Understanding Widening Participation and fair access to higher education
Doreen Thompson-Addo
Widening Participation Manager (Post-16)
Tweet: @kclwp @Doreen_kcl
Why did you take the job as a teacher / careers advisor?
...everyone who has the potential and ambition to succeed in higher education should have equal opportunity and support to do so, regardless of background, family income or disability.

Office for Fair Access
“The most disadvantaged 20% of young people are still 6.8 times less likely to attend highly selective universities than the most advantaged 20%.”

Source: Office for Fair Access Strategic Plan, 2015
University application rates for UK 18 year old by region of country
Polar 3
– a measure of young participation

(Higher Education Funding Council)
Source: Alex Singleton, University of Liverpool

*The Geography of HE Access*
Barriers to Higher Education
Non-selective state
First generation

Postcode: Polar 3 | ACORN

Priority target groups:
Ethnicity | Care experienced | Care givers
Students with disability | Gender | Mature
State school intake

72.4%
Black, minority ethnic intake

41%
Low participation (POLAR3) intake

3.7%
Widening Participation

Our strategy
3 principles

targeting and evaluation

a London focus

a commitment to encouraging higher education at King’s and beyond
3 institutional themes

access to the professions

partnership and collaboration

a lifecycle approach
3 distinguishing features

students as partners

space for widening participation

the maths school
Our support for teachers

Teacher Advocate Awards

Regular Teacher Twilight CPD Sessions

Annual Teacher Conference

Advancing Access
Resources
“It has long been assumed that one of the reasons children from low-income households have poorer educational outcomes is that they have low aspirations. New research published by the Joseph Rowntree Foundation challenges that myth and gives a strong steer on what can be done to narrow the attainment gap.”

Source: Joseph Rowntree Foundation
www.jrf.org.uk/media-centre/raising-aspirations-educational-gap
Discover yourself, distinguish yourself
Our activities
Projects in departments

Outreach for Medicine & Dentistry
King’s Factor
Thinking Further
Extended Medical Degree Programme
Enhanced Support Dentistry Programme
Special admissions consideration
“Disadvantage can follow you like a shadow down the years, affecting the degree you end up with and your ensuing postgraduate study or search for a job.”

- Professor Les Ebdon, Director, Office for Fair Access
# Full lifecycle widening participation

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-16 outreach</td>
<td>Post-16 outreach</td>
<td>Fair admissions</td>
<td>Positive student experience</td>
<td>Successful graduates</td>
</tr>
</tbody>
</table>

- **Stage 1:** 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.
- **Stage 2:** 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.
- **Stage 3:** 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.
- **Stage 4:** We will provide excellent student and education support services that seek to address the on-course needs of students from widening participation backgrounds.
- **Stage 5:** We will deliver tailored support to improve the employability and career outcomes of students from widening participation backgrounds.
Any Questions?

Tweet us: @kclwp
www.kcl.ac.uk/wp