous year	Difference from national average
Asian	65%	+5%	-5.3%
Black	60%	-	-9.3%
Mixed	60%	-10%	-21%
White	70%	-6%	-3%

Table 12 demonstrates that gaps have persisted since 2012/13 but have reduced from 18% to 12%. Ravensbourne is committed to continuing to reduce this gap going forward and **will set a target in this area** to eliminate these gaps by 2025.

	12/13 (%)	13/14 (%)	14/15 (%)	15/16 (%)	16/17 (%)
White	69	76	72	77	71
BAME	51	68	64	60	59
Gap	18	8	8	17	12

Black:

ACCESS

The proportion of Black undergraduates at our institution has increased from 9% in 2014-15 to 10.8% in 2017-18 and is higher than the national average.²⁴ However, as 16.2% of Undergraduate students in London are Black our performance does not yet reflect our region, which is our ambition.²⁵

²³ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

²⁴ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

²⁵ Source: https://www.artscouncil.org.uk/sites/default/files/download-file/Consilium_Equality_Diversity_report_13112018.docx_0.pdf.

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Continuation

Black students perform comparatively well against national norms, with 92% continuing in 2017-18. However, this is 4pp below the continuation rate for White students at Ravensbourne (96%). Historically, the gap in continuation at Ravensbourne between Black and White students has hovered around 5pp.²⁶ We will continue to work on reducing this gap and **will target to eliminate the gap between Black and White student continuation over the next five years.**

Attainment

In 2013-14 Black attainment was 36pp lower than for White students, and this gap narrowed to 25pp in 2017-18. Nationally Black student attainment in 2017-18 was nearly 59% compared to 45% at Ravensbourne, and the gap in attainment between these two groups was 23% nationally compared to 25% at Ravensbourne.²⁷ As above **we will target to eliminate gaps between BAME and White groups and deliver an absolute improvement against national norms.**

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

The proportion of Black students progressing to employment and/or further study in 2017-18 was 60% compared to 71% for White. There has been a gap in each year since 2012-13 gap. Black students at Ravensbourne have a 9pp lower progression rate than nationally.²⁸ **We will set a target to eliminate this gap in progression between BAME and White students by 2025.**

Mixed ethnic:

ACCESS

The proportion of 18-year olds of Mixed ethnic at our institution was 10% in 2017-18, 2pp higher than the previous year, substantially higher than the national average of 4.8%, and in-line with the ECU's figure for London-based UK domiciled students in England for this cohort. Entry rates have remained stable over time - the gap in access between White and Mixed ethnic students narrowed by 5pp over the period in question, and in 2017-18 we recruited similar proportions of Asian and Mixed ethnic students.²⁹

SUCCESS

Continuation

Mixed students perform comparatively well against national norms for continuation, but below our institutional norm despite a recent narrowing of this gap.³⁰ The gap between White and Mixed ethnic students has narrowed to just 1pp since 2013-14, and Mixed ethnic students have comparable continuation rates to White and Asian students at Ravensbourne. Nonetheless, we will internally work to eliminate the continuation gap between Mixed ethnic students and the institutional average over the next five years, using measures and activities as listed under PTS_3 below.

²⁶ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

²⁷ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

²⁸ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

²⁹ Source: https://www.advance-he.ac.uk/sites/default/files/2019-05/2018-06-ECU_HE-stats-report_students_v5-compressed.pdf

³⁰ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

Attainment

There is a 10pp attainment gap between students of Mixed ethnic and White students.³¹ Table 9 above demonstrates this is down on last year (14pp) and 2015/16 (20pp). As above **we will target to eliminate the attainment gap between BAME and White ethnic groups and deliver an absolute improvement against national norms.**

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

Data for this category was available from the OfS Access and Participation Dashboard for the two most recent years only.

Mixed ethnic students at Ravensbourne substantially underperform in their progression compared to the national average (50% compared to 71%), and institutional progression rates declined 4pp between 2015-16 and 2016-17.³²

Our internal data indicates that Mixed ethnic students made up just 6% of our 2016-17 graduates that went on to employment and/or further study, and that Mixed ethnic students underperform in this area compared to all other ethnic categories, mirroring our published OfS data.³³

We aim to address lower progression rates for Mixed ethnic students through measures taken to address our overall BAME employability target.

Other ethnic: ³⁴

Data for this category was not available from the OfS Access and Participation Dashboard.

ACCESS

The proportion of 18-year olds of Other ethnic at our institution was 3% in 2017-18, the same level as the previous year and 2pp higher than the national average. This entry rate has remained stable over time at 2-3%, however the gap between Other ethnic and White students has increased by 3pp since 2013-14, and our performance in reducing this gap has slowed.³⁵

SUCCESS

Continuation

Other ethnic students perform comparatively well against White students for continuation - our internal data suggests that the continuation gap was eliminated in 2017-18, down from 5pp in 2014-15.³⁶

Attainment

There is however a 25pp attainment gap between Other ethnic and White students, according to our internal data. Whilst this gap has narrowed by 15pp since 2014-15, it is still stark, worse than that for other ethnic minority groups, and our progress in addressing it has fluctuated.³⁷ As above **we will target to reduce gaps between BAME and White ethnic groups and deliver an absolute improvement against national norms.**

³¹ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

³² OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

³³ Source: internal Student Record System.

³⁴ Source: Ravensbourne Student Diversity Report 2018 and 2019

³⁵ Source: internal Student Record System.

³⁶ Source: internal Student Record System.

³⁷ Source: internal Student Record System.

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

Our internal data indicates that Other ethnic students made up just 2% of our 2016-17 graduates that went on to further study and/or employment. Other ethnic students have comparable performance to students from Mixed and Chinese ethnic groups, however worse performance than Black and White students. The gap between Other ethnic and White students' progression to employment was 10pp in 2016-17, and we will continue to monitor this using HESA's Graduates Outcomes data when this becomes available.³⁸

1.3 Mature students

ACCESS

Our Mature population in 2017-18 was 12.8% lower than the national average, and this gap has persisted since 2013-14 and widened by 5pp.³⁹ The proportion of Mature students at Ravensbourne was 15% in 2017-18, a 2pp increase from the previous year, however, access rates have been declining since 2013-14. This recent rise is to some extent accounted for by the impact of our in-house Access to HE course, launched in 2016-17, which took our overall number of Mature students back to 2013-14 levels (see Table 13). **Given our specialist provision and mainly full-time provision, the recruitment of Mature students is difficult. Thus, we are committed to raising the recruitment of Mature students to 18% which is ambitious for our contexts and in-line with similar creative specialist institutions, though below the sector average.**

	13/14 (n)	14/15 (n)	15/16 (n)	16/17 (n)	17/18 (n)
%	17	12	14	13	15
n	130/750	90/710	100/730	100/780	120/840

SUCCESS

Continuation

As above-mentioned, continuation is a general priority at our institution and we aim to address gaps across all groups. Mature student continuation has increased by 4pp to 84% since 2012-13, and is now just 1pp below the national average. The continuation gap between Young and Mature students has gradually and steadily narrowed since 2012-13 and was 7pp in 2015-16, 1pp lower than the previous year, and 0.2pp higher than the average for that year.⁴⁰ As we are close to the national average, and given our institutional priority around continuation, we do not consider this a priority area to target at this point, but will continue to monitor our data internally.

Attainment

The 2017-18 attainment rate for Mature students was 54%, a decline of 7pp compared to the previous year, and 16pp lower than the national average. There has been a decline in Mature student attainment since 2013-14. The gap between Young and Mature student attainment increased by 4pp to 10pp in 2017-18.⁴¹ **We will set an improvement target in this area.**

³⁸ Source: internal Student Record System.

³⁹ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴⁰ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴¹ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

Mature graduates have slightly lower progression rates than Young graduates – in 2017-18 65% of Mature graduates progressed to employment and/or further study compared to 68% of Young graduates. This gap appears to be widening since a reversal in the trend seen prior to 2014-15, where Mature graduates had higher progression rates than Young.⁴² We will monitor this.

1.4 Disabled students

ACCESS

Access for Disabled students at Ravensbourne was 17% in 2017-18, 2.4pp higher than the national average. This rate has been consistently rising over time, while the national figure has been shrinking. When looking at disability by type, we have a higher access rate than the national average for cognitive or learning difficulties, (8% compared to 5.5%). We have a slightly higher proportion of students with sensory, medical or physical and social or communication impairments than the national average but the margins are small; for students with mental health and multiple impairments our institution has a slightly lower proportion than the national average but again the difference is negligible.⁴³ As we perform well in this area, we should continue to monitor entry rates for Disabled students and will not set Access targets for this group.

SUCCESS

Continuation

We have traditionally hovered around the national average for continuation, but the rate for Disabled students jumped by 7pp to 97% in 2016-17, 7.6pp higher than at other English providers.⁴⁴ However, as we experienced a similar jump for non-disabled students **we do not think there are significant gaps for disabled students and we will not set targets here** but will continue to monitor internally.

When broken-down into disability type, students registered as having a cognitive or learning disability match students with no registered disability in their continuation rates. The number of students falling into the Other Disability group are too small for inclusion in analysis at this point, though we commit to an analysis of the Other Disability group using rolling averages by 2020.⁴⁵

Attainment

The attainment rate for Disabled students is comparable to our non-disabled students. Against national averages it declined by 1pp to 64% in 2017-18, and is 11.9pp below the national average. **We will set a target in this area** to reduce this gap by 10% per year up to 2025.

Interestingly, when broken-down into disability type, students registered as having a cognitive or learning disability have a historically higher attainment rate than students with no registered disability. While this gap has persisted in almost all academic years since 2013-14 it is not statistically significant. Again, the number of students falling into the Other Disability group are too small for inclusion in analysis at this point, though we commit to an analysis of the Other Disability group using rolling averages by 2020.⁴⁶

⁴² OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴³ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴⁴ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴⁵ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴⁶ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

The progression rate for disabled undergraduates declined by 4pp to 70% in 2017-18. This is 1.5pp below the national average but higher than the progression rate for our institution's non-disabled students.⁴⁷ Given our historical good performance in this area **we will not set targets but keep this under regular monitoring.**

Again, when broken-down into disability type, students registered as having a cognitive or learning disability have a historically higher progression rate than students with no registered disability, though this gap is narrowing and again is not statistically significant. Again, the number of students falling into the Other Disability group are too small for inclusion in analysis at this point, though we commit to an analysis of the Other Disability group using rolling averages by 2020.⁴⁸

1.5 Care leavers

ACCESS

In 2017-18 we recruited more students who were Care Leavers than in previous years - 19 First Year students, with a total of 28 students across all levels. Nonetheless this cohort remains a small proportion of our overall student population, less than 1%, similar to previous years.⁴⁹

SUCCESS

Care Leavers historically have lower success rates than the overall student population. Please see the measures related to PTS_1 - PTS_5 for how we plan to improve continuation outcomes for this and other minority groups.

Continuation

In 2017-18 our internal data indicates 71% of Care Leavers continued onto the next level of study, substantially lower than our overall continuation rate (95%). Nonetheless, this is an improvement on the previous year of available data (41% in 2015-16), and historic data indicates that Care Leavers obtain only marginally lower continuation rates than the overall student body (83% compared to 91.2% in 2015-16, and 90% compared to 91% in 2014-15).⁵⁰

Attainment

The last four years of our internal data indicates that approximately one quarter of Care Leavers achieve classifications of 2.1 or above. This is lower than the overall population, where approximately two-thirds of students achieve classifications of 2.1 or above.⁵¹

Progression to employment and/or further study

Our internal data indicates that in 2016-17 all Care Leaver students progressed to either employment and/or further study.⁵²

We do not consider any of the above areas to be priority target areas due to the small number of Care Leavers we recruit, but will continue to monitor our data internally. Please see the measures related to PTP_1 for how we plan to monitor and improve progression for this group.

⁴⁷ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴⁸ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁴⁹ Source: internal Student Record System.

⁵⁰ Source: internal Student Record System.

⁵¹ Source: internal Student Record System.

⁵² Source: internal Student Record System.

1.6 Intersections of disadvantage

ACCESS

Intersection of POLAR4 Quintile and ethnicity: The proportion of BAME students in Quintiles 1 and 2 has remained at 5% for the past 2 years, 2pp lower than the national average. The proportion of White undergraduates in this group declined, however, by 2pp to 13% in 2017-18, 7.8pp lower than the national average. By contrast, our proportion of BAME and White undergraduates in Quintiles 3, 4, and 5 has gradually increased year-on-year over the period.⁵³ In the context of **increasing the proportion of POLAR4 entrants overall in our population (to a 3.1 ratio for Quintile 5:1)**, we should pay attention to raising the proportion of both White and BAME low POLAR4 groups.

Intersection of deprivation Quintile and ethnicity: The access pattern for IMD Quintiles is different from that of POLAR4 Quintiles. Here, the proportion of White students from Quintiles 1 and 2 stood at 15% in 2017-18, a 5pp decline on the previous year and 5.8pp lower than the national average. By contrast, the proportion of BAME from lower Quintiles at our institution exceeds the national average by 5pp and has been increasing over time.⁵⁴ Furthermore, our internal data points to a persistently declining number of White low-IMD males accessing the institution over the period in question, down 6pp on the previous year or 20% down on 2014-15.⁵⁵ As such, we will generally seek to increase entrants from low-IMD Quintiles, and to increase the absolute number of White low-IMD students accessing Ravensbourne.

SUCCESS

Continuation

Intersection of POLAR4 Quintile and ethnicity:

In 2017-18 our internal data indicates that BAME students made up 46% of students in POLAR4 Quintiles 1 and 2 who continued, and 44% of the students from POLAR4 Quintiles 3, 4 and 5 who continued.⁵⁶

Intersection of deprivation Quintile and ethnicity: no significant differences.⁵⁷

Quintile and ethnicity	Latest continuation rate	% difference from previous year	Difference from national average
Q1,2 all groups except White	95%	+5%	+8.7%
Q1,2 and White	96%	+7%	+8.1%
Q3,4,5 all groups except White	96%	+7%	+4.7%
Q3,4,5 and White	96%	+4%	+3.4%

Within the BAME subset, Mixed ethnic and Asian students from Quintiles 1 and 2 had the highest continuation rates, and Chinese students the highest continuation rates for Quintiles 3, 4 and 5, followed by Other and Mixed ethnic students. This mirrors our published data, where of the BAME categories, Asian students have the highest continuation rates. As continuation rates remain high and above the national

⁵³ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁵⁴ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

⁵⁵ Source: internal Student Record System.

⁵⁶ Source: internal Student Record System.

⁵⁷ OfS Access and Participation Dashboard. (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>)

average across ethnic groups and POLAR4 Quintiles, with little variation between groups, we do not consider this a priority target area and will continue to monitor internally.

Attainment

Our internal data indicates that in 2017-18 64% of BAME students in POLAR4 Quintiles 1 and 2 achieved a 2.1 or above compared to 60% of White students in these Quintiles. This is a substantial increase on the previous year, where our data indicates only 32% of BAME students from low POLAR4 areas achieved a 2.1 or above. In 2017-18 BAME students made up 17% of the students in POLAR4 Quintiles 1 and 2 who achieved classifications of 2.1 or above.⁵⁸

42% of BAME's in POLAR4 Quintiles 3, 4 and 5 achieved a 2.1 or above, compared to 68% of Whites in these Quintiles, a 1pp increase on the previous year. In 2017-18 BAME students made up 34% of students in POLAR4 Quintiles 3, 4 and 5 who achieved first or upper-second class degrees.

PROGRESSION TO EMPLOYMENT AND/OR FURTHER STUDY

Our internal data indicates that for 2016-17 rates of progression to employment were higher for BAME students from lower POLAR4 Quintiles: 68% of BAME students from Quintiles 1 and 2 progressed to employment and/or further study, compared to 64% of White students from these Quintiles. Within this subset students in the Other ethnic group had the highest progression rate (100%), followed by Black, however the sample size of the Other population is too small for this to be a statistically reliable finding.

BAME students from Quintiles 3, 4 and 5 have a slightly lower rate of progression than White students (78% compared to 80%). However, within the BAME subset Asian and Black students have the highest rates of progression (84%) amongst all ethnic groups.⁵⁹

2. Strategic aims and objectives

A key institutional value for Ravensbourne is inclusivity. The University's 2018-25 Institutional Strategy states that we 'take pride in a culture that anticipates, supports and celebrates equality of opportunity. Reflecting the diversity of our local community, we are proactive and holistic in our approach to promoting social mobility, internationalisation, and inclusion, enabling change beyond Ravensbourne, to the socio-economic and ethnic profile of practitioners in the creative industries'.

The overarching aim of Ravensbourne's Access and Participation Plan 2020-2025 is thus to support achievement of Aim 3 (Access and success) of our 2018-25 Institutional Strategy:

'To be an exemplar for social mobility, diversity and equality of opportunity in higher education, ensuring every student is able to succeed whatever their background.'

Diversity issues in the creative industry have been the subject of wide comment. Only 10.9% of creative vacancies are filled by Black, Asian and Minority ethnic (BAME) candidates, and socio-economic factors disproportionately impact career success for minority students, according to an Arts Council report published in November 2018.⁶⁰

Ravensbourne has made headway in developing a diverse profile relative to other providers in our subject areas. We are therefore well placed to 'proactively help the creative industries rise to the diversity challenges they face' (Obj. 3.3), and to make a significant contribution to this change. Ravensbourne is committed to Diversity and Equality, and is rigorous in meeting its duties under the Public Sector Equality Duty and the Equality Act 2010. All student activity is regularly monitored against the protected characteristics and their intersectionality.

⁵⁸ Source: internal Student Record System.

⁵⁹ Source: internal Student Record System.

⁶⁰ Source: https://www.artscouncil.org.uk/sites/default/files/download-file/Consilium_Equality_Diversity_report_13112018.docx_0.pdf.

Ravensbourne’s equality, diversity and inclusion strategy is very closely related to widening participation and promoting our social mobility objectives. As a matter of course, We consider the impact of our activities and support measures on students with protected characteristics when compiling evidence in evaluating activities and developing our support provision plans. For instance, in relation to the results of the OfS’s Financial Support toolkit, the potential that there might be a disproportionate impact on BAME students was a major consideration in our decision to retain significant support in place. We are committed to using equality impact assessments when appropriate, for instance when considering significant changes in policy or internal regulation.

Change can be achieved if we ‘celebrate, maintain and improve our diversity profile, striving to reflect the diversity of our locality in our own population’ (Obj. 3.2) and ‘equalise the outcomes of students from different backgrounds’ (Obj.3.4). We believe that these institutional objectives can be achieved by 2025 through year-on-year targeting, monitoring and interventions to reduce gaps.

Further we believe that reducing gaps in access, success and progression will contribute to the achievement of academic excellence overall, and therefore must be a key part of ‘an academic plan that delivers our Mindsets and Skillsets framework, prepares our students for a sustainable future in their professions, and strives towards TEF gold’ (Obj.1.1), supporting Aim 1 of our 2018-25 Institutional Strategy (Academic Excellence).

The Access and Participation Plan (APP) has been developed alongside our Learning and Teaching Strategy and Student Experience Strategy and their Implementation Plans. The APP targets and areas for improvement have been embedded in these to ensure that they are not siloed but core to the institution. This means that as we improve our learning, teaching and the student experience going forward, specific consideration will be given to disadvantaged and underrepresented groups and the diversity of our student body generally. As we develop our learning and teaching, targeted groups will benefit from a more inclusivity to both the curriculum and learning and teaching which will drive the improvement of the attainment and progression profiles of our target groups.

2.1 Target groups

The following is a summary of the underrepresented groups we will be targeting, grouped by the stage of the life cycle at which we aim to target them.

Access	Success		Progression
	<i>Continuation</i>	<i>Attainment</i>	
<ul style="list-style-type: none"> ● POLAR4 ● Mature 	<ul style="list-style-type: none"> ● Black 	<ul style="list-style-type: none"> ● IMD ● BAME ● Disabled ● Mature 	<ul style="list-style-type: none"> ● Low POLAR4 ● BAME

2.2 Aims and objectives

ACCESS AIMS

AIM PTA1: To reduce the gap in participation in HE for students from underrepresented groups by 2025

MEASURE: Ratio in entry rates between POLAR4 Quintile 5 and Quintile 1 students

ACTIVITIES: Historically, the main focus of our outreach work has been in London, as Ravensbourne is very much a locally recruiting institution. However, as it is becoming increasingly difficult to find students from low POLAR4 (especially Quintile 1) backgrounds in London, by 2020 we will use HESA POLAR4 data

to increase and refocus our outreach work in low POLAR4 (Quintiles 1 and 2) areas, which are still 'commutable' catchment areas for us, for example, the 'Thames Gateway' in Kent and Essex.

At Ravensbourne we plan to invest in developing long-term sustained outreach partnerships with new schools and colleges in these areas, replicating the success we have had doing this within the London area (we currently have formal outreach progression partnerships with 17 Further Education providers). We already have links with some schools and colleges in these geographical areas, for example, The Leigh Academy Trust (where our former Vice Chancellor and current Deputy Dean have been on the Board Of Governors at two of the Trust's schools since 2016). We will refocus our efforts to build more sustained long-term progression partnerships here within the first two years of the plan.

We have also looked at our current student cohort who come from low POLAR4 areas, by postcode and entry institution. Unsurprisingly, our low POLAR4 cohort is widespread across many different entry institutions, however, we have been able to use this information to rank the entry institutions for future targeted outreach work, by high-medium-low priority. This ranking is based on LPN, specialist subject offer, and commutable distance. Within the first two years of this plan, we will look into delivering a week-long residential summer school for targeted 'hard to reach' students from low POLAR4 and/or deprived backgrounds, something we have not done before. The participants would stay at our halls of residence and have the full university experience, mentored by Undergraduate students from similar backgrounds.

Our approach to recruiting students from low POLAR4 backgrounds will look at the whole student lifecycle. Not only will we implement more targeted Access outreach work, we will also put measures in place to support the conversion and retention of this group. We also plan to appoint a new post of a 'Retention and Progression Lead,' with the aim of supporting applicants and students from underrepresented groups, drawing on Alan Seidman's theory that the early identification (prior to enrolment) of student need, and intensive and continuous intervention during their studies will support student retention.⁶¹ It also draws on sector research that suggests those pro-actively targeting students displaying signs of educational disengagement or withdrawal support face-to-face or by telephone is effective in increasing retention alongside other measures.⁶²

All applicants from low POLAR4 backgrounds will be identified at application and interview stage and will be supported by a 'Retention and Progression Lead' throughout their application and student journey. We anticipate that if we establish their individual needs at application, this will have a positive impact on their applicant and student experience, as well as support course retention and attainment. The 'Retention and Progression Lead' will also support students from other underrepresented groups, such as Care Leavers, Disabled and Mature students, and those from low income households.

In addition, we will continue to work with institutions with a higher than average pupil premium allocation, as well as extend our outreach work to the geographical areas mentioned above.

We will also seek to engage with students' parents and wider family, for this cohort especially. For this engagement we will focus our advice on the financial implications of Higher Education, and the employability and career success of our graduates working within the creative sector. We have recently recruited our graduates to work on outreach programmes as an effort to establish more 'relatable' role models for young people from under represented and deprived backgrounds. We will ask our graduates to share their experience of Higher Education and the careers they are now pursuing in Industry with parents, whom we've found also benefit from hearing a 'relatable' graduate voice. This work will also be in partnership with Aimhigher London, who have created a 'Community and Parental Engagement Officer' post as part of their NCOP work.

In addition, we will consider 'reasonable adjustments' for this cohort who may require financial support to attend an interview and various offer holder events, and may also require support to prepare an entry level portfolio.

These activities, we believe, will support our commitment to reduce the gap in participation in HE between students from the least and most deprived backgrounds to 3:1 by 2025, in-line with the OfS's KPM, and as measured by the ratio in entry rates between POLAR Quintile 5 and Quintile 1 students. This ratio is

⁶¹ Seidman, A. (ed.) (2005) College student retention: Formula for student success. Westport, CT: American Council on Education and Praeger Publishers. Chapter 11.

⁶² <https://www.heacademy.ac.uk/blog/taking-fresh-look-retention>

currently just under 6:1 at Ravensbourne, with students from Quintile 1 making up just 6% of new entrants in 2017-18 compared to 12% nationally.

Ravensbourne is committed to recruiting not only regionally representative rates of students from low participation areas but also from ethnic minority groups, which we believe make up a substantial proportion of potential students from low participation areas (students from BAME backgrounds have made up a growing proportion of our POLAR4 Quintile 1 and 2 recruitment catchment since 2013-14).⁶³

We have ambitious targets for Ravensbourne as well as the Creative Arts sector as a whole. The proportion of our students from Black, Asian and Minority Ethnic (BAME) backgrounds (38%) is higher than that of both the UK (22.7%) and the English HE (26%) sectors. Our demand and recruitment of BAME students is also consistently high compared to other specialist creative universities, and we are well above the average for our main specialism, Creative Arts and Design (14%).

In order to continue to meet these targets, we will further work with our collaborative partners on initiatives to improve HE participation rates for this group. AccessHE have a BAME Forum which acts as a consultancy assembly for HE staff working to support progression to and through HE for those from BAME backgrounds. We will also continue to work with UKADIA (United Kingdom Arts and Design Institutions Association) to raise the profile of a specialist Arts HE education nationally amongst underrepresented groups such as BAME.

In the first year of this plan onwards, we also plan to employ recent graduates from BAME backgrounds to deliver targeted outreach work in this area, especially for our Undergraduate courses that have the lowest BAME recruitment, such as in Sound Design, Music Production, Digital Television and Digital Photography, where historically less than 30% of the student cohort are from BAME backgrounds. We will also continue to employ our diverse student ambassador cohort to work on outreach programmes, as we always find they are effective role models for the young people they engage with.

AIM PTA_2: Increase the proportion of Mature students

MEASURE: Proportion of Mature students at our institution (% total first year entrants)

ACTIVITIES: There will be an increased focus on increasing progression from our in-house Access to Higher Education Diploma courses. From 2020, we will be introducing Level 0 foundation years across a number of our programmes which we believe will be attractive to mature students interested in our disciplines.

As above-mentioned, the appointment of a new 'Retention and Progression Lead' will also support applicants and students from other underrepresented groups, such as Care leavers, Mature students and those from deprived backgrounds: all Mature applicants will be identified at application and interview stage and will be supported by the 'Retention and Progression Lead' throughout their application and student journey. We anticipate that if we establish the individual needs of Mature applicants from the onset this will have a positive impact on their application and student experience, as well as support course retention and attainment.

The 'Retention and Progression Lead' will then monitor Mature students through the application and interview stage and their undergraduate journey as a measure to support access, retention and attainment for this cohort of learners. We will also consider 'reasonable adjustments' for Mature students who may require financial support to attend an interview and various offer holder events, and/or support to prepare an entry level portfolio.

SUCCESS AIMS

AIM PTS_1: To eliminate the attainment gap for students from deprived groups by 2025

⁶³ Source: internal Student Record System.

MEASURE: Percentage difference in degree attainment (1st and 2.1) between IMD Quintile 5 and Quintile 1 students.

AIM PTS_2: To eliminate the institutional attainment gap for students from ethnic minorities by 2025

MEASURE: Percentage difference in degree attainment (1st and 2.1) between White and BAME students

ACTIVITIES (applicable to PTS_1, PTS_2, PTS_4 and PTS_5):

Equalising outcomes for students of different characteristics and background by 2025 is an institutional objective (Aim 3: Access and Success, Obj. 3.4). This objective is reinforced in our draft 2019-25 Learning and Teaching strategy. Each of the Aims and Measures set out in this plan are also included in our Learning and Teaching Strategy 2019-25, as well as its Implementation Plan.

Curriculum

We will leverage the new 'Electives' element of our Mindsets and Skillsets Curriculum to ensure that its student body is exposed to an inclusive curriculum offering students opportunities to explore their own cultures and identities, as well as that of others. An inclusive curriculum 'recognises that students have multiple identities that are shaped by their previous experiences and that a diverse range of personal circumstances influence how they learn' and 'responding to those factors may enhance achievement, progression and retention'.⁶⁴

Inclusive Learning and Teaching

Our new 2019-25 Learning and Teaching strategy seeks to prioritize the gaps in outcomes between groups, and to ultimately eliminate them. The implementation of the strategy looks to address this area in a number of ways, first and foremost with a revision of the planning and delivery of our teaching to ensure all mechanisms support all students. The implementation of this strategy has already begun with the offering of a Learning and Teaching elective to our level 5 students, where students from underrepresented groups investigated and came up with examples to support this area of development. During the 2018-19 academic year we also piloted a revised teaching observation scheme, where students' learning was observed and measured. We plan to fully roll out these new processes, and further measure and support individual student attainment commencing with the 2019-20 academic year.

Building on the success of our Self Employment Entrepreneurship Diversity Scheme (SEEDS), a mentoring scheme focused primarily on neuro-diversity which has run for a number of years with significant success, similar schemes will be developed and targeted specifically at students from diverse ethnic backgrounds as well as other minority groups such as Care Leavers and Mature students. We endeavour to pilot this scheme in 2019/20 with the view to rolling it out officially in 2020/21.

Staffing

We also plan to improve the diversity profile of our academic and support staff, and strive to ultimately reflect the diversity of our locality in our own population. In addition, we hope to leverage our high use of visiting lecturers and speakers from industry to help deploy our message of diversity, and envisage that each Programme area will review its use of visiting lecturers from industry at course level to ensure adequate representation of underrepresented groups.

Monitoring

We are revising our Annual Course Monitoring process to be more data driven and better reflect the Aims and Measures set out in this Plan and our Learning and Teaching Strategy and Implementation Plan. This will enable us to better target, improve and ultimately eliminate gaps in ethnic representation at course level on an annual basis. We will also use this process to monitor the success of other minority groups such as Care Leavers and Mature students.

⁶⁴ Inclusive curriculum design in higher education Considerations for effective practice across and within subject areas, Morgan & Houghton, 2011 HEA.

AIM PTS_3: To eliminate the continuation gap between White and Black students by 2025

MEASURE: Percentage difference in continuation rates between White and Black students

We have not yet provided targeted life cycle support for students from under-represented groups, however we have plans to begin doing so. As above-mentioned, future plans involve the recruitment of a 'Retention and Progression Lead' to support identified students in their retention and attainment from the application and interview stage through their undergraduate journey.

In addition, we have used the OfS Toolkit to investigate the effect of our financial support on student success, the outcome of which points to a positive correlation between continuation rates and bursary receipts. As such, we will target our financial support and bursary offers at the most financially challenged students. This evidence confirms Ravensbourne's long-held view that there are particular financial barriers and challenges associated with living in London, particularly those related to accommodation and transport, that disadvantage the poorest students most. We believed that financial support could reduce these barriers and support the engagement of financially disadvantaged students with their studies, and thereby reduce gaps in continuation and completion. The results of the analysis were thus a welcomed and unsurprising result.

AIM PTS_4: To reduce the attainment gap between disabled students and the national average by 2025

MEASURE: Percentage difference in degree attainment (1st and 2.1) between disabled students at the institution compared to the national average.

ACTIVITIES (please also see above activities under PTS_1 and PTS_2): From September 2019 we are introducing an online screening system to help maximise students' talents. The tool will identify students with neurodiversity traits such as Dyslexia, ADHD, ASC, Dyspraxia, Dyscalculia and social and communication challenges so that we can better target those who need more support. It will also offer personalised strategies for improved wellbeing. This is a comprehensive reporting system that will enable us to assess and evaluate the profile of all incoming students in relation to gender, ethnicity and socioeconomic background, thus will also support us in achieving a number of other aims (PTS_1 and PTS_2).

To supplement this screening tool, we will also be introducing a 24/7 online study skills tool. Students will be able to submit their work at any time and gain written feedback, help and support within 24 hours. This will provide a valuable additional resource to students alongside existing face-to-face study skills support.

In January 2017, Ravensbourne became a non-medical help provider, enabling students in receipt of Disabled Students Allowance to gain necessary support on-site. This has been vital to supporting students, particularly those with disabilities, as well as those who find new environments challenging. The online screening tool will thus better enable us to provide our on-site support.

It is important to say that we are rigorously audited through the Disabled Students Allowance Quality Assurance Group (DSA-QAG). These audits come in two forms: Part 1 is a self-assessment and submission of documentary evidence, and Part 2 is an on-site visit. This auditing process is important, as it not only ensures we are providing excellent teaching support for students in receipt of DSA, but also allows us to monitor the profile and evaluate the success of students taking up the support. 289 audits have been conducted over 518 registered NMH providers since 2017, of which two have been at our institution. During this period, 125 providers withdrew or were de-registered, some of which were after the audit process had begun and opted to no longer provide support. On both audits, our institution scored the maximum audit score of 99.5%, awarding us excellence for our on-site support of students in receipt of DSA.⁶⁵ We aim to maintain this status, and will continue monitoring and evaluating our data to ensure we are providing the correct support to the correct cohort of students.

During 2017 and 2018, a member of Ravensbourne staff conducted applied research project around Inclusive Teaching and neuro-diversity. The research involved a comprehensive literature review, staff and student questionnaires and statistical analysis. The report made a number of recommendations around

⁶⁵ <https://www.dsa-qag.org.uk/>

learning materials, adjustments to teaching and assessment practice as well as staff training.⁶⁶ These will be brought forward in the approach to inclusive learning and teaching outlined above (see PTS2).

AIM PTS_5: To eliminate the attainment gap between Young and Mature students by 2025

MEASURE: Percentage difference in degree attainment (1st and 2.1) between Young and Mature students

ACTIVITIES (please also see above activities under PTS_1 and PTS_2): As above-mentioned, the appointment of a new 'Retention and Progression Lead' will also support applicants and students from all our underrepresented groups, including Mature students.

Also, above-mentioned, the changes we are making in our Annual Course Monitoring process will enable us to better target, improve and ultimately eliminate gaps in representation, success and progression for all minority groups, at course level on an annual basis.

PROGRESSION TO EMPLOYMENT/FURTHER STUDY AIMS

We have a strategic objective to 'proactively help the creative industries rise to the diversity challenges they face' (Aim 3: Access and Success, Obj. 3.3).

AIM PTP_1: To eliminate the employment gap between students from underrepresented groups at our institution and the national average by 2025

MEASURE: Percentage difference in progression to employment/further study for POLAR4 Quintiles 1 and 2 at our institution compared to the national average

ACTIVITIES: In order to achieve the above we commit to undertaking the following:

- Review institutional speaker programmes and lectures from industry at course-level to ensure adequate representation of underrepresented groups (2019/20 for 2020 academic year)
- Strengthen connections with organisations fostering engagement and addressing the industry's lack of minority representation (2019/20 for 2020 academic year)
- Review our offering and uptake of employment support within academic courses (underway for 2020 start)
- Establish mentoring opportunities for students from underrepresented groups (pilot in 2019/20, roll-out in 2020/21)
- Offer more targeted support for students who meet eligibility criteria (19/20 onwards)
- Strive to guarantee placements for all students in our target groups (pilot in 2019/20, roll-out in 2020/21)
- Ensure a termly review is offered to all students in our target groups (19/20 onwards)
- Setup graduate meetings during the Summer for students from our target groups (2020)
- Work with industry to develop placement opportunities with our target groups in mind (annually 2020 to 2025)
- Offer a programme of employability lectures targeted at students within plan (2020 to 2025)
- Review best practice across the industry and sector
- Increase engagement with industry to build opportunities for collaboration in support of minority groups (under way - review year on year 2020-2025)
- Establish specific placement support for individual courses with particular gaps (pilot in 2019/20, roll-out in 2020/21)
- Continue to engage with employers through organizations, such as Creative Access (underway)

In addition, below are additional activities we are exploring introducing:

⁶⁶ Supporting Inclusive Teaching Practice within a UK and Higher education context, K Johnson & T George, 2019.

- An investigation of the specific causes of non-progression in collaboration with alumni from target groups, in an effort to help current students identify and overcome barriers to success (project scope 2019/20 for 2020 implementation).
- Further exploration of the correlation between attainment, outcomes, and other factors contributing to success (undertake in 2020-21).
- Consideration of additional time-bounded support for graduates in their transition to work. Examples of such support might include stipends to support placements, and working with partners to establish arrangements where a certain number of interviews and/or placements are guaranteed (launch 2020)

AIM PTP 2: To eliminate internal gaps in employment outcomes between White and BAME students by 2025

MEASURE: Percentage difference in progression to employment/further study between White and BAME students

ACTIVITIES (please also see activities listed under PTP_1): In addition to the above activities listed under PTP_1, we will review gaps in employment between ethnic groups on each of our courses annually. The largest gaps will be prioritised and employability staff will work with course teams to explore the factors impacting the gaps to support their improvement and eventual elimination.

AIM PTP 3: To eliminate the gap in employment outcomes for BAME students compared to the national average by 2025

MEASURE: Percentage difference in progression to employment/further study between BAME at our institution compared to the national average (currently 61% at Ravensbourne compared to 67% nationally for full-time first-degree students).

ACTIVITIES (please also see activities listed under PTP_1 and PTP_2): In addition to the activities already mentioned under PTP_1 and PTP_2, we will accelerate activities that stimulate wider industry engagement with BAME, and work with speakers and advocacy groups to raise awareness and impetus for change. As mentioned above, we will explore the potential to employ our SEEDS model in supporting students with respect to their learning and transition to employment.

AIM PTP 4: To eliminate internal gaps in employment outcomes for deprived groups by 2025

MEASURE: Percentage difference in progression to employment/further study between IMD Quintiles 5 and 1

ACTIVITIES (please also see activities listed under PTP_1): In addition to those listed in PTP_1 and similarly to PTP_2, we will review gaps in employment between students from IMD quintiles 1-5 on an annual basis, ensuring employability staff and course teams are aware of gaps and efforts are made to explore and eliminate them.

3. Strategic measures

3.1 Whole provider strategic approach

Ravensbourne is taking an institution-wide approach to addressing access and participation:

- Ravensbourne's Access and Participation Plan 2020-2025 has been developed in the context of its overall institutional strategy 2018-2025. In particular, Aim 3 sets out explicit institutional commitments to widening access and eliminating gaps in success and outcomes between underrepresented and disadvantaged groups (see 2. above).

- It sets out challenging targets addressing a range of groups: The Access and Participation Plan 2019-2025 was developed by a working group encompassing staff from across the institution (Outreach, Recruitment, Screen School, Design School, Student Services, Planning and Finance).
- The aims, activities and measures set out in the Plan will be integrated into Ravensbourne's Learning and Teaching Strategy 2019-2025 and Student Experience Strategy 2019-2025, and their respective Implementation Plans, mainstreaming the Plan's activity and ensuring a whole-lifecycle approach.
- Target monitoring and measures set out in it will be integrated into the business of the Academic Board and its subcommittees (see 4).
- Developed alongside our Learning and Teaching Strategy and Student Experience Implementation Plans, the Plan is an institutional framework for the evaluation of activity related to access, participation and progression which addresses in a granular fashion the impact of various areas of activity.
- Ravensbourne's strategy in relation to employability has been to involve industry in the development of our courses, and industry practitioners in their delivery, ensuring opportunities for 'live briefs,' simulated work-based learning and placement support is available for all students. There are regular masterclasses and industry showcases, and Ravensbourne is increasingly looking to address the diversity of its student body through these activities. After a recent review of delivery, we are developing a consistent industry engagement programme across all courses, in addition to mentoring and placement programmes aimed at low income, BAME, under-represented and Mature students. As a result of the review a proposal to increase our employability resource has been developed alongside a plan to ensure a clear offering of support to all courses.

Ravensbourne is already actively supporting the achievement of Aim 3 through the following:

- Implementation of its holistic Mindsets and Skillsets curriculum from 2018-19. This curriculum approach was developed on the outcomes of a year-long Portfolio Review which was data driven and entailed external input from national and international academic and pedagogic experts, as well as leading industry and subject thought leaders (full implementation by 2020-21);
- Restructuring of its UG academic management to ensure improvements in learning and teaching and the student experience are made for all students, regardless of background, to support the implementation of the Mindsets and Skillsets curriculum, drive improvement in student outcomes across the lifecycle and reduce gaps in outcomes (implementation in 2019/20);
- Increases to our Outreach work - building on the successful activity and links in place, increasing the number of schools and colleges we work with, widening the catchment areas in which we work and targeting new areas to work in, particularly those related to POLAR4 (2020);
- Realignment of its student support departments to ensure that they are optimised to provide support throughout the lifecycle all students, and that specific targeted interventions and support are in place for groups where there are outcome gaps (2019/20 to 2020-21);
- Review and re-alignment of our Financial Support offerings with the ambitions of this plan (2020).

Ravensbourne is proactive in meeting our duties under the Equality Act 2010 and seeks to strengthen its support of equality and inclusion. It is our intention within the lifetime of the plan to enhance our approaches making use of the following:

- the Mental Health Charter in addressing the rise in students presenting with mental issues seen over a number of years (2019-20 to 2020-21). Over 300 students with mental health issues were supported by Ravensbourne in the current academic year
- the Race Equality Charter in supporting our work to improve the representation, progression and success of minority ethnic staff and students within higher education (by 2021);
- Athena Swan to inform and enhance our work in gender equality across the range of our subject offer by 2022).

We are confident that our ambitions and targets are realisable in the context of the areas and demographics from which it recruits.

AccessHE's report 'Preparing for hyper-diversity: London's student population in 2030' demonstrates that London's population will continue to grow and diversify in both ethnic and socio-economic terms, which supports that our Access ambitions are realistic. The paper predicts that London will become a truly 'hyper-

diverse' space by 2030, where student numbers from under-represented groups increase. However, the report also points out 'there will be students in London who could benefit from HE but who are not doing so. Almost a third of students in London did not achieve A* to C in GCSE English and mathematics in 2015.' At Ravensbourne we endeavour to contribute to addressing this access issue, as illustrated in this Plan.

Collaboration

We continue to collaborate extensively with a number of organizations, the main of which is Aimhigher London, which focuses on targeting 'activities to those groups where there are the greatest inequalities.' Through Aimhigher we participate in the National Collaborative Outreach Programme (NCOP), Learner Progression Programme (LPP), and a number of discrete activities targeted at specific student groups.

Our work with NCOP and LPP focuses on targeting students that are first generation learners, from areas with the highest deprivation (low index of multiple deprivation (IMD) scores and POLAR4 Quintiles 1 and 2), high attainers from disadvantaged backgrounds, BAME students, White working-class students, and SEND and LAC learners. Our discrete activities specifically targeted high attainers from disadvantaged backgrounds, and SEND and LAC learners.

In order to improve the tracking and monitoring of the work we do with our outreach partners we have invested resources into the Higher Education Access Tracker (HEAT), and last year uploaded our first dataset. It will take additional years of data in order to extract meaningful and measurable results from the database. Nonetheless, this dataset does give an indication of the demographic of students reached by our outreach efforts: 37% of the students are BAME, 55% female, 22% are from POLAR4 Quintiles 1 and 2, and 67% are the first generation of their family to attend higher education.

Financial Support

The University will continue to offer financial support to students through the life of this plan. Our current spend on bursaries is high in proportionate terms relative to the sector. However, evaluation using the OfS toolkit suggests that our bursary spend has been effective in supporting students from low income households (households earning less than £15k per annum), particularly for those from BAME backgrounds.

As such, 9.0% of Ravensbourne's higher fee income will be deployed on financial support in the first year of this plan. These funds will be applied through a variety of bursaries and targeted hardship funds in order to support our target groups and students from low income households, based on published criteria bases.

Our financial support spend will be subject to annual monitoring and evaluation to ensure that it is effective and represents 'value-for-money.' Monitoring will include evaluation of the balance of spend between bursaries and hardship funds, as well as the effectiveness of the spend relative to that on access, success and progression. If required, adaptations will be made to our approach and a revised Plan accounting for these resubmitted to OfS.

In addition, this year our Financial Support staff gained access to Ravensbourne's SEATs attendance data, which enables targeted work with identified 'at-risk' students and those in receipt of financial support, as well as more granular evaluation of bursary effectiveness. We will continue to make use of this attendance data in future.

Evidence Based Approach

Ravensbourne has taken an evidence-based approach to developing its strategic measures, informed by a variety of internal and external information sources. These included, first-and-foremost, current and historical evidence of performance across the student lifecycle in the form of data from the OfS Dashboard, and where not available, other national and internal data sources.

The following data sources were used, in addition to the OfS Dashboard:

- The Destinations of Leavers of Higher Education Survey (HESA)
- Higher Education Bursaries and Scholarship Scheme (HEBSS)
- Higher Education Access Tracker (HEAT)
- Student Record (HESA)
- The Universities and Colleges Admissions Service (UCAS)
- OfS financial support evaluation toolkit

In addition, we conducted an independent internal study specifically on the effects of our bursaries on success rates, using a combination of our data from the Student Record (HESA) and the Student Loans Company (SLC).

Finally, we supplemented and reinforced the validity of a number of our findings with relevant research conducted both internally and by external bodies, such as AdvanceHE and UCAS.

Examples of the internal evidence used in establishing our Strategic Measures come for instance from our Student Services team, who produce regular as well as annual internal reports on the outcomes of the various initiatives they undertake to support the success and progression of Ravensbourne students.

For example, our internal employability monitoring data suggests that our increased engagement efforts have a positive effect on employability outcomes - our official HESA employability indicator (96.4% in 2016-17) has been steadily increasing since a number of our initiatives were begun, and increased uptake points to a greater appetite for what we offer from both students and employers. In figures, 2017-18 saw a doubling of the interactions between careers staff and individual students (825 interactions compared to 438 in 2016-17), as well as an increase in the visibility of the provision of work placement opportunities for courses. We also saw a further increase in the number of supported placements, with 223 students taking part in credited or uncredited opportunities directly through courses, compared to just over 200 in 2016-17. In addition, student and employer engagement through our employer portal, Ravensbourne Agency, reached its highest level in 2017-18, with 822 new students and 401 new employers registering on the system. Further evidence on the success of our initiatives includes feedback from a panel of course leaders and alumni evaluating the effectiveness of our curriculum on preparation for employment, and on which a number of our curriculum changes (and Strategic Measures) have been informed.⁶⁷ Although it is too early to confirm whether the above measures have directly contributed to our rising employability score (at 96.4% in 2016-17) the increase in uptake of initiatives such as these, as well as positive feedback from staff, students and alumni, are encouraging.

Evidence of the success of our SEEDs mentoring programme came in the form of feedback from students in terms of self-reported satisfaction and confidence levels from students who partook in the scheme, as well as success in their employment ventures. For example, our 2018 SEEDs monitoring report cites a two-fold jump in the satisfaction of all 73 participants in the scheme over its life (from 22% to 44%), and since its inception in 2015, graduates who completed our SEEDs programme have had higher rates of employability than the national neurodiverse population. The report also sites feedback from mentors taking part in the scheme as both evidence of its success as well as a source of ideas for its continual improvement.⁶⁸

Our Mindsets and Skillsets curriculum approach, an inclusive approach to learning and teaching referred to in Section 2 above, was informed by a full portfolio review of all our courses and a symposium on the future of the creative industries and creative education. The symposium brought together input from leading academics, design thinkers and strategists, industry thoughts leaders and internally commissioned research on the benefits and potential impact of inclusive teaching, as well as staff and student views about it.

Further details on our approach are set out in Ravensbourne's Access and Participation Theory of Change below.

⁶⁷ Employability Review, April 2019 (Internal monitoring report)

⁶⁸ SEEDs 2018 (Internal monitoring report)

3.2 Student Consultation

Ravensbourne Student Union (RSU) is the representative organisation of the University student body. This Plan has been shared in iterations with RSU's elected sabbatical executive team, both the outgoing 2018/19 team which left office during the drafting period and in further iteration with the incoming 2019/20 RSU executive team which took office during this period. The RSU executive is supportive of the targets, measures and activities set out in the Plan.

Ravensbourne Student Union (RSU) is represented on the Board of Governors, as well as the Academic Board and its subcommittees. The targets, measures and activities set out in this document have also been shaped through RSU involvement in Executive-Governors Awaydays during the development of the 2018-2025 institutional strategy. Ravensbourne is committed to ongoing student engagement through these fora for the lifespan of the Plan.

There is RSU representation on our Learning, Teaching and Research Committee which is responsible for monitoring the Learning and Teaching and Student Experience Strategies, and into which this plan's Aims and Measures are being integrated. Members of this Committee, including its student representative members, will be responsible for monitoring progress against the targets, milestones and commitments set out in this plan.

In addition, over the years our Outreach department has developed an effective Student Ambassador scheme; ambassadors are deployed pervasively in outreach and widening participation activities, most of whom are themselves from underrepresented or disadvantaged groups. Ravensbourne will continue to deploy student ambassadors over the course of the plan. We will also continue to involve student ambassadors in the process of evaluating the success or otherwise of various outreach activities. Ravensbourne will also seek feedback from students on the measures it is taking to improve continuation, attainment and progression to employment and further study.

In developing this plan and evaluating our past performance, student surveys and focus groups were deployed. 64 students took part in the surveys related to various aspects of Ravensbourne's financial support. 56 of these responded on the Ravensbourne bursary and their views, together with the statistical analysis previously referred to, influenced our development of this plan (see financial support above). In particular, feedback from students in receipt of financial support relating to how those awards supported their studies and their integration into the student body contributed alongside statistical analysis to our decision to be conservative in altering our offer in this aspect of our investment plan.

Ravensbourne University London
Access and participation plan 2020-21 to 2024-25
Theory of Change

'To be an exemplar for social mobility, diversity and equality of opportunity in higher education, ensuring every student is able to succeed whatever their background.'
(Aim 3, Institutional Strategy 2018 - 2025)

APP Aims		Strategic Objectives	
<ul style="list-style-type: none"> To reduce or eliminate gaps in Access for disadvantaged groups (<i>POLAR4 and Mature students</i>) To eliminate or reduce gaps in Success (continuation and attainment) between groups (<i>IMD, BAME, Black, Disabled and Mature students</i>) To eliminate or reduce gaps in progression to employment (<i>POLAR4, BAME and Black students</i>) 		<ul style="list-style-type: none"> 'Strive towards TEF gold' (Obj.1.1) 'Strive to reflect the diversity of our locality in our own population' (Obj. 3.1) 'Proactively help the creative industries rise to the diversity challenges they face' (Obj 3.3) 'Equalise the outcomes of students from different backgrounds' (Obj. 3.4) 	
Measures	Activities	Short term Outputs/Outcomes	Outcomes/Impact
Access POLAR4 Mature	Intensify whole student lifecycle approach through Retention and Progression Leads Increase number of long term and sustained outreach partnerships Research and target new areas of outreach in Kent	Institutional Monitoring and Evaluation Framework Increased number of Outreach Partnership Year-on-year reductions in gaps in Access between our students from Quintiles 5 and 1	Increased recruitment overall of students from disadvantaged backgrounds A more equal distribution of our outreach efforts and successes such that Ravensbourne reflects a greater representation of students from our target backgrounds, and better reflects the demographic makeup of local areas Greater representation of Mature students within the Undergraduate student body at Ravensbourne

	<p>and Thames corridor with POLAR4</p> <p>Deploy recent current students and recent graduates from underrepresented backgrounds</p> <p>Increase evaluation of Outreach activity and monitoring of targets</p> <p>Engage parents more in our outreach activities</p> <p>Continue to employ our diverse student ambassador cohort to work on outreach programmes</p> <p>Increased focus on increasing progression from our in-house Access to Higher Education Diploma courses</p> <p>Consideration of 'reasonable adjustments' for students in need of financial support</p>	<p>Year-on-year increase in the overall number of Mature students recruited, as well as an overall increase in proportionate representation of Mature students</p> <p>Graduate Ambassador scheme</p> <p>Stronger Student Ambassador scheme</p>	
<p>Success</p> <p>IMD</p> <p>BAME</p>	<p>Implement Mindsets and Skillssets curriculum (resilience, inclusivity and diversity)</p>	<p>Increased retention overall</p> <p>Improved attainment levels overall</p> <p>Reduction in gaps</p>	<p>Equalization of attainment and progression outcomes across our courses and student demographic backgrounds</p>

<p>Black Disabled Mature</p>	<p>Recruitment of a new 'Retention and Progression Lead'</p> <p>More targeted approach to distributing bursaries</p> <p>Implement 'inclusive teaching' curriculum</p> <p>Appointment of more academic and support staff from underrepresented backgrounds</p> <p>Implement a mentoring scheme targeted specifically towards underrepresented groups (Care Leavers, Mature, Disabled)</p> <p>Adoption of an online screening tool to help us better identify students in need of additional support from all groups</p>	<p>between groups in attainment</p> <p>Reduction in gaps between groups in continuation</p> <p>New suite of reports with recommendations in relation to financial support</p> <p>More diverse staff body</p> <p>Larger number of students taking up mentoring schemes</p> <p>Better support in place for students with neuro-diversity needs, as well as disabled students</p> <p>Better support for Mature students</p>	
<p>Progression POLAR4 Black BAME</p>	<p>Improve relationships with industry partners to provide more guarantees to students on securing placements</p> <p>Offer more targeted employment support, including more strategic monitoring of employability at course-level, support for</p>	<p>Continued high progression to employment rates overall</p> <p>Reduction in gaps in employment outcomes between target groups</p> <p>Larger number of students taking up mentoring and</p>	<p>Reduction/elimination of gaps in progression to employment for our target groups compared to the overall student population</p>

	<p>students in their transition to work, and engagement with alumni to better understand the barriers to employment affecting our target groups</p> <p>Collaborate with speakers and advocacy groups to raise awareness on the barriers facing students from underrepresented groups in progressing to employment</p> <p>Review the offering and uptake of employment support at course-level</p> <p>Ensure a termly review is offered to all students in our target groups</p> <p>Setup graduate meetings during the Summer for students from our target groups</p> <p>Work with industry partners to develop placement opportunities with our target groups in mind</p> <p>Offer a programme of employability lectures considering the needs of our target student groups</p> <p>Review of best practice across the industry and</p>	<p>employment support</p> <p>Regular communication with a number of key partners in industry to whom we supply graduates</p> <p>Regular communications on developments and successes of initiatives aimed at underrepresented groups</p> <p>Increased number of students taking up course-level employment support</p> <p>Improved monitoring and awareness of staff members on the demographic make-up of their courses, and regular feedback to Academic Board on challenges and successes</p>	
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	<p>sector to ensure our offerings are inclusive and competitive</p> <p>Increase engagement with industry partners to build opportunities for engagement, specifically for our target student groups</p> <p>Offer course-specific placement support for target groups with significant gaps</p>		
<p>Assumptions</p> <ul style="list-style-type: none"> • Ability to build on and replicate the outreach success we have had within the London area (we currently have formal outreach progression partnerships with 17 Further Education providers). • Success of mentoring schemes like SEEDs can be built on and replicated for other target groups. • Financial support has a positive impact on the continuation and degree completion of students from low income households, but interestingly not on their degree classification or employability outcomes • Our industry partners will be able and willing to offer a set number of guaranteed employment opportunities to Ravensbourne graduates annually. 		<p>Key Development Areas</p> <ul style="list-style-type: none"> • Strategic relationships with existing and potential outreach partners • Internal monitoring and target setting processes (embed academically and operationally) • Develop an Institutional Monitoring and Evaluation framework 	

3.3 Evaluation strategy

In developing our evaluation strategy, we utilised the OfS's Evaluation Self-Assessment Tool. The output suggests that our current approach is 'emergent,' with the exception of the Strategy arena. This accords with our own view of our institutional position which we are committed to address. As such, Ravensbourne pledges to use the tool to develop its approach to evaluation, to meet all expectations by 2020 and achieve best practice by 2025.

Ravensbourne has significantly enhanced its capacity and capability to analyse data and quantitatively evaluate impact over time. In particular, the University has:

- Embedded a new Planning unit to help improve the University's cyclical reporting and analytical capabilities;
- Improved equality and diversity reporting particularly in relation to access, progression, attainment and employment outcomes;
- Expanded its capacity to report and analyse data related to gaps between underrepresented groups (e.g. POLAR, IMD);
- Expanded and improved the dissemination of data to teams internally, and to institutional committees, including the Academic Board, and Executive and University Management Team;
- Created a Data Governance Group as a first step towards establishing a more coherent and systematic institution-wide approach to data flows, monitoring and evaluation;
- Developed a set of institutional KPIs that spans all areas of academic activity.
- Deployed all elements of the OfS financial support toolkit to evaluate its current offer in this area and inform this plan.
- Shared the findings of evaluations at various Committees including the Executive to inform approach to financial support.

The OfS self-assessment tool results have led us to conclude that the majority of our WP activities are informed by evidence and underpinned by clearly specified objectives and defined deliverables. We recognize there is more work to be done on embedding evaluation into our processes at both the institutional and individual programme level, activity or intervention. Given our relatively small institutional size and single centralised Outreach team, the mechanisms in place to enable the outcomes of evaluations to influence practice are effective and direct but informal compared to many institutions; and the mechanisms in place to enable the outcomes of evaluations to influence practice in respect of interventions targeting continuation, attainment and progression to employment and/or further study do need more formalisation within our institutional framework.

At the institutional level we plan in the next academic year to: develop alongside our Learning and Teaching Strategy and Student Experience Implementation Plans an institutional framework for the evaluation of activity related to access, participation and progression which addresses in granular detail the impact of various areas of activity by Autumn 2020.

The development of Ravensbourne's institutional framework for evaluation will be informed by the work of Hayton and Bengry-Howell (and the NERUPI Framework), the Impact and Evaluation methods recommended by ECU, OfS advice on Access and Participation Standards of Evidence⁶⁹ and other sources of good practice.

The aim is to create a coherent and integrated evaluation process effective across multiple interventions and activities to improve data quality, process effectiveness and impact relevant to our subject specialisms, proportionate to our size and the scope of the various activities. This framework will be characterised by:

- A theoretical and evidence-based rationale in place for all interventions and activities proportionate to their scale and objectives (by 2020);
- Institutional evaluation built into all programme design, across all outreach, on-course and success focussed activities or support mechanism at the business planning level (by 2020). This will involve

⁶⁹ Access and participation standards of evidence
(<https://www.google.com/url?q=https://www.officeforstudents.org.uk/media/6971cf8f-985b-4c67-8ee2-4c99e53c4ea2/access-and-participation-standards-of-evidence.pdf>)

- pre-planning appropriate measures, indicators and metrics relative to the forecast outputs, outcomes and impacts of each activity to inform data sources, collection, storage and protection;
- An appropriate mix of research and analytical methods in deployment across all the activities including statistical analysis, qualitative and quasi-experimental research, pre- and post-activity participant attitude and learning gain surveys, and measurement and impact studies (by 2021);
 - Include formative evaluation at mid-points to continuously improve processes and refocusing of activities (2023 for activity planned over the five years of the plan);
 - Be underpinned by an improving MI capability which allows various longitudinal datasets to be analysed holistically and the relative weight of population factors and interventions evaluated and scrutinized for causality (2020-25);
 - Be integrated with overall academic quality and strategy systems at Ravensbourne to ensure an institution-wide approach so that these systems can contribute to evaluation over time (2020 -22);
 - Improves the evaluation of our financial support offering through the use of aggregated and rolling data year-on-year over the life of the plan overcoming issues related to reliability;
 - Integrate collaborative evaluation from various sources, for example, the Higher Education Access Tracker (HEAT) service (2020);
 - Make use of external expertise and skills to supplement our internal capacity to conduct evaluations and/or validate evaluation findings (2021);

All of the above, we believe, will place the institution in a strong position to contribute to sector knowledge and case studies about what works by the conclusion of the plan.

4. Monitoring

Ravensbourne maintains oversight of its performance and the achievement of its targets in a number of ways.

Reports and data, including performance on institutional KPIs against internal targets and external benchmarks, are received by the Board of Governors and the Executive Team, as well by the Academic Board and appropriate sub-committees, on a regular basis. Other reports include various student recruitment reports at various points in the business cycle, detailing performance on admissions, retention, progression, achievement and graduate outcomes, as well as reports on student activities and engagement.

Ravensbourne has made significant progress in the last few years in developing data- and evidence-driven monitoring and evaluation methods. For instance, in the last academic year, the OfS Toolkit was applied to our financial support measures. The effectiveness of these various institutional activities is monitored and evaluated on an annual basis to inform the following year's strategic and academic plans, as well as this Plan. Ravensbourne also draws on collaborative data and utilises the Higher Education Access Tracker (HEAT) Service to assess the wider impact of its outreach activities. Given Ravensbourne's size and shape, and consequent small data sets, there are still challenges when making inferences.

Given the strategic alignment of this Plan with our Institutional Strategy 2018-25, there is need for a step-change in our approach to monitoring. It is envisaged that this will include:

- An annual report to the Executive Team and Board of Governors on access and participation, including progress against the targets set out in this Plan (2020);
- In-year and annual monitoring of the Learning and Teaching and Student Experience Plans by the Learning, Teaching and Student Experience Committee, a sub-committee of the Academic Board, including an evaluation of progress made against the targets set out in this Plan (2020);
- The engagement of Ravensbourne Student Union representatives on those committees with monitoring progress (2020);
- Extending evaluation and impact assessments more fully across the range of our academic and student activities (2021);
- Increasing the use of student and participant feedback via implementation of in-house surveys (2021).

Monitoring will be conducted annually and throughout the year by Outreach, Student Services and the Academic teams responsible for the various activities and reported in their updated business plans and annual reports. Monitoring oversight will be conducted by Quality and Planning on behalf of the Director

of Assurance with Deputy Deans and heads of department responsible for taking such remedial action as is necessary to address issues.

When monitoring suggest that the activities are not delivering the envisaged change or impact or not delivering the necessary traction against targets, those activities will be subject to review or formative evaluation. Where appropriate there will be modifications to include additional or different activities, or additional resources will be committed to achieve the targets and commitments set out in this plan.

5. Provision of information to students

- Upon approval, this plan will be published together with the above information on financial support at the following location:
<https://www.ravensbourne.ac.uk/studyhere/undergraduate/undergraduate-fees-and-funding/>
- Information on fees is provided and kept up-to-date at:
<https://www.ravensbourne.ac.uk/study-here/tuition-fees/>
- Information on financial support for students, including bursaries, is made available at:
<https://www.ravensbourne.ac.uk/study-here/bursaries-and-scholarships/>

Financial support information is provided to students in a variety of ways. Information and leaflets are provided to prospective students at Open Days, and Student Services run regular information sessions and workshops to ensure that prospective and current students are aware of the various financial support options available at Ravensbourne. Bursary information includes details on the criterion applied, where relevant, the application process, and how the bursary will be allotted over the duration of the course. We also provide students with information on 'other' course costs. Thus, students are provided with full fee information in advance of the enrolment process. After enrolment, the student contract details the rules governing fee rises in subsequent years of the course, such as our right to increase fees in-line with the RPI-X.

The types of bursaries we offer include the following:

1. The Ravensbourne Bursary offers £1,500 to Home students with a household income below £25,000, paying a tuition fee of £9,250 per year, and in receipt of a maintenance loan from the Student Loans Company. The Bursary is paid in three £500 instalments on successful completion of term 1 in each year of study to eligible students.
2. The Carer's Bursary (£500 paid annually for three years) is available to Home Undergraduates who can provide evidence of one of the following categories:
 - a. Working with a recognised Young Carer's Organisation in England, Wales, Scotland or Northern Ireland, or
 - b. Previously in receipt of Carer's Benefits, or
 - c. Notification letter from family GP or Social Worker.
3. Care Leavers Bursary: This bursary provides financial support to students entering Higher Education direct from Local Authority Care. It is a lump sum payment of up to £1,000 payable in three academic year available to all students with Care Leaver status, as assessed by Student Finance England. Care Leavers in receipt of a Ravensbourne Bursary can still receive the Care Leavers Bursary
4. Estranged Student Bursary is available to students with estranged*/independent student status, as assessed by Student Finance England. Estranged students in receipt of a Ravensbourne Bursary can still receive estranged student support. This bursary consists of a lump sum payment of up to £1,000, payable in each academic year. Students in receipt of a Ravensbourne Bursary can still receive the Estranged Student Bursary.
5. Aspire Bursary Fund: This is a programme that offers all students access to an online store of university student relevant equipment and materials. All first-year students are eligible and receive a payment of £300 to their online Aspire account. Home students with a household income below £25,000 will be offered an additional payment of £200.

6. Access to Opportunity Fund: This hardship support is offered to Home students from low income families (annual household income below £25,000) based on a detailed assessment of need. We offer a combination of a £500 in cash payment and £500 in material or travel costs, based on what a student identifies as areas in need of support.
7. Mature Access Programme: Bursaries for Home, Mature students entering higher education programmes from an Access to Higher Education, worth up to £1500 to cover sustenance, travel and course materials/equipment.
8. Accommodation Award: support of up to £3,000 based on an individual needs' assessment, available to Home students in crisis or who are homeless, and with an annual household income less than £25,000.
9. Final Major Project / Degree Show Award: A fund to help disadvantaged students complete their vision for a final major project or Degree Show exhibition. This is a significant cash award to make it possible for students from low incomes to compete in a final showcase with students with considerable resources to invest. This award is open to students with household incomes below £25,000 or from any identified background that qualifies them for support, which may include being estranged, a care-leaver or a mature student.
10. Access to Industry: Travel and subsistence costs for students from low income backgrounds (annual household income below £25,000) undertaking placements that pay below minimum wage. We aim to offer students who qualify for the award £100 per week for up to four weeks.

5. Appendix

The OfS will append the following items from the Fees and Targets and Investment Plan documents to this Plan when it is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Ravensbourne University London

Provider UKPRN: 10005389

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£385,350.00	£385,350.00	£385,350.00	£385,350.00	£385,350.00
Access (pre-16)	£90,105.00	£90,105.00	£90,105.00	£90,105.00	£90,105.00
Access (post-16)	£195,175.00	£195,175.00	£195,175.00	£195,175.00	£195,175.00
Access (adults and the community)	£100,070.00	£100,070.00	£100,070.00	£100,070.00	£100,070.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£520,000.00	£535,000.00	£560,000.00	£565,000.00	£570,000.00
Research and evaluation (£)	£75,000.00	£80,000.00	£85,000.00	£90,000.00	£90,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£5,809,055.00	£5,886,180.00	£6,237,870.00	£6,237,870.00	£6,237,870.00
Access investment	5.3%	5.9%	5.5%	5.5%	5.5%
Financial support	9.0%	9.1%	9.0%	9.1%	9.1%
Research and evaluation	1.3%	1.4%	1.4%	1.4%	1.4%
Total investment (as %HFI)	15.6%	16.3%	15.9%	16.0%	16.1%

