

**Ravensbourne College of Design and  
Communication**

**Access Agreement  
Fees and Bursaries  
2008/9**

# Widening Participation and OFFA Ravensbourne College of Design and Communication

## Table of Contents

<b>Section</b>	<b>Page</b>
WP Policy	2
<b>Access Agreement</b>	
Level of Fees	9
Bursaries and other Financial Support	10
Information of Financial Support and Advice	13
Outreach Activities	17
Monitoring	22
Growth of Access Activities in relation to measures in 2006	23
Key Risk Issues	25

## **WIDENING PARTICIPATION POLICY**

### **1. INTRODUCTION**

Ravensbourne is a small College of Design and Communication working to provide high quality specialist education to all of its students. The College seeks to maintain and increase its student diversity in collaboration with partnership organisations. It further seeks to raise aspirations of potential students who might not otherwise consider Higher Education and prepare applicants for study at advanced level. The College aims to explore innovative approaches to Learning, Teaching as well as student support that meets the needs of students whatever their background. The College has a commitment to set challenging targets leading towards a socially inclusive student body seeking to remove obstacles the most disadvantaged groups may have when considering study at the College. Finally the College is working to ensure no increase in student non-completion.

### **2. KEY OBJECTIVES**

- Engage with partner schools, colleges and other external agencies to increase student demand for Higher Education with particular reference to the Design and Communication Industries.
- To ensure the College admissions policy and process recognises ability and enables access to students regardless of backgrounds, which may disadvantage previous learning and achievement.
- Continue to increase the proportion of students from lower socio-economic groups.
- Ensure the implications of the Widening Participation Strategy are reflected in strategic planning and curriculum planning.
- Develop approaches to Learning Teaching and student support, which support the implications of a differentiated student body.
- Maintain standards of excellence, ensuring the College retention and achievement benchmark standards do not decrease.
- Seek to enhance employability skills to enable improved outcomes amongst under-represented groups.
- Seek to encourage a life long learning culture by increasing the College focus on part time and adult learning

### **3. PLANNING, IMPLEMENTATION AND REVIEW**

The College approach is to embed change ensuring the Widening Participation aspirations of the College are linked at all levels to policy and planning. Consequently the Widening Participation strategy is informed by and will help develop:

- Human Resource Strategy-Positively supporting applicants of ethnicity and disability, monitoring staff profile against national benchmarks
- Faculty and Course Monitoring-The annual monitoring and review cycle will enable the College to work at a local level to benchmark widening participation achievements against College and national targets

- Learning and Teaching Strategies -The College Learning and Teaching strategy seeks to ensure a responsive curriculum to support learning and prepare individual students for work within the Creative Industries sector
- Equal Opportunities Policy and Race Relations Policy -The College EO and RRP policy embraces key factors in the Widening Participation strategy and works from an understanding there is a key relationship between the two areas
- Admissions Policy -The College admissions policy allocates places on a basis of individual student ability to benefit from the proposed course of study and works within the Swartz framework for fair admissions to Higher Education
- Curriculum Development -The development of new programmes of study will enable access to a wide variety of social and ethnic backgrounds. In particular Foundation Degrees are intended to maximise opportunity to a diverse range of learners offering programmes to build skills and confidence developing an independent learning culture
- Student Support -The College accepts the responsibility to meet the education needs of students with particular learning difficulties and pro actively intervenes to enable them to participate as fully and successfully as possible in all aspects of College life
- Employability - The employability unit works within the widening participation context and seeks improved employment outcomes for students by ethnicity, gender and for students with a known disability
- Marketing -The marketing activities of the College seek to raise awareness in underrepresented groups for possibilities for study in HE. Within the region the College offers a wide menu of activities to assist partnership organisations to raise aspirations of learners The College offers supportive advice and guidance focused towards individual needs.
- Estates and Facilities - Using impact assessment the College seeks to minimise disadvantage of particular students as we as acting to provide for and meet the requirements of all students
- Financial planning with regard to fees and bursaries-Working within the Office of Fair Access framework the College seeks to ensure students from low income households are not financially disadvantaged in application to the College

The Director of Diversity and Progression has the responsibility for championing widening participation at senior management level and has the overall role of developing cross college processes in this area. The Diversity Committee reporting to Governors monitors' progress towards widening participation targets cross College. Faculties and Courses monitor progress for recruitment and retention of underrepresented groups within their particular areas. The Learning and Teaching Committee seeks to ensure that curriculum developments work towards a more inclusive institution.

#### 4. RAISING ASPIRATIONS

The College recognises the need to play a full and active part in working with regional partnerships to create supportive progression routes to Higher Education in general and the College in particular. Although the College is a small institution it seeks to make a significant local contribution with specific partnership groups for this work. The College strategy is to develop initiatives aimed at raising aspirations of learners offering a menu of activities, which respond to local needs and support students on their current courses of study. The College has established a 'Higher Education Learning Partnership' group, which seeks to work with young people from year 7 upwards in a continuous supportive relationship with the College. HELP offers Student ambassadors from the College as role models to raise aspirations and support improved retention rates of year 12 and 13 and enhancing the possibility of progression into HE. Academic Link Tutors work under the HELP project to offer teaching, advice and guidance within the College environment on master classes, summer schools and taster days as well as short programmes within the partner school, college or community group.

These are examples of partnerships which demonstrate the College commitment to work with external agencies to facilitate progression at a local and regional level:

- Schools in Bromley, Bexley and Greenwich with Arts or Media specialist status including, Welling School, Catford Girls School and John Roan School and Thomas Tallis School.
- Colleges in Bromley and Greenwich with a high ratio of students from low income families, including Bromley College, Tower Hamlets College, Greenwich Community College and Newham College
- Community groups with particular interest in Arts or Media who provide opportunities to young people and communities with social disadvantage or disability, including Turtle Keys Arts, Stephen Lawrence Trust and Youth Culture Television
- Greenwich 14-19 forum supporting the development of an integrated approach to broadening access to Higher Education
- In partnership with Greenwich University establishing supportive progression pathways within the Thames Gateway
- As a partner in Arts Aim Higher in London developing materials and events at a National level to offer information and guidance for students considering Higher Education in Creative field
- Actively engaging with Arts Aim Higher South London to offer a range of activities for schools and colleges identified by Aim Higher research as schools with poor HE progression.

## **5. PREPARATION FOR STUDY**

The College seeks to develop a framework of opportunities to prepare students for study in HE with clear progression pathways into courses of study. The College recognises that many students are ill prepared for the independent and adult learning environment of HE. A number of courses have already been developed to enable school pupils to have a higher education 'experience' in the form of master classes, summer schools and taster sessions. It is intended to develop a broader framework of progression and bridging courses to enable students to study at the College on level 3 qualifications and progress internally via a supportive compact arrangement. The current provision of summer schools, master classes and taster sessions will be enhanced leading directly to supported entry to the College HE courses.

## **6. FAIR ADMISSIONS**

It is the College's policy to use an interview as the primary means of assessing an applicant's suitability for their course of choice. The College believes that the opportunity provided by interview for applicants to meet and talk with staff and student representatives affords the most effective means of taking full account of all the applicant's skills and characteristics.

The College does not make decisions regarding a candidate's suitability solely on the basis of information available from an application form (academic qualifications, personal statement and reference) where an interview is possible. The College reserves the right to not invite applicants for interview in certain circumstances including cases where a candidate's application form indicates that they are ineligible for consideration or where the programme of choice has no places to offer.

Applicants will be considered for entry if they have any qualification at a suitable level for entry as identified on individual course documents. Applicants who wish to defer will be treated on an equal basis to other applicants. The current admissions strategy does not include targets for individual courses but seeks to monitor and benchmark progress of courses against national standards. Not all courses can achieve ideal representation range against all targets. For example Foundation Degrees are more likely to recruit from a socially inclusive student cohort.

## **7. LEARNING AND TEACHING**

The College is in the process of a revalidation cycle of courses offered and validated by Sussex University. This gives an opportunity to ensure that courses are developed to offer an inclusive curriculum and a supportive learning experience to students. A review of current practice has begun which will lead to guidelines for tutors when planning curriculum development. The review has three phases induction, on course learning outcomes and assessment. These are seen a key elements in planning a programme and ensuring an inclusive curriculum.

**7.1 Induction** - This is a crucial period in the student experience when students become accustomed to the world of HE and develop confidence in their new environment.

The College has developed a student induction policy with guidance for tutors about the induction phase. The intention of supportive induction is to offer the student the skills to learn successfully within the College context. The student handbook establishes the basic student entitlement and offers information about student services. This is sent to students prior to entry to the College with a pre arrival pack to ensure the student has access to relevant information about the College. The College is currently piloting a learner style diagnosis for students with supportive explanations to enable students to manage their learning. All students are offered a general induction programme ensuring that they are made aware of relevant aspects of the College including,

- Financial advice
- Minimum study requirements
- Learning Resources Centre facilities
- IT induction
- Student support services
- International student support

**7.2 On Course** The Learning and Teaching Strategy is reflected in key aspects of the Widening Participation Strategy. The Courses offered at the College build on the level of skills, knowledge and expertise, which students arrive with. Foundation Degrees are an important part of the Learning and Teaching widening participation strategy. These courses offer accessible, vocational pathways relevant to employment needs, with smooth transition onward to honours degrees, where appropriate for the student. Students are encouraged to work towards an understanding of electronic working methods to prepare them for a future in the industries, which the College serves. New course development of learning outcomes will seek to ensure language that supports inclusively and a culture of clear, challenging outcomes, which enables learners to achieve their full potential. Resources will be disproportionately focused towards the first year of study ensuring an early supportive environment, which will allow students to work towards an e learning environment with confidence as the course continues. A full programme of staff development has been offered to enable staff to debate and consider a range of subjects in relation to the Inclusive curriculum.

**7.3 Assessment** A review of the College assessment processes has just been completed. This has resulted in an action plan to develop new policy and process to ensure fair and supportive assessment across courses at the College. A working group has been established to progress this work. This will be reflected in the pending course revalidations and will seek to embed best practice for assessment of a differentiated student body. The College sees the development of clear formative assessment processes as a key support mechanism to check learning has occurred and to give students clear and transparent information with regard to progress. This will work in parallel to support the summative course assessments as a holistic assessment process.

## **8. STUDENT SUCCESS**

Retention and achievement are seen as key indicators in Higher and Further Education particularly in the context of widening participation. The College seeks to maintain or improve its retention and achievement while setting improvement milestones in widening

participation. Curriculum development seeks to ensure that the following mechanisms are available on all courses to support student success:

**Financial Inclusion:** Sufficient flexibility to allow a student to work part time to support their learning. Clear and supportive financial advice

**Academic Inclusion:** Teaching methods, which are not barriers to students who might otherwise feel like 'academic outsiders'. Support tutorials on course to facilitate learning

**Peer inclusion:** Supportive community environment, which welcomes all students and provides a collaborative learning environment. Peer group activities including Rave on Air, trips out and exhibition preparations

**Student services inclusion:** Effective support for students with learning difficulties or particular disability. Provision of individual support that recognises that all students have difficulties at some points of the course

**Civic inclusion:** Structures of governance and policy that facilitate participation

## 9. EMPLOYABILITY

The College seeks to ensure that students have the best opportunity for employment regardless of ethnicity, gender, disability or social background. The following mechanisms are part of the College employability strategies used:

- Work placements offered to all students
- Course modules utilise skills gained through industry experience
- Targeted careers support
- Industrial representation on courses amongst the teaching staff.

The College will monitor student employment on course completion in relation to gender, disability and ethnicity.



## ACCESS AGREEMENT

### 10. LEVEL OF FEES

Ravensbourne College currently offers four types of undergraduate and one type of postgraduate programme. The College has decided to offer a variable fee structure against type of course. Cost of all courses will rise in 2008. This is to recognise the College move to a new site on Greenwich Peninsular. This will give access to students to a higher standard of facility and the cost reflects this improvement. Fees are expected to rise with inflation on an annual basis.

As a small institution the balance between fees and bursaries is critical. The access agreement for fees and bursaries is the most conservative the College will offer.

### COST OF STUDY AT RAVENSBOURNE FROM AUTUMN 2007

COURSE TYPE	COST OF STUDY PER YEAR	LENGTH OF TUITION PER YEAR
Two year long Programme BA	£3,145	45 weeks tuition
Three year Programme BA/BSc	£3,145	30 weeks tuition
Two year Foundation Degree	£3,145	30 weeks tuition
One year 'Top up' BA/BSc	£3,145	45 weeks tuition

## 11. BURSARIES AND OTHER FINANCIAL SUPPORT

College will set aside £150,000 to offer additional financial support from fees, to students who apply through the College bursary system.

This is the minimum bursary position. The College may increase its bursary offer to respond to market forces.

TYPE OF BURSARY	METHOD OF APPLYING	TARGET GROUP FOR BURSARIES	AMOUNT OF BURSARY PER STUDENT PER YEAR	NUMBER OF BURSARIES/ AMOUNT OF FINANCIAL SUPPORT PER YEAR
<b>Tuition Fee Bursary</b>  Bursary of £310 payable to students if eligible for full maintenance grant	Automatic; eligibility verified when 'student support financial assessment' has been completed and details passed on to institution via the Student Loan Company	Students who are eligible for full maintenance grant on courses charging tuition fee of £3145	<b>FIXED</b>  £310 for each year of study	Total number of bursaries: variable  Total amount: variable
<b>Thames Gateway Bursary</b>  Bursary payable to eligible candidates from identified as areas of social exclusion with low % of study in HE within Thames Gateway region	Automatic; eligibility verified at point of offer of a place	All students given the offer of a place at College from identified partnership schools and colleges within the Thames Gateway region will be given opportunity to apply for fee remission.	<b>VARIABLE</b>  Amount will vary according to the number of applicants and the funds available. Max amount £300 per student per year of study	Total number of bursaries: variable  Total amount: <b>£20,000</b>
<b>Talented and Gifted Undergraduate Bursary</b>	College application form  Application at interview stage. Applications will be considered by a panel of academic staff. Decision will be based on academic reference (from the UCAS form) and College interview recommendation.	Talented and gifted undergraduate students	<b>FIXED</b>  £500 for each year of study	Total number of bursaries: 60  Total amount: <b>£30,000</b>
<b>Talented and Gifted</b>	College application form	Talented and gifted	<b>FIXED</b>	Total number of bursaries: 10

<b>Postgraduate Bursary</b>	Awarded as above. A limited number of bursaries will be open to international students	postgraduate students	£1,000 one off award	Total amount: <b>£10,000</b>
<b>Study Aid Discount</b>  laptops to enable Access to IT	College application form	Students who are eligible for full maintenance grant	<b>FIXED</b>  25% discount off the purchase of a laptop through the College <sup>1</sup>	Total number of bursaries: variable  Total amount: variable
<b>Travel Bursary</b>  <i><b>This support to be available until 31<sup>st</sup> July 2009</b></i>	Automatic; eligibility verified at point of offer of a place  Postcode identified from initial UCAS application only.	Students whose permanent residence is in the Greenwich borough.	<b>VARIABLE</b>  Full fares paid by most direct public transport route	Total number of bursaries: variable  Total amount: variable
<b>Governors' Award</b>  One off bursaries given to applicants to enable opportunity for work experience in industry at home or abroad.	College application form  Applications considered by the Board of Governors.	Students able to identify particular individual circumstances of financial or personal difficulty	<b>FIXED</b>  £500 one off payment	Total number of bursaries: variable  Total amount: variable

1. Students who withdraw during the course will normally be required to return an appropriate portion of the award to the fund.
2. Bursaries will rise with inflation in the same ratio as fees
3. Bursaries will be applied to appropriate European Union Students only

---

<sup>1</sup> Specification of laptop to be prescribed by the College

**FINANCIAL INFORMATION**

	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>
Total estimated additional fee income (£)	629,000	1,112,000	1,306,000	1,306,000	1,306,000
Estimated amount of additional income to be spent on bursaries (£)	130,000	215,000	280,000	262,000	262,000
Estimated amount of additional income to be spent on outreach (£)	80,000	80,000	810,000	100,000	100,000
Exceptional costs associated with the access agreement (e.g. administration costs)	55,000	55,000	55,000	55,000	55,000
% of additional income for bursaries	21%	20%	21%	20%	20%

## **12. INFORMATION OF FINANCIAL SUPPORT AND ADVICE**

Advice and Guidance on college bursaries and application details will be available on the College internet. The College prospectus will have an attachment with specific information about bursary and other financial support available. All applicants will be sent an information pack when they receive interview information. A financial advisor will be available at College Open days and either for telephone, e-mail or personal interview to give advice and guidance. The College will make bursary information available in all Higher Education publications for this purpose.

### **Typical annual costs incurred during to study and Ravensbourne**

Costs for students studying at Ravensbourne are approximately £7000 - £13,000, which average out to £10000.

According to the book Students' Money Matters 2004, who conducted research concerning students expenditure, they found that students in London were spending an average of £242 per week. That is £12,584 per year.

### **Help towards other Higher Education expenses**

#### **Maintenance Grant**

- Introduced for new students from lower income households from September 2006
- Worth up to £2,700 a year- depending on a student's income and that of their household
- Non-repayable help paid in three instalments at the start of each term

#### **Household Income**

The Local Education Authority assesses household income

For most school leavers based on:

- Gross taxable income of the student excluding any earnings during university term time and holidays;
- Gross taxable income of resident parent(s)/partners/step parents;
- Less deductions for payments into pension funds and £1,000 for each other dependant child in the household

#### **Loans and Bursaries**

For full details of Ravensbourne bursaries see section 11 Bursaries and other financial support

#### **Student Loans**

- Student loans for fees which match the exact amount charged by the student's university or college are paid directly to the university or college on the student's behalf

- Student loans for maintenance to help with living and study expenses such as rent, food and books paid directly to the student
- Maximum loan rate for maintenance will be raised above rate of inflation from 2006
- For students starting in 2006 or later, the Government will write off all student loans balances for both fees and maintenance which are left unpaid 25 years after their liability to repay has commenced

### **Other targeted help**

(Figures based on 2004/05 rates)

Extra non-repayable help is also available for certain students depending on household income

This includes:

- Parents' Learning Allowance of up to £1,330 a year
- Childcare Grant of up to £114.75 a week for one child
- Adult Dependents' Grant of up to £2,335 a year
- Disabled Students' Allowance- a range of help is available which is not dependent on household income
- Care Leavers' Grant of up to £100 a week during a long vacation
- Access to Learning Fund
- For those studying part-time

### **How to apply**

- All students should apply to see what loans (maintenance and fees) and grants they might be entitled to get
- Contact Local Education Authority (LEA) for an application form
- Can apply online at [www.studentfinancedirect.co.uk](http://www.studentfinancedirect.co.uk) or complete a paper application form
- Complete form fully and return to LEA by the deadline provided

### **Information required**

National Insurance number

Birth certificate or valid passport or other evidence

Details of student's income and that of their household (previous financial year)

LEA will assess eligibility based on the information provided

Student bank account details

### **Further information**

Local Education Authority

[www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport)

[www.studentfinancedirect.co.uk](http://www.studentfinancedirect.co.uk)

Information Line- 0800 731 9133

General guide- 'How to get financial help as a student'

Detailed guide- 'Financial support for higher education students'

## **The Local Education Authority**

The College recognises that worries about debt and general financial issues are a concern for prospective and current students. The College offers a service through our Student Financial Advisor, providing information and advice in the following areas –

- Advice on obtaining financial support prior to enrolment
- Advice on Student Loans and the Higher Education Grant
- Information on other sources of support – e.g. Access to Learning Fund
- Additional funding and bursaries opportunities
- Help with budgeting and debt management
- Advice on student bank accounts

### 13. OUTREACH ACTIVITIES

The College commits to work towards attracting, retaining and enabling achievement from under-represented groups. The Outreach Activities Plan reflects the following documents

Equality and Diversity monitoring in HEIs April 2004

Fair Access Report Schwartz October 2004

LSC success for al October 2004

Office of Fair Access Guidelines November 2004

### CURRENT WORK

ACTION	TARGET OUTCOME	EVALUATION
Continue to develop partnerships with local schools and FE college with particular interest in the Thames Gateway area and areas with low HE participation	Improved application from particular institutions identified within College target audience	Annual monitoring of data for College applicants
Continue to develop work in partnership with Aim Higher network S.E. and London	Increased funding to enable outreach activities. Benefit of joint partnership work for external audience	Aim Higher annual monitoring reviews
Access Programmes developed across college to CAVE and Fashion	More confident recruitment onto courses in HE for non traditional learners leading to improved retention on course	Three Bridging programmes by June 2005 with end of course evaluation. Monitor transition to HE in terms of retention
Financial advice sessions on College open days  Pre-entry enquiry line for financial support and advice	Encourage applications from lower economic groups	Monitor enrolment from lower economic groups
School enrichment projects Where Academic Link tutors work in schools on projects	Support teachers and enable students to experience HE teaching in school environment	Pupil evaluation questionnaires/staff evaluation questionnaires
Continuing Professional Development opportunity for teachers	Guidance for teaching staff at schools and colleges of design and communication creative industries opportunities	Teacher questionnaires



ACTION	TARGET OUTCOME	EVALUATION
Summer master classes to year 10 pupils	Raise the aspiration and achievement of school pupils by extending their experience of design and communication	Student evaluation questionnaires/take up
Design and Communication awareness raising events in College and at community site for community partners e.g. YCTV, Turtle Key Arts, Stephen Lawrence Trust etc	Raise the aspiration and achievement of school pupils by extending their experience of design and communication	Student evaluation questionnaires/take up
Autumn portfolio preparation classes to year 12/13 students to prepare for interviews in HE	Interview preparation	Student evaluation questionnaires/take up
Hardship grants	Improved retention for poor students	Improved retention of poor students
Positive marketing to targeted areas to encourage application	Increase application from low income households	HEFCE statistical data
Talks to parents at school events about creative industries futures	Information to enable parents to make informed choices about HE	Teacher evaluation
Events in London to promote creative industries as part of Arts in London Aim Higher Group	Raise awareness of choices in creative industries for employment	Attendance

**WIDENING PARTICIPATION ACTIVITIES ~ 2005-2007**

<b>Target</b>	<b>Type of Activity</b>	<b>No of Events Beneficiates</b>	<b>Outcome and Evaluation</b>	<b>Budget Allocation</b>
Positive attitudes and aspirations towards HE amongst those from under - represented groups	Taster days and visits for Year 8+ who come from a widening participation background	20 one day taster events to targeted WP partners  200 attendees	Aspirations raised	£12,000
Increased awareness and attainment towards HE amongst those from under - represented groups	School and College subject enrichment projects	6 school and college enrichment projects  100 students	Raised achievement and application	£12,000
Broaden knowledge and understanding of art, design and communication and encourage participation in HE by young people who might not otherwise consider this as an option	Aspiration raising and achievement of school pupils by extending their study of design and communication	Summer Challenge Activities  120 students	Raised achievement and application	£8,000
Improved application from particular institutions identified within College target audience	Academic Links Tutors visits	50 academic links visits to schools and colleges	Improved application	£10,000
Continue to develop work in partnership with Aim Higher network S.E.and London	Administrative support for HELP programme	Administrative support for 3 days per week	Purposeful Partnerships with Schools and Colleges	£9,000

Improved application from particular institutions identified within College target audience	Teacher Training Event	1 event per year 30 staff	Increased information and guidance for teachers; increased application rates	£2,000
Design and Communication awareness raising opportunities for community partners	Community Projects	4 projects held per year 50 students	Aspirations raised	£12,000
Recruitment onto courses in HE for non traditional learners leading to improved retention on courses	Bridging Programmes	3 bridging programmes including broadcasting, CAVE and Fashion 30 students	Raised aspirations and achievement leading to increased application	£15,000
Develop partnerships with local schools and FE colleges	Recruitment, training and support of student ambassadors	50 student ambassadors representing the College through HELP	Ambassadors recruited and delivering programme	£6,000
Develop a College pedagogic framework to inform an inclusive approach to the development of e-learning	L&T research support for the development of a pedagogic framework	L&T short-term part-time posts to support pedagogic framework development	Effective pedagogic framework to support e-learning that embeds inclusivity	£15,000

Develop a series of e-learning projects at Faculty level that embed inclusive curriculum issues	L&T course support for the development of e-learning materials	L&T short-term part-time posts to support course development	A growing number of e-learning resources at Faculty level	£25,000
Support pedagogic development projects that enhance learning support, in particular, their dissemination and absorption into College processes	Support for the work of the student feedback project including new projects and write-up and dissemination	Two cross-College projects	Write-up/dissemination of the student feedback project	£10,000
Programme of staff development to include diversity issues embedded into all training sessions.	Series of staff development opportunities both internal and external	See staff development brochure	All College staff aware of diversity in relation to their work at the college	£10,000
Research applicants and potential applicants by demographics to ensure full range of potential students apply to the College	Improvement in range of applicants to courses at the College	Open Days and follow up questionnaires	The College will be able to ensure that courses fit market and range of potential applicants	£12,000
Review and improve cross College course documentation and assessment policies to ensure differentiated learning and teaching	Revalidated courses fit for purpose with inclusivity as part of core College agenda. Learning outcomes which ensure inclusion		Annual Quality Monitoring on courses relating to student demographics. Cross college annual review of students. Assessment policy	£80,000

## 15. MONITORING

Data is available on the College intranet. The College Registry will produce an annual report. This will feed into the Annual Course Review cycle at the College. The Institutional Annual Monitoring Return for HEFCE will inform the College's strategic direction. Institutional Milestones will also form part of the Race Relations Review and the Annual Widening Participation Evaluation, which is received by Academic Board.

### STATISICAL MILESTONES

Type of students	Current Ravensbourne Baseline data 03/04	National Benchmark 02/03	Source	Institutional Milestones 2006	Institutional Milestones 2008
Full time first degree entrants from socio economic classes 4,5,6, &7	37.6%	32.5%	HEFCE	38%	40%
Full time young undergraduate entrants from low participation neighbourhoods	11.5%	11.9%	HEFCE	14%	20%
Full time first degree entrants from State education	98.3%	93.9%	HEFCE	98.3%	98.5%
First year students with known disability	20.4% of whom 13.1% are dyslexic	4.5%	HEFCE	22%	25%
First year students of UK domicile who declare other than 'white'. *	28%	16.9%	HEFCE	30%	30%
Female students in first year of HEIs	44%	58%	HEFCE	Milestones to be set by course to redress imbalance of numbers by sex in specific areas	Target 50% balance between sexes
Student achievement	79.4%	73.4%	HEFCE	80%	Maintain current standards

## 16. GROWTH OF ACCESS ACTIVITIES IN RELATION TO MEASURES IN 2008-09

Type of Activity	Proposed growth in volume	Budget
School visits by Academic Links Tutors to offer advice and guidance to year 10 and above about HE and employment in creative industries	20%	£4,000
Talks to parents at school events about creative industries futures	20%	£4,000
Portfolio advice sessions to years 12 and 13 to prepare for an HE interview	50%	£8,000
Set individual course objectives in relation to College WP strategy	50%	-
Continue to develop partnerships with local schools and FE college with particular interest in the Thames Gateway area. Offer menu of activities to suit individual school needs	50%	£12,500
Work in partnership with Aim Higher network S.E. and London	10%	-
Taster days for year 8 and above to come from schools in social exclusion areas	100%	£6,000
Continuing Professional Development opportunity for teachers	0%	£8,000 (Ongoing cost of provision)
Summer master classes to year 10 pupils to raise the aspiration and achievements of school pupils by extending their understanding of Design and Communication	30%	£9,000
Design and Communication awareness raising opportunities for community partners e.g. YCTV, Turtle Key Arts, Stephen Lawrence Trust etc	20%	£1,000
Mentoring scheme by students to help year 12/13 pupils decide on which university and enable successful completion of UCAS form	40%	£5,000
Student Ambassador scheme	50%	£2,000

## NEW ACTIVITIES FROM 2008

Type of Activity	Stakeholders	Outcomes and evaluation	Budget
Payment of UCAS fee for students from identified partnership schools, where the student puts only Ravensbourne as their institution of choice	Identified partnership schools	Improved progression from identified partnership schools	£3,000 (Approx. 200 applications)
Targeted supportive interview process for students from identified partnership schools	Identified partnership schools	Improved progression from identified partnership schools	£4,000
Free coaches to bring pupils from Greenwich area to College Open Days	Identified partnership schools	Improved progression from identified partnership schools	£2,000
Targeted postal marketing to post code areas with low HE participation	Identified postal code areas	Increase in applications from identified post codes	£6,000
Creative Industry Open Days to schools in post code areas with low HE participation	Identified partnership schools: (circa. 20 events)	Increase in applications from identified post codes	£6,500
Supportive relationship building from point of first application to enrolment for all applicants	Internal action	Improved conversion rate from applicant to enrolment	-
		<b>TOTAL WIDENING PARTICIPATION BUDGET 2008</b>	<b>£81,000</b>

## 17. KEY RISK ISSUES

Key Risk Issues	Actions
Students do not apply to Ravensbourne because there may be better bursaries elsewhere	Ravensbourne bursary may need to be improved as the application year progresses
Students do not apply to H.E because fees are too high	OFFA national promotion
Clearing may see much higher movement if improved clearing offers available by some institutions	Monitor applicants. Continuous relationship building communications with students once place offered. Improve bursaries where necessary to react to market forces
No guarantee of income for 2006/7 fees	Financial planning within conservative fee assumptions 2006/7
Student expectations for courses with high fees boundary may be unrealistic	Clear communication of course details and faculty before the point of application.