Fees, Student Numbers and Fee Income

1. We intend to set a fee limit of £9,250 for full-time home/EU students on all undergraduate, PGCE and Schools Direct courses and for all new entrants in 2017-18.

2. We intend to set a fee limit of £4,625 for part-time home/EU students on all undergraduate programmes for all new entrants in 2017-18.

3. We intend to set a fee limit of £9,250 for new PGCE students in 2017-18.

4. We intend to set a fee limit of £1,385 for students undertaking a year overseas or on Erasmus+.

5. We undertake an annual review of our fee levels through our Fee Setting Working Group to ensure that we remain attractive to students from all backgrounds at this level. We believe that our fees proposal in this access agreement gives us the maximum flexibility to respond to these changes as the market develops.

6. The associated Access Agreement Resource Plan details forecast student numbers and the associated fee levels.

Access, Student Success and Progression Measures

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.

8. In respect of entrants from state schools and colleges, in the years 2010-2014 we exceeded our HESA benchmark. In the 2014-15 HESA PI we see that we continue to be one of the best performing University of London colleges (4th of 15). Our absolute performance is below the median for the UK at 89.1% but higher than the UK average. This is not unusual for a London based institution and we will continue to seek to address this through our own, and collaborative activities.

9. In respect of young entrants from low-participation neighbourhoods (LPN), our absolute performance is relatively low at 7.2% in 2014-15, which is below the average for the UK. In the 2014-15 HESA Performance Indicators we see that we continue to be one of the best performing University of London colleges (4th of 15). We continue to make progress towards our benchmark and in our increased our total number of students from an LPN by 29 students.
(up from 53 in 2013-15 to 82 in 2014-15) and our activities will continue to focus on this group heavily. This is not unusual for a London based institution, nor an institution which specializes in the arts and humanities` and we will continue to seek to address this through our own, and collaborative activities.

10. In respect of young entrants from NS-SEC classes 4, 5, 6 and 7 we perform well in relation to other London universities, are in the top five providers in London and 4th out of 15 providers within the University of London. However our absolute performance historically has been below the national average. In the 2014/15 performance indicators we again rank in the third quartile at 87th out of 124 institutions in England. In our latest Access Agreement return we have seen further progress towards this category having admitted 286 (up from 250 in 2013-14 and above target of 280). However, this is not unusual for a London based institution and we will continue to seek to address this through our own, and collaborative activities.

11.In respect of disabled students Goldsmiths has used the category ‘students in receipt of the Disabled Students Allowance’ (DSA) as our indicator of success. Our performance against this metric has been extremely strong. In absolute terms, HESA PIs show us to be above median in the past three years. In the past year we have significantly exceeded our benchmark with 401 students in this category. We will continue to focus activities on students with disabilities and have reviewed our target in this area to cover the percentage of students who declare a disability.

12.In respect of continuation rates, our performance is gradually improving. While 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, progress is being made each year and we will continue to work to improve this.

13. In respect of our students’ overall progression to employment and further study Goldsmiths performance is gradually improving. In 2013-14 we have achieved a total progression rate of 89% (DLHE 2014-15), which is up from 83.6% in 2011-12. This improvement is particularly pleasing given our subject range. Within this figure we have seen a gradual decrease in our figure of students who progress to further study from 15% in 2011-12 to 11.7% in 2014-15. As such we will focus our efforts on turning this decline around.

14. Overall our pattern of achievement is mixed. We have strong performance relatively in relation to state school and students with disabilities. Performance in relation to entrants from lower social classes varies by subject. And we perform less well in relation to non-continuation and low-participation neighbourhoods and students with disabilities. We have seen gradual improvements towards our benchmarks year-on-year and hope to continue this upwards trend.

**Our Strategy**
15. Goldsmiths strategy relating to access has been developed in light of our current performance but also having considered developments in the national social mobility arena. We intend to deliver activities which will allow us to attract more students from: low participation neighbourhoods, NS-SEC IV-VII and the local area. From 2016 we have been developing a focus on the diversity of the student population, which means delivering activities which focus on BME cohorts and we are mindful of the gender balance at Goldsmiths.

16. Our strategy relating to student success and progression has been developed to ensure that students, regardless of background, can succeed at Goldsmiths. The activity in this plan is supported through the Goldsmiths’ Student Experience and Engagement Strategy. This agreement focuses heavily on the development of transition programmes and skills development in order to engage students with their learning and the skills that will enable them to succeed in future endeavors. We have also invested in the development of activities to engage our own non traditional student population in opportunities for postgraduate study and careers.

17. Goldsmiths provides the leadership for access, student success and progression in senior posts across both academic and Professional Services. The academic elements of this work are led by the Pro-Warden (Learning, Teaching, Enhancement). The Registrar and Secretary leads the work of the Professional Services. The Director of Student Experience & University Advancement and the Director of Marketing, Recruitment & Engagement, support these senior managers. These senior staff have a background in student experience, student support and student opportunities, including employability and widening participation and outreach. Consequently, the staff responsible for recruitment and outreach, student academic and pastoral support and student health and wellbeing, have robust and experienced leadership and a joined-up approach to service development.

18. In 2016 Goldsmiths further invested in the Student Experience by refocusing the efforts of some of the senior members of the Professional Services team. A new role was created, Director of Student Experience and University Advancement. With a remit which includes the leadership of the student facing services, this role is also leading a cross-institutional project to develop all of our approaches to the student experience. In addition, a new role of Director - Student, Academic & Learning Services has been created to support this for a period of 12 months. This role is tasked with helping to understand how we can continue to improve our ways of working to embed a student-focused culture across Goldsmiths. A key objective of the role is to define and deliver an integrated learner support service, actively engaging with our academic Schools to ensure complementary provision.

19. Goldsmiths continues to collaborate with the Students’ Union in building student opportunities and activities in relation to academic learning and life/careers skills across all departments at Goldsmiths to develop our approach to widening access and retaining students.
20. The Access Agreement and composite activities are developed and monitored by an Access Agreement Working Group. The group, which is chaired by the Director of Marketing, Recruitment & Engagement meets to review and deliver this work. The work of this group reports through Goldsmiths Committee structure and into the Student Experience and Engagement Sub-Committee and ultimately to Academic Board. This ensures that Goldsmiths is monitoring the activities delivered.

Proposed expenditure

21. We expect to spend 25% of the fee income from fees above £6,165 for full-time students and £4,625 for part-time students on additional access and student success measures. We believe that this 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 the requirement to support the national social mobility agenda.

22. As per guidance issued by OFFA we have once again focused the spend in this agreement towards long term sustained outreach and student success and our financial awards will remain stable. Our balance of spend will be:

- Access expenditure 51%
- Student success expenditure 24%
- Progression expenditure 5%
- Expenditure on financial support 20%

23. As with previous agreements, we intend to focus financial support on specific target groups of students. Evidence has shown that financial support should be targeted on those categories of students that face significant barriers in progressing to higher education as a result of costs incurred. As such we are targeting expenditure on the following groups: disabled learners; care-leavers; mature students, student parents, those returning to learning and some large awards to reduce the costs of learning to those in the local area. We feel that this is an important part of our outreach and student success work as many students within South-East London are deterred from university due to a serious culture of debt aversion within their family networks.

Our activity

Access

24. Goldsmiths is located in the Borough of Lewisham in South-East London. The area surrounding the institution has a high density of low participation neighbourhoods and many local schools and FE colleges student populations are comprised of students from this category. With this in mind we are continuing to propose that the bulk of our work continues to target the local area and in particular local schools and Colleges.
25. We already recruit strongly from state schools but wish to continue our work to improve the diversity of student population through implementing widening participation and fair access measures as follows:

- Increase enrolments from low participation neighbourhoods
- Improve diversity of the student population in relation to social class and ethnicity;
- Increase enrolments from students with disabilities;
- Continue to recruit mature students returning to study, including those from hard-to-reach groups;
- Enhance our outreach and support provision for particular groups under-represented in higher education such as looked after children, care-leavers, refugees and asylum seekers and those without a heritage of HE;
- Increase enrolments from young male learners.

26. Schools and Colleges Liaison: We will continue to work with schools and colleges in low participation neighbourhoods to raise awareness, aspiration and attainment. To support our targets for raising the number of students from low participation neighbourhoods we are developing close partnerships with a small number of our local schools and Colleges. This will also contribute to regeneration of the local area. We have developed closer partnerships with a small number of local schools and colleges to support them in offering information, advice and guidance (IAG), library access for their students, sustained programmes of attainment raising activity and through the provision of CPD. We are also developing a suite of information, advice and guidance materials for teachers and advisers to use with students. This is supported with regular teacher and adviser workshops and an annual conference that focuses on working collaboratively to support progression to higher education.

27. GoldStars Primary Programme: We have developed a programme of work with younger age students (years 5, 6 and 7) their families and their teachers. In the academic year 2015-16 we will have worked with over 2000 primary learners. This programme comprises sample mini-lectures and hands-on practical activities. This programme works closely with parents and carers who, in our locale, must be invested in. Evidence from evaluation has demonstrated that participants leave sessions with a new thinking about universities. We also know that breaking down barriers this early is vital to engaging students. In 2017-18 we will continue this programme and will set ourselves a target to maintain high levels of engagement.

28. Goldsmiths Progression Scheme (GPS): Launched in 2014-15 the Goldsmiths Progression Scheme provides local students with access to a sustained programme of activity with a university including: a study skills module to develop academic literacy, an academic assignment to demonstrate research skills, subject specific masterclasses, subject specific site-visits (currently including visits to Westminster for Politics, BBC for Media, Tech Circle for Computing), student shadowing opportunities, careers guidance sessions, cultural tours, visits to other HEIs and general information, advice and guidance (IAG). Students on the course receive specific and
tailored personal statement and application support. This scheme, coordinated in collaboration with schools and agencies, targets students from low participation neighbourhoods, those with no heritage of HE in their family and priority groups, for example young male learners. The programme is delivered to learners over the two years they are engaging with post-16 education. In 2015-16 we grew the programme to engage 120 learners across two years. By 2017-18 we aim to have 100 learning in years one and year two and so a total cohort of 200. We will continue with our successful GPS specific Summer School to engage students further in university.

29. Summer Schools: We are committed to ensuring fair access to all our programmes including our more selective programmes in the creative arts, music, drama and media. We will continue to carry out subject specific summer schools, providing students with the confidence and tools to understand and articulate their own practice and to support them in the application and interview process. In previous agreements we identified the wish to broaden the provision of this activity. We now deliver four subject specific summer schools across the areas of art, media, music and drama and one large summer school for our Realising Opportunities and Goldsmiths Progression Scheme.

30. Extended Project Support: As part of our long-term and collaborative work we will support students on both the Realising Opportunities programme and the Goldsmiths Progression Scheme to undertake the Extended Project Qualification. This qualification will support students in developing their independent research skills and stretch them, directly supporting them to improve attainment.

31. National Art and Design Saturday Clubs: This programme provides year 10 students the chance to visit Goldsmiths as part of a national programme coordinated by the Sorrell Foundation. This programme will provide sustained outreach activity over 30 Saturdays in the year, and in important subject areas for Goldsmiths. This scheme also offers clear benefits to local schools and will contribute to our Community Engagement Strategy.

32. Saturday and Evening Clubs: In addition to the National Art and Design activity in 2016-17 we will add Saturday and Evening activities for younger age students (11-16) in other creative arts areas including music and drama. If this activity demonstrates value then we will continue this activity.

33. Mature Students: We have a strong tradition of recruiting mature students with 31% of our undergraduate students aged over 21 and 24% over 25. Through an expansion of our Integrated degree 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.

34. Student Ambassador Scheme: Our Student Ambassador scheme continues to be successful in supporting our outreach work with schools and colleges and with specific student groups as identified by feedback from
prospective students and applicants from non-traditional backgrounds. The scheme will continue to deliver a programme of 1-2-1 shadowing with local students; e-mentoring for local students and first year students; near-peer mentoring programmes with groups like the Lewisham Care Leaving Service Association. We have worked closely with our Careers Service and Learning Enhancement Unit to put together a package of training and development for the student ambassadors which we will continue to deliver. In 2015-16 we increased the number of Student Ambassadors who go out on placement to local schools, this will be maintained in 2016-17 and through to 2017-18. The programme has proved incredibly successful and has allowed us to work closely and collaboratively with local Borough School Improvement teams and schools themselves.

35. Part-time students: Many of the outreach activities, including our provision of information, advice and guidance is not specific to mode of learning e.g. full time or part-time. We will continue to increase the provision of bespoke IAG to the part-time audience. In addition to the regular sessions that are held as part of Open and Visit Days we will hold Q&A sessions for part-time and mature students.

36. Work Experience Coordination: As part of the school curriculum all year 10 students are expected to source a short-term work experience placement. As part of our ongoing work with schools in the local area this provides us with an opportunity to take in students as part of the work experience scheme. This scheme will actively remove barriers to HE as students will be spending time in an HE setting, something frequently cited as an important factor in removing barriers to university.

37. Supporting refugee and asylum seeking students: In London we are seeing an increasing number of refugee and asylum seeking students. This group has little recourse to IAG nor do they know how to access higher education. We would like to research this group of students, working collaboratively with organisations such as Article 26 and locally based organisations to identify further support mechanisms for this group.

38. Targeted outreach with young male learners: UCAS has recently reported that for the first time more girls are admitted to university in England than the number of boys who apply for university. At Goldsmiths our intake is now 65% female and 35% male. Given our subject mix we see the potential for this gender imbalance to worsen. As such we plan on making boys a priority group in our Goldsmiths Progression Scheme and in access to other programmes that we coordinate. We will also ensure that we run gender specific mentoring and have male representation at all of our outreach events.

39. Progression agreements: Some of the most effective work that we have undertaken has been through formal Progression Agreements with local post-16 providers. We will develop formal progression agreements with four local post-16 providers.
40. Departmental Access Projects: We know that activities, which are related to specific academic disciplines, receive positive feedback from participants and can be effective in removing barriers to those subjects. In order to enable academic departments at Goldsmiths to engage with access work we will fund and support one initiative in each of our 19 academic departments. Piloted in 2015, this scheme will engage departments and prospective students in the academic life of Goldsmiths.

41. We already perform well in terms of attracting a diverse student body to our ITT programme and activities to date have gone well. We wish to continue to target our work in this area as follows:

- Increase the number of students with disabilities on ITT programmes;
- Continue to recruit mature students returning to study, including those who are seeking to change careers;
- Seek to improve the diversity of the student population in relation to the gender balance on particular courses, e.g. men into primary.

42. Careers fairs: We attend government focused teaching events including: Train to Teach and we will ensure that we have representation from our diverse student body at these events. We will also ensure adequate representation at on campus ‘information events’ for ITT students.

43. Application support: We will continue to run a series of introduction sessions on how to apply for teaching programmes.

44. Taster sessions: We will run a series of taster sessions including sessions for targeted groups with particular characteristics, such as: men into primary, career changers and BME groups. We will also run these for particular subject areas including: Drama; Modern Foreign Languages; English and where target groups are under-represented.

45. Student Ambassadors: We will continue to include ITT students within the scheme. This will allow for outreach initiatives including mentoring and ‘Ask a Student’ schemes.

46. Through our reputation and standing as a major provider of initial teacher training, we seek not just to broaden the diversity within our own student populations, but to use our influence with our regulatory and professional bodies to assist them in promoting equality and diversity issues within the profession.

**Collaborative Outreach**

47. Goldsmiths is ideally situated to deliver collaborative outreach due to its location in South-East London and its unique subject mix. We are committed to collaboration and have developed links with a number of providers and external agencies.
48. **Linking London**: We subscribe to and are an active member of Linking London, a partnership between universities and FE colleges in London which seeks to support outreach and widening participation, retention and progression to and through higher education. Linking London’s collaborative IAG offer to partner 6\(^\text{th}\) form and further education and adult colleges is now in its 4\(^\text{th}\) year of operation. During this time over 3000 college students, studying Access to HE Diplomas, A-levels and BTEC level 3 qualifications have accessed the service. This offer, brokered by Linking London, has been delivered, during this period at ten college premises by nine of our HE partners, including Goldsmiths. Linking London provides a single point of contact between colleges and participating universities in the partnership to help ensure that the offer is co-ordinated effectively. Activities include supporting students to make informed choices, effective applications, as well as support to complete HE Finance applications. Delivery methods include workshops, presentations at larger scale events and one to one drop ins and surgeries. The collaborative offer has enabled more students to take advantage of outreach support in making informed choices and strong applications to HE and provided new opportunities to engage with colleges that have had less access to support previously. It also provides economies of scale in terms of, for example, where several HEIs have delivered outreach support in partnership, enabling a far greater number of students to engage in the support provided as well as providing students with opportunities to engage with a number of HEIs at the same time.

49. **Aimhigher London South**: We are members of Aimhigher London South. Through this programme we intend to continue to explore ways of working collaboratively with other educational institutions to provide support for students studying in London. Aimhigher London South works collaboratively to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively. AHLS works in partnership with 10 universities, 22 schools, 2 further education colleges and 10 Local Authorities across London and the South East. The network is committed to collaboration and works together to:

- provide impartial information, advice and guidance to learners, from year 7 – year 13 and their parents, carers and families;
- support school staff in accessing and engaging with outreach opportunities;
- contribute to the sector’s knowledge of best practice at a local and regional level in order to determine what works well and which activities are effective;
- develop and apply evaluation and monitoring methods to illustrate long term impact.

50. **NNCO**: Through the membership and support of Linking London and Aimhigher London South we are participating in the National Network of Collaborative Outreach. Through this we actively support the Single Point of Contact (SPOC) programme of work.
51. **HELOA**: Goldsmiths has been an active supporter of the Higher Education Liaison Officers’ Association (HELOA). HELOA is the professional association of higher education staff who provide guidance, information and outreach activities to prospective higher education students, their families and guidance advisers across the United Kingdom. HELOA has over 800 members from over 130 UK Universities and Higher Education Institutions. The Association has a code of practice that encourages collaboration, sharing good practice and rigorous standards of impartiality.

52. **Local Borough**: We work closely with our local Borough, Lewisham, in particular through their 14-19 and School Improvement teams to deliver activities that will support their work in raising aspiration. This includes: an aspiration raising programme for all year 7 students in schools in the borough, student ambassador placements; continued IAG programmes in schools and on-campus activities and workshops. We are the host and members of the annual IAG Conference for the Borough and work on all boards relating to this work.

53. **South East London Care Leavers Strategy Group**: We are members of the South East London Care Leavers Strategy Group. This group, which is comprised of higher education institutions, local authority staff, the ‘Virtual School’ for care leavers as well as staff from local sixth forms and further education colleges is key in our efforts to support those leaving care to progress.

54. **Realising Opportunities**: Goldsmiths, University of London is a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for students from under-represented groups. RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS.

The award-winning Realising Opportunities programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student mentor and an assessed academic element. Successful completion of RO will result in additional consideration given to applications through UCAS from all Partner universities, and the potential for an alternative offer worth up to 40 UCAS points.

Each participating institution has committed future funds to ensure the ongoing delivery of RO to 31 July 2019. For 2017 – 2018 this will be a maximum of £37,000 per Partner.

In October 2015, UCAS undertook analysis of applicant data for RO students. The results demonstrated that RO is robust in its dual targeting of high
attaining students from disadvantaged backgrounds; provided evidence of elevated application, offer and entry rates for RO students applying to HE against a UCAS-identified control group; highlighted that RO seems to ‘neutralise’ background differences across the different measures of disadvantage, and suggests that RO participants are more successful at getting offers from research intensive universities.

**Admissions**

55. Through the coordinated use of contextual data we aim to ensure that our admissions processes take account of the effect that applicants' social and cultural backgrounds might have on their ability to enter higher education. Through use of the contextual data provided by UCAS and other data sources we have tailored admissions processes to ensure that non-traditional applicants receive appropriate and well-informed assessment. We will continue to interview candidates from non-traditional backgrounds.

**Student retention and student success**

56. Goldsmiths has invested a significant amount of time on developing approaches to student success. The Access Agreement Working Group work collaboratively to look at activity in this area and this area of work is a fundamental part of the institution’s Student Experience & Engagement Strategy.

57. GoldStart Transition to HE: The successful transition to higher education is vital in establishing a happy and secure cohort of students. The initial student experience is critical to early engagement with University life, with the greatest risk of attrition being within the first three months. Many non-traditional students find the transition to HE a particular challenge as they are unsure of what to expect, may not come with a peer group, and may feel isolated or lacking in confidence. To counter this, and to improve retention and student success we launched a transition to HE programme – GoldStart – for all non-traditional students. The programme contains: study skills inductions; inductions to the College systems; a demystifying academia session and an introduction to student life. Students on the programme are supported by Student Ambassadors and Peer Mentors who act as ‘buddies’ for students and will provide e-mentoring throughout the first term of university. The combination of informal, social and quasi-formal, structured engagement has driven a highly positive initial student experience and set the tone for University life at Goldsmiths. In 2015-16 this programme was rolled out to all new students and gained an overall satisfaction score of 96%. We will continue this important strand of our activity in 2017-18 refining the programme as per feedback received.

58. Welcome: The first week of term is a vital period in the life of a student. We will continue to run a large Welcome and Induction event across the college to provide good first experiences to new students. The programme for this week will include: familiarisation tours, information, advice and guidance workshops on student funding and budgeting and a large IAG fair to introduce
students to support services available. This work will help improve the retention of students through improving their experiences of University. The content of departmental induction sessions has been radically refined in response to evaluation and will, from 2016, include significantly more information on accessing support within academic departments.

59. Induction: The process of induction is continual and should be invested in as such. We will provide continual induction to new parts of the students experience at key points in the cycle through the student engagement. This will be supported by peer interventions through Student Ambassadors, E-Mentors and Peer Mentors

60. Peer Assisted Learners (PALS): We will continue our successful peer-mentoring scheme, through which we train current 2nd and 3rd years to act as mentors for 1st years. This scheme has proven to support retention and student achievement while at the same time boosting student employability. We will enhance this scheme by adding a Postgraduate group.

61. Peer Support Schemes: In addition to our successful PALS scheme (above), we will continue to provide support for a range of peer led initiatives. This includes our ‘Dedicated Listeners’ programme, led by Goldsmiths Students’ Union, which provides a safe space for students to talk with peers.

62. Support for disabled students: The support that we provide for students with disabilities is vital in their success. We have recently undertaken a strategic refocus of the team who support students and have developed new services, systems and processes. Our Inclusion and Learning Support Service team will work with students that have declared a disability to ensure that adequate support is being provided to these students. Services will continue to be developed to support this category of students. This includes the delivery of specific support for reasonable adjustments and individual learning plans and also enhanced support with assistive technology.

63. Engagement with the Students’ Union and Clubs and Societies: Research has demonstrated that where students are engaged with a group of like-minded individuals they feel better supported and more able to succeed. This important co-curricular activity can lead to enhanced employability outcomes and a high level of student success. Building on examples of good practice in the sector we will develop a scheme whereby we are able to support students, particularly those from a non-traditional background to engage with clubs and societies. This support may form the funding of memberships for non-traditional students and/or supporting the Students’ Union to provide effective student activities.

64. Skills Development: The provision of enhanced study skills support for students is vital in improving retention and is a critical part of our strategy to increase retention and student success. We have invested in a large-scale programme – Enhancing Academic Skills – which offers an annual programme of sessions across all elements of the study skills portfolio. This programme provides early intervention and ongoing support for students who
need support and acts as a service that can provide support to those students who require it. Evidence shows that many non-traditional students will require support in academic literacy. Both the Enhancing Academic Skills and the Skills Plus Programme builds upon work developed in this area in 2017-18 we will increase the volume of activity offered for and to students.

65. Ongoing support for specific groups: We have developed a range of activities that target specific groups. This includes a Goldsmiths coordinated peer network programme for care leavers and student parents as part of our ongoing plan of student support. In 2017 we intend to add a strand of activity for carers within this plan of activity.

66. Specific student groups: Many specific student groups, particularly male students and those from BME backgrounds do not readily access support services such as Counseling due to negative stigmas attached to accessing services. As such we are developing a coaching intervention programme as well as drop-in provision coordinated by the Wellbeing team.

67. Student Engagement Campaigns: We will continue to offer and develop or internal student engagement campaigns. These activities are designed to engage students with their university experience. Successful activities include: our health and wellbeing campaign (Be Well, Do Well) which aims to develop student awareness of their own health and the impact this can have on attainment; Money Week to develop students’ financial skills and a campaign focused on reducing the stress of the examination and assessment period.

68. Training for academic staff: The Senior and Personal Tutor scheme can often be the first point of contact for a student who is struggling. As such we will redevelop a training programme for all staff that provide face-to-face support with current students. This should help us to improve support for students and ensure high quality and timely signposting to the current services. In order to provide specific and enhanced support for students with mental health issues we will offer Mental Health First Aid training to all Personal tutors, Senior Tutors and front-line staff within departments.

69. ITT progression and retention: We will provide additional targeted support for students studying ITT programmes from under-represented groups who may plan to dropout or interrupt. This work will also focus on those students who have interrupted their studies but plan to return to training. This will involve bespoke return to studies interviews and development plans and targeted one on one support from tutors.

70. We will continue to 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. We have experience in this area and are working towards specific targeted support provision for students with mental health issues as a result of monitoring our widening participation cohorts. This type of work allows for us to improve continuation rates amongst growing numbers of students in need of additional support.
71. We will monitor the retention rates of part-time students 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.

**Progression**

72. Support to engage with student mobility and Erasmus+: Very few non-traditional students consider studying abroad as a part of their programme. Erasmus+ and other study abroad programmes offer students the opportunity to develop a wide range of skills including: language development, employability and life skills that will help them to succeed after graduation. We will ensure that we target information on study abroad to non-traditional students.

73. Employability: Research shows that students from backgrounds without a tradition of higher education in their family, and those from other non-traditional backgrounds such as care leavers are less likely to progress into Graduate Level employment. This is due to reduced “social capital “and in many cases being unable to engage with co-curricular activities that can significantly improve professional, leadership and employability skills. These activities, through peer networks and engaging with employers can also increase social capital. This affects such students’ capacity to gain relevant experience and build a portfolio of experience to support their Graduate success. We will develop a range of activities to engage with these students and enable their engagement with key employability services from the outset of their programme of study.

74. Targeted outreach with Goldsmiths cohort: We will continue to work closely with our own student body to target information on the potential benefits of postgraduate study. Working closely with the Careers Service to disseminate information, we will run a targeted e-mail and print campaign but also a series of face-to-face information events.

75. Postgraduate outreach research programme: In 2016 we will be delivering a research project looking closely at the barriers for non-traditional students and how we can provide support to overcome these barriers. We intend to work on this in a collaborative manner with other universities from across the University of London network. This research report will help us to further target our work.

76. Gold Award: The Gold Award is a scheme that works with students to help them to assess their skills and abilities, strengths and weaknesses and to assist them in best articulating these skills. The scheme seeks to develop students for the world of work. The scheme works closely with employers and is open to all students. In 2017-18 we will continue to seek to significantly increased participation in the scheme and will target those learners who join us from a non-traditional background. We anticipate that participation in the Gold Award, along with other co-curricula and extra-curricula activities, will be
strongly encouraged by the introduction of the Higher Education Achievement Report at Goldsmiths.

77. Synapse: The Synapse programme is available to all departments in Goldsmiths and offers the students the opportunity to develop entrepreneurial tools to ‘map their future’. SYNAPSE (Greek for bridge) is designed to encourage students to develop an understanding of the value of an entrepreneurial approach to research, work and careers and to seek out and support entrepreneurial potential in staff and students. The programme, which is offered in 50% of our academic departments, offers participants the tools to articulate the features and benefits of their work, and to express the effect that they want to have, on whom and to develop the steps that will lead them there.

78. We will continue to support the Open Book project, based at Goldsmiths. This award-winning project 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 undergraduate, masters and doctoral degrees at Goldsmiths and other universities.

79. 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. This will include all categories of countable spend from the previous fee regime.

Financial support for students

80. We set out below our commitments relating to financial support for students. This includes programmes which we have determined ourselves, based upon our assessment of our access achievements and our targets for improvement.

81. The awards detailed are what would be received by a student entering the College on a full-time basis. These awards are available on a pro-rata basis for part-time students.

82. 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.

83. 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.
84. Whilst we know that bursaries have limited effect in removing the barriers to higher education we continue to see a year on year increase in financial hardship applications from students from non-traditional backgrounds. This on-course financial support is important in removing the financial burdens that can be experienced and improving the retention of our students. Therefore we wish to count as qualifying spend the costs associated with providing hardship funding to non-traditional students. Further to this, we will make much more visible, and accessible, the funds which support student hardship, accommodation and nursery support, additional funding to meet the needs of our disabled students and those from backgrounds / with responsibilities that hinder their progress (care leavers, carers). The support services are student-focused, customer focused and needs-focused, with adequate resources to put student need first and foremost. These resources will be focused on supporting those students with backgrounds which do not provide them with financial support to succeed in higher education.

85. Whilst we acknowledge that small one-off cash awards have limited effect in reducing the barriers to higher education we also see the value of targeted financial support. We have removed ‘general’ awards based solely on financial circumstances but have retained awards that are used as part of our access and outreach activity. We will continue to monitor the effectiveness of these awards.

**Awards aimed at new undergraduates**

86. We will have on offer, ten £9,000 awards, based upon merit and assessed by application, to non-traditional 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 extracurricular learning and skills development through Goldsmiths.

87. We will have on offer, five £4,500 awards, based upon merit and assessed by application, to non-traditional students from our local boroughs of Lambeth, Southwark, Greenwich, Hackney, Tower Hamlets, Newham and Croydon. 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 extracurricular learning and skills development through Goldsmiths.

88. We will have on offer twenty travel bursaries to cover the costs of an annual travel card to students from non-traditional and low income backgrounds from our local boroughs including: Lewisham; Southwark; Lambeth; Greenwich; Hackney; Tower Hamlets; Newham and Croydon.

89. We will have on offer up to ten bursaries of £3,000 for students over 25 who come from a non-traditional academic background but show great academic potential. These awards will be made on merit.
90. We will have on offer up to five bursaries of £3,000 for students studying on Access programmes who demonstrate academic potential. These awards will be made on merit.

91. We will have on offer up to four bursaries of £4,500 to students with a disability. These awards will be assessed on academic merit and on student need, to ensure that they are well focused.

92. We will have on offer up to five awards of £4,000 value, as either a bursary, or in-kind support (e.g. accommodation costs, computers, books) to students who are care-leavers.

93. We will have on offer one bursary of up to £9,000 value for one refugee or asylum seeker who is eligible to study at Goldsmiths but exempt from receiving student support.

94. We will have on offer up to ten student mobility bursaries of £1,000 to nontraditional students who wish to take part in study abroad or Erasmus+ activities.

95. We will add a new £10,000 fund to support non-traditional students to access placements and internships. Accessing work experience improves progression and student success. This fund will cover the costs of travel and expenses which may prevent non-traditional students from accessing this important part of the student experience.

**Awards aimed specifically at ITT students**

96. We will have on offer three £9,000 fee-waivers, based upon merit, to students from Lewisham and Greenwich. These awards are extended to Greenwich reflecting the very close relationship between the Educational Studies department and schools in this borough.

97. We will have on offer up to three bursaries of £3,000 for students over 40 who come from a non-traditional academic background but show great academic potential. These awards will be made on merit.

98. We will have on offer up to two bursaries of £4,500 to students with disabilities. These awards will be assessed on academic merit and on student need, to ensure that they are well focused.

99. We will have on offer up to two bursaries of £4,000 to students who are care leavers.

100. We will have on offer up to two bursaries of £3000 to male students studying on a primary programme.

**Monitoring and evaluation**
101. Goldsmiths has invested in the evaluation of its activity in a number of ways including through new posts in evaluation and data analysis. Through the gathering of quantitative and qualitative feedback at outreach events the quality of each intervention is monitored. We then monitor the application and success rates of the students who are progressing to Goldsmiths and to other destinations.

102. The Impact and Evaluation Coordinator role has been established solely to work on evaluating widening participation activities, and in particular the work identified in the Access Agreement. Since appointments this role has delivered major pieces of research into our funding package, the GoldStart Transition programme and the Student Ambassador programme. The role holder also provides advice on how to evaluate activities to those delivering them. This means that Goldsmiths is much better placed to understand the activity that we are undertaking. There have been significant revisions to the programme of activity undertaken since the role has been established.

103. Goldsmiths has joined the Higher Education Access Tracker service, which will allow for us to more effectively report on the efficacy of our programmes of activity.

104. Where collaborative arrangements exist we seek to establish data sharing agreements to track and monitor the interventions that are being undertaken to demonstrate both value and success. This is evident in agreements with organisations such as Linking London who hold data on interventions.

105. Monitoring of progress against milestones will be undertaken on an annual basis, by the Access Agreement Working Group. The outcomes of this monitoring will be reported to the Goldsmiths Student Experience and Engagement Sub-Committee and also presented to the College’s Senior Management Team.

106. Overall responsibility for the delivery of the agreement rests with the College’s Registrar and Secretary and the Pro-Warden (Learning, Teaching, Enhancement)

107. In an annual presentation the group will present to Senior Managers, 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.

108. We will continue to monitor the impact of our interventions ensuring that they are aligned with our strategic aims to proactively advance equality, celebrate diversity, and promote inclusivity. As part of Goldsmiths’ commitment to equality and diversity, we pay due regard to our obligations under the Public Sector Equality Duty and Equality Act 2010 which underpins the work of our Equality and Diversity Strategy. We evaluate our progress in this area with an equality and diversity report which is published annually. We also set Equality Objectives every four years to guide our aspirations.
Consultation with students

109. The Students’ Union President has a key role in the Access Agreement Working Group which comes together to review activities and make recommendations for the development and the writing of the Access Agreement.

110. The Students’ Union also has representation on all major College committees where these matters are discussed.

Provision of information to prospective students

111. 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 Goldsmiths website, to ensure accuracy.

112. We will make available to UCAS and the Student Loans Company (SLC) any information they require on a timely basis.

113. We will ensure that all information provided in printed and web formats is compliant with equality and diversity legislation and best practice. We will carry out regular impact assessments to monitor the impact of our delivery of information, including language, text and images, on the target audiences. Equality Act 2010

114. CMA Legislation: We will ensure that our information is provided in line with CMA requirements.

115. In framing this Agreement we have paid due regard to our duties under the Public Sector Equality Duty and Equality Act 2010. The ethos behind our outreach work and our admissions policies is to advance equality of opportunity and remove barriers to access to higher education, ensuring that all those who can benefit from study on our programmes are able to do so. This is demonstrated through our overall approach to recruitment and retention as well as through specific and targeted initiatives. Through specific discipline-related projects in traditionally selective areas, we seek not just to broaden access, but to increase diversity within our cohorts and across the College fostering good relations of people from all backgrounds.

116. We will continue to monitor the impact of our interventions ensuring that they are aligned with our strategic aims to proactively advance equality, celebrate diversity, and promote inclusivity. As part of Goldsmiths’ commitment to equality and diversity, we pay due regard to our obligations under the Public Sector Equality Duty and Equality Act 2010 which underpins the work of our Equality and Diversity Strategy. We evaluate our progress in this area with an equality and diversity report which is published annually. We also set Equality Objectives every four years to guide our aspirations.
117. We constantly monitor our performance in terms of our ability to attract students who may fall into the category of protected characteristics. This can allow us to amend our activity, as we need to.
### Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Yearly milestone description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>Other statistic - Location (please give details in the next column)</td>
<td>Proportion of students from low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)</td>
<td>No</td>
<td>2014-15</td>
<td>7.2%</td>
<td>7.5%</td>
<td>8%</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Other statistic - Low-income backgrounds (please give details in the next column)</td>
<td>Proportion of students from NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)</td>
<td>No</td>
<td>2014-15</td>
<td>30.8%</td>
<td>32.0%</td>
<td>33.4%</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Access</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>Percentage of Goldsmiths cohort who declare a disability</td>
<td>No</td>
<td>2014-15</td>
<td>13.5%</td>
<td>14%</td>
<td>14.5%</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Student success</td>
<td>Other statistic - Completion/Non continuation (please give details in the next column)</td>
<td>Proportion of students no longer in HE after 1 year (All, full-time, first degree entrants)</td>
<td>No</td>
<td>2013-14</td>
<td>7.5%</td>
<td>6.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Access</td>
<td>Other statistic - Ethnicity (please give details in the next column)</td>
<td>Recruitment of Black, Asian and Minority Ethnic students as proportion of cohort (full-time, all undergraduate entrants)</td>
<td></td>
<td>2013-14</td>
<td>37.5%</td>
<td>38%</td>
<td>38.5%</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Access</td>
<td>Other statistic - Postgraduate (please give details in the next column)</td>
<td>Recruitment of ITT students who declare a disability as a proportion of cohort</td>
<td>No</td>
<td>2013-14</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>T16a_07</td>
<td>Progression</td>
<td>Other statistic - Progression to employment or further study (please give details in the next column)</td>
<td>Progression into further study</td>
<td>No</td>
<td>2013-14</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Table 7b - Other milestones and targets

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Select stage of the lifecycle</th>
<th>Please select target type from the drop-down menu</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Yearly milestone description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16b_01</td>
<td>Access</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Long term outreach with key stage 1 and 2 (primary learners)</td>
<td>No</td>
<td>2015-16</td>
<td>750-learners</td>
<td>7000</td>
<td>7250</td>
</tr>
</tbody>
</table>

Institution name: Goldsmiths' College
Institution UKPRN: 10002718
<table>
<thead>
<tr>
<th>T16b_02</th>
<th>Access</th>
<th>Outreach / WP activity</th>
<th>Long term outreach with key stage 3 and 4 pupils</th>
<th>No</th>
<th>2015-16</th>
<th>350 learners</th>
<th>750</th>
<th>1000</th>
<th>1000</th>
<th>1000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>This target will allow for us to provide outreach activity for all Yr7 learners in schools within our local boroughs, a key source of LPN and NS-SEC IV-VII learners. This is driven by our aim to target learners at an early stage of their secondary journey and to identify HE as a viable opportunity for the local community. The impact of this activity will be to continue our long-term engagement with students who we have interacted with in KS2 and continue adopt HE as a destination. The programme of activity will engage parents in the local area who are key influencers and will seek to remove misconceptions. This will be monitored through our own data sets and through the HEAT tracking system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</td>
<td>Outreach / WP activity (collaborative)</td>
<td>Realising Opportunities Targets for progression of RO participants to a research intensive university</td>
<td>Yes</td>
<td>2015-16</td>
<td>35% (cohort 5)</td>
<td>36%</td>
<td>37%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Outreach / WP activity (collaborative)</td>
<td>Realising Opportunities Targets for progression of RO participants to a RO partner university</td>
<td>Yes</td>
<td>2015-16</td>
<td>N/A</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Progression</td>
<td>Operational targets</td>
<td>Percentage of students from non-traditional backgrounds in YR 3 who participate in PGT Info Sessions run by our Careers team. (Non-traditional will be defined as BME, NS-SEC IV-VII and LPN)</td>
<td>No</td>
<td>2015-16</td>
<td>20%</td>
<td>15%</td>
<td>20%</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

We have given significant thought to the recalibration of our target at Goldsmiths. We have taken into account both the guidance from OFFA and also the need for stretching targets. In order to do this we have monitored our performance and over the past years and have re-based using the latest set of HESA information. This has led to us proposing targets which are at once stretching but realistic. We are striving to exceed our location adjusted benchmarks and go beyond national averages in most cases in our access targets which would be a significant achievement for a London based university. We will continue to monitor performance and, if we are exceeding these targets, we will re-base so that we can go further.