

# Kingston University

## Access and participation plan 2024-25 to 2027-28

### Introduction and strategic aim

Kingston University is a post-92 university situated on four campuses in South West London. At the time of writing, teaching and research are organised into four faculties: Kingston School of Art; Faculty of Business and Social Sciences; Faculty of Health, Science, Social Care and Education; and Faculty of Engineering, Computing and the Environment. On 20 June 2023, our UK domiciled community consisted of 12,215 undergraduate and 2,713 postgraduate students. Most of our undergraduate students (87%) study full-time and are enrolled on First Degree courses (83%). We have a growing apprenticeship provision, which alongside our foundation and foundation degree programmes, is an important part of how we are developing and expanding our educational offer to be more flexible and diverse, and to meet the needs of our local community, current and future students, employers, and industry. Apprentices make up 3.2% of our undergraduate population (increased from 2.1% in 2019/20), while foundation year and foundation degree students represent 7% and 5% of undergraduates respectively.

Our institutional mission is “to enhance students’ life chances, support staff ambitions and strengthen Kingston University’s impact on industry, policy and the professions to enable a sustainable future socially, economically and environmentally.” In recent years, through successive strategic frameworks, we have pursued a consistent vision to develop graduates who are “sought after.” In 2022 we launched our Town House Strategy<sup>1</sup>, which is underpinned by our core values of ambition, enterprise, inclusivity and innovation.

Future Skills, a key pillar of our Town House strategy, is a progressive model of education that aims to ensure students from all backgrounds are equally prepared for the challenges of learning, life and work in the twenty-first century. We will equip our students with the skills needed to be independent learners who can adapt their knowledge and capabilities in fast changing and often uncertain circumstances. Future Skills is being designed as a core part of the curriculum, thus ensuring that students from all backgrounds will benefit from the programme as an essential part of their studies. This work is complemented by highly targeted initiatives including our sector leading KU Cares programme, which provides tailored support for care leavers, estranged students and young adult carers; and Elevate, an innovative and award-winning careers programme that aims to empower and upskill students of Black African or Black Caribbean heritage. We are currently working towards University of Sanctuary status, which we hope to achieve during the period of this plan, to build on our culture of welcome and ensure the university is a place where everyone feels safe and able to pursue their right to education.

Kingston has a long-standing and enduring commitment to widen access to higher education for everyone with the potential to succeed. Our students come from a wide variety of backgrounds and bring a rich diversity of knowledge and experience to their studies. In

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<sup>1</sup> [Town House Strategy - About the University - Kingston University London](#). Accessed 14<sup>th</sup> July 2023.

2021/22, 61% of new entrants at Undergraduate level were from an APP target group (either Black or Asian ethnicity, previously eligible for FSM, or ABCS Q1 for Continuation). Table 1 shows the demographics of Kingston University students against comparative sector data (where available).

*Table 1 – Kingston University population compared to sector*

<b>Demographic</b>	<b>Kingston (2021/2)</b>	<b>Sector comparison</b>
IMD Q1 & 2	46.3%	44.1%
Free-school meal eligibility	30.1%	18.4%
White	35.5%	65.2%
Asian	25.8%	15.7%
Black	23.9%	10.5%
Mixed	7.6%	5.6%
Commuter	63.1%	N/A
BTEC on entry	38.8%	N/A
Care leaver/estranged	166	55

At Kingston University, we view our diverse, supportive, and inclusive community as one of our greatest strengths. We tailor all aspects of our provision to meet the needs of our diverse and changing student body and aim to provide all students with equality of opportunity, an excellent academic experience, and successful outcomes. The intervention strategies to address the risks and meet the objectives identified in this plan, include a combination of whole institution approaches that are inclusive of all students, but designed with the imperative to enhance inclusion and equity, alongside highly targeted measures. We are committed to reinforcing (and refining) existing activities where there is evidence these have positively contributed to addressing differential participation and outcomes, but where momentum may have been disrupted due to the pandemic. These existing activities will be complemented by new measures and approaches, to increase the pace and impact necessary to meet our current challenges.

## **Risks to equality of opportunity**

**Risk A1:** There are lower proportions of White entrants previously in receipt of Free School Meals relative to our recruitment population. Analysis shows this is due to

underrepresentation of this group of students primarily within the South East region. Evidence in the EORR suggests this is a function of gaps in knowledge and skills; unequal access to information and guidance; differing perceptions of higher education; gaps in application success rates; and ongoing impacts of coronavirus.

**Risk S1:** There is a continuation gap between students in ABCS Q1 and ABCS Q5. Analysis shows that this difference is largely influenced by gaps for specific demographics, including from IMD Q1; with a mental health condition; of Black ethnicity; and intersections thereof. Evidence in the EORR suggests this is a function of gaps in knowledge and skills; unequal access to information and guidance; insufficient academic support; insufficient personal support; ongoing impacts of coronavirus; cost pressures; and mental health.

**Risk S2:** There is a completion gap between White and Black students. Analysis shows this is primarily due to higher rates of withdrawal within the entry year for students of Black ethnicity. Evidence in the EORR suggests this is a function of gaps in knowledge and skills; unequal access to information and guidance; insufficient academic support; insufficient personal support; and mental health. Ongoing impacts of coronavirus and cost pressures may also be contributing factors.

**Risk S3:** There is a completion gap between students who declare a social or communication disorder and those with no known disability. Evidence in the EORR suggests this is a function of gaps in knowledge and skills; insufficient academic support; insufficient personal support; ongoing impacts of coronavirus; cost pressures; and mental health.

**Risk S4:** There is a degree awarding gap between students of White and Black ethnicity. Analysis shows much of this gap cannot be explained by prior attainment, or other intersected demographic factors. Evidence in the EORR suggests this is a function of insufficient academic support; insufficient personal support; and mental health. In addition, our OfS funded research<sup>2</sup> has revealed a further risk that institutional policies and practices such as curricula, learning and teaching practices and student engagement mechanisms, as well as student services, are not sufficiently inclusive of, and responsive to, the needs of students from diverse backgrounds.

**Risk S5:** There is a degree awarding gap between students of White and Asian ethnicity. Analysis shows much of this gap cannot be explained by prior attainment, or other intersected demographic factors. Evidence in the EORR suggests this is a function of insufficient academic support; insufficient personal support; and mental health. In addition, our OfS funded research has revealed a further risk that institutional policies and practices such as curricula, learning and teaching practices and student engagement mechanisms, as well as student services are not sufficiently inclusive of, and responsive to, the needs of students from diverse backgrounds.

**Risk S6:** There is a degree awarding gap between students previously in receipt of Free School Meals and those who were not. Analysis shows much of this gap cannot be explained by prior attainment. Evidence in the EORR suggests this is likely attributed to

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<sup>2</sup> [BME Attainment Gap – Using a value added metric and an inclusive curriculum framework to address the BME attainment gap \(closingtheattainmentgap.co.uk\)](https://closingtheattainmentgap.co.uk). Accessed 14<sup>th</sup> July 2023.

insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.

**Risk P1:** There is a progression gap between students from ABCS Q1 and ABCS Q5. Analysis shows that this gap is largely influenced by gaps for specific demographics, including students in receipt of free school meals; with a mental health condition; of Asian ethnicity; and intersections thereof. Evidence in the EORR suggests this is likely caused by students not having equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. Other contributory risks in the EORR include insufficient personal support, ongoing impacts of coronavirus, and mental health. In addition, while many employers have been giving increased attention to making their attraction, recruitment and development practices more equitable, we know from research by the Bridge Group<sup>3</sup> and others that there is much still to be done and this contributes to progression gaps across the sector.

## Objectives

**Objective PTA1:** Kingston University will increase the proportion of White students in receipt of free school meals from 5.5% to 7.1% by 2027/28. We will achieve this by working in partnership with schools, colleges and partner organisations to improve knowledge and perceptions of higher education and to address skills and attainment gaps.

**Objective PTS1:** Kingston University will reduce the continuation gap between students from ABCS Q1 and ABCS Q5 from 9.0% to 1.3% by 2029/30, reaching 3.9% by the end of the period covered by this plan. This will be achieved through a combination of whole institution interventions focused on transitional support, mental health and wellbeing, student analytics and academic support activities, alongside targeted initiatives for students with low household incomes, care leavers, estranged students, young adult carers and forced migrants.

**Objective PTS2:** Kingston University will reduce the completion gap between White and Black students from 8.8% to 1.7% by 2029/30, reaching 4.1% by the end of the period covered by this plan. This will be achieved through a combination of whole institution interventions focused on transitional support, mental health and wellbeing, student analytics, academic support activities, and inclusive learning and teaching. We will also deliver and further develop targeted activities for students of Black African and Black Caribbean heritage (for example our Elevate programme and Beyond Barriers equality mentoring scheme).

**Objective PTS3:** Kingston University will reduce the completion gap between students with a Social or Communication disorder and those with no known disability from 6.3% to 1.0% by 2029/30, reaching 2.8% by the end of the period covered by this plan. This will be achieved by targeted transitional support for students with an Autistic Spectrum Condition,

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<sup>3</sup> Bridge Group, Social Mobility and University Careers Services.  
<https://static1.squarespace.com/static/5c18e090b40b9d6b43b093d8/t/5cd18164f63f57000157b2aa/1557234030200/07+Research+2017+UPP.pdf>. Accessed 12<sup>th</sup> July 2023.

and further improvements to support for disabled students to be delivered following an institutional review commenced in 2022/23.

**Objective PTS4:** Kingston University will reduce the degree awarding gap between students of White and Black ethnicity from 25.4% to 4.0% by 2029/30, reaching 11.1% by the end of the period covered by this plan. We will achieve this by a combination of whole institution interventions focused on mental health and wellbeing, making our curricula and services more accessible and inclusive, staff development, academic support activities, and embedding future skills at all levels. We will also deliver and further develop targeted activities for students of Black African and Black Caribbean heritage (for example our Elevate programme and Beyond Barriers equality mentoring scheme).

**Objective PTS5:** Kingston University will reduce the degree awarding gap between students of White and Asian ethnicity from 13.9% to 3.2% by 2029/30, reaching 6.8% by the end of the period covered by this plan. We will achieve this by a combination of whole institution interventions focused on mental health and wellbeing, making our curricula and services more accessible and inclusive, staff development, academic support activities and embedding future skills at all levels. We will also deliver and further develop targeted activities for students of Asian heritage (for example our Beyond Barriers equality mentoring scheme).

**Objective PTS6:** Kingston University will 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, reaching 6.5% by the end of the period covered by this plan. We will achieve this by a combination of whole institution interventions focused on mental health and wellbeing, academic support activities and embedding future skills at all levels. We will maintain and enhance our provision of targeted financial support for students with the lowest household incomes.

**Objective PTP1:** Kingston University will reduce the progression gap between students in ABCS Q1 and ABCS Q5 from 24.1% to 7.5% by 2029/30, reaching 12.5% by the end of the period covered by this plan. We will achieve this by a combination of whole institution interventions focused on embedding future skills at all levels, employer engagement and targeted activities to enhance employability outcomes for specific demographics including students of Black African and Black Caribbean heritage (Elevate) and students with a background in care (KU Cares).

For objectives PTS1-6 and PTP1 we have chosen to set targets extending to the 2029-30 academic year (with interim milestones covering the period of this plan). This is due to a combination of: the ambitious and aspirational nature of the targets; the time required to affect necessary organisational change (including the reinvigoration and further development of existing activities that have proved impactful in previous years but were disrupted due to the pandemic, as well as the development of new initiatives); and the time-lag in activity commencing in the 2024/25 academic year having sufficient time to impact outcomes, which in themselves have long lead times to show results (in particular for attainment, completion and progression).

## Intervention strategies and expected outcomes

### Intervention strategy 1:

#### Objectives and targets

**PTA1:** Kingston University will increase the proportion of White students in receipt of free school meals from 5.5% to 7.1% by 2027/28.

#### Risks to equality of opportunity

(1) Knowledge and skills; (2) Information and guidance; (3) Perceptions of higher education; (4) Application success rates.

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<p><u>Schools and colleges outreach programme:</u> A comprehensive offer to targeted schools and colleges to address risks for students from target groups around knowledge, guidance, perceptions and higher education applications. To include:</p> <p>50+ higher education and careers fairs attended per annum</p> <p>50+ campus events for Year 10+ pupils from target schools and colleges</p> <p>Parent and community engagement in key geographic areas and institutions/partners.</p> <p>(Existing activity to include specific targeting of relevant institutions and students)</p>	125,000	<p>Increased applications from target students.</p> <p>Increased progression to higher education compared to a relevant comparator group.</p> <p>Increased scores on knowledge, expectations and perceptions of higher education.</p>	

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<p><u>Strategic partnerships and collaborations:</u> Working collaboratively to support system-level improvements in education, focused on disadvantaged students. To include:</p> <p>Co-sponsorship of The Kingston Education Trust with strategic and operational support for its schools.</p> <p>Partner of the Feltham Convening Partnership.</p> <p>(Existing activity)</p>	33,000	<p>Improvements in attainment and progression especially for Free School Meal eligible pupils.</p> <p>Improved outcomes for children and young people in Feltham as measured by the partnership's evaluation and research reports.</p>	
<p><u>Sustained programmes:</u> Intensive, sustained and highly targeted programmes including:</p> <p>Two collaborations with the National Saturday Club to deliver 16 sessions per cohort per annum to 50+ Key Stage 4 pupils in Art &amp; Design and Science &amp; Engineering to support attainment raising, skills development, creativity and informed choices. (Existing activity)</p> <p>One intensive mentoring or tutoring programme per academic year (at least 10 sessions), with target institutions and students, directly responding to identified needs of</p>	125,000	<p>Increased progression to higher education compared to a relevant comparator group.</p> <p>Increased KS4 attainment compared to a relevant comparator group.</p> <p>Increased scores on knowledge, expectations and perceptions of higher education.</p>	

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
partner schools and colleges. (New activity)			
<p><u>Attainment raising activity:</u> A portfolio of activities that support raising attainment, particularly pre-16 attainment including:</p> <p>Curriculum-based science practicals delivering elements of the syllabus that schools and colleges find difficult to deliver in isolation. (New activity)</p> <p>2 mobile ‘Lab in a Lorry’ science vehicles that bring specialist equipment, knowledge and teaching to over 1000 students per annum in their school/college (with a particular focus on primary age pupils). (Existing activity)</p> <p>A broad range of other subject-specific programmes and workshops/talks. (Combination of existing and new activities)</p>	109,000	<p>Increased progression to higher education compared to a relevant comparator group.</p> <p>Increased KS4 attainment compared to a relevant comparator group.</p> <p>Increased scores on knowledge, expectations and perceptions of higher education.</p>	
<u>Cross intervention activity from IS2:</u> Head Start.			IS2



Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<u>Cross intervention activities from IS4:</u> Outreach and advocacy.			IS4

**Evidence base and rationale:** A combination of guidance on outreach activity and attainment raising evidence from TASO, the OfS, Uni Connect and partner organisations has formed the rationale for this intervention strategy. See further detail in Annex B.

### Evaluation

Activities delivered with the National Saturday Club and the Feltham Convening Partnership will be supplemented with evaluation by the partner organisations. Where it is appropriate to collect individualised student data (Campus events, National Saturday Club, mentoring/tutoring programme, on-campus attainment raising activity), KS4/KS5 attainment and longitudinal tracking data will be utilised from the Higher Education Access Tracker and pre/post survey data will be used to generate OfS Type 2 evidence. For less intensive activities or where collection of individualised data is impractical, we will rely on OfS Type 1 for an evidence-based rationale for the activity, supported by survey evaluation and regular programme reviews, feedback and triangulation. A final written report will be published on our website, and on any OfS evaluation repository in the 2027/28 academic year (long lead time due to delay in obtaining longitudinal tracking data) for activity in the preceding years. See further detail in Annex B.

### Intervention strategy 2:

#### Objectives and targets

*Primary Objectives:* **PTS1:** Kingston University will reduce the continuation gap between students from ABCS Q1 and ABCS Q5 from 9.0% to 1.3% by 2029/30, reaching 3.9% by the end of the period covered by this plan; **PTS2:** Kingston University will reduce the completion gap between White and Black students from 8.8% to 1.7% by 2029/30, reaching 4.1% by the end of the period covered by this plan; **PTS3:** Kingston University will reduce the completion gap between students who declare a social or communication disorder and those with no known disability from 6.3% to 1.0% by 2029/30, reaching 2.8% by the end of the period covered by this plan.

*Secondary Objectives:* PTS4 (IS3); PTS5 (IS3); PTS6 (IS3)

## Risks to equality of opportunity

(1) Knowledge and skills; (2) Information and guidance; (6) Insufficient academic support; (7) Insufficient personal support (8) Mental health; (9) Ongoing impacts of coronavirus; (10) Cost pressures.

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention ?
<p><u>Head Start</u>: A pre-entry programme for 400+ Firm UG offer holders. Open to UG students, with specific targeting to engage students from underrepresented groups. 3-day residential, 1-day in person, and/or online events are available. Head Start is designed to build confidence, belonging, provide study skills advice, and familiarise incoming students with support services. (Existing activity)</p>	155,000	Improved outcomes (conversion, continuation, academic progression) for Head Start participants from target groups compared to relevant comparator groups; improved sense of belonging.	IS1
<p><u>Autism Transition Day</u>: A pre-entry programme for 20 UG students with a declared Autism Spectrum Condition. A one-day event to support transition from sixth form/college to university. The programme aims to provide an introduction to support teams and aid the adjustment to a university environment. (New activity (piloted for 2023 entry))</p>	18,000	Improved outcomes (conversion, continuation) for students with a Social or Communication disorder that attended the Autism Transition Day than those who did not.	

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention ?
<p><u>KU Cares</u>: Support programme for students who are care leavers, care experienced, estranged, young adult carers, and sanctuary scholars. Includes a combination of outreach, financial support, year-round accommodation, paid work opportunities, mentoring schemes, social and networking events; and a dedicated KU Cares team to support from application through to graduation. (Existing activity)</p>	147,000	Improved outcomes (continuation, completion) for KU Cares students compared to available sector benchmarks.	IS4
<p><u>Student Engagement and Student Analytics</u>: current processes are in place to identify individual students at risk of disengagement so support can be offered. Resource will be increased in 2023/24 to enable more proactive interventions to support continuation and completion. Data sources will be expanded as part of a Student Analytics project to identify groups of students with lower attainment at Level 4 and Level 5. This analysis will support targeted action to provide additional academic support to groups of students and/or review the fitness for purpose of teaching, assessment and feedback at</p>	187,000	Improved outcomes (continuation, completion, attainment) for students in target groups who engage with support offered compared to relevant comparator groups.	

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention ?
course or module level, and/or the operation of institutional policies relating to areas such as mitigation. (New activity)			
<p><u>Mental health and wellbeing framework:</u> Development and implementation of a new institutional mental health and wellbeing framework to align with the University Mental Health Charter. The framework will be renewed every 18 months and includes a commitment to expand training and development for staff that is context and role specific (to include universal, targeted and specialist requirements). (New activity)</p>	51,000	<p>Improved NSS outcomes for Q34 on mental health and wellbeing services.</p> <p>Increase in staff completing essential training modules.</p> <p>Improved student experience in accessing inclusive and responsive support services.</p>	IS3
<p><u>Student Hub project:</u> Implementation of redesigned student and course support structures to deliver seamless, high-quality access to relevant support for all current and future students. The project aims to enhance retention and success by ensuring all students, regardless of background, experience or stage of learning can access the help they need in a timely manner. The project will include the procurement and implementation of a new and</p>	1,879,000	<p>Satisfactory outcome of internal audit of new structures in 2024/25.</p> <p>Improved student experience in accessing inclusive and responsive support services.</p>	IS3

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention ?
enhanced enquiry management tool, to ensure effective monitoring and evaluation of 1 <sup>st</sup> and 2 <sup>nd</sup> line enquiries and support services. (New activity)			
<p><u>Preventing and addressing harassment and sexual misconduct:</u> ongoing implementation of actions identified to improve the university's approach to preventing and addressing all forms of harassment, including the Report and Support tool which will be expanded to capture all student reports including safeguarding concerns. Associated events, educational programmes and communication campaigns. (New activity)</p>	49,000	Increase in the number of students reporting incidents with contact details (compared to anonymous reports) – demonstrates an increase in confidence.	IS3
<p><u>Student Wellbeing services:</u> a range of specialist wellbeing services including mental health and disability support, counselling, wellbeing sessions, and new approaches to include consideration of specialist support for students who have experienced racial trauma, sexual violence and other forms of discrimination. (Existing activity that will continue to be adapted to meet</p>	926,000	Improved outcomes (continuation, completion, academic progression) for students who self-refer and then engage with services offered compared with those who self-	IS3

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention ?
student needs with reference to good practice guidance).		refer and do not engage.	
<p><u>Financial support:</u> targeted financial support in several forms:</p> <p>A minimum of 500 means-tested entry bursaries per year to Home UG students with a household income &lt;£25,000. (Existing activity)</p> <p>Emergency financial support for students in crisis such as homelessness using online payment system. (New activity).</p> <p>Back on Track grants of up to £500 available to Home UG students with household income of &lt;£42,600 in short-term financial difficulty due to cost-of-living increases to prevent attrition. (New activity).</p> <p>Student travel funds to support student field trips, study visits, and study abroad. (Existing activity)</p> <p>Student support funds to help students who have taken out their full SFE entitlement but for whom reasonable</p>	1,847,000	Improved outcomes (continuation, completion, academic progression) for recipients of financial support from target groups compared with eligible students not in receipt.	IS3

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention ?
outgoings exceed income available. (Existing activity)			
<p><u>Academic support:</u> Reorganisation of resources, programmes and initiatives to support students' academic skills development. This will include a revised approach to managing and delivering several existing strands of work including faculty based academic success centres; specialist academic writing, oral skills and numeracy programmes; library tutorials; online skills programmes; and academic mentoring. (New activity)</p>	388,000	<p>For extra-curricular activity, improved outcomes (continuation, completion, attainment) for target group students participating in programmes, compared to relevant comparator groups.</p> <p>For embedded activity, improved learner experience using module evaluation surveys.</p>	IS3
<p><u>Cross intervention activity from IS3:</u> Inclusive curriculum framework and staff training; Inclusive curriculum consultant programme; Data led quality assurance; Personal tutoring.</p>			IS3

## **Evidence base and rationale:**

A combination of evidence from student focus groups and interviews, internal evaluation reports, TASO, OfS briefings, and literature evidence form the evidence base for the intervention strategy. See further detail in Annex B.

## **Evaluation**

We intend to evaluate individual activities (Head Start, Autism Transition Day, Student Engagement, Student Wellbeing Services, Financial Support and extra-curricular Academic support activity) investigating the correlation between engagement in activities in the intervention strategy and improved outcomes (conversion, academic progression, continuation and completion) to OfS Type 2 standards. This will involve statistical analysis comparing outcomes for participants from target groups and relevant comparator groups, and use of survey data from participants. Financial support will be evaluated using the statistical analysis aspect of the OfS Financial Support Toolkit. For KU Cares where identification of an internal comparison group is not possible, we will compare data to sector benchmarks, and supplement with qualitative analysis for OfS Type 2 evidence. For the Mental Health and Wellbeing Framework and the Student Hubs, we will combine qualitative and any available quantitative analysis to aim to generate OfS Type 2 evidence. For other activities we aim to build upon our OfS Type 1 evidence with relevant qualitative evidence, student consultation, and NSS responses. Interim analysis will take place annually in spring for the previous academic year and be shared internally with relevant committees and student representatives. A final written report will be published on our website, and on any OfS evaluation repository in the 2026/27 academic year for activity in the preceding years. See further detail in Annex B.

## **Intervention strategy 3:**

### **Objectives and targets**

*Primary objectives:* **PTS4:** Kingston University will reduce the degree awarding gap between students of White and Black ethnicity from 25.4% to 4.0% by 2029/30, reaching 11.1% by the end of the period covered by this plan; **PTS5:** Kingston University will reduce the degree awarding gap between students of White and Asian ethnicity from 13.9% to 3.2% by 2029/30, reaching 6.8% by the end of the period covered by this plan; **PTS6:** Kingston University will 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, reaching 6.5% by the end of the period covered by this plan.

*Secondary objectives:* PTS1 (IS2); PTS2 (IS2); PTS3 (IS2)

### **Risks to equality of opportunity**

(6) Insufficient academic support; (7) Insufficient personal support; (8) Mental health; (9) Ongoing impacts of coronavirus; (10) Cost pressures; Curriculum and services not sufficiently inclusive of all students.



Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<p><u>Inclusive curriculum framework and staff training</u>: increased staff training around inclusive teaching practice: Introduction to Learning and Teaching completed by 80% of eligible new staff; in-depth training of professional services and Graduate Teaching Assistants in inclusive learning and teaching practice (20 staff per year); delivery and completion of Equality, Diversity and Inclusion Learning and Teaching toolkit and the antiracism and culturally responsive learning and teaching toolkits (300 staff over 4 years). 100% of School Directors of Learning and Teaching trained as 'trainers' to deliver the Inclusive Curriculum Framework / Equality, Diversity and Inclusion toolkits.</p> <p>(Existing activity – updated and refocused with new elements added)</p>	127,000	<p>Improved outcomes (module marks, module pass rates) for target groups compared to relevant comparator groups in modules where staff have completed relevant training.</p> <p>Examples of how teaching staff adapted provision to provide an inclusive learning experience.</p>	IS2
<p><u>Inclusive curriculum consultant programme</u>: partnership between students and staff to: support embedding of inclusion within the curriculum; promote student engagement and voice in the development of curricula; support course reviews and course enhancement activities. 15 inclusive curriculum consultants delivering 30 projects per year.</p> <p>(Existing activity)</p>	112,000	<p>Improved outcomes (module marks, module pass rates, module evaluation scores) for target students compared to relevant comparator group in relevant modules.</p>	IS2

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<p><u>Data led quality assurance</u>: utilisation of dashboards available to all staff covering institutional, faculty, school, department, course and most significantly module-level metrics to monitor and implement action plans to address differential outcomes. This data is used in the risk-based Kingston Continuous Enhancement Programme (KCEP+) which provides institutional-level support and solutions to address areas of concern and enhance inclusion in the learning and teaching experience. Differential outcomes are one of the risks considered in selection of courses for intervention. The data is also integral to the annual Module and Course Enhancement Plans completed for every module and course which includes a focus on differential outcomes at granular level with a requirement to set appropriate actions to address any awarding gaps. Academic staff are signposted to support available to them to address any awarding gaps.</p> <p>(Existing activity).</p>	38,000	Improved outcomes (continuation, academic progression, attainment, module evaluation scores) for target students compared to relevant comparator groups.	IS2
<p><u>The International Black Scholarship Programme</u>: international mobility programme for black students (15 per year) to empower students to critically debate contemporary global issues such as climate change and antiracism. (Existing activity).</p>	27,000 (this programme is dependent on ongoing receipt of Turing funding)	Outcomes monitoring (completion and attainment) for participants compared to a relevant	

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
		comparator group.	
<p><u>Student and Academic Development Research Associate Programme (SADRAS)</u>: partnership between staff and students (20 targeted students per annum) to design and implement research focussed on enhancing the academic experience of underrepresented groups. (Existing activity – updated and refocused).</p>	50,000	Improved institutional knowledge of student experience to support improved student outcomes (attainment, completion and progression).	IS4
<p><u>Targeted 360 support</u>: work with 3 schools/departments to build capacity in antiracist and culturally competent academic cultures. Pilot in Nursing School for approximately 150 staff and 1400 students to ‘Enhance the experience and success of our global majority students and staff’. (New activity).</p>	Shares resource with inclusive curriculum framework and staff development	Decreased awarding gaps for targeted schools and departments.	
<p><u>Personal tutoring</u>: We have invested in staff resource to lead and develop an institution wide staff development programme for personal tutors that has increased our understanding of the challenges faced by students from diverse backgrounds. Our personal tutor scheme will be reviewed and relaunched to align with the Future Skills modules (IS4), Student Hubs project (IS2) and Student Engagement and Students Analytics project (IS2) to create a joined-up approach that is tailored to the diverse</p>	42,000	Examples of how personal tutors have adapted provision to provide an inclusive learning experience.	IS2, IS4

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
needs of students. A new Steering Group led by the Pro Vice-Chancellor for Education and Executive Director for Student Services is being established. (Existing activity – to be refined and refocused).			
<u>Cross intervention activities from IS2:</u> Mental health and wellbeing framework; Student hub project; Preventing and addressing harassment and sexual misconduct; Student wellbeing services; Financial support; and Academic support.			IS2
<u>Cross intervention activities from IS4:</u> Navigate, Explore and Apply; Tailored support for specific groups; Beyond Barriers.			IS4

**Evidence base and rationale:** A combination of evidence from our student body via the Inclusive Curriculum Consultants, TASO, evaluation of previous work, and literature evidence form the evidence base for the intervention strategy. See further detail in Annex B.

### Evaluation

We intend to evaluate the impact of individual activities within the intervention strategy. We aim to generate OfS Type 2 evidence for activities (Inclusive Curriculum Framework, Inclusive Curriculum Consultant Programme, Data Led Quality Assurance and Targeted 360 Support, International Black Scholarship Programme) where possible. Where not enough data is available for reliable comparative analysis (SADRAS), or for qualitative analysis (staff training and personal tutoring), we will use the information available to build upon OfS Type 1 evidence. A written report will be published on our website, and on any OfS evaluation repository in the 2025/26 academic year for activity in the preceding years. See further detail in Annex B.

## Intervention strategy 4

### Objectives and targets

Primary objectives: **PTP1**: Kingston University will reduce the progression gap between students in ABCS Q1 and ABCS Q5 from 24.1% to 7.5% by 2029/30, reaching 12.5% by the end of the period covered by this plan.

Secondary objectives: PTS4 (IS3); PTS5 (IS3); PTS6 (IS3)

### Risks to equality of opportunity

(12) Progression from higher education; (6) Insufficient academic support; (7) Insufficient personal support; (8) Mental health; curriculum and services not sufficiently inclusive of all students.

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<p><u>Navigate, Explore and Apply</u>: Compulsory modules to embed future skills in the curriculum for all students will be designed, implemented and assessed at Levels 4, 5 and 6, as part of every UG academic programme over the next 3 years. This new approach will incorporate high value extra-curricular activities previously accessed by only some students, as a core element of our progressive educational model for all students. (New activity)</p>	306,000	<p>Improved outcomes (module pass rates, module marks, module evaluation outcomes, pre- and post- diagnostic tests, career readiness survey) for target students compared to relevant comparator groups.</p> <p>Focus groups to understand effectiveness of embedding of skills in different disciplinary contexts.</p>	IS3
<p><u>Outreach and advocacy</u>: Over the next 3 years we will work with 300+ employers to change perceptions and structures that limit the</p>	85,000	More equitable recruitment	IS1

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
<p>professional potential of disadvantaged young people. This will include a focus on educating and supporting employers to set and reach their diversity goals and increase opportunities for young people from disadvantaged backgrounds. In addition, we will maintain investment in a careers outreach resource to upskill careers professionals working in schools and colleges and support them in building their employer networks. Aligned with our commitment to Future Skills, this will ensure students from disadvantaged groups are exposed to careers opportunities early and that the reach of our programmes is wide and impactful across the whole educational lifecycle from pre-entry to post graduation. (Existing activity – early stages)</p>		<p>processes by engaged employers</p>	
<p><u>Tailored support for specific groups:</u> Our Elevate pilot was introduced in 2020/21 to increase employability outcomes for students from Black African and Black Caribbean heritage. While developing this further, we will build a suite of bespoke programmes over the next 3 years to support groups of students who are currently disadvantaged in the labour market. Our initial focus will be students who are care experienced, estranged or young adult carers (building on</p>	<p>320,000</p>	<p>Improved outcomes (progression, continuation, attainment, academic progression) for participants compared to students from the same groups who do not participate.</p>	<p>IS3</p>

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
support provided through KU Cares – IS2); different racial groups and students with mental health conditions and disabilities. We will also build programmes around elite professions – such as Law and Architecture – which have specific barriers to access for disadvantaged cohorts. (New activity)			
<u>Beyond Barriers</u> : Equality mentoring scheme matching students with professional mentors to support and guide them in achieving their personal goals. Targeted scheme to underrepresented groups. 200+ students each year. (Existing activity).	92,000	Improved outcomes (progression, continuation, attainment, academic progression) compared with students from the same groups who do not participate.	IS3
<u>Internships, placements and work-related learning</u> : Professional experience has a key role to play in building social capital, developing professional networks and influencing career thinking. Through Future Skills, we will systematically embed encounters with industry and professional practice into the curriculum in a myriad of ways – from placement and internship opportunities, through live projects and mentoring to assessment centres, building students’ self-efficacy, professional networks and commercial awareness. We will work to improve the inclusivity of placement and internship	194,000	Improved outcomes (progression) for target students completing centrally coordinated professional experience compared with relevant comparator groups.	

Activity	Inputs (estimated annual investment to nearest £1000)	Outcomes	Cross intervention?
opportunities in line with the principles of our Inclusive Curriculum Framework (IS3). (New activity)			
<u>Cross intervention activities from IS2</u> : KU Cares.			IS2
<u>Cross intervention activities from IS3</u> : Personal tutoring; SADRAS.			IS3

**Evidence base and rationale:** A combination of evidence from engagement with students, employers, literature, TASO and OfS best practice form the basis of the evidence base for the intervention strategy. See further detail in Annex B.

### Evaluation

We intend to evaluate the impact of individual activities within the intervention strategy. We aim to generate OfS Type 2 evidence for activities (Navigate, Explore and Apply; Tailored support for specific groups; Beyond Barriers, Internships, placements and work-related learning) where possible. Where individualised student data is not available for comparative analysis (Outreach and advocacy), we will use the information available to build upon OfS Type 1 evidence. A final written report will be published on our website, and on any OfS evaluation repository in the 2028/29 academic year for activity in the preceding years (beyond the period of this plan due to the lead time to obtain graduate outcomes data). See further detail in Annex B.

### Whole provider approach

Kingston University values the wide range of backgrounds, identities and experiences our students bring and is committed to diversity and inclusivity as key elements of quality in higher education. The principles of fair access are integral to our strategic vision and institutional values. The steps we take to recruit and induct students, develop our portfolio, enhance our curricula, deliver our services, and improve the experience, success and progression of all students across the educational lifecycle, are designed in this institutional



context to meet the needs of our diverse student population. We are committed to ensuring fair access to higher education, regardless of protected or identity characteristics, and enabling students from all backgrounds to fulfil their academic potential and leave with the qualifications and skills required to achieve their personal aspirations and career ambitions. These commitments have been brought into sharper focus through our Town House strategy, and the Future Skills work stream within this.

Our whole student lifecycle approach to access and participation commences with a comprehensive and well-established programme of education liaison and outreach. A broad range of activities to raise awareness, focus aspirations and support attainment, while providing impartial information, advice and guidance to learners from all backgrounds to widen access to higher education, are delivered across all key stages from primary through to post-16, and comprise of over 10,000 learner interactions each year. Kingston University delivers provision at a range of levels of study, including degree apprenticeships; foundation degree programmes; foundation year programmes; and dedicated workstreams exploring options such as online courses and blended learning. This diversification of our portfolio will help support participation amongst students who may face barriers to accessing higher education through traditional routes, such as commuters and mature students.

This Access and Participation Plan will be integral to the delivery of our Town House 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. At Kingston, we are committed to developing graduates who will be sought after because they have the skills required by industry and society to meet the challenges of the future, as confirmed by our own studies.<sup>4</sup> In recent years we have supported our students to develop and articulate their skills and attributes through a range of activities and initiatives referenced in previous Access and Participation Plans, many of which have shown positive associations between participation and improved academic outcomes, particularly for students from underrepresented groups. Building on our evaluation of these approaches, and through engagement with leading national employers, we launched Future Skills in 2022. This provides a comprehensive programme of development for all students on all courses, built around our refreshed graduate attributes. Our progressive new model of education will ensure students from all backgrounds can develop the skills needed to successfully navigate the world of work and overcome the challenges in their lives. Our purpose is to deliver a transformative education that ensures our graduates will have the future skills and personal attributes to prosper. Maintaining and enhancing quality, which includes equitable outcomes, is an essential part of this work which will be embedded across the student lifecycle from pre-entry through to graduation and beyond.

Our strategic institutional approach to addressing educational disadvantage and inequities has successfully adopted a tripartite response which recognises the need to reconfigure our institutional policies and processes to ensure equality of opportunity, while improving the knowledge and skills of our staff to most effectively support our diverse student body. We will reinforce and renew this approach during the period covered by this plan, for example

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<sup>4</sup> Kingston University (2022) Future Skills: [Future Skills 2022 \(rackcdn.com\)](https://www.rackcdn.com). Accessed 13<sup>th</sup> July 2023.

through re-establishing a cross-institutional steering group with the aim of developing a multi-faceted action plan to effectively tackle degree awarding gaps.

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, completion, degree outcomes and progression to Graduate 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.

We will continue to apply and build on 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 and supporting them to become culturally responsive and antiracist educators. Quality assurance and enhancement processes 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, staff are required to identify and address student differential outcomes and degree awarding gaps at both course and module level. The Inclusive Curriculum Framework is also embedded in the Academic Induction and Introduction to Learning and Teaching courses (ILT1 and 2) for new staff.

Student support services are a consistent point of connection for all students, and the pandemic has underlined the importance of being able to deliver support through a range of accessible channels, thus enabling students to find timely help and information in ways that suit their different needs. Our Student Hub project was initiated in 2019/20 with the aim of ensuring that all Kingston University students, regardless of background, experience or stage of learning, are appropriately supported. The initial phase of the project focused on developing a deep understanding of our diverse students' needs and preferences, through workshops, interviews and user journals, to enable co-creation of the models to underpin these services. In September 2021, we launched the Information Centre, which provides the first point of contact for students to access information, advice and guidance on a range of topics. This was followed by a functional and structural redesign of second-line services (including course support and administration) which is being implemented from 2023/24 onwards. Our aspiration is to achieve accessible and seamless provision that enhances the satisfaction, welfare and attainment of all students. Service delivery will be underpinned by the principles of inclusivity and customer service excellence.

Supporting the mental health and wellbeing of our students is a top priority. We have recently developed a Mental Health and Wellbeing Framework that is aligned with the University Mental Health Charter<sup>5</sup> and will set out our institutional approach to protecting and enhancing the wellbeing of our community. This will be shared with staff and students to

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<sup>5</sup> Student Minds University Mental Health Charter. <https://universitymentalhealthcharter.org.uk/>. Accessed 12<sup>th</sup> July 2023.

raise awareness of our services, while setting clear expectations about the support we can provide. Our approach includes resources and interventions to improve mental fitness, prevent mental health decline, encourage healthy behaviours, and empower students to manage their own wellbeing. We provide a range of internal support services, and work in partnership with the NHS and other external organisations to ensure students can access the most appropriate support, as and when they need it. We recognise our legal duties to adhere to health and safety regulations, safeguard children and adults at risk, and comply with the Equality Act 2010, while maintaining appropriate boundaries at individual and institutional level.

This Access and Participation Plan has been developed, and its implementation will be driven, by an APP Steering Group with senior, cross-institutional membership. The Steering Group has a dual reporting line into the University Recruitment Committee (access) and the Education Committee (retention and success) which report upwards to the Senior Leadership Team and Academic Council respectively. The steering group is co-chaired by the Student Services Director, who is the institutional lead for access and participation, and the Pro Vice-Chancellor Education, demonstrating our commitment to embedding equality of opportunity across our academic and professional services. Once we move from the development to implementation phase, the membership of the steering group will be reviewed and expanded to ensure wider institutional and student involvement, and to support the development of localised targets and action plans.

There is synergy and cohesion between our Access and Participation Plan, objectives set as part of our Public Sector Equality Duty and other Equality, Diversity and Inclusion (EDI) initiatives. The University has recently implemented a new EDI governance structure to ensure these principles are embedded across the institution. The EDI committee reports to our Senior Leadership Team, with faculty and directorate action groups driving forward local actions and priorities. Members of the Executive are senior champions and sponsors for different protected and/or identity characteristics. The chairs of our self-organised People of Colour and LGBTQI+ staff networks, and our Network of Equality Champions, which includes both staff and student members, sit on the EDI committee to represent the views and priorities of their members. Staff networks play an important role in developing institutional understanding of the barriers faced by the communities they represent and creating an inclusive environment for students and staff alike. Each year the Network of Equality Champions invites proposals for small scale projects that will contribute to delivering progress against our APP priorities. This creates an opportunity to engage staff and students in trialling new, innovative solutions to access and participation issues.

Our institutional work to support equality, diversity and inclusion has been recognised with Bronze Race Equality and Athena Swan charter marks. These self-assessment exercises and detailed action plans will drive further progress in mitigating risks to equality of opportunity and achieving our access and participation objectives. Equality impact will be integral to the management and evaluation of the access and participation initiatives described in this plan. We will consider the reach and impact of activities and strategic measures in relation to protected characteristics such as age, race, disability and religion or belief to identify and address any unintended consequences or unforeseen benefits.

## Student consultation

The University recognises the financial and personal investment made by students in higher education, a significant proportion of which is devoted to access and participation. Therefore, it is essential that our students are active partners and co-creators in the development and implementation of our APP. Learner involvement underpins each of our intervention strategies, and we actively 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. In meetings with the University's APP Steering Group, feedback from the Students' Union has specifically influenced the activities referenced within this plan. For example, highlighting their expectation that the risk of ongoing impacts of the coronavirus, cost pressures and mental health would be considered and addressed through our intervention strategies. The University participated in a focus group run by the Students' Union where effective awareness and communication about the range of activities and support available was raised as an area of concern, with more effective signposting required. Student participants also emphasised the importance of effective support for students with mental health conditions. We will seek to address these concerns through working with the Students' Union to increase awareness of the new APP and the commitments within it, once approved. The Students' Union is represented on the Education Committee and the University Recruitment Committee which have oversight of the access and participation plan and the strategic measures therein. New incoming sabbatical officers will be invited to join the APP Steering Group when they take up their posts in July to ensure joint oversight of the plan's implementation and evaluation.

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 and funded by the University. We have recently discussed working together on educational programmes for students as part of efforts to prevent and tackle harassment and sexual misconduct in our community. We are also hoping to roll out a regular breakfast club on campus for students experiencing cost pressures, following a successful pilot delivered by the Union of Kingston Students and funded by the University's Network of Equality Champions.

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. Student equality collaborators have contributed to projects such as improving the financial support application process and recommending changes to the Student Complaints and Student Conduct and Behaviour Procedures to make these more accessible and understandable for students. Our flagship Future Skills programme, at the heart of the Town House Strategy, is being developed in close consultation with our Future Skills Student Forum, a group of more than 30 students at all levels of study, across all faculties who have been recruited to help shape the

development of the Navigate, Explore and Apply modules. We anticipate continuing these productive student partnerships throughout the implementation of this plan.

The Student Academic Development and Research Associate Scheme (SADRAS) is referenced as part of our evaluation strategy and provides students with the opportunity to work alongside academic staff in undertaking educational and pedagogic research with a specific focus on access and participation. 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.

## **Evaluation of the plan**

Increasing the quality and volume of our evaluation has been a strategic priority in delivering our access and participation plan for 2020/21 onwards. In renewing these commitments, we have undertaken an updated review of our evaluation practices using the OfS evaluation self-assessment tool, with the aim of ensuring the outcomes of our evaluation benefit the wider sector, as well as informing and improving our internal approach. In each of the five strands we scored as follows: strategic context (19/24); programme design (16/18); evaluation design (7/9); evaluation implementation (14/20); and learning from evaluation (16/22). On this basis, we are categorised as having 'emerging' evaluation practice.

The self-assessment has highlighted areas of good practice including:

- A clear institutional focus on the importance of evaluation, with dedicated (and increased) evaluation support within the Planning department;
- Individualised data routinely collected for on-course targeted activity to aid monitoring and evaluation;
- Regular impact evaluations of on-course activity generating a body of OfS Type 2 evidence on the impact of these on participants, compared to relevant comparator groups;
- Opportunities for learning from evaluation are well embedded in delivery teams;
- The Student Academic Development and Research Associate Scheme (SADRAS) provides students with the opportunity to work in partnership with academic staff to undertake educational and pedagogic research with a specific focus on access and participation.

In addition to the above, we have identified several areas for development including:

- To make better use of internal institutional research networks (such as the Kingston Educational Research Network) to formalise how APP evaluation is disseminated, and utilising best practice from academic and professional service colleagues alike;
- Consider what data is collected from students engaged with pre-entry activities and how this is stored, to enable better evaluation of raising attainment and HE progression activities;
- Make better use of the Higher Education Access Tracker tool for KS4/KS5 and HE progression evidence for pre-entry activity;

- Consider evaluation design for pre-entry activity to move from whole programme evaluation to more intervention specific evaluation;
- More closely align qualitative and quantitative evaluation to gather more robust evidence and to triangulate findings;
- Making more use of externally validated surveys, such as the new TASO survey tool;
- Improving the quality and volume of individualised data collected for students undertaking professional experience to better measure impact;
- Commit to publishing evaluation reports on our website, and on any OfS repository, to support the sector to increase the evidence base for access and participation activities.

These institutional improvements, alongside our detailed intervention strategy evaluation plans (Annex B) will improve the quality and quantity of evaluation undertaken; close the evaluation cycle internally to improve interventions; and contribute to sector knowledge on what works.

In most cases we are aiming to generate OfS Type 2 evidence, where outcomes for participants in individual activities are considered in relation to a relevant comparator group. At this stage we are not in a position to conduct experimental or quasi-experimental evaluation, however we will supplement our quantitative comparator analysis with relevant qualitative evaluation where possible. Where it is not feasible to collect individualised data, or for whole institution interventions where it is not possible attribute change to one specific intervention, we will focus on OfS Type 1 evidence with qualitative analysis where available. We will be focussing on evaluating individual activities within each intervention strategy, as opposed to evaluating each intervention strategy as a whole due to the complex nature of inclusive and targeted activity.

The University's Privacy notice for enrolled students states that data may be used for, 'research (for example, academic research, *evaluation research*, student surveys and market research)'. Therefore, we have appropriate authorisation to use student data to evaluate the activities included in this plan.

Progress against objectives, monitoring of activity outputs, and any applicable evaluation reports will be received by the APP Steering Group which meets termly, while annual summary reports will be presented to the Education Committee, University Recruitment Committee, the Senior Leadership Team and the Board of Governors. Evaluation reports will also be routinely shared with activity practitioners, and provider level institutional research networks.

## **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. The amount and eligibility criteria for bursaries and awards referenced in this plan are listed below, however these may be subject to change each year based on annual evaluation

outcomes and contextual factors. The most up to date information will always be made available on our website.

- *The Kingston Bursary* – at least 500 bursaries of £2,000 (in the first year of study) will be available for new undergraduate students meeting the following criteria: Home fee status; a tuition fee of £9,250; commencing the first year (Level 4) of an undergraduate degree programme at Kingston University (excludes courses eligible for the NHS Learning Support Fund); A household income of £25,000 or less assessed by the relevant funding body.
- *Back on Track awards* – up to £500 for students facing a short-term financial problem who meet the following criteria: Home fee status; Current enrolment status on an undergraduate programme at Kingston University; has taken out the full funding available through Student Finance England or Student Finance Wales; a household income of less than £42,600 as assessed by the relevant funding body.
- *Student Support Fund* – awards of up to £1,500 (no dependents) or £3,000 (with dependents) for students meeting the following criteria: Home fee status; has taken out the full funding available through Student Finance England or Student Finance Wales. Applications will be assessed based on expected income for the whole academic year, and reasonable expenditure on living costs and awards based on any additional need identified.
- *Travel Fund* – supports with travel to and from Faculty organised field trips and study visits, Study Abroad and University supported volunteering programmes for students meeting the following criteria: Home fee status; Current enrolment status on an undergraduate programme at Kingston University; has taken out the full funding available through Student Finance England or Student Finance Wales; a household income of £42,600 or less as assessed by the relevant funding body.

Discretionary financial support may be provided on a case-by-case basis to help students in crisis situations such as homelessness.

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. This will be accompanied by an accessible summary of the plan, and the publication of evaluation reports in subsequent years, as confirmed in in each intervention strategy.

## Annex A: Assessment of performance

Several internal and external data sources have been utilised to undertake a thorough assessment of Kingston University's performance across the student lifecycle:

- Office for Students (OfS) Access and Participation Data Dashboard
- OfS National Equality of Opportunity Risk Register
- OfS individualised data files
- Department for Education (DfE)
- Office for National Statistics (ONS)
- Census 2021
- Student Loans Company
- Universities and Colleges Admissions Service (UCAS)
- Internal analysis from our student records system and data dashboards

The vast majority of our students are full-time undergraduates (96% of entrants), and therefore this analysis focuses on this group, although associated interventions and measures will also benefit our part-time undergraduate population. Our analysis has identified key indications of risk to equality of opportunity at each stage of the student lifecycle: access; continuation; completion; attainment; and progression. These indications of risk are detailed in the following sections for the student groups affected.

We have taken a risk-based approach to this analysis, focusing on the most prevalent indications of risk, considering the size of any gap, the population size for the group of students, and the distribution of statistical uncertainty from the APP dataset. Internally we have analysed data for a wider range of demographics at each lifecycle stage where sufficient data is available including care experience; first-generation; household income ≤£25,000; commuter status; religion; and LGBTQ+ for retention and attainment.

Despite our primary focus on groups considered within the APP dataset, we also recognise national data reveals gaps to equality of opportunity for demographic groups where the population size is too small, or there is insufficient data to reliably report on including: Gypsy, Roma or Traveller Communities; children from military families; and refugees. We will regularly monitor outcomes for these students and respond to any emerging risks found.

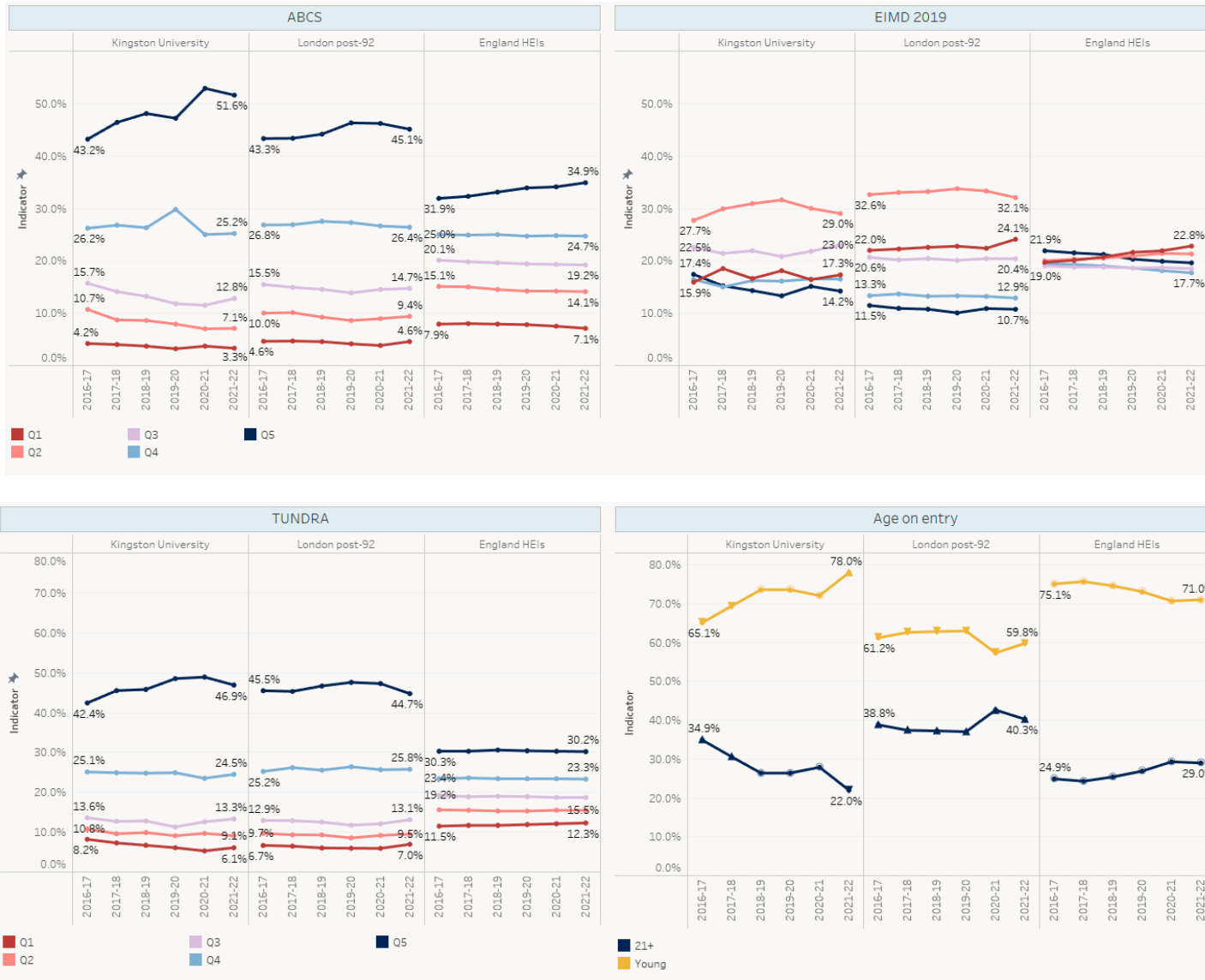
In discussion with our students' union, the indications of risk found through this assessment of performance have been linked to underlying risks to equality of opportunity included in the OfS national risk register or identified internally.

### Access

We have identified four indications of risk in the Access lifecycle stage shown in Figure 1: Association Between Characteristics of Students (ABCS) Q1; Indices of Multiple Deprivation (IMD) Q1; Tracking Underrepresentation by Area (TUNDRA) Q1; and mature students.



Figure 1 – Access indications of risk



As a London based institution that recruits most students either from London (64% of 2021/22 UK undergraduate entrants) or the Southeast of England (20%), access data is heavily influenced by our local context.

TUNDRA: Within London, only 0.8% of TUNDRA middle super output areas (MSOA) fall within Q1, and 4.2% of MSOAs are within Q2.<sup>6</sup> Within Surrey, 8% of MSOAs are in Q1, and 13% in Q2.<sup>7</sup> Therefore, the low numbers of Q1 areas in our major recruitment area makes TUNDRA less relevant as a priority. Use of POLAR4 (the predecessor to TUNDRA) as a targeting criteria has been challenging in the London context, with a large number of providers (including 30/31 higher tariff providers)<sup>8</sup> targeting a small number of schools in limited area within London.

*ABCS and White FSM:* Investigation of ABCS access data identifies ethnicity and FSM status as key demographic factors in ABCS Q1 students, however this needs to be considered in the context of Kingston's diverse entry profile (70% of 18-year-old entrants are of non-White ethnicity, and 30% have been in prior receipt of free-school meals). Whilst there is a notable gap in ABCS Q1 entry rates between Kingston and the sector, the gap is much smaller when comparing Kingston against other providers with a similar context (London post-92 providers).

When considering the impact of ethnicity on the proportion of ABCS Q1 students in our access population (), the data show only 4 ethnic groups with >5% of those students in ABCS Q1, and of those, only students of White British ethnicity make a substantial proportion of the London, and Kingston University population. OfS analysis show 90% of ABCS Q1 students are of White British ethnicity and are either in receipt of free school meals or from areas with low higher education participation.<sup>9</sup>

As an intersectional measure, only a proportion of those White British students fall into ABCS Q1, and a key focus is on White British FSM students, of which nationally 88% fall into ABCS Q1. For this group of students, compares the White FSM population within the provider to pupils within schools in our primary recruitment areas.<sup>10</sup> The data shows that Kingston University's entry population of White FSM students is broadly representative of the London population, however there is an indication of risk to entry for White FSM pupils from both the Surrey Local Authority, and the wider South East.

Targeting activity to schools with high proportions of ABCS Q1 students is particularly challenging, and HEAT have produced a briefing paper confirming that no data on ABCS will

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<sup>6</sup> OfS TUNDRA methodology document: [https://www.officeforstudents.org.uk/media/1bb543b4-776d-4941-8018-dd3c17d62504/tundra-methodology\\_20210311.pdf](https://www.officeforstudents.org.uk/media/1bb543b4-776d-4941-8018-dd3c17d62504/tundra-methodology_20210311.pdf). Accessed 11<sup>th</sup> May 2023.

<sup>7</sup> Derived using ONS Geoportal data: <https://hub.arcgis.com/datasets/e7824b1475604212a2325cd373946235/about>. Accessed 11<sup>th</sup> May 2023.

<sup>8</sup> OfS KPM analysis. <https://www.officeforstudents.org.uk/media/44fe7414-a2ca-479a-af3e-5b4c2164fc97/analysis-of-app-targets-in-relation-to-ofs-kpms.pdf>. Accessed 12<sup>th</sup> July 2023.

<sup>9</sup> OfS, White students who are left behind. <https://www.officeforstudents.org.uk/news-blog-and-events/blog/white-students-who-are-left-behind-the-importance-of-place/>. Accessed 4<sup>th</sup> June 2023.

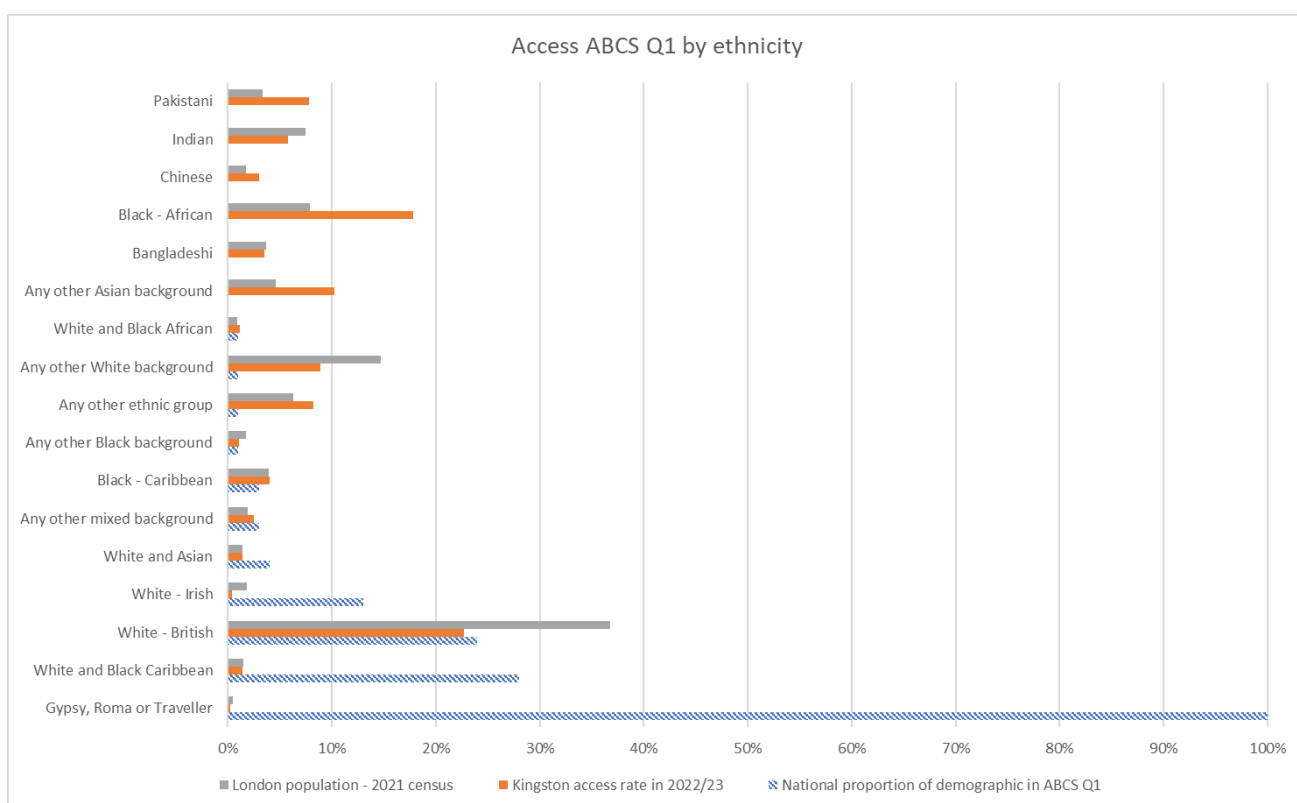
<sup>10</sup> Department for Education statistics: <https://explore-education-statistics.service.gov.uk/data-tables/permalink/a96f2d22-2591-4c5c-963e-08db4628628e>. Accessed 26<sup>th</sup> April 2023.

be provided at school level.<sup>11</sup> For these reasons, it is proposed to focus our access objective on White students in receipt of free school meals.

Table 2 – Proportion of White FSM students in the school population and Kingston University

Area	School proportion of White FSM students	Kingston proportion of White FSM students	Difference
London	5%	5%	0%
South East	13%	5%	-8%
Surrey Local authority	9%	4%	-5%

Figure 2 – ABCS Q1 data by ethnicity. Comparison between London population in 2021 census<sup>12</sup> Kingston UK UG entrants in 2022/23, and proportion of ethnicity in ABCS Q1 from OfS ABCS data<sup>13</sup>



<sup>11</sup> HEAT Service Position Paper on OfS ABCS

<sup>12</sup> UK Government census data: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest>. Accessed 11<sup>th</sup> May 2023.

<sup>13</sup> OfS ABCS access data: <https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/access-to-higher-education/>. Accessed 11<sup>th</sup> May 2023.

*IMD*: The proportion of IMD Q1 students at Kingston is lower than both the average nationally, and for other London post-92 providers. However, Kingston has a greater proportion of IMD Q2 (the second most deprived quintile) and IMD Q3 students than found within the sector.

When data is compared between the proportion of IMD Q1 students at Kingston from each geographic region, and the proportion of Q1 LSOAs by region within England as shown in Table 3, it shows a slight underrepresentation within the South East, however for our major South East recruitment area in Surrey, Kingston is representative of the Q1 areas within that local authority. Within London, Kingston has a greater proportion of IMD Q1 entrants than IMD Q1 areas within the region.<sup>14</sup>

Table 3 – IMD Q1 by England region

England region	IMD LSOA proportion Q1	Kingston Q1 proportion	Difference
London	16%	21%	5%
South East	8%	5%	-3%
Surrey Local Authority	1%	1%	0%

*Mature*: The proportion of mature entrants at Kingston has been falling in recent years. Analysis commissioned by DataHE shows that this decline is largely explained by high participation rates in London and the South East in comparison to other regions, thus depleting the pool of potential mature applicants to Kingston University based on our recruitment footprint. This depletion in the pool of mature entrants, and the anticipated significant increase in the number of 18-year-old entrants over the coming years,<sup>15</sup> along with a strategic shift Kingston has made to having less partnership provision, has led us to conclude that it would not be feasible or appropriate to introduce a target to increase the proportion of mature entrants at the current time.

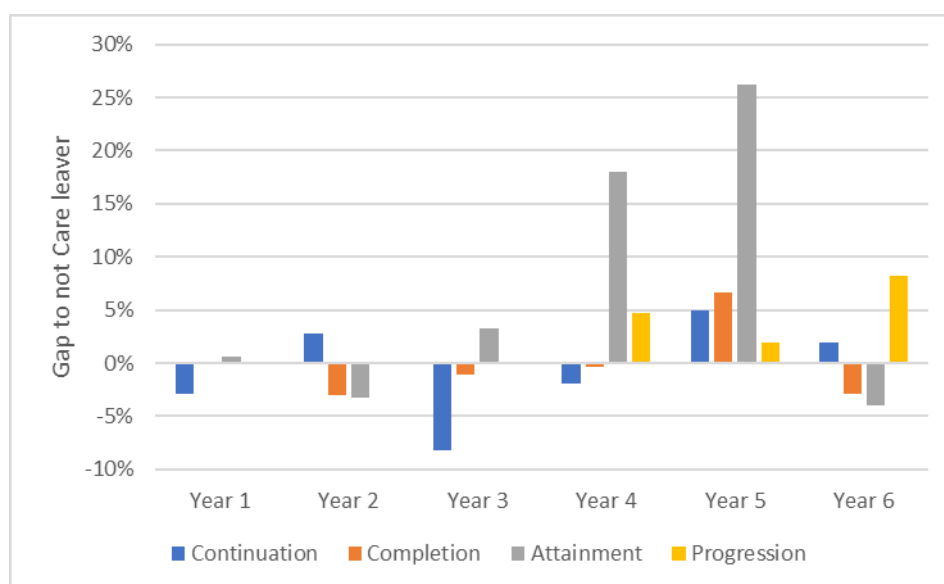
We will continue to offer subject areas that are most attractive to mature students, including Nursing (71% of students are mature) and Teaching (74% of students are mature) and ensure our mature students are well supported to achieve their desired outcomes. Our flexible and diverse provision includes degree apprenticeships, foundation and foundation degree programmes and we are exploring the possibility of introducing some fully online programmes, all of which are pathways that will support and enhance access to HE for mature learners.

<sup>14</sup> Derived from UK Government data: <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>. Whilst the proportion of LSOAs is not directly comparable to population, each LSOA contains a similar overall population size. Accessed 22th May 2023.

<sup>15</sup> UCAS – What is the Journey to a Million - <https://www.ucas.com/about-us/journey-million/what-journey-million>. Accessed 26<sup>th</sup> May 2023.

*Previous APP targets:* In the current APP, access targets are currently in place for POLAR4 quintiles 1 and 2, and care experienced students. We propose to discontinue the POLAR4 target due to the cessation of this metric and its replacement with TUNDRA. Our previous care leaver target has been met, with 2.5% of entrants in 2021/22 from a care background, against a target of 1.2%. Provisional Student Loan Company data for 2022/23 shows that Kingston University has the 5<sup>th</sup> highest number of Care Leavers in England.<sup>16</sup> In addition, analysis in Figure 3 shows outcomes for Care Leavers are broadly in-line with the general student body in the most recent year (variable year-on-year), with small gaps for progression. Due to the population sizes, year-on-year variability, and the proposed ABCS Q1 progression target (which nationally incorporate 40% of Care leavers),<sup>17</sup> a formal target is not proposed for this group of students. However, a new and developing stream of the KU Cares programme will focus on successful progression outcomes, building upon previous success on continuation and completion gaps, alongside access. We will continue to monitor our progress and respond to any emerging risks to equality of opportunity for Care Leavers.

Figure 3 – Care leaver gaps for success/progress metrics



*How target was reached:* The target to increase the proportion of White FSM students from 5.5% in 2021/22 to 7.1% by 2027/18 is based on analysis of the proportion of White FSM school age pupils in areas across the UK, utilising Department for Education school data and comparing that to the intake at Kingston. The analysis showed that for our two primary recruitment areas, London and the South East, the proportion of White FSM pupils is representative of London, but not the South East (shown in Table 2). The data shows that in 2021/22 based on our recruitment demographic, if our recruitment of White FSM pupils within the South East was representative of the school age population, our overall White FSM entry population would have been 7.1%.

<sup>16</sup> Student Loan Company care leaver data: <https://www.gov.uk/government/statistics/estranged-students-care-leavers-by-hep-ays-201718-202223>. Accessed 11<sup>th</sup> May 2023.

<sup>17</sup> OfS ABCS Progression data: <https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/progressing-from-full-time-higher-education/>. Accessed 30<sup>th</sup> August 2023.

*Summary and objective:* Based on our assessment of performance and discussions with our Students' Union, we intend to focus our objective on access gaps for White students in receipt of free school meals. We aim to increase the proportion of White FSM entrants from 5.5% in 2021/22 to 7.1% in 2027/28.

### **Continuation**

We have identified two primary indications of risk in the Continuation lifecycle stage shown in Figure 4: Association Between Characteristics of Students (ABCS) Q1; and students of Black ethnicity.

Based on analysis of the ABCS Q1 population at Kingston (Figure 5), and consideration of gaps for individual demographics with the highest proportion of ABCS Q1 students (

Table 4), intersections between demographics containing a combination of the following will be key foci in targeting and monitoring interventions: IMD Q1, with a mental health condition or of Black ethnicity.

Figure 4 – Continuation indications of risk

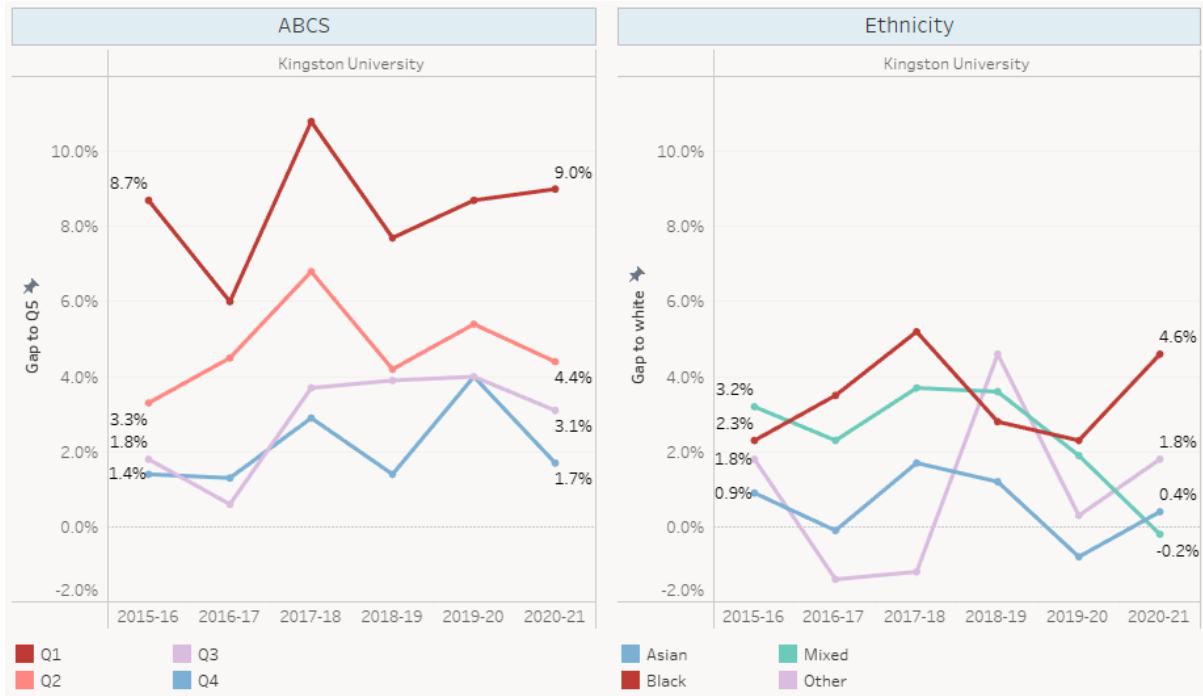


Table 4 – Continuation ABCS Q1 demographics, and individual demographic gaps

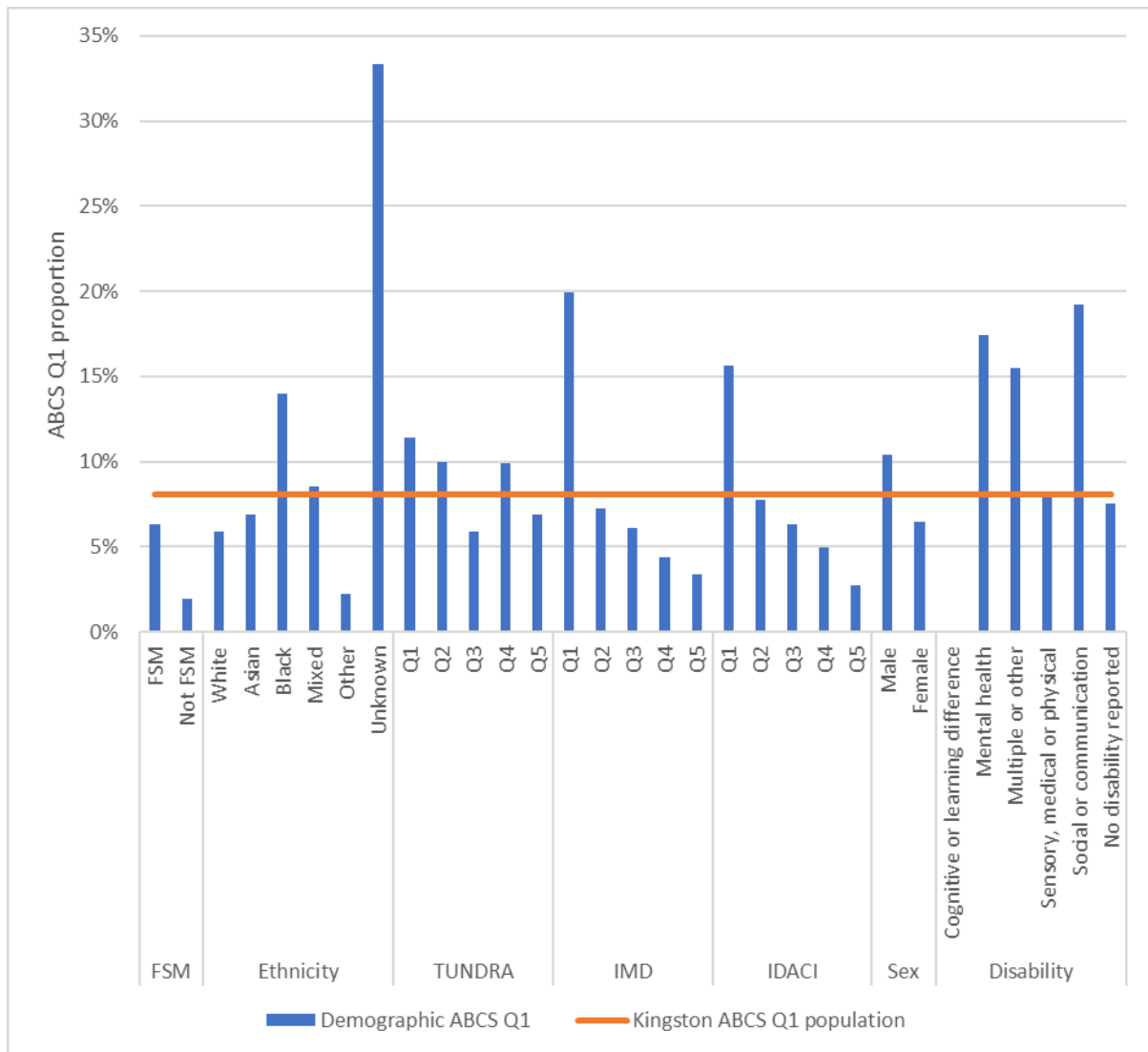
Demographic	Proportion of ABCS Q1 students	Number of ABCS Q1 students	Continuation rate gap to comparator
Unknown ethnicity	33%	5	N/A population too small
IMD Q1	20%	112	3.1%
Social or communication disorder	19%	5	N/A population too small
Mental health condition	17%	31	2.7%
IDACI Q1	16%	114	N/A data not provided in dashboard
Multiple or other impairments	15%	11	0.8%
Black	14%	114	4.6%

Due to the inclusion of a notable number of students of Black ethnicity within the ABCS Q1 continuation group, and the widest gap at the continuation stage being for ABCS Q1, we have chosen to focus our objectives and intervention strategy towards the ABCS Q1 group, which will also incorporate some of the other demographics where gaps are observed, including those with a mental health condition and from IMD Q1.

In addition, a number of our interventions take a whole institution approach to reach all students, and therefore using ABCS Q1 as a metric allow us to monitor the outcome of these strategic measures for a broader range of intersectional demographics.



Figure 5 – Proportion of individual demographics that fall within ABCS Q1 – Continuation



*How target was reached:* Analysis has been undertaken considering prior attainment of students, and what size the overall gap would have been, all other factors being equal, if continuation rates between demographics were equivalent for each group of prior attainment. This analysis is based on a report by the OfS linking prior attainment to higher education attrition rates.<sup>18</sup>

*Summary and objective:* Based on our assessment of performance and discussions with our Students’ Union, we intend to focus our objective on continuation rate gaps between ABCS Q1 and ABCS Q5. When considering the distribution of statistical uncertainty, we are confident that there is sufficient evidence to focus on this group as part of our intervention

<sup>18</sup> OfS report on Schools, Attainment, and the role of higher education. <https://officeforstudents.org.uk/publications/schools-attainment-and-the-role-of-higher-education/#:~:text=Raising%20school%20attainment%20is%20a%20critical%20way%20of,degree%20Outcomes%20and%20leading%20to%20more%20successful%20graduates..> Accessed 18<sup>th</sup> May 2023.

strategies. We aim to reduce the ABCS Q5/Q1 continuation gap from 9.0% in 2020/21 to 1.3% by 2029/30, reaching 3.9% by the end of the period covered by this plan.

## **Completion**

We have identified a number of indications of risk in the Completion lifecycle stage shown in Figure 6: ABCS Q1; mature; students of Black or Mixed ethnicity; FSM eligibility; and IMD Q1.

We have decided to focus our targeting and monitoring of interventions on students of Black ethnicity for these reasons:

- The ABCS Q5/Q1 gap had been narrowing year-on-year until 2017/18 entrants. The rise in 2017/18 correlates to a peak in continuation gaps for mature and FSM students that have since narrowed. We anticipate these reductions in continuation gaps will result in a reduction in completion gaps, as continuation is significant lead indicator.
- OfS individualised data shows male students are a majority of the ABCS Q1 population (79% in 2017/18), and the continuation gap for this group of students has decreased in the interim
- A notable proportion of ABCS Q1 students are of Black ethnicity (44%), our intended target group
- A notable proportion of IMD Q1 students are also of Black ethnicity (43%), and use of ethnicity is preferred to IMD as individual demographic measures are a better indicator of risk than postcode-based measures
- The completion gap between Black and White students has been persistent, and increased in the most recent year
- A focus on the Black completion gap, aligns with our focus on the Black degree awarding gap

Despite our objective focusing on students of Black ethnicity, a few of the strategic measures in our intervention strategies include a whole institution approach, and therefore, all students should benefit.

Analysis of the underlying reasons behind the gap in completion rates for Black students shows that it is primarily due to higher rates of withdrawal in the year of entry for students of Black ethnicity, with 66% of inactive students after 4 years becoming inactive in their year of entry.

We have also identified an indication of risk for students with a social or communication disorder in aggregated data, a gap to students with no known disability of 6.3% in the most recent 2-year aggregate.

*How target was reached:* For the target to reduce the completion gap between Black and White students, analysis has been undertaken considering prior attainment of students, and considering what size the overall gap would have been, all other factors being equal, if completion rates between demographics were equivalent for each group of prior attainment.

This analysis is based on a report by the OfS linking prior attainment to higher education attrition rates.<sup>19</sup>

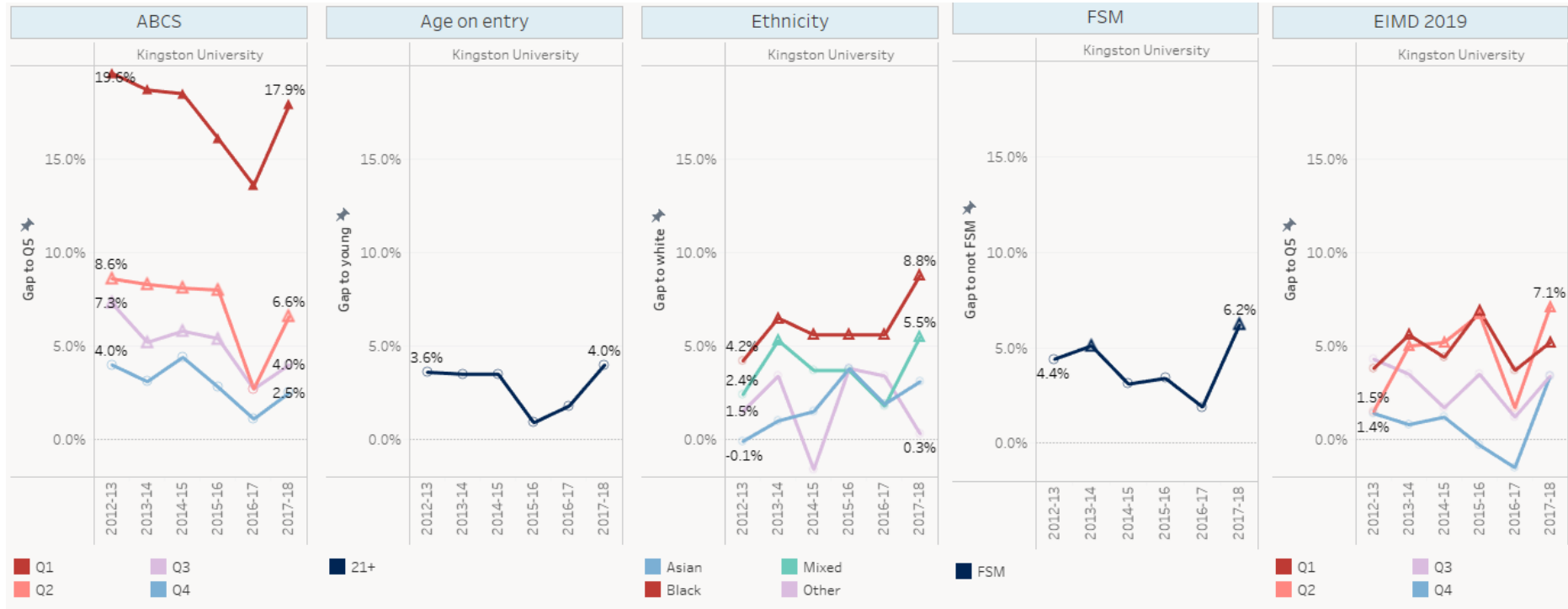
For the Social and Communication disorder target, equivalent analysis cannot be completed due to limited data, so we aim to reduce this gap to 1% by 2029/30.

*Summary and objective:* Based on our assessment of performance and discussions with our Students' Union, we intend to focus our objectives on completion rate gaps for students of Black ethnicity, and students with a Social or Communication disorder. When considering the distribution of statistical uncertainty, we are confident that there is sufficient evidence to focus on these groups as part of our intervention strategies. We aim to reduce the Black completion gap from 8.8% in 2017/18 to 1.7% by 2029/30, reaching 4.1% by the period covered by this plan. We aim to reduce the Social and Communication disorder gap to students with no known disability from 6.3% in 2017/18 to 1.0% by 2029/30, reaching 2.8% by the end of the period covered by this plan.

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<sup>19</sup> OfS report on Schools, Attainment, and the role of higher education.  
<https://officeforstudents.org.uk/publications/schools-attainment-and-the-role-of-higher-education/#:~:text=Raising%20school%20attainment%20is%20a%20critical%20way%20of,degree%20outcomes%20and%20leading%20to%20more%20successful%20graduates..> Accessed 18<sup>th</sup> May 2023.

Figure 6 – Completion indications of risk



## Attainment

We have identified several manifestations of risk in the attainment lifecycle stage, as shown in Figure 8: students of Black and Asian ethnicity; FSM eligibility; mature; and IMD Q1.

*Age on entry:* Reducing the gap between Young and Mature students was a target area in our previous Access and Participation Plan. The data in Figure 8 show the progress that has been made in reducing this awarding gap from 9.4% in 2019/0 to 6.5% in 2021/2, and we have met the committed target in our previous Access and Participation Plan to reduce the gap to 6.5%. We, therefore, will focus efforts in other areas as part of this plan, however, continue to monitor the gap for mature students going forward to ensure gaps do not widen.

*Black ethnicity:* This was a target in our previous plan, and progress was being made in closing the White/Black degree awarding gap up to 2020/21, however a concerning rise in the gap has been seen for the most recent 2021/22 qualifiers from 17.5% to 25.4%. Analysis has shown poorer outcomes for students with specific entry profiles, and in certain subject areas, which are being addressed as part of the intervention strategies. This is in addition to differential impacts of the pandemic on different groups of students. Therefore, this target will be retained with a renewed focus on activity to make progress in the narrowing of the gap.

*Asian ethnicity:* Alongside the widening of the awarding gap between White and Black students, a notable White/Asian awarding gap is also evident, increasing from 7.4% in 2020/1 to 13.9% in 2021/2, and therefore this will be an additional target area in our new APP.

*FSM:* A clear widening of the FSM/non-FSM awarding gap has arisen over the most recent two years, increasing from 4.1% in 2019/0 to 5.8% in 2020/1 and 12.9% in 2021/2. Due to the high proportion of FSM students within our study body, this is of concern and will be a third area of focus in our new APP.

*IMD:* A notable IMD Q1/Q5 gap is evident which has widened over the reference period and this has been a previous access and participation plan target, with insufficient progress to date. Intersectional analysis shown in Table 5 show that the gap is strongly intersected with students who are also Black/Asian/FSM, who incorporate 67% of the IMD Q1 students. IMD Q1 students who are also Black/Asian/FSM have 10% lower attainment rates compared to IMD Q1 students who do not fall into one of these other target groups.

Due to the inherently more challenging design of activities and developing inclusive practice based on a postcode-based metric such as IMD, as opposed to individual student characteristics, it is proposed to replace the IMD Q1 target with three other attainment targets for students of Black/Asian ethnicity or FSM, which we propose will have a beneficial impact on the IMD Q1 awarding gap. In addition for the 33% of IMD Q1 students who are not covered by one of the replacement targets, a number of our activities take a whole institution approach, which will also support the whole IMD Q1 population.

Table 5 – IMD attainment intersection with other target groups

Measure	IMD Quintile	Intersection	Value
Population	1	Black/Asian/FSM	67.2%
Attainment	1	Black/Asian/FSM	54.9%
Attainment	1	Not Black/Asian/FSM	65.9%
Attainment	5		77.1%

*Value added data:* In order to better understand the attainment data for students of Asian or Black ethnicity, we have examined value added scores (Figure 7). Our work on the use of value added has been showcased as part of an OfS Addressing Barriers to Student Success funding bid.<sup>20</sup> This allows analysis of attainment considering subject and prior attainment. The data show clear awarding gaps between White and Black/Asian students despite subject of study and prior attainment.

Figure 7 – Ethnicity value added scores

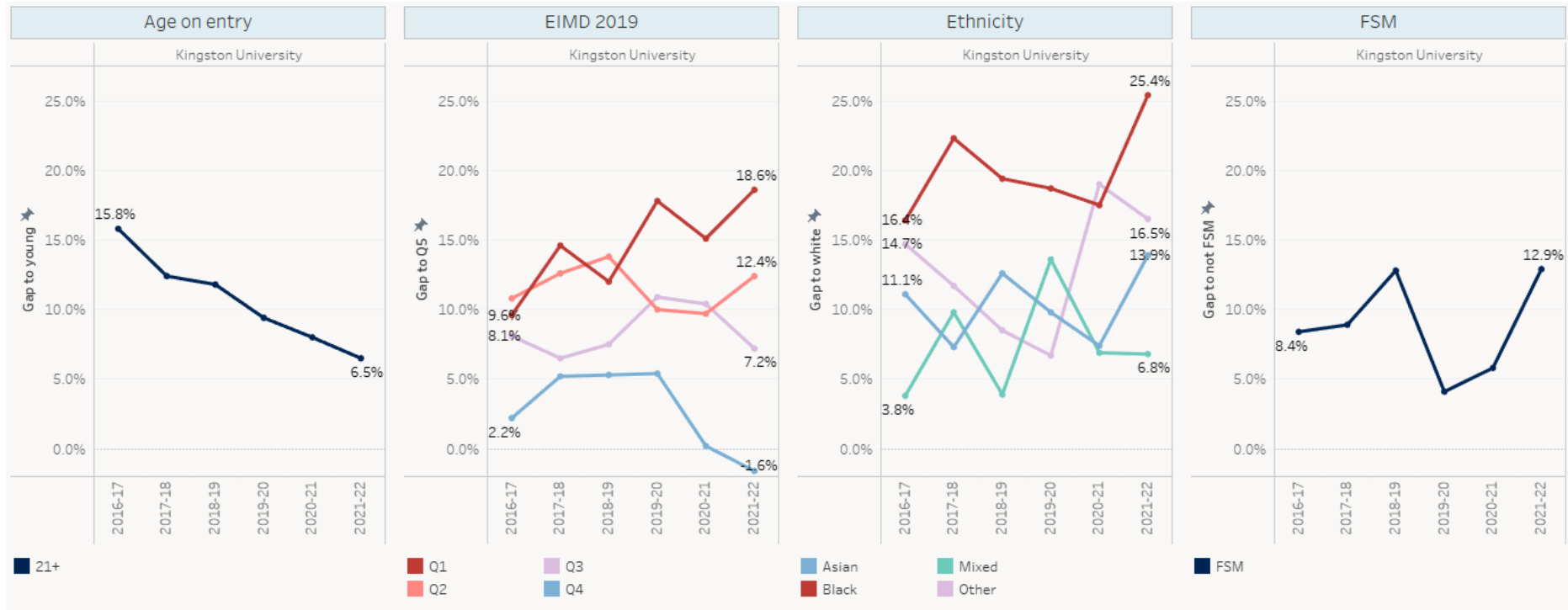
Value Added Score   Ethnicity		Academic Year					
		2016/7	2017/8	2018/9	2019/0	2020/1	2021/2
White		1.09	1.07	1.06	1.08	1.04	1.06
Asian (incl. ...)		0.97	0.98	0.93	0.99	0.95	0.91
Black		0.95	0.78	0.89	0.84	0.87	0.73
Other (incl. ...)		0.99	0.98	1.01	0.93	0.90	0.96
Unknown		0.96	0.99	1.16	1.09	0.93	1.00

*How target was reached:* Considering the value-added data, where the biggest influence is prior attainment, we have undertaken analysis to determine what the degree awarding gap for target groups would have been if there was no gap in attainment for each group of qualification on entry – the unexplained gap in attainment. The data shows that awarding gaps would have been 4.0% for Black students, 3.2% for Asian students, and 3.3% for students from FSM (gaps due to different distribution of prior attainment on entry). Therefore, the target is to eliminate the unexplained gaps by 2029/30 to these values.

*Summary and objectives:* Based on our assessment of performance and discussions with our Students' Union, we intend to focus our objectives on attainment rate gaps for students of Black ethnicity, Asian ethnicity, and FSM students. When considering the distribution of statistical uncertainty, we are confident that there is sufficient evidence to focus on this group as part of our intervention strategies. Our objectives are to: reduce the Black awarding gap from 25% in 2021/22 to 4.0% by 2029/30, reaching 11.1% by the end of the period covered by this plan; reduce the Asian awarding gap from 13.9% in 2021/22 to 3.2% by 2029/30, reaching 6.8% by the end of the period covered by this plan; and to reduce the FSM awarding gap from 12.9% in 2021/22 to 3.3% in 2029/30, reaching 6.5% by the end of the period covered by this plan.

<sup>20</sup> Kingston led OfS ABSS Value added effective practice. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/case-study-kingston-university/#:~:text=Kingston%20University%27s%20value%20added%20metric,discussion%20around%20the%20attainment%20gap.> Accessed 23<sup>rd</sup> May 2023.

Figure 8 – Attainment indications of risk



## Progression

We have identified three primary indications of risk in the progression lifecycle stage shown in Figure 10: Association Between Characteristics of Students (ABCS) Q1; students of Asian ethnicity; and students with a mental health condition.

Based on analysis of the ABCS Q1 population at Kingston (Figure 9), and consideration of gaps for individual demographics with the highest proportion of ABCS Q1 students (Table 6), key foci in targeting and monitoring interventions as part of our ABCS1 objective will be demographics containing a combination of: FSM; with a mental health condition; or of Asian ethnicity.

In addition, a number of our interventions take a whole institutional approach, such as our embedded Future Skills programme, which is designed to benefit all students while reducing differential outcomes. Use of ABCS Q1 as a metric allow us to monitor the outcome for a broader range of intersectional demographics.

Figure 9 – Proportion of individual demographics that fall within ABCS Q1 – Progression

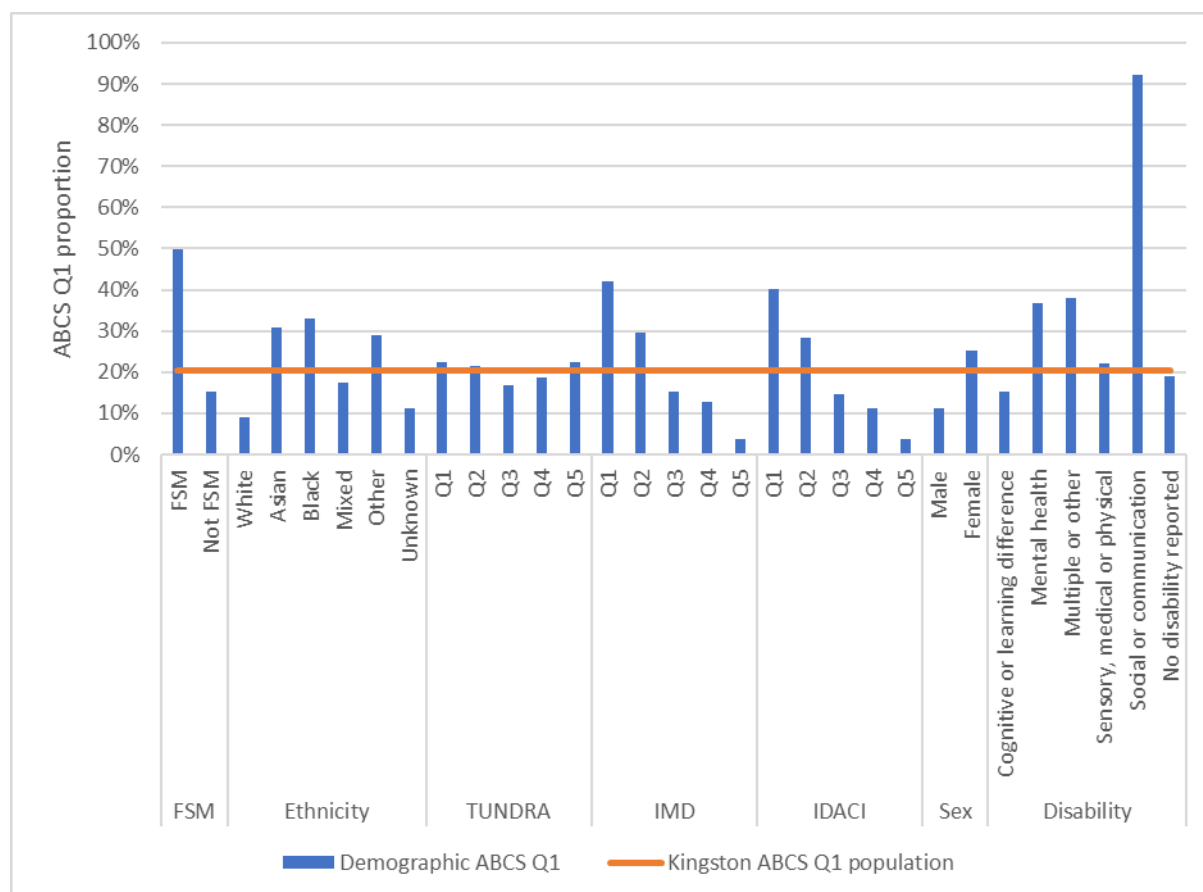


Table 6 – Progression ABCS Q1 demographics, and individual demographic gaps

Demographic	Proportion of ABCS Q1 students	Number of ABCS Q1 students	Progression rate gap to comparator
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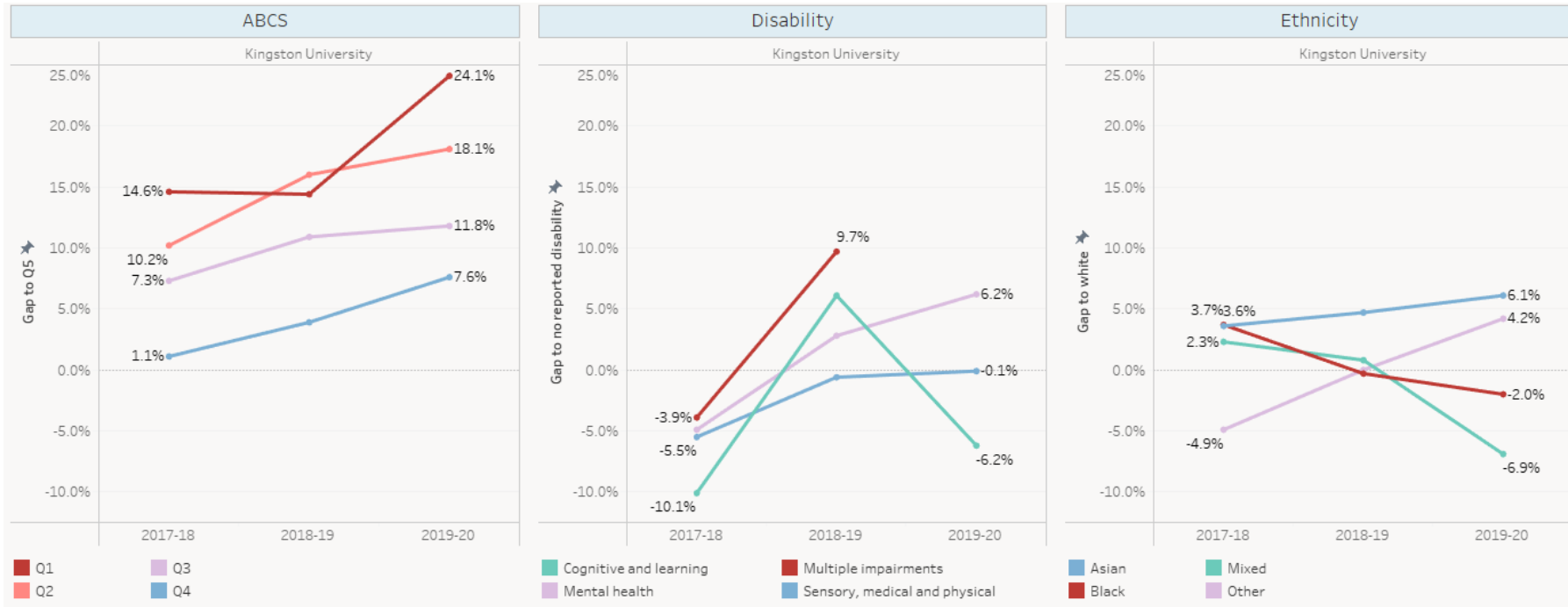


Social or communication disorder	92%	12	N/A population too small
FSM	50%	125	2.4%
IMD Q1	42%	100	0.8%
IDACI Q1	40%	116	N/A data not provided in dashboard
Mental health condition	37%	26	6.2%
Multiple or other impairments	38%	8	N/A population too small
Black	33%	95	-2.0%
Asian	31%	111	6.1%

*How target was reached:* The target has been derived by considering both historic data, but also the significant new activity in this area, and the time required for change to take effect. This means that progress is weighted towards the end, and beyond the length of this plan, as the first cohort of embedded Future Skills graduates will not complete their studies until the 2025/26 academic year.

*Summary and objective:* Based on our assessment of performance and discussions with our Students' Union, we intend to focus our objective on progression gaps for ABCS. When considering the distribution of statistical uncertainty, we are confident that there is sufficient evidence to focus on this group as part of our intervention strategies. Our objective is to: reduce the ABCS Q5/Q1 gap from 24.1% in 2019/20 to 7.5% by 2029/30, reaching 12.5% by the end of the period covered by this APP.

Figure 10 – Progression indications of risk



## Annex B: Evaluation Plans, Rationale and Assumptions

**IS1: Schools & colleges outreach programme:** The TASO evidence toolkit show that Aspiration-raising interventions including Campus visits, Summer schools and subject tasters can have a small positive impact on building aspirations to attend, and attitudes towards higher education, however the evidence show a lack of causal link to the impact of these interventions. Further evidence is required across the sector to fully understand the impact of these interventions.<sup>21</sup> TASO also show medium evidence that information, advice and guidance can has a small positive impact on progression to higher education.<sup>22</sup> Evidence from the Uni Connect evidence bank show a range of evidence of the impact of Campus visits; subject masterclasses; and information, advice and guidance sessions can have an impact on a number of outcomes, including: increased ability to make informed choices; intentions to apply to HE, improving confidence and motivation; and building subject knowledge and/or study skills.<sup>23</sup>

**Strategic partnerships & collaborations:** The OfS Insight Brief on Schools, Attainment and the role of higher education cite school sponsorship as a role universities can play in building supportive partnerships with schools.<sup>24</sup> Evidence has shown that school sponsorship can have a beneficial impact on increasing GCSE attainment.<sup>25</sup> This evidence base is the rationale behind our co-sponsorship of the Kingston Educational Trust, a multi-academy trust comprising a local secondary and primary school. The Feltham Convening Partnership is a collective impact initiative that aims to improve outcomes for children and young people by developing cross sector partnerships with 19 organisations across 9 sectors. The most recent evaluation report show success in developing collaborative working to improve the outcomes for children and young people in the area.<sup>26</sup>

**Sustained programmes:** The National Saturday Club,<sup>27</sup> receive funding from the Department for Education, The National Lottery and the Arts Council England to provide opportunities for 13-16-year-olds to study Art & Design, or Science & Engineering at Kingston for free, to build skills, nurture talents and encourage creativity. The nationwide programme delivered by 56 providers, create a network of shared knowledge and best practice. Their 2021/22 Annual

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<sup>21</sup> TASO Aspiration-raising intervention evidence toolkit. <https://taso.org.uk/intervention/aspiration-raising-interventions-pre-entry/>. Accessed 30<sup>th</sup> May 2023.

<sup>22</sup> TASO Information, advice and guidance evidence toolkit. <https://taso.org.uk/intervention/information-advice-and-guidance/>. Accessed 30<sup>th</sup> May 2023.

<sup>23</sup> Uni Connect Evidence Bank summary. <https://www.officeforstudents.org.uk/media/c304f005-89a1-4a5b-9468-b98eb7475ad4/cfe-review-of-impact-evidence-from-uni-connect-partnerships.pdf>. Accessed 31<sup>st</sup> May 2023.

<sup>24</sup> OfS Insight Brief on Schools, attainment and the role of higher education. <https://www.officeforstudents.org.uk/media/cd782ede-93d9-4de0-9f50-3c95a49aabb3/ofs-insight-brief-13-updated-10-may-2022.pdf>. Accessed 28<sup>th</sup> June 2023.

<sup>25</sup> University of Kent Academies Trust: Reflections on attainment raising and school sponsorship. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/university-of-kent-academies-trust-reflections-on-attainment-raising-and-school-sponsorship/>. Accessed 28<sup>th</sup> June 2023.

<sup>26</sup> Feltham Convening Project Evaluation Report. <https://www.conveningproject.com/sites/default/files/2022-10/FCP%20evaluation%20summary%20Sept%202021.pdf>. Accessed 28<sup>th</sup> June 2023.

<sup>27</sup> National Saturday Club. <https://saturday-club.org/>. Accessed 30<sup>th</sup> May 2023.

Review<sup>28</sup> contains a combination of qualitative and quantitative evidence of the impact that the programme can have on participants. TASO show emerging evidence that multi-intervention outreach such as our Saturday Club can have a small positive impact of aspirations and attitudes, with greater impact than isolated interventions. Further evidence is required across the sector to understand the impact on HE entry rates.<sup>29</sup> TASO has shown there is emerging evidence that Mentoring, counselling, coaching and role models, similar to our planned Mentoring / tutoring programme can have a small positive impact on aspirations and attitudes, though more evidence is needed on the impact on behaviour / outcomes.<sup>30</sup>

*Attainment raising activity:* The OfS raising attainment toolkit show evidence that after school clubs and summer schools (similar to our Saturday Club and Lab in a Lorry programme) can have a positive impact on higher GCSE grades if implemented effectively.<sup>31</sup>

**IS2: Head Start:** The programme has been running since 2012 and evaluated over a number of years. Our most recent impact evaluation shows a significant association with improved continuation and academic progression at Level 4 (particularly notable as the average entry tariff for attending students was lower), both overall, and for specific demographics (including students of Black or Asian ethnicity; with a specific learning difference from IMD Q1/2, and from low-income households). Head start evaluation questionnaires have shown an increase in confidence, awareness of services and factors linked to belonging for students who attend. In 2022, 92% of attendees said they built friendships at Head Start, 90% felt confident about starting at Kingston University and 93% had an increased awareness of support services available.

*Autism Transition Day and broader transition activity:* Evidence compiled by TASO shows correlational evidence that entry to HE is a critical point for disabled students making transitional support highly important. There are also studies linking transitional support to course completion.<sup>32</sup> More evidence is needed on the impact of transitional support, and our work will be evaluated to help build the sector knowledge in this area. Transition into University is included as a theme under the Learn Domain in the University Mental Health Charter, with evidence demonstrating that transition into university and the first year experience are hugely significant for student success, confidence, belonging and wellbeing.<sup>33</sup> Research into 'What Works? Student Retention and Success' found that a

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<sup>28</sup> National Saturday Club 2021/22 Annual Review. <https://saturday-club.org/annual-review-2021-22/>. Accessed 30<sup>th</sup> May 2023.

<sup>29</sup> TASO Multi-intervention evidence toolkit. <https://taso.org.uk/intervention/multi-intervention-outreach/>. Accessed 30<sup>th</sup> May 2023.

<sup>30</sup> TASO Mentoring, counselling, coaching and role models evidence toolkit: <https://taso.org.uk/intervention/mentoring-counselling-role-models-pre-entry/>. Accessed 28<sup>th</sup> June 2023.

<sup>31</sup> OfS Attainment Raising Toolkit, Summer schools and after school clubs. <https://www.officeforstudents.org.uk/media/f9242db8-8329-4c45-92ed-b4007e841d4e/attainment-raising-a-toolkit-final-interaction.pdf>. Accessed 30<sup>th</sup> May 2023.

<sup>32</sup> TASO Transition support into HE for disabled students toolkit. <https://taso.org.uk/intervention/transition-support-into-he-for-disabled-students-pre-entry/>. Accessed 12<sup>th</sup> July 2023.

<sup>33</sup> University Mental Health Charter. <https://universitymentalhealthcharter.org.uk/>. Accessed 12<sup>th</sup> July 2023.

culture of belonging is central to retention and success and needs to be nurtured from the earliest possible stage.<sup>34</sup>

*KU Cares:* OfS effective practice indicates that care experienced and looked after children have significantly lower education and life outcomes than the general population and are underrepresented within higher education.<sup>35</sup> In addition, OfS best practice for Estranged students found they also experience equality gaps based on national data.<sup>36</sup> The KU cares programme follows and creates best practice by providing support from access right through to graduation. Data in our assessment of performance shows small/no gaps in outcomes for care leaver students, which demonstrates the overall success of the KU Cares programme.

*Attendance and student engagement activity:* Student engagement was included in the development of our new attendance policy through focus groups and approval by the students' union. The TASO evidence toolkit shows there is emerging causal evidence to suggest that learning analytics interventions can improve students' outcomes by allowing for the early identification of the challenges they are experiencing.<sup>37</sup> QAA student engagement guidelines highlight the disruption to what students once perceived as a 'normal' way of engaging with learning and teaching, and notes that a rise in the number of commuting students may also impact engagement patterns and make the relationship between the student and the university more transactional, reducing participation in 'extracurricular' activities and potentially having a detrimental impact on the social environment for learning.<sup>38</sup> Many institutions are increasing their use of student engagement data to help provide tailored support, with research findings showing that early intervention to support engagement may enhance student continuation, completion and progression.<sup>39</sup> Internal analysis of students contacted by the Student Engagement team in 2020/21 due to low attendance/engagement, included proportions of ABCS Q1 and Black students that were higher than in the overall student population. Therefore, it is hypothesised that successful interventions to identify and meet the support needs of disengaged students, would result in improved continuation and completion for these target groups.

*Mental Health and Wellbeing Framework:* The OfS National EORR lists students of Black ethnicity and in receipt of FSM as groups among the most likely to be affected by Risk 8: Students may not experience an environment that is conducive to good mental health and

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<sup>34</sup> What works? Student retention and success change programme. <https://www.advance-he.ac.uk/guidance/teaching-and-learning/student-retention-and-success/what-works-student-retention-and-success-change-programme>. Accessed 12<sup>th</sup> July 2023.

<sup>35</sup> OfS best practice on care experienced students: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/care-experienced/>. Accessed 9<sup>th</sup> June 2023.

<sup>36</sup> OfS best practice on estranged students: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/estranged-students/>. Accessed 9<sup>th</sup> June 2023.

<sup>37</sup> TASO evidence toolkit: Learning analytics. <https://taso.org.uk/intervention/learning-analytics-post-entry/>. Accessed 23<sup>rd</sup> May 2023.

<sup>38</sup> QAA Student Engagement Guidelines. [https://www.qaa.ac.uk/docs/qaa/members/qaa-report-on-student-engagement---gh-02-05-23.pdf?sfvrsn=639aa81\\_8](https://www.qaa.ac.uk/docs/qaa/members/qaa-report-on-student-engagement---gh-02-05-23.pdf?sfvrsn=639aa81_8). Accessed 1<sup>st</sup> June 2023.

<sup>39</sup> WONKHE Research Briefing: Drawing links between insight, practice, and student success. <https://wonkhe.com/blogs/drawing-links-between-insight-practice-and-student-success/>. Accessed 23<sup>rd</sup> May 2023.

wellbeing.<sup>40</sup> Along with our assessment of performance showing indications of risk for Black and FSM students for both the completion and attainment lifecycle stages, the outcomes of this intervention strategy on these group of students will be monitored, alongside those students with a mental health condition. Our new Mental Health and Wellbeing Framework has been designed around and informed by sector best practice, including the University Mental Health Charter,<sup>41</sup> and the UUK Stepchange: mentally healthy universities report.<sup>42</sup>

*Student Hub project, Report and Support, and enquiry management:* A series of Focus Groups and in-depth interviews were held with students to inform the redesign of support services being implemented through the Student Hub project. Our development areas around harassment, including our report and support tool, have been informed by relevant evidence including the Equality and Human Rights Commission report on racial harassment in higher education,<sup>43</sup> and OfS guidance on Preventing and addressing harassment and sexual misconduct.<sup>44</sup> We welcome the OfS consultation on a new approach to regulating harassment and sexual misconduct, for which the response has not been published at the time of writing.

*Student wellbeing services:* Internal evaluation of counselling services in 2021/22 showed that students who were offered and completed all counselling sessions had better outcomes compared to students who were offered counselling but did not complete/attend all sessions. However, Asian, Black and Male students were underrepresented in the Counselling Service compared to the overall student population, while White and Female students were overrepresented. Therefore, specific monitoring of the demographic breakdown of students in receipt of counselling will be undertaken annually.

*Financial support:* Internal analysis of financial support using the OfS toolkit<sup>45</sup> over several years has shown a statistically significant association with improved rates of academic progression and continuation for bursary recipients. Evidence compiled by TASO on post-entry financial support show emerging evidence of a small positive impact of financial support on retention and completion for disadvantaged students in HE, with some evidence

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<sup>40</sup> OfS Equality of Opportunity Risk Register, Risk 8. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/risk-8-mental-health/>. Accessed 22<sup>nd</sup> May 2023.

<sup>41</sup> University Mental Health Charter. <https://universitymentalhealthcharter.org.uk/>. Accessed 22<sup>nd</sup> May 2023.

<sup>42</sup> UUK Stepchange: Mentally Healthy Universities. [https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/stepchange-mentally-healthy-universities#:~:text=Stepchange%3A%20mentally%20healthy%20universities%20is%20a%20refreshed%20strategic,university%20life%2C%20for%20all%20students%20and%20all%20staff](https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/stepchange-mentally-healthy-universities#:~:text=Stepchange%3A%20mentally%20healthy%20universities%20is%20a%20refreshed%20strategic,university%20life%2C%20for%20all%20students%20and%20all%20staff.). Accessed 22<sup>nd</sup> May 2023.

<sup>43</sup> Equality and Human Rights Commission: Tackling racial harassment: universities challenged. <https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged>. Accessed 22<sup>nd</sup> May 2023.

<sup>44</sup> Office for Students: Prevent and address harassment and sexual misconduct. <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/prevent-and-address-harassment-and-sexual-misconduct/>. Accessed 22<sup>nd</sup> May 2023.

<sup>45</sup> OfS financial support toolkit. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/financial-support-evaluation-toolkit/>. Accessed 12<sup>th</sup> July 2023.

that it can improve on-course attainment.<sup>46</sup> Analysis by the OfS in the report 'Understanding the impact of the financial support toolkit' showed a clear majority of higher education providers performing the statistical analysis reported that bursary recipients performed the same or better than non-bursary recipients for at least one of: continuation; degree completion; attainment; or positive graduate outcomes within 6 months.<sup>47</sup> Representatives from our Students' Union and Student Equality Consultants contributed to a review of our financial support offer, which led to the implementation of several recommendations for improvement. The recent OfS briefing on cost-of-living pressures on students highlight the impact of cost pressures on mental health, including analysis by Blackbullion, the NUS and a Student Minds survey.<sup>48</sup> There is a body of evidence that student mobility can have a beneficial impact on student outcomes, with 72% of Erasmus + participants reporting their experience helped them get their first job.<sup>49</sup>

*Academic support:* Academic Skills Development and Support is underpinned by an internal review completed in May 2022 informed by a survey to all KU students designed, distributed, and analysed by the Union of Kingston Students; sector analysis (both web based and targeted interviews with a selection of universities); consultation focus groups with internal staff), and analysis of 'as is' position and recommendations for improvement, approved by SLT.

Impact evaluation reports for 2019/20 found the following: Level 4 students who visited an academic skills centre (ASC) were significantly more likely to progress compared to non-engaged students; and students who visited an ASC and qualified with a degree in 2019/20 were significantly more likely to attain a 1<sup>st</sup> or 2.1 degree compared to non-engaged students. Although ASCs were associated with improved outcomes for engaged students, reach was limited to a total of 1563 registered students, representing only 8.4% of total KU population. In some faculties, certain groups were less likely to engage with an ASC than others. Therefore, a need has been identified to make academic skills centres more accessible and inclusive of all students, to extend reach and impact.

Impact evaluation reports for 2019/20 found that academic mentoring is associated with improved outcomes for both mentors and mentees.

TASO has identified Mentoring, counselling, coaching and role models as an area with emerging evidence that these activities can have a small positive impact on both

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<sup>46</sup> TASO Financial support (post-entry) evidence toolkit. <https://taso.org.uk/intervention/financial-support-post-entry/>. Accessed 12<sup>th</sup> July 2023.

<sup>47</sup> OfS report on 'Understanding the impact of the financial support evaluation toolkit. <https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financial-support-evaluation-report-2016-17-2017-18.pdf>. Accessed 12<sup>th</sup> July 2023.

<sup>48</sup> OfS insight brief – 'Studying during rises in the cost of living'. <https://www.officeforstudents.org.uk/media/6981/insight-brief-17-studying-during-rises-in-the-cost-of-living.pdf>. Accessed 12<sup>th</sup> July 2023.

<sup>49</sup> European commission report on 'Mobility and cooperation'. <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/mobility-and-cooperation#:~:text=Going%20abroad%20to%20study%20or%20to%20train%20helps%20people%20to,employment%20one%20year%20after%20graduation>. Accessed 12<sup>th</sup> July 2023.

aspiration/attitudes and behaviours/outcomes.<sup>50</sup> TASO has also shown programmes of support, including those designed to develop study skills, as an area where further evidence of effectiveness is needed.<sup>51</sup>

**IS3: Inclusive curriculum framework and staff training:** AdvanceHE confirm the importance of an inclusive curriculum to improve the experience, skills and attainment of all students, including those in protected characteristic groups. They provide rationale for an inclusive curriculum in terms of ‘Social Justice’ – the need to support students from underrepresented groups to succeed in higher education, the ‘Business case’ – to improve outcomes for students, and for ‘Professional development’ – to provide respect individual learners and diverse learning communities.<sup>52</sup> This work also includes a case study from Kingston, ‘Excellence in the inclusive curriculum’, demonstrating our commitment to best practice internally, and within the sector.<sup>53</sup>

Kingston University’s lead on the Office for Students’ Addressing Barriers to Student Success Programme,<sup>54</sup> alongside other providers showcased involvement of students, via the inclusive curriculum consultants, and our use of Value Added data in the ‘Closing the attainment gap’ project.<sup>55</sup> A recent OfS effective practice briefing includes many aspects of our Inclusive Learning and Teaching intervention strategy, including: development of an inclusive curriculum, personal tutoring, training for unconscious bias, micro-aggressions and inclusive teaching practice.<sup>56</sup>

Our work on reducing ethnicity awarding gaps has been acknowledged by a Guardian University Teaching Excellence Award,<sup>57</sup> and a NEON Widening Access Initiative Award

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<sup>50</sup> TASO Evidence Toolkit – Mentoring, Counselling, Coaching and Role models. <https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/>. Accessed 22<sup>nd</sup> June 2023.

<sup>51</sup> TASO Evidence Toolkit – Programmes of student support. <https://taso.org.uk/intervention/programmes-of-student-support-post-entry/>. Accessed 22<sup>nd</sup> June 2023.

<sup>52</sup> AdvanceHE Inclusive Curriculum Guidance - <https://www.advance-he.ac.uk/inclusive-curriculum>. Accessed 22<sup>nd</sup> May 2023

<sup>53</sup> Kingston University AdvanceHE case study on the inclusive curriculum. [https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/inclusive\\_curriculum\\_-\\_kingston\\_university\\_1590077471.pdf](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/inclusive_curriculum_-_kingston_university_1590077471.pdf). Accessed 22<sup>nd</sup> May 2023.

<sup>54</sup> Office for Students Addressing Barriers to Student Success programme – use of Value added and an inclusive curriculum to address the BME attainment gap. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-kingston-university/>. Accessed 22<sup>nd</sup> May 2023.

<sup>55</sup> Closing the attainment gap project. <https://closingtheattainmentgap.co.uk/>. Accessed 22<sup>nd</sup> May 2023.

<sup>56</sup> OfS effective practice briefing on institution wide approach to addressing the black and ethnicity minority gap. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/an-institution-wide-approach-to-addressing-the-black-and-ethnic-minority-bme-attainment-gap/>. Accessed 22<sup>nd</sup> May 2023.

<sup>57</sup> Guardian Teaching Excellence Award. <https://www.kingston.ac.uk/news/article/1810/04-apr-2017-kingston-university-wins-guardian-university-award-for-teaching-excellence/#:~:text=Kingston%20University%20wins%20Guardian%20University%20Award%20for%20teaching%20excellence,-Posted%20Tuesday%204&text=Kingston%20University%20has%20scooped%20the,and%20accessibility%20of%20its%20courses..> Accessed 22<sup>nd</sup> May 2023.



(retention and success).<sup>58</sup> A recent TASO briefing on the impact of curriculum reform on ethnicity awarding gaps provided inconclusive evidence on the impact of degree awarding gaps, and highlighted that implementation is important to achieve desired outcomes. It was recommended that providers monitor the effectiveness of implementation, levels of staff engagement, and quality of training provided. These factors will be considered in the continued implementation and evaluation of the Inclusive Curriculum Framework.<sup>59</sup>

*Inclusive curriculum consultants:* Internal evaluation of the projects already delivered by our Inclusive Curriculum Consultants provide evidence of the impact of this intervention. Evaluation of our Dance Project run in 2020/21, showed improved NSS scores, decreased Black awarding gaps, and significantly improved value added scores for Black students after completion of the project. The Inclusive Curriculum Consultants programme won the Pearson UK HE Innovate Award 2022 for the “most innovative approach to inclusivity in the classroom.”

*Data led annual monitoring:* Annual course monitoring and evaluation is an essential process in higher education institutions, and a key aspect of that within the institution as part of our annual monitoring and enhancement programme and the KCEP+ programme is to understand differential outcomes for underrepresented groups, and to target interventions for improvement at individual module/course level to address those differential outcomes. The KCEP+ applies a risk-based approach to monitoring the delivery and subsequent outcomes of courses, ensuring that issues can be identified and addressed quickly.

OfS and HEFCE analysis on degree awarding gaps confirm that the vast majority of the ethnicity awarding gaps are unexplained and cannot be accounted for by factors including prior attainment, gender, age, subject of study, among others.<sup>60</sup> Internal analysis of value added, and prior attainment show these factors cannot rationalise the evident awarding gaps, therefore addressing the institutional risk to equality of insufficiently inclusive curriculum and services is key.

*International Black Scholars Programme:* There is a body of evidence that student mobility can have a beneficial impact on student outcomes, with 72% of Erasmus + participants reporting their experience helped them get their first job.<sup>61</sup> UUK reports that these benefits are greater for students from underrepresented groups (including Black, Asian and minority

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<sup>58</sup> NEON Widening Access Initiative Award. [https://www.kingston.ac.uk/news/article/1840/16-may-2017-kingston-university-picks-up-three-neon-awards-recognising-success-in-opening-up-higher-education-to/#:~:text=The%20NEON%20\(National%20Education%20Opportunities,under%2Drepresented%20individuals%20and%20groups](https://www.kingston.ac.uk/news/article/1840/16-may-2017-kingston-university-picks-up-three-neon-awards-recognising-success-in-opening-up-higher-education-to/#:~:text=The%20NEON%20(National%20Education%20Opportunities,under%2Drepresented%20individuals%20and%20groups). Accessed 22<sup>nd</sup> May 2023.

<sup>59</sup> TASO report on the Impact of Curriculum Reform on the ethnicity awarding gap. <https://s33320.pcdn.co/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-the-ethnicity-degree-awarding-gap.pdf>. Accessed 22<sup>nd</sup> May 2023.

<sup>60</sup> OfS unexplained awarding gaps. <https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/>. Accessed 22<sup>nd</sup> May 2023.

<sup>61</sup> EEA report on ‘Mobility and cooperation’. <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/mobility-and-cooperation#:~:text=Going%20abroad%20to%20study%20or%20to%20train%20helps%20people%20to,employment%20one%20year%20after%20graduation>. Accessed 12<sup>th</sup> July 2023.

ethnic students).<sup>62</sup> Data from our Study Aboard office showed that Black students were less likely to participate in outward international mobility, so the International Black Scholars programme was set up to increase the opportunities for international mobility for Black students. The programme includes international travel to a linked University and aims to empower students to critically debate contemporary global issues such as climate change and antiracism.

*Student Academic Development Research Associate Scheme (SADRAS):* has provided an invaluable evidence base which has significantly contributed to how we develop and evolve our student support. Students undertaking paid work as research associates through the scheme are more likely to progress their year of study at first attempt, with Black students recording the biggest gain. Through a SADRAS project (n=349 students), we identified that our Black students experienced significant barriers to engaging in international mobility and launched our International Black Scholars Programme as a response.

*Targeted 360 support:* Research conducted through our SADRAS programme pointed to the multi-dimensional nature of discrimination that nursing students face, both in placement and in the University, which impact on their academic outcomes. The 360 projects, piloting first with nursing, is a response to this which takes a holistic approach to understanding the experiences of Black students and how to best support them thereby addressing differential continuation and attainment.

*Personal tutoring:* Internal research suggests that students' experiences and outcomes are enhanced by timely and effective academic support.<sup>[66]</sup> However, our current practices are not sufficiently tailored to the needs of our diverse student body increasing the risk that students will not receive effective academic support and referrals to wider university support services. Addressing this risk is central to our approach to the development of learning analytics, re-alignment of our academic support functions, student hubs project, and our Future Skills strategy. To ensure a joined-up approach, a new steering group led by the PVC Education and Executive Director of Students will oversee these developments drawing on sector best practice.

**IS4: *Navigate, Explore and Apply:*** A YouGov Survey commissioned by Kingston University highlighted key skills most needed for the future economy and society, and this has informed the development of our Future Skills Graduate Attributes which include creative problem solving, resilience, adaptability and empathy.

These Future Skills Graduate Attributes will be developed throughout the student journey and new core *Future Skills* modules are being introduced into the curriculum at each level of every course, to create space for reflection on the development of these attributes and for summative assessment of this reflection as a core learning outcome in each Future Skills module. In order to benefit the greatest number of students, and to counter issues around self-selection, and the time pressure for some groups of underrepresented students to engage in extra-curricular activity, Kingston has taken the opportunity to deliver these

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<sup>62</sup> Widening Participation in UK Outward Student Mobility, UUK.  
<https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi%20reports/widening-participation-in-uk-outward-student-mobility.pdf>. Accessed 14<sup>th</sup> June 2023.

modules not as extra-curricular activities, but as a compulsory and key part of the education of all Kingston undergraduate students. The Kingston University Future Skills agenda has been launched at the House of Commons, and also at a House of Lords select committee on the future of the UK's creative industries.<sup>63</sup>

By making the implicit development of skills and attributes more explicit within all our programmes, we aim to support students to better understand and articulate their learning, and through producing opportunities for all students to collaborate beyond their discipline, they will also be better able to translate their knowledge and skills and apply them in new contexts.

TASO has shown the currently there is more evidence needed on the efficacy of Teaching Employability skills (post-HE) on the impact on both aspirations / attitudes, and behaviour / outcomes. Our work will contribute to the evidence base of how successful this new activity will be.<sup>64</sup>

*Outreach and advocacy:* The Sutton Trust report on school career guidance highlight the importance of effective careers guidance to students in schools/colleges to empower students to make informed decisions about their future pathways. A fifth of staff/teachers in schools surveyed reported a key barrier to delivery of effective careers education is lack of knowledge about different career paths.<sup>65</sup> The Gatsby Benchmarks of Good Career Guidance are also clear evidence of the need for effective career guidance in schools for social mobility to build social capital.<sup>66</sup> The pre-entry aspect of our Outreach and advocacy is designed to support this knowledge building for staff and teachers in our key outreach partnerships to deliver effective careers guidance to their students. The British Council also highlight the importance of building effective relationships between educators and employers, and the building of these relationships is a key component of our advocacy work, and to develop their recruitment practices to be more equitable.<sup>67</sup>

*Tailored support for specific groups:* Our new ELEVATE programme to support students of Black African or Black Caribbean descent has been awarded the best widening participation initiative at the National Undergraduate Employability awards.<sup>68</sup> The programme was devised to address the underlying systemic racism experienced by people of black heritage, and to address the challenge that nationally Black students are 15% less likely than White students to enter full-time employment. The programme provides access to industry-related

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<sup>63</sup> Kingston University and YouGov future skills analysis:

<https://www.kingston.ac.uk/aboutkingstonuniversity/future-skills/>. Accessed 9<sup>th</sup> June 2023.

<sup>64</sup> TASO Teaching employability skills Evidence Toolkit: <https://taso.org.uk/intervention/teaching-employability-skills-post-he/>. Accessed 30<sup>th</sup> June 2023.

<sup>65</sup> Sutton Trust reporting on 'Paving the Way to Better Careers Guidance in Schools'. <https://www.suttontrust.com/news-opinion/all-news-opinion/paving-the-way-to-better-careers-guidance-in-schools/>. Accessed 30<sup>th</sup> June 2023.

<sup>66</sup> Gatsby Foundation. Good Career Guidance. <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>. Accessed 30<sup>th</sup> June 2023.

<sup>67</sup> British Council 'Why employers are a key ingredient to offering effective career guidance. <https://www.britishcouncil.org/education/skills-employability/tool-resources/vocational-education-exchange/career-guidance/employers-career-guidance>. Accessed 30<sup>th</sup> June 2023.

<sup>68</sup> ELEVATE NUE award. <https://www.kingston.ac.uk/news/article/2643/15-mar-2022-kingston-universitys-elevate-programme-to-empower-and-support-black-students-on-career-journeys-scoops-accolade/>. Accessed 30<sup>th</sup> June 2023.

panel events, employer insight days and interview with key industry experts.<sup>69</sup> TASO evidence on coaching show a small positive impact on both aspirations / attitudes, and behaviour / outcomes for the use of coaching and role models.<sup>70</sup>

*Beyond barriers:* Internal impact evaluation have shown positive association with engagement in Beyond Barriers with improved outcomes, including academic progression and attainment. TASO has shown emerging evidence that mentoring can have a positive impact on both aspirations/attitudes and impact on behaviour and outcomes for students.<sup>71</sup> TASO evidence on coaching show a small positive impact on both aspirations / attitudes, and behaviour / outcomes for the use of coaching and role models.

*Internships, placements and work-related learning:* DfE research on employability programmes and work placements provides evidence of a clear association between involvement of students on work placements and positive outcomes for students, though less evidence of causality due to the problem of self-selection.<sup>72</sup> By embedding opportunities for students within the curriculum, this will counter the impact of self-selection by providing experience to all students, regardless of background or ability to commit time to extra-curricular activity. TASO show emerging evidence on the small positive impact that work experience can have on impact of student behaviour / outcomes.<sup>73</sup>

## Evaluation Plan details

In addition to the evaluation detail provided in the main APP, the table below provides more detail on the evaluation of individual activities within the plan.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
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<sup>69</sup> ELEVATE programme description. <https://www.kingston.ac.uk/news/article/2400/23-oct-2020--kingston-university-careers-team-launches-new-elevate-programme-to-help-support-black-students-to/>. Accessed 30<sup>th</sup> June 2023.

<sup>70</sup> TASO evidence on mentoring: <https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/>. Accessed 9<sup>th</sup> June 2023.

<sup>71</sup> TASO evidence on mentoring: <https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/>. Accessed 9<sup>th</sup> June 2023.

<sup>72</sup> DfE report on Employability programmes and work placements in UK higher education. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1035200/employability\\_programmes\\_and\\_work\\_placements\\_in\\_UK\\_HE.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1035200/employability_programmes_and_work_placements_in_UK_HE.pdf). Accessed 30<sup>th</sup> June 2023.

<sup>73</sup> TASO Work experience evidence toolkit. <https://taso.org.uk/intervention/work-experience-post-he/>. Accessed 30<sup>th</sup> June 2023.

<p>Schools &amp; colleges outreach programme (IS1)</p>	<p>Increased applications from target students.</p> <p>Increased progression to higher education compared to a relevant comparator group.</p> <p>Increased scores on knowledge, expectations and perceptions of higher education.</p>	<p>For Higher Education and Careers fairs we will rely on OfS Type 1 evidence, with additional monitoring on the number of UCAS applications from target groups of students from these schools/colleges.</p> <p>For on campus events, we intend to generate OfS Type 2 evidence using HEAT tracking tools. Higher Education progression rates for participants from target groups will be compared to relevant comparator groups and supplemented by survey data on attitudinal outcomes.</p>	<p>An evaluation of the activities making up the intervention strategy (IS1) will be published during the 2027/28 academic year, covering activity taking place in the preceding years in the form of a written report. The long lead-time is due to the delay in obtaining longitudinal tracking data from the Higher Education Access Tracker.</p> <p>Reports will be published on our website, and on any OfS repository. In addition, where appropriate, reports will be shared at appropriate sector for a.</p>
<p>Strategic partnerships &amp; collaborations (IS1)</p>	<p>For The Kingston Academy, improvements in attainment &amp; progression especially for Free School Meal eligible pupils.</p> <p>For the Feltham Convening Partnership, improved outcomes for children &amp; young people in Feltham as measured by the partnership's evaluation, research &amp; reports.</p>	<p>For both activities we will rely on OfS Type 1 evidence, supplemented by monitoring of DfE data on outcomes for target students from these partnerships. This is in addition to evaluation completed by the Feltham Convening Partnership.</p>	
<p>Sustained programmes (IS1)</p>	<p>Increased progression to higher education compared</p>	<p>We aim to generate OfS Type 2 evidence using HEAT tracking tools. Higher Education</p>	

	<p>to a relevant comparator group.</p> <p>Increased KS4 attainment compared to a relevant comparator group.</p> <p>Increased scores on knowledge, expectations and perceptions of higher education.</p>	<p>progression rates for participants from target groups will be compared to relevant comparator group. Evidence for National Saturday Club will be supplemented national evaluation. Evidence for mentoring will be supplemented by pre- and post- survey responses of participants.</p>	
Attainment raising activity (IS1)	<p>Increased progression to higher education compared to a relevant comparator group.</p> <p>Increased KS4 attainment compared to a relevant comparator group.</p> <p>Increased scores on knowledge, expectations and perceptions of higher education.</p>	<p>We aim to generate OfS Type 2 evidence using HEAT tracking tools where feasible, such as on-campus visits. Where collecting individualised data is not feasible, we will rely on OfS Type 1 evidence, built upon by surveys of pupils and/or teachers.</p>	
Head Start (IS2)	<p>Improved outcomes (conversion, continuation, academic progression) for Head Start participants from target groups compared to relevant comparator groups; improved sense of belonging.</p>	<p>Aim to generate OfS Type 2 evidence using statistical analysis. Will investigate correlation between attendance at Head Start and improved outcomes (conversion, academic progression, continuation) for target groups, compared to a suitable comparator group.</p> <p>Pre- and post- surveys will be run to measure improved confidence and belonging for Head Start participants.</p>	<p>Evaluation of the activities making up the intervention strategy (IS2) will be published during the 2026/27 academic year, covering activity taking place in the preceding years in the form of a written report.</p> <p>Reports will be published on our website, and on any OfS repository. In addition, where appropriate, reports will be shared at</p>

Autism Transition Day (IS2)	Improved outcomes (conversion, continuation) for students with a Social or Communication disorder that attended the Autism Transition Day than those who did not.	Aim to generate OfS Type 2 evidence using statistical analysis. Will investigate correlation between attendance at Autism Transition Day with improved conversion and continuation, compared to students with an Autism Spectrum Disorder that did not attend.	appropriate sector fora.
KU Cares (IS2)	Improved outcomes (continuation, completion) for KU Cares students compared to available sector benchmarks.	Aim to generate OfS Type 2 evidence. Will investigate correlation between engagement with KU Cares with improved continuation, completion and attendance compared to available sector benchmarks, supplemented by qualitative analysis.	
Student engagement project (IS2)	Improved outcomes (continuation, completion, attainment) for students in target groups who engage with support offered by the Student Engagement team compared to relevant comparator groups.	Aim to generate OfS Type 2 evidence using statistical analysis. Will investigate correlation between engagement with Student Engagement team to compare the outcomes for target students with a suitable comparator group.	
Mental health and wellbeing framework (IS2)	Improved NSS outcomes for Q34 on mental wellbeing services.  Increase in staff completing essential training modules.	Due to lack of availability of individualised NSS data, we will combine any quantitative analysis with qualitative analysis to aim to generate OfS Type 2 evidence. Over time we will investigate whether there is greater awareness of the Mental Health and Wellbeing support	

		available for students. We will also monitor the proportion of staff completing essential training modules.
Student hub project (IS2)	<p>Satisfactory outcome of internal audit of new structures in 2024/25</p> <p>Improved student experience in accessing inclusive and responsive support services.</p>	Student feedback and pre- and post- focus groups with will be used to generate OfS Type 2 evidence, alongside outcomes from an internal audit.
Preventing and addressing harassment and sexual misconduct (IS2)	<p>Increase in the number of students reporting incidents with contact details (compared to anonymous reports) – demonstrates an increase in confidence.</p>	Aim for OfS Type 1 evidence, supplemented by monitoring of quantity of reports, and number providing contact details to measure increased confidence in reporting.
Student wellbeing services (IS2)	<p>Improved outcomes (continuation, completion, academic progression) for students who self-refer and then engage with services offered compared with those who self-refer and do not engage.</p>	Aim for OfS Type 2 using statistical analysis. Will investigate correlation between engagement with student wellbeing services and improved outcomes, compared to students who self-refer but fail to engage with support offered.
Financial support (IS2)	<p>Improved outcomes (continuation, completion, academic progression) for recipients of financial support from target groups compared</p>	Aim for OfS Type 2 evidence using a combination of: OfS financial support toolkit statistical analysis, qualitative survey/focus groups with the student body. We will investigate correlation between receipt



	with eligible students not in receipt.	of financial support and improved outcomes, both overall for financial support recipients and for specific target groups compared to an appropriate comparator group.	
Academic support (IS2)	<p>For extra-curricular activity, improved outcomes (continuation, completion, attainment) for target group students participating in programmes, compared to relevant comparator groups.</p> <p>For embedded activity, improved learner experience using module evaluation surveys.</p>	<p>Aim for OfS Type 2 evidence using statistical analysis for extra-curricular activity. Will investigate correlation between engagement in support and improved outcomes for target students, compared to a relevant comparator group.</p> <p>For embedded activity, improved learner experience will be measured using module evaluation surveys.</p>	
Inclusive curriculum framework and staff training (IS3)	<p>Improved outcomes (module marks, module pass rates) for target groups compared to relevant comparator groups in modules where staff have completed relevant training.</p> <p>Examples of how teaching staff adapted provision to provide an inclusive learning experience.</p>	<p>Aim to generate OfS Type 2 evidence. Difference-in-difference analysis will be used to compare programmes targeted by inclusive curriculum intervention, with suitable comparison programmes. Analysis will focus on both overall change and change for specific target groups.</p> <p>For staff training, aim to build upon OfS Type 1 evidence examples from staff written submission on how they have adapted teaching and personal</p>	<p>An evaluation of the activities making up the intervention strategy (IS3) will be published during the 2025/26 academic year, covering activity taking place in the preceding years in the form of a written report.</p> <p>Reports will be published on our website, and on any OfS repository. In addition, where appropriate, reports will be shared at</p>

		tutoring practice to be more inclusive.	appropriate sector fora.
Inclusive curriculum consultant programme (IS3)	Improved outcomes (module marks, module pass rates, module evaluation scores) for target students compared to relevant comparator group in relevant modules.	Aim to generate OfS Type 2 evidence. Difference-in-difference analysis will be used to compare modules engaged with curriculum consultants, compared to relevant comparator modules. Analysis will focus on both overall change and change for specific target groups.	
Data led quality assurance (IS3)	Improved outcomes (continuation, academic progression, attainment, module evaluation scores) for target students compared to relevant comparator groups.	Aim to generate OfS Type 2 evidence. Difference-in-difference analysis will be used to compare KCEP+ courses with non-targeted courses. Analysis will focus on both overall change and change for specific target groups for the intervention strategy. Analysis will be supplemented with data taken from module evaluation surveys.	
International Black Scholarship Programme (IS3)	Outcomes monitoring (completion and attainment) for participants compared to a relevant comparator group.	Aim to generate OfS Type 2 evidence investigating correlation between participation and improved outcomes compared to a relevant comparator group, built upon by qualitative evidence.	
Student and Academic Development Research Associate Programme (SADRAS) (IS3)	Improved institutional knowledge of student experience to support improved student outcomes (attainment, completion and progression).	OfS Type 1 evidence, and use of the outcomes of projects to improve the quality and focus of ongoing activity.	

Targeted 360 support (IS3)	Decreased awarding gaps for targeted schools/departments.	Aim to generate OfS Type 2 evidence. Difference-in-difference analysis will be used to compare targeted schools/departments with non-targeted examples. Analysis will focus on degree awarding gaps for targeted students.	
Personal tutoring (IS3)	Examples of how personal tutors adapted provision to provide an inclusive learning experience.	OfS Type 1 evidence, built upon with qualitative evidence.	
Navigate, Explore and Apply (IS4)	<p>Improved outcomes (module pass rates, module marks, module evaluation outcomes, pre- and post- diagnostic tests, career readiness survey) for target students compared to relevant comparator groups.</p> <p>Focus groups to understand effectiveness of embedding of skills in different disciplinary contexts.</p>	<p>Aim to generate OfS Type 2 evidence. Comparisons between target groups and a relevant comparator before and after implementation of the Navigate, Explore and Apply modules.</p> <p>Focus groups will provide additional context to the impact of the activity on outcomes for target students.</p>	<p>An evaluation of the activities making up the intervention strategy (IS4) will be published during the 2028/29 academic year, covering activity taking place in the preceding years in the form of a written report.</p> <p>Reports will be published on our website, and on any OfS repository. In addition, where appropriate, reports will be shared at appropriate sector fora.</p>
Outreach and advocacy (IS4)	More equitable recruitment processes by engaged employers.	We aim to rely on OfS Type 1 evidence for this activity, due to having no access to data to measure the impact of the activity.	
Tailored support for specific groups (IS4)	Improved outcomes (progression, continuation, attainment, academic progression) for participants compared to students from the	Aim for OfS Type 2 evidence using statistical analysis. Will investigate correlation between engagement with tailored support and improved	

	same groups who do not participate.	outcomes, compared to a relevant comparator group.	
Beyond Barriers (IS4)	Improved outcomes (progression, continuation, attainment, academic progression) compared with students from the same groups who do not participate.	Aim for OfS Type 2 evidence using statistical analysis. Will investigate correlation between engagement with Beyond Barriers and improved outcomes, compared to a relevant comparator group.	
Internships, placements and work-related learning (IS4)	Improved outcomes (progression) for target students completing centrally coordinated professional experience compared with relevant comparator groups.	Aim for OfS Type 2 evidence using statistical analysis. Will investigate the correlation between engagement with centrally coordinated professional experience and improved outcomes for target groups, compared to a relevant comparator group.	

# Fees, investments and targets 2024-25 to 2027-28

Provider name: Kingston University

Provider UKPRN: 10003678

## Summary of 2024-25 entrant course fees

\*course type not listed

### Inflation statement:

We will not raise fees annually for 2024-25 new entrants

**Table 3b - Full-time course fee levels for 2024-25 entrants**

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation degree	Pharmaceutical Science - Year 1	N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1220
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

**Table 3b - Sub-contractual full-time course fee levels for 2024-25**

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Cardiff and Vale College	10034450	9250
First degree	Royal School of Needlework(The)	10020436	9250
Foundation degree	Brooklands College - SEN and Inclusive Practice - Year 1	10000950	7000
Foundation degree	Morley College Limited - Early Years - Year 1	10004432	7000
Foundation degree	Reach Academy Feltham - Early Years - Year 1	10037673	7000
Foundation degree	Richmond upon Thames College - Early Years - Year 1	10005469	7000
Foundation degree	South Thames Colleges Group - Business	10003674	9250
Foundation degree	South Thames Colleges Group - SEN and Inclusive Practice - Year 1	10003674	7000
Foundation degree	University of Exeter - Year 1	10007792	7795
Foundation degree	West Thames College - Early Years - Year 1	10007434	7000
Foundation degree	Whitefield School - Early Years - Year 1	10045652	9250
Foundation year/Year 0	*	*	*
HNC/HND	South Thames Colleges Group - Year 1	10003674	8100
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

**Table 4b - Part-time course fee levels for 2024-25 entrants**

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6933
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

**Table 4b - Sub-contractual part-time course fee levels for 2024-25**

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	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	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2024-25 to 2027-28

Provider name: Kingston University

Provider UKPRN: 10003678

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£967,000	£1,095,000	£1,198,000	£1,257,000
Financial support (£)	NA	£1,720,000	£1,980,000	£2,170,000	£2,280,000
Research and evaluation (£)	NA	£173,000	£197,000	£216,000	£227,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£414,000	£469,000	£513,000	£538,000
Access activity investment	Post-16 access activities (£)	£443,000	£502,000	£549,000	£576,000
Access activity investment	Other access activities (£)	£110,000	£124,000	£136,000	£143,000
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£967,000</b>	<b>£1,095,000</b>	<b>£1,198,000</b>	<b>£1,257,000</b>
Access activity investment	<i>Total access investment (as % of HFI)</i>	2.5%	2.5%	2.5%	2.5%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£967,000	£1,095,000	£1,198,000	£1,257,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£1,150,000	£1,300,000	£1,440,000	£1,500,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£570,000	£680,000	£730,000	£780,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£1,720,000</b>	<b>£1,980,000</b>	<b>£2,170,000</b>	<b>£2,280,000</b>
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	4.5%	4.5%	4.5%	4.5%
Research and evaluation investment	Research and evaluation investment (£)	£173,000	£197,000	£216,000	£227,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.5%	0.5%	0.5%	0.5%

# Fees, investments and targets

## 2024-25 to 2027-28

Provider name: Kingston University

Provider UKPRN: 10003678

### Targets

**Table 5b: Access and/or raising attainment targets**

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Kingston University will increase the proportion of White students in receipt of free school meals from 5.5% to 7.1% of our intake by 2027/28.	PTA_1	Access	Intersection of characteristics	Other (please specify in description)		White students in receipt of free school meals. Data sourced from OIS APP individualised data	No	Other data source (please include details in commentary)	2021-22	Percentage	5.5	5.5	5.7	6.3	7.1
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

**Table 5d: Success targets**

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Kingston University will reduce the continuation gap between students from ABCS Q1 and ABCS Q5 from 9.0% to 1.3% by 2029/30, reaching 3.9% by the end of the period covered by this plan.	PTS_1	Continuation	Association Between Characteristics of Students (ABCS)	ABCS quintile 1	ABCS quintile 5		No	The access and participation dataset	2020-21	Percentage points	9.0	7.7	6.4	5.2	3.9
Kingston University will reduce the completion gap between White and Black students from 8.8% to 1.7% by 2029/30, reaching 4.1% by the end of the period covered by this plan.	PTS_2	Completion	Ethnicity	Black	White		No	The access and participation dataset	2017-18	Percentage points	8.8	7.6	6.4	5.3	4.1
Kingston University will reduce the completion gap between students with a Social or Communication disorder and those with no known disability from 6.3% to 1.0% by 2029/30, reaching 2.8% by the end of the period covered by this plan.	PTS_3	Completion	Reported disability	Social of communication impairment	No disability reported	Baseline data is 2016-17 and 2017-18 two year aggregate	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	6.3	5.4	4.5	3.7	2.8
Kingston University will reduce the degree awarding gap between students of White and Black ethnicity from 25.4% to 4.0% by 2029/30, reaching 11.1% by the end of the period covered by this plan.	PTS_4	Attainment	Ethnicity	Black	White		No	The access and participation dataset	2021-22	Percentage points	25.4	21.8	18.3	14.7	11.1
Kingston University will reduce the degree awarding gap between students of White and Asian ethnicity from 13.9% to 3.2% by 2029/30, reaching 6.8% by the end of the period covered by this plan.	PTS_5	Attainment	Ethnicity	Asian	White		No	The access and participation dataset	2021-22	Percentage points	13.9	12.1	10.3	8.6	6.8

