



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Goldsmiths' College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Goldsmiths' College's ambition and strategy as detailed in the 2019-20 access and participation plan:

Reflection on our performance demonstrates that our strategy for access and widening participation is broadly effective. In recent years we have focussed much effort in our widening access work. It is clear from our assessment of our performance that this has paid dividends and we are seeing good progress in this area. However, what is also clear is that there is more to be done for students once they join Goldsmiths in order to ensure that they stay on course, succeed at at least the same rate as their peers and then have opportunities to be successful as they leave the institution.

Our analysis demonstrates that we have particular issues to address relating to: non-continuation of all students but particularly relating to mature students; student success, particularly relating to BAME students and progression of students to employment, particularly highly skilled.

We will continue to focus our efforts on developing a whole-lifecycle approach to the attraction and support of students from non-traditional backgrounds. This approach will support the effective transition into the higher education environment and then provide tailored support for students during their time at Goldsmiths.

In order to achieve this aim widening participation has been identified as a focus within our new institutional Strategic Plan and the associated Delivery Plan. The Access and Participation Plan and the associated actions are overseen by an 'Access and Participation Plan Working Group' (formerly the Access Agreement Working Group) [this was established as the Student Access, Participation and Outcomes Sub-Committee (SAPOSC) in 2020]. [SAPOSC] will [...] focus on a whole-lifecycle approach to this area of work and will bring together staff and students to deliver activities designed to improve performance and to report on progress. [SAPOSC] is challenged to ensure that we are delivering the actions that are identified across access, student success and progression. Through the evaluation of the activities identified we will refine and develop our work to ensure that it is as effective as possible. This work reports into governance structures of the College through the Student Experience Sub Committee [this committee has been incorporated into the new Learning, Teaching and Student Experience Sub-Committee] which ultimately reports to Academic Board. These bodies will ensure that we are continuously improving our work and support us to make progress.

Widening Access: In terms of widening access our strategy is to continue to ensure that we attract students from state schools, BAME backgrounds, those with disabilities and from low participation neighbourhoods as a greater proportion of our student body. To achieve this goal, we will continue to deliver a wide variety of short and long-term outreach projects, for learners from primary age through to mature students. Where a project is not focussed on a defined priority group or intersection of groups, we will continue to use a broad variety of indicators to prioritise inclusion.

Student Success: We have developed our approach to providing high quality support for all of our students from the point of confirmation of their acceptance of an offer through to graduation. This programme of work has seen significant progress be made in delivering transition, welcome and induction and student support services that are proactive and available. Our analysis of our performance shows that we now must focus our efforts on closing the attainment gap for Black, Asian and minority ethnic groups and develop approaches to lower our non-continuation rate, particularly for mature students.

Progression: Progression to further study and employment is an area of explicit focus for Goldsmiths. Our new strategic plan identifies this as one of our four core objectives and states that we will: Equip graduates with the flexibility, skills and confidence needed to achieve their ambitions and aspire to make a difference to the world around them. This aim has been supported by the creation of a new institutional Employability Strategy which seeks to drive performance forward in this regard.

Our strategy explicitly references our aim to work with non-traditional students from pre-entry through to post-graduation to ensure that students are able to progress in greater numbers to employment and highly-skilled employment. We will ensure a focus on all categories that perform under benchmark. This will specifically include care leavers and BAME students. We will focus efforts on enhancing the employability of and career prospects for those from backgrounds that are likely to encounter barriers to entering HE and graduate level employment. Through the delivery of interventions prior to commencing study at HE, we aim to facilitate career readiness so that students, particularly those from our widening participation target groups, will have the information and support needed to begin making informed decisions about their career options.

Collaboration: We work collaboratively with a range of partners across the span of this work. In terms of access work, we are members of Realising Opportunities, Linking London, Aimhigher

London South, Brilliant Club and the Higher Educational Liaison Officers Association (HELOA). These partnerships allow us to deliver activities that directly target the students we are seeking to reach and to evaluate the impact of these interventions.

Evaluation: Objective setting, evaluation and assessment of impact are essential principles within all of our activities, as is a commitment to innovation and continual improvement in all aspects of our work. The College has invested resource in both management information and evaluation. This ensures that we have regular live and relevant information to consider, that the design of any project is rooted in evidence and that evaluation is embedded in activities prior to them commencing. In addition, 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.

Equality and Diversity: We will monitor the impact of our interventions, ensuring that they are aligned with our aim 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 and student engagement: Our plan has been developed in collaboration with student representatives. The Students' Union Welfare and Diversity Officer is a member of the group who comes together to consider the creation of this plan and has a seat on the Access and Participation Plan Working Group [now SAPOSC]. In addition, students are represented on all committees in the institution and have a voice in the development and approval of the plan.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Goldsmiths' College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Goldsmiths' College's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Proportion of students from low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	2014-15	7.2%	9%	10%	Percentage	2019-20	5.3	Limited progress
T16a_02 (Access)	Proportion of students from NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	2014-15	30.8%	34%	34.5%	Percentage	2019-20	34	Limited progress
T16a_03 (Access)	Percentage of Goldsmiths cohort who declare a disability	2014-15	13.5%	15%	15%	Percentage	2019-20	19	Expected progress
T16a_04 (Student success)	Proportion of students no longer in HE after 1 year (All, full-time, first degree entrants)	2013-14	7.5%	6.3%	6.0%	Percentage	2018-19	11.8	Limited progress
T16a_05 (Access)	Recruitment of Black, Asian and Minority Ethnic students as proportion of cohort (full-time, all undergraduate entrants).	2013-14	37.5%	39%	39%	Percentage	2019-20	52.3	Expected progress
T16a_06 (Access)	Recruitment of ITT students who declare a disability as a proportion of cohort.	2013-14	10%	14%	15%	Percentage	2019-20	13.6	Limited progress
T16a_07 (Progression)	Progression into further study	2013-14	11.7%	14%	15%	Percentage	2017-18	14	Limited progress
T16a_08 (Success)	Percentage of Black students obtaining a 1st class degree	2017-18	10%	10%	12%	Percentage	2019-20	19.4	Expected progress
T16a_09 (Progression)	Percentage of students progressing to highly skilled employment	2017-18	59.1%	60%	61%	Percentage	2017-18	64.6	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Long term outreach with key stage 1 and 2 (primary learners)	2015-16	750 learners	1500	1600	Headcount	2019-20	0	No progress
T16b_02 (Access)	Long term outreach with key stage 3 and 4 pupils	2015-16	350 learners	750	1000	Headcount	2019-20	1207	Expected progress
T16b_03 (Access)	Realising Opportunities Targets for progression of RO participants to a research intensive university	2015-16	35% (cohort 5)	38%	39%	Percentage	2019-20	52	Expected progress
T16b_04 (Access)	Realising Opportunities targets for progression of RO participants to a RO partner university	2015-16	N/A	25%	25%	Percentage	2019-20	38	Expected progress
T16b_05 (Progression)	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, LPN, Student Parents, Care Leavers)	2015-16	0	20%	22%	Percentage	2019-20	61	Expected progress
T16b_06 (Access)	Post-16 Subject mentoring and Primary School mini-mentors	2017-18	50 learners	70	85	Headcount	2019-20	770	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,913,360.00	£1,637,000.00	-14%
Financial Support	£670,125.00	£1,019,000.00	52%

4. Action plan

Where progress was less than expected Goldsmiths' College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	The project with ImpactEd is now moving to the stage of developing new interventions, starting with the development of a new theory of change model in February 2021. These new interventions will be rolled out through 2021 and beyond, likely focusing on the Medway area in Kent, where our pre-entry Widening Participation team are working in partnership with the Goldsmiths Open Book programme in planning the delivery of mentoring and EPQ sessions in local schools, colleges and libraries. During 2020-21 we have supported the delivery of a number of Uni Connect projects, focused on supporting students from LPNs to access higher education
T16a_02	None planned. In line with the discontinuation of the HESA NS-SEC UKPI, this target is discontinued for the Goldsmiths 2020-2025 APP.

T16a_04	<p>The Department Development Planning now includes workshops for every academic department, involving key staff from the academic department and professional services, where departments are supported in the analysis of internal data and the formulation of plans to address agreed priorities, including retention; existing best practice on retention identified through the DDP will be disseminated across Goldsmiths, alongside guidance from the AdvanceHE student success framework; implementation of projects to improve retention will be monitored by the Student Access, Participation and Outcomes Sub-Committee; review of personal tutoring across the College, investigating how it supports retention; presentations to illustrate issues of retention and the underlying data will be given to wider audiences such as School boards and senior committees; retention will be a key strand of the Comprehensive Curriculum Review, which is being undertaken with the aim of ensuring that our pedagogy and curriculum meet the needs of students.</p>
T16a_06	<p>None planned due to discontinuation of target in the 2020-2025 APP.</p>
T16a_07	<p>None planned due to discontinuation of target in the 2020-2025 APP. The new target will focus on closing the gap in entry to highly skilled employment or further study at a higher level between white and Asian students.</p>
T16b_01	<p>No further steps planned. This target is discontinued for the 2020-2025 APP as our pre-entry outreach focus has shifted to working with older age groups to improve attainment at GCSE/A level. We will continue to work with Primary learners on an ad hoc basis in our local area, but this will not be a core focus.</p>

5. Confirmation

Goldsmiths' College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Goldsmiths' College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Frances Corner OBE
Position	Warden

Annex A: Commentary on progress against targets

Goldsmiths' College's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
The APP commitment, which was delivered, was to continue to deliver a broad range of pre-entry outreach activity, prioritising LPN participants alongside our other target groups.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As part of our remodelled financial awards, a £500 bursary for all students from LPNs was offered from 2020 entry onwards. In 2020 we engaged with ImpactEd (a non-profit organisation that exists to improve pupil outcomes by addressing the evaluation deficit in education) to commence a research project analysing recruitment from LPNs, with the aim of developing evidence-based future interventions.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
There were no specific commitments in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps were taken, milestone was missed by a narrow margin.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
A range of commitments were made in relation to this target. All of the commitments made were met and in many cases exceeded such as our transition to higher education work and support for disabled students The Covid-19 pandemic accelerated some of our work on retention and necessitated new ideas and approaches, which were underpinned by consultation with our students. Further information about this activity can be found our response to the question on mitigations for underrepresented students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Student Access, Participation and Outcomes Sub Committee (SAPOSC) created, with a remit for monitoring widening participation across the College; retention and attainment working groups created, reporting in to SAPOSC; Dean of Students post with specific remit for retention recruited to; retention identified as a key priority for Department Development Planning; Critical Incident Group student support work stream created with a focus on in-year support for our students to support completion of first year; the Covid-19 Response Bursary (among other financial support) was launched to support continuation between academic years; 'Keep in Touch' campaign delivered during the summer break to support a feeling of

connection between students and Goldsmiths and encourage continuation; new online induction modules created to support returning students; establishment of senior tutor network to share best practice; academic departments took a range of action including increasing the amount of personal tutoring available to students, this is reflected in the NSS 2019-20 comments.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Commitments relating to this target in the plan have been met
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps were taken. Although this milestone was missed, it should be seen in the context of our performance against target T16a_03, regarding the general cohort who declare a disability

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
2019-20 was the third year of the Goldsmiths Employability Strategy and the first year of the Careers Service Widening Participation Strategy. Through these strategies, the committed activity in the plan relating to this target was delivered.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Progress against this target should be looked at in combination with the significant progress made against target T15a_09, progression into highly skilled employment

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Initial research and planning for activity with these stages were undertaken during the first half of the year, however with schools closing as a result of the pandemic we were unable to deliver the planned activity with this age group. Resources were therefore refocused on older year groups.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps have been taken owing to future discontinuation of the target. Resources have been redistributed in line with the new target.

Annex B: Optional commentary on targets

Goldsmiths' College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	This target is discontinued for the Goldsmiths 2020-2025 APP. It has been replaced by a target focusing on the ratio of entry rate for POLAR4 Q5:Q1 students. The target ratio for 2020-21 is 6.1. In 2019-20 this ratio was 6.2, so we are hopeful of future progress against this target.
T16a_02	In line with the discontinuation of the HESA NS-SEC UKPI, this target is discontinued for the Goldsmiths 2020-2025 APP.
T16a_03	We are pleased to have exceeded our expected progress for this target. Though we will continue to monitor entry rates, this target is discontinued for the Goldsmiths 2020-2025 APP.
T16a_04	This target is discontinued for the Goldsmiths 2020-2025 APP. It has been replaced by two targets focusing on the percentage difference in continuation rates 1) between white and Black students 2) between mature and young students
T16a_05	We are pleased to have exceeded our expected progress for this target. Though we will continue to monitor entry rates, this target is discontinued for the Goldsmiths 2020-2025 APP.
T16a_06	
T16a_07	
T16a_08	This target is discontinued for the 2020-2025 APP in favour of a target which addresses the gap between awarding of good honours for white and black students. Though we are pleased to have exceeded our milestone for this target, we are aware that in 2019-20 the gap regarding our new 2020-21 target has widened. In addition to other ongoing work against this target, we will investigate our 2019/20 degree award data to better understand any factors which may have had an impact.
T16a_09	We are pleased to have exceeded our expected progress for this target. This target has been replaced with a more focused target for reducing the gap in progression to highly skilled employment or further study between Asian and White students. The Goldsmiths Careers Service will continue to focus on supporting improved outcomes for all students through their Employability and Widening Participation strategies.
T16b_01	
T16b_02	
T16b_03	
T16b_04	

T16b_05	
T16b_06	Resource which would have been used against target T16b_01 was redirected to this target