

# Goldsmiths College, University of London

## 2019-20 access and participation plan

### Assessment of current performance

We believe that our **access** record is good for an institution of our research strength and overall academic characteristics:

- Entrants from state schools and colleges: In 2016-17 we admitted 92.1% of our students from state schools, 0.8% ahead of benchmark and ahead of the London average of 86.7% and the UK average of 90%.
- Entrants from low-participation neighbourhoods (LPN): In 2016-17 our absolute performance is low at 5%. However, this is significantly ahead of the London average of 1.9%.
- Students in receipt of Disabled Students Allowance (DSA): Our performance against this metric remains strong with 7.9% of our first-degree students being in receipt of DSA. This is ahead of the UK average of 6.6%.
- We continue to attract a diverse cohort of students. Black, Asian and Minority Ethnic (BAME) student numbers have increased 7.6% between 2014-15 and 2016-17. 40.6% of our students in 2016-17 identify as BAME.
- Goldsmiths has a strong track record of recruiting mature students. In 2016/17 24.2% of our new entrants were 21 years of age or older and this has been a similar level for the two previous years. This is above the median rate of our comparator group of institutions in London<sup>1</sup> by 6%.
- We perform well in terms of attracting a diverse student body to our ITT programme and activities to date have gone well. 11% of the ITT student body discloses a disability.
- Care leavers: In 2015/16 57 undergraduate students were studying at Goldsmiths, of which 29 were new entrants. In 2016/17 the number of undergraduate students who are care leaver increased to 84, of which 36 are new entrants.

Our analysis shows that we have mixed performance in relation to **student success**.

- Number of students who receive 'good-honours' in their degree: In 2016-17 84% of students received a 2:1 or 1<sup>st</sup> class honour's degree.
- Good honours by ethnicity: Figures segmented by ethnicity demonstrate that White students consistently perform better than all other ethnicities and that good honours for Black students are consistently lower than all other ethnicity groups at 69% versus 91% for their White counterparts. There has been a rise in performance of Black students of 11% between 2015-16 and 2016-17. The performance is more extreme when we consider the number of students achieving a 1<sup>st</sup> class honours degree. In 2016-17 29% of White students achieved a 1<sup>st</sup> compared to 10% of Black students.
- White men from low socio-economic backgrounds (NS-SEC 4 to 7) are performing at or above the Goldsmiths good honours average and we have increased performance of this group between 2014/15 and 2016/17 from 80.8% to 89.5%.

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<sup>1</sup> Brunel, City, Kingston, LSE, Queen Mary, Roehampton, Royal Holloway, SOAS, Greenwich, Westminster and Arts, London

- Good honours by disability: Students with learning difficulties consistently receive a greater proportion of good honours compared to students with no declared disability. In 2016/17 88% of students with a learning difficulty received a 1<sup>st</sup> or 2:1 compared to 84% with no disability. In recent years, students with disabilities other than learning difficulties or mental health ('other' disabilities) have not performed as well as students with no disability, often 7% to 8% below. In 2016/17 those with other disabilities received 86% good honours, 2% above the rate of those with no disability.
- Good honours for mature students: Young students receive a higher proportion of good honours compared to our mature students. In particular, our students who are 30 years plus on graduation received 7% less good honours in 2016/17 at 79% compared to students aged between 21 and 24 on graduation.
- Care Leavers: In 2016-17 11 care leaver students graduated from Goldsmiths. All 11 students graduated with a 2.1 or first class honour's degree.
- Entrants from low-participation neighbourhoods (LPN): In 2016-17 those from quintiles 1 and 2 received degree outcomes of a 2.1 or 1<sup>st</sup> class honours of 85.9% and 85.2% respectively. This is at least one percentage point higher than the average for UK domiciled students graduating in 2016-17.
- Continuation rates: Our performance is not as we would like it to be. In 2016-17 we have a rate of 10.1% of young first-degree students not completing their degree, 3.4% below our benchmark of 6.7%. 19.8% of our mature students do not complete against a benchmark of 13.2%.

In terms of **progression** to further study, employment and highly skilled employment Goldsmiths performance is lower than we would hope for.

- Progression to employment and further study: Goldsmiths has achieved a total progression rate of 88.7% (DLHE 2015-16), 4.1% below our benchmark and 5.6% below the UK average of 94.3%.
- Progression to highly skilled employment or further study: TEF data demonstrates that 59.1% of students progressed to highly skilled employment or further study, which is - 5.1% from benchmark of 64.2%. This is leading to a double negative flag for this measure.
- Progression to highly skilled employment segmented by protected characteristic: This double negative flag applies to all categories of student with the exception of disabled and mature students. Our mature students are progressing in to highly skilled employment or further study at a much higher rate than young students, 73% compared to 53.5% averaged over the last three TEF reportable years.
- Longitudinal Educational Outcomes (LEO): 67.6% of students are above the median earnings threshold or in further study, 10% above benchmark and thus leading to a double positive flag.
- Care Leavers: In 2016/17 four respondents of the DLHE survey were care leavers and eligible to be in the employment and further study population. All four were in employment or further study six months after graduation, and three of these at graduate level.
- Low-participation neighbourhoods: TEF data demonstrates that 90.1% of students from quintiles 1 and 2 are in employment or further study six months after graduation. This is 2.7% below our benchmark but is considered neutral for TEF purposes. 47.1% of LPN students are in highly-skilled employment or further study based on TEF data. This is

12.1% below our benchmark and below the performance of students from non-LPN backgrounds. To address this, we are currently developing a targeted strategy based on engagement and careers registration data, that addresses the key issues of low social capital, financial barriers and low levels of confidence, through providing an extensive range of paid internships, international experiences, pre-entry work experience and networking activities. This new activity is part of our Employability Strategy, launched in 2018, expanding existing activity and making use of recent research into the barriers to careers and employability participation for widening participation students

- **Ethnicity:** A similar pattern as observed for LPN students can also be seen for BAME students from our TEF data. 89.8% of BAME students are in employment or further study and 57.3% are in highly-skilled employment or further study. We are behind our benchmark for both metrics but show a double negative for highly-skilled and further study.
- **Disability:** Using our TEF data, 91.2% of disabled students were in employment or further study and above benchmark, and 60.8% were in highly-skilled employment or further study and while below benchmark is a better performance than those not declaring a disability.

## **Ambition and strategy**

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 group will expand its terms of reference to more clearly 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.

The Access and Participation Plan Working Group 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 which ultimately reports to Academic Board. These bodies will ensure that we are continuously improving our work and support us to make progress. The Access and Participation Plan Working Group also makes an annual presentation on the effectiveness of the different strands of access and participation work to Senior Managers. This enables appropriate changes to be made to practice, informs the institution's planning and keeps senior managers apprised of the progress that is being made.

### ***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 including: POLAR categorisation, Free School Meal eligibility, household income, first in family, estranged, care experienced/carer, forced migrant, disabled, mature and BAME learners.

In terms of **ITT Access**, we intend to continue to target our work to: increase the number of students with disabilities on ITT programmes; recruit mature students returning to study, including those who are seeking to change careers; improve the diversity of the student population in relation to the gender balance on particular courses, e.g. men into primary.

In order to ensure that we measure our performance in this regard, Goldsmiths has joined the HEAT membership service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. We record data about our outreach and participants on the HEAT database. This is entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT help us to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We will supplement this work with our own analysis, delivered by a designated member of staff, the Impact and Evaluation Coordinator and by monitoring our own data.

In addition, Goldsmiths subscribes to The National Education Opportunities Network (NEON<sup>2</sup>), a professional organisation supporting those involved in widening access to higher education (HE) hosted by London Higher. NEON aims to enable those working to widen access to HE at all levels and in all sectors to affect change in their own organisations and communities. At the heart of NEON is a cross-sector approach bringing together HE institutions, schools, colleges, the voluntary sector, professional bodies and employers. The membership provides Goldsmiths with weekly updates on the widening access landscape and enables colleagues to attend working groups in the fields of: Access and Outreach for Disabled Learners, Establishing Evidence and Measuring Impact, Mentoring to Widen Access, Widening Access for Mature Learners and Working at Primary Level.

### ***Student Success***

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<sup>2</sup> <http://www.educationopportunities.co.uk/about/>

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.

Our strategy in this regard is to continue to provide the services that work and at the same time deliver cross-institutional projects, in partnership with students, to understand better the reasons for sub-optimal performance.

In this regard, Goldsmiths and Goldsmiths Students' Union are delivering a project which seeks to understand and tackle, the BAME attainment gap. The work will evolve into considering BAME student experiences and act on student perspectives of race equity. This project will also further shape the delivery of our work in supporting academic skills development, developing our library collections and resources, peer support and mentoring and delivery of support to specific student groups.

A similar approach has been identified relating to mature learners. We will seek to understand the barriers to remaining on course and deliver interventions that allow us to lower this rate significantly. This work will include enhanced peer support and the development of communities on campus.

We will seek to constantly find new ways to engage with our students using new techniques to deliver activities that work for them at the time that they are needed. This includes, but is not limited to, use of e-technologies to deliver academic support and one-day boot camp activities to provide intensive introduction and development sessions for 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. In addition, we have significantly invested in the Careers Service, growing the team and therefore the capacity.

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.

Research shows that students from backgrounds without a tradition of higher education in their family, and those from other underrepresented backgrounds such as care leavers are less likely to progress into Graduate Level employment. This is, in part, due to reduced social capital and in many cases being unable to engage with co-curricular activities that can significantly improve

professional, leadership and employability skills. This affects such students' capacity to gain and build a portfolio of relevant experience to support their graduate success.

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. We identify these groups using DLHE, internal Careers Registration data and findings from wider social policy. The UPP Foundation's 2017 report, *Social Mobility and University Careers Services* highlights the importance of early interventions:

*Student experiences of careers education prior to university are formative and have a significant impact on subsequent outcomes. There is much evidence to indicate a correlation between an understanding of 'career readiness', at point of entry to higher education, and graduate outcomes. (Social Mobility and University Careers Services, 2017, p. 9)<sup>3</sup>*

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. We will work closely with careers advisors in schools and sixth forms to establish the specific needs of their students, in order to develop a meaningful and relevant package of activities that raise awareness of the broad spectrum of career options available.

In order to achieve significant progress, we will work closely with ~The Careers Group, University of London, the largest higher education careers service in Europe. This will allow us to benefit from the collective knowledge and resources of this group and also to deliver programmes of work that can benefit students.

We also intend to develop our approach to student mobility, drawing on UUK's Widening Participation in Outward Student Mobility which identifies that non-traditional students that take part in outward mobility are more likely to stay in education and to progress to employment.

A major element of our institutional strategy and work in this regard links approaches to community engagement with increasing volunteering activities. Working with the Students' Union we are striving to have a joined-up approach to engaging with the local community. We are increasing the number of opportunities to volunteer in the local community which will allow students to develop transferable skills. This will also have the benefit of greater engagement with the local community, thus fostering better relationships which will benefit our wider access goals. Engaging in volunteering in first year builds confidence and encourages participation in more extensive work experience opportunities in future years, and hence is particularly important for students from a Widening Participation background.

### **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.

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<sup>3</sup> <http://upp-foundation.org/wp-content/uploads/2017/05/1714-Social-Mobility-and-University-Careers-Services-report-Digital.pdf-.pdf>

## ***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. We use a range of methods to measure our progress including: HESA data, TEF data tables, Destination of Leavers of Higher Education (DLHE) data, Careers Registration data, student records information, quantitative and qualitative research and records captured at events.

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

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

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. This is evident in agreements with organisations such as Linking London who hold data on interventions.

## ***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. We constantly monitor our performance in terms of our ability to attract students who may fall into the category of protected characteristics. This can allow us to amend our activity as necessary. Our Equality and Diversity Strategy, and associated Action Plan<sup>4</sup> make explicit reference to our work in Access and Participation. The strategy sets out ten objectives, one of which relates to Access and Inclusion. This alignment means that both our access and participation and equality and diversity work are aligned and benefit from each other.

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<sup>4</sup> [www.gold.ac.uk/media/documents-by-section/about-us/governance/Equality-Objectives-2017-21-and-Action-Plan.pdf](http://www.gold.ac.uk/media/documents-by-section/about-us/governance/Equality-Objectives-2017-21-and-Action-Plan.pdf)

## ***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. In addition, students are represented on all committees in the institution and have a voice in the development and approval of the plan.

Specific projects are informed, and often led, by students and we are committed to ensuring student engagement in our work. This means that we seek to engage students from across the institution in project work as part of the team. The Departmental Representative programme regularly feeds back on matters and can be engaged to provide feedback on initiatives.

In addition to students we work closely with employers. Our Employer Engagement function, located within our Careers Service, is responsible for ensuring that the voice of employers is heard in the organisation. This includes employers contributing to academic developments and specific projects. The Access and Participation Plan Working Group has expanded its terms of reference and will be able to call upon the Employer Engagement team in its work and, from time to time, may wish to add an employer to its number to advise in its work.

## **Access, student success and progression measures**

### **Access**

We consider our current programme of outreach activity to be of the highest quality and successful in improving guidance, attainment, aspiration and opportunity for a range of priority groups for both Goldsmiths and higher education in general.

**Care-leavers, those in care, children looked after and estranged students:** A cross-department working group ensures a joined-up approach to access, progression and success. We have developed strong links with Lewisham Leaving Care team and Lewisham Virtual Schools and our Student Ambassadors assist with their homework club and drumming club. In 2018 we will work with our Department of Theatre and Performance to host a residential summer school for 10 care experienced learners as part of the Verbatim Project and have recruited care-experienced Student Ambassadors to deliver mentoring as part of this project. Our 'Care Leaver Guide to HE' is distributed through a number of channels, including being sent to care-experienced offer holders. We have signed up to the Stand-Alone Pledge and have carried out some collaborative work with King's College London, providing IAG in shelters for the homeless.

**Mature Students:** We have a strong tradition of recruiting mature students with 24.2% of our undergraduate students being mature learners. We are in the process of developing a progression agreement with OCN London and LASER, to provide HE pathways for Access learners. We will produce a 'Mature Student Guide to HE', to be distributed to learners on Access courses, at school parents' evenings and through our Housing Association contacts. We also provide bespoke IAG for mature students at our Open Days.

**Disabled Students:** In addition to making disabled students a priority group for access to our outreach projects, we will develop new higher education information and guidance activities, including on and off-campus 'Transition to Higher Education' sessions and an annual conference



for students with disabilities (with a focus on students with Autism Spectrum Disorder) who are considering progression to higher education.

**Forced Migrants:** In London we are seeing an increasing number of refugee and asylum-seeking students. This group has little recourse to information and guidance services, nor do they know how to access higher education. We will increase our work with local support agencies such as the South London Refugee Association, Southwark Day Centre and Young Lewisham Project so that we can provide information and guidance, opportunities to learn more about higher education and how to access it, and guidance on immigration, student funding and accommodation.

**GoldStars Primary Programme:** This programme comprises a variety of curriculum-focused outreach activities for years 5, 6 (and transition support to year 7) both in school and on-campus, designed to increase subject knowledge, develop familiarity with concepts surrounding 'University', give participants the opportunity to meet university students, and provide a space where students can consider what they want to do in the future and raise aspirations. Our evaluation has shown that prior to attending our outreach sessions, 69% of participants were keen to go to university, compared to 93% afterwards.

**Goldsmiths Progression Scheme (GPS):** GPS is a two-year programme aimed at raising attainment and aspirations of Year 12 and 13 students. Participants are selected on the basis of criteria which ensure we can target student from LPNs. Each student selects an academic 'Explore' strand, which gives them access to a range of subject-focused lectures and seminars. They take part in a range of field trips, giving them the opportunity to develop their 'cultural capital', which we know is a key factor in encouraging progression to higher education, particularly in creative subjects.

**Summer Schools:** We offer both residential and non-residential summer schools, covering a broad range of subjects. Participants in the Goldsmiths Progression Scheme and Realising Opportunities are given the opportunity to attend one of our Summer Schools or are offered a £25 travel bursary if they choose to attend a Summer School elsewhere. We also offer travel bursaries to selected applicants for our Summer Schools. Participants in the Fine Art Summer School also qualify for a guaranteed interview for our Fine Art degree.

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

**National Art and Design Saturday Club:** This programme gives 13-16 year olds the opportunity to visit Goldsmiths and take part in art and design activity over 30 Saturdays during the year. Participants learn new techniques and approaches and have access to specialist staff and facilities. The National Saturday clubs benefit young people in a variety of ways, with 80% of Club members achieving at least one grade higher than expected at GCSE in related subjects and 70% seeking to pursue careers in an industry they have had a taster of in the club.

**Student Ambassador Scheme:** Our Student Ambassador Scheme continues to be successful in supporting all aspects of our outreach work with schools and colleges and with specific student groups, as identified by our evaluation. Where schools and colleges have received our

Ambassadors as mentors, 100% of students worked with indicated that they are now more interested in going to university, 89% felt more confident about their subject and 89% were more enthusiastic about their school work.

**Mentoring/Raising Attainment:** We are delivering and developing several strands of targeted mentoring in order to raise aspirations and attainment. The Alchemy Project works with 10 local school pupils at risk of exclusion, providing mentoring and half a day of music tuition per week. The Music Saturday Club span out from this project and gives music tuition to Year 10/11 students from two local schools on a weekly basis. We are providing mentoring for Year 10 students in Mathematics, Year 10/11 students from a Black Caribbean background to support them with literacy, Year 10 female students who are interested in creative subjects and mentoring for prison inmates who are working towards GCSE qualifications.

**Progression Agreements:** We will continue to develop formal progression agreements with local post-16 providers. Progression Agreements will clarify progression routes from a variety of level 3 qualifications and courses to programmes at Goldsmiths, lay out an annual programme of underpinning IAG activity for students studying at the provider, where appropriate, guarantee interviews or reduced offers of entry, and give priority of access to our various outreach programmes.

**Open Book:** We will continue to support the Open Book project, based at Goldsmiths. This award-winning project supports students with a background of prison or drug abuse (and frequently both) to reach, attend and successfully complete university

**Schools Partnerships:** Goldsmiths is the University Sponsor for Mulberry University Technical College (UTC). The UTC is a 14-19 co-educational school with a unique employer led curriculum in Creative, Health and Digital Technologies, which opened in September 2017.

**Partnership with our Local Borough:** We work in close partnership with the Borough of Lewisham to deliver, through our partnership memorandum of understanding, collaboration and activities designed to contribute to the education and attainment of young people in the borough.

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

**ITT Access - Student Ambassadors:** We will continue to include ITT students within the scheme. This will allow for outreach initiatives including mentoring and 'Ask a Student' schemes. Through our reputation and standing as a major provider of initial teacher training, we seek not just to broaden the diversity within our own student populations, but to use our influence with our regulatory and professional bodies to assist them in promoting equality and diversity issues within the profession.

**Collaborative Outreach - Linking London:** We subscribe to and are an active member of Linking London, a partnership between universities, colleges, sixth form colleges, schools and other bodies in London which seeks to support outreach and widening participation, retention and progression to and through higher education.

**Collaborative Outreach - Aimhigher London South:** We are members of Aimhigher London South, who work collaboratively with schools, colleges and universities to coordinate access projects and ensure fair access to higher education for young people from non-traditional backgrounds. AHLS works in partnership with 10 universities, 22 schools, 2 further education colleges and 10 Local Authorities across London and the South East. The network is committed to collaboration and works together to provide impartial IAG to learners, from years 7 to 13 and their parents, carers and families; support school staff in accessing and engaging with outreach opportunities; contribute to the sector's knowledge of best practice at a local and regional level to determine what works well and which activities are effective; develop and apply evaluation and monitoring methods to illustrate long term impact.

**Collaborative Outreach - HELOA:** Goldsmiths has been an active supporter of the Higher Education Liaison Officers' Association (HELOA). HELOA is the professional association of higher education staff who provide guidance, information and outreach activities to prospective higher education students, their families and guidance advisers across the United Kingdom. HELOA has over 800 members from over 130 UK Universities and Higher Education Institutions.

**Collaborative Outreach - Lewisham Council:** We work closely with Lewisham Council through a number of functions to target and deliver our activity. A broad ranging and actively delivered 'Memorandum of Understanding' is in place, which ensures maximum cooperation across all areas of Goldsmiths and Lewisham Council. Specific ways we support Lewisham through our outreach work include focusing the bulk of our work on borough state schools and colleges, prioritising local students within our various projects, collaborating with their 14-19, Cultural & Community Development, Adult Learning, Virtual School and School Improvement teams and providing event spaces free of charge for their Designated Teacher for Children in Care Conference, Lewisham Inclusion Conference, Lewisham Teacher Conference, Lewisham Curriculum Summit and Post-16 Options event.

**Collaborative Outreach - Realising Opportunities:** Goldsmiths is a member of Realising Opportunities (RO), a collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for students from under-represented groups. RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS. This programme provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research-intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student e-mentor and an assessed academic element.

**Collaborative work with housing associations:** Housing associations can provide both direct access to young people and families in low-participation and socio-economically disadvantaged areas, and access to a network of grassroots organisations working with vulnerable groups. We are currently collaborating with Peabody, one of the oldest and largest housing associations in London, who own and manage over 29,000 homes across the capital, housing over 80,000 residents. Engagement will focus on general and higher education guidance and employability but will also utilise the subject specific skills of our Student Ambassadors and academic staff to run health and wellbeing and IT skills sessions.

**Collaborative Outreach - Brilliant Club:** The Brilliant Club is an award-winning charity that is committed to building a movement to mobilise doctoral and postdoctoral researchers to help

increase fair access to highly selective universities. As Goldsmiths is a research-intensive university we are engaged with the Brilliant Club on a full partnership basis.

### **Student Success**

**BAME Attainment Gap:** We have established a BAME Working Group to work with students and staff to develop understanding and solutions for the Goldsmiths community. The working group will develop an action plan, with different strands of activity being conducted by the relevant staff/students within the working group and those in appropriate teams (e.g. Management Information, Admissions), as well as the broader staff and student body across Goldsmiths. The working group will receive all work conducted in line with the action plan and will communicate the findings of the work and the group's recommendations, as appropriate.

**Mature Student Progression:** New research will be commissioned around non-continuation, with an emphasis on understanding issues unique to mature students. A new project group will be established to manage this research and report on interventions. We will begin to support this group in a more enhanced way through developing a programme of student engagement activity including: peer mentoring, the creation of a 'Mature Student Community' and increased information, advice and guidance.

**GoldStart Transition to HE:** The successful transition to higher education is vital in establishing a happy and secure cohort of students. The initial student experience is critical to early engagement with University life, with the greatest risk of attrition being within the first three months. Many non-traditional students find the transition to HE a particular challenge as they are unsure of what to expect, may not come with a peer group, and may feel isolated or lacking in confidence. To counter this, and to improve retention for our non-traditional students we will deliver a transition to HE programme – GoldStart. The programme contains: study skills inductions; inductions to the College systems; a demystifying academia session and an introduction to student life. Students on the programme are supported by Student Ambassadors and Peer Mentors who act as 'buddies' for students and who provide e-mentoring throughout the first term of university. We will run an enhanced strand of this programme for mature students.

**Support for disabled students:** The support that we provide for students with disabilities is vital to their success. Our Disability Support Service team will work with students that have declared a disability to ensure that adequate support is being provided to these students. This will include development of our approach to study skills support and provision of specialist resources to enable students to succeed.

**Supporting specific student groups:** We will continue to communicate and build on the success of our Wellbeing and Disability drop in services where we have seen increased student engagement and access to our targeted groups. This has enabled a more bespoke student support package appropriate to the individual thus supporting student success. It was identified through the Student Rep scheme and work with the Wellbeing and Disability teams that there was a need for mentoring support for students who may be in the process of applying for DSA or who may be experiencing a short term mental health condition. As such we have seen success in our students who have received wellbeing mentoring and will continue to fund this initiative.

**Residence Life:** In order to develop our approach to non-continuation we will continue to deliver our enriched Residence Life Programme using peers as Halls Ambassadors and the

Campus Support Team. This programme delivers a range of co-curricular activities for those from non-traditional backgrounds.

**Engagement with the Students' Union and Clubs and Societies:** Engagement with the Students' Union is seen as important in develop a sense of belonging. Encouraging those from non-traditional backgrounds to engage with Students' Union activities is likely to reduce non-continuation rates. As membership in sports clubs, societies and the media group from 14% in 2017 to an expected 50% by summer 2020, targeted funding to minimise participation costs for under-involved groups will increase and a leadership programme for women and black committee members will be delivered.

**Academic Communities:** The Students' Union coordinates a series of academic communities. In 2019 there will be an increase in resources allocated to building academic communities to enable interventions with academic departments to improve retention.

**Academic Skills:** We will continue to provide academic skills sessions. We will prioritise sessions that support the narrowing of the attainment gap. This will include the development of new e-learning tools and online support, and the delivery of a range of intensive boot camp sessions around the assessment periods.

**Peer Support:** Our Peer Assisted Learning programme (PAL) will continue to support learners within departments. This programme of work will focus efforts on supporting mature learners to stay on course. We will work to identify ways in which this programme can also support the closing of the BAME attainment gap. In addition, we will continue to provide support for a range of peer led initiatives. This includes our 'Dedicated Listeners' programme, led by Goldsmiths Students' Union, which provides a safe space for students to talk with peers.

**Welcome:** The successful joining of an institution is a critical period in the life of a student. We will continue to run Welcome and Induction events across the College to provide a good first experience to new students. The programme will include: familiarisation tours, information, advice and guidance workshops on student funding and budgeting and a large IAG fair to introduce students to support services available. This work will help improve the retention of students through improving their experiences of University. The content of departmental induction sessions has been radically redefined in response to evaluation and will include significantly more information on accessing support, measures to prevent drop-out and information about engaging with Careers within academic departments.

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

**Care Leavers and estranged students:** We will ensure that we have a specific named contact within the Student Centre for care leaving students or those who identify as estranged. We also offer up to 5 hours specialist mentoring per year for these students. Goldsmiths Students' Union have also dedicated a student officer role to this work.

**Student Engagement Campaigns:** We will continue to offer and develop our internal student engagement campaigns. These activities are designed to engage students with their university experience, reduce drop out and enhance student success. Successful activities include: our

health and wellbeing campaign (Be Well, Do Well) which aims to develop student awareness of their own health and the impact this can have on attainment and support at assessments.

### ***Progression***

**Pre-Entry Careers Provision:** In order to enhance our rates of progression to employment and further study the Pre-Entry Careers Consultant delivers Careers Education Information Advice and Guidance (CEIAG) to those who have not yet accessed Higher Education. CEIAG offered by the consultant will include: Career planning workshops, one to one careers appointments (general IAG), one to one support with personal statements, one to one advice on CVs and applications and mock Interviews

**Transitional Careers Programme:** We will pilot a transitional careers programme for offer holders from our widening participation target groups. In the first instance, we aim to trial the programme with a cohort of 30, offering a series of professional development workshops and an opportunity to undertake work experience at Goldsmiths or with our employer contacts. This programme will enable us to begin to quantify learning gain and measuring impact in a meaningful way, by using adapted Careers Registration questions at the start and finish of the programme. We would expect that participants would demonstrate greater career readiness on commencing their undergraduate course, access further professional development provision via The Gold Award and that they progress to graduate level employment.

**Gold Award:** 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 seeks to develop students for the world of work. The Award works closely with employers and is open to all students. In 2019-20, we will continue to increase students' participation in the scheme and will target those learners who join us from a non-traditional background. We will be targeting and marketing the Gold Award to bursary holders to offer additional support, encourage them to take part in co-curricular activities to further develop their skills and track outcomes. The Gold Award is recognised on students' Higher Education Achievement Report (HEAR).

**Work Placements and Internships:** For the academic year 2019-20 we will aim to increase the percentage of undergraduates able to take up a work placement to approximately 40% and would aim to see this progressively increase in subsequent years. The availability of work placements across a broad range of undergraduate courses supports all students, however, it has the potential to be particularly powerful for students from lower income backgrounds who typically maintain a job alongside academic study. By embedding work placements into our undergraduate courses, students are less likely to have to sacrifice essential paid work in order to access opportunities to develop the skills and knowledge that professional work experience confers. Students will be supported to identify suitable placements through the provision of 1:1 information advice and guidance from our specialist work placement coordinators.

Targeted financial support to encourage students from a Widening Participation background to access employability activities is at the planning stage, but it is envisaged that new targeted employability support programmes will be developed for WP students over the coming year which incorporate either paid internships, shorter work experience opportunities or other employer engagement, to widen horizons, develop employability skills and start to create networks to support career progression. Such programmes will be monitored and evaluated, with impact linked to Careers Registration progression and to the new Graduate Outcomes.

**National Mentoring Consortium Scheme:** 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

Students receive at least 6 meetings with their mentor and complete a report in April detailing their experience and progress, culminating in an awards ceremony in May. In 2017/18, Goldsmiths matched 20 students with mentors. In 2019/20 we estimate we will offer 20-25 students a place on the scheme.

**Graduate Outcomes:** The Goldsmiths Graduate Careers Coaching team, formed in September 2017, aims to achieve a year on year increase in the percentage of non-traditional students in positive employment destinations (i.e. a managerial or professional occupation or graduate-level further study) and to narrow the employability gap between non-traditional and traditional students. 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 Graduate schemes recruitment timelines and preparation, promote networking opportunities and sector information. Careers Registration is being 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 thinking and what help they need to achieve their career goals.

**Student Ambassador Scheme:** A strong emphasis of the scheme is the provision of high quality and varied training for Student Ambassadors, to ensure that their work is of the highest standard and that the scheme develops aids their own progression. 94% of Student Ambassadors either agree or strongly agree that being a Student Ambassador has provided them with transferable skills, 77% that they have gained a great deal of experience to prepare them for the work of work, and 70% that they have been given an insight into a variety of potential employment pathways.

## Investment

Goldsmiths College will be investing £4,783,400, which represents 25% of additional fee income, in 2019-20.

On the basis of our assessment of performance we expect to invest 25% of the fee income from fees above £6,165 for full-time students and £4,625 for part-time students on access and student success measures. We believe that this level of investment is consistent with our institutional commitment to widening access, our wish to maintain our ongoing success in attracting students to Goldsmiths regardless of their background, and the requirement to improve our performance in some areas.

We have rebalanced the spend in this agreement in line with the assessment of our performance, increasing the amount that we will spend on activities designed to support progression. The largest investment remains in access as the scale of work required to keep our performance at current levels, and make progress, requires significant effort. Our financial awards will remain stable.

Our balance of spend will be approximately:

- Access expenditure 40%
- Student success expenditure 25%
- Progression expenditure 20%
- Expenditure on financial support 15%

In cash terms this is:

- Access expenditure - £1,913,360
- Student success expenditure - £1,195,850
- Progression expenditure - £1,004,065
- Expenditure on financial support - £670,125

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

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

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

It is our intention that, in order to enable as many students to benefit as possible, any individual student will normally be eligible for an award under one category in any one year.

If our spend against any one category of award looks likely to be below our expectations, we may increase the value or number of such awards or lower the threshold at which the award is given, to ensure that we meet our access commitments. If our spend in any one category looks likely to exceed our expectations, we will honour commitments for all students covered by this access agreement and consider making changes to future access plans.

Whilst we know that bursaries have limited effect in removing the barriers to higher education we continue to see a year on year increase in financial hardship applications from students from non-traditional backgrounds. This on-course financial support is important in removing the



financial burdens that can be experienced and improving the retention of our students. Further to this, we will make much more visible, and accessible, the funds which support student hardship, accommodation and nursery support, additional funding to meet the needs of our disabled students and those from backgrounds / with responsibilities that hinder their progress (care leavers, carers).

Advice and Student Support Funds – we have a commitment to the maintenance of our hardship provision. We offer grants to students in hardship as a result of improper statutory funding assessments. Concurrently, our specialist advisers aid students in accessing the correct statutory funding avenues.

In addition to the above investment, we expect to continue to invest resource beyond that which is countable within this Access and Participation Plan in our access, success and participation activity. This investment is currently represented by the £38,800 funding we receive from the London National Collaborative Outreach Programme, which runs through to July 2019 but which we hope will be extended.

### ***Awards aimed at new undergraduates***

**Lewisham Fee Waiver:** The borough of Lewisham is the 31st most deprived Local Authority in England, relative to the rest of the country Lewisham's deprivation is increasing. Much of the borough represents low-participant neighbourhoods and there is great deal of diversity. As such, we seek to increase our numbers of non-traditional students from there Borough. To support this, we will offer ten £9,250 awards, based upon merit and assessed by application, to non-traditional students from Lewisham. These students will become part of our pool of student ambassadors and be enrolled on our Gold Award, which helps students track and demonstrate their extracurricular learning and skills development through Goldsmiths.

**Local Borough Fee Waiver:** We will have on offer five £4,625 awards, based upon merit and assessed by application, to non-traditional students from our local boroughs of Lambeth, Southwark, Greenwich, Hackney, Tower Hamlets, Newham and Croydon. These students will become part of our pool of student ambassadors and be enrolled on our Gold Award, which helps students track and demonstrate their extracurricular learning and skills development.

**Travel bursaries:** We will have on offer 20 travel bursaries to cover the costs of a travel card to students from non-traditional and low-income backgrounds from our local boroughs including: Lewisham; Southwark; Lambeth; Greenwich; Hackney; Tower Hamlets; Newham and Croydon.

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

**Care leaver bursaries:** We will have on offer up to five awards of £4,000 value, as either a bursary, or in-kind support (e.g. accommodation costs, computers, books) to students who are care-leavers, including those from kinship care and estranged students.

**Mobility bursaries:** We will have on offer up to ten student mobility bursaries of £1,000 to non-traditional students who wish to take part in study abroad or Erasmus+ activities.

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

### ***Awards aimed specifically at ITT students***

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

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

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

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

**Men into primary bursaries:** We will have on offer up to two bursaries of £3000 to male students studying on a primary programme.

### ***Evaluation of financial support***

We undertake an annual evaluation of the financial support package through both qualitative and quantitative evaluation. The Access and Participation Plan Working Group and the College's Student Experience Sub-Committee consider this. The evaluation focuses on the how effective the awards are at reducing barriers to study and then enabling students to flourish whilst at Goldsmiths. As a result of this evaluation we amend the schemes that are being offered. This has led to the removal of schemes and the refocusing of spend on categories that would most benefit. We have removed 'general' awards based solely on financial circumstances but have retained awards that are used as part of our access and outreach activity. We will continue to monitor the effectiveness of these awards. This evaluation is also included in our annual monitoring statements.

## **Provision of information to students**

We commit to providing clear, timely and accessible information to applicants and students on our fees and financial support, as set out in the guidance on access agreements. This will primarily be on the Goldsmiths website, to ensure accuracy.

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. We will carry out regular impact assessments to

monitor the impact of our delivery of information, including language, text and images, on the target audiences.

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

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

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Goldsmiths College, University of London has a fixed-fee policy and so it will not inflate fees in subsequent years if the fee level rises for students studying at Goldsmiths.

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		*
Erasmus and overseas study years		*
Other		*
Franchise 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		*
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 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Location (please give details in the next column)	Proportion of students from low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	No	2014-15	7.2%	9%	10%	11.4%	12%	12.8%	This target will take us to past our location adjusted benchmark (7.9% in 2014-15 HESA Pis) and to the national average benchmark by 2020-21
T16a_02	Access	Socio-economic	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Proportion of students from NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	No	2014-15	30.8%	34%	34.5%	35%	NA	NA	We feel that these targets are stretching targets which are realistic given our performance against this PI in 2014-15 (30.8%). This category is no longer being monitored as the NS-SEC classification is no longer used.
T16a_03	Access	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Percentage of Goldsmiths cohort who declare a disability	No	2014-15	13.5%	15%	15%	15%	15%	16%	We feel that these targets are both stretching, and realistic given our performance. The national average for this measure in 2012/13 was 9.8%
T16a_04	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Proportion of students no longer in HE after 1 year (All, full-time, first degree entrants)	No	2013-14	7.5%	6.3%	6.0%	5.7%	5.5%	5.2%	We feel that these targets are both stretching and realistic
T16a_05	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Recruitment of Black, Asian and Minority Ethnic students as proportion of cohort (full-time, all undergraduate entrants).	No	2013-14	37.5%	39%	39%	39%	40%	42%	In addition to proposing a stretching target our absolute performance will improve year on year as the student cohort grows.
T16a_06	Access	Disabled	<b>Other statistic</b> - Postgraduate (please give details in the next column)	Recruitment of ITT students who declare a disability as a proportion of cohort.	No	2013-14	10%	14%	15%	16%	16%	17%	We feel that these targets are stretching and realistic given our performance in 2013-14 as returned to HESA
T16a_07	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Progression into further study	No	2013-14	11.7%	14%	15%	16%	16%	17%	This target will force us to continually increase % into further study
T16a_08	Success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Percentage of Black students obtaining a 1st class degree	No	2017-18	10%	10%	12%	13%	14%	15%	This target will allow for us to close the attainment gap to the national average
T16a_09	Progression	Multiple	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Percentage of students progressing to highly skilled employment	No	2017-18	59.1%	60%	61%	62%	63%	64%	This has been selected as we perform less well than we would like for this metric across multiple characteristics. This would bring us to benchmark over the period of the plan

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Long term outreach with key stage 1 and 2 (primary learners)	No	2015-16	750 learners	1500	1600	1700	1800	2000	This target will allow us to work with all primary providers within our local boroughs. This programme of work is designed to allow us to achieve our goal of significantly increasing the aspiration of young people, their parents and teachers in an area which does not naturally aspire to Higher Education. By bringing young learners and their parents across the threshold of universities and providing access to HE advice and guidance we aim to remove barriers to HE. We will measure our impact by undertaking long term tracking using our own data sets but also through the HEAT tracking system.
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Long term outreach with key stage 3 and 4 pupils	No	2015-16	350 learners	750	1000	1200	1400	1500	This target will allow for us to provide outreach activity for all Yr7 learners in state schools within our local boroughs, a key source of LPN and NS-SEV IV-VII learners. This is driven by our aim to target learners at an early stage of their secondary journey and to identify HE as a viable opportunity for the local community. The impact of this activity will be to continue our long-term engagement with students who we have interacted with in KS2 and continue expose to HE as a destination. The programme of activity will engage parents in the local area who are key influencers and will seek to remove misconceptions. This will be monitored through our own data sets and through the HEAT tracking system.
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Yes	2015-16	35% (cohort 5)	38%	39%	39%	39%	39%	Shows the target percentage of RO participants entering a research intensive university
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities targets for progression of RO participants to a RO partner university	Yes	2015-16	N/A	25%	25%	25%	25%	25%	Shows the percentage of RO participants entering an RO partner university
T16b_05	Progression	Other (please give details in Description column)	Operational targets	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)	No	2015-16	0	20%	22%	25%	27%	30%	We are beginning work to target non-traditional learners at Goldsmiths for further PG study. The first step is to run a series of internal PGT Info sessions. We will set a target for the percentage of non-traditional students who attend these sessions.
T16b_06	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Post-16 Subject mentoring and Primary School mini-mentors	No	2017-18	50 learners	70	85	100	125	130	We will be piloting our mentoring schemes in 2017-2018 with an expected 50 learners, monitoring attainment through the schemes both in Primary and Post-16. At Post-16 level this will be specific subject-based mentors targeting attainment at Level 3.