# 2019-20 access and participation plan monitoring

# Provider impact report

This impact report summarises the progress made by King's College London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

## 1. Ambition and strategy

King's College London's ambition and strategy as detailed in the 2019-20 access and participation plan:

King's Vision 2029 strategy is to make the world a better place. Our work in widening participation is a cornerstone of this and how we serve society. King's objective is to lead the Russell Group in fair access and social mobility.

In terms of overarching institutional milestones, King's has made good progress in recent years (recruitment of students from state schools, BME backgrounds and disadvantaged areas). We have developed our strategic direction and activity in line with this commitment to continuous improvement, based on best practice.

Over the next five years we will consolidate and extend our programmes working with learners, schools, teachers, parents, governors, local authorities, businesses and charities to empower students from the start of their educational journeys through key stages and on into higher education. We will enhance our existing work, with a focus on raising attainment, parental engagement and working with students least likely to progress to higher education. We will embrace an experimental culture to test approaches and push the boundaries of what widening participation work can be, expanding into new areas.

To build on our work to date, we will focus on multistage interventions, attainment raising, parental engagement and work with priority groups, such as care experienced students and forced migrants.

Improving Student Success is linked to the priorities of Vision 2029 and our Education Strategy where we aim to "care about our learners on an individual basis and design mainstream interventions that remove all forms of inequality in learner engagement, retention and success". To accomplish this, we will put into place inclusive and institution-wide activity to ensure that all students succeed. This will be coupled with interventions for students who meet widening participation criteria and those with protected characteristics.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by King's College London of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of King's College London's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

### Statistical targets and milestones

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|---|---|---|---|---|---|---|---|---|---|
| T16a_01 (Access) | Proportion of young full-time first degree entrants from state schools or colleges (UK students) | 2013-14 | 72.4% | 76.0% | 77.2% | Percentage | 2019-20 | 76.6 | Limited progress |
| T16a_02 (Access) | Proportion of young full-time first degree entrants from low participation neighbourhoods (based on POLAR3, UK students) | 2013-14 | 3.7% | 4.5% | 4.9% | Percentage | 2019-20 | 3.7 | No progress |
| T16a_03 (Student success) | Proportion of all UK full-time first degree entrants continuing from Year 1 (continuing or qualifying at King's) | 2012-13 | 92.4% | 94.0% | 94.0% | Percentage | 2019-20 | 96.7 | Expected progress |
| T16a_04 (Access) | Proportion of all UK full-time first degree entrants from minority ethnic groups (students describing themselves as non-white) | 2013-14 | 38.3% | 41.0% | 41.7% | Percentage | 2019-20 | 59.8 | Expected progress |
| T16a_05 (Access) | Number of all UK full-time first degree entrants from K+ target schools and colleges | 2013-14 | 316 | 355 | 355 | Headcount | 2019-20 | 411 | Expected progress |
| T16a_06 (Access) | Proportion of UK full-time first degree entrants from ACORN categories 4 & 5 | 2013-14 | 18.6% | 22.0% | 22.0% | Percentage | 2019-20 | 25.2 | Expected progress |
| T16a_07 (Access) | Proportion of students starting the Realising Opportunities programme progressing to a research-intensive university | Other (please give details in | n/a | 38 | 39 | Percentage | 2019-20 | 52 | Expected progress |

| | | Description column) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| T16a_08 (Access) | Realising Opportunities: target for progression of RO participants to an RO partner university | Other (please give details in Description column) | n/a | 25 | 25 | Percentage | 2019-20 | 38 | Expected progress |
| T16a_09 (Student success) | Attainment gap of 1st class degrees for BME students | 2013-14 | 10.1% | -5.9 | -5 | Percentage points | 2019-20 | 8.1 | Limited progress |
| T16a_10 (Access) | King's College London Mathematics School Value Added Score percentile across all UK A-Level providers | 2015-16 | 0.5% | Top 1% | Top 1% | Percentage | 2019-20 | 1 | Expected progress |

**Other milestones and targets**

No data was returned for this section in King's College London's 2019-20 access and participation plan.

## 3. Investment commitments

### 3.1.   Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

| Financial year | 2019-20 | | |
|---|---|---|---|
| | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £2,585,390.00 | £2,507,000.00 | -3% |
| Financial Support | £8,457,599.00 | £8,322,000.00 | -2% |

## 4. Action plan

Where progress was less than expected King's College London has made the following commitments to increase the rate of progress against their targets.

| Reference Number | Steps that will be taken in the future to make expected progress against target |
|---|---|
| T16a_01 | Although marginally below target, we have made significant progress over the lifespan of this target and compared to the baseline year. We consider this performance within our expected gains. Performance has decreased slightly since the previous year, but we do not consider it significant given our performance over time and on the other measures, and our strategic shift to focus on POLAR going forward. To that effect, we have since removed state schools as a core target from our onward APP 2020/21-2024/25, since it is no longer effective as a true measure of underrepresentation or disadvantage nationally. However, we will continue to internally monitor our recruitment of stuednts from state schools in future and should it ever start to fall we would then take action. We do not expect this to happen, particularly given the strategic measures in place as part of our onward APP. |

| | |
|---|---|
| T16a_02 | We have developed a new staged approach to deliver the ambitious POLAR targets that take affect from 2020/21 onwards in our five-year Access and Participation Plan approved by the OfS. The strategic measures to achieve our goals are: 1. An expanded and enhanced contextual admissions process to broaden eligibility for students achieving in specific contexts and faced with certain challenges; 2. The phased creation and rollout of a national KCLWP programme to increase the number of applicants to King's from Quintile 1 and 2 areas to overcome the London challenge with this metric (see APP 2020/21-2024/25 for full detail). We will be reviewing progress each year, and have identified 2022/23 as a suitable staging post to make any further significant changes in response to emerging trend data. |
| T16a_09 | An extensive series of measures have been put in place and were outlined in our APP 2020/21-2024/25. The impact of these will start to be visible following this  reporting year. While it is not to target, there has been positive, forward progress in this metric and we would expect the changes we have made to begin to accelerate this further. The Vice-Deans of Education and International are leading a whole-institution change management approach to closing differences in attainment. The Student Outcomes team is supporting student and staff inclusive leaders across the university to lead change in their faculties, departments and teams through coordination, knowledge sharing and the Inclusive Education Staff and Student programmes. Student Outcomes are changing mindsets through growing the Conversations About Race programme through a train the trainer model. The team will raise awareness by supporting a strategic communications plan on inclusive education for staff and students. This is alongside other cultural and systemic changes laid out in our new APP to deliver the amended targets to close attainment gaps. |

## 5. Confirmation

King's College London confirms that:

| Student engagement |
| --- |
| Have you worked with your students to help them complete the access and participation plan monitoring student submission? |
| Yes |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan? |
| Yes |

| Verification and sign off |
| --- |
| King's College London has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. |
| Yes |

| Accountable officer sign off | |
| --- | --- |
| Name | Professor Evelyn Welch |
| Position | Interim President & Provost |

## Annex A: Commentary on progress against targets

King's College London's commentary where progress against targets was less than expected.

| Target reference number: T16a_01 |
| --- |
| How have you met the commitments in your plan related to this target? |
| Yes |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

| Target reference number: T16a_02 |
| --- |
| How have you met the commitments in your plan related to this target? |
| Yes |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Yes |

| Target reference number: T16a_09 |
| --- |
| How have you met the commitments in your plan related to this target? |
| Yes |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Yes |

## Annex B: Optional commentary on targets

King's College London's commentary on any of the targets listed in Section 2.

| Reference Number | Optional commentary |
|---|---|
| | |
| T16a_01 | |
| T16a_02 | This target was one of the previous OFFA Access Agreement targets which closed out in 2019/20 and has now been replaced. The target was performance relative to the location-adjusted benchmark, and reflects the low headcount and limited efficacy of POLAR when access actvitiy is focussed on London. As there are relatively few Q1 postcodes in London, and therefore fewer learners, a fluctuation of headcount each year can mean a high variance in performance (and low significance in the results). Our new approach to POLAR from 2020/21 onwards has been designed to mitigate against this. |
| T16a_03 | We have exceded this target, with progress greater than expected. |
| T16a_04 | We have exceded this target, with progress greater than expected. |
| T16a_05 | We have exceded this target, with progress greater than expected. |
| T16a_06 | We have exceded this target, with progress greater than expected. |
| T16a_07 | We have exceded this target, with progress greater than expected. |
| T16a_08 | We have exceded this target, with progress greater than expected. |
| T16a_09 | There has been progress in delivering this target, following a drop in 2017/18. The gap in awarding of 1st and 2.1 degress combined has made more substantial progress and we are on course to close the gap here. Year-on-year progress shows the gap in awarding 1st/2.1 combined has closed from 11.9pp in 2014/15 to 2.9pp in 2019/20 (8pp shift). As such, we are in a good position as we move forward to deliver this amended target in our APP over 2020/21-2024/25. |
| T16a_10 | |