Ruskin College

Access and participation plan

[2020-21 to 2024-25]

1. Assessment of performance

Background and context

Ruskin College has a proud 120 year history of changing lives and widening participation and inclusion for adult students. The founders of Ruskin saw education as a vehicle for social change and this principle remains embedded in our approach to providing education. The mission of the College is to provide educational opportunities to excluded and disadvantaged students that transform their lives and the lives of the communities, groups and societies from which they come. Our students often arrive with few, if any, formal qualifications and then engage in a course of study that can result in or lead on to HE qualifications. The success of our mission is evident from student feedback, as year after year students comment upon how Ruskin has changed their lives.

We are situated in Oxford, a renowned centre of education and study. However, Oxford is a city of extremes and much of the deprivation and disadvantage is masked by the architecture and the obvious affluence of the city centre. Oxford has no shortage of educational establishments, for both national and international students, but none offer the opportunity of a HE education for socially disadvantaged students at the level that we do. For the HE programmes we recruit mainly from the local region and our curriculum aims to engage/re-engage non-traditional students from all social backgrounds and under-represented groups. One example of our success is that in 2019 89% of our HE students are mature students, a group that is not only under-represented at UG level in HE, but whose numbers have also been dramatically declining with the impact of tuition fee rises and austerity cuts. In addition, our students are from some of the most disadvantaged areas of Oxford and Oxfordshire – the hidden pockets of deprivation that lie beyond the view of the 'dreaming spires'. Our commitment to a policy of open entry to programmes of study leads to genuine educational and social mobility, as the courses offered at a Foundation Level can lead to successful progression to study at level 4 and beyond, so giving our students the possibility of gaining a degree.

1.1   Higher education participation, household income, or socioeconomic status

Access

Index of Multiple Deprivation (IMDQ)

Full time Students

Data: The proportion of full-time IMDQ1_2 undergraduate entrants increased over a five year period with an increase of 16%. Over the same five year period, the proportion of full-time undergraduate IMDQ5 students increased by 1 %. The proportion of IMDQ1_2 white students increased by 7%. The proportion of IMD1_2 AMBO full time undergraduate students remained at 9 % of the total cohort. The following table shows a percentage gap difference between IMDQ345_ABMO and IMDQ345_White students, although it is not statistically significant.

Year	13/14	14/15	15/16	16/17	17/18
IMDQ345_White	60	47	55	45	39
IMDQ345_AMBO	15	21	10	16	21
Percentage gap	-45	-26	-45	-29	-18

Gaps: The OfS Data dashboard did not identify any statistically significant gaps in access for IMDQ1_2 attribute students. The College believes that there is a 18 point percentage gap in access to HE for students with IMDQ345_AMBO and IMDQ345_White attributes.

Context: The College has worked closely with a variety of organisations through its outreach work as well as having a good working partnership with Study Higher to target areas of low participation in Oxfordshire such as Blackbird Leys, Rose Hill and Cowley – the latter are all target areas for NCOP. This has supported entrants to the College from such areas. The College has strong partnerships with local organisations and for the past four years has employed an outreach worker to go out to local sixth forms, colleges and charities and promote access to HE. Recently, the College has also invested in Business Development, which should further facilitate partnerships and access activities. We continue to maintain a collaborative partnership with Oxford Brookes University through the Study Higher programme, which actively targets under-represented groups.

Part Time Students

Data: It is not possible to analyse the trend over a 5 year period for IMDQ1,2 part-time undergraduate entrants as data only exists for two years, nor is it possible to compare this data with IMDQ 4_5 part time undergraduate entrants. Consequently, gaps and levels of confidence cannot be calculated.

When looking at IMDQ1_2 students, they make up 50% of the cohort in Yr 1 and 33% of the cohort in Yr 2. The number of 18 year-old entrants on the part time route was not significant and therefore a percentage gap could not be identified.

The proportion of part-time undergraduate IMDQ12_White students from Yr 1 to Yr 2 remained the same. The proportion of part-time undergraduate entrants in Yr 1 with IMDQ12_AMBO attributes increased slightly from Yr 1 to Yr 2. There were no statistical differences in access between part-time male and female students with IMDQ1_2 AMBO attributes.50% of the part-time undergraduate programme were female in Yr 1, and 50% in Yr 2. Likewise, males made up 50% of the Yr 1 cohort. However, in Yr 2 the number of male entrants made up 33% of the cohort, with 17% not identifying as male or female. N. B. Clearly the question of gender identity will become of increasing importance but, as yet, we do not register students with any additional categories beyond male and female. As a consequence, we cannot comment at this time upon any possible gap in access to P/T male students.

Gaps: The College has identified a 17 % decrease in access of IMDQ1, 2 P/T students. Although, it is not statistically significant, we feel that the College should investigate access to HE for part-time students from disadvantaged backgrounds.

Context: There is some evidence to suggest that the College has promoted access to HE for this particular cohort, but it is not possible to demonstrate whether this increase has been sustained. The College has worked closely with a variety of organisations through its outreach work as well as having a good working partnership with Study Higher that has targeted areas of low participation in Oxfordshire, such as Blackbird Leys, Rose Hill and White Horse. These are also target areas for NCOP. This has supported entrants to the College from such areas.

Participation of Local Areas: POLAR 4

Data: POLAR4 attributes data was not available on the OfS data dashboard, due to the limited data collected. In the absence of our own data, we have looked at other sources of data. The 2011 census data relating to levels of education across Oxford showed that 43% of individuals held a degree compared with the 27% average across England[1]. Yet these statistics about Oxfordshire obscure several areas of deprivation across Oxford where HE participation levels are low - Blackbird Leys, Cowley, Littlemore, Rose Hill, Port Meadow, Barton, Sandhills and Botley - a finding also reinforced by the low levels of GCSE attainment by pupils in the area[2].

The data that we do have that could be considered to correlate with POLAR4 categorisation is our own data on students in receipt of full state support. The College commits to supporting access for these students as is evident in the 4 year data that we have, which has remained consistent:

Year	14-15	15-16	16-17	17-18
Number of students on full state support	38	40	35	39

Gaps: N.B. Due to the limited data we cannot comment upon possible gaps or make an assessment of our provision

Commitment: The College will commit to collecting this data going forward to better understand the background of students accessing HE programmes, to better inform the type of outreach activities we should pursue and to help us understand the most suitable locations for outreach and widening access events.

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[1] https://www.oxford.gov.uk/info/20125/education_and_skills/455/education_and_skills_in_oxford
[2] https://www.oxford.gov.uk/info/20125/education_and_skills/455/education_and_skills_in_oxford

1.2   Black, Asian and minority ethnic students

Access:

Data: In Yr 1, 78% of the cohort identified as White and in Yr 5 this decreased to 63% of the cohort. The number of AMBO full-time undergraduate entrants stood at 22% in Yr1 and 37% in Yr 5. The national data provided looks at entrants of 18 year-old AMBO students, which would not be comparable to Ruskin College, given the high proportion of mature students. Interestingly, the data demonstrates AMBO 18 year-olds made up 1.1% of the population in Yr 1 and 1.1% in Yr 5. The proportion of AMBO full - time undergraduate entrants at the college was low in Yr1 but doubled in Yr 5. Data was either protected for entrants who identified as Asian, Mixed Race and Other or not fully available for a five - year period.

Ethnicity of part-time undergraduate entrants was 75% White, in Yr 1. In Yr 5, 67% identified as White, an 8% difference. Figures for individuals identifying as Black, Asian, and Minority groups was data protected but as a whole access to AMBO groups has increased to 33%. National data across English education providers shows there was an access gap that is statistically significant[3] for full time students between 16/17 and 17/18 students.

Gaps: There are no statistically significant gaps in access for students with AMBO traits.

Context: Whilst the College can continue to increase access to AMBO groups, it needs to be noted that the local population of Oxford is 22% black, Asian and minority ethnic groups[4]. The intake of entrants therefore makes the profile of the College 11% more diverse than the profile of Oxford. However, ethnic diversity decreases when encompassing the county Oxfordshire (8% of the population is AMBO)[5], which is the trend when analysing large geographical areas; the South-East has a AMBO make up of 2.0% (not counting White but not British) the fifth largest after the East Midlands at 2.3%, East of England 2.5%, West Midlands 4.1% and London at 21.8%[6]. The College needs to be mindful of the trend across HE providers in England, which is showing the largest decrease of UK domiciled White students, compared to other countries in the UK[7].

Success

Non-continuation:

Data: The proportion of full time undergraduate White students continuing remained the same from Yr 1 to Yr 5. The lower confidence intervals for this data were not met. Continuation data of full-time students identifying as AMBO was only available for one year by the data sheets provided. The percent of AMBO students withdrawing from their course in 15-16 was 14% and in 16-17 was 16%. In comparison 18% of White students withdrew in 15-16 and in 16/17 14%. However, 17/18 internal data suggests 59.3% of male AMBO students were retained compared with 86.4% of white males, with a percentage point gap of 27.

Gaps: A 27 percentage point gap exists between the retention of AMBO males and White males.

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[3] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[4] https://www.oxford.gov.uk/info/20131/population/462/ethnicity
[5] http://www.southoxon.gov.uk/sites/default/files/DataProjSELG201005RacePaper_final.pdf
[6] https://www.ucas.com/file/65651/download?token=Sv-zNKMr
[7] https://www.hesa.ac.uk/news/17-01-2019/sb252-higher-education-student-statistics/numbers

Context: The retention of AMBO students in education has been widely discussed but the College needs to consider more carefully the trend of both AMBO males and White males and in future this data will be more rigorously recorded to allow analysis. Support mechanisms exist at the College to support learning and achievement, but it needs to be considered whether the mechanisms in place are accessible to male students overall.

Attainment

Data: The OfS statistical data does not assess attainment data for full-time or part-time undergraduates in relation to their ethnicity. This may be because the data has not been provided by the College or the numbers have been too small. When considering external data, '*70.8% of white first degree qualifying students leaving with first or upper second class degrees in 2013– 14 against 56.8% of BME students doing the same[8]*. However, at the College the results were different; in 16/17 29.7% of White learners qualified with a first or upper second class, and AMBO students matched this figure at 29.2%. Upon closer inspection it became apparent that 63% AMBO students graduated and attained a third class honours degree with a 30% difference.

Gaps: A 30 percentage point gap exists in the degree classification achieved by AMBO students when compared against White students.

Context: The College needs to consider whether black students are receiving suitable support whilst undertaking the chosen course and to take appropriate action. Support mechanisms exist at the College to support learning and achievement through academic support, counselling and tutorials, but the take up of this support by particular groups of students needs to be more rigorously monitored. The College will continue to promote an inclusive learning environment.

Progression

Data: The OfS statistical data does not assess progression data for full-time or part-time undergraduates in relation to their ethnicity. This may because the data has not been provided by the College or the numbers have been too small.

Commitment: The College will report accurately from 19/20 on the progression of AMBO students through implementing improved internal reporting mechanisms and through the Graduate Outcomes Survey.

1.3 Mature students

Access

Data: The average age of the typical student at Ruskin College is 34, which is line with our aims of attracting mature students to HE. In Yr 1 the proportion of entrants over the age of 21 made up 89% of the cohort, whereas in Yr 5 they made up 88%. This is an insignificant decrease and is evident that the College continues to attract a higher proportion of full time mature students than the national average.[9] '*…in 16/17 92% of part-time students were mature students compared with 23% of full – time students'*. The OfS data

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[8] Equality Challenge Unit (2014) Equality in higher education: statistical report 2014, pp.136–147
[9] https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing_mature-students.pdf

does not allow a comparison between young,(i.e. under 21) students and mature and therefore a percentage gap cannot be deduced.

Gaps: The College recruits a higher number of mature students, given it is an adult residential college. Overall the proportion of mature full-time undergraduates has had a minimal decrease, but this is against a background of falling adult HE applications overall.

Context: The College is happy with the current rate of access of mature students. Historically, this is an area that we have performed well in and our data serves to underline our confidence that we are continuing to attract mature students to our HE programmes.

Success

Non-continuation

Data: In Yr 1, the continuation rate was 88% for mature students and in Yr 5, the continuation rate was 75%. This was a difference of 13%.

Gaps: The retention for mature students over a five year period has declined by 13%. The College believes retention of mature students needs to be improved and higher than the 75% in 17/18.

Context: These are high numbers of mature students not completing, particularly so for a small college that prides itself upon its ability to provide HE programmes for such a cohort . The part-time students have previously been discussed. The College has reviewed retention strategies to be supported by robust information, advice and guidance plan.

Attainment

Data: The OfS statistical data does not assess attainment data for full-time or part-time undergraduates. This could be because the data has not been provided by the College or the numbers have been too small. Therefore, internal college data has been assessed for attainment by individual attributes. A three year pattern is seen in the table below:

Year	3rd Pass %	2:2 %	2:1/ Merit %	1st/ Distinction %
15/16	31.6	21.1	23.7	23.7
16/17	25.4	30.2	52.6	12.7
17/18	23.5	13.7	37.3	25.5

Gaps: There are no statistical differences in the achievement outcomes for the students at Ruskin College.

Context: The attainment of students is high at the College when comparing their prior qualifications/starting points with other mature students who enrol on a HE courses elsewhere. Ruskin College's mature students are not like those described in the MillionPlus mature Student survey[10], in which over 20% of students held A Levels or Scottish equivalent, 17% a NVQ or BTEC, and a further, 18% an undergraduate degree. High proportions (80%) of our students come with very few qualifications. Over the last three years 0% of students possessed a first degree and approximately 8% of the cohort in 17/18 held A Levels.

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[10] Forgotten_learners_building_a_system_that_works_for_mature_students.pdf

Progression

Data: Due to the recent dislocation and upheaval in the college we have limited data sets for progression. In 2015/16, progression to highly skilled employment or higher study level study for full time undergraduate students over the age of 21 was at 75%. In 2017/18 The BA in Community Development and Youth Work, which consisted of 100% mature students, saw 100% progression into highly skilled employment. The BA in Social Work, again a course consisting of 100% mature students, saw a progression of 90% into highly skilled employment,

Commitment: A coherent internal quantitative and qualitative study will be adopted to fully capture the progression data for all students.

1.4 Disabled students

Access:

Data: The proportion of full-time undergraduate entrants with a declared a disability increased by 9%, over the last five years. In Yr1, 13% declared their disability more specifically as a cognitive and learning disability. In Yr 5 this number went up to 21%, an increase of 8%. Quantitative data is not available for mental health over a 5 year period as figures exist for only two years. When considering disability, Yr1, identified as having no known disability equating to 75% of the cohort. In Yr 2, 67% of Yr 2 entrants identified as not having a known disability. When identifying specific disabilities figures on cognitive and learning and mental health have been data protected. College internal data in 15/16 demonstrated that 54% of completing students were categorised as being disabled with learning difficulties or disabled and having no learning difficulties. '*The proportion of all students who disclose themselves as disabled is rising, with a 56 per cent increase of full time, first degree entrants with a known disability over a five-year period until 2015-2016*[11].

It is evident from the two year data pattern that the number of students with a declared a disability accessing HE increased by 8%. This is in line with research examining mental health of university students[12] concluding a 17% increase over a nine year period.

Gaps: There are no statistically significant gaps in the access by students with a declared disability.

Context: The College continues to work with partners in the local area to build trust and a reputation for supporting students in an inclusive environment. Part of the appeal for students are the small classes size and individual pastoral support the College can offer to support students with a disability or learning difficulty. The College regulatory framework considers learning needs and makes allowance through its procedures.

Success

Non-continuation

Data: The proportion of students with a disability has risen at the College, though not captured in the published dataset. The figures that do exist have but low confidence level because of the small numbers. The College demonstrates its ability to support and provide a welcoming environment for students with a disability, as the continuation rates are higher than for population of HE students as whole, at the College.

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[11] http:--www.hefce.ac.uk-analysis-HEinEngland-students-disability-
[12] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/minding-our-future-starting-conversation-student-mental-health.pdf

Students categorised as disabled and/ learning difficulties completed and achieved at a higher rate than their non-disabled peers, 76.2% and 65.8% respectively.

Gaps: There no statistically significant gaps in the retention of students with a disability or learning need.

Context: The College is an inclusive environment and fully supports students with learning needs and disabilities through the provision of academic support, IT software and physical resources. The College has a counselling service and good links with partners to whom our students good be signposted to for further support such as Mind and Restore.

Attainment

Data: The OfS statistical data does not assess attainment data for full-time or part-time undergraduates with respect to disability. This may be because the data has not been provided by the College or the numbers have been too small. Therefore, internal college data has been assessed for attainment by individual attributes. In 16/17 14% of the students declared a disability, and 22% of these students achieved a First/Distinction and 22% attained a 2:1. In this year, the students achieved higher than the population at the College. 15-16 data highlights learners categorised at disabled with learning difficulties had the highest achievement and completion rate, 87.8%, second were those students categorised as disabled and no learning difficulties 81.3% and non-disabled students had a completion and achievement rate of 77.5%.

Gaps: There no statistically significant gaps in the attainment of students with a learning need or disability.

Context: The College needs to accurately report the attainment and progression of students with a disability to include all learning needs. The College is an inclusive environment and fully supports students with learning needs and disabilities through the provision of academic support, IT software and physical resources. The College has a counselling service and good links with partners to whom our students good be signposted to for further support such as Mind and Restore. The smallness of the College allows students to seek support with ease as and when required through Student Services.

Progression

Data: The OfS statistical data does not assess progression data for full-time or part-time undergraduates in relation to their disability. This may because the data has not been provided by the College or the numbers have been too small. It is widely documented that individuals with a declared disability are less likely to have access to the same employment outcomes. *'The gap between disabled graduates not in receipt of DSA and those without a disability has increased from 2.2 percentage points in 2013-14 to 2.8 percentage points in 2015-16'*[13].

Commitment: The College will report accurately from 19/20 on the progression of students with a declared disability, through implementing improved internal reporting mechanisms and the Graduate Outcomes Survey. This is important given how well the students achieve at the College.

1.5 Care leavers

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[13] https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/

Data: The College needs to invest time in considering and collating data related to care leavers. This will include a change in reporting systems. At present this data is not available in the main as mature students tend not disclose such detail.

Commitment: The College, through Student Services, will support completion of enrolment forms to capture data fully. It will also work more closely with Oxfordshire County Council and associated organisations with their care leavers programme. It must be noted that the college as an Adult College tends not to appeal to younger students.

1.6 Intersections of disadvantage

Data: Students at Ruskin College face multiple barriers to access and participation. For mature full time undergraduate students with IMDQ1,2,3,4 attributes students, in Yr 1, 83% continued, whereas in Yr 5 75% of full-time mature undergraduates with IMDQ1234 attributes continued, which is a decline of 8%. Data relating to the continuation of younger students is not available from the OfS data resources, nor is there any data available on the continuation of IMDQ_5 students to allow a comparison. The other intersections of disadvantage have been looked at under the other relevant headings.

Gap: The retention for mature full time undergraduate students across the IMDQ1,2,3,4 quintile groups over a five year period has declined by 8%. The younger students with IMDQ1,2,3,4 attributes could not provide a comparable group because the data was not available.

Context: The College has examined the intersections of disadvantage throughout the plan and has investigated the gaps based on socioeconomic status, ethnicity, disability and age. It is committed to collating accurate data through improved recording mechanisms.

1.7 Other groups who experience barriers in Higher Education

Data: The College is working with groups of individuals from the local community who have English as a second language. The number of ESOL learners is growing at the College and, based upon past experience these students will progress to the undergraduate degrees offered at the College and provide a growing source of students for HE programmes. A certain proportion of the students will have refugee status. The strategies put in place will concentrate on support (academic and welfare), and information, advice & guidance (IAG), which allows signposting to employment/progression.

2. Strategic aims and objectives

2.1 Aims

- The College aims provide the best level of education and inclusion opportunities to adults, particularly those who may be excluded or disadvantaged and to transform the individuals concerned, along with the communities, groups, and societies from which they come.

- The College aims to not only raise aspirations of individuals but to support the journey of students ensuring the quality of opportunity for all students.

Objectives

- Increase Access to Higher Education through widening participation to underrepresented groups

- Improve student attainment and non-continuation of underrepresented groups

- Increase the proportion of students from underrepresented groups progressing into employment.

2.2 Target groups

Intersectional analysis of performance has identified the target groups below, who are performing less well in relation to other groups of students.

	Access	Retention	Attainment
IMDQ	IMDQ 1,2 3,4,5	P/T IMDQ1_2	
AMBO	IMDQ 1,2,3,4,5	Male only	All
Mature Students		All	

- **Access** – It is clear that the groups AMBO IMDQ 1, 2,3,4,5 and IMDQ1, 2, 3, 4, 5_White have been the focus of our attention re: access and will continue to be so. However, we have also identified an 18 percentage point gap between White IMDQ 3,4,5 and AMBO 3,4,5. When looking at this data the College will look to consider strategies to encourage access to HE from disadvantaged areas, with a particular focus on all AMBO students, an approach which should then include these particular quintiles whilst ensuring that we do not discriminate against or disadvantage AMBO IMDQ 1, 2. This will not be included in our target profiles, but will be an aspect of our access data that we intend to monitor in future years.

- **Success** (retention) – target group: Part-time students IMDQ1_2. When looking at both IMDQ1_2 students, at Yr 1 and 2, a 17% decrease has been identified over time. Data was not available to identify a percentage gap.

- **Success** (retention) – target group: Mature students. The OfS statistical data does not assess retention data for full-time or part-time undergraduates. A 13% difference across the five year period has been identified. Data was not available to identify a percentage gap. Data for year 5 shows 75% retention for mature students which the College will focus on improving.

- **Success** (retention) – target group: AMBO males have underperformed against White males, with a 27% percentage point gap.

- **Success** (attainment) – target group: AMBO students. The OfS statistical data does not assess attainment data for full-time or part-time undergraduates in relation to their ethnicity. This may be because the data has not been provided by the College or the numbers have been too small. Therefore, internal college data has been assessed for attainment by individual attributes and identified a 30 percentage point gap in the degree classification attained by AMBO students and that achieved by White students.

2.3 Aims and objectives

- The overarching aims stated above are aligned with the College's mission and strategic aims of putting the 'Student first' and the College's equality policy. Upon assessing performance, intersectional analysis has allowed for more specific aims for each target group as outlined in the table below.

Target Group	Stage of student lifecycle	Aim	Measurable objectives	Target and timeline
Part-time students IMDQ1_2	Success (retention)	To improve retention of students with IMDQ1_2 attributes.	Strengthen working relationships with Aspire. Develop a new working relationship with 'Community' divisions of the Trade Union (unemployed adults) to deliver IAG	It is expected that by 2024/25 the college will see an increase of 15% in the number of part-time IMDQ1-2 students attending, in comparison with the 17/18 cohort. This will eliminate the 17 percentage difference.
Mature students	Success (retention)	Improve retention of mature students	Improve support services for mature students. Develop learning environments, which work around mature student timetables and create a genuine 'learning space'.	The college is investing in supporting mature students and developing a more conducive learning environment as well as increasing the financial support. It will make incremental improvements to retention year on year and eliminate the 13% decrease in retention rates by 2021-22. The 2017/18 baseline of 75% retention is deemed to be too low for the college, hence the ambitious target for 2021 and thereon after, rising to 90% for 2024/25.
AMBO male students	Success (retention)	Improve retention of AMBO students	Reduce the gap in retention between AMBO male students and White male students	The college will be using the percentage gap identified in 2017/18 as baseline data which is 27 and will actively take steps to eliminate the gap in retention by 2024-25.
AMBO	Success	Improve student attainment of AMBO	Reduce the gap in degree classification between AMBO and white students, through analysis of	Data from 17/18 indicates a clear gap between AMBO and white students in

students	(attainment)	students	internal data. Review evaluation procedures and ensure that stronger evidence of good practice is produced.	degree attainment. Steps will be taken to support improved achievement with the reduction of the 30 percentage point gap to 20 by 2021-22. The College aims to eliminate the gap completely by 2024-25.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

The College's size and mission enable a strategic, whole-institution approach to access and student success. We admit a diverse group of applicants with few formal qualifications to Higher Education courses, with the overwhelming majority coming from disadvantaged backgrounds and underrepresented groups. As a consequence, we recognise that our focus should be on retention and attainment of these students. When considering a strategic approach towards access and participation, the College will use the theory of change tool to reduce gaps in retention and attainment from underrepresented groups. We fully appreciate that this will necessitate a robust evaluation process.

From long experience, the College understands the complexities and barriers that students from disadvantaged backgrounds face and from the offset provides a high quality interview/assessment and induction process led by the Student Services team. In addition, we offer financial support to alleviate some of these challenges. We offer financial support to students for the purchase of laptops, Microsoft Office software and provide funds to help with the cost of dyslexia assessments. We also have a Learning Development Support Tutor to provide one-to-one help with academic skills and writing, in addition to in-class one-to-one support. The Teaching, Learning & Assessment strategy discusses the inclusive teaching and learning which embeds a range of standards relating to E&D, employability and IT. The College provides a counselling service for students which they can access at any time during the week. The counselling service has been received well and supports student health and wellbeing. Supporting student wellbeing is an important aspect of the provision the College provides, and one that the College takes seriously, investing in additional sessions such as yoga, mindfulness and sports. HE students are expected to attend these sessions, which the College fully funds.

The College understands that, at times, our students run into financial difficulties because of unplanned circumstances that may arise. At these times the College will support students with hardship funds, which the students do not repay. The criteria for this fund is simple – it is needs based and is designed to cover unexpected hardship i.e. hardship that could not be foreseen or anticipated. The hardship fund is also available if the student experiences an exceptional delay in receiving student finance. It can be applied for once per semester and is up to a maximum value of £200 per student per application. All applications are evaluated by Student Support Services and require evidence of financial need as well as any other supporting evidence required. The students are aware of the Hardship Fund and appreciate that it is money that is available in emergency situations and not as a regular bursary or payment. By offering students financial assistance during these times, we aim to support attainment and continuation of studies. The student bursary is there to meet costs associated with course related learning or activity, excluding tuition fees. To allow for greater flexibility this source of funding has no set limit, but it is seen as providing for staple course requirements that the student, for financial reasons, would not be able to afford otherwise. The criteria for this bursary is once again financial need and evidence that such a deficit would result in the student being unable to participate fully in a class based activity. Students will be assessed for eligibility for financial support based on personal and financial circumstances, health needs, learning needs and geographical location. Examples of previous bursaries provided were to support in the purchasing of a new laptop and/or software required to complete assignments. As part of our commitment to retention and attainment, we will invest a greater proportion of our budget upon these areas and will increase our efforts in the evaluation and measurement of our ability to retain students and to ensure improvements in attainment.

Financial considerations have a serious impact on access and retention with HE and this is particularly the case with Ruskin, where our students are coming in from non-traditional backgrounds with a high level of mature and IMDQ students and, as per the evidence above, the College has long offered a package of support through the Hardship Fund and a bursary scheme However, going forward, we need to evaluate more carefully the impact of such packages. Both informally and from formal student surveys, the College is aware that many students have benefited from the support and, consequently, have been able to complete their programme of study. Yet we are not able to ascertain whether the financial support is always reaching the right students at the right time needs further examination. Over the last couple of years, we have created a working group comprised of SLT and Student Services to carefully evaluate the evidence for support and the circumstances of each individual case. The College will continue to concentrate on providing a financial package that is appropriate for each individual student and communicating this information at regular times throughout the year.

This existing financial package is available for all learners and is not specifically targeted at students discussed in this plan. Recognising this, in future the College will monitor and record the financial support directed at the targeted groups and will then evaluate the impact in terms of retention and attainment. The College will not seek to improve recruitment through financial incentives, as there is no evidence to suggest that this correlates with student retention rates or the students' final attainment scores.

The College will carry out an evaluation of the effectiveness of financial support in 2020-21 using the OfS financial support evaluation toolkit[14].
The College strategy for HE addresses the areas of growth in fields related to personal, social and community development and seeks to create opportunities for students to progress from FE into HE and onto fulfilling careers. The College has introduced an Inclusion Advisory Group, (IAG) the members of which come from both the staff and student body. This group is now embedded in the quality cycle and serves to highlight and address systemic issues across the college. This ensures that equality of opportunity not just a matter for discussion in the classroom but an integral part of the functioning of the college. The IAG will discuss data trends and propose initiatives which will be taken forward to the College Leadership Curriculum & Quality meetings and the Senior Leadership Team.

Alignment with other strategies

Ruskin College has been providing life changing opportunities for adults with few or no qualifications since 1899 and this ethos is central to everything that happens at Ruskin. Despite recent upheavals and challenges, particularly in relation to HE funding and the decline in the number of mature students, we remain committed to the principles of providing higher education to those with little chance of accessing it in more standard HE environments. However, we also recognise that the world moves on and we must adapt and modernise to ensure that we remain relevant, sustainable, and responsive. If we wish to continue enriching lives and improving our student's chances of success in an increasingly competitive environment, we must continuously and rigorously review what we do and how we do it.

The three-year strategic plan (2017-2020) 'Students First', approved by the College Governing Body, clearly sets out our vision for ensuring the future success of Ruskin's students in a changing world. We will do this by simultaneously protecting our history whilst securing our future. The 'Strategic Priorities' and actions in this plan will be aligned with the 'Strategic Aims' of the College plan. This new clarity will enable the plan's progress to be monitored at all levels of the College.

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[14] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/statistical-tool/

The aim of the Students First approach is to bring our Mission, Vision, and Values to life through our strategic plans. Delivering on our priorities we ensure that both teaching and support staff are aligned to respond to the needs of our students, thereby keeping the 'Students First' concept at the centre of everything we do. There are key areas addressed in the strategic plan: the whole College student experience; student outcomes; a high level of academic support; pastoral support; learning and skills development; the learning environment and strong partnerships.

A key strategic aim of the College is to assist adult learners to progress into, and through, further and higher education and/or employment. The College will continue previous access agreement expenditure on outreach activities and incur expenditure on additional outreach and student success measures. The additional measures to support access and student success are aimed at disadvantaged adults from lower socio-economic classes. The additional outreach measures will build on the College's success in attracting students from lower socio-economic classes through publicity materials and engagement activities targeting disadvantaged adults and offer opportunities for raising aspiration. The inclusive nature of the College is defined by the under-represented groups it supports. Approximately 88% of the intake constitutes a non-traditional background in terms of educational qualifications, prior experience, culture, identity and barriers to learning.

The access and participation strategy is aligned to the College mission of the College which is synonymous with the Equality Act 2010. The Equality Act provides the basic framework for protection against direct and indirect discrimination, harassment, victimisation in services and public functions, premises, work, education, associations and transport. The College is committed to, and has an ethos which aligns with, the Act. Consequently, all our policies and procedures uphold the values. The College's equality objectives with a clear steer from governors and management are to:

- Retain open access in order to offer educational opportunities to adults who have been excluded and disadvantaged
- Promote social mobility by fostering progression through study, encompassing flexible opportunities underpinned by high levels of learning development and a unique model of academic tutorials
- Increase representativeness of the student body in all courses
- Monitor and tackle any retention and achievement gaps between different groups of students, for example in respect of categories of disadvantage.
- Promote and embed E&D in learning, teaching and assessment by identifying and sharing good practice.
- Increase the contribution of the student voice by including equality and diversity issues in surveys, course reviews, and meetings with students.

Embedding of equality and diversity (E&D) is the expectation for all lessons as outlined in the Teaching, Learning and Assessment policy, wherever possible. All observations include an element of E&D and observers are trained to discuss this with teaching staff. Throughout the year, themed learning walks focus on E&D. The absence of E&D in a lesson will result it being an area of development for the tutor and an expectation that E&D is embedded in the next observation as part of an action plan.

The College's Equality & Diversity policy makes provision for the reasonable adjustments to be made for those students that require them to ensure that its educational provision is accessible. The policy states 'reasonable adjustments will be made to the working and learning environment to enable staff and students, equality of opportunities and to ensure that it complies with Special Educational Needs and Disability (SEND), to enable access to education to all'. Some of the actions and measures planned for in the previous APP will reviewed, enhanced where necessary and carried forward. These relate to student engagement and targeted outreach work to support access to widening participation.

Strategic measures

Access

Strategic measure 1: Strong partnerships and outreach activities

Forming strong partnerships and raising aspirations through these new partnerships. The new partnerships give access to underrepresented groups which will be a positive engaging experience which will dispel myths about education and breakdown barriers. The likely outcome would be for underrepresented groups to apply to HE courses.

This measure is linked to widening participation and improving access to under-represented groups by working with organisations who work with the target groups (AMBO and White & IMDQ 3,4,5). The College can raise awareness of the opportunities available. Collaboration with new partners such as Aspire, John Radcliffe Hospital, Asylum Welcome, Oxfordshire Youth will allow the College to meet the targets set for increasing applications from the target groups. It is possible that the College does not reach the intended target, given the diversity of Oxford is 22% AMBO and 8.0% when considering Oxfordshire. The College is located near areas of deprivation which makes outreach activities logistically easier[15]. To improve Access to HE, the College is also reviewing its HE curriculum. Any future courses will be designed with clear progression to employment, underpinned by LMI from OxLEP and employer and partner feedback.

The College will invest in raising aspirations through increased outreach engagement which again should reinforce the positive aspects of undertaking education. This would be to improve access to under-represented groups by working directly with targeted individuals (AMBO and White & IMDQ 3,4,5). The outreach will allow a known face, who can build a positive relationship of trust and confidence and break down barriers to learning. Further outreach sessions will allow individuals to consider education and career routes and ultimately raise the number of applications from the targeted under-represented groups of mature adults.

The College has previously worked collaboratively with NCOP[16]. However, the College recruits a very small number of young adults and, whilst it is happy to work with young adults, it will continue to focus most of its work on recruiting under-represented mature students. The increased outreach work will have a financial implication for the College. The College has already started to analyse the internal progression of students from FE to HE and realise that this needs further analysis. In 17/18 we held a successful internal progression event for the first time, measured through 80% attendance.

Success

Strategic measure 2: Student experience

This incorporates the high level of academic support, pastoral support and the delivery of high quality teaching and learning, the combination of which will increase the motivation of our students to continue and maintain a high level of attainment on the chosen course of study. The measures to be taken here are linked to improving student success and, more specifically, the continuation of targeted students (P/T IMDQ1_2, males AMBO, all mature, AMBO all). Both measures envisage early intervention. When considering student success and, more specifically, the attainment of students (most notably AMBO

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[15] https://www.oxford.gov.uk/downloads/file/2248/indices_of_deprivation_2015_oxford_report
[16] https://www.studyhigher.ac.uk/about-us/our-partners

students), we feel that early intervention and the introduction of learning development sessions at the time of their first assessment would provide the students with support in advance of any summative assessments.

Firstly, we will improve and customise the induction process for mature students. Secondly we will ensure that all students will have learning development sessions from the time of their first assessment. Both of these measures should help build the confidence of the students, as they will be clear about the expectations of the course and that they will be supported throughout the course to produce high quality work. This will also provide early intervention and support before their first summative assessment, so improving attainment levels.

This would involve a change in pedagogy, with an initial assessment from academic tutors that would allow for an assessment of early stage academic skills and any extra needs based intervention[17]. Collaboration and sharing of good practice on teaching and learning with QAA and Advance HE will strengthen an understanding of the needs of underrepresented groups while the Learning Development Tutor will be available to support academic skills. It is likely that more Learning Support Assistants will be employed on a sessional basis to meet demand throughout the academic year.

Regular activities for mature students would allow for the opportunity to meet, share experiences with peers and reduce isolation[18]. The College will therefore make available funds to create spaces for groups of people to meet and will foster an internal environment to encourage these meetings.

The College feels that it still needs to undertake further work to understand specific reasons for low retention and will be focusing on this in its evaluation surveys during the year.

The introduction of the peer mentoring scheme last year will be continued. This is seen as a mechanism to allow new students to relate to someone in a similar position and, along with the other measures in place, will build confidence during the first term of their course[19].

The College has identified two further areas of the student experience that it will focus on. It is important for the College to improve its use of management information systems (REMs) to allow for the seamless sharing of information concerning students between pastoral/support staff and academic staff. It is foreseen that this will be an important tool in the continuation rates of students and in the improvement of their final attainments.

The College will also promote the Disabled Student Allowance and encourage an increase in the rate of application, so supporting those students with a greater need of specialist funding.

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[17] Forgotten_learners_building_a_system_that_works_for_mature_students.pdf
[18] https://www.advance-he.ac.uk/knowledge-hub/undergraduate-retention-and-attainment-across-disciplines
[19] https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing_mature-students.pdf

Progression

Strategic measure 3: Progression outcomes

The College continues to consider new programmes which will improve progression into employment and this aspect of curriculum planning will be informed by analysis of employer feedback and OxLEP data. The College introduced a Level 5 Apprenticeship in 18/19 but it also needs to consider creative placements for students, taster days in industry and workshops for students that will provide information, advice and guidance around progression. As an example of our commitment to this aspect of our curriculum, the College has recently invested in a regular onsite IAG/Careers service, which is accessible to all HE students. We recognise, however, that we need to undertake further work to fully understand progression and to evaluate the effectiveness of measures and improvements. Key to this is the establishment of a standardised system that will monitor the student journey from admission to progression. The College has initiated this through the development of REMs (management information system) and the employment of extra staff to maintain records.

3.2 Student consultation

Planning of Access to Participation Plan

Students have been involved in the planning of the Access to Participation Plan through student consultation and programme boards which were held throughout the year 2018/19. The Ruskin Student Union (RSU) then approved the plan with the SLT. Students have given feedback on initiatives to support students in 19/20. This will be followed through in subsequent years. One idea was for the RSU to offer a more formalised peer mentoring scheme which allowed them to hold structured sessions with peers. This was discussed further and the RSU actively took steps to undertake a formal qualification in peer mentoring in preparation for 19/20 and 20/21. A significant number of students during consultation have asked for Learning Development Support to be continued and increased. Improvement to facilities has been requested in several programme boards held with class representatives.

Monitoring, evaluation and delivery of the Access and Participation Plan

The College is committed to the implementation of an evaluation strategy for the start of 2020-21 to fully appreciate the impact of investment, the reduction and/ elimination of any gaps in access, success and progression. The College will aim to develop a culture of evaluation in 2019/20 that will include student evaluations and focus groups and to complete the five-point framework; evaluation self -assessment tool.

As a small College, the provider does not have a widening participation team. Therefore, the College's student Union (RSU) and the College Inclusion Advisory Group (formed by staff and students) will meet regularly to monitor the progress made against targets for each objective and aim. Monitoring would consequently occur tri-annually. The RSU have contributed to targets and agreed with the SLT that the groups identified in this plan are to be prioritised and supported. In IAG meetings, which meet five times a year, representatives of the RSU will analyse progress and impact against the objectives and targets of the Access and Participation Plan. The IAG group is made up of student members, academic staff, student services staff and business support staff.

Monitoring will involve the agreement of well-defined targets and a clear understanding of the data that is required. A systematic and clear assessment of performance needs to be in place which allows the collation of data over time, with points where progress can be measured against targets. These interim points, which will be the IAG meetings, will serve to identify any progress or regression. In cases where the College finds progress is worsening there will be a response led by SLT in specific meetings timed according to need in the academic calendar.   All actions recommended will then feed into the end of year evaluation.

Evaluation will need to be an honest objective assessment of the effectiveness of the activities, whether they are having the desired impact and whether it is sustainable. This can only be done after ensuring an efficient process for collecting the data required to make those judgements. The evaluation will need to consider not just in year trends which may emerge whilst measuring interim performance against targets but any new emerging patterns. The College will take steps to ensure conclusions are objective and evidence based and allow improvements to be made.

Learning will take place through raising questions about what needs to be done differently, and how to advance improvements sustainably through the interim points as well as the end of year evaluation as part of a dynamic process.

Delivery will focus on being resourced and co-ordinated to implement the plan through a whole-college approach. It will also require the use of validated tools and common indicators which will allow benchmarking.

3.3 Evaluation strategy

Upon the completion of the OfS evaluation self-assessment tool[20], it is apparent that the two emerging themes relate to evaluation design and evaluation implementation. Evaluation needs to be designed to capture both qualitative and quantitative data and will relate to actual student outcomes and student experience. It will therefore take the form of:

- Feedback from student focus groups through semi-structured interviews of students targeted for Access

- SurveyMonkey online feedback on student experience, all mature students, progression and continuation

- Analysis of the Graduate Outcome Survey

- Case studies on students targeted for support to improve attainment

- Student outcomes data

- Student applications compared with historical trends relating to students targeted for Access

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[20] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/standards-of-evidence-and-evaluation-self-assessment-tool/evaluation-self-assessment-tool/

There will be no control group to measure impact. The number of students targeted is small because of the intake. It is therefore deemed unethical to introduce a control group. Instead evaluation will be based on previous trends in student outcomes and applications. Statistical analysis to demonstrate significant change will be attempted, but as the number of students in any specific target group could be below 20 (as in previous years) it is difficult to conduct any such analysis with reliable results.

To ensure the work is informed, the College will access national data and stay abreast of changes in the sector. It will also look to benchmark against other FE providers delivering HE and consider relevant and applicable literature.

It is likely that the College will need to engage with external agencies to support evaluation as it does not have an in-house widening participation team. The College does have an Inclusion and Advisory Group and part of its remit will include strategic oversight of the APP. The College will initially develop a framework for evaluation through consultation with both academic and support staff. The evaluation design element will also be undertaken by this group, using evidence that forms the basis of the design with clear aims and objectives.

The College recognises that robust evaluation is required to assess the distance travelled, and is looking to build on the evaluation methods used in 18/19 and planned in the 19/20 APP. The College has relied on quantitative data to assess achievements. This has proved to be not only efficient, but a good indicator. The College will also look to use more formative qualitative methods in the form of interviews and case studies. The College will continue to use the well-established methods such as setting and measuring of quantitative targets. This will ensure the correct approach is in place at the beginning of the access and participation activity to allow the collection of data, and effective evaluation.

The estimated spend on the development of the evaluation strategy will be approximately £50,000 and will include staffing costs associated with the APP activities, staff development, engagement of staff (both academic and support) at the various levels in evaluation and research as well as the cost in developing a fit for purpose management information system. The external resource required to support the evaluation will be an additional cost.

3.4 Monitoring progress against delivery of the plan

Widening participation is central to the College's mission, and the measures set out in this agreement will be monitored through the committee structure. The Senior Leadership Team will monitor the effectiveness of the outreach activities, including key performance indicators for these activities. The indicators will be considered by the Curriculum & Quality Leadership Team on a monthly basis. The cycle of the business and the agendas of the SLT and CQLT have been developed to enable more strategic, whole institution and lifecycle approach. The governing quality committee will receive reports on the progress of the APP and scrutinise distance travelled. Student representation exists throughout the reporting mechanisms, starting at the Governing Executive.

- Monitoring of aims, objectives and targets will take place tri- annually through the Inclusion and Advisory Group (IAG), with reporting to Curriculum & Quality Leadership Team, Senior Leadership Team, and the Governing Executive.

- The senior leadership team will visit the objectives and targets independently of the IAG, to support achievement of targets. The plan will be a monthly agenda item at SLT meetings.

- Regular feedback from students through programme boards (class representatives) and from the RSU. In addition to direct feedback from student surveys.

- Analysis of external survey results including the Graduate Outcomes Survey.

- Monitoring will take place as part of the annual quality cycle. The end of each academic year will see a full annual review of progress against targets. This report will be written and disseminated to the groups listed above.

- Tri-annual interim programme enhancement meetings with academic staff will be used to collect data on the targeted groups and consider impact of intervention at that given time.

- Annual monitoring reviews that currently scrutinise HE programmes will also include the success and progression of under-represented groups.

4.0 Provision of information to students

Information is available in a variety of media, however registration with the OfS, compliance with CMA and the GDPR requirements have allowed a review of systems to monitor accuracy of information. Potential applicants and students can investigate information relating to the plan and/or tuition fees in the following ways:

- College website
- College prospectus
- Social Media
- Paper documentation available on site
- Virtual learning environment
- UCAS portal
- Response to an enquiry via email

In addition to this, the fee structure is made clear to students at the point of application and at interview through IAG services. Upon applying for a course directly to the College, and successfully being accepted, students are sent an offer letter and instructions about registering with the Student Loans Company. Subsequently, students are sent reminders about having a student loan in place in March and in June. If students, particularly students from underrepresented groups, are struggling to apply for the student loan then a meeting is organised with the Student Welfare and Finance Officer.

The College is committed to continually making available information about financial support for which students could be eligible, currently available through Student Services. As mentioned above, students can receive monetary funds from the college to support them throughout their programme of study. During induction, all students are introduced to the Student Welfare and Finance Advisor and informed of the financial support available. Throughout the duration of the course the Student Welfare and Finance Advisor provides one-to-one budgeting sessions as well as advice on funding from external sources, such as the Disabled Students Allowance or the Level 5&6 NHS Social Work Bursary The College is committed to supporting the continuation and attainment of students and in future years, as finances allow, intends to increase the number of bursaries for students.

The induction period will also include an introduction to the careers service that the College is operating to support student progression. Individual appointments are available, and students will be made aware of these through internal campaigns throughout the academic year. The College will also support progression by forging strong relationships with employers to support student progression into employment or work placements.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan 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

Access and participation plan
Fee information 2020-21

Provider name: Ruskin College

Provider UKPRN: 10005583

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
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	BA in Social Work - part time are charged £6750/year for a 4 year programme. BA Social Work full time are charged £9000/year for a 3 year programme.	£6,750
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: Ruskin College

Provider UKPRN: 10005583

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 (£)	£17,226.00	£19,008.00	£23,878.00	£25,186.00	£27,740.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£2,226.00	£3,008.00	£3,878.00	£3,186.00	£3,740.00
Access (adults and the community)	£10,000.00	£10,000.00	£11,000.00	£12,000.00	£13,000.00
Access (other)	£5,000.00	£6,000.00	£9,000.00	£10,000.00	£11,000.00
Financial support (£)	£54,405.00	£60,032.00	£75,418.00	£79,544.00	£87,611.00
Research and evaluation (£)	£5,000.00	£5,000.00	£6,000.00	£6,000.00	£6,500.00

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)	£217,500.00	£240,000.00	£301,500.00	£318,000.00	£350,250.00
Access investment	7.9%	7.9%	7.9%	7.9%	7.9%
Financial support	25.0%	25.0%	25.0%	25.0%	25.0%
Research and evaluation	2.3%	2.1%	2.0%	1.9%	1.9%
Total investment (as %HFI)	35.2%	35.0%	34.9%	34.8%	34.8%

Office for Students

Targets and investment plan
2020-21 to 2024-25

Provider name: Ruskin College

Provider UKPRN: 10005583

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTA_1												
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Improve student attainment and non-continuation of underrepresented groups.	PTS_1	Socio-economic	Percentage of part-time IMDQ1_2 student rentention is low as analysed over a period of time. There is insufficient data available for a comparative group, to produce a percentage point gap.	No	Other data source	2017-18	17%	14	11	8	5	0	It is expected that by 2024/25 the College will see a 15% increase in the propportion of part-time IMDQ1_2 students retained at the College based on 17/18 baseline data. This will eliminate the current 17 percent difference.
Improve student attainment and non-continuation of underrepresented groups.	PTS_2	Mature	Improving the retention of mature students on all programmes.	No	Other data source	2017-18	75%	80	85	90	90	90	The College is investing in supporting mature students and developing a more conducive learning environment as well as increasing the financial support. It will look to make incremental improvements to retention year on year and eliminate the 13% decrease in retention rates by 2021/22. The 2017/18 baseline of 75% retention is deemed to low for the College, hence the ambitious target for 2021 and thereon after, rising to 90% for 2024/25.
Improve student attainment and non-continuation of underrepresented groups.	PTS_3	Multiple	Reducing the gap in retention between AMBO males and White males so that AMBO males are not underperforming.	No	Other data source	2017-18	27	22	17	12	5	0	The College will be using the percentage point gap identified in 2017/18 as baseline data and will actively take steps to eliminate the gap in retention by 2024/25.
Improve student attainment and non-continuation of underrepresented groups.	PTS_4	Ethnicity	Reducing the attainment percentage point gap between AMBO students and White students so that the AMBO students are not underperforming against their peers.	No	Other data source	2017-18	30	25	20	15	10	0	Data from 17/18 indicates a clear gap between AMBO and White students in degree attainment. Steps will be taken to support improved achievement of AMBO students with the reduction of the 30 percentage point gap to 20 by 2021/22. The College aims to eliminate the gap completely by 2024/25.
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												