

Goldsmiths, University of London

Summary of 2025-26 to 2028-29 access and participation plan

What is an access and participation plan?

An access and participation plan sets out measures that will be meaningful and effective in promoting equality of opportunity for students from underrepresented groups, as determined by the Office for Students. You can see the full access and participation plan for Goldsmiths, University of London at <https://www.gold.ac.uk/governance/public-information/ofs/>.

Key points

Goldsmiths is a small university delivering world-leading research and excellent teaching from our campus in the heart of South East London. Our student body is diverse, with the majority of our 3,500 home undergraduate students belonging to groups at risk of not experiencing equality of opportunity in higher education. Our plan includes commitments to activities that are designed to maintain this degree of diversity, but our focus is on improving success and progression for current students and recent graduates from underrepresented groups. The student groups targeted through our plan include Global Ethnic Majority students, socio-economically disadvantaged students, students with mental health conditions, mature students, care-experienced and estranged students.¹ See pages 1–6 of the access and participation plan for more information.

Fees we charge

The maximum fees charged for home undergraduate and postgraduate initial teacher training entrants in 2025-26 will be £9,535 for full-time students and £4,767.50 for part-time entrants. Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X. See page 72 of the access and participation plan for more information.

Financial help available

Goldsmiths has a generous Student Hardship Fund which assists disadvantaged students experiencing financial hardship to continue with their studies. We also offer a range of scholarships and bursaries, as detailed below. See pages 44–45 and pages 53–56 of the access and participation plan for more information about application and selection processes for these awards.

Name	Eligibility criteria and value of awards
Care-Experienced and Estranged Students' Bursary	Home undergraduate and PGCE students who have been in local authority care, kinship care, are an unaccompanied asylum-seeking child, or are under the age of 25 and estranged from their parents or legal guardians. This award is guaranteed to all eligible students who meet the criteria. £1,000 a year for one, three or four years, depending on the length of the student's course.
Access Programme Scholarship	Home undergraduate students who studied for an Access to HE Diploma. This award is not guaranteed to all students meeting the criteria. £1,000 a year for three years.
Disabled Students' Bursary	Home undergraduate students who declared a disability in their UCAS application. This award is not guaranteed to all students meeting the criteria. £3,000 a year for three or four years, depending on the length of the student's course.

¹ Global Ethnic Majority (GEM) is the term we use to collectively refer to Black students, Asian students, Mixed students, and students of other ethnicities. This term has been selected following engagement with GEM students about their preferences.

Equity Awards	Home undergraduate students of Black, Asian, Mixed or Other ethnicities, and Gypsy, Roma, Traveller students, whose household income is below £35,000. This award is not guaranteed to all students meeting the criteria. £3,000 a year for three or four years, depending on the length of the student's course.
International Response Scholarship	Undergraduate offer holders with refugee status in the UK or with an active application for asylum in the UK. This award is not guaranteed to all students meeting the criteria. Offer holders must apply by the deadline, ahead of joining Goldsmiths. Full tuition fee waiver, accommodation fee for a single study bedroom in Goldsmiths halls of residence (up to £200 a week for 40 or 41 weeks), and an allowance of £8,825 for each year of study.
Lewisham Fee Waiver	Home undergraduate students who have lived in Lewisham for three years prior to entry and whose household income is below £35,000 a year. The award is not guaranteed to all students meeting the criteria. A full tuition fee waiver for three or four years, depending on the length of the student's course.
Mature Student Scholarship	Home undergraduate students aged 25 or over upon entry. The award is not guaranteed to all students meeting the criteria. Students must apply by the deadline in their first year of study. £3,000 a year for three or four years, depending on the length of the student's course.
New Cross Fire Bursaries	Home undergraduate students of Black, Asian, Mixed or Other ethnicities, and Gypsy, Roma, Traveller students, whose household income is below £35,000 and who have lived in Lewisham for three years prior to entry. The award is not guaranteed to all students meeting the criteria. £4,500 split across three or four years, depending on the length of the student's course.
PGCE Disabled Students Bursaries	Home PGCE offer holders who have a disability which they declared in their UCAS application. This award is not guaranteed to all students meeting the criteria. £4,500 cash bursary (single year of study).
PGCE Mature Student Scholarship	Home PGCE offer holders aged 25 or over upon entry and undertaking a non-salaried PGCE. This award is not guaranteed to all students meeting the criteria. £3,000 cash bursary (single year of study)

Information for students

We commit to providing clear, timely and accessible information to applicants and students regarding their fees and the financial support available to them. This information is shared on our website. See pages 53–54 of the access and participation plan for more information.

What we are aiming to achieve

Across the period of the plan, we are aiming to significantly reduce, and in some cases eradicate, gaps in continuation, attainment and progression between underrepresented students and their peers. We also intend to improve our understanding of our students and deliver outreach activities which meet the needs of schools, colleges and communities, contributing to sector-wide efforts to improve access to higher education. See pages 6–7 of the access and participation plan for more information about our wider objectives. We have set the following targets:

- **Target PTS_1:** Reduce the continuation gap between Black and White students from 13.3pp to 6.6pp by 2028-29.
- **Target PTS_2:** Eliminate the 4.8pp continuation gap between Mixed and White students by 2028-29.
- **Target PTS_3:** Reduce the continuation gap between mature and young students from 8.6pp to 4.3pp by 2028-29
- **Target PTS_4:** Reduce the continuation gap between students with mental health conditions and those with no known disability from 5.4pp to 1.5pp by 2028-29
- **Target PTS_5:** Reduce the continuation gap between IMD Q1 and Q5 students from 7.9pp to 3.9pp by 2028-29
- **Target PTS_6:** Reduce the attainment gap between Black and White students from 19.3pp to 9.6pp by 2028-29.
- **Target PTS_7:** Reduce the attainment gap between Asian and White students from 14.1pp to 7pp by 2028-29.
- **Target PTS_8:** Eliminate the 6.1pp attainment gap between Other and White students by 2028-29.
- **Target PTS_9:** Eliminate the 3.3pp attainment gap between Mixed and White students by 2028-29.
- **Target PTS_10:** Reduce the attainment gap between IMD Q1 and Q5 students from 11.4pp to 5.7pp by 2028-29
- **Target PTP_1:** Reduce the progression gap between Asian and White graduates from 6.3pp to 3.1pp by 2028-29.
- **Target PTP_2:** Reduce the progression gap between Black and White graduates from 6.1pp to 3pp by 2028-29.

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

We have identified six intervention strategies to address the risks to equality of opportunity faced by our students. This includes reducing the impact of cost pressures on students through providing financial support and flexible employment, improving sense of belonging through peer mentoring and enhanced welcome, induction and transition activities, ensuring that teaching, assessment and learning support are inclusive and improving academic support through enhancements to personal tutoring. See pages 7–47 of the access and participation plan for more information.

How students can get involved

Our students were heavily involved in the development of our plan through a series of focus groups, interviews, and surveys. Students will be involved in the delivery and evaluation of our interventions through their essential roles as peer mentors and ambassadors. We will ensure that groups and committees involved in the delivery and monitoring of the plan include student representation. See pages 50–52 of the access and participation plan for more information.

Evaluation – how we will measure what we have achieved

We will use a range of methods to evaluate the impact of our interventions through data collection and tracking, surveys and focus groups with students. We will share the outcomes of our evaluation through a new blog on our website. See pages 7–47 of the access and participation plan for more information.

Contact details for further information

Please contact David Badger, the Deputy Academic Registrar, at [**d.badger@gold.ac.uk**](mailto:d.badger@gold.ac.uk) for more information.