

GOLDSMITHS, UNIVERSITY OF LONDON

Access and participation plan

2020-21 to 2024-25

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Access

Our student profile shows that Goldsmiths does not recruit large proportions of students from low participation neighbourhoods (LPN), with just 13% of the 2017/18 student population recruited from the two quintiles of lowest representation (Q1 & Q2). Over a five-year period (2013/14 to 2017/18) our data shows that the proportions recruited from each quintile have remained fairly static with those from Q4 and Q5 making up 71% of the entry population.

Goldsmiths has historically recruited mostly from the London area, making the recruitment of students from LPNs particularly challenging, as participation rates are very high in the capital. This is supported by our HESA data submissions, where the total number of students at all levels of study recruited from London boroughs has been consistently high (50.3% in 2015/16, 50.0% in 2016/17 and 44.8% in 2017/18). In 2017/18, 58% of UK domiciled young first degree entrants were from London. When including those from the South East this rises to 71%.

We have also taken the opportunity to review our student population using the Index of Multiple Deprivation (IMD). Goldsmiths consistently recruits above 20% of students from the most deprived areas (Q1) and this has been growing over a five-year period, to over 24% in 2017/18. We have seen increases in the proportion of students from Q1 and Q2, from a combined 43.5% in 2013/14 to 50.6% in 2017/18. The gap between Q1 and Q5 was 11.5 percentage points in 2017/18 in favour of those from the most deprived areas. We believe this highlights our success in targeted pre-entry WP.

Success

Non-continuation

In the most recent year (2017/18), continuation of POLAR Q1 exceeds Q5 by 6.5 percentage points, but as we receive only a small cohort of Q1 students each year, we observe significant fluctuations in relative performance. For all other quintiles the larger populations have provided more stability, but a downward trend in continuation overall. Students from IMD Q5 have continued at a greater rate than those from Q1 over a five-year period. In 2017/18 the gap between Q1 and Q5 was -2%.

Attainment

An attainment gap is not visible using POLAR4, with students from LPNs equally likely to successfully complete their studies with good honours as their peers from high participation areas, with those in Q1 consistently outperforming those in Q4 and Q5. We also observe more good honours for those in Q2 compared to Q4 and Q5.

A gap does emerge however, in Q1 of the IMD, where it becomes clear that students from the lower end of the IMD scale are less likely to receive good honours (68.1% Q1 vs 87.4% in Q5, 2017/18). This gap has been evident since 2013/14, and while the gap at Goldsmiths reduced from 21 percentage points in 2013/14 to 11 percentage points in 2015/16, the gap has widened to 19 percentage points in 2017/18. The difference between Q1 and Q5 flagged as statistically significant in 2017/18. This is partly linked to our work in closing the BAME attainment gap, as the proportion of students from a BAME background is higher in Q1 and Q2 compared to white students. It also reflects an increasing number of students entering Goldsmiths from areas of higher deprivation (Q1 and Q2). Despite improving access for this group, and keeping non-continuation rates low, Goldsmiths has a challenge to close this attainment gap.

Progression to employment or further study

Progression to employment or further study does not seem to be adversely affected by a student's POLAR4 or IMD quintile. POLAR4 Q1 is impacted by a small number of respondents leading to fluctuations year on year. In 2017/18, POLAR4 Q1 progression in to employment or further study was five percentage points higher than Q5.

1.2 Black, Asian and minority ethnic students

Access

The ethnic profile of our undergraduate students has changed over the last five years (2013/14 to 2017/18), with an associated reduction of 14 percentage points in the proportion of white students. During this period, we have recorded an increase in the proportion of Asian students of nearly 10 percentage points and more modest increases of between one and two percentage points for black, mixed ethnicity and other ethnicity students. The increased proportion of BAME students has occurred during a period of growth for Goldsmiths and in particular we have seen increases in Asian students in computer science, economics, politics and sociology. 2016/17 saw the peak of our increasing intake, and the maintained level of intake in 2017/18 has seen participation levels across ethnicity level off where just over 50% of our intake is white, just over 20% is Asian, and approximately 13%, 10% and 5% of black, mixed ethnicity and other ethnicities respectively.

Success

Non-continuation

Non-continuation rates have worsened across all ethnic groups between 2012/13 and 2016/17, except for those who declared their ethnicity as 'other'. Goldsmiths has recognised the decline in continuation rates and addressing this is a strategic priority for Goldsmiths, having been included as a KPI in our Strategic Plan KPI addressed in our TEF written summaries.

At Goldsmiths, the gap in continuation between ethnic groups has not been flagged as statistically significant, however, the difference in continuation rate between white and black students, and white and mixed ethnicity students, was five and eight percentage points for 2016/17 entrants respectively. Non-continuation for 2016/17 entrants was lowest for those who declared other ethnicities (7.3%) followed by Asian students (11.7%) and white students (11.8%). Over a five-year period, continuation has declined by four percentage points for white students, six percentage points for black students and 11 percentage points for mixed ethnicity students. Though the cohort of mixed ethnicity students is relatively small, and the gap is not statistically significant, we will closely monitor the continuation of this

group in future and will research and consider the specific needs of this group when designing and monitoring interventions for BAME students.

Attainment

It is evident that degree outcomes for our white students is consistently better than for BAME students. In 2017/18, 88.7% of white students received a first or upper second class honours degree (good honours) compared to 71.2% of BAME students. Over a five-year period, there has been little change in the proportion of white students receiving good honours, but we have observed an increase of four percentage points for BAME students. In particular, there has been an 11 percentage point increase for Asian students rising to 65.5% in the latest year, and a five percentage point increase for mixed ethnicity students, rising to 90.2%. Despite the welcome rise in good honours for Asian students, we have undertaken further work to understand this gap during 2019/20 and have added a new target to this plan (PTS_5) to reflect this. The proportion of good honours awarded to students of other ethnicities has been between 70% and 75% between 2014/15 and 2017/18. In 2017/18, the difference between other ethnicity students and white students was 19 percentage points. The gap is not statistically significant, and the cohort size is very small, so we have not set a target for this group. Nevertheless, we will closely monitor this group and will seek to understand more about its composition. There has been no change in the proportion of good honours awarded to black students over the last five years, with 66% awarded in 2013/14 and 2017/18. We are also aware that the gap in the proportion of first class honours degrees awarded to black students compared to white students is consistently above 20 percentage points, as shown in our degree outcomes dashboards using HESA data.

Progression to employment or further study

Progression to employment or further study by ethnicity shows variability across the BAME cohorts as a result of fairly low numbers of respondents (under 100) for those graduating between 2012/13 and 2016/17. Of our 2016/17 graduates responding, black and other students entering graduate employment or further study were 5 percentage points higher than white students, and over the five-year period black and other students increased by 17 and 21 percentage points respectively. The rate of Asian students going in to graduate employment or further study is lagging the rest of Goldsmiths, with Asian students seven percentage points behind white students in 2017/18 and as much as 15 percentage points in 2015/16. Subject areas such as education and computing are highlighted as areas with larger numbers of Asian students, but where progression to employment or further study lags the rates of white students as shown in our DLHE datasets from HESA.

1.3 Mature students

Access

In 2017/18, 19.7% of full-time, first degree students were mature (aged 21 and over) on entry. The age profile of Goldsmiths students has been steadily changing over the last 5 years, with the number of mature students on entry (aged 21 and above) contracting by 7.5%. The decreases have been most pronounced between 2013/14 and 2017/18 in the 21-25 and 26-30 age brackets, where proportions have decreased by 4.2% and 2.1% respectively. This is largely attributable to a period of strategic growth in specific subject areas at Goldsmiths. At subject level, departments which have remained stable in size have maintained a stable young-to-mature student entrant ratio. Those that have grown significantly have mainly recruited young entrants, driving the divergence (HESA data).

Success

Non-continuation

Non-continuation rates for young and mature students are both increasing. The increase in non-continuation is especially stark for mature students, where the rate hit 19.7% for 2016/17 entrants (six percentage points higher than it had been in 2013/14). During this period the non-continuation rate of young students has increased by 5%, and of 2016/17 entrants 11.7% of young entrants were not continuing in 2017/18.

Attainment

There is no evident gap between young and mature students in recent years, with the proportion of good honours between 2015/16 and 2017/18 being virtually the same. The gap in 2013/14 showed young students three percentage points higher than mature students before synchronising in 2015/16.

Progression to employment or further study

We have observed a statistically significant gap in favour of mature students over the past five years. The gap in 2013/14 favoured mature students by 24 percentage points and this has reduced to 13 percentage points by 2017/18. The gap has closed through a reduction in the progression rate of mature students of 6% and an increase for young students of 5%.

1.4 Disabled students

Access

The proportion of disabled student entrants in 2017/18 (16.5%), while less than recorded in 2013/14 (17.8%) has been steadily increasing since a drop in the proportion of disabled students in 2014/15. During this time, we have seen an increase in the proportion of students declaring a mental health condition (rising 1.6 percentage points) and reduction on those declaring cognitive and learning disabilities (reducing by 1.7 percentage points). The number of students declaring sensory, medical and physical disabilities is small, but the proportion has risen by 0.7 percentage points over a 5-year period. Amongst our comparator group (a selection of 12 London based institutions), Goldsmiths has the largest proportion of first degree first year entrants declaring a disability in 2017/18 (HESA data). Goldsmiths has the highest proportion of students declaring mental health conditions across this group, and the highest proportion apart from one institution for specific learning difficulties.

Success

Non-continuation

The non-continuation rate has increased for disabled students and those with no known disability between 2012/13 and 2016/17 entry by four and five percentage points respectively, with the gap in 2017/18 reducing to 0.6 percentage points for 2016/17 entrants. While not statistically significant, the gap in non-continuation was four percentage points for both 2014/15 and 2015/16 entrants. For 2016/17 entrants, students with cognitive and learning disabilities have, for the first time, lower non-continuation rate than those with no known disability. Students declaring mental health conditions have the highest non-continuation rate at 15.7% for 2016/17 entrants, followed by the small number declaring sensory, medical and physical disabilities. This is a worsening of the position for 2012/13 entrants, but stronger than for 2015/16 entrants when non-continuation tipped 22.7%.

Attainment

Disabled students consistently achieve a higher proportion of good honours compared to those with no known disability, with the proportions for both types of student fairly static over a five-year period. Students declaring cognitive and learning difficulties tend to perform strongest of all students and have shown an improved performance over a five-year period. Those declaring mental health conditions and sensory, medical and physical disabilities also achieve a higher proportion of good honours compared to those with no known disability.

Progression to employment or further study

Students declaring a disability enter to employment or further study at a higher rate than those with no known disability. Students with sensory, medical and physical disabilities progress at the highest rate.

1.5 Care leavers

Access

The number of new entrants declaring as a care leaver has varied significantly from year to year. Between 2014/15 and 2017/18, in each year we received 18, 29, 14 and 42 students.

Success

Non-continuation

Using an internal metric based on the definitions of the HESA PI for non-continuation, but termed 'not continuing at Goldsmiths' (i.e., the proportion of students not continuing at Goldsmiths from 1 December of their first year to 1 December of the following year) shows care leavers are approximately three percentage points more likely to not continue at Goldsmiths based on our analysis of entrants in 2014/15 to 2016/17. This is based on small populations so may not show statistical significance.

Attainment

The proportion of care leavers obtaining good honours has been variable over the last three years, with 66.7%, 100% and 70.6% awarded between 2015/16 and 2017/18, compared to the Goldsmiths average, which varies between 80% and 85%. Again, this is based upon a small population.

Progression to employment or further study

Of our 16/17 DHLE respondents, only five were a self-declared or UCAS-defined care-leaver. The small sample size makes it impossible to draw conclusions, but we will continue to focus closely on our care-experienced students through our Care Leavers Working Group.

1.6 Intersections of disadvantage

LGBT+ and mental health: The number of students declaring at Goldsmiths as LGBT+ and having a mental health condition has grown from 29 in 2015/16 to 38 in 2017/18. During this period, we have witnessed variable non-continuation across Goldsmiths, but do not have data prior to 2015/16 to monitor the trend. Success rates in degree outcomes have consistently shown over 88% of students

obtaining good honours, tending to be higher than the degree outcomes of students declaring LGBT+ and mental health conditions when considered discretely.

BAME and IMD: To further our understanding of the attainment gap between black and white students, we have considered the intersection of ethnicity and IMD. 67% of our BAME students are from Q1 and Q2, compared to 30% of our white students. There is a clear gap between the degree attainment of BAME students from Q1 and Q2 compared to white students from the same quintiles. Likewise, there is a statistically significant gap between BAME students from Q3 to Q5 compared to white students from the same quintiles. We have found that BAME students from Q1 and Q2 often attain lower proportions of good honours than BAME students from higher quintiles, and the gap between these two groups is also greater than the gap between white Q1, Q2 students and white Q3 to Q5 students.

Goldsmiths has been developing its capacity and capability in the area of data analysis over the past two years, and over the lifetime of this plan we will further develop in terms of ability to undertake intersectional and multivariant analysis. Enhancement in this area will be used to inform greater understanding and the on-going development of the different aspects of our plans outlined here.

1.7 Other groups who experience barriers in higher education

Forced migrants: London boroughs are making a significant contribution to the care of Unaccompanied Asylum Seeking Children (UASC). According to official statistics, as of 31 March 2018, London boroughs were looking after 1500 UASC, which represents a third of the UASC population in England. We have already begun piloting work with UASC learners, such as supporting English language provision in Lewisham Virtual School, the ESL course at Lewisham Southwark College and hosting holiday clubs at Goldsmiths for ESOL learners.

As Goldsmiths recruits strongly from London, during the life of this plan, we will use our internal data to identify and track this population of students, and will conduct research to better understand how to better support access, retention and progression for this group, including developing an understanding of the intersection with the care experienced.

NB Unless otherwise stated, data referenced in section 1 is drawn from the OfS APP datasets.

2. Strategic aims and objectives

2.1 Target groups

From the assessment of our current performance, the following target groups and lifecycle stages have been identified as priorities for Goldsmiths and where we might make the greatest impact:

- Reduce the gap in participation for students from Low Participation Neighbourhoods
- Reduce the non-continuation gap between black and white students
- Reduce the non-continuation gap between mature and young students
- Reduce the gap in degree attainment between black and white students
- Reduce the gap in degree attainment between students from IMD Q1 and Q5
- Reduce the gap in degree attainment between Asian and white students
- Reduce the gap in progression to highly skilled employment or further study at a higher level between Asian and white students

2.2 Aims and objectives

Aims

1. Address as an institutional priority the target group gaps identified through our assessment by establishing and continuing a range of projects focused on these targets, as delineated in section 3. Urgent attention will be paid to the BAME attainment gap and continuation across a range of groups.
2. Improve our ability to identify and track students within discrete groups in order to develop and monitor projects designed to improve their outcomes. This will be achieved by reviewing and improving our internal data sharing processes during the 2019/20 academic year, refining the coordination and sharing of data produced by existing systems, and implementing new systems where required.
3. During the life of this plan, establish and embed a new Evaluation and Impact strategy across Goldsmiths to ensure robust, evidence-based project design, monitoring and impact analysis and to allow the identification and dissemination of best practice.
4. Further embed a culture of whole institution widening participation at Goldsmiths by establishing a new Student Access, Participation and Outcomes Sub-Committee in Autumn 2019 to govern the Access and Participation Plan and our broader widening participation work.

Objectives

During the life of this Access and Participation Plan, we are committing to:

[PTA_1] Halving the ratio in participation between POLAR Q1 and Q5 students, reducing the ratio from 8.0 to 4.1. This will bring our Q5 population further into line with the sector, while setting what is a stretching increase in Q1 population for a London institution. At this pace of change, the gap would be eliminated in 10 years.

[PTS_1] Reducing the unexplained gap in degree attainment between black and white students by 90% and so reducing the absolute gap from 22.5% to 9.6%. We have explored the unexplained gap by using the value-added metric to assess the probability of students achieving good honours, based on their qualifications on entry. At this pace of change, the absolute gap would be closed in approximately 10 years.

[PTS_2] More than halving the gap in continuation between black and white students to 2%, even allowing for an increase in continuation for white students. This would represent an improvement of over 6 percentage points from the current position for black students and will place us 1.5 percentage points above our current TEF benchmark. At this pace of change, the gap would be eliminated within 8 years.

[PTS_3] Nearly halving the gap in continuation between mature and young students to 4%, even allowing for an increase in continuation for young students. This would represent an improvement of nearly 6 percentage points from the current position for mature students and will place us 1.5 percentage points above our current TEF benchmark. At this pace of change, the gap would be eliminated in 13 years.

[PTS_4] Almost halving the gap in degree attainment between students from IMD Q1 and Q5, cutting the percentage point gap from 19.2 to 10. At this pace of change, the gap would be eliminated in 10 years.

[PTS_5] Reducing the gap in degree attainment between Asian and white students from 26% to 9.6% during the life of this plan, matching the ambition of target PTS_1. At this pace of change, the absolute gap would be eliminated in 10 years

[PTP_1] Eliminating the gap in progression between Asian and White students.

We will discontinue all other existing APP targets where no significant gap continues to be identified, in order to fully concentrate on these target groups and make the greatest impact. We will continue to monitor our performance with regard to these discontinued targets to ensure gaps do not re-emerge and will take appropriate action if they do.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

It is evident from our assessment of performance that our focussed effort on widening access to Goldsmiths has had positive outcomes. However, that same assessment shows us that far more must be done to support students once they are studying at Goldsmiths and this is reflected in the commitment in our Strategic Plan to whole-lifecycle widening participation. Throughout Goldsmiths, there is a sincere desire to create and drive change, which can only be achieved by giving our Goldsmiths community the knowledge, tools and opportunity to impact positively on all students' experience while studying with us, including the target groups specified in this plan.

Our underlying Theory of Change can be found as Appendix A, with the key to successful change being evidence and understanding of our current position. Great leaps have been made in the last two years in our internal data analysis and reporting. Data dashboards detailing the access, success and progression of students, subdivided by a variety of key characteristics, have been developed and made available to management teams throughout Goldsmiths. We use sector benchmarking to provide context for our own metrics, valuing in particular the adjusted benchmarks produced by HESA which we are using to inform internal target-setting. We analyse and report the HESA UK Performance Indicators (UKPI) to assess our performance against our location adjusted benchmarks for low participation, state school and colleges, disabled student allowance, non-continuation and employability, disaggregating these to academic department level where possible. Recent participation in the TEF subject pilot has also allowed for a more disaggregated understanding of performance and benchmarks and has engaged a wider academic audience with these. The imperative to address whole-lifecycle widening participation is also embedded from the first stages of new programme development: as exemplified by our Department of Law which has taken advantage of the opportunity to build in access, success and progression interventions from inception.

These improvements in data availability and analysis have created a step-change in understanding of our strengths and weaknesses and how intersecting characteristics of students can affect outcomes. It has facilitated discussion, debate and a focus on problem-solving across academic departments and professional services, throughout our governance structures including Academic Board, Learning, Teaching and Enhancement Committee and Senior Management Team, and within the student body, particularly through the Students' Union and influential Student Rep research projects. Over the lifetime of this plan, we will continue to develop the maturity of our data analysis and evidence-based analysis.

The on-going development in understanding current performance is accompanied by developments in the way in which we design and monitor change initiatives. Current initiatives are largely informed by knowledge of sector good-practice and internal narratives, often developed through liaison with students. We are at the early stages of the journey towards more effective, evidence-informed change design. Step changes in this journey are anticipated through the embedding of a new Evaluation and Impact Strategy. Over the lifetime of this plan, developments in this area will ensure that colleagues are provided with tools to design more targeted and measurable initiatives, using a range of evidence, from replication of sector best practice through to more quantitative data collected in earlier stages of changes, and ensuring that impact and value for money can be evidenced.

Finally, a Student Access, Participation and Outcomes Sub-Committee, with membership drawn from across the Goldsmiths community will be established from the start of the 2019/20 academic year, reporting to our Learning, Teaching and Enhancement Committee, which is a key strategic committee of Academic Board (our supreme academic body). The Student Access, Participation and Outcomes Sub-Committee and associated community of practice will be a focal point for coalescing, monitoring and driving our whole-lifecycle and whole-provider approach to widening participation and will ensure we meet the stretching targets we have set for Goldsmiths.

Alignment with other strategies

Goldsmiths' Strategy 2018-2023

Our mission, as defined by our top-level strategy, is to offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice. The strategy presents a detailed and wide-ranging vision for the next 5 years, but themes of supporting access, success and progression for all students can be found throughout. We recognise that achieving the best possible outcomes for all students, particularly students included in our stretching targets, will only be possible through a coordinated effort involving colleagues in all corners of Goldsmiths. Several other core strategies flow from the Goldsmiths' Strategy to expand upon this vision.

Learning, Teaching, Assessment Strategy (LTAS) 2017-2021

Within the 5 strategic priorities of the LTAS, there are two which most closely intersect with this plan:

Liberate our degrees: working to ensure our pedagogical approach is inclusive and pioneering, engaging with our students to ensure our curriculum and delivery methodologies continue to evolve.

Ensure access, inclusion and robust learning support for all our students: our commitment to promoting access and diversity is clear in our Goldsmiths' Strategy and reflected in the diversity of our student population. We aim to ensure that all students are supported to engage in every aspect of Goldsmiths' learning, teaching and assessment by: ensuring student involvement at every level of decision making concerning their education; from curriculum and programme design, to pedagogical developments, to being involved with the recruitment of new academic staff members; working in partnership with students to bring about enhancements in Goldsmiths' learning practices; engaging students, at all levels of study, in research, practice and scholarship as part of their learning experience at Goldsmiths, taught by staff of all levels of seniority; working with the Students' Union and our student ambassadors to enable student mentoring and student-led workshops to support communities of learners outside of our physical campus.

Community Engagement Strategy

Goldsmiths is a civic university committed to active involvement with local communities in south east London, and London as a whole. We're able to harness global knowledge, economic and social capital to work for the best interests of our local communities and the local economy. Through the work of this strategy we will continually increase the social, economic, physical, creative, cultural and educational contributions we make to our communities.

Equality and Diversity Strategy & Equality Objectives 2017-21

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. These objectives include supporting the Access and Participation Plan and LTAS, ensuring alignment between these strategies.

Within the 10 Public Sector Equality Duties set out in the Equality, Diversity and Inclusion Action Plan there are 6 that closely intersect with the APP:

1. For everyone to take an active role in embedding equality, diversity and inclusion good practice in everything that Goldsmiths does, and for staff in leadership and management positions to champion EDI – building it into strategic decision making and leading by example.
2. Through the aims of Goldsmiths' Access Agreement 2017-18 (and Access Agreements thereafter), implement outreach and inclusion activities to attract, retain, and support students from lower socio-economic and 'non-traditional' backgrounds and underrepresented groups.
3. Through the aims of our Learning and Teaching Assessment Strategy 2017-21, make steps to develop more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multi-cultural student body.
4. Ensure that EDI is considered in estates and IT planning and development to enable physical and virtual environments (including teaching and learning spaces, core and circulation spaces, and IT systems) to be accessible for everyone.
5. Develop tools and offer learning and development opportunities to equip and empower staff to manage and work effectively with diverse groups of people
6. Ensure that policies and procedures are robust, inclusive, and fit for purpose (both in terms of design and application) across Goldsmiths.

We publish an Equality, Diversity and Inclusion Progress report on an annual basis, the report provides an overview of the key initiatives undertaken to promote equality, diversity and inclusion in relation to age, disability, gender, ethnicity, religion, sexual orientation, and gender identity. The EDI strategy is monitored by the Human Resources and Equalities Committee on a termly basis.

Strategic measures

Student Access, Participation and Outcomes Sub-Committee

[Aim 4 & all targets]

A Student Access, Participation and Outcomes Sub-Committee will be established from the start of the 2019-20 academic year and will report directly into our Learning, Teaching and Enhancement Committee. The Sub-Committee will be responsible for the delivery and monitoring of the Access and Participation Plan, but will also address a wider remit of widening participation which may fall outside of this plan. Membership of this Sub-Committee will be drawn from across our academic, professional services, and student community. There will be an associated community of practice and it will commission focused working groups, giving further opportunities for engagement. An Evaluation and Impact Task Group will be one of the groups feeding into the Sub-Committee with a particular remit to deliver the implementation of the associated Evaluation and Impact Strategy. The Sub-Committee will also identify opportunities to commission research and will present its work to the wider Goldsmiths community, for example through the annual Staff Conference and an annual report.

Evaluation and Impact Strategy

[Aim 3 & all targets]

Self-assessment shows us that our use of evaluation and impact analysis is inconsistent and that significant improvement is necessary to reach the standard required to fulfil the ambitions outlined in this plan. We have developed a new Evaluation and Impact Strategy based on OfS guidance and other evidence, for use across Goldsmiths. This strategy and the best-practice framework that will be an early output of it will enable a step-change in the way we design, deliver and evaluate our work across the whole-lifecycle and will support the whole Goldsmiths community in making and evidencing change. Further detail about the timeline for implementation of this strategy can be found in section 3.3.

Data and tracking

[Aim 2 & all targets]

Our ability to use data to understand our current position and identify gaps has improved greatly in recent years. However, there is still work to be done with regard to joining together our data sharing across Goldsmiths, to ensure that we can identify discrete groups of students from point of entry onwards, through interactions with specific services and projects so that we can gain a better understanding of what works. We will review and improve our current internal data sharing processes during the 2019/20 academic year, with a view to implementing changes in 2020/21. We will seek to learn from best practice within other institutions to ensure that colleagues have access to the information they need to ensure the best possible outcomes for our students.

Contextual Admissions

[Aim 1, 2, PTA_1,]

Our Admissions team currently consider a range of contextual factors within the decision-making process. These include care-leaver status, membership of the Goldsmiths Progression Scheme, and applications originating from a partner organisation. We intend to expand our use of contextual factors and our Admissions, Policy and Fair Access Manager is leading on a project during 2019/20 to investigate further opportunities. During 2019/20 we will pilot the use of ACORN data, initially to better target our outreach activity, particularly within London. If the decision is made that this data will be used

to inform contextual admissions, we will amend our public-facing admissions policies to ensure transparency in our use of this data. There is a strong evidence base for the positive impact of contextual admissions and we believe by developing our work in this area we will make significant progress towards access from LPNs in particular.

Scholarships and bursaries

[Aim 1, 2, 3 & all targets]

In order to better understand their efficiency and impact, a full review of our financial awards was recently conducted by an external consultant. One of the key recommendations was that a rebalancing of support from fee waivers towards on-course support will be more effective to achieve our retention and attainment targets. This recommendation concurs with other evidence within the sector, and our own internal research, which shows awards having less impact on access compared to a significant impact on success and progression, particularly on degree outcomes for BAME students. Our Global Opportunities team are also committed to removing barriers to studying abroad for underrepresented groups, and so offer a generous bursary to support them. We began a process of remodelling our range of financial awards in 2019/20, with the first changes implemented for 2020 entry and a further phase of changes published in Autumn 2020 for 2021 entry. There has been no reduction in our overall spend on financial awards and monitoring of scholarships and bursaries will form part of our new Evaluation and Impact strategy, with a particular focus on access for students from POLAR Q1, continuation for disabled students and degree outcomes for care experienced and estranged students.

Strategic and collaborative relationships for attainment raising and access

[Aim 1, PTA_1]

Goldsmiths has developed a large number of strategic relationships with schools and colleges, charities, networks and other organisations in order to achieve our widening participation goals. We work closely with a number of schools to deliver high quality information and guidance about higher education, aligned with the Gatsby benchmarks where appropriate. We are particularly active within our local and partner schools, where we try to build an intensity of activity, allowing us to deliver different interventions with the same students as they progress through the school years. Goldsmiths is the university partner of Mulberry UTC and we will seek to formalise our partnerships with a number of our closest schools and colleges during 2019/20 through our new Schools Partnership Strategy, which aligns with our Community Engagement Strategy.

Evidence such as the Mayor of London's Annual Education Reports show that attainment gaps open early in a child's life. Our new partnership with Team Up mentoring has produced immediate results for 38 Year 9 pupils in two of our most local schools, Deptford Green and Addey and Stanhope, who doubled their rate of progress in one term, with a 30 percentage point increase in pupils achieving Grade 4. These same schools are engaged in our Alchemy Project, a collaborative project with our departments of Music and Social, Therapeutic and Community Studies, which has seen significant improvements in attendance, behaviour and attainment for pupils at risk of exclusion. We intend to expand these projects during 2019/20 and broaden our targeting to include more low participation neighbourhoods outside of London. We will also continue with our attainment raising work with the Brilliant Club, an organisation which utilises PhD students to support less advantaged school pupils. Goldsmiths has withdrawn as a member of Realising Opportunities, but we commit to monitoring the impact of this decision and reporting on it through the APP monitoring process.

In 2018 we entered into a new progression agreement with OCN and LASER the two largest awarding bodies for Access to HE courses. We have already seen a marked increase in applications from the partner colleges associated with this agreement and will investigate opportunities to enter into similar agreements. We work closely with Lewisham Borough through a wide-ranging MOU, and through relationships with Lewisham Leaving Care team, Virtual Schools, Adult Learning and 14-19 team. We are keen to translate our wide range of work with care leavers into applications from care leavers resident in Lewisham, and are in discussions regarding a borough-wide progression agreement for care leavers, which we hope to implement in 2019/20. We have other strategic relationships with Aimhigher London South (with whom we deliver work for their NCOP targeted at POLAR Q1 domiciled learners, and who awarded us 'Institution of the Year' in 2018), Linking London, NEON, South London Refugee Association, Southwark Day Centre and the Young Lewisham Project.

Open Book

[Aim 1, PTA_1, PTS_3]

Open Book at Goldsmiths aims to break down the barriers that discourage people from entering higher education. Open Book works closely with a network of agencies to support people from a wide range of non-traditional backgrounds including, offending, addiction and mental health, as well as those who have never truly considered further and higher education as any kind of route to enhancing their future career choices and personal development.

BAME Progression and Attainment

[Aim 1, 2, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

Addressing the gap in progression and degree outcomes for BAME students is an institutional priority and a priority for this Access and Participation Plan. Following a request from the Students' Union, an annual statistical review of BAME attainment is published in the Spring term (since 2018) and shared across the Goldsmiths community. In collaboration with the Students' Union, an annual statistical review of BAME attainment was published and shared across the Goldsmiths community. The Students' Union and some academic departments have held open meetings on this subject, allowing staff and students from Goldsmiths to provide the benefit of their thoughts and experience to both the Union and Goldsmiths. The BAME attainment gap was also the focus of a Department Representative annual research project, which included analysis of Student Voice Survey data and an informal Staff Survey and a number of recommendations for change. Work has also been done to gain a better understanding of the explained attainment gap, with a connection identified between the fact that in 2017/18 23% of black students entered with a diploma at level 3 (predominantly BTECs) compared to 7% of white students. We have also identified a connection between IMD quintile and attainment, with black students from Q1/2 having worse degree outcomes compared to white students from the same quintiles, and compared to black students from Q3/4/5.

As a response to this pressing issue, we have appointed an Academic Lead and full time support for her to work with us to develop a strategic plan to enable us to address this attainment gap. We will collate information from students, academic and professional service departments to gain an understanding of the BAME attainment gap and to develop solutions. Currently various solutions have been developed within different departments to support work on this, including the appointment of academic leads and student representatives. We anticipate a broad range of impactful projects emerging from this strategic work during the life of this plan. Progress against the plan will have high visibility throughout the institution and we will provide an update in our annual impact report to the OfS.

Liberate Our Degrees

[Aim 1, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

As the first strategic aim of our Learning, Teaching, Assessment strategy, 'liberate our degrees' is a key focus across Goldsmiths. Within Goldsmiths, this work has its roots in the campaigning of our Students' Union, who have represented the views of our student body, and supported Goldsmiths in making great progress in recent years. Academic departments have approached this task of challenging our curriculum with vigour, with the number of new and reworked modules, processes and initiatives too great to list here. The Library have also responded to the call to represent marginalised voices through our learning and teaching resources by establishing the Liberate our Library Working Group, Critical Librarianship Reading Group, investing in new resources, creating collaborative reading lists which focus on marginalised and underrepresented identities and offering decolonial academic skills sessions looking at decolonialised research methods.

Learning Development System

[Aim 1, 2, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

Goldsmiths has a number of ways it engages effectively with students beyond the curriculum, but does not currently have a learning development system to manage these engagements or track and record these effectively. This situation is detrimental to our ability to offer the best possible joined-up experience of our enhanced extra-curricular offer, and to our ability to meet the stretching targets in this plan. During the life of this plan, we intend to invest in a new Learning Development System, which will transform the learning journey experience by offering a single coherent interface for students to book and engage with learning and support activities. Initial studies of feasibility will be carried out in 2019/20. The system will streamline our processes, allowing integration between the Academic Skills Centre, Library, Careers & Employability Service and Student Support, allowing students to view their past experiences, feedback from trainers, tutors and caseworkers.

Student Engagement System Project

[Aim 1, 2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

Goldsmiths is introducing a new, digital registration system to enhance the recording and monitoring of student attendance. The system is being piloted with a select number of programmes over the 18/19 academic year. The objectives of the project are to help improve educational and pastoral care for students. The system will provide us with analytics to better understand how students are engaging with their course and help departments to make academic or pastoral interventions in order to support students with a range of requirements. Historically, registers have been managed at a local level, but as the student body has grown this has become administratively burdensome. This system will improve data quality, providing us with a more cohesive way of managing attendance data which will, in turn, help to improve the quality of the student support that we provide. The outcomes of the project will be measured by how effective the system is in integrating with existing systems; how well students engage with it; and how well it is embedded within the practices of departments. Any further rollout of the system in 2019/20 will be based on a review of the pilot period, consideration of a Data Impact Assessment and Equalities Impact Assessment in consultation with a number of staff and student groups, and the project board.

Annual Departmental Planning Process

[Aim 1, 2, 3, PTA_1, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

The annual planning process has been increasingly focussed on key performance indicators, which include metrics around retention, student satisfaction and success. Planning data benchmarks

academic subjects against sector and/or competitor performance to provide context for on-going enhancement. The data informs departmental plans and priorities. Improvements in data reporting mean that planning data can be broken down to understand performance within sub-sets of KPIs, such as for students with different characteristics, meaning that plans can focus accordingly. Academic departments have engaged enthusiastically with this data to create numerous activities, projects and interventions to address the issues we face as an institution. For example, all departments have Action Plans in relation to student retention and specific areas of student satisfaction that are challenging for them.

Welcome and Transition

[Aim 1, 2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5 PTP_1]

A sense of belonging is now understood to be important for students to function well in learning environments. We recognise that the pre-arrival, welcome and transition to university phase is vital in building this sense of belonging, so a permanent Student Transitions Board, reporting into our Student Experience Sub-Committee was established in 2017/18. The Board is responsible for developing a holistic student transitions programme which supports students throughout their programme of study.

Our Student Engagement team has recruited to the new roles of Transitions & Retention Projects Co-ordinator and Inclusion & Retention Projects Co-ordinator in order to develop new projects and interventions, conduct primary research into retention issues and play a pivotal role in surfacing and sharing good practice throughout Goldsmiths. A number of our departments, including Sociology, English and History have invested in transitional academic skills provision to build student confidence in the vital first term. Our Students' Union offers funding through their Academic Communities Fund to students who have ideas for building social connections on their course. Feedback is gathered from both students and course leaders, who have noted improved communication in seminars.

Goldstart is a targeted intervention designed to give those most in need additional support as they transition into university life. In a survey of attendees, when asked how confident students were in starting university on a scale of 1 (low confidence) to 5 (high confidence), 28% of respondents rated 4 or 5, when asked how confident they were after attending Goldstart, that increases to 80% responding with confidence. In 2018 we trialled an approach of sending targeted communications to applicants who identified as disabled through UCAS or otherwise in our recruitment process, inviting those students to a Goldstart day and then following up with an offer of support in the first few weeks of term. The results have been incredibly impactful and we will expand this intervention method to include care leavers and mature students from 2019/20 onwards.

Mature Students

[Aim 1, 2, PTS_3]

Reducing the non-continuation rate for mature students is an immediate priority for Goldsmiths. We will continue to develop interventions for mature students, but work has already been started to provide additional support for this target group. In 2018/19 our Student Engagement team established a 'Mature Students' Network'. This was a pilot initiative with a double aim of experimenting with an intervention to support mature students and also to run a series of focus groups to investigate the mature student experience and identify their barriers to engagement. The network was set up to combat the sense of isolation from a community that the focus group participants indicated. A mature student was employed two days a week as a coordinator for this project and over the academic year we ran a host of events, experimenting with different formats and approaches, gathering feedback as we went. We also launched a visual brand identity for the network and managed a Facebook group for mature students to

use to communicate with one another. Further focus groups were held to review these activities and plan for the future, which allowed us to re-design some of our work in-year, particularly our major summer wellbeing campaign 'Be Well Do Well' which was altered to incorporate many more evening and weekend activities. We will also use our new evaluation and impact framework to assess the long term impact of these activities on success and progression. Future planned activity for implementation in 2019/20 includes a specific stream of activity in our student transitions programme directed at mature students, the creation of a mature students' welcome guide book, targeted communications, a Mature Students' Network welcome reception, bespoke sessions in the first term with the Academic Skills Centre and more parent- friendly events available during Welcome Week.

Commuting Students

[Aim 1, 2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

In common with many other HEIs in London, a large proportion of our student body commute to our campus on a daily basis. In the 2018/19 academic year, our Head of Student Engagement participated in London Higher's research on the topic of Student Engagement with commuting students, and is part of the project team for another study on the 'London factor' with regard to the commuting student experience. The Head of Engagement will use recommendations from the research to inform our plans for supporting these students from 2019/20 onwards, including a Commuting Students' Network akin to the Mature Students' Network, but structured around post code areas, and recruiting students to be 'commuter student connectors', forming groups and managing online discussions around topics such as lift sharing, transport routes and off campus study groups. To that end we have already created a study spaces area within our student app, which gives a guide to facilities in the New Cross area suitable for study.

Investment in Student Support Services

[Aim 1, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

Using data-informed decision making, our strategic priority is to ensure that Goldsmiths is able to respond to changing student needs, with a number of changes planned for implementation from 2019/20 listed below. Our Mental Health Action Plan will better inform the delivery of our service and strengthen links with community groups and external support agencies to ensure our student community has access to specialist services to support health and wellbeing. We will also increase our use of technology to enhance the student experience and remove barriers to learning. Through our Inclusion Working Group, and connection with Student Reps and Accessibility and Inclusion Reps, we will embed student representation and feedback to further inform our decision making and service improvement. We will enhance our Resident Life Programme to support independent living, transition to university life, ensure pastoral support is available year-round and foster a greater sense of community to increase student inclusion and retention. We will support our staff with their training and development so that they can best support our students. Our successful staff development suite equips colleagues with the information, guidance and confidence they need to help our students at all contact points. Our staff will also continue to provide specialised advice on money and financial support and disburse our Student Hardship Fund, Rent Guarantor Scheme and Emergency & Short Term Loans.

Employability Strategy

[Aim 1, PTS_1, PTS_4, PTS_5, PTP_1]

The Social Mobility Commission (2013) identified universities as "gatekeepers of opportunity and access to the professions" and as such we have a role to play in supporting those who are under-represented in the graduate labour market. The UPP Foundation/Bridge Group (2017) report on social mobility shows that effective career guidance contributes significantly to positive outcomes for students.

Goldsmiths' new Employability Strategy is seeking to improve graduate outcomes across the institution as we are some way off meeting our benchmarks and the national average. The associated Careers Service Widening Participation Strategy identifies how that strategy will be applied to students from specific backgrounds or target groups, with the aims of providing effective careers and employability support for groups which may be disadvantaged or under-represented in the graduate labour market, supporting progression into graduate-level employment and further study and contributing to a reduction in the non-continuation rate of these students. A substantial, detailed and target-driven action plan is in place to deliver the key aims of the strategy. The key aims of the strategy are below and work has already begun to implement this strategy, which will be updated throughout the life of this plan.

1. To identify students from widening participation target groups and have robust data to develop and evaluate interventions for this group.
2. To identify the additional barriers these students face and put in place bespoke provision to support them in overcoming those barriers.
3. To narrow the gap in graduate employment/further study for those from underrepresented backgrounds.

Enterprise Hub

[Aim 1, 2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

A new Enterprise Hub will be opened during the life of this plan. The Enterprise Hub will provide a focus for local businesses alongside Goldsmiths students and graduates eager to start their own creative business or social enterprise. The Hub will bring our network of staff expertise, research and knowledge exchange together with student and local creative and social enterprises. It will also attract local, national and international organisations to this community of activity.

The Enterprise Hub also reflects our strategic and values-driven commitment to working in close partnership with our local council and community. The physical development of the Hub will involve the refurbishment of a number of shops which have fallen into disuse on the main road by the Goldsmiths campus and is projected to cost £5.5m, including funding from the City of London Corporation Strategic Investment Pot and the Good Growth Fund, managed by the Greater London Authority. We are confident that this Enterprise Hub will significantly enhance support for graduate employability for all students and will facilitate real and lasting interaction between local and national business, the local community and Goldsmiths students and staff.

National Mentoring Consortium Scheme

[Aim 1, PTS_1, PTS_2, PTS_5, PTP_1]

The NMC scheme is aimed at UK undergraduate students from a Black, Asian or Minority Ethnic background, coordinated centrally by the National Mentoring Consortium and locally by Goldsmiths Careers Service. The scheme aims to promote equality and diversity in graduate recruitment. Mentors are drawn from a wide range of public and private sector organisations, including the Department for Work and Pensions, HM Treasury and Barclays. By participating in the mentoring scheme, students benefit from: acquiring an understanding of the professional world, gaining insight into chosen career areas, increasing their professional network, developing their employability skills, building their self-confidence. In 2019, we will be taking the programme in house and creating our own version of a targeted BAME mentoring scheme, in order to remove the cap of 20 places and to diversify the organisations that mentors come from.

Gold Award

[Aim 1, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

The Gold Award is a personal and professional development programme that supports students to assess their skills and abilities, strengths and weaknesses and to assist them in best articulating these skills. The scheme also seeks to develop students for the world of work. The Award works closely with employers and is open to all students. We will continue to increase students' participation in the scheme, particularly those learners who join us from an underrepresented target group.

Graduate Careers Coaching

[Aim 1, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

The Graduate Careers Coaching team, formed in September 2017, aims to reduce the gap in progression for students underrepresented in the graduate labour market where such a gap exists and maintain parity in progression where no gap exists. Graduate Careers Coaching works with final year groups and graduates identifying those more vulnerable to unemployment and underemployment. Graduate Careers Coaching package works to create bespoke interventions around a key student life cycle point. These include raising awareness around the recruitment timelines and preparation required for graduate schemes, promoting networking opportunities and sector information. Careers Registration has been introduced at point of graduation to assist with targeting those new graduates at most risk of unemployment. Tailored packages of support are then offered to graduates based on what stage they are at in their career planning and what help they need to achieve their career goals

Interns on Campus

[Aim 1, Aim2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTP_1]

Interns on Campus is a programme of 20 paid internships undertaken by students in Academic and Professional Services departments, coordinated by the Careers Service. The programme is open to all students but particularly targets students from groups underrepresented in the graduate labour market. Using research that shows having a clear career idea is a strong indicator of success in the graduate labour market, the programme provides extensive coaching to target group students in application and interview preparation and extensive feedback at all stages for those who are unsuccessful. Evidence from year 1 (summer 2018) shows a 24% increase in career readiness in the 210 students applying for the programme. From 2019/20 onwards, we will map the relative success and progression rates of applicants from target groups compared to the overall student cohort.

3.2 Student consultation

Goldsmiths' Students' Union has representation on all formal committees, including Council and Academic Board, which have both received this plan in the drafting stage.

During the drafting of this plan, our Student Engagement team conducted an online survey with a representative cross-section of our student community to gather feedback on our strategic focus, experiences of studying and accessing support at Goldsmiths and suggestions for how we might improve our interventions. Focus groups were also carried out with a cross-section of students in order to capture feedback and suggestions regarding development of the plan. The results of the consultation concurred with our aims and objectives and provided valuable insight and ideas for future implementation of the plan. We intend to continue with regular student focus groups throughout the life of the plan, in addition to the monitoring outlined in section 3.4,

Regarding ongoing consultation, there will be Student's Union representation on the new Student Access, Participation and Outcomes Sub-Committee (along with SU representation on all main Goldsmiths committees), student involvement in the associated community of practice and a Student Working Group to shadow and advise the Sub-Committee in order to capture the valuable insight of our students. This means that students will be at the heart of our impact evaluation strategy as well as in the delivery of initiatives. Student representation will also be sought for any working groups relating to the Sub-Committee, such as our Care Leaver's Working Group, of which a care-experienced student is a member.

Departmental Representatives and Accessibility and Inclusion Representatives participate in departmental Staff/Student forums, which meet at least twice per department per year. Valuable research has already been contributed by our student Departmental Representatives, and we would expect that this continues during the life of this plan.

Students play a significant role in delivering the work of our pre-entry Widening Participation team, particularly through the Student Ambassador Scheme, which prioritises applications from a number of target groups to encourage participation. Students are employed to work on a variety of outreach projects, including our attainment-raising mentoring. They have also been given training in designing and developing their own outreach activities to run in schools. Through our Graduate School and the Brilliant Club, the team also works with our PhD students to facilitate mentoring projects in schools.

3.3 Evaluation strategy

Current position and approach to impact evaluation

The Evaluation Self-Assessment Tool provided by the OfS shows that Goldsmiths' current approach to the evaluation of strategic initiatives is **emergent** where it presently exists. Areas of local practice that have the most systematic approach and embed evaluation within the planning of all their activities as a matter of course are the Widening Participation and Careers teams. Where initiatives are run in collaboration with other organisations, we benefit from use of their external evaluation, such as 'The Brilliant Club' access programme. Where we run our own evaluations, the methodologies and the mechanisms used to capture them, whilst effective to inform a basic understanding of impact, are relatively simple and rely on local data capture. In other areas of work, impact evaluation is now being developed, either as part of the approach to new initiatives or retrospectively where work is already underway.

In all areas the primary form of evidence informing the development of work has to date been **narrative**. As referenced elsewhere, our initiatives are based on knowledge of good practice elsewhere in the sector and/or anecdotal internal narratives, frequently developed through liaison with students.

A staged approach to establishing and enhancing this area of work is being adopted to achieve immediate roll-out and then manage on-going development over the lifetime of this plan. The staged approach will ensure that developments are informed by experience and that a framework and practice is developed that best fits Goldsmiths and aids the achievement of our particular targets and priorities. The anticipated timeframe is: Stage 1 – pre-plan, now to 19/20; Stage 2 – years 1 and 2 of plan, 20/21 and 21/22, Stages 3 and 4 – years 3 to 5 of the plan and beyond, these stages will be more closely defined as we progress towards them.

The following sets out our Impact Evaluation Strategy under each of the Dimensions of Evaluation.

Strategic Context

As noted above, Goldsmiths is very much at the early stages of its '**evidence journey**'. The requirements and benefits of embarking on this journey are recognised. In particular, that evaluation must be embedded within all initiatives and this will have implications for timeframes and resources. This has been considered as part of all activities in this plan. Further, that developing a stronger evaluation and evidence-driven approach will require investment in staff development and also in the processes and tools that will enable a more sophisticated approach.

In addition to the above, the adoption of a 'Theory of Change' approach to the design and implementation of initiatives will be examined during Stage 1. It is believed that such an approach will provide a holistic, targeted and clearly articulated change practice that will aid buy-in as well as embed on-going evaluation as a matter of course. Adopting a systematic approach will mean that expectations of different staff and bodies (committees) can be prescribed and monitored. It is absolutely the intention that the APP Evaluation Strategy will be rolled out to more initiatives across the institution to inform a general strengthening of our ability to implement change. Pursuant to this, we have already trained our pre-entry Widening Participation team in using a Theory of Change approach.

Programme design

Evidence will drive the selection and prioritisation of initiatives. There has been a tendency towards a proliferation of initiatives that, although driven by good intentions, frequently lacked evidence that the solution being pursued would achieve the outcomes sought.

Stage 1: Evidence will primarily be sought through research of what works elsewhere in the sector and narrative feedback from students; this has driven decisions about what to include in the present plan.

Stage 2: Evidence will continue to come from sector best practice, but also from our own early evaluations; the latter will begin to inform how the programme or individual initiatives might need to be adjusted, or indeed abandoned or accelerated.

Stages 3 and 4: Evidence of sector best practice will continue to provide insight whilst our own internal evidence will provide a richer source of knowledge as more evidence is available through both the passage of time but also more sophisticated methods of evaluation and tools to support it; the impact on programme design is likely to be greater as more evidence becomes available.

Designing evaluation

The design of evaluation will take into account a range of factors, including: utility for understanding whether the anticipated outcomes are being achieved; proportionality, with more resource intensive activities being subjected to greater evaluation; and whether other sources of evidence for similar initiatives already exist allowing for lighter touch evaluations. Importantly, design of evaluation will also take into account our own capacity and stage of our evidence journey.

Stage 1: evaluations will focus primarily on gathering narrative evidence, through research or different means of student and staff feedback (surveys, focus groups); much evidence will be qualitative.

Stage 2: evaluations will start to capture and report some quantitative evidence alongside the narrative.

Stages 3 and 4: empirical evidence will come more to the fore as our systems for capturing and tools for analysing and reporting evaluations become more sophisticated.

Evaluation implementation

Our ability to undertake different forms of evaluation and capture findings will determine the design of evaluations throughout the different stages of this plan. Work will be undertaken in parallel to Stage 1

execution to understand the capacity of current systems and tools and the requirements of future Stages. Investment is likely to be required to ensure that more empirical evidence can be gathered and reported in time. Such developments will necessarily go hand-in-hand with the on-going enhancement of data analysis to understand performance.

Stage 1: evaluations to be undertaken in the first roll-out of this plan have been based on current capacity and skills, focusing primarily on gathering further narrative evidence; in parallel to this, analysis will be undertaken to map requirements for more quantitative evaluation capture.

Stage 2: evaluations will capture more quantitative findings, using localised systems and data capture.

Stages 3 and 4: centralised systems will be able to capture and report more empirical evidence as the ability to hold data and/or share data between system is developed over time.

Evaluating investment

As evaluation activities develop it will be necessary to ensure these are scalable and proportionate, and that the greatest effort is placed on activities that carry greatest cost. These same activities should also be expected to deliver the greatest impact, so assessment of impact will need to take into account cost. As an example, the financial support package that Goldsmiths offers is presently one of our greatest costs in this area. A study of 680 individual award recipients spanning 2012/13 - 2016/17 was conducted in 2017 to better understand the impact of our awards on our students. The research focussed on 6 key groups: local, BAME, mature, care-experienced, disabled and first HE generation students at all stages of the student lifecycle. The research used a mixture of quantitative and qualitative methods, to understand both empirical outcomes and perceptions of experience. Broadly speaking, award recipients continued at a higher rate and achieved greater degree outcomes, with most recipients reporting that in terms of access the award had little impact on their initial decision to pursue higher education, hence our intention to remodel our financial awards. It is intended that this research will be repeated again in the forthcoming twelve months in the context of this Plan to provide further evidence to ensure that any re-design of that package best addresses our targets. Evaluation will assess the impact of specific financial support in enabling access, progression and outcomes and will be undertaken through a range of methods, including data analysis tracking the journey of recipients of bursaries and scholarships and interviews with individual students to understand the role financial support has played in their ability to participate and succeed in higher education.

Learning and continuous enhancement

The staged approach of this Impact Evaluation Strategy recognises that learning is required from the early stages to aid development and on-going enhancement of Goldsmiths' approach to this work. To ensure learning takes place, oversight of this strategy and of evaluations related to the various initiatives in this plan are within the Terms of Reference of the Student Access, Participation and Outcomes Sub-Committee. A critical part of the Sub-Committee's role will be to ensure that evaluations inform the on-going programme design. It is expected that the Sub-Committee will require clear indication of the evidence-base for future interventions and, further, that the Sub-Committee will engage with the learning and practice available elsewhere in the sector so our work benefits from evidence available beyond Goldsmiths.

An Evaluation and Impact Task Group will report to the Sub-Committee to enable it to have that oversight. The Task Group will be made up of the people responsible for undertaking evaluations on different initiatives. Together they will ensure a common approach and toolkit is defined at the early stages of work, and will then take the lead in defining and delivering the work necessary to deliver the stages of this strategy.

3.4 Monitoring progress against delivery of the plan

Council, our supreme committee, will have ultimate oversight of the APP and will receive regular reports on progress against the plan. Academic Board, our supreme academic committee, will also receive reports on progress, given the importance of academic departments in achieving the aims and targets of the plan.

The Student Access, Participation and Outcomes Sub-Committee will be the focal point for delivery of the APP. The Sub-Committee will receive reports on progress on work to deliver the aims and objectives in this plan, emerging best practice and specific progress against targets when relevant data becomes available throughout the year. These reports will come from a number of different groups and departments, from across the whole institution. The Sub-Committee also will monitor implementation of the new Evaluation and Impact strategy and will report to:

Learning, Teaching and Enhancement Committee (LTEC): LTEC is the key strategic committee of Academic Board responsible for strategic planning and policy development matters relating to all aspects of learning, teaching, enhancement and the student experience. LTEC will receive regular reports from the Sub-Committee detailed progress against the plan's aims and objectives.

Senior Management Team: where it is identified in-year that there is risk of a target being missed, the Sub-Committee will report to the Senior Management Team with recommendations for action.

Office for Students: the Sub-Committee will be responsible for producing the annual impact report and any action plans required.

Student focus group: a representative group of students will be established to receive, comment and provide feedback on the papers of the Sub-Committee

The Goldsmiths community: the Sub-Committee will be responsible for commissioning an annual report on widening participation at Goldsmiths.

This list is not exhaustive. It is likely that the Sub-Committee will be required to report to, and receive reports from a number of other groups and committees, given the strategic importance of this work.

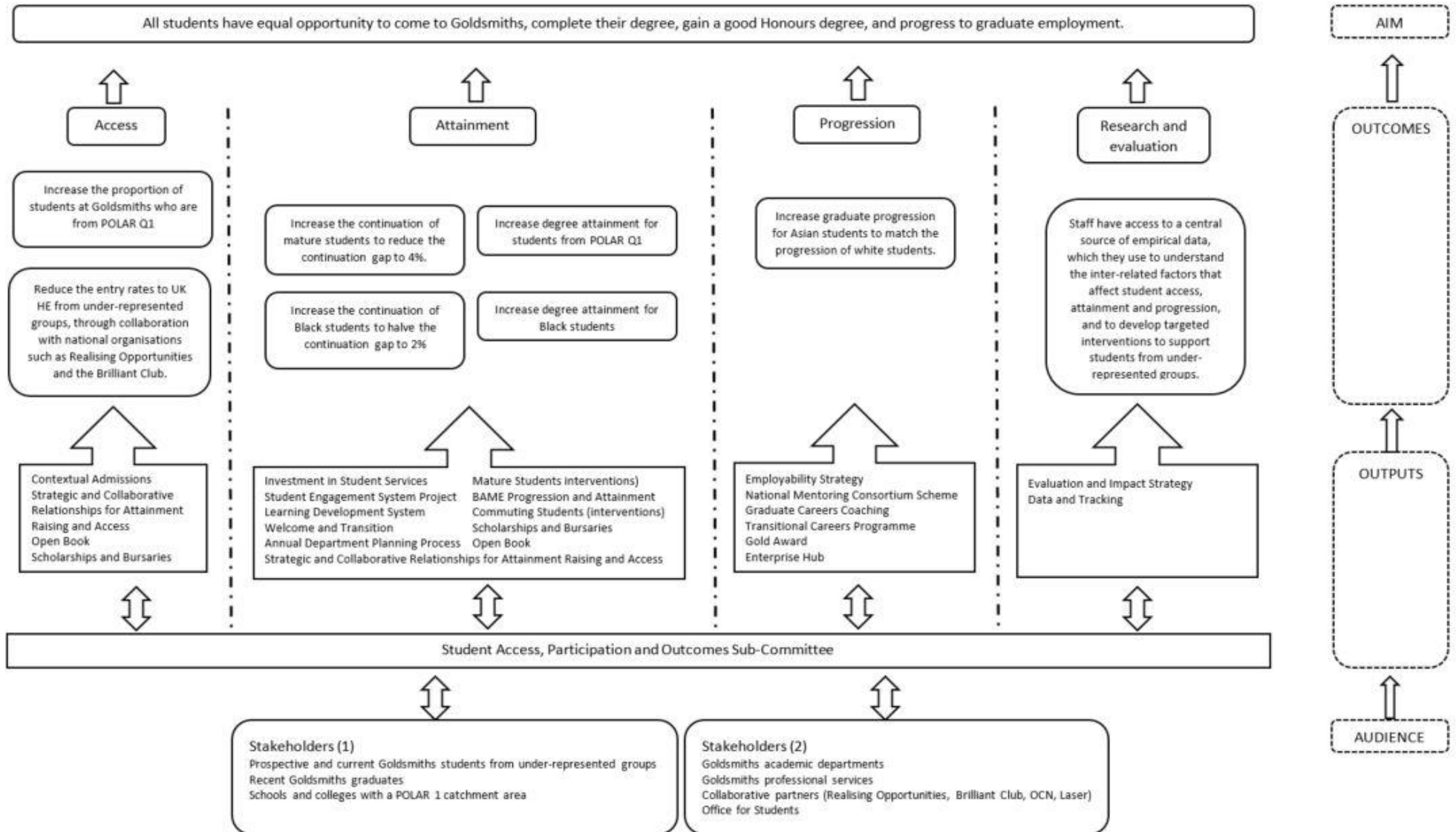
It is through the Student Access, Participation and Outcomes Sub-Committee and the whole governance structure that we ensure continuous improvement to our interventions, outcomes and evaluation throughout the life of this plan.

4. Provision of information to students

We commit to providing clear, timely and accessible information to applicants and students on our fees and financial support for the duration of their course. This will primarily be on the Goldsmiths website, to ensure accuracy. We will make available to UCAS and the Student Loans Company (SLC) any information they require on a timely basis. We will ensure that all information provided in printed and web formats is compliant with equality and diversity legislation and best practice.

5. Appendix

Appendix A: Theory of Change Model



Appendix B

Goldsmiths fee-income funded undergraduate financial awards for HEU status students

gold.ac.uk/fees-funding/scholarships

Award name	Criteria	Year of award	Value per year
Black, Asian and Minority Ethnic Students Bursary	The award is for students from black, Asian and minority ethnic backgrounds and is intended to support progression and degree outcomes	All	£2,000
Mature Student Scholarship	The award is for students who are over 25 on the first day of their degree programme	All	£3,000
Access Programme Scholarship	The award is for students who are progressing from an Access to HE course	All	£3,000
Care Experienced and Estranged Students Bursary	The award is for any student who is care experienced (for any length of time), estranged, or an unaccompanied asylum-seeking child	All	£1,000
Lewisham Fee Waiver, Mayor's New Cross Bursaries	The award is for students who have been resident in the London Borough of Lewisham for a minimum of 3 years prior to the start of their degree programme	All	£10,750
Travel Bursary	The award is for students from low-income backgrounds from Lewisham, Lambeth, Southwark, Greenwich, Hackney, Tower Hamlets, Newham or Croydon to support travel to Goldsmiths	1st	£1,600
Low Participation Neighbourhood Bursary	The award is for students from a POLAR 'low participation' neighbourhood	1 st	£500
Disabled Students Bursary	The award is for students who have a recognised disability as declared on their UCAS application	All	£4,500

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year	Computing sandwich programmes	£1,000
Sandwich year	Psychology sandwich programmes	£1,385
Erasmus and overseas study years		£1,385
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		£6,935
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: Goldsmiths' College

Provider UKPRN: 10002718

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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 (£)	£1,854,289.00	£1,910,743.00	£1,946,839.00	£1,990,133.00	£1,990,133.00
Access (pre-16)	£556,287.00	£573,223.00	£584,052.00	£597,040.00	£597,040.00
Access (post-16)	£1,112,573.00	£1,146,446.00	£1,168,103.00	£1,194,080.00	£1,194,080.00
Access (adults and the community)	£185,429.00	£191,074.00	£194,684.00	£199,013.00	£199,013.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£975,750.00	£975,750.00	£975,750.00	£975,750.00	£975,750.00
Research and evaluation (£)	£565,857.00	£577,149.00	£584,368.00	£593,027.00	£593,027.00

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)	£18,524,700.00	£19,094,495.00	£19,452,355.00	£19,986,060.00	£19,967,550.00
Access investment	10.0%	10.0%	10.0%	10.0%	10.0%
Financial support	3.6%	3.5%	3.5%	3.4%	3.4%
Research and evaluation	3.1%	3.0%	3.0%	3.0%	3.0%
Total investment (as %HFI)	16.7%	16.6%	16.5%	16.3%	16.3%

