

GOLDSMITHS
University of London

Access Agreement – 2012-13

Fee limits

1. We intend to set a fee limit of £9,000 for home/EU students on all undergraduate and PGCE courses and for all new entrants in 2012-13.
2. We intend to apply, to this limit, annual increases in line with the Government's regulations: we do not intend that student fees should remain flat for the duration of their studies.
3. We are confident that our programmes will remain very attractive to students from all backgrounds at these fee levels. We recognise that the introduction of a more market-focussed approach to undergraduate tuition fees for home students in the UK may lead to changes in student demand. Our maximum fees proposal in this access agreement gives us the maximum flexibility to respond to these changes as the market develops.

Expenditure on additional access and retention measures

Proposed expenditure

4. We expect to spend 30% of the fee income from fees above £6,000 on additional access and retention measures. We believe that this substantial level of investment is consistent with our institutional commitment to widening access; our wish to maintain our ongoing success in attracting students to Goldsmiths regardless of their background; and our need to improve our performance in relation to students from low-participation neighbourhoods.
5. We may wish to count some expenditure in 2011-12, which helps bridge the gap between the withdrawal of Aim Higher funding and income from the new fees regime, against 2012-13 spending, as permitted in OFFA guidance.
6. As noted in paragraph 3 above we recognise that it may be necessary to change our fees to reflect a changing market. If this happens we will wish to reflect this in the proportion of additional income which we spend on outreach activities:

Average fee level	Proportion of additional income spent on access
£9,000	30%
£8,500	27.5%
£8,000	25%
£7,500	22.5%

Our assessment of our performance

7. We believe that our access record is good for an institution of our research strength and overall academic characteristics. We have compared our

performance on the HESA performance indicators for 2004-05 to 2009-10 to reach this conclusion.

8. In respect of entrants from state schools and colleges, our absolute performance is below the median for the UK: we have ranked at about 90th nationally, out of 150+ institutions, for each of the past three years. This ranks us in the third quartile nationally. In relative terms, we perform very well. We have exceeded our HESA benchmark in all but one of the past six years, and have consistently been the best performing University of London College.
9. In respect of young entrants from low-participation neighbourhoods, our absolute performance is relatively low, being below median for the UK, and ranking in either the third or fourth quartile. We perform somewhat better in relative terms: our performance is around the area adjusted HESA benchmark, and we are ranked in the top five within the University of London.
10. In respect of young entrants from NS-SEC classes 4, 5, 6 and 7 our absolute performance has been below the national median, ranked in the third quartile. We perform well in relation to other University of London Colleges, being ranked in the top five of Colleges.
11. In respect of students in receipt of the Disabled Students Allowance (DSA) our performance is mixed. In absolute terms, HESA PIs show us to be above median in most years, although in relative terms we perform slightly worse against our HESA benchmark. Our performance in relation to other University of London Colleges is also mixed.
12. In respect of continuation rates, our performance has been poor. For both young and mature students we show relatively high non-continuation rates, both in absolute terms and in comparison with our HESA benchmarks and our peers within the University of London.
13. Overall our pattern of achievement is mixed. We have strong performance relatively in relation to state school and College entry. Performance in relation to entrants from lower social classes varies by subject. And we perform less well in relation to non-continuation, low-participation neighbourhoods and students with disabilities.

Balance and type of spend

14. As will be seen later in this agreement, we intend to focus financial support for students on low-participation neighbourhoods. We also believe – in the light of feedback from our Students' Union – that financial considerations are a factor in student retention. We therefore propose to give students to whom we wish to give financial support a choice: between a fee waiver and a bursary. This seems to us consistent with the conflicting sources of evidence that we have (the Sutton Trust research on the effect of bursaries on applying to university and our own students' views) and consistent with the Government's emphasis on student choice.

Additional access measures

Outreach

15. We already recruit strongly from state schools but wish to improve diversity of student population through implementing widening participation and fair access measures as follows:
 - increase enrolments from low participation neighbourhoods in the locality of Goldsmiths (in particular Lewisham);
 - improve diversity of the student population in relation to social class and ethnicity, particularly in our most selective programmes;
 - increase the number of students with disabilities across the College;
 - continue to recruit mature students returning to study, including those from hard-to-reach groups;
 - enhance our outreach and support provision for particular groups underrepresented in higher education such as looked after children, young parents and those without an HE heritage.
16. *Widening Participation:* We will continue to work with schools and colleges in low participation neighbourhoods to raise awareness, aspiration and attainment, including work with younger school students, their families and their teachers. We are actively exploring options for continuing collaboration with partners in Aspire (Aimhigher South East London) in particular to support our delivery of IAG (Independent Advice and Guidance). We are also considering some engagement with the emerging pan-London organisations AccessHE and Linking London.
17. *Fair Access:* We are committed to ensuring fair access to all our programmes including our more selective creative arts provision. We have initiated an action research project to identify the barriers to participation and ensure that we employ the most effective interventions. Early indications point to the value of student mentoring, summer schools, application and interview support, targeted bursaries and progression agreements to support the admission process. Student experience issues are also being considered in order to support retention of groups under-represented in these areas.
18. *Low Participation Neighbourhoods:* As part of our commitment to increase the number of students from low participation neighbourhoods and contribute to regeneration of the local area we will develop closer links with a small number of local schools and colleges to support them in offering IAG, raising attainment, providing CPD and developing a research capacity to support institutional development.
19. *Mature Students:* We have a strong tradition of recruiting mature students with 28% of our undergraduate students aged over 21 and 24% over 25. Through new programmes, an increase in part-time provision, community engagement activities, and links with local colleges and employers we aim to maintain and increase the number of mature students within the College.

20. *Ambassadors and Outreach Events:* Our Student Ambassadors scheme has proven successful in supporting our outreach work with schools and colleges and we will be working to strengthen it. We will also, in difficult financial times, seek to continue other successful strands of our Aimhigher work such as taster days, master-classes and summer schools.
21. *Academic Departments:* We will be increasing the emphasis given to outreach work by academic departments, through strengthening the role of departmental leads, encouraging subject specific activities and increasing the use of progression agreements. This will help to address subject specific widening access and retention issues, which we know to have an impact in creative disciplines particularly.
22. We will wish to count as qualifying spend the staff and other costs associated with this work, including specific financial support for students under paragraph 15 above not otherwise specified in this agreement (eg financial support for parents). For the avoidance of doubt, this will include all categories of countable spend from the previous fee regime.

Admissions

23. We ensure that our admissions processes take account of the effect that applicants' social and cultural backgrounds might have on the way in which they present information, especially with regard to their personal statements which form an important part of our holistic assessment of their applications. We are currently exploring the use of the more comprehensive contextual data being made available by UCAS to further support these aspects of our decision making processes.
24. We will wish to count as qualifying spend the costs relating to staff time and other expenses associated with introducing more comprehensive contextual data and with improving admissions practices to support wider and fairer access. For the avoidance of doubt, this will include all categories of countable spend from the previous fee regime.

Student retention and success

25. The increased emphasis on work in academic departments referred to in paragraph 21 above will help also in regard to student retention and success by increasing awareness of the learning challenges faced by students without a heritage of university study.
26. *Peer Mentors:* We will continue our successful peer mentoring scheme, through which we train students to act as mentors for other students. This not only supports individual student success, but also helps boost student employability.
27. *Student Support:* We regard a holistic approach to student retention and success as most likely to lead to good results. We will therefore be taking

actions to improve retention and success which are aimed at the whole student body, including overseas and postgraduate students, with actions targeted at a specific group only where that brings additional results not achievable in an integrated way.

28. We will monitor the retention rates of students from a widening participation background and undertake research to identify any issues that might affect progression with a view to adapting our mainstream provision or developing specific support where appropriate.
29. *Employability*: Research indicates that students from backgrounds without a tradition of higher education are less likely to take part in extra curricular activities that provide professional and leadership skills. This affects such students' capacity to gain relevant experience and build CVs that will enable them to access professional posts in the labour market.
30. We are currently developing a number of interventions to address this issue that will complement our existing Gold Award. These are likely to include, over time, academic initiatives such as the introduction of new modules; greater support for placements and the introduction of placements across more of the curriculum; and greater engagement in programmes with employers and with alumni.
31. We will wish to count as qualifying spend the staff and other costs associated with this work. For the avoidance of doubt, this will include all categories of countable spend from the previous fee regime.

Open Book

32. We will continue to support the Open Book project, based at Goldsmiths. This is a nationally recognised project which supports students with a background of prison or drug abuse (and frequently both) to reach, attend and successfully complete university. It contributes strongly to both outreach and student retention and success. Open Book students have completed first, masters and doctoral degrees at Goldsmiths and other universities.
33. Open Book derives much of its financial support from charitable income. We will wish to count as qualifying spend staff and other costs associated with our topping-up of this charitable income. For the avoidance of doubt, this will include all categories of countable spend from the previous fee regime.

Financial support for students

34. We set out below our commitments relating to financial support for students. This includes both our commitment to matching the National Scholarships Programme funding, and programmes which we have determined ourselves, based upon our assessment of our access achievements and our targets for improvement.

35. It is our intention that, in order to enable as many students to benefit as possible, any individual student will normally be eligible for an award under one category in any one year.
36. We will offer a variety of schemes giving financial support to students. As noted in paragraph 14 above, we will in some cases be offering students a choice of fee-waiver or cash bursary.

NSP

37. Our allocation of National Scholarships Programme funds is £195,000 in 2012-13, equating to 65 individual scholarships. Goldsmiths will match that contribution with a further £3,000 for those scholars, offered as either a fee-waiver or as a bursary, depending upon the scholar's own choice.
38. Our local criteria for NSP allocation will be based upon our identified widening participation priorities set out in paragraphs 40 to 45 below. In the event of there being more eligible applicants than scholarships, we will rank candidates on academic potential. Applicants who do not gain a National Scholarship will be considered for other awards which we offer, as set out below.

Goldsmiths' programmes

39. We will have ten £9,000 fee-waivers, based upon merit, to the brightest and best students from Lewisham, our local borough. Such students will become part of our pool of student ambassadors and be enrolled on our Gold Award, which helps students track and demonstrate their extra-curricular learning and skills development through College. We expect this category to account for 9% of the total cost of our financial support to students.
40. We will offer awards of £1000 to students from low-participation neighbourhoods and with household income below £50,000. Such awards will be offered as either a fee waiver or a cash bursary. This is designed to help address our performance in attracting students from low-participation neighbourhoods. We expect this category to account for 14% of the total cost of our financial support to students.
41. We will offer an award of £750, available as either a fee waiver or a cash bursary, to students with a residual household income of less than £50,000 in our local areas, defined as the London Boroughs of Lewisham, Southwark, Greenwich, Lambeth, Hackney, Tower Hamlets and Newham. We expect this category to account for 23% of the total cost of our financial support to students.
42. We will offer an award of £500, available as either a fee waiver or a cash bursary, for all students in England, and not from the boroughs identified in paragraph 41 above, who are eligible for a full maintenance grant. We expect this category to account for 28% of the total cost of our financial support to students.

43. We will offer up to ten awards of £3,000, available as either a fee waiver or a cash bursary, for students over 25 who come from a non-traditional academic background but show great academic potential. These awards will be made on merit. We expect this category to account for 3% of the total cost of our financial support to students.
44. We will offer up to four awards of £4,500, as either a fee-waiver or a bursary, to students with a disability. These awards will be assessed on academic merit and on student need, to ensure that they are well-focussed. We expect this category to account for 2% of the total cost of our financial support to students.
45. We will offer up to five awards of £4,000 value, as either a fee waiver, a bursary, or in-kind support (eg accommodation costs, computers, books) to students who are care-leavers. We expect this category to account for 2% of the total cost of our financial support to students.
46. If our spend against any one category of award looks likely to be below our expectations, we may increase the value or number of such awards, or lower the threshold at which the award is given, to ensure that we meet our access commitments. If our spend in any one category looks likely to exceed our expectations, we will honour commitments for all students covered by this access agreement and consider making changes to future access agreements. We may vire unused spend between categories of award to ensure that our overall spend meets the threshold.

Targets and milestones

47. We propose targets on four measures: low participation neighbourhoods; entrants from NS-SEC classes 4, 5, 6 and 7; students with a disability; and non-continuation rates. Over a five year period we will aim to exceed our benchmark and approach the national median figure as expressed in the HESA PIs. Specific targets, against a 2009-10 baseline, are set out in absolute numbers in the table below.

	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17
Low participation neighbourhood (HESA Table T1a)	45	50	57	64	72	80
NS-SEC (HESA Table T1a)	220	225	233	240	247	255
Disability	95	100	110	120	130	140
Non-continuation-all (HESA Table T3a)	175	165	155	145	135	125

48. This represents a considerable improvement on current levels of attainment, and should take us well beyond our benchmark. We will review attainment against target each year and make any necessary adjustments to our outreach work and financial support packages. We recognise that a long-term

target against national median performance is clearly a moving target, and we will also review this over the years.

49. We have mapped these targets against our HESA benchmark for 2009-10. Fluctuations in the percentage of known data on any measure will have a significant effect on the performance against benchmark, which is why we have expressed the targets in absolute terms.
50. In due course we hope to be able to reliably measure performance in more relevant ways using internally generated data. This will help to avoid the problems of time-lag when using HESA data. When our data is sufficiently reliable and consistent we may therefore refine our targets accordingly.

Monitoring and evaluation

51. Monitoring of progress against milestones will be undertaken on an annual basis, by a group involving practitioners from widening participation, student recruitment, student support and the planning team, and representatives of the Students' Union. The outcomes of this monitoring will be presented to the College's Senior Management Team.
52. Overall responsibility for the delivery of the agreement rests with the College's Registrar and Secretary.
53. The annual presentation will include an evaluation of the effectiveness of the different strands of outreach and retention work, to enable appropriate changes to be made in practice and also to inform the next year's access agreement.

Provision of information to prospective students

54. We commit to providing clear, timely and accessible information to applicants and students on our fees and financial support, as set out in the guidance on access agreements. This will primarily be on the College's website, to ensure accuracy.
55. We will also make available to UCAS and the SLC any information they require on a timely basis.

19 April 2011

revised 22 June 2011

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	Goldsmiths, University of London
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

Our ITT programmes are already very successful in terms of recruitment from several groups underrepresented in teaching. Year on year we recruit above the sector in terms of ethnicity and disability and a significant proportion of the student population comprises mature students and career changes.

Our key aims for our access agreement work are to maintain the existing high levels of recruitment from under-represented groups and to ensure that these students have access to funding and support to enable them to successfully complete their studies.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

We are proposing to charge £9,000 for our ITT programmes.

C. Amounts of additional fee income to be spent on access measures

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph

39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

The overall proportion of additional fee income we expect to spend on access measures remains at 30% as in our original existing agreement.

D. Financial support for trainees

In this section you should set out:

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*
- *the amounts of support and the eligibility criteria for new entrants.*

You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.

We wish to broadly follow the same pattern of scholarships for ITT students as those already set out in the existing agreement, where these are relevant to ITT students.

Awards aimed specifically at ITT students

1. We will offer up to three awards of £3,000, available as either a fee waiver or a cash bursary, for students over 40 who come from a non-traditional academic background but show great academic potential. These awards will be made on merit. We expect this category to account for 3% of the total cost of our financial support to students.
2. We will offer up to two awards of £4,500, as either a fee-waiver or a bursary, to students with a disability. These awards will be assessed on academic merit and on student need, to ensure that they are well-focussed. We expect this category to account for 2% of the total cost of our financial support to students.
3. We will offer up to two awards of £4,000 value, as either a fee waiver, a bursary, or in-kind support (eg accommodation costs, computers, books) to students who are care-leavers.
4. We will offer cash bursaries of £500, for all students in England who are eligible for a full maintenance grant.
5. If our spend against any one category of award looks likely to be below our expectations, we may increase the value or number of such awards, or lower the threshold at which the award is given, to ensure that we meet our access commitments. If our spend in any one category looks likely to exceed our expectations, we will honour commitments for all students covered by this access agreement and consider making changes to future access agreements. We may vire unused spend between categories of award to ensure that our overall spend meets the threshold.

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

Much of the outreach work is covered by the existing agreement.

Specifically related to ITT programmes, we will seek to improve the diversity of the student population in relation to the gender balance on particular courses, e.g. men into primary. We will offer taster courses as part of our University Open Days. These will include

1. An introduction on how to apply for teaching
2. Taster activities for PGCE sessions (subject specific)
3. Current students will share best practice and their own experiences (positive role models)
4. Q & A Session

The taster sessions will run for approx 1.5 hours and will target the following areas:

- Men into Teaching: Primary and Secondary Drama (there is a low percentage uptake in these subjects compared to the rest of Goldsmiths provision)
- bme: currently under represented in Drama, Geography, MFL, English, Art & Design
- career changers-all subjects

As a general principle, we will ensure that there is student representation from our diverse student body, e.g. BME students, mature students and career changers, to enable us to continue to recruit at the existing high levels from these groups at external training events etc.

We will provide additional and targeted support for students in under-represented groups who have interrupted their studies but plan to return, and for students who are at risk of interrupting. This will involve,

- return to studies interviews
- targeted 1-1 individualised support from tutors

Part four: Targets, milestones and monitoring

F. Targets and milestones

You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.

Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.

These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.

You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.

In this section, please state whether you intend to develop additional targets and milestones, or the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template (Annex B) at Table 6.

We will set targets in relation to some of the groups identified as under-represented in teaching. As we currently perform at or above the national and local sector norms in respect of some groups, we will develop targets relating to maintaining recruitment at these levels and raising attainment levels.

In addition, we intend to initiate a project to look at the application and recruitment data in respect of under-represented groups on ITT programmes. Whilst we already hold and monitor the performance of these groups once enrolled on our programmes, we need more information to assess whether barriers exist at early stages of the admissions process. This will help us further target our outreach programmes.

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of

your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

