

Kingston University

Summary of 2024-25 to 2027-28 access and participation plan

What is an access and participation plan?

An access and participation plan sets out actions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students. You can see the full access and participation plan for Kingston University [here](#).

Key points

Kingston University has long standing commitment to facilitate access to university for everyone with the potential to succeed, and to support them to do so. We view the diversity of our student body as one of our greatest strengths.

Our community is made up of over 12,000 undergraduate, and over 2,500 postgraduate UK domiciled students (as of 20 June 2023). Most of our undergraduate students study full-time (87%) on first degree courses (83%). We have a growing apprenticeship provision (currently 3% of our undergraduate population), alongside our foundation year and foundation degree programmes (7% and 5% respectively).

In 2021/22, 61% of our undergraduate entrants were from one of our access and participation target groups (i.e., of Black or Asian ethnicity, previously eligible for free school meals, or students nationally least likely to continue in their studies – ABCS Q1¹).

Kingston University's mission is "to enhance students' life chances." Our Town House strategy was launched in 2022 and builds on our history and identity. At its heart is Future Skills, a new model of education that will give students the skills to become sought after graduates. Future Skills is being delivered in every course, so students from all backgrounds can benefit.

Our strategy is underpinned by our values of ambition, enterprise, inclusivity and innovation. In the 2023 Teaching Excellence Framework Kingston University was rated Gold Overall, with Gold ratings for Student Experience and Student Outcomes.

We recognise there are gaps in access, degree awards and graduate employment between different groups of students across higher education and at our university. We are working hard to address these disparities and ensure equitable outcomes for all our students.

Fees we charge

The maximum tuition fee charged for home full-time undergraduate study in 2024/25 will be £9,250. The maximum tuition fee charged for home part-time students will be £6,933 (based on a maximum of 90 credits). We will not raise fees annually for 2024-25 new entrants.

See page 69 of the access and participation plan, and our [website](#) for more information.

Financial help available

Kingston University will provide at least 500 bursaries of £2,000 each year for home students with a household income of £25,000 or less (additional criteria apply). We also offer financial support to help students with living costs, short term financial problems and travel (e.g., course related field trips and study abroad).

See page 31 of the access and participation plan, and our [website](#) for more information about the financial support available including maximum amounts and criteria.

¹ ABCS is a national measure of likelihood to succeed based on a number of student characteristics, including ethnicity, sex and background. Nationally, students in Q1 are least likely to continue, and those in Q5 most likely. For more information, see the Office for Students' [website](#).

Information for students

Updated information on our fees can be found [here](#). Information on the bursaries available for undergraduate students can be found [here](#).

See pages 30-31 of the access and participation plan for more information.

What we are aiming to achieve

Our analysis shows that different groups of students are at risk of inequality of opportunity at each lifecycle stage. We have set challenging targets to reduce unexplained gaps in access and outcomes, as shown in the table below.

Stage of student lifecycle	Target group	Target
Access (entering higher education)	White students previously in receipt of free school meals	Increase proportion of entrants from 5.5% to 7.1% by 2027/28.
Continuation (continuing studies at Kingston, receiving a qualification or transferring to a different university one year after entry)	ABCS Q1	Decrease the gap between students from ABCS Q1 and ABCS Q5 from 9.0% to 1.3% by 2029/30.
Completion (as continuation, but four years after entry)	Black ethnicity	Decrease the gap between students of Black and White ethnicity from 8.8% to 1.7% by 2029/30.
	Social or communication disorder	Decrease the gap between students with a Social or Communication disorder and no known disability from 6.3% to 1% by 2029/30.
Attainment (being awarded a 1 st or 2.1 degree – the difference between the proportion of students from different comparator groups gaining a 1 st or 2.1 degree is referred to as the 'degree awarding gap')	Black ethnicity	Reduce the degree awarding gap between students of White and Black ethnicity from 25.4% to 4.0% by 2029/30.
	Asian ethnicity	Reduce the degree awarding gap between students of White and Asian ethnicity from 13.9% to 3.2% by 2029/30.
	Students previously in receipt of free school meals	Reduce the degree awarding gap between students previously in receipt of Free School Meals and those who were not from 12.9% to 3.3% by 2029/30.
Progression (moving into professional employment or further study after graduation)	ABCS Q1	Reduce the gap between students in ABCS Q1 and ABCS Q5 from 24.1% to 7.5% by 2029/30.

See pages 4-5 of the access and participation plan for more information.

What we are doing to address keys risks to equality of opportunity

We take a whole university, whole lifecycle approach to supporting access and participation. This includes both large-scale strategic programmes and highly targeted activities. Our approach combines support for our students, improvements to policies and processes and actions to enhance the knowledge and skills of staff.

Our school and college outreach programme raises awareness about higher education and provides information to young people about their options.

We will focus on building strategic relationships, developing sustained programmes and supporting schools to raise the attainment of their pre-16 students. Students from target groups are supported in their transition to university through our [Head Start programme](#) and Autism Transition Day.

Our courses are designed to be inclusive of all students. We will increase staff training around inclusive teaching practice and engage students in the development of course content. Data dashboards will help staff identify and address areas of concern, including differential outcomes.

We are introducing core modules to embed Future Skills in the curriculum at all levels of study to improve students' personal and professional development, and employability. This new approach embeds high value activities that were once extra-curricular into the curriculum, so all students can benefit.

We will continue to improve our academic support provision and make it easier for students to access. We will further enhance our personal tutor scheme to ensure that it provides personalised support and continues to be tailored to the diverse needs of our students.

Data sources and processes will be enhanced and developed to help us identify students at risk of disengagement so support can be offered at the earliest possible stage.

We will implement new structures in student services to deliver seamless and accessible support. Our [Mental Health and Wellbeing Framework](#) sets out our institutional approach to this work.

We will robustly tackle all forms of racism, harassment, and sexual misconduct on our campuses through improved reporting tools, educational events and communication campaigns.

We will continue to build on successful, highly targeted initiatives, for example: our Elevate programme for students from Black heritage backgrounds; KU Cares for young carers, care leavers, estranged students and sanctuary scholars; Beyond Barriers for groups underrepresented in higher education or facing specific challenges.

See pages 6-24 of the access and participation plan for more information.

How students can get involved

The University works closely with the Union of Kingston Students and regular meetings will take place to discuss progress against the measures in our plan. Students are involved in projects and initiatives as ambassadors, consultants, panel members and interns. We also offer students the opportunity to work with academic staff on educational research.

See pages 28-29 of the access and participation plan for more information.

Evaluation – how we will measure what we have achieved

Each of the individual activities delivered as part of the access and participation plan will be evaluated, with those evaluations published on our website.

Where appropriate data is available, we will determine whether there is any correlation between engagement in an activity and its desired aims. Our analysis will help us further enhance and develop our own activity, as well as benefitting the wider higher education community by advancing sector knowledge on what works.

Students will be involved in evaluation as part of surveys and focus groups, and results will be shared with students on our webpages. In addition, the Union of Kingston Students will be participants in meetings where evaluation is shared and considered.

See pages 60-68 of the access and participation plan for more information.

Contact details for further information

Please contact Jenni Woods, Director of Student Services, for more information:
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