Kingston University

Access and participation plan

2020-21 to 2024-25

Kingston University is a post-92 university located in Southwest London. Teaching and research are organised into four faculties: Kingston School of Art, Faculty of Business and Social Sciences, Faculty of Health, Social Care and Education and Faculty of Science, Engineering and Computing. As at 1 December 2018 our student population consisted of 12,637 undergraduate/foundation level students and 3,862 postgraduate students. Kingston is committed to increasing access to higher education for everyone with the potential to succeed and we view our diverse, supportive and inclusive community as one of our greatest strengths.

1. Assessment of performance

Our assessment of performance is based on analysis of the access and participation dataset published by the Office for Students (OfS) in 2019. This has been considered alongside internal data and with reference to the OfS national key performance measures[1]. To determine institutional priorities for the period of this plan, we have focused on identifying the most significant gaps which affect the largest numbers of students at Kingston University. Due to the small number of students enrolled on part-time programmes at Kingston University (43 in 2017/18), part-time cohorts have been excluded from the analysis. However, the strategic measures described in this plan have been developed to address gaps in outcomes for both full and part-time learners.

1.1 Higher education participation, household income, or socioeconomic status

Access

The table below shows the proportion of Kingston University students from underrepresented and disadvantaged backgrounds in 2017/18 using the following indicators: POLAR4, Index of Multiple Deprivation (IMD) and prior receipt of Free School Meals (FSM).

Characteristic of underrepresentation	Kingston University	Sector average (all English providers)	Difference (+/-)
POLAR4 quintile 1	7.1%	12%	-4.9%
POLAR4 quintile 2	9.9%	15.7%	-5.8%
FSM	39.2%	20.8%	+18.4%
IMD quintile 1	21.7%	21.0%	+0.7%
IMD quintile 2	28.2%	20.0%	+8.2%

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[1] National Key Performance Measures for the Office for Students. Available at: https://www.officeforstudents.org.uk/about/measures-of-our-success/participation-performance-measures/

Kingston University attracts a significant proportion of students from the most deprived IMD quintiles, as well as a higher than average proportion of students who were in receipt of free school meals. Students from POLAR4 quintiles 1 and 2 are underrepresented at Kingston University compared with national sector averages and the UK population of 18 year olds residing in these areas. However, this gap is largely explained by Kingston's London location and our local recruitment profile. Kingston's undergraduate population is mainly recruited from within a 20 mile radius and an increasing proportion of our entrants come from postcodes in Greater London (58.9% in 2017/18 with further growth forecast). There is evidence that the effect of POLAR is diluted in London due to the density of the population and the resulting co-location of extreme poverty and wealth. Just 12 of the 897 POLAR4 wards in London are in quintile 1, with only 1.9% of the London learner population residing in these wards (7.3% are in quintile 2)[2]. Our analysis shows that if Kingston's intake was representative of the learner populations from which we recruit, our expected proportions of POLAR4 learners would be 8.4% from quintile 1 and 11.9% from quintile 2 (a total of 20.3% from the most underrepresented quintiles)[3]. In this context, there is a small unexplained gap of 3.3% (consisting of 1.3% for quintile 1 and 2.0% for quintile 2). We have also assessed our POLAR4 data for entrants from outside the Greater London area and found a similar picture with a gap of 3.6% (33.3% of Kingston entrants were from quintiles 1 and 2 compared to 36.9% of the UK's 18 year old population).

We propose to close this unexplained access gap through a target to increase the proportion of new entrants from POLAR4 quintiles 1 and 2, by 4 percentage points over the five years covered by this plan. Progress will be weighted towards the latter years to reflect the time required to embed effective outreach and admissions processes, given the timescales of the UCAS recruitment cycle and the duration over which potential applicants make their decisions. The HESA dataset for 2017/18 showed that Kingston University had the second highest number of students from low participation neighbourhoods of all London universities (based on POLAR3). This target will ensure we remain at the forefront of widening access efforts in London. We remain committed to using a range of targeting criteria for our access work to ensure we reach the greatest possible number of learners from underrepresented groups. This will include increasing use of the UCAS Multiple Equality Measure, of which POLAR is a core indicator.

Success

Non-continuation

A significant sector continuation gap of 5.4pp for students in the most deprived IMD quintiles is not mirrored at Kingston where the gap has decreased from a significant gap of 3.7pp in 2015/16 to a non-significant difference of 1.2pp in 2016/17. Similarly, the difference in continuation rates between POLAR4 quintiles 3, 4 or 5 and quintiles 1 or 2 was not significant at 1.0pp in 2016/17 and below a sector gap of 2.7pp in that year. Prior to 2015/16, we observed a negative gap in continuation, showing that students from POLAR4 quintiles 1 or 2 continued at a slightly higher rate than their peers from quintiles 3, 4, or 5.

Attainment

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[2] Based on POLAR4 data available here: https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/polar4-data/ and analysed using the postcode look-up tool available here (looking only at London postcodes): https://www.officeforstudents.org.uk/data-and-analysis/postcode-search/

[3] 'Expected' proportions of POLAR4 learners from different quintiles have been calculated by weighting for the percentage of London entrants in the 2017/18 academic year and referring to London, rather than national young population figures. Further detail is available on request.

A degree awarding gap has been observed between the most and least deprived IMD quintiles, where the most deprived students have lower rates of attainment. In the sector this gap has been consistently large with an 18pp difference in 2017/18. The gap at Kingston has been decreasing since 2013/14 but was found to be significant across most years and stood at 12pp in 2017/18. The gap remains sizeable and, as noted previously, we have a significant proportion of students from lower socioeconomic groups enrolled at the University. Thus eliminating unexplained differential outcomes for students from the most and least advantaged IMD quintiles is a priority.
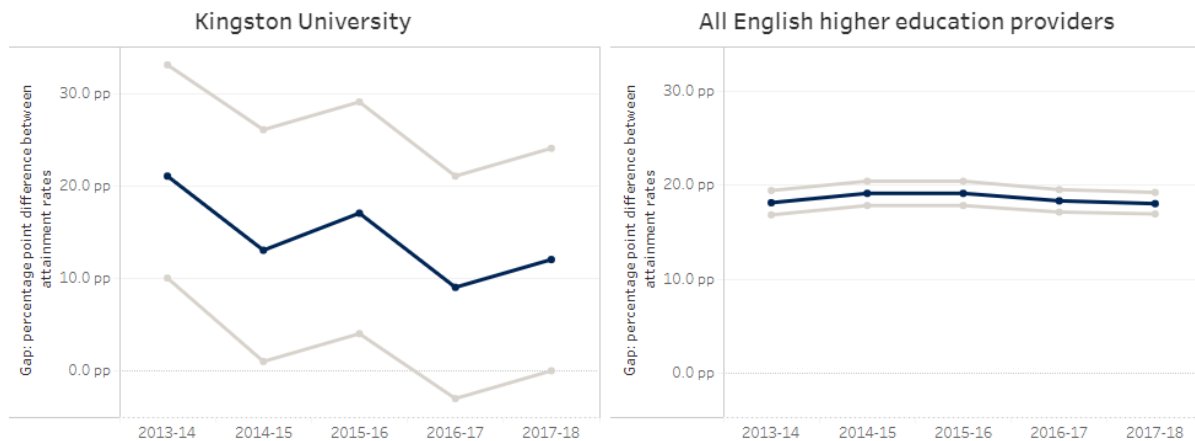

Figure 1: Difference in attainment rates (students achieving a 1st or 2.1 degrees) between the least disadvantaged (IMD quintile 5) and the most disadvantaged (IMD quintile 1) full-time undergraduate qualifiers.

We observed a reversed gap in attainment for students from different POLAR4 quintiles. Although not statistically significant, the data showed that a higher proportion of students from quintiles 1 or 2 (83% in 2017/18) achieved a first or upper-second class degrees than their peers from quintiles 3, 4, or 5 (76.6% respectively). The observed pattern in attainment remained similar when POLAR4 intersections with ethnicity and sex were examined.

Progression to employment or further study

In completing our self-assessment we noted a progression gap for graduates from IMD quintiles 1 and 2, however a large variability in confidence intervals suggests that the effect of deprivation is small and dependent upon other factors that intersections available through the OfS dataset cannot explain. We did not observe significant gaps in progression to employment for graduates from different POLAR4 quintiles. For instance, the latest 2016/17 data showed that a higher proportion of graduates from quintiles 1 or 2 (63%) were in highly skilled employment/further study than their peers from quintiles 3, 4 or 5 (60.8%). Nonetheless, progression rates to employment were significantly below the sector rates for graduates from all POLAR4 quintiles. Progression to graduate employment is a priority concern for Kingston and will be addressed in more detail throughout our assessment of performance.

1.2 Black, Asian and minority ethnic students

Access

The table below shows the proportion of Kingston University students from black, Asian and minority ethnic backgrounds in 2017/18 compared with the sector average for all English providers. Kingston attracted a higher than average proportion of black and Asian learners in 2017/18 and internal data

confirms that the ethnic diversity of our undergraduate student population has been consistent over several years.

Characteristic of underrepresentation	Kingston University	Sector average (all English providers)	Difference (+/-)
Asian	22.6%	13.7%	+8.9%
Black	23.2%	10.5%	+12.7%
Mixed	7.0%	4.8%	+2.2%
Other	6.1%	2.2%	+3.9%
White	41.1%	68.9%	-27.8%

Success

Non-continuation

Differential rates of continuation between white and BAME students have been increasing in the HE sector since 2013/14 (the gap stood at 3.2pp in 2016/17). Conversely, whilst we recognise that there is a continuation gap between white and BAME students at Kingston, this was not significant at 1.2pp in 2016/17.
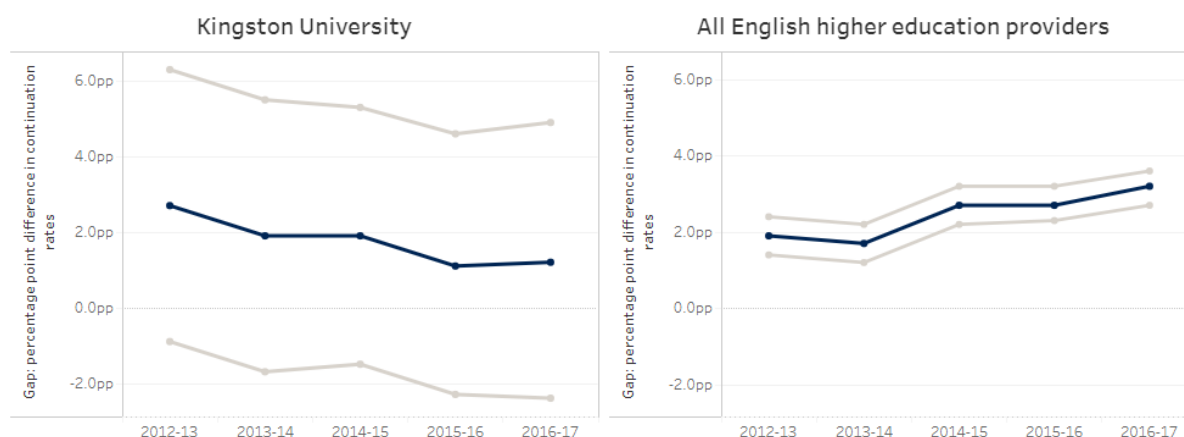

Figure 2: Difference in continuation rates between white and BAME full-time undergraduate students at Kingston University and all English HEIs.

We have noted that the overall gap in BAME continuation is mainly explained by a 3pp difference between black and white students. There was no continuation gap between Asian and white students (0pp), a 2pp gap for students from mixed ethnic backgrounds and a reversed gap for students from other ethnic backgrounds -2pp. The gap at Kingston appears to be diminishing whilst the more prominent sector gap between these ethnic groups is steadily increasing. However, we continue to be concerned about differential levels of continuation linked to ethnicity and have strategies in place designed to support continuation. We will monitor the data annually at institution, as well as faculty, course and module level and assess whether a trend is developing that needs to be prioritised in a future plan.

Attainment

The degree awarding gap between BAME and white students at Kingston University has reduced in recent years as a result of the achievement plan that was put in place to deliver progress against our institutional KPI. There has been a notable decline in the degree awarding gap between white and

Asian students, which has decreased from a significant gap of 10pp in 2016/17 to a non-significant gap of 6pp in 2017/18. This compares favourably with the sector where the degree awarding gap between white and Asian students has been slowly decreasing but has remained above 10pp for the last 5 years. The degree awarding gap between white and black students at Kingston has also been decreasing, although not consistently so, and there was a notable increase of 5pp between 2016/17 (14%) and 2017/18 (19%). The degree awarding gap for students from mixed (9pp) and other ethnic backgrounds (10pp) was not significant but we have noted that in 2017/18 it stood at 9pp and 10pp respectively.
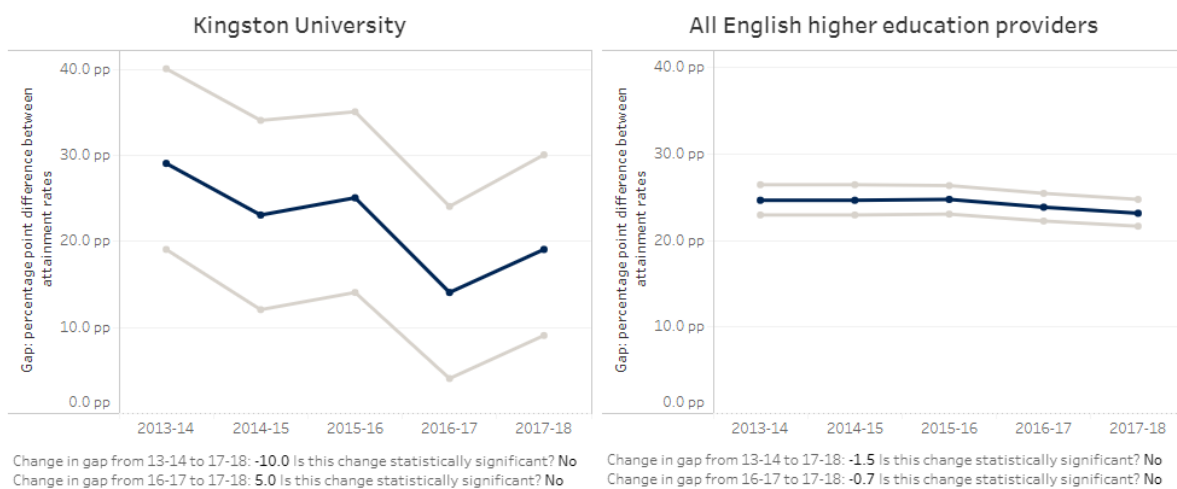

Change in gap from 13-14 to 17-18: **-10.0** Is this change statistically significant? **No**
Change in gap from 16-17 to 17-18: **5.0** Is this change statistically significant? **No**

Change in gap from 13-14 to 17-18: **-1.5** Is this change statistically significant? **No**
Change in gap from 16-17 to 17-18: **-0.7** Is this change statistically significant? **No**

Figure 3: Difference in attainment rates (students achieving a 1st or s.1 degrees) between white and black full-time undergraduate qualifiers.

At Kingston, we have developed a value added (VA) metric that measures the extent to which the attainment of full-time, first degree qualifiers at the institution departs from the sector average for a cohort with the same entry qualifications and subjects studied. If the cohort performs in line with the sector average, the value added score is 1.0; if the cohort performs above the expected degree outcome, the VA score is greater than 1.0; and if a cohort performs below the expected degree outcome the VA score drops below 1.0. We believe the value added approach is more effective than other measures because it allows us to isolate student attainment from the effects of subject and entry qualifications. Thus we can focus attention on the institutional factors that may contribute to differential outcomes and more accurately measure our progress.

Our institutional data reflects a similar pattern to the OfS dataset: value added scores have been increasing steadily amongst all students from BAME backgrounds. However, in 2017 we observed a considerable drop for black students, while students from Asian, Arab and Mixed/Other ethnic backgrounds performed in line with sector expectations. The drop in outcomes for black students was particularly associated with Nursing and Architecture (as per commentary in the OfS catalyst fund collaboration on addressing the BAME degree awarding gap) and work is underway with these course teams to identify causes and develop action plans.
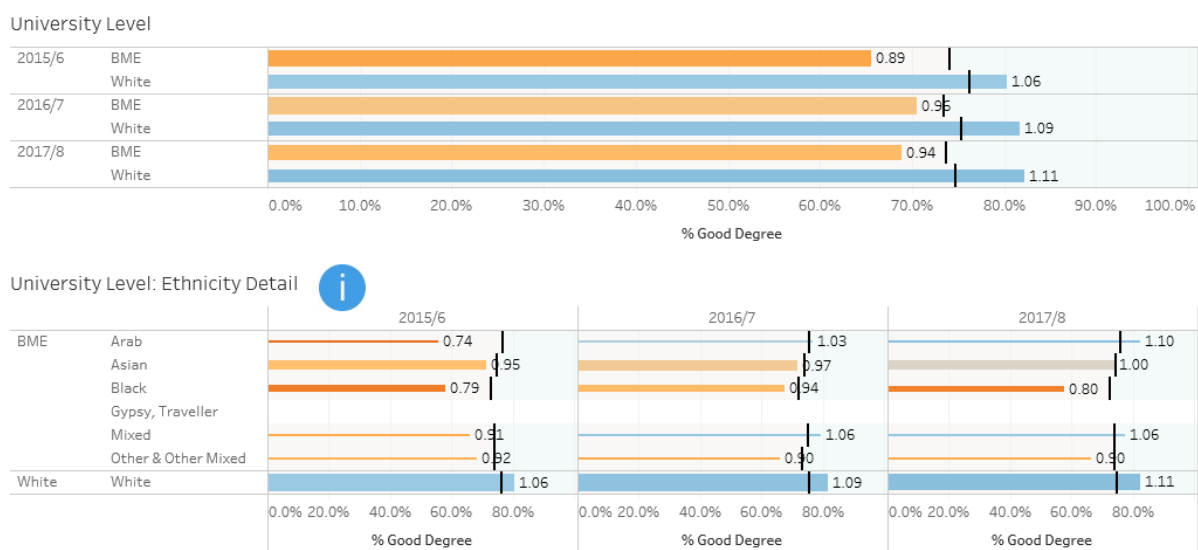
University Level

2015/6	BME		0.89
	White		1.06
2016/7	BME		0.95
	White		1.09
2017/8	BME		0.94
	White		1.11

% Good Degree

University Level: Ethnicity Detail

		2015/6	2016/7	2017/8
BME	Arab	0.74	1.03	1.10
	Asian	0.95	0.97	1.00
	Black	0.79	0.94	0.80
	Gypsy, Traveller			
	Mixed	0.91	1.06	1.06
	Other & Other Mixed	0.92	0.90	0.90
White	White	1.06	1.09	1.11

% Good Degree

Figure 4: Difference in value added scores between white and BAME full-time undergraduate qualifiers for three years from 2015/16 to 2017/18

Although the difference in attainment between white and black students at Kingston compares favourably with the sector average, which has been above 20pp for the last five years, it remains an area of deep concern given the ethnic diversity of our student population and the fact that the proportion of black students at Kingston is more than double the sector average.

Progression to employment or further study

We have noted differences in graduate outcomes linked to ethnicity which will be a priority focus for the duration of this plan. Asian graduates are significantly less likely than white graduates to progress to graduate employment or further study. Kingston's progression gap for Asian graduates has not dropped below 10pp since 2014/15 compared to a much lower gap in the sector of 3.8pp in 2016/17. Black graduates are also less likely than white graduates to progress to graduate employment or further study. The differences over 5 years are not significant but a gap of 9pp in 2016/17 was higher than the sector average of 4.8pp, therefore this will also remain an area of focus. There was no gap in progression to employment for graduates from mixed ethnic backgrounds (0pp) and the gap for graduates from other ethnic backgrounds was 1pp in 2016/17.

1.3 Mature students

Access

The table below shows the proportion of mature students at Kingston University in 2017/18 compared with the sector average for all English providers. Over a third of Kingston students were over the age of 21 at enrolment in 2017/18 and internal data confirms that this proportion has been consistent for several years.

Characteristic of underrepresentation	Kingston University	Sector average (all English providers)	Difference (+/-)
Mature	34.9%	27.8%	+7.1%

Success

Non-continuation

The gap in continuation between young and mature students is relatively small and not statistically significant (1.2pp in 2016/17). This compares favourably with the sector where young students continue at a significantly higher rate than mature students (a difference of 7.4pp in 2016/17).
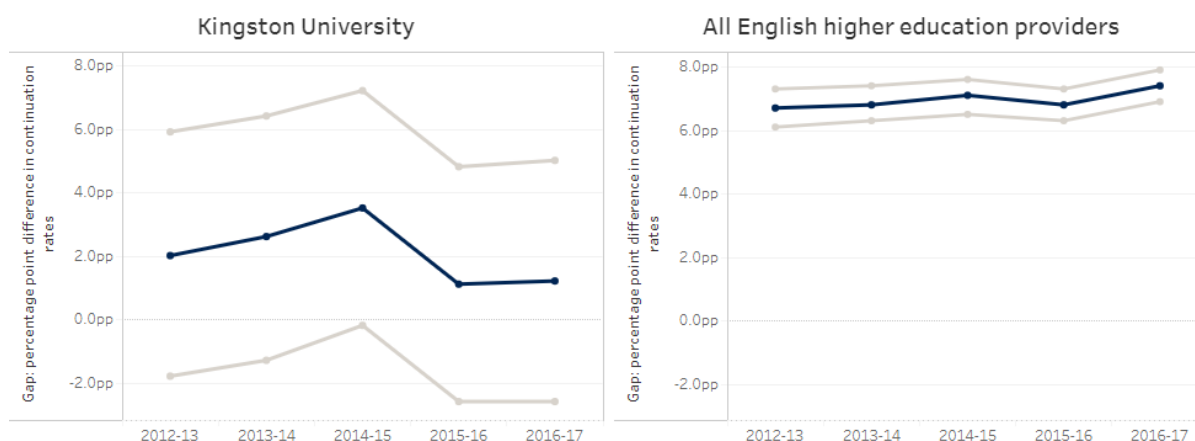

Figure 5: Difference in continuation rates between young (under 21) and mature (21 and over) full-time undergraduate students at Kingston University and all English HEIs

As noted previously, we are concerned about any gaps in continuation between different groups of students and will strive to ensure that all students at the University are supported to continue with their studies, regardless of age or background.

Attainment

The degree awarding gap between young and mature students is significant for both Kingston University and the sector, with young students having higher attainment rates than mature students.
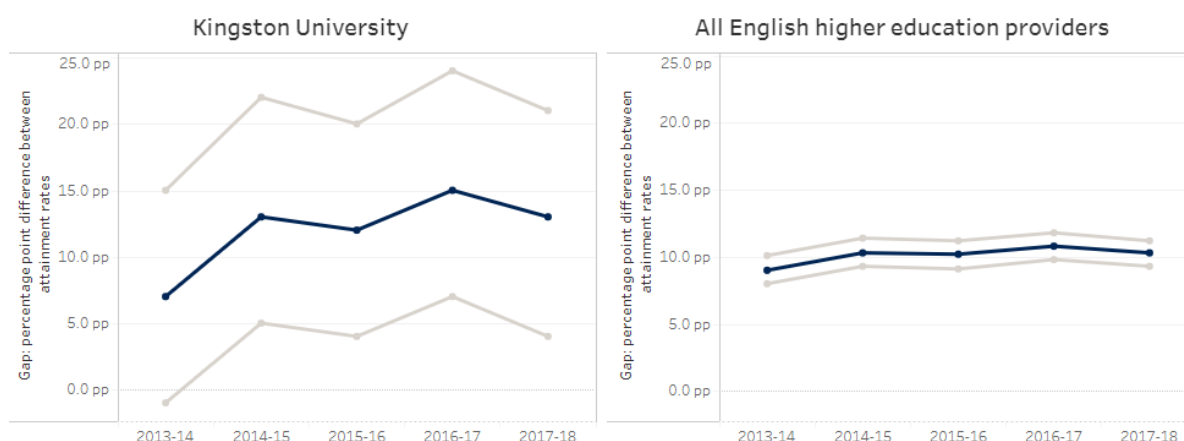

Figure 6: Difference in attainment rates (students achieving a 1st or 2.1 degrees) between young (under 21) and mature (21 and over) full-time undergraduate qualifiers

The mature degree awarding gap at Kingston has reduced from 15pp in 2016/17 to 13pp in 2017/18. However, this remains above the sector average of 10.3pp. The gap is particularly visible between young students and those aged 21-25 years on enrolment, where it has increased from 7pp in 2015/16

to 12pp in 2017/18. This compares to a diminishing trend in the sector from 10pp to 9.2pp during the same period. Thus we propose to include a target in our plan to eliminate unexplained differences in attainment between young and mature learners over the next 5 years.

Progression to employment or further study

In completing our assessment, we noted that young students are less likely to progress to graduate employment or further study than mature students. This is likely explained by the significant number of mature students who enrol on courses with high levels of employability (e.g. Nursing and Education).

1.4 Disabled students

Access

In 2017/18, 13.8% of student entrants reported a disability at Kingston University compared to 14.6% in the sector. The table below shows the proportion of students by disability type at Kingston University in 2017/18 compared with the sector average for all English providers.

Characteristic of underrepresentation	Kingston University	Sector average (all English providers)	Difference (+/-)
Cognitive or learning difficulties	6.1%	5.5%	+0.6%
Mental health condition	3.9%	3.5%	+0.4%
Multiple impairments	1.3%	2.3%	-1.0%
Sensory, medical or physical impairment	1.9%	2.3%	-0.4%
Social or communication impairment	0.6%	0.8%	-0.2%
No known disability	86.2%	85.5%	+0.7%

The proportion of disabled students at Kingston is similar to the sector and has been increasing in recent years. In particular, we have observed an increase in the proportion of students with a declared mental health condition and are focused on ensuring appropriate support is in place. We remain committed to promoting the inclusion of disabled learners in HE nationally and at our own institution through our outreach programme, which includes SEND pupils as a target group and includes work with special schools.

Success

Non-continuation

The continuation rate of students who reported a disability at Kingston was 91% in 2016/17, which was above the sector average of 89.4%. The gap in continuation between students who reported a disability and those with no known disability at Kingston was not significant over the last 5 years and stood at 1pp in 2016/7. The table below shows the gap in continuation by disability type at Kingston University compared to the sector in 2016/17. Although we observed large fluctuations in the data when continuation rates were assessed for different disability types, we noted that the continuation rate for students who reported a mental health condition has dropped from 91% in 2015/16 to 86% in 2016/17. The gap in continuation between students with a declared mental health condition and those with no known disability rose from 0pp in 2015/16 to 6pp in 2016/17, which was above the sector average of

3.5pp that year. Given the rise in the proportion of students declaring a mental health condition noted previously, we will be taking steps to ensure appropriate support is in place, while conducting further inspection of the data in 2019/20 in order to better understand these fluctuations. We noted that a gap in continuation for students with social or communication impairment was very large at 15pp. However, there is no historical data for this student group to report year on year comparisons, hence we will be closely monitoring this data annually to assess the patterns in this degree awarding gap and its reliability for this student group.

No known disability compared to disability type	Kingston University gap	Sector gap (all English providers)
Cognitive or learning difficulties	-1.0pp	-1.1pp
Mental health condition	+6.0pp	+3.5pp
Multiple impairments	0.0pp	+1.2pp
Sensory, medical or physical impairment	-3.0pp	+1.6pp
Social or communication impairment	+15.0pp	+2.2pp

Attainment

The degree awarding gap between students with and without a disability has been inconsistent but not statistically significant over the last 5 years for KU. The degree awarding gap at KU between these student groups decreased from 7pp in 2016/17 to 1pp in 2017/8 compared to a significant gap in the sector of 2.8pp in 2017/18. The table below shows the gap in attainment for Kingston students by disability type in 2017/18 compared to the sector.

No known disability compared to disability type	Kingston University gap	Sector gap (all English providers)
Cognitive or learning difficulties	+4.0pp	+3.4pp
Mental health condition	-6.0pp	+1.4pp
Multiple impairments	0.0pp	+3.4pp
Sensory, medical or physical impairment	-5.0pp	+1.7pp
Social or communication impairment	---	+6.2pp

Progression to employment or further study

The gap in progression to employment or further study between students with and without a disability has been largely fluctuating over the last 5 years with the latest figure suggesting that a larger proportion of disabled students (65%) were in highly skilled employment/further study compared to those without a declared disability (62.8%), although this difference was not statistically significant. The table below shows the gap in progression to employment of Kingston graduates by disability type compared to the sector. We observed a large fluctuation for students with multiple impairments where the employment gap moved from -15pp in 2015/16 to +10pp in 2016/17. The figures represent small numbers of students, but we will conduct further investigation during 2019/20 using our institutional data to understand this change in figures better.

No known disability compared to disability type	Kingston University gap	Sector gap (all English providers)
Cognitive or learning difficulties	-5.0pp	0.0pp
Mental health condition	-5.0pp	+4.1pp
Multiple impairments	+10.0pp	+1.5pp
Sensory, medical or physical impairment	0.0pp	+2.1pp
Social or communication impairment	---	+11.5pp

1.5 Care leavers

Access

Kingston has a relatively high number of students who are care-experienced compared to the sector as a whole (over 1% of our student population in 2016/17).[4] Through our KU Cares programme we also support students who are estranged from their families, young adult carers and asylum seekers. At the time of writing more than 220 current Kingston students have been identified as coming from these backgrounds. We recognise that there are significant and persistent national gaps in participation between care-experienced young people and their peers and are committed to playing an ongoing role in national efforts to address these.

Success

Non-continuation
Analysis using HESA data over the past 4 years has shown steady improvements in the continuation of care leavers and estranged students at Kingston University. As reported in our monitoring return to OfS for 2017/18 the first year continuation of care-experienced students increased from 78.9% in 2013/14 to 93.0% in 2016/17 and is currently above that of the wider UG population. We also observed that 100% of care-experienced and estranged students held their current status during 2017/18. These figures are particularly encouraging in the light of national research which found that care leavers are a third more likely to withdraw from higher education than their peers.[5]

Attainment
In 2017/18 the Level 4-5 progression rates of care-experienced and estranged entrants were compared with students who had joined through the compact scheme,[6] as well as the remaining undergraduate population.

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[4] The Centre for Social Justice (2019). 12 By 24 Report. Available at:
https://www.centreforsocialjustice.org.uk/library/12-by-24
[5] NNECL (2017). Moving on Up Report. Available at: http://nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits
[6] The compact scheme (now known as Head Start) was introduced to specifically support the transition of students who are from non-traditional backgrounds or groups underrepresented in HE.

Progression category	All new compact in 2017/18		New care leavers in 2017/18		Other UG	
	FPE	%	FPE	%	FPE	%
Progressed 1st attempt	449	74.2%	20	62.5%	2227	66.0%
Progressed following Re-Assessment	50	8.3%	5	15.6%	319	9.5%
Failed	57	9.4%	7	21.9%	504	14.9%
Withdrawn	17	2.8%	-	-	155	4.6%
Other	32	5.3%	-	-	168	5.0%
Total	605	100%	32	100%	3373	100%

Care leavers were less likely than their peers to progress at first attempt, which is an important indicator of future degree attainment. However, they were more likely to progress overall than other UG students (78.1% vs 75.5%). Care-experienced students were also less likely than other students to withdraw or fail with no reassessment allowed.

Progression to employment or further study

Internal evaluation in 2017/18 considered the full time, first degree graduate progression into employment or further study six months after graduation over a four year period for care-experienced students compared with compact scheme students and other graduates. This shows that the proportion of care leavers who were in work or further study increased from 73% in 2015/16 to 83% in 2016/17.
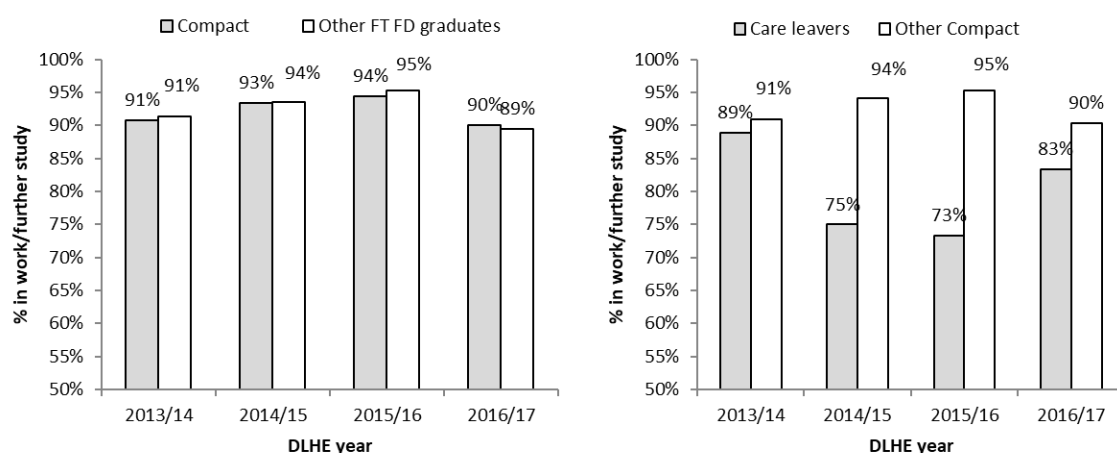

Figure 7: Proportion of care leavers in work or further study compared to Compact graduates and other full-time, first-degree graduates for the four years between 2013/14 and 2016/17

1.6 Intersections of disadvantage

Access

We have noted that the proportions of male entrants at Kingston has decreased from 46.7% in 2014/15 to 41.4% in 2017/18 which reflects a current sector trend. In particular, we have observed that males from disadvantaged backgrounds are significantly underrepresented (although closely followed by disadvantaged females). We will continue to engage with disadvantaged learners at all key stages of

education through our impartial and targeted outreach programme, which includes work with all boys' schools with high proportions of pupils in receipt of free school meals.

Our internal data over the last 3 years (2015/16 to 2017/18) has shown that students from IMD quintiles 1 and 2 were more likely to enrol through Clearing compared to the wider UK domiciled full-time, first degree cohort (i.e., 31.1% vs 23.1% in 2017/18). We also noted that a higher proportion of students from IMD quintiles 1 and 2 held BTEC qualifications compared to the wider student cohort at Kingston (30.4% vs. 36.4% in 2017/18). The proportion of students from disadvantaged areas with BTEC qualifications has risen considerably over the last three years, from 29.8% in 2015/16 to 36.4% in 2017/18. Students from IMD quintiles 1 and 2 were also more likely to be under 21 years of age on entry, from black and Asian ethnic backgrounds and commute longer distances to reach the university.

Success

Non-continuation

There is some indication that overall male students continue at a lower rate than female students (a gap of 4.8pp in 2016/17) and the gap is particularly prominent for male students from IMD quintiles 1 and 2 (a gap of 6pp in 2016/17). We have noted an underrepresentation of male students in enrichment activities associated with improved academic outcomes and we plan to consult with students during 2019/20 in order to better understand the reasons for this.

Internal data over the last 3 years (2015/16 to 2017/18) has shown that students were less likely to continue into the second year of study if they were from a black or Asian ethnic background, had long commutes to reach the university, held BTEC qualifications or entered through Clearing. The continuation rates for these student groups dropped further when intersection of disadvantage was factored in. The figure below visualises 2017/18 continuation rates by the above mentioned student characteristics and by the IMD quintile for UK domicile, full-time, first degree cohort.
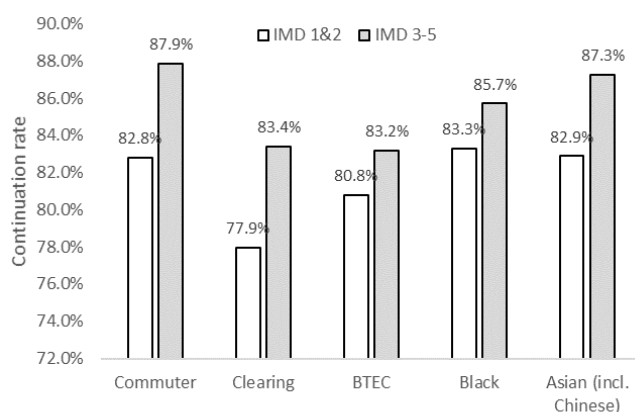
Figure 8: 2017/18 continuation rates by ethnicity, commuter status, qualification type and Clearing status

Attainment

Our value added scores show that discrepancies in attainment between young and mature students intersect with ethnicity and specific age groups. For instance white students, despite their age on entry, perform in line with sector expectations whereas BAME students aged 26+ had the lowest value added scores in 2017/8.
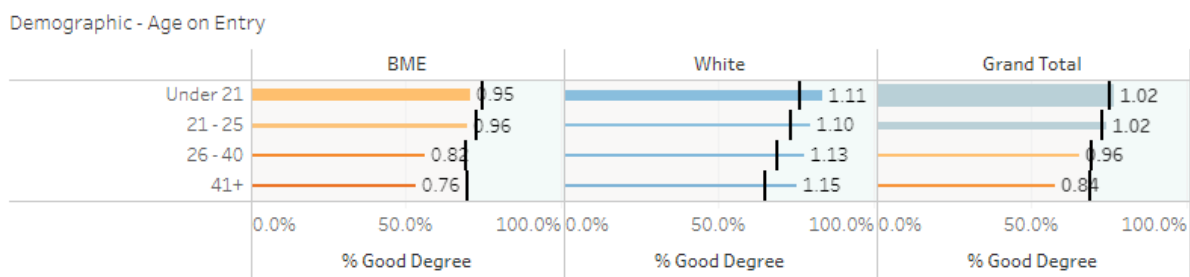
Demographic - Age on Entry	BME	White	Grand Total
Under 21	0.95	1.11	1.02
21 - 25	0.96	1.10	1.02
26 - 40	0.84	1.13	0.96
41+	0.76	1.15	0.84

Figure 9: Difference in value added scores between white and BAME full-time undergraduate qualifiers split by age on entry in 2017/18

We have found important intersections between characteristics of underrepresentation and commuter status in relation to attainment. Internal data over the last 3 years has shown that mature students, students from BAME backgrounds, those with lower household income and those from IMD quintiles 1 and 2 are more likely to commute to campus. Furthermore, our data has shown that commuter students were less likely to obtain a 1st or a 2.1 degree. Therefore, supporting the needs of commuter students will be an important part of strategies to reduce degree awarding gaps at Kingston University.

We are currently undertaking institutional research with the aim of exploring the influence of religion and belief on student success while accounting for the intersections of gender and ethnicity. The findings of this project will enable us not only to monitor equality of access but also to assess the degree to which religious beliefs may influence/mitigate the BAME degree awarding gap and inform the gaps in graduate outcomes.

Progression to employment

The data in 2016/17 indicated that BAME students from IMD quintiles 1 and 2 were less likely to be in graduate employment or further study than their peers from less deprived areas (56% vs. 63%). There was no gap in graduate outcomes when the intersection of IMD and white students was examined.

We previously noted that gaps in graduate employment for students from different ethnic groups is an area of focus for Kingston, especially those observed for Asian and black students. Using our internal 2016/17 data we conducted further analysis looking at the proportion of students in graduate employment or further study (at HE or professional level) and the intersection between gender, ethnicity and IMD quintiles. The data indicated that females from BAME backgrounds were more likely to be in graduate employment or further study than their male peers. We also found that black males from IMD quintiles 1 and 2 were the most disadvantaged in finding graduate employment or progressing to further study 6 months after graduation.

2. Strategic aims and objectives

2.1 Target groups

The table below shows the underrepresented groups we will prioritise and at which stage of the student lifecycle, as indicated by our assessment of performance.

Underrepresented Target Group	Lifecycle Stage
Care-experienced students	Access

Low participation neighbourhood (POLAR4)	Access
Disadvantaged students (IMD, Household Income)	Success (attainment)
Black students	Success (attainment)
Mature students	Success (attainment)
BAME students	Progression

The targets we will be working towards during the course of this access and participation plan are as follows:

1. **To increase the proportion of new entrants from a care background, or groups on the 'edges of care' by 0.05% each year between now and 2024/25.**

2. **To increase the proportion of new entrants from POLAR quintiles 1 and 2 from 17% to 21% between now and 2024/25**

3. **To reduce the degree awarding gap between the most and least deprived IMD quintiles from 12% to 6% between now and 2024/25.**

4. **To reduce the degree awarding gap between white and black students from 19% to 10% between now and 2024/25.**

5. **To reduce the degree awarding gap between young and mature students from 13% to 7% between now and 2024/25.**

6. **To reduce the graduate employment gap between white and BAME students from 7.9% to 4% between now and 2024/25.**

2.2 Aims and objectives

Care-experienced students: access (participation)

Aim: to support the participation of care-experienced young people and those on the 'edges of care' into and through higher education.

Objectives
1. To increase the number of Looked After Children and other marginalised young people (e.g. those placed in alternative provision including Pupil Referral Units) engaged in Kingston University outreach activities by at a minimum of 10 each year between 2019/20 and 2024/25.
2. To further improve our methods of identifying care-experienced students who apply to and enrol at Kingston University so that tailored support can be offered to a greater number of students from the earliest possible stage.

Students from Low Participation Neighbourhoods: access (participation)

Aim: to increase the proportion of new entrants from POLAR4 quintiles 1 and 2.

Objectives

1. To increase the number of learners from POLAR quintiles 1 and 2 engaged in the Fast Track programme by a minimum of 15 each year for the duration of this plan.
2. To increase the number of learners from POLAR quintiles 1 and 2 attending Head Start pre-entry events by 15 each year for the duration of this plan.

Students from deprived areas: success (attainment)

Aim: to significantly reduce the gap in degree outcomes between the most and least deprived students by 2024/25.

Objectives
1. To steadily increase the reach of activities and initiatives that have demonstrated an association with improved rates of academic progression and attainment, during the period covered by this plan, so that a greater number of disadvantaged learners benefit.
2. To identify courses with the largest degree awarding gaps between the most and least disadvantaged students each year for the duration of this plan, so that efforts and resources can be targeted where they will have the most impact.
3. To reduce gaps in continuation and completion between students with a low household income (an alternative measure of deprivation) compared to their more well-off peers each year for the duration of this plan.
4. To reduce gaps in progression at first attempt between the most and least deprived students each year for the duration of this plan.

Black students: success (attainment)

Aim: to significantly reduce the gap in degree outcomes between students from different ethnic groups by 2024/25.

Objectives
1. To steadily increase the reach of activities and initiatives that have demonstrated an association with improved rates of progression and attainment, during the period covered by this plan, so that a greater number of BAME students benefit.
2. To identify each year those courses with the largest degree awarding gaps between white and black students so that efforts and resources can be targeted where they will have the most impact.
3. To reduce gaps in continuation and completion between white and black students each year for the duration of this plan.
4. To reduce gaps in progression at first attempt between white and black students each year for the duration of this plan.
5. To eliminate the BAME degree awarding gap in relation to sector expectations using the value added metric by 2024/25.

Mature students: success (attainment)
Aim: to significantly reduce the gap in degree outcomes between young and mature students by 2024/25.

Objectives
1. To steadily increase the reach of activities and initiatives that have demonstrated an association with improved rates of progression and attainment, during the period covered by this plan, so that a greater number of mature learners benefit.

2. To identify courses each year with the largest degree awarding gaps between young and mature students so that efforts and resources can be targeted where they will have the most impact.
3. To reduce gaps in continuation and completion between young and mature students each year for the duration of this plan.
4. To reduce gaps in progression at first attempt between young and mature students each year for the duration of this plan.
5. To eliminate the young/mature degree awarding gap in relation to sector expectations using the value added metric by 2024/25.

BAME students: progression to employment and further study

Aim: to significantly reduce the gap in graduate outcomes between students from different ethnic groups by 2024/25

Objectives
1. To undertake institutional research during 2019/20 that will help us understand the challenges faced by particular ethnic groups in progressing to graduate employment.
2. To increase the proportion of BAME students gaining professional experience within and alongside their course each year for the duration of this plan.
3. To improve progression to graduate employment for all students while simultaneously halving the gap in outcomes between white and BAME students by 2024/25.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

Kingston University's mission is, 'to enhance students' life chances through inspiring learning, advancing knowledge, innovating professional practice and engaging with society.'[7] We value the wide range of backgrounds, identities and experiences our students bring and are committed to ensuring inclusivity and diversity within higher education; we view these as central tenets of the academic endeavour. The principles of widening access are integral to our strategic vision and our academic values. The steps we take to recruit and induct students, develop our portfolio, enhance our curriculum and improve the experience, success and progression of all students across the lifecycle, are designed in this institutional context to meet the needs of our richly diverse student population. It is our ambition to ensure fair access to higher education, regardless of protected or identity characteristics, and enable students from all backgrounds to fulfil their academic potential and leave with the qualifications and skills required to achieve their personal and career ambitions.

Kingston has introduced several strategic initiatives that benefit all students but are shaped by the imperative to reach those who fall into one or more of our defined target groups. These major strands of work engage staff across the institution and are part of an institutional approach to addressing the systemic issues that result in differential outcomes, thus reducing gaps in degree awards and progression and ensuring equality of opportunity and outcomes. The model below sets out our overarching theory of change in relation to access and participation.

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[7] Kingston University Corporate Plan. Available at:
https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/universityplan/

ACCESS AND PARTICIPATION STRATEGY

1 INPUTS	2 OUTPUTS	3 OUTCOMES	4 IMPACT	5 VALIDATION TOOLS
Outreach and preparation Elongated induction Financial support Inclusive Curriculum Framework Skills for success Personal tutoring Enrichment programme Student support services Career Prospects	Preparedness for HE study Knowledge of Kingston (physical environment, academic framework, support services) Increased engagement with the curriculum Development of academic skills and graduate attributes Preparedness for graduate employment and/or postgraduate study Clear expectations regarding course and future career prospects	Increased levels of confidence and belonging Improvement in early progression outcomes, continuation and attainment of target groups Improvement in graduate employment of target groups Increased satisfaction **Measures:** • Pre/post surveys • KSS/NSS results • Progression (including first attempt) • Employability outcomes • Retention and continuation • Careers Registration	Reduction in participation gaps Reduction in attainment gaps Reduction in graduate outcomes gaps	Student profile Impact evaluation reports Institutional research Institutional Key Performance Measures Data dashboards (faculty, course and module level data) Student consultation

Each input (strand of work) is informed by an internal evidence-base that has been built over several years, as well as sector insights into what works. We are planning further institutional research commencing in 2019/20 and continuing throughout the period of this plan to deepen our understanding of the factors that impact on the success and progression of students from our target groups and will ensure that this learning is incorporated as part of ongoing planning and operational delivery. Some of this is already underway, for example an examination of the potential impact of faith on student outcomes. We have developed data dashboards that enable us to identify gaps at faculty, course and module level and thus direct efforts and resources where they will have the most impact, as well as monitoring progress. Student consultation is central to our approach and ensures that we are particularly responsive to the needs of our target groups.

Our strategic measures are inclusive of all students but include aspects that are specifically focused upon improving outcomes for our target groups. For example, Head Start is a targeted component of our elongated induction; Beyond Barriers mentoring is an example of positive action within our enrichment programme; and the inclusive curriculum framework is being prioritised in courses where degree awarding gaps are the most significant and impact upon the largest numbers of students. The intersections that exist between our target groups will ensure that the impact of these targeted initiatives is maximised. We predict that the outputs of our strategic measures will combine to improve the confidence, belonging, retention, academic progression and satisfaction of students from our target groups. This will ultimately result in reducing, and eventually eliminating unexplained attainment and progression gaps.

Alignment with other strategies

We have developed a culture of internal collaboration and a structure which promotes synergy and cohesion between our access and participation strategy and other strategic and operational plans in the organisation. A new corporate plan, developed in consultation with staff, students and other

stakeholders, was published in 2018. [8] It articulates a commitment to supporting an inclusive learning and innovating community and includes the following aims, which underpin our access and participation strategy.

- Our students will value their own diversity of backgrounds, identities and experiences; they will learn in an environment of encouragement and support;
- Our staff will have a commitment to inclusive higher education and to helping develop social capital; they will have a diversity of backgrounds and identities.
- Our local and global community will seek out our students and graduates as employees, partners and providers of services.

Our access and participation plan will remain integral to our Town House strategy, which recognises that while employers continue to value university degrees, they need graduates who will bring specific skills to the workplace. Innovation, enterprise, and digital and creative problem-solving are amongst the skills most sought by industry and society to meet the challenges of the future. This has been confirmed by our own studies, Future Skills (2021, 2022), and the work of others. Kingston University will help students from all backgrounds meet the challenge of operating successfully in the new world of work by delivering a progressive new model of education that includes partnering with businesses and other external bodies, underpinned by research and knowledge exchange. Our purpose is to deliver a transformative education for all our students, ensuring they have abundant opportunities to develop the future skills and personal attributes to prosper. Maintaining and enhancing quality, which includes equitable outcomes for all students, will remain an essential part of this work.

The Head of Access, Participation and Inclusion sits on the Equality Committee and has a leadership role in developing both the equality, diversity and inclusion strategy and the access and participation plan; thus is ideally placed to ensure alignment between these two areas of work. The following are examples of how the access and participation plan and equality strategy interact:

- Student targets within the equality, diversity and inclusion strategy reflect those included within the access and participation plan, bringing these priorities into sharper focus across the institution.
- Our work to support equality, diversity and inclusion has been recognised with Race Equality and Athena Swan charter marks from Advance HE. These self-assessment exercises and action plans contribute to progress against access and participation targets.
- Equality impact is integral to the management and evaluation of the access and participation initiatives described in this plan. As part of our annual monitoring we study the reach and impact in relation to different student characteristics, including protected characteristics such as age, ethnicity and disability. These outcomes inform the work of the University's Equality Committee and inform future developments, for example we have noted that males are less likely than females to participate in enrichment activities so will be seeking to address this through reviewing our promotional messages.

Ensuring successful participation on high quality courses and good graduate outcomes

Our access and participation plan will remain integral to our emerging strategy which recognises that, while employers continue to value university degrees, they need graduates who bring innovation, enterprise, and digital and creative problem-solving skills into the workplace. These are the skills industry and society need to meet the challenges of the future, as confirmed by our own studies, Future

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[8] Kingston University Corporate Plan. Available at:
https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/universityplan/

Skills (2021, 2022), and the work of others. Kingston University will help students from all backgrounds meet the challenge of how to successfully navigate the world of work, by delivering a progressive new model of education, that includes partnering with businesses and other external bodies to support innovation, generate and disseminate knowledge so that it has impact. Our purpose is to deliver a transformative education that ensures all students have the future skills and personal attributes to prosper in life. Maintaining and enhancing quality, which includes equitable outcomes, will remain an essential part of this work which will be embedded across the student lifecycle from pre-entry through to graduation.

We will be further enhancing our work to support the transition to university for students from underrepresented groups. In 2022/23 we are working with The Brilliant Club to pilot 'Joining the Dots', a programme of targeted support for individual learners, that brings universities, schools and the third sector together in a collaborative effort to support them as they transition to higher education. We believe this approach, complemented by participation in our Head Start programme, will give students from disadvantaged backgrounds the best possible start to their university career, leading to stronger academic outcomes and reducing degree awarding gaps with their more advantaged peers. In addition, the project aims to help both schools and universities better understand what works to achieve successful participation. Our Navigate programme, which was designed to help students build cohort identity and successfully navigate through their first year at university, was piloted with over 30 courses in 2020/21. Early outcomes suggest Navigate has significant potential to advance equity and reduce degree awarding gaps. The pilot programme is being further developed and embedded as a credited module as part of our university strategy.

We will continue to apply the principles of our Inclusive Curriculum Framework (ICF) as part of curriculum design and delivery. This is being achieved by guiding academic staff to understand progression and attainment gaps between different student groups in their modules through the availability of student outcomes dashboards by demographic and supporting them to become culturally responsive and antiracist educators. Quality assurance and enhancement processes have been further reviewed and revised to support the enhancement of programmes with a focus on inclusive learning and teaching. Course teams are required to engage with the ICF as part of the validation process and within their modules. For example, there are specific changes to documentation and processes which require staff to identify and address student differential outcomes and degree awarding gaps at both course and module level. The ICF is also embedded in the Academic Induction and Introduction to Learning and Teaching courses (ILT1 and 2) for new staff.

Our Kingston Course Enhancement Programme (KCEP+) provides institutional-level support to enhance the learning and teaching experience and facilitate course improvement in areas where data shows students have lower rates of academic progression, continuation and degree outcomes (including differential outcomes linked to demographic characteristics). KCEP+ also identifies excellence in course delivery and aids the showcasing of good practice. The approach includes a series of toolkits course teams can draw upon covering themes such as supporting transitions, transforming pedagogies and developing inclusive curricula.

Strategic measures

Financial support

Our evaluation of financial support using the OFS toolkit found that the provision of a bursary increases the continuation chances of financially disadvantaged students significantly above the chances of their peers with a similar household income, and up to the level of their more well-off peers who did not

receive any financial support. Our analysis indicates that household income and financial support significantly influence degree completion rates; in other words, students who are worse off financially can struggle to complete their degrees and a bursary can mitigate this negative effect. Specifically, bursaries above £2,000 were associated with significantly higher continuation rates than expected by chance.

Based on these findings, Kingston will continue to offer at least 400 entry bursaries of £2,000 to new students. At the time of writing bursary criteria are as below, although these may change depending upon our evolving evidence-base. We will publish clear, accessible and timely information for existing and prospective students on the financial support available to them each year.

- Household income as assessed by Student Finance England or equivalent is £25,000 or less;
- The student has taken out the maximum maintenance loan from Student Finance England (or equivalent);
- The student is ordinarily resident in the UK;
- The course tuition fee is at least £9,250;
- The student has not studied at Higher Education level previously;
- Neither parent holds a Higher Education qualification.

Additional funds will be made available each year to support the retention of students who might otherwise be at risk of withdrawing because of financial hardship. These funds may cover additional entry bursaries in the event of over-subscription, international travel bursaries, additional course costs and support for students in financial hardship. The provision of financial support will contribute to the delivery of our aim to reduce the gap in degree outcomes between our most and least deprived students by 2024/25. In particular, it will help us meet the objective of reducing continuation and completion gaps between students with a high and low household income.

Outreach and pre-16 attainment raising

We will maintain investment in the infrastructure and resources required to deliver a comprehensive education liaison and outreach programme that incorporates general and subject specific elements, alongside highly targeted work streams. Activities are delivered across all educational key stages, and a range of institution types (including primary schools, Pupil Referral Units and Virtual Schools) across London and the South East. Schools and colleges are targeted based on a basket of widening participation indicators to prioritise underrepresented groups. Activity is delivered directly with learners and key stakeholders such as teachers and parents/carers, and through work that supports the wider educational infrastructure.

Our approach is one of long-term, partnership working that is responsive to changing needs. We aim to address real and perceived barriers to participation in HE, including work designed to enhance attainment and aid the progression of learners to a positive destination that is right for them. Recent developments include trialling a new Careers Outreach Adviser role, to embed careers guidance and employability within outreach activity and tackle the 'knowledge gap' that can be a barrier to positive progression. Our work to support attainment includes curriculum enhancing activity, teacher development opportunities, school sponsorship and a broad and growing range of partnerships with schools, regional networks, third sector organisations and London Uni Connect.

The central Education Liaison and Outreach team works with all academic faculties to provide a broad suite of subject-specific outreach, much of which is linked to the school curriculum. As a government priority for skills development, and a significant part of the University's academic portfolio, STEM (Science, Technology, Engineering & Maths) outreach is a particular area of focus. At the time of

writing, we have 3 dedicated staff to deliver STEM outreach with schools and colleges. Over the past 5 years, we have introduced subject workshops at various key stages across a range of STEM disciplines, built a dedicated STEM Outreach Centre on campus and implemented a mobile laboratory scheme 'Lab in a Lorry', which provides expertise and equipment that would often not be available to learners in schools/colleges. This resource has been in particularly high demand from primary schools, where there are often few STEM specialist teachers and STEM facilities and equipment can be limited. In response to recent curriculum reforms, we have started to develop curriculum practicals (e.g. two-step synthesis & dissections in Chemistry, electrophoresis & pH in Biology, structures & materials in Physics/Engineering) that meet the needs of new specifications, and in response to topics that teachers tell us they find most challenging to deliver.

In addition to our STEM work, the University offers a number of free places on subject-specific short courses that are usually chargeable. Places are targeted at underrepresented groups and courses include a variety of curriculum disciplines, particularly in the creative sector. We will be further developing our support for Extended Project Qualification learners, making greater use of our Stirling Prize-winning Town House library facilities.

Acknowledging that one of the most influential factors in raising student attainment is teaching quality, the University undertakes teacher focussed activities both institutionally and collaboratively to support teacher training and development. We host regular teacher networks to share resources and best practice and deliver subject-specific training courses with organisations like Primary Engineer and our local Science Learning Partnership. We also work with organisations focussed on improving pedagogy in specialist areas such as SEND and learners in care.

We support initial teacher training and teacher recruitment through our School of Education and will continue to leverage this activity for the greatest benefit to schools serving the most disadvantaged learners. We will continue to explore opportunities for our School of Education and teacher trainees to support the raising attainment agenda, for example with projects such as our 'outdoor learning days' bringing primary pupils onto our campus woodland and pond to learn practically from our trainees about curriculum topics such as habitats, plants and classifications.

Kingston University is committed to supporting academic achievement in our local community through both formal and informal partnerships. We are a founding member of the Kingston Educational Trust (KET), a multi-academy trust set up with Kingston College and the Royal Borough of Kingston that includes both a primary and secondary school. The university contributes to the trust's governance and works with its schools to support achievement: We delivered intensive mentoring for a group of disengaged pupils from Year 9 through to Year 11, designed to improve their motivation and engagement; a pilot programme 'Beyond School', sought to improve attainment in core subjects through combined tutoring and mentoring by trained University students. We will continue to discuss the specific needs and expertise required by KET schools to help raise pupil attainment, with a particular focus on disadvantaged learners.

Kingston University recognises the importance of working collaboratively to tackle barriers to participation and success in higher education. We are involved in a number of long-term partnerships that provide opportunities for us to help raise attainment, while improving the educational ecosystem in our region. Kingston University was the lead provider for the London Uni Connect partnership for five years since its inception in 2017 and will continue to play an active role as we hand over leadership to London South Bank University from 2022/23. We are a strategic partner in many regional groups that seek to improve outcomes for underrepresented and disadvantaged learners in our locality, for example through shaping and contributing to the work of the Reach Children's Hub and Feltham Convening

Project in Feltham, Hounslow. Through this partnership the University has expanded our Early Years Foundation Degree to meet an identified local need. We are a member of the FCP's steering group and have been appointed as the evaluation partner for the project's impact on the lifecycle of support for children, young people and families in Feltham. We work closely with Achieving for Children, a not-for-profit company delivering a full range of children's and school improvement services across our local boroughs of Kingston, Richmond and Windsor & Maidenhead. In particular, we have partnered with the virtual school that serves these three boroughs, through membership of the Executive Board and delivering projects to improve the outcomes for care experienced learners (e.g. mentoring programmes and tailored individual support).

The University has partnerships with other education and third sector organisations that we will seek to expand as appropriate to meet the challenge of raising attainment. At the time of writing, we have subject-specific partnerships with In2Science (STEM subjects), the Saturday Club Trust (Art & Design and Science & Engineering), Accelerate Open City (Architecture), Drawing Matter (Architecture), Coderdojo (Computing) and Primary Engineer (Engineering). These partnerships cover the full educational spectrum from early years through to post-16 study and we will look to further measure, understand, develop and share the impact of these initiatives on attainment and progression. Many of our partners already have rigorous evaluation processes, often including published impact reports, and therefore we see this as a potential way of contributing to the growing national evidence base.

We are continually working to improve the quality and rigour of our own outreach evaluation, for example having applied the OfS evaluation development tool and through engagement with the OfS evaluation self-assessment tool and standards of evidence. We have processes in place for measuring change pre and post intervention, collecting and matching individualised learner data and using verified evidence bases such as the Education Endowment Foundation. Kingston University is a member and active participant (including via the Steering Group) of the Higher Education Access Tracker, and we are beginning to receive longitudinal tracking data which will allow evaluation of academic progression of outreach participants, including using emerging benchmarking tools such as analysis of participants with varying levels of prior attainment. We will continue to develop our evaluation through engagement with UCAS STROBE/Outreach Evaluator, the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) and emerging approaches to measure the impact of attainment raising initiatives.

Elongated induction

A successful transition is key to a positive and successful higher education experience for all students, in particular those from less traditional backgrounds. Sector research has found that a sense of belonging is significant factor in influencing retention and success.[9] Thus the University will be introducing an elongated model of induction from 2019 that begins with pre-entry preparation and extends to low stakes first assessment.

Kingston's Head Start programme targets applicants who are first generation to HE, mature, care-experienced, estranged, disabled, young carers, have a low household income or are entering with a BTEC as their main qualification. Applicants are given access to an online platform that facilitates communication with current students from similar backgrounds, and are invited to attend a pre-entry orientation event. The programme is designed to familiarise attendees with the campus and structures of the University as well as the support services and enrichment opportunities available to them.

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[9] Thomas, L. (2012). *What Works? Student Retention and Success*. Available at: https://www.heacademy.ac.uk/system/files/what_works_summary_report_0.pdf

Crucially it is also an opportunity for them to make friends before enrolment. Evaluation has found that applicants who attend Head Start events have higher rates of academic progression than students from similar backgrounds who do not attend, while questionnaire responses and focus groups have identified Head Start as a key component in building confidence and a greater sense of belonging. In recognition that students from our defined target groups are overrepresented in the Clearing population, we will ensure that Clearing entrants are directed to the Head Start express events taking place in early September to support their induction.

The initial impact of attending Head Start will be enhanced for students in our target groups through mainstream and induction events that are designed to be inclusive, engaging and timely. From 2019 onwards, in addition to welcome and induction week itself, welcome activities will be repeated throughout the year as students continue to orientate to University life. In view of our significant commuter population, and the intersection of commuter status with our target groups, this will include the development of online information and resources.

Inclusive curriculum framework

We will continue to invest in the implementation of our award-winning inclusive curriculum framework (ICF) which was introduced to ensure that academic programmes are designed and delivered to support inclusivity and belonging. Research has demonstrated the link between belonging and success but also found that students from non-traditional backgrounds are less likely to identify with their academic programmes than more traditional HE students.[10] Thus we have made the ICF a mandatory element of quality assurance and enhancement that is included in the introduction to Learning and Teaching for new staff and embedded in academic staff development programmes. This ensures that all academic staff are supported to confidently create an experience that has benefit and relevance for students from all backgrounds. The ICF has been a key part of strategies to achieve our BAME degree awarding gap KPI which we have seen reduce from 29.5pp (2011/12) to 11pp (2017/18). Learner involvement is central to our approach, and we have engaged current students as curriculum consultants who are trained to understand the framework and confidently take part in the co-creation of the curriculum. For example, consultants observe learning and teaching practices outside of their discipline and provide constructive feedback and recommendations in relation to the ICF.

Over the next five years the framework will be developed further with a particular focus upon meeting the needs of commuter students and learners entering with a BTEC as their main qualification, which our self-assessment has shown are characteristics disproportionately associated with BAME, mature and disadvantaged students. Approaches will include a move away from lectures to more active learning and developing online resources, such as screencasts so that teaching is accessible to commuter students. In this way, application of the ICF will ensure we make progress against our aims of reducing gaps in outcomes for students who are mature, black or from deprived backgrounds. In particular, it will build a stronger sense of belonging amongst target groups and engage them more fully with the curriculum and, as a result, will contribute to objectives to improve the continuation, academic progression and completion rates of students within the target groups, all of which are pre-cursors of a good degree outcome.

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[10] Thomas, L. (2012). *What Works? Student Retention and Success*. Available at:
https://www.heacademy.ac.uk/system/files/what_works_summary_report_0.pdf

Skills for success

In addition to supporting all students to successfully access the curriculum, Kingston University will support students to develop the key skills needed to succeed academically and the attributes required for graduate success. Our approach will be twofold: course teams will be supported to ensure that academic skills are embedded in the programme specification and actively delivered as part of the curriculum (with particular focus on courses where gaps in outcomes have been identified). We will also review our provision of academic support outside of the classroom to ensure this is fit for purpose and accessible for all students. Module leaders will make use of the Guided Learning Template to direct students to academic support programmes that will help them be successful on that module.

Personal tutoring

We are committed to delivering an institution wide staff development programme for personal tutors within each faculty that increases understanding of the challenges faced by students from diverse backgrounds. Personal tutor 'champions' within each faculty will continue to assist in identifying specific training needs, for example how to support and refer the increasing number of students presenting with mental health difficulties. Our online referrals system is being reviewed so that personal tutors can more easily keep a record of meetings held with tutees and actions taken. We are also continuing to trial different models of allocation to support specific target groups such as designated personal tutors for care-experienced and estranged students.

Enrichment

We will provide our students with opportunities to develop the skills and attributes required to achieve their academic potential and future career ambitions. A task and finish group was convened during 2017/18 in which students were consulted on their engagement with activities designed to enrich and enhance their experience, academic achievements and career progression. Feedback highlighted that some students view extra-curricular opportunities as 'optional' rather than an integral part of their higher education experience. Therefore, enrichment opportunities are increasingly embedded within the curriculum or presented to students as activities they are encouraged to undertake as part of guided learning. In order to avoid a deficit model of support, much of our enrichment programme is fully inclusive of all students, however some activities are highly targeted and all have been developed with our target groups in mind. Our KU extra platform, designed in partnership with students, draws together opportunities and provides a distinctive offer that values personal development alongside academic study. All enrichment activities are credited with Kingston Award points so that students have a record of their involvement to support future employability. Over the past five years we have built an evidence-base of what works within our institutional context and below are examples of activities that have been associated with improved rates of academic progression and attainment.

Beyond Barriers – our equality mentoring scheme matches students with professional mentors who can support and guide them in relation to their personal goals. On average students involved in Beyond Barriers are more likely to progress to the next level of study compared with the wider population. Evaluation found that average grades of mentees were also higher compared to students from similar backgrounds who did not participate. The scheme currently targets students with the following protected and identity characteristics: BAME, mature, first generation, females in STEM, LGBT+, disabled, care-experienced, estranged. From 2019/20 Beyond Barriers will be expanded to include commuter students.

Peer Assisted Learning (PAL) – academically successful students at Level 5 are recruited and trained as academic mentors to Level 4 students on the same course or teaching assistants who can help facilitate learning and teaching in large groups. By aligning PAL to a particular module, its success can be quantified in terms of module performance. Evaluation has shown that on the whole, students who engaged in PAL had higher module pass rates than those students who did not engage (irrespective of average entry tariff). Over the past year we have increased the number of courses that feature PAL from 21 to 30 and there are plans to expand the programme further, prioritising those courses where gaps in academic progression and attainment are widest.

Student Employment – students representing the diversity of the University's population are recruited to work in a variety of roles, providing essential services whilst developing professional skills and earning money to support themselves. Roles include outreach, in-reach, co-creation and specific project briefs. We are in the process of consolidating approaches to recruitment, selection, training and development to create efficiency, ensure a consistent quality of experience and support students in reflecting on and articulating the skills they have gained in these roles. In addition we are increasing opportunities available for students to participate in research and consultancy projects focused on themes linked to access and participation. Recent partnership projects have included the development of accessibility training resources for students and staff, and an exploration of the links between enrichment activities, identity characteristics and student belonging.

Social Action and Enterprise – the University provides live, problem-based learning opportunities ranging from half day 'hackathons' to short-term consultancy placements and year-long volunteering projects, while the Union for Kingston Students encourages students to involve themselves in community projects and liberation campaigns. Through these experiences, our students can apply their knowledge and skills to a range of contexts in the wider world, gain an international outlook and develop their confidence, resilience and flexibility, all of which are valued by employers. In addition participation helps our students to become well-rounded citizens with aspirations to make a positive impact on the local, national and global community and promote respect and care for others, regardless of difference.

Student Services

At the time of writing the University has launched a project to deliver centrally managed campus-based student facing services alongside locally-delivered course administrative support. The project will improve the student experience by simplifying access to services for both staff and students through a range of channels. The initial phase of the project has focused upon developing a deep understanding of our students' needs and preferences, through workshops, interviews and user journals, to enable co-creation of the models to underpin these services. The project will ultimately re-shape the way in which student support is delivered to include the following features: a simple and accessible information and query resolution service (physical and virtual); second-line specialist services such as counselling and money advice; proactive engagement with students who face particular challenges or are at higher risk of disengagement, e.g. care leavers, estranged students, asylum seekers, young carers and students who are repeating or returning from a break.

Career Prospects

Our institutional employability strategy aims to improve graduate outcomes for all students while simultaneously closing the gap in outcomes between white and BAME students. While many of our students lack the social capital that plays a key role in determining graduate outcomes, we are focused

on ensuring that all students are prepared for their careers through embedded support within the curriculum.

Institutional research - we will work in partnership with the Bridge Group to undertake institutional research that will help us understand the challenges faced by particular ethnic groups in gaining graduate level employment. We will use the findings from this research to inform employers' recruitment and on boarding practices through a series of seminars. We will also investigate whether there is any correlation between ethnicity, religious affiliation and differential outcomes.

*Meeting the needs of commuter students - w*e recognise that BAME students are significantly more likely to commute to KU. In order to better reflect the needs and preferences of commuter students, we are investing in the expansion of the digital and virtual offer from our Careers and Employability Service through the provision of online resources, podcasts and mobile optimised platforms for job searching.

Inclusive professional experience opportunities - professional experience has a key role to play in building social capital, developing professional networks and influencing career thinking. We will increase the opportunities for our students to develop professional experience both within and alongside their programme of study, and will work to improve the inclusivity of placement and internship opportunities in line with the principles of our Inclusive Curriculum Framework. We have an institutional target of all students to have an employer encounter in the curriculum at all levels by 2022.

Careers Registration - we introduced Careers Registration in 2018/19 and will be using this data to personalise our approach, track engagement and better understand the employability needs of our students, particularly those from BAME backgrounds. By integrating this data into the Personal Tutor system we will be able to signpost students more effectively.

Collaboration

The University recognises that collaboration represents a cost effective and efficient way of engaging with prospective students and their influencers. It also provides insights into the experiences and challenges faced by students from underrepresented groups and enables the sharing of effective practice across the sector. We have established links with schools, further education colleges, local authorities, virtual schools, community groups, charities, social enterprises and other higher education providers and will build on these in order to deliver the aims and objectives set out in this plan. At the time of writing the University is a member of several collaborative networks including Aimhigher London, AccessHE, Linking London, the Forum for Access and Continuing Education (FACE) and the National Education Opportunities Network (NEON).

Alignment with other work and funding sources

The University's Student Premium allocation has historically made a significant contribution to the implementation of our access and participation strategy. We will continue to ensure that Student Premium grants received within the period covered by this plan are used to compliment and expand the strategic measures described. This will ensure we make faster progress in supporting the outcomes of our target groups, while meeting the needs of specific groups identified for support through the grant, e.g. disabled learners.

At the time of writing, Kingston University is the lead Higher Education Institution for the London NCOP, a partnership between three established networks: Aimhigher London, AccessHE and Linking London.

As well as taking an active role in strategic and operational planning, Kingston will ensure complementarity between our contribution to activity delivered through the NCOP and institutional investment in outreach. We have used funding to extend existing activities to include NCOP ward learners and to deliver several activities as part of the London NCOP programme. We will continue to apply learning from national and local evaluation to inform activities, particularly a deeper understanding of the London context and some of the specific factors affecting progression to higher education within the capital. We believe this approach makes the most efficient use of resources available and will help ensure the future sustainability of progress made. The University will continue to work with groups outside of NCOP geographical areas and age ranges, for example through our work with primary children and our outreach coverage across greater London and parts of Surrey.

Diverse pathways into and through higher education

Our existing academic portfolio includes options for students seeking more diverse pathways into and through higher education. We are aware of the value that offering alternative study pathways can have for all students, including those from underrepresented groups, and continually assess how our academic portfolio can best support success and progression. Kingston offers six Degree Apprenticeships in disciplines including Nursing, Social Work, Environmental Science and Engineering/Construction. We will continue to explore the potential value of adding new apprenticeship routes in line with workforce needs. However, we are committed to ensuring high quality provision across all courses, and mindful of the need to consider additional regulatory, funding, and administrative requirements to deliver apprenticeships successfully

In addition to degree apprenticeships, the University offers a range of Foundation Degrees which are delivered both directly and collaboratively, helping to support more diverse pathways into key industries such as education (via several Early Years courses) and healthcare (via our Nursing Associate courses, including a Foundation Degree Apprenticeship route). These courses are particularly attractive to mature learners seeking to upskill and offer students the opportunity to progress to a full honours degree (and beyond) through completing a Level 6 'top-up' year.

We are dedicated to collaborating with regional partners (both educational institutions and businesses) to regularly examine skills gaps and shortages in order to provide the most diverse and high-quality educational opportunities. An example of this is our strategic partnership with South Thames College Group, which aims to increase student progression to all types of higher-level study in South West London through a collaborative approach and exploring areas for alignment or joint provision. The partnership's focus through to 2024 will be to develop pathways that enhance the academic and skills provision for learners at both institutions. This will include an exploration of further opportunities for foundation provision, apprenticeship delivery, modular qualifications and micro credentials, while seeking to address cold spots in existing local provision.

3.2 Student consultation

The University recognises the financial and personal investment made by students of higher education, a significant proportion of which is devoted to access and participation, thus it is essential that our students are active partners and co-creators of access and participation plans. As referenced throughout this plan, learner involvement underpins our approach and we consult with students on an ongoing basis.
- There is ongoing collaboration between the University and the Students' Union and regular meetings take place to identify areas of synergy and opportunities for mutual benefit. Feedback from the Students' Union has specifically influenced some of the measures set out within this plan,

for example the elongated approach to induction and the continued provision of financial support for students in financial hardship.

- The Students' Union is represented on the Education Committee which has overall governance of the access and participation plan and the strategic measures therein.
- The University provides funding for the Students' Union to deliver activities and campaigns that celebrate diversity and build a sense of belonging amongst students from diverse groups, for example an annual Black History Month programme is created and delivered by the Union.
- Students are employed across the University to support key projects and contribute to their development as ambassadors, consultants and interns. The University ensures that students engaged in these roles reflect the diversity of our undergraduate population and are involved in co-creation as well as delivery and facilitation, for example students have helped to create and deliver sessions included in the Head Start programme.
- The Student Academic Development and Research Associate Scheme (SADRAS) is part of our enrichment offer and provides students with the opportunity to work alongside academic staff in undertaking educational and pedagogic research. The scheme assists students in gaining experience of professional practice in the academic sector and facilitates academic staff involvement in pedagogic research that is linked to access and participation priorities.

A group of students from diverse backgrounds were consulted on the outcomes of our assessment of performance and the strategic measures proposed to reduce attainment and progression gaps. Several students mentioned that Kingston's diversity was a key factor in their decision to study here and felt that the University should continue to invest in outreach work, despite our relatively strong access record, thus we are committed to maintaining our work in this area. Transition into Higher Education was highlighted as a particular challenge; students expressed a preference for repeated information over a longer period of time, rather than trying to digest everything during a single welcome week. This feedback has helped to inform our elongated model of induction and the expansion of our Head Start pre-entry events. The students' experience of personal tutoring was inconsistent, hence the provision of high quality training for personal tutors will remain an area of focus over the next five years. Some students were unsure how to access support when needed. They emphasised the need for clarity and accessibility which are issues we will seek to address through the review and re-shaping of student services and the consolidated delivery of skills for success within and alongside the curriculum.

The Students' Union were represented on the APP task and finish group and were involved in identifying the key strands of work to deliver the targets within this plan. The Union specifically highlighted a need for institutional research into the outcomes and experiences of students from different faith backgrounds. This research is underway and referenced in section 1.6 of the plan (p 12). The Union were invited to comment on a draft version of the access and participation plan and have provided the following statement:

"The Union of Kingston Students is in full support of this Access and Participation Plan. It is encouraging to see that the contributions and suggestions we have made are fully reflected in this proposal. The union feels that the plan addresses important issues that been overlooked by the higher education sector. This plan embodies the values our students hold, and the union looks forward to working in partnership with the university to achieve the targets that this proposal sets out."

3.3 Evaluation strategy

We recognise the importance of investing in the monitoring and evaluation of access and participation initiatives over the short, medium and long term to quality-assure activities, provide the most effective

use of resources and gain an understanding of what works in our institutional context. We have invested in resources including staff roles and technology to aid data collection, evaluation and tracking. This includes a sophisticated internal evaluation database for outreach, as well as participation in the Higher Education Access Tracker (HEAT). We have instituted a system of performance monitoring for courses (the course dashboard) which a) explicitly targets achievement in relation to APP measures; and b) identifies at granular level the make-up of course cohorts so that we can target support effectively (for example, adjusting timetabling for courses with high numbers of commuter students or supporting course teams to embed the inclusive curriculum framework where low value added scores are observed for BAME learners). Since it was introduced, we have used the OfS validated toolkit to evaluate financial support and will continue to use this approach to assessing the impact of bursaries and hardship funds on student retention and success. Ongoing investment will ensure that evaluation and effective monitoring remain at the heart of our plans.

For the past five years, the University has completed an extensive annual quantitative evaluation of activities and initiatives designed to enhance access and participation and we will continue to grow this evidence-base. Given the diverse student population at Kingston and our significant investment and concentration upon supporting student participation, success and progression, our evaluation strategy is focused towards informing and tracking student success. We have developed data collection processes that enable us to track the level of engagement and to record changes at individual level as well as for a specific cohort of students. We have procedures in place to process participant data alongside internal and external data sources (e.g. internal SITS data, HESA, graduate outcomes, NSS) as part of Kingston's institutional research framework where the impact evaluation is embedded. For each intervention, we produce systematic reports which ascertain the level of participation amongst target groups and determine an appropriate comparison group against which the impact of those interventions on immediate outcomes such as module results and academic progression can be measured. The depth and complexity of evaluation relies on the size, intensity and the allocated investment of the intervention. Depending on the objectives of the intervention, participating student outcomes can be further tracked to measure retention, attainment and graduate employment. The information gathered through this process, along with institutional research and other validating tools, informs decisions regarding investment, including the cessation of ineffective activities and expansion of those showing positive outcomes in order to benefit greater numbers of students, in particular those from target populations. For example our efforts to expand peer assisted learning (PAL) into those modules with the most significant gaps in academic progression, are informed by evidence that PAL is associated with improved attainment for the students involved.

We have completed a self-assessment of our approach to evaluation using the OFS self-assessment tool and this shows that we are at the advanced stage in most categories. However, this tool has also helped us to identify some areas for development over the next five years to ensure continuous improvement:

- During 2019/20 we will establish benchmarks for all initiatives against which to measure the outcomes we are achieving. These will be based on outcomes previously identified through annual impact monitoring and local evaluation.
- We will use our evaluation framework to develop a formal evaluation plan for this APP by 2020/21 which specifies roles, responsibilities and the allocation of resources.
- We will continue to use qualitative evaluation to enhance our understanding of quantitative outcomes and provide deeper insights into the experiences of particular groups of students that will help shape our strategic approach over the next five years. Access and participation practitioners

will be offered opportunities to develop their evaluation and monitoring skills through access to internal training from 2019/20.

3.4 Monitoring progress against delivery of the plan

Monitoring of the APP is embedded into our institutional committee structure. The University's Education Committee has oversight of the access and participation strategy and receives bi-annual reports on progress against institutional targets. The Education Committee is chaired by the PVC Learning and Teaching who is also the accountable officer for the access and participation plan. The plan is included in the terms of reference for our TEF working group to ensure that activities and investment are fully aligned with plans to deliver a high quality student experience and improve Kingston's performance against TEF metrics. Work in relation to access and participation will be incorporated into the annual schedule of business for the University's Governing Body to ensure strategic oversight. An action plan is being developed in 2019/20 to monitor progress against the annual targets which will identify early indicators of the University's trajectory towards meeting milestone targets. For example, level 4 progression at first attempt will be an indicator of good degree attainment. If progress is worsening this will be brought to the immediate attention of the Education Committee, which meets monthly, to ensure that swift action is taken.

The Union of Kingston Students is represented on the Education committee and regular meetings take place between the Head of Access, Participation and Inclusion and the Union's elected officers to update them on progress against the commitments within this plan. All staff involved in the delivery of access and participation initiatives are held accountable for recording and monitoring participation, in compliance with GDPR, and providing data to the strategic planning and data insight team who complete an annual report on reach and impact. Updates on the University's key performance indicators through the annual planning round will include reference to indicators of progress against access and participation success and progress targets (e.g. academic progression at first attempt). Thus monitoring of this plan will be effectively embedded across the provider.

4. Provision of information to students

We will publish clear and accessible information on our website for existing and prospective students on the fees that we intend to charge and the financial support available to them. Relevant web pages will be referenced in a range of communications and printed media. We will provide timely and accurate information to relevant organisations and agencies e.g. UCAS, the Student Loans Company, so that course information can be available in good time to inform applicants. The access and participation plan will be published on our website and our student intranet when approval has been received from the Office for Students.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

Office for Students **OfS**

Provider fee information 2022-23

Provider name: Kingston University
Provider UKPRN: 10003678

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	PE Activity & Sport - Year 1	Fee applies to entrants/all students	£7,800
Foundation degree	PE Activity & Sport - Year 2 Collaborative arrangement with BCFT. BCFT do not have a UKPRN number.	Fee applies to entrants/all students	£7,800
Foundation degree	Pharmaceutical Science - Year 1	Fee applies to entrants/all students	£9,250
Foundation degree	Pharmaceutical Science - Year 2	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	Faculty of Business and Social Sciences	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	Faculty of Science, Engineering and Computing including Pharmacy	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to entrants/all students	£1,160
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Cardiff and Vale College 10034450	Fee applies to entrants/all students	£9,250
First degree	No valid UKPRN given - Bournemouth Commercial Flight Training (BCFT) https://www.bcft.aero/	Fee applies to entrants/all students	£9,250
Foundation degree	Brooklands College 10000950 - SEN and Inclusive Practice - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Brooklands College 10000950 - SEN and Inclusive Practice - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	Building Crafts College 10009063 - Building Conservation - Year 1	Fee applies to entrants/all students	£7,800
Foundation degree	Building Crafts College 10009063 - Building Conservation - Year 2	Fee applies to entrants/all students	£7,800

Foundation degree	Morley College Limited 10004432 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Morley College Limited 10004432 - Early Years - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	Newham Training and Education Centre 10004609 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Newham Training and Education Centre 10004609 - Early Years - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Early Years - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Sports Coaching - Year 1	Fee applies to entrants/all students	£7,800
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Sports Coaching - Year 2	Fee applies to entrants/all students	£7,800
Foundation degree	Richmond upon Thames College 10005469 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Richmond upon Thames College 10005469 - Early Years - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	South Thames Colleges Group 10003674 - SEN and Inclusive Practice - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	South Thames Colleges Group 10003674 - SEN and Inclusive Practice - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	West Thames College 10007434 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	West Thames College 10007434 - Early Years - Year 2	Fee applies to entrants/all students	£6,000
Foundation degree	Whitefield Schools 10045652 - SEN and Inclusive Practice - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Whitefield Schools 10045652 - SEN and Inclusive Practice - Year 2	Fee applies to entrants/all students	£6,000
Foundation year/Year 0	South Thames Colleges Group 10003674 - Business	Fee applies to entrants/all students	£9,250
HNC/HND	South Thames Colleges Group 10003674 - Year 1	Fee applies to entrants/all students	£7,800
HNC/HND	South Thames Colleges Group 10003674 - Year 2	Fee applies to entrants/all students	£7,800
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:

First degree	*	Fee applies to entrants/all students	£6,933
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Provider fee information 2021-22

Provider name: Kingston University
Provider UKPRN: 10003678

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	PE Activity & Sport - Year 1	Fee applies to entrants/all students	£7,800
Foundation degree	PE Activity & Sport - Year 2	Fee applies to continuing students only	£7,800
Foundation degree	Pharmaceutical Science - Year 1	Fee applies to entrants/all students	£9,250
Foundation degree	Pharmaceutical Science - Year 2	Fee applies to continuing students only	£7,800
Foundation year/Year 0	Faculty of Business and Social Sciences	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	Faculty of Science, Engineering and Computing including Pharmacy	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to continuing students only	£1,160
Erasmus and overseas study years	*	Fee applies to continuing students only	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Cardiff and Vale College 10034450	Fee applies to entrants/all students	£9,250
First degree	No valid UKPRN given - Bournemouth Flying Club	Fee applies to entrants/all students	£9,250
Foundation degree	Brooklands College 10000950 - SEN and Inclusive Practice - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Brooklands College 10000950 - SEN and Inclusive Practice - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	Building Crafts College 10009063 - Building Conservation - Year 1	Fee applies to entrants/all students	£7,800
Foundation degree	Building Crafts College 10009063 - Building Conservation - Year 2	Fee applies to continuing students only	£7,800
Foundation degree	Morley College Limited 10004432 - Early Years - Year 1	Fee applies to entrants/all students	£6,000

Foundation degree	Morley College Limited 10004432 - Early Years - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	Newham Training and Education Centre 10004609 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Newham Training and Education Centre 10004609 - Early Years - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Early Years - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Sports Coaching - Year 1	Fee applies to entrants/all students	£7,800
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Sports Coaching - Year 2	Fee applies to continuing students only	£7,800
Foundation degree	Richmond upon Thames College 10005469 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Richmond upon Thames College 10005469 - Early Years - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	South Thames Colleges Group 10003674 - SEN and Inclusive Practice - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	South Thames Colleges Group 10003674 - SEN and Inclusive Practice - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	West Thames College 10007434 - Early Years - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	West Thames College 10007434 - Early Years - Year 2	Fee applies to continuing students only	£6,000
Foundation degree	Whitefield Schools 10045652 - SEN and Inclusive Practice - Year 1	Fee applies to entrants/all students	£6,000
Foundation degree	Whitefield Schools 10045652 - SEN and Inclusive Practice - Year 2	Fee applies to continuing students only	£6,000
Foundation year/Year 0	South Thames Colleges Group 10003674 - Business	Fee applies to entrants/all students	£9,250
HNC/HND	South Thames Colleges Group 10003674 - Year 1	Fee applies to entrants/all students	£7,800
HNC/HND	South Thames Colleges Group 10003674 - Year 2	Fee applies to continuing students only	£7,800
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,933

Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Access and participation plan
Fee information 2020-21

Provider name: Kingston University

Provider UKPRN: 10003678

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

Fees may increase in line with inflation subject to Government policy

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	PE Activity & Sport - Year 1	£7,800
Foundation degree	PE Activity & Sport - Year 2	£7,800
Foundation degree	Pharmaceutical Science - Year 1	£9,250
Foundation year/Year 0	Faculty of Business and Social Sciences	£9,250
Foundation year/Year 0	Faculty of Science, Engineering and Computing including Pharmacy	£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	£9,250
Accelerated degree	*	*
Sandwich year	*	£1,385
Erasmus and overseas study years	*	£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Cardiff and Vale College 10034450	£9,250
First degree	NCG 10004599	£9,250
First degree	No valid UKPRN given - Bournemouth Flying Club	£9,250
Foundation degree	Brooklands College 10000950 - Early Years & SEN - Year 1	£6,000
Foundation degree	Building Crafts College 10009063 - Building Conservation - Year 1	£7,800
Foundation degree	Kensington and Chelsea College 10003564 - Early Years - Year 1	£6,000
Foundation degree	Newham Training and Education Centre 10004609 - Early Years - Year 1	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Early Years - Year 1	£6,000
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Sports Coaching - Year 1	£7,800
Foundation degree	North East Surrey College of Technology (NESCOT) 10004686 - Sports Coaching - Year 2	£7,800
Foundation degree	Richmond upon Thames College 10005469 - Early Years - Year 1	£6,000
Foundation degree	South Thames Colleges Group 10003674 - Early Years & SEN - Year 1	£6,000
Foundation degree	West Thames College 10007434 - Early Years - Year 1	£6,000
Foundation degree	Whitefield Schools 10045652 - Early Years & SEN - Year 1	£6,000
Foundation year/Year 0	South Thames Colleges Group 10003674 - Business	£9,250
HNC/HND	South Thames Colleges Group 10003674 - Year 1	£7,800
HNC/HND	South Thames Colleges Group 10003674 - Year 2	£7,800
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	£6,933
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Kingston University

Provider UKPRN: 10003678

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£782,555.00	£782,555.00	£782,555.00	£782,555.00	£782,555.00
Access (pre-16)	£330,564.00	£330,564.00	£330,564.00	£330,564.00	£330,564.00
Access (post-16)	£356,648.00	£356,648.00	£356,648.00	£356,648.00	£356,648.00
Access (adults and the community)	£52,074.00	£52,074.00	£52,074.00	£52,074.00	£52,074.00
Access (other)	£43,269.00	£43,269.00	£43,269.00	£43,269.00	£43,269.00
Financial support (£)	£1,535,000.00	£1,535,000.00	£1,535,000.00	£1,535,000.00	£1,535,000.00
Research and evaluation (£)	£150,000.00	£150,000.00	£150,000.00	£150,000.00	£150,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£31,167,633.00	£32,192,038.00	£32,597,993.00	£32,770,753.00	£32,792,348.00
Access investment	2.5%	2.4%	2.4%	2.4%	2.4%
Financial support	4.9%	4.8%	4.7%	4.7%	4.7%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	7.9%	7.7%	7.6%	7.5%	7.5%

Office for Students

Targets and investment plan
2020-21 to 2024-25

Provider name: Kingston University

Provider UKPRN: 10003678

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Care-leavers	To increase the proportion of new entrants from a care background, or from groups on the 'edges of care' by at least 0.05% per year.	No	Other data source	2017-18	0.96%	1.01%	1.06%	1.11%	1.16%	1.21%	Care-experienced and estranged students as a proportion of full time entrants from HESA widening participation performance indicator data.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Low Participation Neighbourhood (LPN)	To increase the proportion of new entrants from POLAR4 quintiles 1 and 2 at Kingston University	No	The access and participation dataset	2017-18	17%	17.5%	18.0%	19%	20%	21%	

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from underrepresented groups	PTS_1	Low income background	Percentage difference in degree attainment (1st and 2:1) between the most and least deprived IMD quintiles (Q5 and Q1)	No	The access and participation dataset	2017-18	12%	11%	10%	8.5%	7%	5.5%	
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students	No	The access and participation dataset	2017-18	19%	17%	15%	13%	11%	9%	
To reduce the attainment gap for students from underrepresented groups	PTS_3	Mature	Percentage difference in degree attainment (1st and 2:1) between young and mature learners	No	The access and participation dataset	2017-18	13%	12%	11%	10%	8.5%	6.5%	

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the progression gap for students from underrepresented groups	PTP_1	Ethnicity	Percentage difference in progression to graduate employment between white and BME students	No	The access and participation dataset	2016-17	7.9%	7.5%	7.0%	6.0%	5%	4%	