

OFFA Agreement 2017-18

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1. Introduction

King's College London is a research-led university based in the heart of London with 28,730 students (of whom 17,608 are undergraduate students). Widening participation is established as one of eight strategic priorities for the institution in 2011-2016 in our strategic review 'Investing in Strength'. The King's College London Widening Participation Strategy establishes a clear vision to deliver a more diverse and representative undergraduate student body. We 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 support them throughout their student journey and beyond into employment or further study. Our academics, students and staff are 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 continue to recognise King's College London as a university accessible to the best and brightest students regardless of background.

2. Assessment of access and retention record

In recent years King's College London access agreements have established ambitious targets for the university and good progress has been made towards most milestones. In 2014-15 excellent progress was made towards our OFFA milestones with four out of six targets met or exceeded. We have comprehensively exceeded our target for students from NS-SEC classes 4, 5, 6 & 7 with the percentage climbing to 26.2% - over 4% above our 2016-17 benchmark. We have also substantially increased our numbers of full-time first-degree entrants on HEFCE-funded programmes from state schools. The proportion has risen significantly from 72.4% to 74.9%. During this period we have also managed to exceed our 2016-17 benchmark for students from low-participation neighbourhoods. The proportion of students at King's College London from Polar 1 and 2 neighbourhoods has grown from 3.7% to 5.2%, against a 4% target. Our flagship widening participation scheme K+ has a linked milestone. Excellent progress has been made on this front as we have already met our 2017 target, with 355 students enrolled at King's College London in 2014-15. In 2014-15 the number of students from ethnic groups defined as non-white at King's College London has increased to 41% but the target of 42.8% has not yet been met. Our performance in relation to retention has also improved increasing to 93.2% of students continuing into their second year of study.

In order to build a more nuanced understanding of the socio-economic diversity of our applicant and undergraduate populations at King's College London we have adopted the ACORN socio-geo-demographic profiling tool. This is particularly useful in an urban, London context as it is a more granular socio-geodemographic profiling tool with a ten household output area. Therefore, from 2016-17 onwards we have adopted an additional benchmark to monitor our performance in relation to the intake of ACORN groups 4 & 5. In our most recent intake, 2014-15 18.5% of King's College London's student population were from ACORN 4 & 5 (8.7% Financially Stretched and 9.8% Urban Adversity). 25% are from Comfortable Communities (what one might term middle class) and 12.9% are from Rising Prosperity whilst 42.5% are Affluent Achievers. ACORN is now integrated into our OFFA benchmarks, widening participation selection processes and admissions systems.

3. Investment and expenditure

In 2017-18 King's College London proposes to charge £9,000 per year for home/EU fees for all of its undergraduate and non-salaried postgraduate ITT programmes. Salaried postgraduate ITT programmes will be charged at £4,500. Undergraduate year abroad/sandwich years will be charged at £1,350. Fees may be subject to annual review in line with inflationary increases. The university is proposing to charge part-time students no more than £4,501 in a single academic year. We will reinvest 29% of King's additional fee income towards its widening participation, fair access and retention responsibilities. Having reflected on the challenges King's College London faces in widening participation the majority of our OFFA expenditure is focussed upon financial support with a substantial proportion of funds dedicated to outreach activities and student success measures.

Our London location means that financial support needs to be an important feature of our work to widen

participation. We have undertaken an internal survey of King’s College London bursary holders and a high proportion of respondents confirmed they would not have been able to study in London had they not received a bursary from King’s. We will continue to conduct comprehensive annual internal surveys and research to further understand the impact of our financial support provision. We wish to ensure that the financial support offered by King’s is targeted at helping disadvantaged students to meet the gap in funding between the statutory support they receive, in the form of loans, and the true costs of living and studying in London. We remain concerned at the loss of other forms of financial hardship support and would not want to further compound the effects of these changes to the funding system

Table 1. Additional fee expenditure summary

	2017-18
Financial support	£7,229,000
Outreach, Student Success and Progression	£3,651,840
Total Expenditure	£10,880,840
Total Expenditure as % of additional fee income	28.7%

Financial support arrangements

In line with guidance from OFFA, the university has worked to reduce the number of tuition fee waivers being offered to undergraduate students in recent years in favour of bursary awards that help with retention and living costs whilst studying.

King’s Living Bursary

The King’s Living Bursary continues to play an important role in student experience. It has allowed students to reduce their dependence on expensive alternative sources of funds such as pay day loans, credit cards, private bank loans and overdrafts as well as allowing them to commit themselves more fully to their studies, by reducing part-time work hours, and improving both completion and achievement levels. For these reasons, the university is keen to continue to offer a supplemental bursary scheme for 2017 and beyond. The King’s Living Bursary for undergraduate and IIT students is based on assessed household income, which students and their sponsors must consent to share, in order to qualify for a bursary. Students will be eligible for the bursary in each year of study provided they continue to meet the eligibility criteria. The bursary levels to be offered in 2017-18 are as follows:

Household Income	King’s Living Bursary 2017-18 onwards	Old King’s Living Bursary Uplift
£0 - £25,000	£1,600	£1,600
£25,001 - £33,500	£1,500	£1,200
£33,501 - £42,620	£1,200	

The bursary has been remodelled to provide three tiers of award to smooth ‘cliff edges’ in the support for new cohorts from 2017 onwards. Existing students will also receive an uprate in the value of their bursaries, but will remain on the current two tier model. Award levels have been modestly increased from previous years to take into account the increased costs of living faced by students and to counter any impact the removal of grant support. Furthermore, the inclusion of previously NHS funded students is a variable that it is difficult to anticipate. Our experience of supporting these learners through non-OFFA funding streams suggests the cohort may in need of additional financial support. We believe it is prudent and responsible to support these students as much as possible whilst new student funding arrangements are in transition and very little data is available about the socio-economic profile of this cohort of learners. Further information regarding financial support and means testing assumptions is available in Annex 1. Students in receipt of a King’s Living Bursary receive a termly newsletter containing information about opportunities targeted at widening participation students. Examples of opportunities include funded study abroad experiences, internships and job application support. Many opportunities target students with multiple indicators of disadvantage.

Access to Professions Award

The Access to Professions Award (ACP) will offer financial support of £9,000 to students who are undertaking either the Enhanced Support Dentistry Programme (ESDP) or the Extended Medical Degree Programme (EMDP). Both programmes provide additional academic support throughout a student's studies, though students do follow the same curriculum as their alternative standard programmes and do undergo the same rigorous assessments. Fifty awards will be available each year, as cash bursary support, some or all of which can be used towards tuition/halls fees, should students wish to do so. These bursaries will be paid at £3,000 per annum for the first three years of study.

King's Student Hardship Fund

The King's Student Hardship Fund will continue to run in 2017-18 to support continued high levels of retention. The university recognises that a wide spectrum of financial concerns and pressures face students throughout the entirety of their studies. For many students, remaining on track to completion can only be achieved with extra financial assistance towards the costs of living and the costs of study. The university is particularly concerned with those students who are currently defined as coming from the 'middle income' household bracket, as these are the cohorts who are often caught between minimal statutory support and little or no discretionary support, and whose households are not always able to assist them financially with their living costs. The university is additionally concerned that mature students with dependent children, students with extra disability-related costs, care leavers and those studying part-time are often most vulnerable to financial pressures and in need of extra help. This is of particular concern going forward as the future availability of supplementary statutory grants for eligible students (e.g. childcare grants) is not assured. The King's Student Hardship Fund is intended as a source of extra financial assistance for students in these categories. The university will divert additional resource into supplementing this fund, in light of the decisions by HEFCE to cease its allocation of ring fenced hardship funding – previously provided to HEIs as the 'Access to Learning Fund'. This fund is open to all undergraduate home students who are OFFA countable. This will, therefore exclude those whose household income is above the maximum threshold for receipt of statutory support through Student Finance England. Applications will be means tested and awards can be used to offset university expenses but are particularly intended to contribute to the costs of study, travel and living.

King's Start Up Bursaries

King's Start Up Bursaries are intended to help both students who are care leavers and students who have successfully completed the K+ and Realising Opportunities programme for Year 12 and 13 students in London and Greater London. In 2017-18, the university will offer awards worth £1000 each to first year entrants. The funds are intended to help students to settle into university life and purchase any key materials, with particular reference to textbooks and computers. Care leaver students will receive this bursary for all years of their study.

4. Strategy and themes

The King's College London Widening Participation Strategy establishes key values in relation to our outreach work including a commitment to targeting and evaluation, a clear London focus and an obligation to encourage higher education at King's and beyond. Our activities are carefully targeted at learners who may benefit most. This includes state school students, students from low-socio-economic backgrounds, students from low participation neighbourhoods and first generation students. We will also seek to address the needs of discrete under-represented groups including mature learners, white working-class boys, black and minority ethnic students, disabled students and care leavers. Our work is based on educational research and evidence of what works. By evaluating our activity we improve the efficacy of our widening participation initiatives. King's College London recognises the responsibilities it has towards the students and community of London and the unique demands of the city's education system. The majority of King's widening participation activity will respond to the needs of school, colleges and pupils in London and Greater London. A number of our widening participation activities directly influence and support young people and mature learners to aspire to, and access, a King's education. However, we also commit to raising aspirations to higher education at other universities and colleges. Our outreach activity is underpinned by a number of cross-cutting key themes including access to the professions, collaboration & partnership and a lifecycle approach to widening participation. In order to widen participation effectively, King's

College London has adopted a long-term, learner-focused framework that addresses the needs of non-traditional students throughout their journey into university and beyond.

A full lifecycle approach to widening participation				
Stage 1 Pre-16 outreach	Stage 2 Post-16 outreach	Stage 3 Fair admissions	Stage 4 Positive student experience	Stage 5 Successful graduates
We will deliver aspiration-raising activities for local students that encourage higher education participation. King's outreach programmes will support informed choice-making through impartial guidance.	We will deliver targeted outreach work with students in London and beyond to improve access to King's College London and other universities. Activities will seek to enhance attainment and preparedness for higher study.	We will ensure that King's College's recruitment, selection and admissions processes are fair, transparent and identify the talent and potential of students from all backgrounds.	We will provide excellent student and education support services that seek to address the on-course needs of students from widening participation backgrounds.	We will deliver tailored support to improve the employability and career outcomes of students from widening participation backgrounds.

Our second theme is based on our belief that King's College London is well placed to play a unique role in supporting access to the most selective professions with a strong portfolio of healthcare, law and education programmes alongside degrees that offer access to the 'new professions' including data and creative industries. Finally, for many years King's College London has invested in partnerships with key organisations working to improve higher education participation. King's Widening Participation Department has a number of sector-leading partnerships with social enterprises. Further details of key partnership activities are given in subsequent sections of this agreement.

5. Key widening participation schemes and activities

Our widening participation activity is presented in four core areas. Centrally led widening participation initiatives, collaborative and partnership activity, activity to support teachers and faculty-led schemes.

Centrally-led widening participation activity

K+
K+, King's College London's flagship widening participation scheme, seeks out and supports the brightest young people in London and greater London, regardless of background, to achieve their full potential and access education at the best universities in the city and beyond. The ethos of K+ is 'Discover Yourself, Distinguish Yourself' and the programme consists of a structured range of activities and events, delivered over two whole academic years. The programme has five strands that seek to build academic resilience, personal confidence and cultural capital whilst allowing the students to develop relationships with positive role models. In 2015 we received over 900 applications to K+ from 147 schools. 74% of participants are from ACORN category 4 and 5 'financially stretched' and 'hard-pressed households' and 97% are first-generation university entrants showing the robustness of K+ targeting methods. K+ currently has 559 Year 12 and 13 students enrolled across two cohorts.

Students attend a subject-specific programme of academic taster sessions and summer school programmes that seek to both raise attainment and encourage the students to explore subjects beyond their current syllabus. Each student is assigned a current King's student as an e-mentor for the duration of the programme and engage with student ambassadors studying relevant subjects at each event. The K+ culture strand is designed to grow cultural capital through making use of the numerous cultural institutions in and around King's College London. In 2014 we started a K+ book club, enabling students to read and review a new book each month using social media in order to improve their critical thinking skills and engage in learning with new media, the membership has increased from 29 in 2014/15 to 70 in 2015/16 and we are currently piloting meet the author events with Penguin Randomhouse. The K+ programme also builds employability skills and supports students in career planning prior to entrance. We work in close conjunction with companies including Mayer Brown and Barclays and the Careers

and Employability service at King's to deliver careers activities. K+ students also attend the week-long non-residential 'Spotlight' summer school delivered in conjunction with the Brilliant Club whereby they develop a summative academic project under the guidance of a trained PhD student. In 2015 97% of students completed the academic project with 74% achieving a 2:1 or first class grade.

Students participating in the K+ scheme are given special consideration in the King's admissions process (detailed in Section 6). K+ has a demonstrable impact on student recruitment at King's, with 139 applications and 100 offers in 2015. Half of those surveyed progressed onto Russell Group universities in 2015 and 86% progressed to higher education. In the most recent admissions cycle for 2015 entry K+ students have made 202 applications to King's College London. The K+ programme has a robust and comprehensive evaluation plan, assessing the impact of the programme on participants' personal skills, knowledge and confidence. Each event is evaluated individually against its aims, with participants asked to rate its effectiveness for them. Student, staff and stakeholder feedback is reviewed annually and feeds directly into the development of the programme. As a result of evaluation from the 2013-15 cohort, we have increased the amount of group activities at the beginning of the programme to develop a supportive network amongst K+ students. The knowledge and confidence of K+ students is self-assessed at key stages throughout the programme and evidences the positive impact of K+ activities on preparing students for applying to and progressing within higher education. In 2016 the K+ was shortlisted for The Guardian Higher Education Award for Widening Participation Initiative of the Year.

King's Scholars – pre-16

King's Scholars is a sustained pre-16 scheme engaging Year 7 – 9 students, parents and teachers. Key Stage 3 is a critical time when universities can make a difference to the qualification choices and attainment of widening participation learners. The programme is targeted at local learners who we know to be less likely to progress to university for a variety of reasons. Fourteen schools across Lambeth, Southwark and Westminster have selected 284 pupils for pilot activities which began in July 2015. Pupils experience a range of activities including Year 6 in-school transition days, campus activity days and ambassador visits to their schools. In addition, schools can participate in-school reading clubs and homework support sessions. Year 7 focuses on university awareness and language acquisition, Year 8 focuses on the enjoyment and diversity of university subjects, whilst Year 9 will offer guidance on qualification and career choices. Simultaneously, parents and teachers will receive training on how to support their pupils. This will be supplemented with an open access digital outreach website for learners across the country. Initial evaluation shows that student awareness of university has already increased. 76% of 264 pupils who attended the 'Year 7 Activity Day' reported that they now knew more about studying at university, while 90% knew more about what a students' union was. Pilot Year 6 in-school transition days had similar success, with 89% of 343 students reporting that they had learned something new about university.

King's College London Mathematics School

King's College London Mathematics School (KCLMS) aims to increase substantially the number of young people with high levels of mathematical attainment to study STEM subjects at highly-selective universities. It also aims to improve access to high quality mathematical education at sixth form level and targets individuals from schools where such provision is not easily available (in particular, 11-16 schools and schools where further mathematics is not offered as part of the curriculum at A-level). KCLMS opened in September 2014 and now has 130 students split evenly across two year groups. Of these students, 37% are girls, 25% are classified as living in 'urban adversity' by the ACORN dataset (compared to a national average of 17%). The school has implemented an extensive outreach programme for KS4 students, aged 14-16, whereby students come to KCLMS for two hours per fortnight over a two-year period and take part in a week-long summer school. Through this programme, the school provides students who have limited access to high quality sixth form provision the understanding and skills they need to prepare for A-levels in Mathematics and Further Mathematics. This programme involves 200 students. Additional activities will be launched in 2016-17 and are planned to continue in 2017-18. These activities both develop the principle of support for aspiring mathematicians from widening participation backgrounds, and are targeted to reach a greater number of students rather than simply provide more opportunities for students involved in the fortnightly programme. Easter revision is a three-day intensive revision course for 100 students in Year 11 who are about to take GCSE Mathematics and are capable of attaining A/A* grades. KCLMS will also deliver a five-day summer school for GCSE students aspiring to A-level Physics study who have GCSE Science and Additional Science qualifications, but who have not completed a full GCSE in Physics. This will target 100 students in Year 10 and will develop key skills that are required for successful A-level study of Physics. Both the Easter revision

course and the summer school will be run with a significant degree of King’s College London academic involvement. There is a long-term vision for the school to become a centre of excellence for the teaching of mathematics and thereby to have a positive impact on learners across London. As part of this mission, the school runs a year-long and in depth professional development course for teachers new to teaching Further Mathematics A-level. The course aims to develop the subject knowledge and associated pedagogy of teachers; another key aim is to improve take up and retention rates in A-level Further Mathematics, with a view to increasing numbers of well-trained applicants to STEM subjects at university.

Extended and enhanced degree provision

Of particular note are the innovative enhanced and extended degree programmes that have been developed at King’s College London. Now in its 15th year, the Extended Medical Degree Programme (EMDP) ethos is to ‘level the educational playing field’; it uses a contextualized admissions process and is available to students from non-selective state schools within London who may not be predicted or have achieved the necessary A-level or UKCAT scores to compete for a place on a conventional five-year medical programme. The majority of EMDP students are the first in their family to attend university and around 90% are from BME backgrounds, demographics which are under-represented nationally both within higher education in general, and particularly within the medical field. The EMDP splits the first two years of the conventional medical degree across three years, enabling the implementation of additional academic and pastoral support programmes throughout the early years of the course. This enables a smooth transition between further and higher education with the strategic aim of improving student learning and satisfaction, as well as retention of widening participation students. In line with the College’s strategic commitment to widening participation, the EMDP offers up to five places each year to students who have taken part in Realising Opportunities. In 2016-17, we will also seek to further embed the Enhanced Support Dentistry Programme (ESDP) launched in 2012. 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.

Vulnerable students

Following our extensive experience in working to support care-experienced students King’s College London will now expand this work to encompass vulnerable students and will include: young adult carers, refugee and asylum-seeking students, estranged students and those from a gypsy/ traveller communities. Students from these groups are given priority for places on all widening participation schemes delivered by the Widening Participation Department. We are currently working with the following organisations to refine our approach to working with vulnerable learners:

Target Group	External Partners
Care leavers/ looked after children	UNITE Foundation
	Drive Forward
	Who Cares Trust
	Rees Foundation
	The Care Leavers Association
	National Network of Education for Care Leavers
Asylum seekers/ Refugees	Refugee Support Network
	Helena Kennedy Foundation: Article 26
	London Citizens
	Coram Voice
	KCL Student Action for Refugees (STAR)
	London Citizens
Young adult carers	Carers Trust
Estranged students	Stand Alone
Students from gypsy/traveller communities	London Traveller advocacy organisations

Care leavers – In July 2014 King’s College London secured the Buttle Trust Quality Mark for Care-Leavers in recognition of our outreach and support for care-experienced applicants and students. For a number of years

King's College London has been a part of a collaborative pan-London and South East event for care-experienced students considering university. Facilitated by the Higher Education Liaison Officers Association universities worked together to provide information, advice and guidance sessions. We have also developed bespoke advice and guidance events for looked after children within local authorities and virtual schools and have run training on the university application process for their staff. To ensure care leavers who join the university have a supported student experience we have established a robust verification process for care experienced students before offer stage. This ensures we can offer special admissions consideration as detailed in Section 6 and targeted support throughout the student life cycle. The cross-university Care Leavers Implementation Group has made significant progress in securing 52 week lets, tailored information systems, bespoke pastoral support and a designated careers advisor for care-experienced students. Our relationship with UNITE Foundation continues to provide invaluable support for our most vulnerable learners including in-kind rooms and financial stipends. We are currently piloting a relationship with Frontline, a social worker training programme.

Refugee and asylum seekers - This area of work is a key priority for the university and we plan on developing specialised outreach activity with a focus on integration and familiarity with university, academic support and language skills for refugee students to commence in 2016. King's College London has also worked alongside the Article 26 Project and will offer two Sanctuary Scholarships per year for asylum seekers or students who have been granted limited leave to remain. These scholarships will comprise of full tuition fee support and help with living costs, for each academic year of an undergraduate programme.

Young Adult Carers - In conjunction with the Carers Trust King's College London has run training sessions on working with this group for our teaching partners and staff within the university. This target group is an area of work we wish to develop and as well as advertising our programmes with the charity we plan on hosting a bespoke events for this target group in conjunction with the student services at King's.

Estranged Students - King's College London has formed a strategic working relationship with Stand Alone and will use this as a basis to extend our current support to estranged students. Our main focus will be to create specialised webpages and to train staff to identify this group via current outreach activity as we recognise that many students do not identify with this phrase.

Students from gypsy and traveller communities - This is a new area of work for the university and an area we wish to explore further. We intend to commission a research piece to examine the specific challenges and barriers this group faces in accessing higher education in a London context. Our intention is to formalise partnerships with relevant local and national charities and key stakeholders and initiate outreach work in 2017-2018.

Student-led outreach activities

Students are crucial to the successful delivery of widening participation activity at King's College London. The partnership between the Widening Participation Department and King's College London Students' Union (KCLSU) is recognised as a model of best practice of joint working in widening participation and in 2017-18 the Widening Participation Department will continue to fund a full time coordinator role within the students' union. The Students' Union will continue to encourage and facilitate student societies and sport groups to dedicate their outreach work to specific target groups in line with those identified by OFFA. The outreach programmes which societies deliver is varied across age groups, geographical area and subject focus – for example: History Outreach Society run GCSE and A-level mentoring sessions to raise attainment and aspiration with WP learners; the Bangladesh society run workshops on applying to medical school for the Bengali community in East London and the Pharmacology society work with primary schools in Lewisham to promote drug awareness and have designed an app for use in their workshops. As noted in the Arc Network review of research into widening participation to higher education¹, current students are not only crucial in the development and delivery of these programmes but also in providing young people with successful role models to help to raise aspirations. Many of the student societies are recipients of the WP Fund which is given to the students' union by the Widening Participation Department to fund outreach projects. KCLSU also run targeted events for OFFA priority groups. Two student societies Student Action for Refugees (STAR) and My Life, My Say run six sessions for students with refugee or forced migration status. In addition, the Kings of Sport programme engaged white working-class boys from local schools through sport.

KCLSU Societies continue to volunteer to assist the Widening Participation Department on the K+ summer schools. The KCLSU Societies Showcase Afternoon aims to make young people on K+ aware of the importance of co-curricular activities and provide them with an introduction to the services and opportunities that a Student's Union can offer whilst at university. After the KCLSU showcase afternoons, there was a significant increase those who rated their knowledge as 'good' or 'excellent' with only 19% of the cohort in week one rating their knowledge as 'excellent' as opposed to 75% of the cohort after the event. Again in the second week the students' knowledge increased from 14%, to 79%. In 2014-15 the students' union piloted the Buddy Scheme, which paired for vulnerable incoming students starting King's with current students to ease their transition to university and provide advice and support during their first term.

Schools liaison

The Schools and Colleges Liaison Team continue to provide a full range of opportunities for learners and those supporting them (in and outside of school and college) to access information and advice from King's aligned to preparing for and progressing to higher education. Explore King's is run in collaboration with the Science Gallery London, our key activity for learners in years 10, 11 and 12, provides a taste of campus life at university, information sessions and the chance to take a deeper look at the wide range of areas available to study at university. Undergraduate Open Days are delivered across all campuses, taking place on Saturdays over the summer enabling working parents and carers and non-traditional learners to attend more easily. These events provide full access to our academic and student services teams to enable prospective students to be able to make fully informed choices about their higher education options. Daily Campus Tours further increase the ease with which prospective students can access King's we provide guided campus tours every working day. Led by a current student ambassador, visitors can gain first hand insight into student life at King's while exploring our facilities. King's participates in 37 UCAS conferences across England, Wales and Northern Ireland ensuring that students have access to speak representatives and explore questions without the need to travel any great distances. The Schools Liaison Team also visit 300 schools and colleges across the UK attending higher education fairs, delivering talks and workshops for learners, further supporting the level of access to information and advice about King's College London and higher education. We sympathetically balance our engagement with the widening participation intake benchmark with students from state schools and colleges, as such at least 70% of our activity is delivered with this group.

The Widening Participation Department also offers in-school support for non-selective state schools across London, in the form of school talks, workshops and student ambassador hosted stands. Additionally, we offer advice and guidance for parents in schools, at parents' evenings or school progression events. To ensure that this limited resource is targeted at those schools, colleges and students that are most likely to require advice and guidance, we prioritise those schools with high proportions of deprived students (according to FSM and IMD), low attainment and/or low higher education progression. We are also seeking to increase our volume of activities in boroughs with large proportions of white working-class pupils, through further promotion of our activities in schools and colleges within those boroughs.

Mature learners

The Widening Participation Department has established links with local further education institutions, including Lambeth College and now delivers a series of open-access mature information evenings. Sessions for mature learners are now integrated into our open day provision and online resources are provided for this group of learners too. Once on course, mature learners with dependent children are offered ongoing support and advice via the Specialist Student Advisor for Student Parents. This includes advice on funding, welfare benefits, hardship funding and money management. Support is also offered to pregnant students and can be maintained during any breaks from study to ensure a smooth return to study after any breaks. A Parent Support Network has been launched this year and hopes to grow over time by engaging new parents and new students before they embark on their studies.

Collaborative and partnership activity

Realising Opportunities

King's College London is a member of Realising Opportunities (RO), a unique collaborative partnership of research-intensive universities developing and delivering a national fair access scheme which promotes social and

geographic mobility for students from under-represented groups. Realising Opportunities has a robust evaluation framework which incorporates contextual data, student aspirations and the tracking of students through the HEAT database and UCAS. The award-winning Realising Opportunities programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research-intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student e-mentor and an academic assessment element. Successful completion of RO will result in additional consideration given to applications through UCAS from all partner universities, and the potential for an alternative offer worth up to 40 UCAS points or equivalent. Each of the participating institutions has committed future funds to the central operating budget to ensure the on-going delivery and development of RO to 31 July 2017. For 2016 – 2017 this will be a maximum of £37,000 per partner. RO's independent evaluators, the Institute for Effective Education, commented in December 2014 'It is evident, for example, given the emphasis on collaboration and outreach activities in the HEFCE/OFFA National Strategy (2014 p94), that RO is 'ahead of the game' in terms of these activities. The programme has matured, with some of the collaborative relationships being in place for six years or more, and now has long-standing and sustained relationships across the university, college and school sectors.' Targets are contingent on UCAS providing the RO Central Team with the required data to evidence progression of RO students to Research Intensive Universities. Additional targets beyond 2017 are notional.

The Brilliant Club

A particularly strong partnership is now established with the Brilliant Club via both the Graduate School and the Widening Participation Department. 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. As part of these programmes each student will attend a launch trip at a university, take part in six university-style tutorials, produce an academic assignment and upon completion of this attend a graduation trip to another university. Through their work the Brilliant Club aims to 'connect outstanding students in challenging schools and PhD students from top universities through programmes that mutually develop the skills, confidence and ambition that help both groups to fulfil their academic potential'. At King's the Brilliant Club works closely with the Graduate School and the Widening Participation Department to provide a significant number of PhD tutors that deliver these programmes. The Widening Participation Department also hosts launch and graduation trips at the university in collaboration with the Brilliant Club. Launch and graduation trips are full day visits at King's, involving a tailored skills or information workshop by King's staff, a professional development session for teachers and tutorial components led by Brilliant Club. Their work of the organisation is supported through a collaborative model that includes financial contributions from schools (predominantly through Pupil Premium funding), universities and grant-making organisations such as The Sutton Trust. King's College London also co-hosts the annual Brilliant Club conference bringing together widening participation practitioners, teachers and third-sector organisations.

Sutton Trust Student Summer School

The Sutton Trust Summer Schools are free, residential, subject-specific courses which provide bright students from non-privileged backgrounds a taste of life at a leading university. The aim is to demystify elite universities and to equip students – most of whom will be the first in their families to go on to higher education – with the knowledge and insight to make high-quality applications to prestigious universities. King's College London held delivers an annual Sutton Trust Summer School for over 130 students from across the country. Students are surveyed pre and post-event and Turning Point technology assessed on-course attitudes. In 2014 42.9% of participants said they are more likely to study a related subject at university and 16.3% said they are more likely to study a related subject at King's College London. The university has also fully committed to participating in the Sutton Trust's national evaluation project.

IntoUniversity

King's College London continues to have a long-standing partnership with IntoUniversity, which sees us supporting our local centres of Lambeth and Brixton in delivering activities with Primary and early Secondary school pupils through their FOCUS and Buddy Day programmes. We have also extended activities to include support for IntoUniversity's supplementary schools project, hosting visits for students who receive educational support outside mainstream school provision.

SEREN – Welsh student access

King's College London is part of the newly-formed Seren network, a series of regional hubs designed to support Wales' brightest sixth-form students achieve their academic potential and gain access to leading universities. We are working with the EAS hub, which covers Monmouthshire, Torfaen, Blaenau Gwent, Caerphilly and Newport. These are areas with some of the lowest university participation rates in the UK, with many students in Polar quintile 1 and 2. To increase this participation, we are visiting Wales to provide subject-specific seminars with PhD tutors that stretch students beyond the curriculum and give them experience of university-style learning, admissions support and assisted trips to Open Days.

Linking London

Linking London is a partnership comprised of universities, colleges, sixth form colleges, schools, awarding bodies, jisc Regional Support Centre, the London Councils Young People's Education and Skills team and unionlearn. The partnership aims to support recruitment, retention and progression into and through higher education, in all its variety, including full and part time, higher apprenticeships and work based learning and employment. Linking London partners have developed a collaborative information, advice and guidance offer, with relevant activities each term, including as drop in advice surgeries on supporting statements and finance, a calendar of partner activity and a range of topical road shows. These activities are delivered by Linking London partner universities working collaboratively together to provide impartial and up to date information and advice to college learners studying A-level, BTEC and Access to HE Diploma qualifications. Linking London and its partners are now a member of the National Networks for Collaborative Outreach (NNCO), one of thirty regional networks across the country, supported by the Higher Education Funding Council for England (HEFCE) and funded by the Department for Business Innovation and Skills. This two-year project has as its aim the coverage of all further education and sixth form colleges in London, and the simplification of availability of information.

BME outreach – an embedded approach through partnership

Whilst a range of King's College London's widening participation schemes have high uptake by BME participants we are keen to further nuance our approach to increase the number of under-represented students (specifically, though not exclusively, African Caribbean students) applying for and gaining a place on programmes such as the Sutton Trust Summer School. In order to achieve this in 2017-18 we will develop strategic partnerships with BME community organisations such as Amos Bursaries to raise awareness of widening participation activities. Furthermore we will host and facilitate partner organisations delivering widening participation or outreach activities that target students from ethnic minority backgrounds at King's College London and engage with high profile BME-focussed media agencies such as Powerful Media. We will also seek to increase the number of BME teachers that engage with our teacher professional development offering by working with the Black Teachers Network.

Supporting teachers and advisors

Teacher Advocate Award

King's College London is keen to support access to the teaching profession and now awards needs-based bursaries to PGCE and Schools Direct students and King's graduates who wish to join Teach First. The 'King's Teacher Advocates' scheme assists NQT teachers by providing continuing professional development opportunities and prioritises financial support for those teachers joining schools where engagement with King's widening participation activities has been lowest. Our Teacher Advocates act as school-embedded ambassadors for the university and its widening participation programmes. In 2014-15 100% of Teacher Advocates felt that 'they had gained a greater understanding of the widening participation agenda', while over 70% stated that they had 'supported their students to engage with widening participation activities at King's College London.' The 2015-16 Teacher Advocate cohort has experienced a 35% expansion in comparison to the previous year. As a result, the geographic influence of the Teacher Advocate Award has grown across the Greater London area. Participants also benefit from access to a 'School Projects Grant' that enables our Teacher Advocates to secure £500 to fund widening participation initiatives and projects within their respective schools. Around 100 prospective students from under-represented backgrounds at higher education will benefit from the first set of Teacher Advocate initiated projects from 2015-16.

Researchers in Schools

Researchers in Schools is a teacher training and professional development programme exclusive to researchers who have completed a doctorate. The scheme aims increase subject expertise, promote research and champion university access within schools by training researchers to become highly effective classroom teachers and future subject leaders in the education sector. The founding partners; George Abbot SCITT, Lampton School, The Brilliant Club, King's College London and Challenge Partners piloted RIS in September 2014. The pilot was a success and in the academic year 2015-16 and the Brilliant Club was awarded the tender with the Department for Education to extend the Researchers in Schools programme on a similar model across the country, working with 10 SCITT teacher training providers and placing 78 PhD graduates, selected from over 600 applications, to train as teachers in English more than 50 state secondary schools. 55 of the RIS Participants in the 2015 cohort, and all the participants in the pilot cohort, benefited from Honorary Research Associate status at King's College London, and all London-based participants across the Researchers in Schools programme have been part of the Teacher Advocate programme. RIS is currently recruiting over 100 Maths, Physics and other specialist post-doctoral teacher trainees for its 2016 cohort. As part of the Researchers in Schools programme, participants have designed and delivered university access interventions in their schools at KS4 and KS5, as well as subject attainment boosters to students meeting widening participation criteria. London-based RIS Participants have also supported students eligible for King's widening participation activities to apply to join schemes like K+. Many RIS participants have worked with KCL to support their research and in-school interventions. A group of participants from midlands-based Sutton Park SCITT taught their research specialisms to 60 KS4 students in a set of academic, university-style tutorials before bringing them to visit King's College London.

Teacher Summer School

The Sutton Trust STEM Teachers Summer School is a collaborative four-day residential summer school for teachers. Delivered by King's College London, Imperial College London and the Royal Veterinary College the STEM focused summer school gives teachers the opportunity to visit each institution for a day, receive advice and guidance on accessing highly competitive universities & courses and will also give teachers an insight into the Sutton Trust student summer school experience. There are 50 spaces each year for teachers from non-selective state maintained schools, colleges, sixth-forms or academies across the UK.

School Governor Network

School governors provide an important contribution to the strategic oversight of a school. King's College London is committed to offering support and guidance to our school governor community. The university has over 80 active school governors. Network members have access to continuing professional development events designed to inform governors about key issues effecting widening participation learners in their schools and college. For example, in 2015-16 school governors at King's benefitted from training led by Professor Becky Francis concerning effective use of pupil premium funding. The wider King's community are made aware of governor opportunities through our partnership and events delivered in conjunction with the Governors for Schools initiative.

Annual teachers and advisor conference

King's College London delivers an annual conference on campus, welcoming delegates from across the UK to an inspiring and informative day exploring current trends, challenges and changes, admissions news and workshops to develop and share knowledge, expertise and skills. This is supported by continuing professional development workshops offered in school and we are exploring a new programme of activity delivering a condensed version of the conference in key satellite locations in England to extend access to those who may find it challenging to fund travelling to London.

Advancing Access – a Russell Group collaboration

King's College London is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver continuing professional development (CPD) for teachers and advisors that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location. Advancing Access complements the excellent work already carried out at King's College London and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'.

It is a cost-effective approach to equipping teachers and advisors with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, further funding options are currently being explored.

Faculty-led widening participation activity

King's Health Partners

King's Health Partners (KHP) is an Academic Health Science Centre and brings together King's College London (Faculty of Life Science and Medicine) and three successful NHS Foundation Trusts. King's Health Partners Widening Participation Committee maintains an overview of the widening participation activity at all levels within 23 specialist Clinical Academic Groups. The committee brings together outreach practitioners across the university, hospitals and trusts to run activities under the 'Healthcare Heroes' banner promoting study and careers in all healthcare professions. Alongside and to support these activities they have launched the KHP Futures website. This is aimed at young people between 14-19 to attract them to health science careers. The platform also allows them to longitudinally track the destinations of young people who access work experience, careers fairs, apprenticeships, internships across each KHP partner organisation. This year the committee has expanded the Clinical Insight Programme that will ensure equitable access to observational and clinical work and research placements to students from widening participation backgrounds. They have also developed extensive opportunities for local people to volunteer or take up apprenticeships by working with Skills for Health and the award winning NHS supported programme of apprenticeships. Over the next two years the committee will be expanding its work with pre-16 students through education programmes delivered in conjunction with Enabling Enterprise and their own Hands up for Health initiative.

Outreach for Medicine

Outreach for Medicine work with over 500 non-selective state schools and colleges across London, reaching in excess of 8000 students annually. The programme aims inspire and encourage pre-16 students to consider a career in medicine or healthcare and to help prepare and support post-16 students in their applications to medical school. Annually, the pre-16 programme includes 35 Medical Activity Days, in excess of 80 interactive workshops, talks and fairs held at host schools, and the Student Doctors in the Classroom scheme which places Extended Medical Degree Programme (EMDP) students into host schools for approximately 4-6 weeks to raise aspirations amongst pupils to study medicine or healthcare. In 2015-16 Outreach for Medicine established a primary programme, which has been piloted with 11 schools in Southwark. We deliver interactive science-focused workshops, with the aim of introducing pupils to medicine as a career and higher education as a whole. The post-16 programme includes a range of evening lectures given by clinicians and research scientists, on topics including Emergency Medicine, Psychiatry and Infectious Diseases. The purpose of these lectures is to introduce prospective medical students to some of the possible career pathways available in the medical field. Lectures are popular, with over 200 attendees per session. For post-16 students we also offer a programme of Medicine 101 workshops, specifically designed to provide guidance and preparation for each stage of the medical admissions process, including UKCAT, writing personal statements and interview preparation. Around 40% of the 2015 EMDP intake took part in this post-16 programme. Students in Year 12 are also able to apply for Med-View, an annual taster course offering 40 aspiring medical students the chance to participate in clinical observation placements, hands-on clinical skills sessions, learning workshops and talks. In order to work with a greater number of able and keen prospective medics, in 2016 we piloted a one-day Mini Med-View programme for 20 year 12 students. The timetable condensed the sessions of Med-View into one day. Many Med-View attendees are successful in gaining an interview for the EMDP or other allied healthcare courses at King's, and several are now enrolled across both the clinical and pre-clinical years of the EMDP.

Dentistry Outreach

The Dentistry Outreach initiative is focussed on non-selective state schools and colleges across London. A key feature of the programme is a popular evening lecture series for Year 11, 12 & 13 students. Six events are held each year with over 100 attendees per event. The Dentistry Outreach team also delivers over 50 school visits each year with accompanying student-led outreach by ambassadors. Students in Year 12 are able to apply for DentView, an annual taster course offering 40 aspiring dental students the chance to participate in clinical work experience at Guy's Hospital, hands-on clinical skills sessions and workshops designed to introduce the attendees to the UKCAT, personal statement writing, interviews and the BDS programme. Many DentView attendees are

successful in gaining an interview for the ESDP or other allied healthcare courses at King's, and several are now enrolled across both pre-clinical and clinical years of the ESDP and the main Dentistry BDS programme.

Widening Participation Grants Scheme

From 2014-15 we have introduced the Widening Participation Grants Scheme, which enables academic and professional services staff to bid for funding and support to deliver outreach and in-reach that takes advantage of their professional expertise. The programme is both a successor and continuation of the K-Link scheme, which supported sustainable relationships between targeted London schools and academic departments at King's but allows greater scope for collaboration within King's, with a number of academic departments now collaborating to develop activities for targeted schools and pupils. All successful bid-holders for 2015-16 have had to evidence the need for their activity, follow guidelines to target appropriate schools and students and will monitor and evaluate activity in line with the King's widening participation evaluation framework. Initial results from the programme are promising, with over 650 current undergraduates receiving support in managing their finances through the 'Money Mentors' project and around 40 lab-based work experience opportunities for targeted students being made available in the summer of 2016. Bid holders will share their experiences in an internal conference in May and will submit their final evaluations in July 2016. We intend to continue with this project in future years.

King's Factor Maths Club

The King's Factor is a mathematical outreach initiative, offering a complementary experience to sixth form classroom study. It is a club targeted at students taking A-Level who relish and enjoy mathematics. It gives sixth-form students the opportunity to tackle challenging mathematical problems, based on previous Sixth Term Examination Papers. These challenges will enrich and develop the pupils' mathematical thinking as well as creating a student network of those who share an enthusiasm for mathematics. It aims not simply to raise A-level grades but also to enable successful progression to higher level study involving mathematics, both at King's College London and beyond. King's Factor students attend a two-hour session once a fortnight. The sessions will be overseen by a teaching fellow, appointed by the King's College London Mathematics Department, who has responsibility for the department's widening participation activity, and led by selected postgraduate students act as tutors.

5. Student retention and success

King's College London Student Skills and Opportunities Committee (a subcommittee of the College Education Committee) has specific remit for student skills, retention and employability, and to oversee retention, achievement and employment outcomes. King's will adopt an inclusive approach using mainstream procedures and practices to meet the entitlements, interests and aspirations of all students in order to maximise their success at our university. This will be complemented by additional practices and interventions for particular student groups, such as those from a widening participation background or equality groups. Activities below are grouped into four areas: understanding our students, inclusivity, support and wellbeing, and increasing opportunities.

Understanding our students

Continuation and Retention Project

King's College London has an ongoing programme researching continuation rates across the institution. Faculties are supported to develop bespoke and localised initiatives to improve continuation issues specifically relating to subject disciplines. For example, work in the Faculty of Natural & Mathematical Sciences will look to make available revision lectures and support in target areas such as programming, in order to bolster understanding and ultimately improve success and continuation rates.

Behavioural insights improving widening participation student experience

King's College London Widening Participation Department, King's Policy Institute and the Behavioural Insights Team at the Cabinet Office are delivering a collaborative project examining whether behavioural insights can be used to improve the outcomes of non-traditional students in a university context. This is the first time behavioural insights have been applied in a UK university context. Related trials have been run at Harvard University, University of Toronto and University of Virginia. The project is structured into two phases. The first phase

explores the student journey at King's College London and seeks to understand and codify experiences and opportunities into a student-facing 'structure for engagement'. By understanding what our most successful students do we can share this practice with other undergraduates and help them to maximise their time at university. We are exploring 'beneficial behaviours' and 'barrier behaviours' as part of this research. Our findings are being presented at key conferences and will be published in journals. The second phase involves designing and implementing 'nudges' to encourage students to take up key opportunities and engage in enabling behaviours. This will include text messaging and calendar inserts at critical points in the student journey. Efficacy will be tested using a randomised control trial and we will establish which interventions are most effective for discrete student populations including low-socioeconomic learners, black and minority ethnic learners and live at home students. Our approach is cost effective and scalable and may have further applications both inside King's College London and further afield in the sector.

Inclusivity

BME Student Success Project

The Black Minority Ethnic (BME) Student Success Working Group is comprised of King's staff and KCLSU student representation takes a strategic approach institutionally to improve the experience and outcomes of BME students. Student interns were recruited to research and conduct focus groups across the university in November 2014 alongside an all-student race equality survey. Findings indicated a non-inclusive campus culture, non-inclusive learning, teaching, and assessment practices and the underrepresentation of BME academics as key issues impacting their participation and success. As part of the Race Equality Chartermark Submission, staff and students were invited to consult on a draft version of actions and findings. The final action plan was approved by the BME Student Success Working Group and Principal and Diversity and Inclusion Champion in April 2015. An Institutional and Faculty level KPI has been implemented to reduce the BME attainment gap at 1st Class Degree level (for home undergraduate population).

A group-mentoring scheme for BME first year students with BME academics is being piloted on the Extended Medical Degree Programme in 2015-16 with 20 BME students. The aim of the scheme is to provide a safe space and forum to explore strategies for success in a culturally sensitive environment; to improve the visibility of BME academics through role-modelling; and to offer a structured mechanism to better understand BME students at a local level in order to obtain regular feedback and identify any additional support interventions. Students are assigned to a group of up to 6 mentees and receive 3 group sessions alongside at least one 121 session with their mentor. Following evaluation and additional consultations with staff and students in May 2016, the scheme will be rolled out institution-wide in 2016-17 and will seek to recruit 100 mentees. It will also be expanded to include peer-support and targeted workshops/events to highlight student services and opportunities. In 2017-18, the scheme would look to further expand in order to improve BME postgraduate student support.

Open Doors Project

The Opening Doors Project seeks to address unconscious racial bias by emphasising the diversity of students and staff at King's. The Open Doors visual display and website aim to celebrate the contributions of BME staff and students, highlighting King's as a place where they can achieve, successfully thrive and are welcome. Faculties and directorates were invited to nominate at least 5 candidates (staff and students) to participate in the project. Their photographs have been taken to feature as panels in doors across campuses, linking to a website with their biographies as well as an interview by a BME student with the Principal. The project launches in Spring 2016 across all campuses.

Inclusive Education Project

A working group was established in November 2015 chaired by the Vice-Principal (Education), comprising of staff and students, to take a strategic approach to promoting and embedding inclusive learning, teaching and assessment practices across the institution. Whilst the main driver of the project is to improve the experiences of BME students and reduce the attainment gap, the project looks to promote practices that also support the learning experience of disabled students, students from a range of widening participation backgrounds and international students. A teaching staff survey was conducted with 383 respondents in February 2016 to identify current practices, key challenges facing staff and types of resources to support delivery. The key actions for 2016-2017 are to develop an inclusive practice online resource portal for teaching staff to raise awareness and share best practice

(July 2016), collate and review local practice, deliver faculty and departmental workshops and training, and provide strategic support. This project is being delivered collaboratively and with the support of Diversity & Inclusion and the King's Learning Institute (including a Inclusive Learning and Teaching Officer post).

Enhanced support for disabled students

According to HESA data the proportion of undergraduate declared disabled students at King's College London has risen steadily year on year. Students with Specific Learning Difficulties make up 50% of students declaring a disability and students with mental health difficulties is the second largest group at 17.5%. The proportion of students disclosing mental health difficulties has risen steeply from 12% in 2011-12. The proportion of students with social and communication issues (Autistic Spectrum Disorders) has steadily increased year on year from 1% to 1.6% of those with declared disabilities. The Disability Advisory Service at King's has observed that the proportion of students disclosing multiple disabilities has also risen steeply over this time. In light of this information and the proposed changes to the Disabled Students Allowance the university has formed a Supporting Disabled Students Task and Finish Group. King's aspires to ensure that disabled students should have a positive, inclusive experience that enables them to participate fully in all aspects of academic and social opportunities on offer at university. The institution is building on the work undertaken in recent years to assist disabled applicants and students to access timely, individual support throughout their King's journey to ensure that they have the opportunity to engage and succeed alongside their non-disabled peers. Studies show that accessing disability support improves educational outcomes for disabled students.¹ The Disability Advisory Service has been expanded in recent years and is working closely with colleagues in our Learning Institute on our inclusive education initiatives.

Support and wellbeing

Enhanced personal tutoring

All taught King's students are allocated a personal tutor within their department who will act as first-line support for pastoral and academic issues. The College Senior Tutor ensures that personal tutoring is consistently implemented across the university and leads on training, support and resources for academic staff in this crucial role. Part of this training includes specific guidance on supporting equality groups and students from widening participation backgrounds, including BME and mature students, and is intended to equip academic staff with the skills required to refer students for further specialist help, where required, and to encourage a sense of belonging for all students through personalised support delivered within students' departments. A new 'Personal Tutor Portal' includes resources devoted to inclusive practice has been developed. A 'Knowing our Students' section profiles different groups within the student body, providing personal tutors with relevant attainment data and identifying any specific support available for that group at King's; this work was done in collaboration with the students' union. Alongside the new staff resources, an interactive 'Student guide to personal tutoring' has been launched online, which is intended to further students' understanding of the role of personal tutors. A poster campaign reminding students to keep appointments with their personal tutor and promoting this student guide is planned for the start of the academic year 2016-17. In the summer of 2016, both the new resources and training uptake will be evaluated to ensure that personal tutors across all faculties feel appropriately supported in their role and are accessing the information available about their students. In the 2016-17 academic year, the College Senior Tutor will lead an audit of a selection of departments to determine how personal tutoring is working in practice, with a view to helping departments implement best practice in delivering personal tutor support to all taught students.

Study skills support

Study Skills refer to a range of knowledge and skills which students need in order to be successful in higher education programmes. The key objective of the King's Study Skills strategy is to ensure that all students are supported in developing the skills they need to maximise their use of the opportunities offered by their programmes, in order to achieve their full potential. Our aim is to contextualise skills development by adopting an integrated model of student skills support by creating a more joined up, holistic and strategic approach to

¹ Equality Challenge Unit. 2012. Evidencing Equality: Approaches to Increasing Disclosure and Take-up of Disabled Students' Allowance. London: ECU. <http://www.ecu.ac.uk/publications/evidencing-equality-approaches-to-increasing-disclosure-and-take-up-of-disabled-students-allowance>

Learning Development. We would like to work in partnership with faculties to embed and integrate skills into the curricula and ensure that students, on completion of their programme, will be transformed into global citizens, with skills to match, ready for their role in the employment market. In 2014, King's was awarded a grant through the SIGMA network (www.sigma-network.ac.uk) to establish a study skills centre for mathematics and statistics. The centre fully opened in September 2014 and a pilot service was run over the exam period (through May 2014). It was staffed by suitably qualified student mentors (PhDs) who offered informal peer support in maths and statistics. The Centre was based in the Maughan Library and managed by Library Services with academic oversight from the Department of Education & Professional Studies. The Centre was expanded in November 2015 when a Head of Study skills was recruited to continue to develop the service. Since then, we have developed the one to one study skills centres across the other libraries, providing mathematics, statistics and academic writing support appointments. In addition, we have been collaborating with the employability, disability and the English Language Centre to develop a joint web portal for skills by creating an initial single web location for skills delivery. We have also undertaken qualitative research with students and staff on the topic of study skills provision to obtain data on the delivery and impact of study skills provision at King's. We will use this data to inform opinion. Our ultimate strategy for study skills is an integrated and holistic approach to skills delivery and location, which maps students' needs with skills training in a scaffolded way.

King's Wellbeing

King's Wellbeing empowers students to optimise their health and wellbeing and use it as a tool for fulfilling their academic or personal potential. The King's Way to Wellbeing framework comprises of five different aspects which we know contribute to positive states of wellbeing and high performance. These are Keep Moving, Invest in Relationships, Never Stop Learning, Give to Others and Savour the Moment. King's Wellbeing offers students individual and group coaching sessions, drop-in discussions, workshops and events covering a range of wellbeing elements. Wellbeing coaching allows students to take a holistic and positive approach to successfully managing the varied demands of life. Coaching is a partnership process which taps into the existing knowledge, experience and resources every student already has but may not yet be aware of. King's Wellbeing can be instrumental in helping students develop the necessary coping strategies, life skills and positive outlook required to successfully transition into university life.

Counselling Service Outreach Programme

King's College London Counselling Service is a free and confidential service for all undergraduate and postgraduate students. In December 2014 King's College London and KCLSU signed the Time to Change Pledge, setting out a series of actions to help reduce stigma and discrimination around mental health. Subsequently a Counselling Service Outreach programme, delivered to both staff and students, has been developed. Mental Health First Aid training is now provided for staff (including personal tutors) and peer support training for students. The service also delivers innovative outreach including for particular student groups including LGBT and medical students. A wide range of workshops deals with issues such as anxiety, procrastination, body image, mindfulness and yoga. This sits alongside counselling provision such as crisis support and group support.

King's Community Ambassadors

The King's Community Ambassadors Scheme plays a key role in helping first year students settle in to life at King's College London. Second and third year students make telephone calls to a first year students at key times of the year in coordinated 'phone banks' to ask key questions about how they have found their time so far, to get feedback on their experience and to direct them to support services that are available if they require them. Students are also linked up with a small number of older students to enable meet face to face meetings and coordinate social activities with. This will form a key part of building a community at King's and fostering a sense of social belonging for non-traditional students. Evidence from Monash University has shown this type of programme is highly effective in reducing non-continuation numbers and enhancing students sense of integration at university.

Money Mentors

Money Mentors is a project developed by the Student Advice Service at King's College London. A small group of current King's students are provided with a package of financial literacy training, enabling them to provide peer support to both current and prospective students. This includes information on the main sources of statutory funding, money management, student discounts, hardship funds and financial safety online. This is of particular

important in light of recent changes to government financial support packages for students. The pilot phase of this initiative has proved successful and in 2017-18 we will seek to further expand the project. The project seeks to demystify student-funding arrangements and encourage students to share their strategies for financial independence. The project aims to encourage all students to be financially savvy, make informed choices and develop financial resilience. The project also ensures participants claim all their entitlements and know where to seek specialist assistance if required. The university benefits by having a pool of students who can share their experience with prospective students in an informed and genuine way; they can equally feedback to the institution on their experience and aid with research as we have found that students are more likely to engage with their peers on these issues.

Increasing opportunities

Study Abroad: Broadening Horizons

The past year has seen a significant development in the university's efforts to support widening participation learners to become internationally mobile. Following a piece of internal research examining the background of students undertaking study abroad opportunities at King's, and considering this alongside the available HESA data, we have established the Broadening Horizons Award to ensure that the additional costs of mobility (notably flights, but also visas and other travel-related expenses) are not a barrier to these opportunities. Supporting this endeavour, the university has established a widening participation-orientated role in the central Study Abroad Office, who will both administer the awards and provide additional activities and support to assist learners. These include one-to-one advice and guidance, pre-departure preparation and drop-in sessions which help widening participation students consider their various options, complete the necessary applications, book flights, and leverage any further funding available, such as through Student Finance England. Additionally, based on research from the International Unit, we have trialled a short-term (4 day) leadership experience in the summer of 2016 which will see approximately 25 low-income students work on a real-world challenge facing the leaders of one of the world's most global cities: Kuala Lumpur. These students will be both the forerunners for what we hope will be an annual opportunity, and a focus group to establish whether short-term mobility can lead to longer periods of mobility later in a student's education. It remains a fundamental aim of our international strategy that all King's students, no matter their socio-economic background, should experience some form of outward mobility to enhance their period of study and increase employability. Engagement with curricular, co-curricular and extra-curricular experiences allows learners to develop key graduate attributes, skills and intercultural competences and we will continue to develop new options to ensure that low income students have access to these opportunities.

Graduate outcomes

King's College London students achieve very good initial employment outcomes, as measured by the Destination of Leavers of Higher Education annual survey (DLHE). According to the most recent survey (2013-14), 94.8% of UK domiciled first degree graduates were in employment or further study six months after graduation, a figure which places us fifth in the Russell Group. The 'graduate prospects' score for this group of leavers was 85.7% (up from 80.1% in 2012-13), indicating the proportion of graduates who went into graduate level work or postgraduate or profession level study. The Careers Service is in the process of cross-referencing widening participation data and DLHE data to better profile the current graduate outcomes of our widening participation cohorts and identify areas where additional support might be required. This work aligns to the Strategy for Enhancing Student Employability, which sets objectives around employability outcomes for students from widening participation backgrounds. The university will seek to ensure that students from all backgrounds are supported to access the full range of possible careers, and can benefit from the variety of career management learning activities available across the institution. The Careers Service has received investment to broaden and develop these activities; this development includes a commitment to strengthening fair access to opportunities. To ensure that activity is evidence-led, The Careers Service works with the Widening Participation Department to increase awareness of career development opportunities to students from particular backgrounds.

With the recent investment, a new Global Internships Programme has been established, which offers students the opportunity to broaden their horizons by completing quality-assured internships in China, India and the USA. To help support access to the programme, the university has developed a number of financial aid options including the Broadening Horizons Award – a needs-based award for student mobility. Following a successful joint bid with the Widening Participation Department to the Unite Foundation, the Careers Service is working on a project

to support widening participation students to enhance their employability. The purpose of the project is to increase direct support for vulnerable students including interventions from a dedicated careers consultant and a partnership with the Drive Forward Foundation. The university is also collaborating with other Russell Group institutions on two HEFCE-funded Learning Gain projects relating to employability. The first of these explores internationalisation and employability, aimed at identifying students' self-perceived employability gains resulting from study abroad, work abroad, and on-campus experiences, and identifying the impact of these employability-focused interventions. The second explores students' self-evaluation of their career readiness, enabling interventions to be established where barriers to development are perceived.

Access to postgraduate study

The introduction of postgraduate loans for master's degrees from August 2016, increases the opportunity for individuals to continue in higher education, especially those from under-represented groups. Raising awareness, through targeted communications campaigns, of the availability of the scheme to eligible students, alongside the provision of clear information and advice will contribute substantially to the adoption of the new loans and therefore widening access to postgraduate study. We will continue to engage with prospective postgraduate students through the delivery of open evenings with academic and student services teams available to explore study options with individuals. Alongside this we will continue to explore in-reach activities and information sessions for current undergraduate students offering information about postgraduate study, timelines for application and fees and funding. In addition, we will look to deliver dedicated sessions for identified widening participation students offering guidance tailored to their needs to ensure they will be fully equipped to make an informed choice about progressing to postgraduate study.

Space for student success

King's College London will continue to operate a dedicated physical space for outreach activities. The Learning Centre, in Somerset House East Wing, provides high quality, innovative learning and social spaces and technology-enhanced and e-enabled learning. The Learning Centre will contribute to a number of aims detailed in the university's Teaching and Learning Strategy – in particular inclusion, resources and student support. In the 'What Works' Programme Report (Thomas, 2012), the overwhelming message is that students need to feel as if they belong in their new setting. The Learning Centre plays an integral role in inducting on course widening participation students in the forthcoming academic year and beyond. The space offers an exciting 'home' for non-traditional learners at King's College London and we have worked with experimental design and innovation consultants, NOMAD RDC.

6. Fair and contextualized admissions

King's College London operates a clear and fair admissions policy.² This policy is consistent with good admissions practice in higher education, as defined in the Quality Assurance Agency's Code of Practice, the Schwartz Recommendations for Good Practice, the SPA Good Practice Statement on Admissions and complies with current legislation affecting the admission of students. All applications are considered on their individual merits and treated in a fair and equal way, utilising a holistic approach to all information provided to the university. King's is committed both financially and philosophically to the recruitment of the students with the greatest academic ability and potential, irrespective of their social, cultural or economic background.

King's College London operates a process³ that provides special admissions consideration for participants in high-intensity widening participation schemes including K+, Realising Opportunities and the Sutton Trust Summer School. Students from King's College London Maths School and care-experienced students are also integrated into this process. Students from these groups are encouraged to indicate their participation in the schemes by adding a flagging code to their UCAS application. If required, King's will ensure applications from these students are given additional consideration as part of the admissions process. Additional consideration will vary from course to course and indeed applicant to applicant. Some examples of the form that additional consideration might take are given below;

² www.kcl.ac.uk/college/policyzone

³ www.kcl.ac.uk/study/ug/wp/Widening-Participation-FAQs.aspx

- The university provides a variable offer for students who are taking part in the Realising Opportunities or K+ programmes. Students are given a 40 UCAS point variable offer across our full portfolio of courses upon successful completion of the relevant programme.
- Students whose predicted grades are marginally lower than that required for the course may be given an offer (at the standard level)
- Students whose application is considered as being close to the standard required to gain an interview may be offered an interview to fully assess their potential
- Students whose admissions test score is considered as being close to the required standard might be given additional consideration and their application processed to the next stage of the process
- Students who fail to meet their conditional offer will be given additional consideration as to whether their place should be confirmed.

The Director of Admissions and the Director of Widening Participation personally review every tagged student application before an unsuccessful decision is confirmed. The special admissions consideration process is also applied to applicants from low participation neighbourhoods. LPN is determined using a combination of POLAR3 and ACORN data. Students defined as LPN receive the additional consideration set out above.

7. Equality and Diversity

King's College London is deeply committed to supporting equal access and fair treatment for all students, and diversity and inclusion are embedded in institutional practices. The university works to attract and support students from under-represented groups throughout the student life cycle and has a milestone for the protected characteristic of ethnicity. The university has established a Diversity and Inclusion Steering Group under the leadership of the Vice Principal (Research and Innovation) who also holds responsibility for Diversity and Inclusion. The group, chaired by a member of Council, is responsible for providing leadership in this area and for holding relevant colleagues accountable for delivering on our plans and commitments. It is able to facilitate quick agreement and support for key decisions and access to necessary resources. Our institutional/faculty KPIs focus on 3 key priorities: Athena SWAN activity, reducing the Black and Minority Ethnic (BME) student attainment gap and increasing the representation of BME staff into lecturer posts and above. As a consequence, the DISG has been wholly encouraging and supportive of our involvement in the Race Equality Charter Mark (REM) and the BME Student Success Project. The Director of Widening Participation is a valued and active member of the Diversity and Inclusion Steering Group, which helps to further fuse our various strands of related activity together. There is representation from both Diversity & Inclusion and the Disability Advisory Service on the Widening Participation Strategy Group at King's College London.

8. Benchmarks and milestones

As stated in previous years, we will be focusing in particular on the widening participation indicators that we believe are most robust and which we are best placed to monitor early in the recruitment process (namely state schools and colleges, LPNs and K+ target schools and colleges). The remaining indicators either relate closely to our outreach programmes or enable additional monitoring of equality and diversity (entrants from minority ethnic groups). The university will continue to make progress on a shared milestone in relation to higher education progression of Realising Opportunities programme participants in conjunction with other partner universities. From 2016-17 onwards we will adopt an additional benchmark to monitor our performance in relation to the intake of ACORN groups 4 & 5 in order to build a more nuanced understanding of the socio-economic diversity of our applicant and undergraduate populations at King's College London.

For 2017-18 we have embedded an existing institutional key performance indicators pertaining to the BME attainment gap at King's College London. In particular, we will seek to half the difference in 1st class degree attainment from -10.1% to -5.0% over the next five years.

Widening participation benchmarks and milestones			
Indicator	Baseline (% of full-time first degree entrants, 2013-14)	2017/18- intake milestone (% of full-time first degree entrants)	2019-20 intake milestone (% of full-time first degree entrants)
Students from state schools and colleges	72.4%	75.1%	77.2%
Students from low-participation neighbourhoods (POLAR3)	3.7%	4.3%	4.9%
Students from ACORN 4 & 5	18.6%	21.0%	22.0%
Number of entrants from K+ target schools and colleges	316	355	355
Students from minority ethnic groups (describing themselves as non-white)	38.3%	40.5%	41.7%
Student success indicators			
Proportion of full-time first degree entrants continuing from Year 1	92.4%	93.6%	94.0%
Attainment Gap of 1st degrees for BME students	-10.1%	-6.6%	-5.0%
Collaborative target			
Realising Opportunities Targets for progression of RO participants to a research intensive university	36%	37%	39%
Realising Opportunities Targets for progression of RO participants to an RO Partner university	25%	25%	25%

Annex 2 gives scaled benchmarks through to 2019-2020 academic year.

9. Monitoring and evaluation

Our comprehensive monitoring and evaluation framework and toolkit has been in place for 2 years and has been rolled out to encompass activities taking place across the University. This has recently been updated to reflect our intention to gather additional information and consents that will enable us to track activity participants through the Higher Education Access Tracker (HEAT), which we joined in August 2015. Membership of the HEAT service will assist King's College London in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows

the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in higher education.

We have also further refined our school targeting, enabling us to identify those schools and colleges with high proportions of economically deprived students, low attainment and/or low progression, enabling us to further target our low and medium intensity activities to reach those who can most benefit. The framework acts as a guideline for all activities. In addition, high-intensity activities have individual evaluation plans, with regular review points throughout the year, which feed into department research activities and overall evaluation strategy. Annual evaluation reports are reviewed by the Widening Participation Strategy Group to consider the efficacy of widening participation activity. Issues are also considered at the Principal’s Senior Executive Team, Education Committee and College Council. We will refresh our monitoring and evaluation framework every two years, to enable us to embed consistent and effective practices, whilst also responding to emerging priorities. Our most recent review has introduced a set of new standard evaluation questions across all projects, to enable more comparison between programmes. We are also collaborating with other HEIs within London and the Russell Group, to compare higher education progression across our respective widening participation and outreach programmes.

Monitoring and evaluation framework			
Activity Intensity	Participant Targeting	Monitoring	Evaluation Activity
Low (off-campus or less than 1 hour) e.g. school visit	Non-selective state schools or colleges/Organisation supporting groups under-represented in HE	No. of attendees Attendee current or most recent education level (e.g. GCSE, Access course etc.) School or college	Feedback requested from stakeholders and organisers
Low (on-campus): <i>a one-off interaction of 1 day or less that doesn't tailor content to an individual.</i> e.g. <i>Campus visit, taster day</i>	Non-selective state schools or colleges/Organisation supporting groups under-represented in HE	No. of attendees Attendee current or most recent education level (e.g. GCSE, Access course etc.) School or college Attendee gender, ethnicity & postcode	Post-event questionnaire (focus on event quality assurance) Feedback requested from stakeholders and organisers
Medium: <i>an activity of between 2-4 days, multiple (2-4) interactions with an individual or a 1 day activity that tailors content to the needs of an individual.</i> e.g. <i>masterclass, after-school club</i>	Non-selective state schools or colleges/Organisation supporting groups under-represented in HE	No. of attendees Attendee education level School or college Attendee gender, ethnicity & postcode Attendee family history of higher education Attendee d.o.b (if over 14)	Post-event questionnaire (quality assurance and outcomes) Tracking consent obtained (if over 14) Feedback requested from stakeholders and organisers Where appropriate, follow up interviews or focus groups may take place For some activities a pre-assessment of needs and abilities will be taken
High: <i>an activity of 4 days or more, 5 or more planned interactions with an individual or a residential activity. This may also apply to other activities seeking to create a long-term outcome.</i> e.g. <i>K+, Sutton Trust Summer School, mentoring</i>	Individuals who fit the following criteria: Are attending a non-selective state school or college AND fit 2 or more of: <ul style="list-style-type: none"> • POLAR3 quintiles 1 and 2 • ACORN profiles 4 or 5 • 1st Generation HE • Entitled to FSM in year 11 or receiving discretionary 	Attendee personal details (name, date of birth, gender, ethnicity, postcode) Attendee eligibility for programme (family history of HE, entitlement to FSM/discretionary payments, target group status, postcode profile) Attendee prior attainment (GCSE etc.) School or college profile Profile of engagement with activity	Post-activity questionnaires (quality assurance and outcomes) Interviews or focus groups with individuals Tracking consent obtained Pre-activity needs/skills assessments Questionnaires administered 1 month – 2 years after activity

	payments from their school/college OR <ul style="list-style-type: none"> • Are or have been in local authority care • Have a disability • Are from other identified target group 		
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Further research

In addition to evaluating activities on an individual basis, we have identified key areas of research relevant to all activities and our widening participation objectives. These priorities were identified based on programme feedback and through identifying gaps in research both at a local and national level and our research activity draws on internal and sector expertise to inform our methodology. Our identified areas of research focus for 2016-17 are:

- Using data from our own admissions systems to compare the performance of widening participation scheme students to similar applicants, looking both at offer rates and final academic attainment at Key Stage 5. We hope that this will inform our approach to academic support in all post-16 programmes and additional consideration in the admissions process.
- Exploring the professional outcomes of graduates on our Extended Medical Degree Programme, drawing on data from the General Medical Council and carrying our qualitative research to understand participant career trajectories.
- Qualitative research with former K+, Sutton Trust and Realising Opportunities students now studying at King's, to understand what aspects of the programmes were most influential in their successful progression and to investigate their experience of transition to King's.

We will continue to carry out and invest in research that builds on and develops sector expertise and directly informs the development of our strategy, identifying appropriate areas of focus on an annual basis to enable us to respond to local and national priorities.

Bursary survey

King's has recently undertaken an internal survey of bursary holders to ascertain how effective students found the additional funding and also whether these influenced students' decisions to attend King's. The survey has yielded some informative initial results. King's has maintained that the cost of studying in London may act as a potential deterrent to WP applicants, and this has been confirmed by 52% of respondents, who stated that receiving a bursary from King's allowed them to study in London. 43% of respondents had to supplement their income with part-time work of up to 20 hours per week, and 54% stated that receiving the bursary allowed them to cut back on or give up part-time work during term time. 33% stated that without the bursary, it was unlikely they would have completed their academic year. Of particular note, 40% of respondents stated that receiving the bursary influenced their decision to go to university, and 89% stated that receiving a bursary reduced their worry over the cost of going to university. Whilst these are preliminary results from our first internal survey on this subject, the results do support our beliefs that bursaries do influence students' decisions to apply to higher education and their likelihood of continuing with their studies, by reducing reliance on part-time work during term time and reducing worries about affordability and post study debt. We will continue to conduct more comprehensive annual internal surveys and explore part-time working patterns of our students in light of maintenance support changes.

10. Provision of information

King's College London commits to providing UCAS and the Student Loan Company with timely updates. The university provides timely, accurate, unambiguous, clear and easily accessible information to prospective students about: our university, academic programmes, their structure including placements, internships and study abroad options, and assessment methods, entry requirements and assessments, tuition fees, financial support and total

costs. Attention is drawn to any surprising rules or regulations, no important information that could affect a students' decision is omitted and we are mindful of the information needs of different groups of students and ensure these are provided for effectively across communication channels. Some key modes of communication include: printed prospectus and online course information, a dedicated fees and funding website and social media presence, regular, tailored communication to enquirers and applicants, a bespoke admissions application portal, post-offer pack and post-offer open days, events on and off campus

King's maintains comprehensive membership of the Higher Education Liaison Officers Association to collaborate and provide clear, accurate information about the opportunities and costs of higher education. Our schools liaison activities include a teacher's conference and workshops and briefings that include information about fees and finance. Furthermore, the university's responsibility to provide appropriate information is also included in the Student Charter that is updated each year and available on the university and students' union website for current students.

11. Student consultation

At King's College London we consider students our partners in widening participation. Our student engagement has gone beyond consultation. The President of the Students' Union and the Vice-President Welfare and Community each have full membership of the Widening Participation Strategy Group. Working with a team of staff and students from KCLSU we have regular round table meetings to develop student-led widening participation activities and the institutional OFFA agreement. KCLSU have submitted an accompanying statement to the 2017-18 King's College London access agreement.

ANNEX 1

Table 1. Summary of financial support assumptions for new students for 2017-18

Household Income	King's Living Bursary (new entrants 2017+)	King's Living Bursary (existing students entry pre-2017)	King's Student Hardship Fund	Access to Professions Awards	King's Start Up Bursaries
£0 - £25,000	£1,600 for each eligible year of study	£1,600 for each eligible year of study	means-tested discretionary award	£9,000 award paid across 3 years	£1,000 in year 1
£25,001 - £33,500	£1,500 for each eligible year of study	£1,200 for each eligible year of study	means-tested discretionary award	£9,000 award paid across 3 years	£1,000 in year 1
£33,501 - £42,620	£1,200 for each eligible year of study	£1,200 for each eligible year of study	means-tested discretionary award	£9,000 award paid across 3 years	£1,000 in year 1
Total available in 2017-18	-	-	-	50 awards	900 awards
Total £ available in 2017-18	£2,404,096	£4,196,800	£350,000	£450,000	£90,000

Table 2. Summary of means testing assumptions for new students in 2017-18

Household Income	£0 - £25,000	£25,001 - £42,619	£42,620+
King's Living Bursary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Access to Professions Award	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
King's Student Hardship Fund	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
King's Start Up Bursaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ANNEX 2

Table 1. Scaled milestones

	Baseline 2013-14	2015-16	2016-17	2017-18	2018-19	2019-20
State school (%)	72.4	73.3	74.2	75.1	76.0	77.2
LPN POLAR3 (%)	3.7	3.8	4.1	4.3	4.5	4.9
ACORN 4 & 5 (%)	18.6	19.0	20.0	21.0	22.0	22.0
K+ target schools	316	335	345	355	355	355
Ethnicity (%)	38.3	39.0	39.5	40.5	41.0	41.7
Continuation (%)	92.4 (2012-13)	92.8	93.2	93.6	94.0	94.0
Attainment Gap of 1st degrees for BME students (%)	-10.1	-8.0	-7.5	-6.6	-5.9	-5.0
Realising Opportunities 1 Progression to RIU (%)	n/a	35	36	37	38	39
Realising Opportunities 2 Progression to RO University (%)	n/a	25	25	25	25	25

ⁱ <https://www.offa.org.uk/wp-content/uploads/2013/08/Literature-review-of-research-into-WP-to-HE.pdf>