

# Widening Participation Department

YEARBOOK

2015

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01

## Welcome

*'I definitely wouldn't be the same person without having been through such an amazing experience.'*

**Josh, K+ graduate and current student ambassador**



# Welcome to our yearbook

King's College London's widening participation work goes from strength to strength.

It has been another full and exciting year for widening participation at King's College London. The university again successfully developed an Access Agreement with the Office for Fair Access that included new benchmarks that reach through to 2020. Projects have been launched including a scheme working with younger pupils called King's Scholars. Mature learners' events have been held in conjunction with local colleges and dedicated events for this group of students at King's have sold out. The new Widening Participation Grants initiative was popular and an array of creative and thoughtful projects developed by academics is now funded. After three years of development the Learning Centre opens its doors and will provide a home for outreach and widening participation.

This year saw many firsts in our support for advisors and influencers, with our first teacher summer school, the launch of the Governors' Network at King's and our support of the Researchers in Schools teacher training programme. The Sutton Trust STEM teacher summer school ran in conjunction with Imperial College and the Royal Veterinary College and gave 24 teachers an immersive week of reconnecting with science at research-intensive universities. We also produced a 'Schools & Colleges Guide', where teachers and advisors can explore the range of outreach activity available at King's. We continued the Teacher Advocate programme, opening key 'twilight training' sessions out to a wider audience and providing attendees with information about admissions, supporting care leavers and competitive university applications. In the summer we were proud to co-host The Brilliant Club annual conference, bringing together a diverse group of teachers, students, researchers, policymakers and practitioners.

We work with many ambitious and talented students to provide them with the information and support that they need to make successful university applications. As well as our intensive programmes for year 12 and 13 students, we delivered information sessions to students from year 6 upwards. The support we offered this year included one-to-one personal statement advice for mature students, 'Making good choices' workshops with students in key stage 2 and 3 and facilitating 'Student life' and 'Competitive applications' workshops with key stage 4 and 5 students.

We hope this yearbook will give you an insight into widening participation activities across the university and that you enjoy hearing from the young people, parents, carers, teachers, students and academics that we work with. We would also like to take this opportunity to thank those who have contributed to our activities over the past year and encourage anyone thinking about becoming involved to get in contact.

**Anne-Marie Canning, Director of Widening Participation**







## Vision

King's College London will seek out and nurture talent to ensure that our pursuit of academic excellence is enriched by the diverse experiences of our students. Students from under-represented backgrounds will be supported to gain access to higher education through high-quality, innovative and effective widening participation schemes. Once they join our university, students will be helped to make a success of their studies and we will assist them throughout their student journey and beyond into employment or further study. Our academics, students and staff will be familiar with the term widening participation and understand the commitment of senior leadership and the aims of the university in this area. Parents, carers, teachers, and most importantly, under-represented potential students, will recognise King's College London as a university accessible to the best and brightest students regardless of background.

**Widening  
Participation  
Strategy  
Group**

**Office for  
Fair Access**

### **Widening Participation Department**

Our outreach activity is underpinned by a number of cross-cutting key themes including access to the professions, collaboration and partnership and a lifecycle approach to widening participation. The department reports to the Widening Participation Strategy Group every six weeks and submits an annual Access Agreement to the Office for Fair Access.

### **Extended Medical Degree Programme (EMDP)**

Now in its 15th year, the EMDP is available to students from non-selective state schools within London.

### **Enhanced Support Dentistry Programme (ESDP)**

The ESDP is based on the standard five-year Bachelor of Dental Surgery (BDS) programme, but students receive additional support and tutorials throughout their studies.

# Widening Participation at King's





### **King's College London Mathematics School (KCLMS)**

KCLMS aims to increase substantially the number of young people with the right levels of mathematical attainment to study STEM subjects at highly selective universities.

### **King's College London Students' Union**

King's students are critical to the delivery of successful widening participation activity. King's College London and King's College London Students' Union (KCLSU) are recognised as leading the way with joint working in widening participation.

### **King's Health Partners Widening Participation Committee**

The committee maintains an overview of the widening participation activity at all levels within Clinical Academic Groups.

### **WP Grants initiatives**

17 different projects funded across the university covering work from primary school pupils to students who are parents.

### **Schools and colleges liaison**

74% of schools liaison visits are delivered in state schools.

### **Outreach for Medicine Programme**

This programme works with over 500 non-selective state schools and colleges across London, reaching in excess of 5,000 students annually.

### **Outreach for Dentistry initiative**

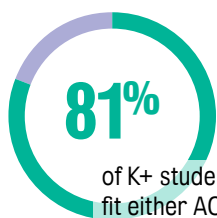
The initiative is focused on ESDP-eligible schools across London and Greater London and offers a popular evening lecture series for year 11 and 12 students.



# Aims & progress

## Aim 1a

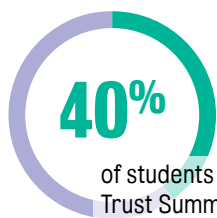
Increase the number of applications to King's College London from under-represented groups.



of K+ students this year fit either ACORN 4&5 or POLAR3 1&2.

53

students on K+/RO/ST started courses at King's in 2015.



of students on the Sutton Trust Summer School came from low-participation neighbourhoods.



4% of K+ students are young carers.

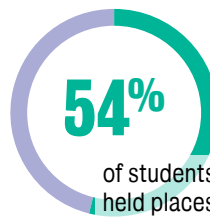
4%

of K+ students declared a disability.

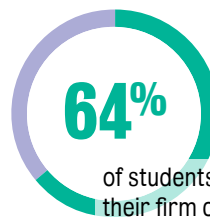
## Aim 1b

Increase the percentage of applicants to research-intensive universities (RIUs) and to higher education from under-represented groups.

Our programmes work intensively with students to support their ambitions, providing them with the information, skills and experiences to make informed and successful university applications.



of students on K+/RO/ST held places at Russell Group universities in 2015.



of students gained places at their firm choice institution.

### Key

**RO** Realising Opportunities

**ST** Sutton Trust Summer Schools

**Acorn** and **POLAR3** are socio-demographic data sets, used to measure participants' rates to higher education.

## Aim 2

Equip individuals from under-represented groups with the skills to transition to higher education.



**352**

**year 12 students**

given access to and support in using King's libraries.

### Preparing for university

We delivered our first 'Welcome to university' event to former K+ and Realising Opportunities (RO) and care leaver students. We also held our second 'preparing for university' event for K+ and RO.

## Aim 5

Encourage support for widening participation and outreach activity across all departments in King's College London.

**50**

**staff registered**

to become part of the School Governor Network.

**17**

**WP grants**

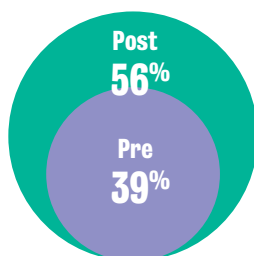
successfully awarded.

## Aim 4

### K+ students' knowledge of HE

six months into the programme.

Percentage of students rating their knowledge as 'a lot' or 'quite a lot' after four events.



## Aim 3

Equip advisors and influencers (parents, teachers, student ambassadors, all King's WP and outreach staff) with the information and tools to support learners from under-represented backgrounds into higher education.

**24**

**teachers attended**

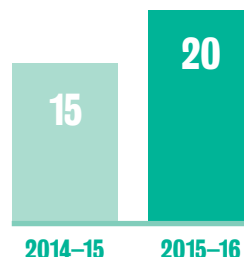
our first Sutton Trust STEM Summer School for teachers, hosted jointly with RVC and Imperial.



indicated that they would recommend it to colleagues.

### Teacher Advocates

supported in 2014–15 and new Teacher Advocates recruited for 2015–16.



**217**

**attendees**

at The Brilliant Club Conference.

**32**

**Researchers in Schools**

trainees supported.

Provide learners from under-represented groups with the information to make well-informed and aspirational decisions about their progression to higher education.

**2,000**  
**pupils attended workshops**

Working with The Brilliant Club, we have delivered sessions to visiting pupils on topics such as 'Making good choices' and 'Student life'.

**8,673**  
**potential students and advisors**

attended activities delivered in schools and colleges, providing information about university choices, applications and student life.

# Where we've worked

The Widening Participation Department works across all non-selective state schools in London and Greater London. However, we target our most intensive activities at areas with low progression to university or with high levels of economic and social disadvantage and also work closely with our most local boroughs. Over the past year we worked with 210 schools and colleges across London. The map to the right shows how these activities were distributed, with the most intensive work taking place in Lambeth, Tower Hamlets and Newham. This reflects both our targeting and the number of schools and colleges where we have strong working relationships in these boroughs.

Our King's Scholars programme, working closely with Lambeth, Southwark and Westminster boroughs, will increase our local borough engagement, with more activities over the next year. Both the Sutton Trust Summer School and our involvement in the Realising Opportunities partnership mean that we can also reach far beyond London and support students to explore universities outside their local areas.



## This year...

We have completed

**187 events**

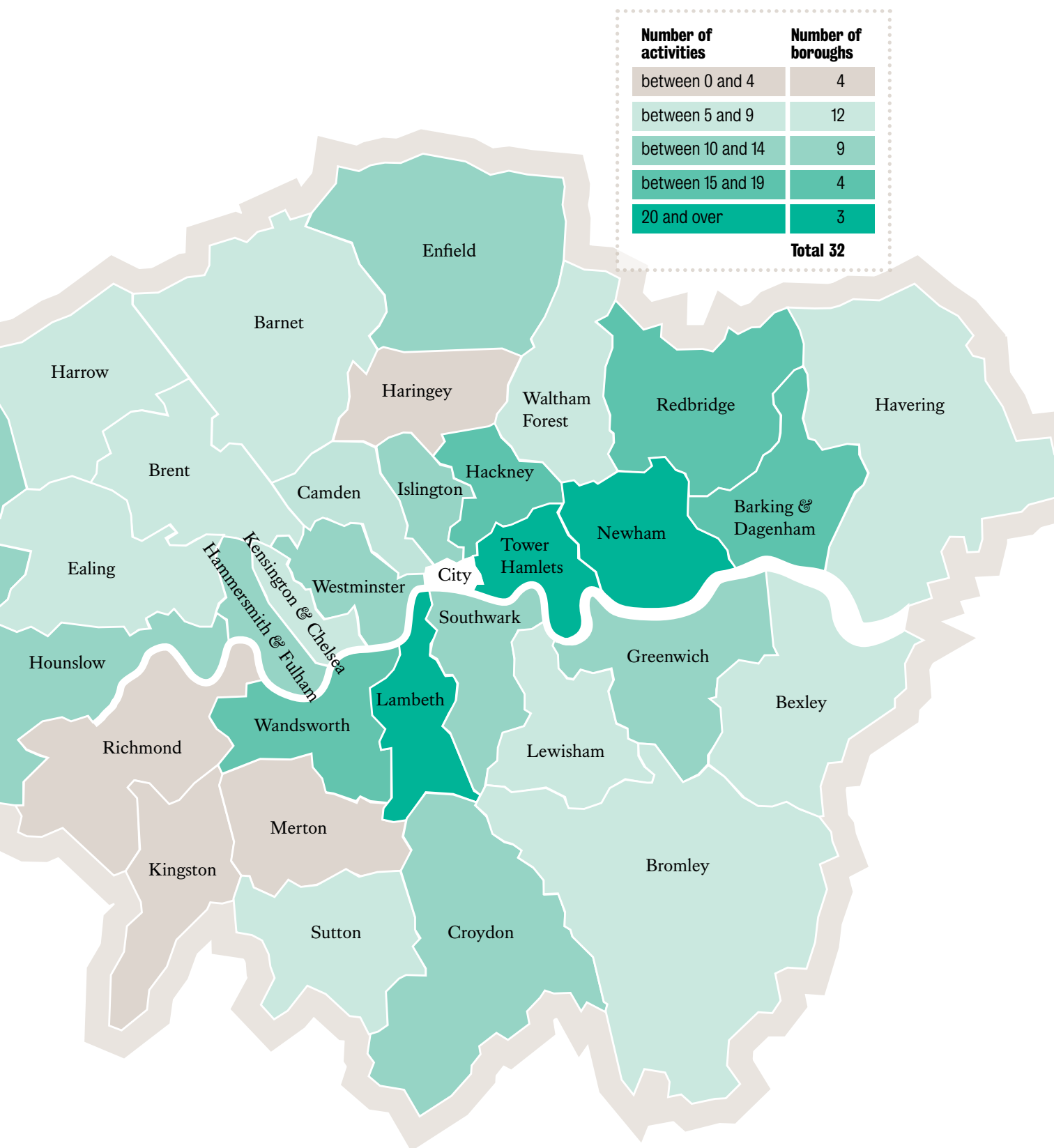
We have worked with

**210 schools** across London

We have engaged

**8,673** potential students and advisors





# 02

## Our projects





*'I think the most valuable  
part of this programme  
is being out of your comfort  
zone and working with people  
you haven't met before.'*

**K+ student**





# K+ programme

## K+ Manifesto

All participants will:

1

have an enjoyable and academically stretching experience

2

be able to complete the university application process successfully

3

be able to make informed choices about their future universities, courses and careers

4

demonstrate engagement with learning in a variety of settings

5

be able to identify skills relevant to success at university and work

6

share their experience and knowledge with peers, teachers and parents

K+ has continued to go from strength to strength and is now recruiting for its fifth cohort. The over-arching aim of K+ is to equip post-16 students, from under-represented groups, with the knowledge, confidence and skills to transition successfully to university. We have committed to this through our K+ manifesto pledge to each student.

This summer saw another successful two weeks of the Spotlight Summer School, in which students engaged in intensive academic tutorials delivered by King's PhD tutors, who are trained by our partners The Brilliant Club. Students then spent the summer working on their independent K+ academic projects, marked at an undergraduate level. Academic project titles included:

- 'Why is it important to study the genetic and environmental origins of anxiety disorders?'
- 'How have race and technology shaped how people listen to music in London?'
- 'How is American use of drones in the Middle East and Asia presented by media in the USA, the UK and the Middle East?'

In their September project feedback sessions, students commented on how useful the process had been for their A-level studies.

A full programme of engaging activities has also been a key feature of this year. We marked the graduation of our second cohort of students with a special evening of celebrations and awards, attended by over 200 guests. These included our supporters, the King's community, family, friends and the Deputy Mayor of Lambeth.

The King's academic community continues to be a great support to K+, delivering taster lectures and seminars across a wide range of degree topics. Over 45 academics have participated in this year's programme of activities, many for the first time.

We also had our first Classics lecture this year, delivered by Dr Shaul Tor:

*'Talking to the K+ students was a truly inspiring experience. Their intellectual enthusiasm, their unapologetic curiosity and adventurousness and their insightful and probing questions and suggestions made for an exciting conversation and exchange of ideas. I was left with the distinct impression, not only that these young people have what it takes for higher education, but that they are going to take by storm whatever degree programme they decide to pursue.'*



912

applications  
to K+ for the  
2014–16 cohort

8 A\*/A

grades at GCSE  
the average  
for K+ students



*'K+ gave me a platform to cultivate who I am.'*

**Josh, K+ graduate now studying English at King's**



*'During the summer school, I've learned that my opinion matters.'*

*'K+ really improved my sixth-form experience. I'd be a different person without it.'*

*'K+ provides every single opportunity for success.'*

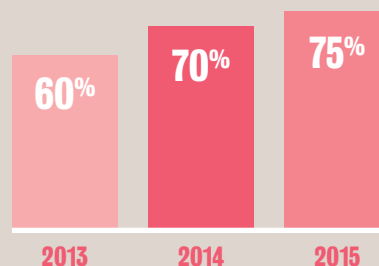
**K+ students**



**170**  
schools  
participated  
across London

**71**  
K+ students  
at King's

**Spotlight Summer School academic project grades**  
Numbers achieving a First or 2:1



# Realising Opportunities



## 67

students

from 12 schools  
across London

## 106

applications

for a place on the  
programme

## 8

events

including a trip to  
the University of York  
and a visit to the top  
of the Shard

## 5

places for RO students

on the King's College  
London pre-university  
summer school

## 38%

increase

in the number of students  
accepted to study at King's  
this year compared with  
previous cohort

The Realising Opportunities programme is a national collaboration of 15 universities working together to deliver a programme of support, information and events to year 12 and 13 students targeted from educationally and socially disadvantaged backgrounds. Over 800 young people have been supported through the Realising Opportunities programme nationally in 2014–15.

There has been a strong emphasis on events for the Realising Opportunities students. Topics covered have included careers and employability, academic writing and referencing, a spotlight on student life at King's, personal statement advice and student finance. In March we visited the University of York for the annual Realising Opportunities National Conference. Geographical mobility is an important aim of the RO programme and this was a chance for students to experience a university outside London and to consider the prospect of studying away from home.

Mentoring continues to be an important element of Realising Opportunities and we have nine King's College London students supporting the programme through e-mentoring. One of our mentors, Zain Hameed, recently won the award for Student Mentor of the Year, which acknowledges his dedication to the role in supporting the programme.

The Realising Opportunities programme puts a strong emphasis on academia and students complete a 2,000 word academic assignment during their time on the programme. We currently have 59 students taking part in the academic assignment, being supported by 23 King's PhD students.

*'Realising Opportunities has really pushed me to believe in myself and apply to research intensive universities. Being able to visit different universities and try out things I wouldn't be able to do at school was an asset to add to my personal statement as well as an amazing experience.'*

**Former Realising Opportunities student**







**REALISING  
OPPORTUNITIES**  
Working Together | Supporting Talent

University of Birmingham  
University of Bristol  
University of Exeter  
Goldsmiths, University of London  
King's College London  
University of Leeds  
University of Leicester  
University of Liverpool  
University of Manchester  
Newcastle University  
University of Sheffield  
University of Sussex  
University College London  
University of Warwick  
University of York

## Alternative offer scheme

This year King's College London became part of the alternative offer scheme within the Realising Opportunities programme. Through this scheme RO universities recognise successful completion of the programme through their admissions processes. All RO universities give applications from RO students additional consideration and may also give an alternative offer that may be lower than the standard offer normally given. This is in place to recognise the commitment shown by students as well as their achievement in completing a programme with such

a strong academic element. Although many of the students do not need the alternative offer to gain a place at an RO university, it often gives them the confidence they need to submit an application in the first place.

Realising Opportunities continues to be an attractive programme for both schools and students, with teachers highlighting how much their pupils are gaining from taking part. We're looking forward to building on our relationships with these schools and welcoming another cohort of students to the programme.

*'The Realising Opportunities programme is a great motivator for our year 12 students. It helps them understand that university study at a Russell Group university is achievable and within their reach. The link with mentors and visits helps them understand how higher education works and what studying a subject at a Russell Group university can be like, thus giving them confidence to aim higher.'*

**Careers advisor, St Angela's and St Bonaventure's**





# Sutton Trust Summer Schools 2015



## 2014 student cohort

**67**

**applications**

to King's courses

**45**

**individuals applied**

to King's, representing  
41% of the cohort

**13**

**enrolled at King's**

representing  
12% of the cohort



## Student Summer School

Attending a residential Summer School is one of the best ways secondary school students can get a first-hand experience of university life and can be essential to demystifying any misconceptions about what higher education might be like.

This year we delivered our third annual Sutton Trust Summer School for over 110 year 12 students from across the UK. The week-long residential offered students the chance to follow academic subject streams in either Geography, Modern Languages, Pharmacy or Politics, Philosophy & Law. Over the course of the week students participated in lectures, seminars and lab sessions delivered by King's academics and PhD students. Each stream also got the chance to take part in an external trip linked to their subject area, with students visiting the Supreme Court, Courtauld Museum and the River Wandle.

As part of the summer school participants were also given information, advice and guidance about accessing higher education. This year we ran workshops on personal statements, admissions, student finance, resilience, motivation and presentation skills. To consolidate what is learnt throughout the summer school, each academic stream is asked to deliver a presentation on an idea or subject area that they have focused on. Delivered at the end of the week to all attendees and a panel of judges, the presentations give students the chance to showcase their in-depth subject knowledge and creativity.

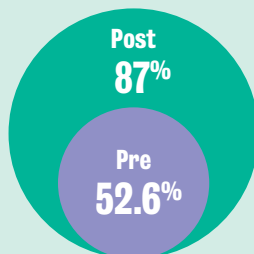
Some of the many highlights from this year included lab sessions on Diagnostic Microbiology, a river field trip, seminars in three foreign languages and a boat trip on the Thames.

## Commendations from 2014

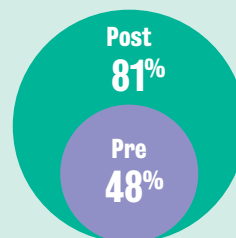
At the Sutton Trust feedback meeting, the King's Summer School was commended for its selection methods which led to 96 per cent of attendees being 'first in family' to access higher education and the unique way in which we use presentations to consolidate learning and foster relationships between participants.

## Survey question responses before and after summer school attendance

I feel confident  
applying to  
university.



I feel confident  
that I will  
succeed at  
university.



% attendees agreed or strongly agreed

2015 student cohort

**490**  
applications

from 351 schools across the UK

**101**  
students

from 87 schools completed the week

Teacher attendees

**100%**  
of attendees

would recommend the  
programme to colleagues

**24**

teachers took part

from across the UK including  
England, Scotland and Wales

**21**

schools and colleges

were represented



*"Every state school in the country should be here" says one of our #STEMteach15 teachers.'*  
@suttontrust @icoutreach @RoyalVetCollege

## Teacher Summer School

This year the Widening Participation Department received funding from the Sutton Trust to run the first of its kind STEM Teacher Summer School in collaboration with Imperial College London and the Royal Veterinary College. The four-day residential offered teachers from across the UK a chance to explore STEM teaching at university, receive guidance and advice on applying to competitive programmes and courses and get first-hand experience of the student summer school.

Over the course of the week, teachers participated in curriculum sessions delivered by academics at all three institutions including a dissection workshop, Maths ATOM programme and pharmacy lab session. Teachers were also provided with information and guidance on a range of topics including 'Personal statement and reference writing', 'Admissions and what universities look for in an applicant' and an overview of the Sutton Trust student summer school process. Making use of our central location, a number of social activities were arranged including a trip on the London Eye and a formal dinner with Sir Robert Winston.

As it was a collaborative project, attendees were exposed to knowledge and experiences from three institutions at the forefront of STEM research and teaching.



*'The Teacher Summer School has exceeded all of my expectations; all of the information was relevant and the sessions were delivered in such a way that makes it easier to transfer ideas into reality.'*

**Saeeda Bugtti, Clapton Girls' Academy**

A successful  
collaboration  
between three  
Russell Group  
universities



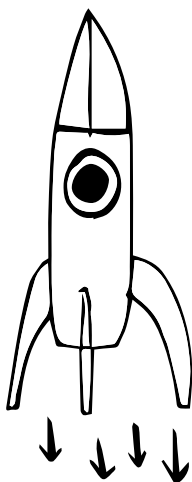
Imperial College  
London





*'Many universities already run excellent outreach programmes. However, these tend to focus on young people aged 14 to 19, and, while work with teenagers is very useful and should continue, we are keen to see more long-term schemes that start at a younger age and persist through the school career. It's crucial that outreach encompasses those who are not yet on the pathway to higher education as well as those who are already considering it.'*

**Professor Les Ebdon, Director,  
Office for Fair Access**



# King's Scholars

We know more needs to be done to support greater numbers of non-traditional learners at an earlier stage of their education journey. The King's Scholars programme is our newest scheme that works with students from year 7 to year 9 in 14 schools, across the local boroughs of Lambeth, Southwark and Westminster. The King's Scholars programme uses a long-term, learner-focused framework and offers tailored activities at key stages of transition. It also provides students identified as high achieving and from non-traditional backgrounds with relevant information, access to a network of experts and additional enrichment opportunities to support progression to selective universities and beyond.

## King's Scholars Activities

King's Scholars are selected by their school at the start of year 7 and will have the opportunity to take part in a sequence of interactive events which focus on university awareness, enjoyment of learning and qualification choice. Over the three years our activities aim to empower King's Scholars at key stages in their education journey with the skills to make informed choices when faced with critical decisions about their futures.

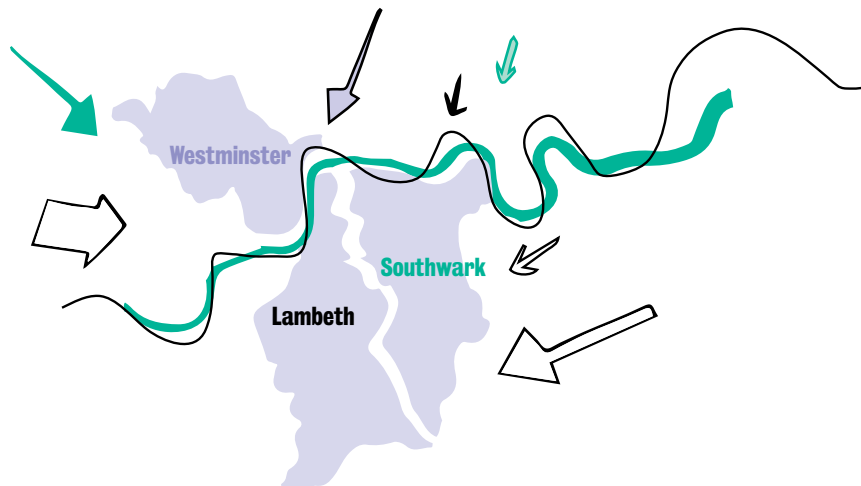
The scheme will also help students to build knowledge using three key themes:

- 1 **Year 7** Introducing university
- 2 **Year 8** Exploring subjects
- 3 **Year 9** Understanding qualification choices

King's Scholars attend campus visits, workshops and become familiar with the variety of subjects that can be studied at university and the steps they need to progress and be successful in higher education.

## Year 6 Transition Days

We also recognise that the transition to secondary school is a significant one and offer our partner schools year 6 Transition Days. This in-school workshop has various interactive activities, which allow students to develop their confidence and teamwork skills. This year we worked with over 300 students who were starting their new journey to secondary school.





*'My day was perfect, it was just perfect.'*

*'I know the major difference between primary and secondary school – I am now more excited about starting.'*

**Quotes from Transition Day year 6 students**

*'The King's Scholars programme will help to provide our learners with a sense of direction and sound knowledge that the investment and development of learning could lead to breakthrough opportunities.'*

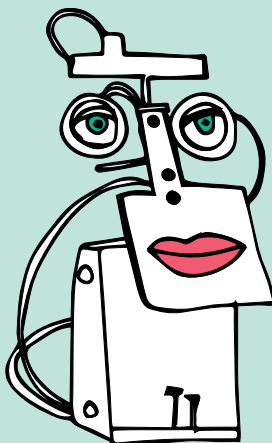
**Jean Ampah, Curriculum Leader of Business and Enterprise, Lambeth Academy**



*'The new cohort of year 7 students at Walworth Academy had an amazing opportunity to participate in the year 6 Transition Days.'*

*'We had the pleasure of King's College London visiting us on two occasions in July and August. The students at the Academy experienced support to develop their self-discipline, motivation and confidence. Working with the King's Scholars programme, we've been able to set our young people on a path that will help them develop their communication, team-building skills, as well as raising their aspirations. The students and staff at Walworth Academy thoroughly enjoyed the Transition Days. There were lots of positive comments from the staff at the Academy but more importantly, from the students. We thoroughly enjoyed working with King's and we hope to continue with the strong partnership that has been developed.'*

**Elisha Lobban, Director of Learning Year 7, Walworth Academy**



# Teacher Advocates



## 40

**Teacher Advocates**

selected from three initial  
teacher-training routes

## 29

**schools**

engaged in the Teacher  
Advocate Award

## 150

**participated**

in training across the year

## 50

**applications for K+**

from Teacher Advocate  
schools

**Collaborated with**

KCL PGCE Department,  
Teach First and  
Researchers in Schools

The aim of the Teacher Advocate Award is to equip new teachers to support some of the most disadvantaged pupils in London to succeed in applying to and studying at university. We achieve this through providing professional development opportunities and enabling teacher advocates to encourage their brightest students to join our widening participation programmes.

We also support access to the teaching profession by providing bursaries for participants on the Teacher Advocate Award. The teachers we support take teaching roles in London schools that we wish to engage with in widening participation activities. We are pleased to have seen relationships with these schools strengthened through the work of our teacher advocates.

The Teacher Advocate Award is unique in being the only programme which brings together teachers from the PGCE, Teach First Leadership Development Programme and Researchers in Schools initial teacher training routes to develop and share good and innovative school-based practice in widening participation.

The training we provide as part of the Teacher Advocate Award raises awareness of some of the challenges faced by the most under-represented groups within higher education and gives a first-hand insight into how to support learners to succeed in accessing higher education.

We are delighted to have seen a growing number of students from teacher advocate schools partaking in our widening participation programmes as a result of engaging with our Teacher Advocates over the past two years.

In July 2015, 15 new Teacher Advocates from the PGCE and Teach First route were welcomed to join the Teacher Advocate Award by our Principal alongside 12 Teacher Advocates from the Researchers in Schools routes. Our Teacher Advocates will achieve the award by participating in training, carrying out engagement activities in their schools, reflecting on their learning and sharing good practice.

Our participants will partake in training led by higher education experts including the Director of Admission. The content will include 'Admissions and UCAS', 'Informed qualification choices' and 'Making an impact with specific widening participation groups'. They will also have the opportunity to apply for a small grant to support widening participation initiatives in their schools.

*'The Teacher Advocate Award provides teachers with so many opportunities to extend learning beyond the classroom through engagement with the various programmes and opportunities provided by King's College London.'*

**Zeba Chowdhury, Teach First, Capital City Academy, 2015–16 Teacher Advocate**

**TeachFirst**

**Researchers  
in Schools**



*'Our new #teacheradvocatecohort grapple with #wideningparticipation in their schools #lifeatking's #newteacher'*



*'I am writing to you in my capacity as the President & Principal of King's College London. I would like to take this opportunity to congratulate you on being chosen for the Teacher Advocate Award. The time which you will dedicate to training in and promoting access to higher education demonstrates a real commitment to working towards greater educational equality at the very beginning of your teaching career, a commitment of which you should be very proud. Recent research has shown that one of the greatest sources of influence on young people making choices about their future are their teachers; through training, sharing good practise and access to project grants, this programme will fully equip you to successfully support your learners in making informed choices about their future. You will also benefit from a network of some of the most talented new teachers from four initial teacher-training routes as well as higher education professionals. I commend you for dedicating yourself to completing the Teacher Advocate Award and I wish you every success in the year ahead.'*

*Edward Byrne*

**President & Principal, Professor Edward Byrne AC**











# Widening Participation Grants

Through the Widening Participation Grants Scheme, we are providing staff at King's with funding and support to deliver their own widening participation activity. We are funding 17 different projects in 2015–16, covering working with primary school pupils to students who are parents. These projects, selected from applications made by staff and students across King's, will draw on the enthusiasm and talents of King's staff and students to support widening participation. Showcased here are just a few of these.



## Outreach for Medicine: Primary Programme

The WP grant that Outreach for Medicine has received is being used to set up and run a programme of medically themed workshops. This will be delivered in non-selective state primary schools throughout Greater London and will expand upon the work that Outreach for Medicine currently does in secondary schools and colleges.

Our overall aim is to raise the aspirations of primary-aged pupils and to promote medicine as a career. We intend to do this by running fun and informative workshops that demonstrate the role of a doctor and highlight the fact that science is an enjoyable and fascinating subject.

Workshops will be based on various topics of human biology and health, including blood and the heart, diet and digestion, as well as lungs and breathing.

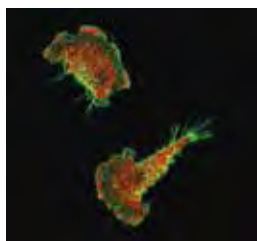
All workshops will be led by Outreach for Medicine staff and current Extended Medical Degree Programme student ambassadors.

## King's STARS programme

We aim to take fifteen year 12 science students from schools that often have a poor progression to higher education institutions for a one-week intensive lab-based work experience on the Guy's campus at King's. Our students will be selected by our collaborating partner Kirstie Sant at Access Work Placements ([kirstiesant@access-workplacements.org](mailto:kirstiesant@access-workplacements.org)), a charity that works to provide real work placements for schoolchildren.

Our programme will use a combination of teaching videos and direct hands-on laboratory experience of how to conduct basic cell and molecular biology. Groups of 3 to 4 students will be guided by their PhD student facilitator to perform tissue culture of cancer cells, isolate and analyse DNA, clone DNA and examine cancer tissues like a pathologist. We will also guide the students in completing a successful UCAS form and writing a good personal statement. We want to inspire, enthuse and raise the ambitions of the students and encourage them to pursue biomedical research in the future.

An equally important ambition is to enable King's PhD students to develop their science communication skills, which is essential as they come to write lay summaries on grant applications or talk to fundraisers.



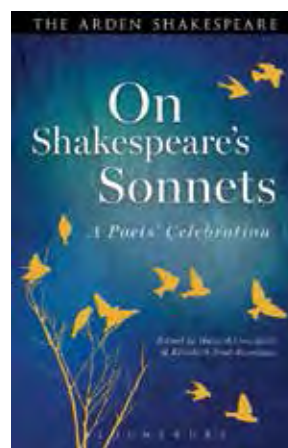
### Shakespeare400: Schools Poetry Competition

Next year is a very special year for the London Shakespeare Centre as King's is uniquely placed as the central academic partner for Shakespeare400. This is a consortium of leading cultural, creative and educational institutions in and around London, together creating a season of events during 2016 to celebrate four hundred years of Shakespeare.

The season will include theatre, music, opera, dance, ballet, exhibitions and educational and widening participation events, demonstrating the ongoing vibrancy of Shakespeare's creative influence in national and global culture.

As part of these activities, we want to spread the word to key stage 4 and 5 students about Shakespeare and will be running a School's Poetry Competition across London to help students engage with Shakespeare's sonnets, tied in with the publication of *On Shakespeare's Sonnets*, co-edited by Hannah Crawford and Elizabeth Scott-Baumann.

Alongside the competition we are running workshops for teachers, sessions on the sonnets for students, interactive engagement with key Shakespeare texts through workshops with actors and tours of London sites referenced in the texts. We hope to make students feel very much part of the Shakespeare400 celebrations and engaged with his work in new and exciting ways.



### DevNeuro Academy

#### MRC Centre for Developmental Neurobiology

The DevNeuro Academy is a regular programme of activities designed to improve the progression and success of students currently under-represented at our university and other institutions of higher education. Developed by researchers from the MRC Centre for Developmental Neurobiology, this project combines a series of in-school talks with a two-week lab-based placement for sixth-form science students from non-selective state schools in the borough of Southwark. The pupils will experience the daily life of a scientist and the projects will involve experiments from a cellular level to whole living animals such as fish larvae and fruitflies. Their lab projects will be followed by presentations of the results to the general public at the Centre's Open Doors Event. We hope to provide the students with the opportunity to conduct research in an international and multicultural setting and encourage them to become 'science literate' citizens and in some cases pursue a scientific career.



# Care leavers



## 2014 cohort

# 11

**verified care leavers**  
enrolled at King's

## 2015 cohort

# 19

**verified care leavers**  
enrolled at King's

## 2014–15 cycle

# 14

**care-experienced students**  
met in person, and we helped  
seven more with their  
application via email

Nationally, looked-after children do not achieve the same success at school as their peers. The latest statistics reveal that only 13 per cent of looked-after children achieved five A\*-C GCSEs including English and mathematics compared with 58 per cent of their peers. This inequality is further exacerbated at higher education where only 6 per cent of care leavers entered compared with 38 per cent of non care-experienced students in 2013–14 (Department of Education).

King's College London is committed to supporting students from a care background throughout the student lifecycle and this provision has been used as an example of best practice by the Department of Education and Buttle UK. Our designated member of staff for care leavers, Anne-Marie Henderson, has also presented at the Westminster Education Forum on how best to support this group of students and increase the transition rate to higher education by emphasising earlier intervention and a joined-up approach between local authorities, virtual schools and universities.

Our pre-university support for care-experienced students includes: bespoke introductory days for care leavers and training for local authority staff, individual personal statement e-mentoring and the opportunity for students to meet with a member of the Widening Participation Department to discuss their university application and any queries they may have. Once students enrol at King's College they receive the option of 52-week accommodation as well as bursary assistance and are invited to attend an induction event and meet with an undergraduate buddy who will welcome them and be a 'friendly face' at the university.


In order to achieve a holistic support programme the university works closely with many external stakeholders, including UNITE and offers five scholarships per year for care leavers to cover the cost of their accommodation and a £4,000 stipend per year. We have also been on the steering and research group for StandAlone, a registered charity that supports students estranged from their families. In addition we fully understand that the difficulties these students face may continue once they graduate so we collaborate closely with Drive Forward in offering paid internships and other career opportunities for care-experienced students.



*'#IMind that so few care leavers go to university.  
I support @Drive\_forward #NCLW15.'*







*'I never imagined nor anticipated the experience I've had so far during my studies at King's College London. Right through my childhood I had to work hard to achieve academically, besides managing my chaotic home life and financial hindrances. Nevertheless, I was determined to attend King's, not really expecting any support. Fortunately, I was contacted by a member of the Widening Participation Department three months prior to attending King's. I was informed about the wealth of bursaries and scholarships available to me, and was able to raise any needs or concerns I had about moving to London.*

*In August 2014, I found out I held a place to study at King's, in addition to being a successful candidate for the UNITE Access Scholarship. I was awarded three years' accommodation in Zone 1, and a £4,000 bursary, which would be paid to me once every year until I graduate! As you could imagine this has been a fundamental aspect of the support I have received from the Widening Participation Department! I was even able to move in at an earlier date due to my placement ending, and was provided with a student survival box, packed with essential items I needed for my new home!*

*Besides the help I had from the Widening Participation Department the personal tutors and academic staff in my department were consistently there to assist me. My professors were happy to arrange one-to-one appointments or see me during their office hours to expand on areas I did not understand. Furthermore, King's offered a brilliant opportunity to work as a Student Ambassador for them, which has enabled me to gain great experience in working with young people!*

*I cannot fault the extent of support I have received from King's, both from the Widening Participation Department and King's in general. I have gained confidence and security, which has meant I have been able to achieve the best results yet!*

**Care-experienced student, King's College London**

# Mature learners



## 34%

**undergraduate  
applicants**

for the 2013 cycle  
were 21 or over

## 68

**years of age**

the age of our oldest  
student in 2013

## 1,412

**offers**

to mature learners  
in the 2014–15  
application cycle

At King's College London we define a mature learner as any person beginning their first undergraduate degree at the age of 21 or over. Mature students are an important target group for the department and we value and recognise the skills and experience they bring to the university.

The last year has seen an increase in our level of activity with mature students. In the autumn term we held our first information session for prospective students with Lambeth Further Education College. This event was for adult learners considering returning to education and topics covered included application advice, student finance and student support available at King's.

In order to help prospective mature students better understand what it might be like to return to education we created a video which showcased the experiences of four mature students currently studying at King's. The video provided an insight into the concerns these students faced when considering a return to education and the positive experiences they enjoyed when they arrived. We also produced a printed guide for mature students to help answer questions they might have and alleviate some of their worries concerning their return to education.

This year has also seen an enhancement in the level of support provided to mature students in their first weeks of arriving at King's. We held a series of informal events for first-year mature learners to meet over a coffee and get to know fellow students in a similar position. The events were run with support from the Student Advice Service and Students' Union and over 100 students attended across three days.

Over the next year we are looking forward to continuing to develop relationships with further education colleges and we will be running more information sessions for prospective mature learners in the autumn term.

*'Returning to education has taken me away from a job where I was feeling quite trapped and now I'm feeling quite young again, quite excited about life and I feel options are open to me.'*

**Current mature student studying at King's College London**

*'I'm feeling quite young again,  
quite excited about life and  
I feel options are open to me.'*

**Current mature student studying  
at King's College London**





# 03

## Showcase

*'I think it's been, especially  
coming to King's, one of the  
best decisions I've ever  
made in my life.'*

**Current mature student  
studying at King's College London**



# The Brilliant Club



Partnerships are crucial to the success of widening participation at King's College London. Our relationship with The Brilliant Club has enabled us to increase our reach, deepen our engagement and add value to the activities offered to hundreds of school pupils over the last three years. The Brilliant Club is a non-profit organisation that recruits, trains and places doctoral and post-doctoral researchers to deliver programmes of university style tutorials in schools. We hosted 1,880 pupils on The Brilliant Club's Scholars programme trips this year, with some parents joining too.



*'King's College London is a core partner of The Brilliant Club, and we are extremely proud of the successful work that our collaboration has made possible. Key events in 2014–15 included our joint annual conference, hosted for the second year running at King's College London's Strand campus, where more than 200 delegates joined in heated conversation to find the solution to access issues. The K+ Spotlight Summer School was another highlight of the summer, with 14 of our PhD tutors designing academic challenges for over 160 young people. King's College London is also a founding partner in our Researchers in Schools (RIS) project, a teacher-training route for candidates with, or who are working towards, a PhD. This year the university supported 50 RIS participants by giving them Honorary Research Associate status and training through the Teacher Advocate Scheme to become higher-education champions.'*



*'Key note speech @ BrilliantClub graduations, "How to develop grit"—well done to the successful scholars!'*



**Penny Wilson, Director of Partnerships, The Brilliant Club**



## The Brilliant Club Conference #tbcxkcl15

The 2015 Brilliant Club Conference was a great day full of insight, debate and networking and was a particular highlight for the department this year. The conference was attended by university leaders, academics, PhD students, undergraduates, student unions, charities, policymakers, politicians, funding agencies, headteachers, subject teachers, charities and, perhaps most importantly, pupils too. Over 200 delegates came together to focus on finding 'solutions to break the link between household income and admissions to the UK's highly selective universities'.

President & Principal of King's College London, Professor Edward Byrne AC, led a panel of Vice Chancellors, Provosts and Registrars from several other Russell Group universities on working together to encourage academically able pupils from low-income households to apply to leading universities and called for greater advice and guidance to be given to young people over the course of their academic journey. Professor Les Ebdon, Director of the Office for Fair Access, also spoke about the importance of fair access to university and its importance to society in general. Furthermore, Lord Andrew Adonis spoke on the politics and policy of widening participation. Other sessions included discussions on how schools and universities can work together to support their pupils, the role that researchers can play to improve fair access and the importance of sustained intervention.

The conference culminated in a lively session entitled 'Advertising for good: If Don Draper were Director of the Office for Fair Access'. Leading advertising agencies pitched their ideas for campaigns to encourage more widening participation learners to progress to university, with the audience voting advertising firm TBWA as having the most effective campaign.





# IntoUniversity

We support two IntoUniversity centres, Brixton and Lambeth, to carry out programmes which provide young people with opportunities to reach their potential and take responsibility for their future goals.

Our work with IntoUniversity enables us to reach primary-aged students and to normalise the idea of attending university for young people before they enter their teens. This supports them in making informed choices as they progress through secondary education.

We host Primary FOCUS Programme graduations throughout the year. These are a culmination of a week in an IntoUniversity centre where students familiarise themselves with university and develop key skills.

At graduations, students have a tour of our campus and deliver a presentation to their parents, peers and members of our department. We then have the pleasure of congratulating the students and awarding them with their certificates.

## King's IntoUniversity volunteers

We are really proud of the contribution to widening participation from our IntoUniversity student volunteers. They perform a wide variety of roles without which IntoUniversity could not function in the way it does.



*'The best thing about the programme was visiting King's College London because I have never been before. It was big and beautiful.'*

**IntoUniversity student**

*'We really appreciate the specialised knowledge, tailored approach and dedication of the King's Widening Participation Department which helps us ensure that our programmes are as beneficial and inspirational as possible. Our partnership with King's helps us to add so much value to the work that we are doing in our Lambeth and Brixton centres. Our visits to universities are crucial to the impact of our FOCUS programme, as this is where the young people get first-hand experience of university life and meet real university students. We have been able to facilitate some incredible graduation ceremonies in impressive rooms that have really added to the sense of occasion and achievement. Having King's staff attend makes these celebrations feel even more important for our young people.'*

**Mark Robinson, IntoUniversity South London and Brighton Cluster Manager and Head of Student Enrichment**



**400+**  
primary-aged  
students  
visited King's

**10**  
primary events  
hosted at King's

**60**  
King's student  
volunteers  
in the past year





*'King's Students have acted as inspirational role models and have supported our aim to engage young people with their future options.'*

**Lucy Goodwill, IntoUniversity Volunteer Development Manager**



*'Bubbles, drumming, a bouncy castle, us and @kclbiomedsoc at the @IntoUniversity celebration today. Guaranteed Fun!'*

**14**

**academic support tutors**

are helping primary and secondary students with homework and delivering workshops

**20**

**mentors**

are providing one-to-one support fortnightly with academic work, social skills and future planning

**22**

**buddies**

form student teams who organise visits to King's for year 8 students

## Full lifecycle stages

1

**Pre-16 outreach**

We will deliver aspiration-raising activities for local students that encourage higher education participation. King's College London's outreach programmes will support informed choice making through impartial guidance.

2

**Post-16 outreach**

We will deliver targeted outreach work with students in London and beyond to improve access to King's and other universities. Activities will seek to enhance attainment and preparedness for higher study.

3

**Fair admissions**

We will ensure that King's recruitment, selection and admissions processes are fair, transparent and identify the talent and potential of students from all backgrounds.

4

**Positive student experience**

We will provide excellent student and education support services that seek to address the on-course needs of students from widening participation backgrounds.

5

**Successful graduates**

We will deliver tailored support to improve the employability and career outcomes of students from widening participation backgrounds.

# Full lifecycle work

As the Rt Hon Alan Milburn said in the report of the Social Mobility Child Poverty Commissions, widening participation is not just about getting students into university but also about helping them to 'get on' once they enroll. The remit of the Widening Participation Department has been expanded to include work that supports students throughout their degree and beyond.

This year, King's College London Learning Institute academic, Dr Anna Zimdars, published a pivotal piece of work for the Higher Education Funding Council for England. Her report examined the causes of variable student outcomes. The report has been well received and is a valuable tool in reflecting on our own challenges and initiatives. King's already has an innovative BME attainment gap project underway and recently secured the Race Equality Charter Mark too.

This year the Sutton Trust and UpReach 'Private Pay Progressssion' reported that the earnings gap between privately educated and state educated undergraduates now stands at over £4,500. They report that 'half of this difference can be explained by factors such as prior academic attainment and the type of university attended, but the remaining half cannot – and is likely to be down to non-academic factors such as articulacy, assertiveness and other important soft skills.' The Widening Participation Department and the Careers Service at King's are working together to examine the labour market data relating to our recent graduates to establish any trends and patterns that we can begin to tackle through bespoke initiatives.

New initiatives have been launched to open up a range of valuable opportunities to students at King's College London. The Widening Participation Department have worked closely with the Study Abroad team to develop the Broadening Horizons project. Low-income students can now access additional funding and support for their ambitions to study abroad, an experience we know will have significant benefits in terms of their future employability. The Widening Participation Department is also embarking on a groundbreaking project with the Behavioural Insights Team at the Cabinet Office. Together we are exploring how behavioural insights may assist in connecting non-traditional students with key opportunities and experiences in the university environment.

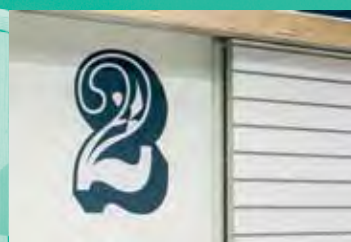
*'Disadvantage can follow you like a shadow down the years, affecting the degree you end up with and your ensuing postgraduate study or search for a job.'*

**Professor Les Ebdon, Director, Office for Fair Access**



# The Learning Centre

The Learning Centre is a suite of six rooms within Somerset House East Wing owned by King's College London which has recently been redeveloped to provide a space for widening participation activity, high-quality, innovative learning and teaching and an exciting social space for our students. It will play an integral role in inducting on course widening participation students in the forthcoming academic year and beyond. We are grateful to the donations from our alumni and supporters of the university that have made this possible.

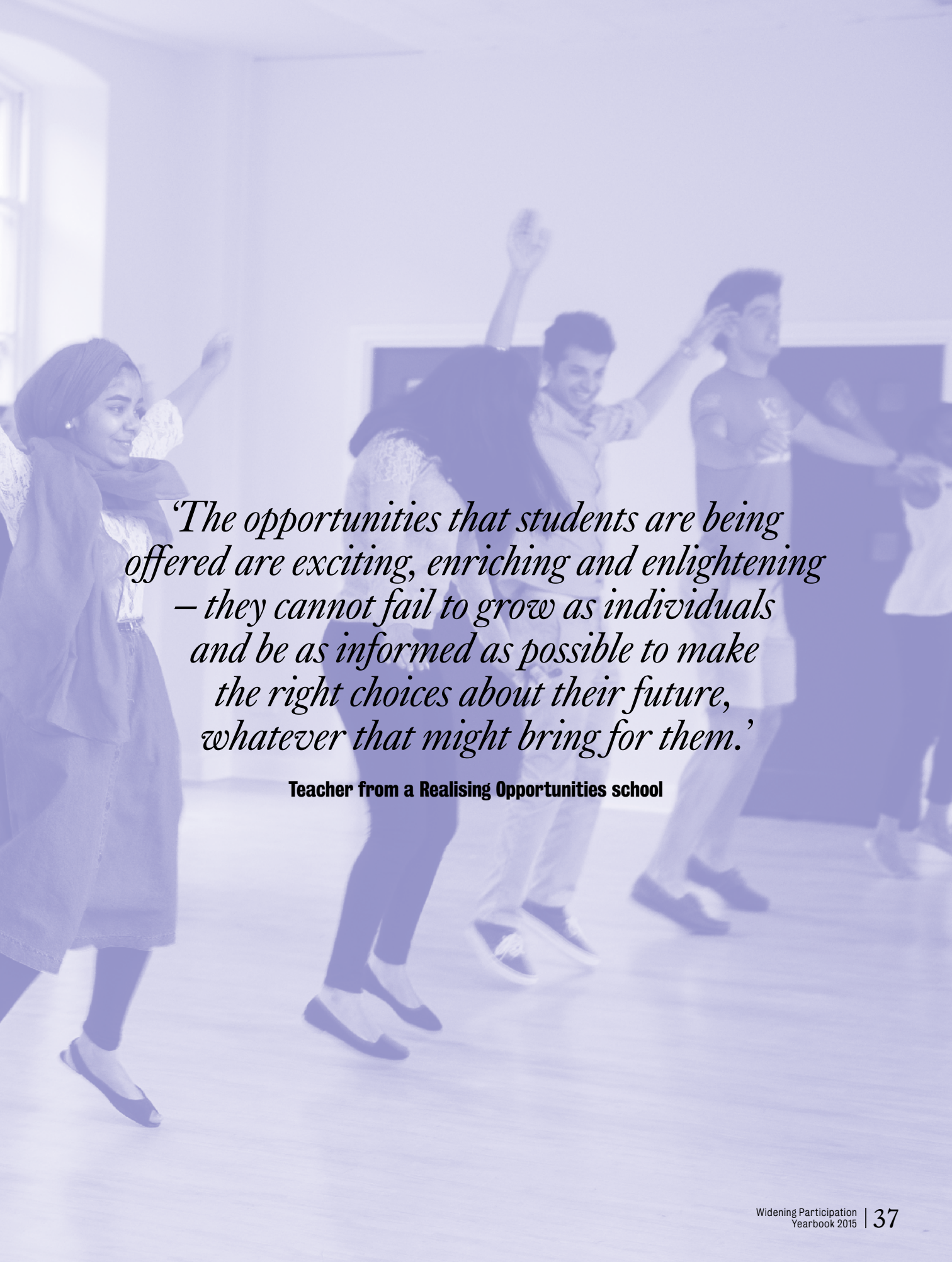






# 04

## Get involved



*‘The opportunities that students are being offered are exciting, enriching and enlightening – they cannot fail to grow as individuals and be as informed as possible to make the right choices about their future, whatever that might bring for them.’*

**Teacher from a Realising Opportunities school**



# How to get involved



## Sign up to our wp-network mailing list

We run an internal wp-network mailing list that can be used by all members to share experience, useful research and details of events. This is the best way to find out about central activities.

## Attend our open forums

These are lunchtime events enabling staff to meet the central department, hear about developments in activities and strategy and share experiences of delivering widening participation interventions. Further dates are advertised through the wp-network mailing list.

## Host a Whizz-Kidz work experience placement

Whizz-Kidz is a charity that works with disabled children, supporting them to become confident and independent young adults. Through our partnership with the charity we provided a four-day placement in June 2015. Yasir supported us with a number of tasks during his time here:

- preparing a K+ event for Maths & Computer Science students
- producing online content for our website and social media
- helping us with finances
- attending meetings.

## Follow us on:



@kclwp

*'Best two weeks of my life thanks to King's College London and Whizz-Kidz.'*

### Yasir

As a department, we benefited hugely from Yasir's contribution and wish him well for his bright future. We look forward to hosting more placements with Whizz-Kidz in the upcoming year and would love to hear from you if you would like to host a Whizz-Kidz work experience placement in your department. Please contact outreach@kcl.ac.uk for more information.



Read Yasir's blog online: [bit.ly/whizz-kidzworkexperience](http://bit.ly/whizz-kidzworkexperience)



### **Deliver an academic session at one of our events**

Many of our projects rely on academic staff to provide potential students with an insight into university study. These sessions build student's enthusiasm, skills and knowledge and are a great opportunity to work with bright and engaged young people. We provide you with details of the purpose of the day, your audience and suggested format for your sessions to support delivery.

### **Attend our training sessions**

We host training sessions on widening participation related issues throughout the year.

### **Become a school governor or connect with our network**

King's supports the large number of staff currently acting as school governors through our school network. The network also provides resources and information to those interested in becoming school governors.

### **Attend an IntoUniversity graduation**

We are always seeking representatives to assist with our graduation ceremonies for primary school students from IntoUniversity and Brilliant Club scholars.

**If you are interested in helping with these events (which occur throughout the year) please email [outreach@kcl.ac.uk](mailto:outreach@kcl.ac.uk)**



# Who we are



**Anne-Marie Canning** As Director of Widening Participation, Anne-Marie has strategic oversight of widening participation and the full student lifecycle across King's College London.



**Catherine Jackson** Catherine manages the Realising Opportunities programme and leads on K+ Careers' activities. Catherine also leads our engagement with key target groups, including mature learners and students with disabilities.



**Billy Reed** Billy has a split role, managing the Sutton Trust Summer Schools within the Widening Participation Department and the Outreach for Dentistry programme at the King's Dental Institute.



**Naomi Collett** As Deputy Head of Widening Participation Naomi works closely with Anne-Marie to ensure the smooth running of departmental projects and the delivery of WP strategic aims.



**Ruth Squire** Ruth is our Widening Participation Manager and leads our pre-16 team. She is also responsible for implementing the department's evaluation strategy and oversees the Widening Participation Grants Scheme.



**Anne-Marie Henderson** Anne-Marie leads on support for individuals in or leaving care and on e-mentoring. She also supports co-ordination and delivery of our Realising Opportunities programme.



**Jack Mollart-Solity** Jack leads on the delivery of our partnership work, particularly with The Brilliant Club and IntoUniversity. He also leads on the cultural strand of K+ and our visits to schools and colleges.



**Francesca Slattery** Francesca manages the delivery and operation of the K+ programme and supports participants through every stage of the programme.



**Eftyhia Alexandrou** Effy supports the delivery and organisation of the King's Scholars programme, as well as the administration of K+.



**Syreeta Cumberbatch** Syreeta is responsible for the Teacher Advocate Scheme and teacher-training events and is the point of contact for teachers interested in our programmes. She also manages our student ambassador programme and provides support for the K+ and Sutton Trust programmes.



**Beth Craigie** Beth is responsible for increasing awareness and understanding of widening participation within the student body and offering student groups advice and support on their activities to maximise their impact.



**Patrice Buddington** Patrice manages the King's Scholars programme, our pre-16 outreach scheme for secondary school pupils aged 11–14. She is responsible for designing a programme of activities for younger pupils that encourages enjoyment of learning and raises awareness of university.



# Thank you

## Partners

*'upReach has been working in partnership with the King's Widening Participation Department since 2013. We work together to support undergraduates once they arrive at King's to improve access to internships and graduate jobs for these students. The Widening Participation Department has been hugely supportive of upReach and are committed to ensuring that a greater number of students at the university can benefit from upReach support so that they are able to realise their career potential. Academic year 2015–16 will see us supporting the largest cohort of King's Widening Participation students as upReach participants ever, which we are really excited about.'*

**Deborah Joseph, upReach  
Chief Executive**

*'We really appreciate the specialised knowledge, tailored approach and dedication of the King's Widening Participation Department.'*

**Mark Robinson, IntoUniversity South  
London and Brighton Cluster Manager  
and Head of Student Enrichment**

The **Brilliant** Club



upReach

**cITIZENS** UK



# *Supporters*







Designed by:  
Calverts  
[www.calverts.coop](http://www.calverts.coop)  
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**Widening Participation  
Department**

King's College London  
Room 4.18  
James Clerk Maxwell Building  
57 Waterloo Road  
London SE1 8WA  
+44(0) 20 7848 4132

[www.kcl.ac.uk/wp](http://www.kcl.ac.uk/wp)  
[outreach@kcl.ac.uk](mailto:outreach@kcl.ac.uk)  
🐦 @kclwp