

OFFA Agreement 2018-19

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1. Introduction

King's College London is a research-led university based in the heart of London with 28,900 students (of whom 17,770 are undergraduate students). Vision 2029 articulates King's College London's strategic vision in the years leading up to our bicentenary. Our ambition is for King's to become the most accessible UK Russell Group university and our strategy states that we will 'see accessibility in terms of physical access, but also the opportunity for students to be able to study here – regardless of background. We will build on the strengths of our successful widening participation programme in recent years and continue to support the trailblazing King's Maths School. We will ensure we provide the right physical, academic and social environment for our students, which will enable them to participate fully in their student experience and equip them for success in the global workplace'.

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 are 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. Our commitment to widening participation is further demonstrated by our creation of a dedicated physical space for outreach activities, The Learning Centre, in Somerset House East Wing, which provides a home for outreach and student success activities at King's College London.

2. Assessment of access and retention record

King's College London access agreements have established ambitious targets for the university and good progress has been made towards most milestones. In the most recent monitoring exercise for 2015-16 all intake milestones were secured. We have substantially increased our numbers of full-time first-degree entrants on HEFCE-funded programmes from state schools. The proportion has risen significantly from 74.9% to 77.3%. This has exceeded both our 2015-16 target and our 2019-20 target.

As the NS-SEC dataset has now been decommissioned we have replaced this measure with the ACORN socio-geo-demographic dataset. 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. In 2015-16 the proportion of young full-time first-degree entrants from ACORN categories 4 & 5 (financially stretched and urban adversity) was 24%. This is 5% higher than our 2015-16 target and 2% higher than our 2019-20 target. ACORN is wholly integrated into our OFFA benchmarks, widening participation selection processes and admissions systems. During this period we have also managed to exceed our benchmark for students from low-participation neighbourhoods. The proportion of students at King's College London from these neighbourhoods stands at 4.8% reaching our 2015-16 target and setting us on track to reach our 2019-20 targets.

Our flagship widening participation scheme: K+ has a linked milestone. Excellent progress has been made on this front as we have already met our 2019-20 target with 546 students enrolled at King's College London in 2015-16. It is important to note that this milestone relates to all applicants from these schools, not just students involved in the K+ scheme. In 2014-15 the number of students from ethnic groups defined as non-white at King's College London has increased to 44% from 41% meaning we have exceeded our 2019-20 target and fulfilled our 2015-16 scaled milestone. Our performance in relation to retention now stands at 92.6% of students continuing into their second year of study. This represents a modest reduction from our 2014-15 performance of 93.2%.

3. Investment and expenditure

For 2018-19 intake King’s College London proposes to charge £9,250 per year home/EU fees for undergraduates and non-salaried ITT. We have not yet set fees for 2018-19 but salaried postgraduate ITT programmes will be charged at £4,500, undergraduate year abroad/sandwich years will be charged at £1,350 and part-time students no more than 50% of the full time fee in a single academic year. King’s College London may apply annual increases for new students in line with an appropriate inflationary measure set by the government each year (within the appropriate maximum fee cap).

We will reinvest 30% 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 maintenance grants and 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 2018-19

	2018-19
Financial support	£7,721,299
Outreach, Student Success and Progression	£4,198,000
Total Expenditure	£11,919,299
Total Expenditure as % of additional fee income	30%

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 2018-19 and beyond. The King’s Living Bursary for undergraduate and ITT students is based on assessed household income, which students must be in receipt of, 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 amounts are as follows:

Household Income	King’s Living Bursary
£0 - £25,000	£1,650
£25,001 - £33,500	£1,350
£33,501 - £42,641	£1,050

The bursary has been modelled to provide three tiers of award to smooth ‘cliff edges’ in the support. 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. 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. These bursaries will be paid at £3,000 pa for the first three years of study.

King’s Student Hardship Fund

The King’s Student Hardship Fund will continue to run in 2018-19 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 students who are care leavers and students who have successfully completed the K+ and Realising Opportunities programme. In 2017-18, the university will offer up to 90 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.

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 five core areas. Centrally led widening participation initiatives, school sponsorship, collaborative 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 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 2016 we received over 1000 applications to K+ from 161 schools, up from 147 schools in 2015, showing K+ has extended its targeting reach. 83% of participants are from ACORN category 4 and 5 ‘financially stretched’ and ‘hard-pressed households’ which constitutes a 9% increase compared to students last year and 98% are first-generation university entrants. 75% of students also belong to an ethnic minority group. 11% of K+ students enrolled in 2016 also hold a ‘special status’ because they have a declared disability, are a young carer, a looked after

child or are living independently. The profile of our students who started in 2016 demonstrates our robust targeting and selection methods resulting in the programme supporting students with multiple indicators of disadvantage. K+ currently has 562 Year 12 and 13 students enrolled across two cohorts.

Students attend a subject-specific programme of academic taster sessions and a non-residential week-long summer school programme which seek to both raise attainment and encourage the students to explore subjects beyond their current syllabus. During the Spotlight summer school, delivered in conjunction with the Brilliant Club, students work in small group tutorials focusing on one area of research and are supported to undertake a summative academic project under the guidance of a trained PhD student. In 2016 72% of students who submitted the academic assignment achieved a 2:1 or first class grade.

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 70 in 2015-16 to 99 in 2016-17 and we have partnered with Penguin Randomhouse to give students the opportunity to meet the authors of the books. 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.

In 2016, K+ students became eligible for the K+ variable offer which makes students a dual offer as recognition of their successful completion of K+, one at the standard level offer and a variable K+ offer of up to 40 UCAS points (2 A-level grades or equivalent) below the standard offer. We will track and look for patterns in attainment for those students who have benefited from the variable offer, working together with the King's Management Information team. K+ has a demonstrable impact on student recruitment at King's, with 179 students making an application and 149 offers in 2016. 82% of those surveyed progressed to higher education in 2016. In the most recent admissions cycle for 2017 entry there are currently 222 applications to King's College London from K+ students.

King's Scholars

The King's Scholars scheme aims to encourage Year 7-9 pupils from traditionally underrepresented backgrounds to apply to, and succeed at, top universities. Accordingly, much of the scheme provides information, guidance, and reassurance on how to progress to higher education, and engages parents in pupils' education. However, the primary focus and objective of the programme is to prevent high attaining Year 7-9 pupils from falling behind their more advantaged counterparts. In particular, it sets out to teach pupils metacognitive skills, which can be used in a range of classroom contexts to boost attainment. Drawing on research cited by the Education Endowment Foundation (EEF), the King's Scholars scheme teaches pupils how to use 12 learning strategies. These 'KING'S SCHOLAR Skills', developed after extensive research, and consultation with both academics at the King's Learning Institute and the EEF's Professor Steve Higgins, have been embedded into all elements of the programme. These elements are divided across three years. Year 7 provides an introduction to university. After in-school welcome sessions with King's Scholars and their parents or carers, a Campus Activity day precedes a 5-week course of in-school study skills sessions, delivered by King's student ambassadors. The year then concludes with our King's Scholars Family Day, which welcomes King's Scholars and their families to our Strand Campus for a day of pupil subject workshops and parental training sessions. Year 8 then offers pupils the opportunity to explore and enjoy a vast array of subjects. Through our Design a University day in October, the Study Skills Planner in November, a Subject Love Letter competition in January, our Spring Up 4 day subject exploration school in May, followed by the completion of an Independent Learning Project, King's Scholars have the chance to immerse themselves in new, exciting and engaging university subjects. Year 9 offers careers and qualification guidance, alongside sessions that will prepare pupils for GCSEs.

Initial qualitative analysis strongly suggests that the King's Scholar Scheme has been effective in using the teaching of metacognitive skills to boost attainment. 100% of teachers who attended the Design a University days in October 2016 stated that their pupils learned new study skills, while 100% also asserted that the skills learned will

help in raising in-school attainment. Pupils concurred, with 96% stating that they would use KINGS SCHOLAR Skills in their lessons. Pupils who attended the 2016 Family Day also expressed that the skills learned on year 1 of the scheme during in-school study skills sessions had been used effectively. 84% remarked that their study skills had improved as a result of the scheme, while 82% stated that they used the skills learned on the programme in school lessons. With regards to other, broader aims similar progress has been demonstrated. For instance, after their first visit to King's, 93% of cohort 2 stated that they knew more about university life. Parents too have been thoroughly engaged. The scheme's first Family Day in July 2016 boasted an attendance of 185. Of those who attended, 100% of parents would recommend it to fellow parents, while 86% would alter their parenting techniques.

Gameplan – an open access gamified higher education information site

www.gameplan.ac.uk is an online learning resource which compliments the department's pre-16 work. Using online games, avatars, leaderboards, videos, competitions, animations and cartoons (all drawing on evidence surrounding how gamification can enhance learning), gameplan.ac.uk provides 10-14 year olds and their parents from across the UK with guidance on how to progress to university. An accompanying Gameplan resource pack also offer lesson plans to support in-school use of the website.

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 140 students split across two year groups. Of these students, 34% are girls, 31% have no parental history of higher education and 44% are BME. Since the publication of its first cohort's A level results in August 2016, the school has established itself as one of the top performing schools in the country. 100% of students attained A*/A grades in mathematics, and 95% of all grades were A*-B. In terms of raw attainment, KCLMS is the top performing mixed state school. In terms of value added, it is in the top 0.5% of all A level providers. 85% of its students have gone on to study at the most competitive universities (Russell Group / Sutton Trust 30), including 14% at Oxbridge. All those currently at university are studying mathematics, physics, computer science, engineering or economics. KCLMS was profiled as an example of an 'excellent' university school sponsorship model in the Department for Education 'Schools that work for everyone' consultation paper in 2016. Since then we have hosted visits and information sharing sessions for universities and other interested parties including a roundtable in conjunction with the New Schools Network.

One of the founding visions of the school was for it to be a centre of excellence for the teaching and learning of mathematics. To realise this vision, the school runs extensive programmes and events for both students and teachers, focusing on provision for bright students from challenging backgrounds. The activities managed by the school are a response to the international comparative studies in mathematical performance that indicate the UK is, relatively speaking, failing its most able young learners. The school receives OFFA funding for the following programmes, which are particularly targeted at widening participation:

GCSE enrichment

200 students visit the school once each fortnight to engage in a programme of GCSE enrichment, through which participants are challenged to think more deeply about the mathematics they have learnt at school, and to develop a deeper and more connective understanding of the subject. Every session lasts for two hours, and students often travel over an hour each way to attend these sessions. All students on this programme are invited to take part in a week-long summer school that takes place in July which allows for a more intensive intervention. The GCSE enrichment programme provides students aged 14-16 who have limited access to high quality provision the understanding and skills they need to prepare for A-levels in Mathematics and Further Mathematics.

Seven+

Run for the first time in 2016-17, Seven+ is a three-day Easter course for students in Year 11 specifically designed to raise attainment. The course targets students who have been predicted and are on track for a grade 7 or above in the new mathematics GCSE, and intends to turn 7s into 8s and 8s into 9s. The programme is for students with

no parental history of higher education, and prioritises places to those students with other WP indicators. Demand for this programme has been extremely high, with over 800 applications for the 100 places offered. The focus of the three days is on improving confidence and skill in problem solving contexts.

Physics summer school

KCLMS delivers a week-long summer school for 100 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 is a common problem for students as in many schools there are insufficiently qualified physicists to ensure a comprehensive GCSE Physics curriculum is available. The focus of the week-long school will be to develop and encourage good thinking skills in physics contexts.

Extended and enhanced degree provision

Innovative enhanced and extended degree programmes have been developed at King’s College London. Now in its 16th 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 educational in general, and particularly within the medical field. The EMDP splits Stage 1 (year one) of the conventional medical degree across two years (Stage 1A and Stage 1B), 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 university’s strategic commitment to widening participation, the EMDP offers up to five places each year to students from non-selective state schools across England who have taken part in Realising Opportunities. 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. ESDP offers up to ten places each year and students receive a Link-Mentor, a dedicated member of staff to support them through their studies.

Vulnerable students

The term vulnerable students encompasses care-leavers, young adult carers, forced migrants, estranged students and those from gypsy/ traveller communities. Students from these groups are given priority for places on all widening participation schemes delivered by the Widening Participation Department at the university. We are currently working with a number of organisations to refine our approach to working with vulnerable learners:

Target Group	External Partners
Care leavers/ looked after children	UNITE Foundation
	Drive Forward
	Become
	Rees Foundation
	The Care Leavers Association
	National Network of Education for Care Leavers
Forced Migrants	Refugee Support Network
	Helena Kennedy Foundation: Article 26
	Just for Kids Law: Let Us Learn
	London Citizens
	Coram Voice
	KCL Student Action for Refugees (STAR)
	London Citizens
Refugee Youth	
Young adult carers	Carers Trust
Estranged students	Stand Alone

Students from gypsy/traveller communities	London Traveller advocacy organisations
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Care leavers - King's College London secured the Buttle Trust Quality Mark for Care-Leavers in July 2014. For a number of years King's 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 a number of 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 that we can offer special admissions consideration (as detailed in Section 6) and targeted support throughout the student life cycle. Care experienced offer holders are also invited to a bespoke event in March which advertises the support available and introduces students to key members of staff. 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.

Forced Migrants - 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 worked alongside the Article 26 project and offers 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. The university also recognises the legal complexity of this issue and hosted a well-attended seminar discussion for higher education providers to share best practice and encourage collaboration in supporting forced migrant students. King's has also worked very closely with the Refugee Support Network and has hosted two specialised outreach events for forced migrant students to publicise the support available. We also have tailored webpages and promotional materials for this group of students.

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 event for this target group alongside our Student Services Department. As per the other vulnerable groups we plan to create specialised promotional materials and tailored guidance on our webpages.

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. We have created specialised webpages and leaflets advertising the support available at King's. Our secondary focus has been to train staff to identify this group via current outreach activity as we recognise that many students do not identify with this phrase. Consequently we have held training sessions for the Students Union, the Widening Participation Department and Admissions.

Students from gypsy and traveller communities - This is a new area of work for the university and an area we wish to explore further. As a consequence we will commission a research piece to examine the specific challenges and barriers this group faces in accessing higher education in a London context. This work will include a literature review and analysis of the terms and definition of this group, an overview of the local gatekeepers and interviews with students from these communities to provide further understanding across the HE sector. Our intention is to formalise partnerships with relevant local and national stakeholders and provide an initial research piece which will steer further work in this area.

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 2018-19 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 clubs to focus their outreach work to specific target groups in line with those identified by OFFA. Kings of Sport is a collaborative project run by the KCLSU WP coordinator and KCLSU sport clubs for white working-class boys with the aim of engaging them in HE through sport. Last year's pilot project was very successful with 100% of the boys stating that they would recommend to a peer and we are hoping to continue it this academic year. In addition, societies deliver a range of varied student-led outreach across many different age groups, geographical areas and subject focus, including;

- History Outreach Society who continue to run a long established GCSE and A-level mentoring session with the aim to raise attainment and broaden horizons of learners across schools in inner city London.
- STAR (Student Action for Refugees) are now in their second year of running workshops for students and young people from a refugee background – with a focus on with employability, access to HE and understanding citizenship.
- UNICEF on Campus Society run a biweekly reading and literacy club with a primary school in Peckham, working with Year 5 and 6 children to inspire an interest in literature and the arts.

Moreover, throughout the year KCLSU societies have volunteered to assist KCLWP on various events - with several societies running workshops at King's Scholars events and for the third successive year KCLSU has hosted a Societies Showcase Afternoon during the two K+ Summer Schools. Overall there are over 150 students in 14 student societies that deliver regular WP outreach and 5 of these societies were in receipt of almost £2,500 of WP funding gifted to KCLSU by the Widening Participation Department to fund outreach projects. Student-led outreach strengthens the work of the Widening Participation Department at King's by working with groups under-represented in higher education across London, as well as supporting under-represented learners on course. In 2016-17 KCLSU expanded the Buddy Scheme opening it to all incoming students from POLAR 1 postcodes, pairing learners starting at King's with current students to ease their transition to university and to providing advice and support during their first term.

Schools liaison

The Schools and Colleges Liaison Team continues 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 our key monthly activity for learners in years 10, 11 and 12. It 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 35 UCAS exhibitions across England, Wales and Northern Ireland ensuring that students have access to speak to representatives and explore questions without the need to travel any great distances. The Schools Liaison Team also visit approximately 300 schools and colleges across the UK per year, 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.

Additionally, 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. Moreover, 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.

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 Parent Advisor. 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. The Family Society has been established by a group of proactive PhD students who are parents. The aim is to provide a network and support to all student parents including prospective students at any level and undergraduate students embarking on their studies.

White working class boys

In 2016, the Widening Participation Department commissioned LKMco to produce a piece of research into the underrepresentation of white working class boys in higher education. The report explores why this particular group are underrepresented (only 10% of the most disadvantaged white boys participate in HE) and what widening participation practitioners can do to tackle the problem. The report also responds to the government's drive to improve the social mobility of disadvantaged groups by specifically targeting and increasing white working class boys' participation in higher education. Findings show that low educational attainment explains a large proportion of the variation in entry to higher education (and more specifically elite institutions), however barriers such as the prioritisation of entry into paid work over further study and concerns over a return on investment were also identified. Moreover, due to a lack of cultural capital and experience of higher education within their close networks, as well as a propensity to access informal rather than official guidance, white working class boys are more likely to hold negative perceptions of university-based study. The report highlights the fundamentality of further engaging parents and teachers in order to successfully target and increase white working class boys' access to higher education. Informing parents of the long-term benefits of higher education will empower them to support their children to access higher education whilst working with teachers to encourage higher education from earlier phases in education is also key. Finally, in order to ensure that white working class boys recognise the return on investment of further study, they should be exposed to value of a degree and the vocational aspects of academic subjects through more focused careers education. In 2018-19 we will begin to scope and build a programme to respond to the recommendations of the report.

Parental engagement

In 2018-19 King's College London will pilot a new three-faceted parental engagement programme. Research strongly indicates that parents and carers have a significant impact on pupil outcomes, aspirations and decisions. Accordingly, this scheme aims to educate and empower families in order to enhance attainment and encourage informed decision-making. The first element of the scheme aims to mobilise a select group of King's Scholar parents. Using Citizen UK's model of community organising, we will be recruiting approximately 30 local parents who will identify the barriers they face in accessing universities, and construct a campaign to address these challenges. They will also receive skills training, and support the organisation and delivery of the King's Scholars programme. Part two of the parental programme aims to engage and influence parents and carers throughout the country via an online platform. Inspired by the *Better Make Room* campaign in the US, this digital resource will invite parents to share their experiences, and contribute to a wider movement that encourages their children to progress to highly selective universities. The final strand of the three-part parental engagement programme will implement the recommendations of the Behavioural Insights Group at Harvard Business and Kennedy Schools. After conducting experimental and qualitative exploratory work to understand barriers preventing unrepresented students from applying to university, the team recommended that KCLWP implement two interventions. They posit that the use of parental contracts and redesigned school reports could influence the aspirations of KS3 parents. This particular intervention will be tested via a randomised control trial methodology and we are exploring ways in which this pilot could support the government's Opportunity Areas.

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 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 strong partnership has been 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. 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. 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 ceremony at another university. The Widening Participation Department also hosts launch and graduation trips at the university, welcoming over 1000 participants for a full day visit, involving information workshops for participants, a professional development session for teachers, and tutorial components led by Brilliant Club. A recent independent control group evaluation of 'The Scholars Programme' by UCAS has shown that in the most recent cohort 58% of pupils eligible for free school meals (Ever6FSM) secured a place at a highly-selective university compared to a national average of 11%. When compared to a control group with matched characteristics including gender, ethnicity and prior attainment, UCAS reported that pupils who completed the programme were 'significantly more likely to secure a place at a highly-selective university'. King's 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 able 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 highly selective universities. King's College London delivers an annual Sutton Trust Summer School for over 120 students from across the country. In 2016 students rated 89% of summer school elements as excellent or good through the post-event evaluation survey. Furthermore, as a result of attending, 76% said they were more likely to apply to a subject related to their summer school stream, and 54% said they were 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. The university co-sponsors 3 London IntoUniversity centres in Lambeth, Brixton and Haringey. The centres are a higher education presence in the community, and provide a range of programmes for young people aged 7-18. One programme

provides a space for children from the local areas to come together for Academic Support sessions delivered by graduate staff and King's student volunteers. These sessions aim to improve academic performance, build soft skills and develop a positive attitude to learning. The programme's academic effectiveness is evidenced through evaluation data collected from Likert scale self-reports, which were designed and are administered to remove bias. Student self-reports are supplemented by evaluation data on the same outcomes collected from a national sample of parents. We have also extended our IntoUniversity activities to include support for the 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 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 closely 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. We are taking a two-pronged approach to increasing this participation. Firstly, we are providing sessions in Wales for Seren EAS participants, focusing on university admissions and making good choices. Secondly, we are opening up the university, in the form of an intensive residential event, in order to give these young people a taste of life at a university like King's.

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.

BME outreach – an embedded approach through partnership

Overall King's College London's widening participation schemes have a high uptake among BME participants. But 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 King's Scholars and K+. Looking ahead to 2018-19 we plan to expand on successful strategic partnerships with BME community organisations, especially Amos Bursaries, to raise awareness of and engagement in our widening participation activities. We will host an annual event for Amos Bursary holders and Associates, as well as establish a scholarship for black boys, in association with Amos, to encourage more high achieving young black men to choose King's. Furthermore we will develop a media campaign targeting black students. This will have a dual purpose – to increase applications from this group to our K+ programme, as well as raise awareness of King's more generally as a destination for able black students. We will partner with the high profile BME-focussed media agency Powerful Media to sponsor their annual 'Future Leaders' publication with the aim of raising the profile both of King's and of our widening participation initiatives among their readers.

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 Advocate Award 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 2015-16, 100% of Teacher Advocates felt that 'they had gained a greater understanding of the widening participation agenda', while over 92% stated that they had 'supported their students to engage with widening participation activities at King's College London.' Teacher

Advocates benefit from access to a 'School Projects Grant' that enables them to secure up to £500 to fund widening participation initiatives and projects within their respective schools. 64 prospective students from under-represented backgrounds at higher education benefitted from the first set of Teacher Advocate initiated projects in 2015-16. The 2016-17 Teacher Advocate cohort experienced a 33% expansion of teacher participants in comparison to the previous year. As a result, the geographic influence of the Teacher Advocate Award has grown across schools in the Greater London area. In addition, 31 London-based participants on the Frontline social work graduate training programme were incorporated into the scheme in 2016-17.

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 to 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.

In the academic year 2015-16 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. The charity recruited nationally in 2016-17, with 64 PhD graduates selected from 787 applications, placed in more than 50 state schools. After growing into the North West, West Midlands, Yorkshire and South West in 2015 and 2016, RIS are aiming to expand their geographic reach into the North East and East of England in 2017. 83 of the current RIS Participants benefit from Honorary Research Associate status at King's College London. This is a unique benefit for researchers joining the teaching profession. All London-based participants across the Researchers in Schools programme have also participated in the Teacher Advocate programme. As part of the Researchers in Schools programme participants deliver Uni Pathways, an evidenced based university access intervention, which targets more-able pupil premium students in KS4. The programme aims to support pupils to prepare to successfully apply for a selective university. In 2016-17 these interventions have reached a combined 493 pupils, of which, 62.7% are classified as Pupil Premium. The Brilliant Club's monitoring and evaluation team rigorously monitor these interventions, with initial impact data to be available later this year.

RIS participants have also engaged with King's Widening Participation Department initiatives. This includes enrolling their students to K+ and helping to run King's Factor, a maths booster for sixth form pupils. Furthermore, through the partnership with King's College London, participants from midlands-based Sutton Park SCITT taught 60 KS4 pupils a set of academic, university-style tutorials before bringing them to visit King's College London. The placement school's head of science commented, 'Researchers in Schools participants have brought links to university, ideas for higher level projects and their expertise from their own research. They are a huge benefit to us.'

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 the school governor community within its staff body through the School Governor Network. In 2016-17, the Network comprised of 38 staff members. All participants have access to continuing professional development events designed to inform governors about key issues effecting widening participation learners in their schools and colleges. They are given guidance on how a governing body can make effective progress in the alleviation of these issues from their strategic position. Annual membership of The Key for School Governors is purchased for all members to enhance their professional development as a governor. In collaboration with the organisation School Governors One Stop Shop (SGOSS), the Network also provides information and guidance to King's staff who are interested becoming a school governor throughout every stage of the application process. The wider King's community are made aware of governor opportunities through an internal communications strategy and our partnership with SGOSS.

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 CPD 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 CPD for teachers and advisers 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'. Advancing Access also aims to complement the work of national collaborative outreach programmes. It is a cost-effective approach to equipping teachers and advisers with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, Advancing Access is now funded through financial contributions from each of its partner universities.

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 from across the University, hospitals and trusts to run activities under the 'Healthcare Heroes' banner, promoting study and careers in all healthcare professions. 2016 saw the successful launch of their website www.discoverhealthcare.co.uk. This is aimed at young people aged between 14 & 19 to attract them to health science careers. The platform also allows us to longitudinally track the destinations of young people who access work experience, careers fairs, apprenticeships, internships across each KHP organisation. In the past six months, the WP careers hub has attracted over 4,000 registrations, 16,000 users and 75,000 page hits. The careers portal will allow for longitudinal tracking of career destinations, better measure the impact of WP activity and better promote access to WP initiatives.

Outreach for Medicine

Outreach for Medicine works 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. Outreach for Medicine has an established a primary programme, this programme has continued into 2016-17, working with schools in our local boroughs of Southwark and Lambeth. 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, Obstetrics and Transplant Surgery. The purpose of these lectures is to introduce prospective medical students to the some of the possible career pathways available in the medical field. Lectures are incredibly 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. 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 ensure that we were working with the most committed and enthusiastic students, this year an 'Interview and Advice Day' was added to the Med View selection process. Here the students participated in a Multiple Mini Interview (MMI), similar to the medical school interviews at King's. Many Med-View attendees are successful in gaining an interview for the Extended Medical Degree Programme or other allied healthcare courses at King's. Around 55% of the EMDP intake have participated on Outreach for Medicine activities prior to application to medical school.

Dentistry Outreach

Dentistry Outreach focusses on working with students from schools and colleges across London, reaching over 2000 students annually through five key outreach activities: an evening lecture series, DentView, the Enhanced Support Dentistry Programme (ESDP), the Dentistry stream of K+ (outlined above) and school visits in collaboration with the King's College London Dental Society (DentSoc). The programmes aim to equip post-16 students to make a competitive application to Dentistry. Five evening lectures and two workshops are held each year with over 100 attendees per event, supporting students through applications to Dentistry, and providing insight into life as a dentist from guest speakers. Over 50 school visits are delivered each year in collaboration with DentSoc, providing students with support for UKCAT, personal statements, interviews and a taste of what life is like as a Dental student. We also work with staff at Guy's Hospital to deliver DentView, a 3-day Dental taster course which includes one work experience placement day in the Dental Hospital for 35 Year 12 students each year. As well as hands-on clinical skills, students receive 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

The Widening Participation Grants Scheme 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 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. Bid holders share their experiences in an internal conference and submit formative and summative evaluations. Nineteen programmes received funding in 2016-17 including, Thinking Further an after school club for A-level students interested in unfamiliar and unusual humanities topics and the Shadow-a-Scientist programme which gives 100 year 11 & 12 students the chance to shadow scientists undertaking cutting edge research in medical labs.

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 acting as tutors. The teaching fellow will deliver two interactive sessions per term.

5. Student retention and success

King's College London Student Experience Group has remit for student skills, retention and employability, and to oversee retention, completion 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

Behavioural insights improving widening participation student experience

King's College London Widening Participation Department, King's Policy Institute and the Behavioural Insights Team have delivered a two-year 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. Building on the learning from the first year of the pilot project, in 2016-17 the project has expanded to include seven ambitious randomised controlled trials (RCTs). Five of these have sought to increase student engagement with key services such as study abroad and online study skills modules by sending students behaviourally inspired text messages. These messages test both whether receiving a text will increase the likelihood a student will engage with the service mentioned, and also whether the type of message received will produce differential outcomes in behaviour. The target services were selected based both on our own and external research into beneficial and barrier behaviours during the student lifecycle. The use of randomised controlled trials gives us a robust measure of the effectiveness of the trials. Analysis will show whether widening participation and non-widening participation students have differential engagement generally, and whether the messages have different impact on their behaviour. In addition, two further RCTs are testing whether targeted interventions can increase students' sense of belonging at King's. The aim is to test the efficiency of wrap-around support models in improving the retention and attainment of widening participation students. A key outcome measure for these trials will be re-enrolment data from September 2017. We have also further developed our work to map the student journey at King's by carrying out a six-wave pulse survey between October 2016 and July 2017. Answers from 760 first year undergraduate students provide useful insights into the student experience at King's. Central to the analysis will be a comparison of widening participation and non-widening participation student responses, informing us of the differential student experience between these groups. Results will be key to defining the focus of future support programmes for WP students at King's. Using behavioural insights is a cost effective and scalable approach to exploring and supporting student engagement and social belonging. Results will be published throughout 2017 at various sector conferences and learnings are likely to be applicable both throughout King's and in the sector more widely.

Inclusivity

BME Student Success Project

The Black & Minority (BME) Student Success Steering Group, comprised of King's staff and KCLSU student representation, takes a strategic institutional approach 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 First Class Degree level (for home undergraduate population). In March 2016, two open meetings were held to collect feedback from students on progress. An audit will be completed in June 2017 to review the impact of activity and strategy up to date to inform next phase of interventions.

Following the completion of a pilot, a group-mentoring scheme for BME undergraduate students with BME academics has been rolled out across the institution 2016-17 with 40 students and 10 mentors. The aim of the scheme is to provide a safe space and forum to explore strategies for success in a culturally sensitive environment, improve the visibility of BME academics through role-modelling; and to offer a structured mechanism to obtain feedback at a local level. In 2016-17, 3 BME student ambassadors were recruited to offer peer-support and guidance, host workshops, focus groups and events on key issues, collaborating with student societies and university services such as Wellbeing. 600 BME students have engaged with student ambassadors and signed up to mailing lists and activities. The scheme will be reviewed in May 2017 and look to further expand in 2017-18 to enhance faculty-level activity and support. In light of Universities UK 'Changing the culture' report, the It Stops Here anti-harassment campaign and working group will expand in 2017-18 to review and improve support and reporting for students experiencing racist harassment, bullying and discrimination.

Open Doors Project

The Open Doors Project seeks to address unconscious racial bias by emphasising the diversity and success of students and staff at King's. The Open Doors visual display and website aim to celebrate the contributions of staff and students, highlighting King's as a place where they can achieve, successfully thrive and are welcome. In May 2016, 17 students and 12 staff from 6 faculties were featured across campus displays. Following feedback from staff and students, the display is being expanded to include 20 more staff and students in August 2017.

Inclusive Education Project

The Inclusive Education project, established in November 2015, is supporting academic staff to embed inclusive learning and teaching practices so that all students are able to achieve their potential. There are several drivers behind the project, including the BME student attainment gap, the reduction in the support to disabled students, and the increase in international student recruitment. A teaching staff survey was conducted with nearly 400 respondents in February 2016 to identify current practices, key challenges facing staff and types of resources to support delivery. An inclusive practice online resource portal has been published with plans to further develop this space in 2017. An Inclusive Education Network has been established through a series of workshops across all campuses, and there are now around 150 members of the Network. A series of events are being planned for the Network in order to continue to disseminate good practice and share ideas. A number of bespoke Faculty and departmental workshops and training have been provided, with many more planned. A pilot project on inclusive assessment practices is underway with the Biosciences department. This project is being delivered collaboratively and with the support of Diversity & Inclusion, King's Learning Institute (KLI), and the Disabled Students' Advisory unit. The activities are supported by an Inclusive Learning & Teaching Officer based within KLI. Over the coming months the team will be working closely with Diversity and Inclusion as a new strategic vision is development alongside the upcoming Education Strategy.

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. The 2015-16 data shows the proportion declared as having a mental health condition is 21.8% of the total disabled student population, with Autistic Spectrum conditions remaining at 1.6%, a combined total of 23.4%. Multiple disabilities also continues to increase, at 4.9% of the 2015-16 data from 3.6% in 2014-15. The Disability Advisory Service continues to support the embedding of inclusive processes and protocols in academic and service delivery, working with a number of faculties and departments including the King's Learning Institute. They are also actively involved in strategic developments across the university to facilitate the creation of a desired ethos and environment to nurture the development of inclusive practices. The need to provide individual support for students with such long term conditions remains and to this end we have recruited in the 2016-17 academic year another Mental Health Disability Adviser. By working with these individual students we ensure, where appropriate, their continued engagement with education, by assisting colleagues in the university to create a supportive education environment where the students can engage as fully as possible and achieve their potential. The Disability Advice Service continues to build on the work undertaken in recent years in preparing post offer applicants for the challenges in starting university with transition opportunities being developed and enhanced. The Disability Advisory Service will also be building on its collaborative work with King's Worldwide following the success of the Dialogues on Disability initiative. This programme provides a platform for disabled students from King's to spend a week with disabled students from universities from in India, Mexico, Germany and Brazil and consider political, social and education issues through different cultural lenses and consider areas of activity that enhance inclusion and engagement of disabled people into society. The Disability Advisory Service and the Study Abroad Office, based within King's Worldwide, will be collaborating to ensure disabled students are aware of the opportunities for an international experience.

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, since March 2014, has led on a strategy to enhance training, support and resources for academic staff in this crucial role. The enhanced training and the resources – including a new Personal Tutor Portal- includes specific guidance on supporting equality groups and students from widening participation backgrounds, including BME and mature students. The resources 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. Throughout 2016-17 the College Senior Tutor has been evaluating the uptake and effectiveness of the new resources and training. In the first term of this academic year, the Portal was averaging around 200 unique views per day and tutors have evaluated it positively so far. Initial feedback on personal tutor training has also been very positive, with 96% of evaluations describing the sessions as 'very' or 'mostly' useful. The strategy to enhance personal tutoring has also seen a rise in staff attending training: 268 tutors attended a course in 2016-17 (so far), representing a 436% increase in attendance since 2013-14. There is variation across the university in take-up of training by faculty, and this data will be collated and evaluated as part of the Enhancing Personal Tutoring Strategy Report.

An internal audit of personal tutoring was commissioned by the Vice Principal Education and College Senior Tutor in May 2016 to evaluate practice across King's. A number of recommendations emerged from the Audit, including the need to develop an IT solution for scheduling, monitoring and reporting on personal tutor engagement more consistently. With this in mind, the College Senior Tutor is collaborating with the universities of Sheffield and Portsmouth on a HEFCE catalyst project to support the development of a modular system for best practice in delivering inclusive personal tutoring. This includes combining inclusively-designed resources and training with a technological solution for scheduling and monitoring tutor meetings that is working successfully at Sheffield. This project will specifically evaluate the impact of personal tutoring on non-traditional student groups with a view to understanding how far this intervention might work to narrow the BME attainment gap. At King's, the 'modular system' will be piloted in the Dental Institute and the findings of the HEFCE project will be shared at national dissemination event in Spring 2019.

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 learning development. A Study Skills Working Group has representation from Library Services, English Language Centre, Careers & Employability, Modern Language Centre, Widening Participation, Wellbeing and more. All of our skills provision is offered through a single web portal, the Skills Hub. New initiatives such as EASY weeks (Exam and Assessment Support for You) run several times a year in advance of the exam period, offering a range of activities such as seminars, webinars and events around examination and assessment support. Skills such as time management and IT are offered alongside support with stress from the Wellbeing Team. Students have access to peer support through our Study Skills Centres, offering help with mathematics, statistics and academic writing. They can attend a workshop, make appointments or drop-in to meet with a Study Skills Leader who will be a trained PhD student. The 20 or so Study Skills Leaders come from a range of academic backgrounds and are trained in areas such as learning development, pedagogy, inclusivity, disability and widening participation, as well as specialist skills for their area. Mathematics and statistics Study Skills Leaders go through the nationally recognised Sigma training. An academic from our School of Education, Communication and Society is currently assessing the impact of these sessions over time. We are also greatly expanding our eLearning around academic and study skills to allow students to develop at their own pace and from wherever they are located. In September 2016, Library Services launched KLaSS, a series of modules supporting information and research skills. These modules already have 13,000 registered students. KLaSS was successfully promoted by the Widening Participation Department as part of the KCLxBIT project. ELearning will expand as we are developing new materials and currently implementing Lynda.com to support creative, business and technology skills.

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 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. Additional income generated from the revised higher fee level has been invested into expanding the scope and availability of counselling support services aimed at students from widening participation backgrounds. This will include a wider range of mental health staff dealing with cases and the introduction of digital resources to complement the face-to-face service, as well as the conducting of research into the experience of users of the services. The outcomes of these interventions will be an increase in students accessing mental health services across King's, a reduction in the waiting times for appointments with counsellors and an increase in retention and quality of experience of students from widening participation backgrounds.

King's Community Ambassadors

King's Community Ambassadors 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. They will also be linked up with a small number of students later in the year to meet face to face 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.

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 importance in light of recent changes to government financial support packages for students. The pilot phase of this initiative has proved successful and we are currently expanding 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 Money Mentors gain knowledge and develop transferable skills from the training they receive and the interactions they have with their peers. Any students who interact with the Money Mentors gain insight and information about student money and are given the opportunity to reflect on their own attitudes and impulses. The university benefits by having a pool of students who can share their experience with prospective students in an informed and genuine way.

Increasing opportunities

Study Abroad: Broadening Horizons

It remains a fundamental aim of King's College London's international strategy that all students, no matter their socio-economic background, discipline or level of study, should experience some form of outward mobility to enhance their period of study and increase employability. Last year, the 'Broadening Horizons' mobility fund supported more than 130 widening participation students to experience outward mobility. By offering simple eligibility criteria and a single funding route no matter whether the student wanted to study, intern, work, teach, take a medical elective or volunteer, we supported under-represented learners to become more involved with the international opportunities available at King's. We awarded an average of £890 and Broadening Horizons

continues in 2016-17. In the coming academic years we will expand the way we support learners with multiple equality indicators including BME students and those with disabilities. Study Abroad Office staff, including a dedicated role to support widening participation learners, focused on providing support and guidance on everything from how to get a visa, buy airline tickets and arrange insurance, to how to prepare and adapt, to where to source other, external types of funding. Our literature review of barriers demonstrated that for some students, finance is not the only barrier, and creating a culture of mobility means offering drop-ins and workshops for those who need additional support to take up opportunities. In June 2016, a cohort of 25 King's College London widening participation students partook in a four-day leadership challenge in Kuala Lumpur delivered in conjunction with Common Purpose. A qualitative evaluation process established that the experience has fostered a number of positive changes for the participants with one focus group attendee saying they *'now feel more comfortable being able to travel for work purposes.'* Additionally, participation tracking has shown that several students have now gone onto additional study abroad experiences. We have established a second programme visit to Nairobi for a five-day programme and will assess scalability if outcomes continue to be positive.

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 (DHLE). According to the most recent survey (2014-15), 96.1% of UK domiciled first degree graduates were in employment or further study six months after graduation, a figure which places us first in the Russell Group. The 'graduate prospects' score for this group of leavers was 88% (up from 85.7% in 2013-14), indicating the proportion of graduates who went into graduate level work or postgraduate or profession level study.

Careers & Employability are integrated into a new holistic approach that King's College London is taking to embed employability across all academic programmes, beginning with new programmes that will start in the academic year 2018-19, and rolling out into existing programmes thereafter. Employability will be articulated through the curriculum by academic staff, as well as in juxtaposition with it through extra-curricular programmes and activities run by Careers & Employability. This will enable students to become more effective at identifying and articulating how their academic education and wider university experience has developed them into high quality graduate employees. This will be of particular value to students from widening participation cohorts in helping create better self-awareness and self-confidence, and greater knowledge capital about what graduate employers are looking for, in the latter case because employers will contribute to the process directly. Overall, this will help students understand and plan for how they can prepare themselves more effectively to enter the graduate market in a wide range of roles from conventional graduate schemes to becoming freelance professionals.

Strategies for embedding employability will draw on data derived from two HEFCE-funded Learning Gain projects in which King's participates. The first focuses on students' annual self-evaluation of their career readiness, enabling targeted interventions to be established where barriers to development are perceived. Granular data and integration with the online careers CRM will enable direct support to students from particular backgrounds. To support this and the project to embed employability, Careers & Employability are developing an online student journey tool to help students map how their academic and extra-curricular experiences contribute to developing their employability. The tool will not only enable students to reflect on what they have already gained or done, but also signpost them to additional activities and opportunities that will help them develop both shorter term career choices and skills of lifelong career planning. This will support students from widening participation cohorts to understand how much they are already doing to develop their employability, as well as helping them identify future goals. Progress created by this tool will be measurable through the year-on-year data from the self-evaluation process.

The second Learning Gain project focuses on internationalisation and employability, identifying students' self-perceived employability gains resulting from study abroad, work abroad, and on-campus experiences. This project enhances Careers & Employability's valuable partnership with Study Abroad and the goal of improving the international mobility of its widening participation students. A wider experience of the world improves a student's portfolio of key employability skills like communication, self-management and problem-solving, and also develops newer skills increasingly in demand by employers such as managing uncertainty and ambiguity. Careers staff support students exploring their study and work abroad options through guidance, information and advice. Careers & Employability also runs the Global Internships Programme, offering students the opportunity to

broaden their horizons by completing quality-assured internships in nine international destinations. The programme expanded in 2017 to include China and south-east Asia, India, Latin and North America, Australia and South Africa. To ensure that the costs of mobility are not a barrier to taking advantage of opportunities, Careers contributes bursaries offered to widening participation students in support of King's Broadening Horizons Award. Students who have taken these opportunities are then supported on return by Careers to reflect on how being internationally mobile has enhanced their employability and potentially also influenced their future career choices.

King's Careers & Employability, alongside its parent careers service The Careers Group of the University of London, already focuses staff expertise from across the team on how to develop and deliver the most effective support, activities, resources and opportunities to enable widening participation students to explore and reach their potential. In 2018-19, Careers & Employability will add to this resource by employing a new dedicated member of staff to focus solely on the whole employability journey of the widening participation cohorts, including building confidence in new arrivals to engage with career development opportunities, and working with employers to generate more opportunities for students from diverse backgrounds.

Access to postgraduate study

The availability of postgraduate loans for master's degrees, 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 should support 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 complementary talks 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. Alongside this activity we will develop and implement a targeted engagement campaign with current undergraduate finalists, segmenting communications to identified widening participation students ensuring the delivery of relevant and timely information. This will be supplemented with on-campus experiential activity to broaden awareness of postgraduate study and specific support available. All activity will be monitored and measured to determine the most effective interventions so these can be enhanced for future campaigns.

6. Fair and contextualized admissions

King's College London operates a clear and fair admissions policy.¹ 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 governing 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 process² 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;

¹ www.kcl.ac.uk/college/policyzone

² 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 Polar 3 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 three 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, both outlined in more detail below. 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. In addition, 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. We 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. We have also embedded an existing institutional key performance indicators pertaining to the BME attainment gap at King's College London; we will seek to half the difference in first class degree attainment from -10.1% to -5.0% in five years. Finally, for 2018-19 we have developed an additional benchmark in relation to King's College London Mathematics School value added score: this will measure our direct contribution to attainment-raising.

Widening participation benchmarks and milestones				
Indicator	Baseline (% of full-time first degree entrants, 2013-14)	2018/19- intake milestone (% of full-time first degree entrants)	Final 2019-20 intake milestone (% of full-time first degree entrants)	Most recent performance (2015-16)
Students from state schools and colleges	72.4%	76.0%	77.2%	77.3%
Students from low-participation neighbourhoods (POLAR3)	3.7%	4.5%	4.9%	4.8%
Students from ACORN 4 & 5	18.6%	22%	22%	24%
Number of entrants from K+ target schools and colleges	316	355	355	546
Students from minority ethnic groups (describing themselves as non-white)	38.3%	41%	41.7%	44%
Student success indicators				
Proportion of full-time first degree entrants continuing from Year 1	92.4%	94.0%	94.0%	92.6%
Attainment gap of 1 st class degrees for BME students	-10.1%	-5.9%	-5.0%	Awaiting data
Collaborative target				
Realising Opportunities Targets for progression of RO participants to a research intensive university	36%	38%	39%	Awaiting data
Realising Opportunities Targets for progression of RO participants to an RO Partner university	25%	25%	25%	Awaiting data
Attainment raising benchmark				
King's College London Mathematics School Value Added Score percentile across all UK A-level providers	Top 0.5% (2015-16)	Top 1%	Top 1%	Top 0.5%

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

9. Monitoring, evaluation and research

Our comprehensive monitoring and evaluation framework has been in place for three years and has been rolled out to encompass widening participation activities taking place across the University. We joined the Higher Education Access Tracker (HEAT) in August 2015 and we currently have three cohorts of students on the platform including learners from our pre-16 programmes. We will receive an outcome report for the first cohort of students we uploaded to HEAT in 2020. Over the coming years, we hope that the platform will aid our understanding of the impact of our outreach programmes on the young people we work with, as well as tracking their progression into Higher Education and beyond. We are currently investigating the possibility of full integration to HEAT by 2018. This will enable us to utilise the platform's functionality to track students alongside recording the activities that we undertake as a department.

Our framework supports the monitoring and evaluation of all activities ranging from minimal to high intensity. High-intensity activities also have individual evaluation plans, with regular review points throughout the year, which feed into departmental research activities and the overall evaluation strategy. Annual evaluation reports continue to be 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, College Education Committee and College Council.

In addition, we continue to refine our schools targeting process, enabling us to identify schools and colleges with high proportions of economically deprived students, low attainment and/or low progression. This enables us to further target our low and medium intensity activities to reach those who can benefit most from our interventions.

We will refresh our monitoring and evaluation framework in 2017 to encompass our full life-cycle approach to widening participation. We plan to build upon the existing framework to ensure that our practices are evidenced. We continue to collaborate with other HEIs within London and the Russell Group, to compare HE progression across our respective widening participation and outreach programmes. A report on the findings is expected in May 2017.

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> <i>e.g. 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>	Non-selective state schools or colleges/Organisation supporting groups under-represented in HE	No. of attendees Attendee education level School or college	Post-event questionnaire (quality assurance and outcomes) Tracking consent obtained (if over 14)

<p><i>e.g. masterclass, after-school club</i></p>		<p>Attendee gender, ethnicity & postcode</p> <p>Attendee family history of higher education</p> <p>Attendee d.o.b (if over 14)</p>	<p>Feedback requested from stakeholders and organisers</p> <p>Where appropriate, follow up interviews or focus groups may take place</p> <p>For some activities a pre-assessment of needs and abilities will be taken</p>
<p>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></p> <p><i>e.g. King's Scholars, K+, Sutton Trust Summer School, mentoring</i></p>	<p>Individuals who fit the following criteria:</p> <p>Are attending a non-selective state school or college</p> <p>AND fit 2 or more of:</p> <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 payments from their school/college <p>OR</p> <ul style="list-style-type: none"> • Are or have been in local authority care • Have a disability • Are from other identified target group 	<p>Attendee personal details (name, date of birth, gender, ethnicity, postcode)</p> <p>Attendee eligibility for programme (family history of HE, entitlement to FSM/discretionary payments, target group status, postcode profile)</p> <p>Attendee prior attainment (GCSE etc.)</p> <p>School or college profile</p> <p>Profile of engagement with activity</p>	<p>Post-activity questionnaires (quality assurance and outcomes)</p> <p>Interviews or focus groups with individuals</p> <p>Tracking consent obtained</p> <p>Pre-activity needs/skills assessments</p> <p>Questionnaires administered 1 month – 2 years after activity</p>

Research and thought leadership

In addition to evaluating the department's activities, we have identified key gaps in existing areas of research relevant to our widening participation objectives. Our research activity draws upon internal and sector expertise to inform our methodologies. The identified areas of research focus for 2018-19 are:

- Exploring the professional outcomes of graduates on our Extended Medical Degree Programme. Drawing on data from the General Medical Council (GMC) and carrying out qualitative research to understand participant career trajectories. Focus Groups and interviews have been conducted with students. Findings are expected in April 2017
- Qualitative research investigating the non-traditional students' experience of transition to higher education. Conducted with former K+, Sutton Trust, Realising Opportunities and care experienced students now studying at King's, the study explores how prepared the students felt throughout their transition and how pre-entry outreach activities impacted their ability to successfully adapt to higher education
- Assessing the impact of our King's Scholars scheme for students from years 7-9 by comparing their attainment outcomes to their peers. We expect the comparison to show that the scheme is having a positive impact on attainment and preventing high attaining pupils from falling behind their more advantaged counterparts
- A research project led by the School of Education, Communication & Society investigating barriers and enablers to BME access and progression into postgraduate level study at King's. Findings will be used to

inform support for BME postgraduate students and identify interventions to improve progression into postgraduate study.

We will continue to carry out and invest in research which builds on, and increases knowledge within the widening participation sector at local and national levels. The findings of our research projects will also continue to directly inform the development of our strategy.

Bursary evaluation and impact

King's undertakes an annual internal survey of bursary holders to ascertain how effective students found the additional support. The results from our second survey support our belief that bursaries increase students' 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. 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 survey respondents, who stated that receiving a bursary from King's allowed them to study in London. 54% of respondents had to supplement their income with part-time work of up to 30 hours per week, and 87% of those undertaking part-time work stated that receiving the bursary allowed them to cut back on working hours during term time. 29% stated that without the bursary, it was unlikely they would have completed their academic year. Of particular note, 62% of respondents stated that receiving the bursary did influence their decision to go to university, and 89% stated that receiving a bursary reduced their worry over the cost of going to university. 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.

As part of our collaborative project with the Behavioural Insights Team we have been working with the Money and Mental health Institute to explore the links between financial hardship and mental wellbeing. This is the first research exploring the link between mental health and financial health. Furthermore, in order to build upon our understanding of the impact of bursaries King's College London will implement the financial support evaluation models published by OFFA. This will commence in academic year 2017-18 to inform expenditure in future access agreements from 2019-20 onwards.

10. Provision of information

King's College London commits to providing UCAS and the Student Loan Company with prompt 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 2018-19

Household Income	King's Living Bursary for 2017+ starters	King's Living Bursary for pre-2017 starters	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 - £42,641	£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 2018-19	-	-	-	50 awards	90 awards
Total £ available in 2018-19	£2,302,745	£4,196,800	£350,000	£450,000	£90,000

Table 2. Summary of means testing assumptions for new students in 2018-19

Household Income	£0 - £25,000	£25,001 - £42,641	£42,641+
King's Living Bursary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to Professions Award	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
King's Student Hardship Fund	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
King's Start Up Bursaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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
King's College London Mathematics School Value Added Score percentile across all UK A-level providers	0.5% 2015-16	n/a	n/a	n/a	Top 1%	Top 1%

Table 7 - Targets and milestones

Institution name: King's College London

Institution UKPRN: 10003645

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	HESA T1a - State School (Young, full-time, first degree entrants)	Proportion of young full-time first degree entrants from state schools or colleges (UK students)	No	2013-14	72.4%	75.1%	76.0%	77.2%			
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proportion of young full-time first degree entrants from low participation neighbourhoods (based on POLAR3, UK students)	No	2013-14	3.7%	4.3%	4.5%	4.9%			
T16a_03	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Proportion of all UK full-time first degree entrants continuing from Year 1 (continuing or qualifying at King's)	No	2012-13	92.4%	93.6%	94.0%	94.0%			
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Proportion of all UK full-time first degree entrants from minority ethnic groups (students describing themselves as non-white)	No	2013-14	38.3%	40.5%	41.0%	41.7%			
T16a_05	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Number of all UK full-time first degree entrants from K+ target schools and colleges	No	2013-14	316	355	355	355			
T16a_06	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Proportion of UK full-time first degree entrants from ACORN categories 4 & 5	No	2013-14	18.6%	21.0%	22.0%	22.0%			
T16a_07	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Proportion of students starting the Realising Opportunities programme progressing to a research-intensive university	Yes	Other (please give details in Description column)	n/a	37	38	39			
T16a_08	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Realising Opportunities: target for progression of RO participants to an RO partner university	Yes	Other (please give details in Description column)	n/a	25	25	25			
T16a_09	Student success	Ethnicity	Other statistic - Other (please give details in the next column)	Attainment gap of 1st class degrees for BME students	No	2013-14	10.1%	-6.6	-5.9	-5			
T16a_10	Access	Attainment raising	Other statistic - Other (please give details in the next column)	King's College London Mathematics School Value Added Score percentile across all UK A-Level providers	No	2015-16	0.5%	Top 1%	Top 1%	Top 1%	Top 1%	Top 1%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.