

What King's College London

Access and Participation Plan

2020/21 to 2024/25

In King's College London's *Vision 2029* we set out our commitment to make the world a better place and "lead the UK Russell Group in terms of social mobility and widening participation". To do this "we will continue to reach out and recruit students with great potential, from diverse social and national backgrounds, and ensure, through academic and financial support, that they are all equally able to flourish". Over the past five years, we supported students from underrepresented backgrounds to access university through high quality, innovative and impactful programmes. We have travelled a significant distance in that time and have embedded a focus on equality of opportunity across the student lifecycle. We are committed to building on our performance in access, student success and progression to meet the challenges identified in this plan as we set our direction for the next five years.

Section 1: Assessment of performance

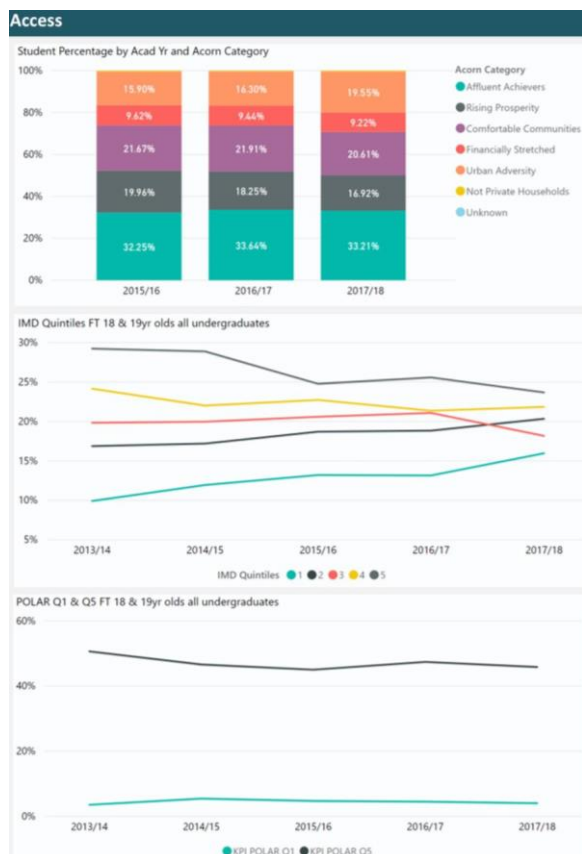
In conducting our self-assessment, we primarily used the Office for Students dataset. We assessed performance across each lifecycle stage for different students over time and established changes in rates in absolute terms. We identified where trends have been persistently negative (or static). We combined this with looking at gaps between groups, focussing on where gaps and rates of change are most significant or meaningful. All analysis below uses the population 'All Undergraduates (Full Time)' (UK, except for Index of Multiple Deprivation which refers to English students). Figures are expressed as percentage of the population. Attainment refers to achievement of First and 2.1. Progression refers to highly skilled employment or further study. We have supplemented the OfS dataset with internal data and national research and evidence where relevant.

In the summary below we focus and provide further detail where changes have been significant or where gaps have persisted or grown. Full analysis is provided separately as an annex.

1.1 Higher education participation, household income, or socioeconomic status

Access

Five-year performance: Acorn, Index of Multiple Deprivation Quintiles, POLAR4 Quintiles (PQ)

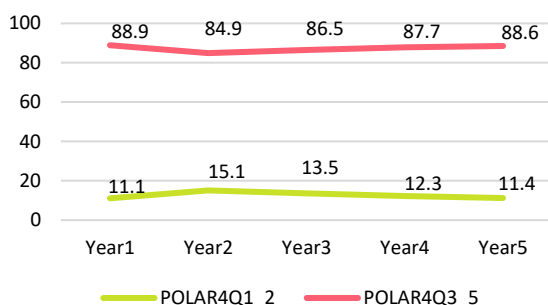


1. Access of students in Acorn categories 4-5 ('Financially Stretched' and 'Urban Adversity') has increased from 25.5% to 28.7% in the three years since 2015/16.
2. The access rate of students from category 5 has increased steadily by 8pp since 2013/14.

1. The access rate of IMD Q5 students has decreased from 27.1% to 22.1% (5pp). Access for Q1 students has increased from 11.4% to 16.7% (5.3pp). Access for Q2 students has increased from 18.6% to 21.7% (3.1pp).
2. The gap in Access between Q5 and Q1 students has closed from 15.7pp to 5.4pp.
3. Access to King's for Q1&2 compared to Q3-5 has been converging towards the national average.
4. This mirrors national changes but is a faster rate of change (starting from a wider baseline).

1. The access rate of POLAR4 Q5 students has decreased by 3.7pp. Access rates for PQ1&2 students have remained static, with PQ4 seeing the highest increase (3.1pp). Access rate for PQ5 students is at 46.2% compared to 3.8% for PQ1.
2. As a result the gap between PQ5:PQ1 has closed marginally by 3.5pp. At national level the gap has closed by 1.6pp.
3. The gap between PQ1 students in the population compared with provider in 2017/18 was 14.2pp, effectively unchanged over the past five years.

Access rates for POLAR Q1&2 vs Q3-5



1. The access rates for POLAR4 Q1&2 and Q3-5 have remained stable over the five-year period.
2. Overall, the access gap between POLAR4 Q1&2 vs Q3-5 has reduced by 0.6pp from 77.8pp to 77.2pp.
3. Having initially dropped 8pp from year 1 to year 2, it has risen from 69.8pp at a consistent rate to 77.2pp.

Success

Five-year performance: Continuation

King's does not have a significant continuation gap between most and least represented groups. The gap at national level is 5pp for PQ5:PQ1 and 7.9pp for IMD Q5:Q1. At King's the gap is 1pp for both metrics.

Five-year performance: Attainment

In terms of attainment by PQ5 students in comparison to PQ1, the gap has fluctuated, from 4pp to zero to 6pp compared to 10pp at sector level. Due to the headcount there has been high variation over the period for PQ1 students. There was an initial drop followed by consistent increase by 13pp. Attainment of students in PQ2-5 increased by 3.3pp over the same period.

For IMD Q5:Q1, since 2014/15 the attainment gap has decreased consistently and stands at 8pp. Although this may not be statistically significant, and the gap has closed, we will continue to monitor this progress and ensure it continues.

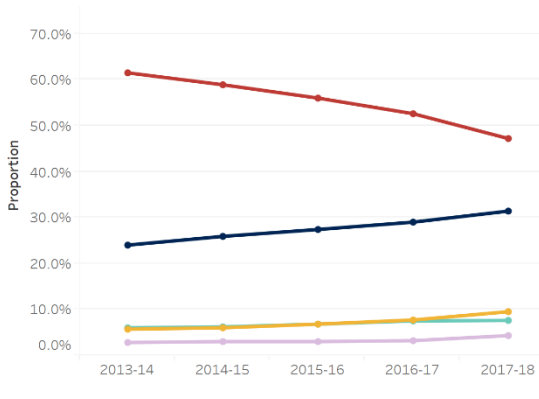
Progression to employment or further study

Although the patterns vary, there are no significant differences in progression rate or gaps between groups. PQ1&2 students have marginally better progression rates than those in PQ3-5.

1.2 Black, Asian and minority ethnic students

Access

Five-year performance



1. The proportion of white students has decreased by 14.2pp from 61.5% to 47.2%.
2. The proportion of Asian students has increased by 7.4pp. The proportion of black students has increased by 3.8pp.
3. These shifts are a higher rate of change than the national performance.

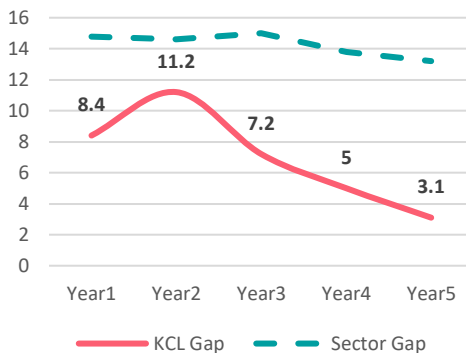
Success

Five-year performance: Continuation

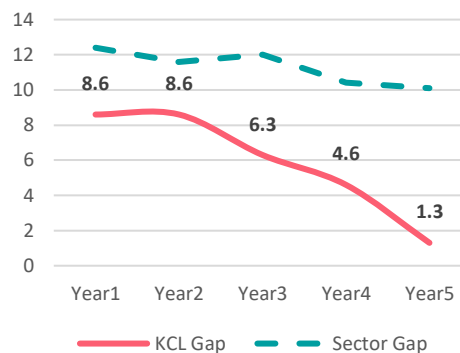
There are no significant changes in continuation rates of white or BME groups over time although continuation of white students has fluctuated more. Continuation of BME students has showed a small recent decline. There are no significant gaps in continuation between ethnic groups.

Five-year performance: Attainment

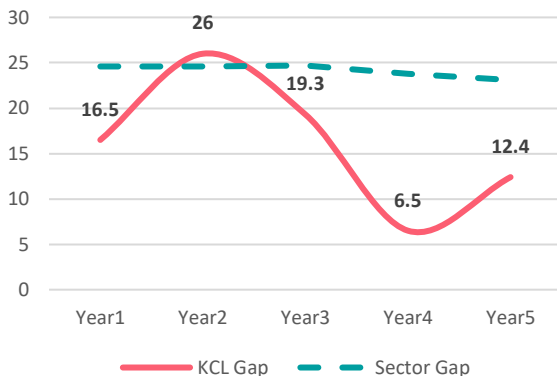
Attainment gap between white students and BME students



Attainment gap between white students and Asian students



Attainment gap between white students and black students



1. The attainment gap between white and BME students has been closing, from a five-year high of 11.2pp in 2014/15 to 3.1pp in 2017/18.
2. The attainment gap between white students and Asian students has closed by 7.3pp from 8.6pp to 1.3pp.
3. The attainment gap between white students and black students has closed by 4.1pp from 16.5pp to 12.4pp following a 5-year low of 6.5pp in 2016/17.
4. The attainment gap between white students and 'mixed' students has increased by 3pp from 1pp to 4pp.
5. The attainment gap between white students and students classed as 'other' has closed by 10pp from 10pp to zero.
6. Although not statistically significant, and better than the national average, there remains an attainment gap between white and black students. The gap was highest in 2014/15 (26pp) and has seen a consistent closing. The recent increase to 12.4pp remains in line with previous positive trajectory.

Progression to employment or further study

The rates of progression across groups have been consistent over the period. There are no significant progression gaps between groups, with BME graduates performing slightly better than white graduates.

1.3 Mature students

Access

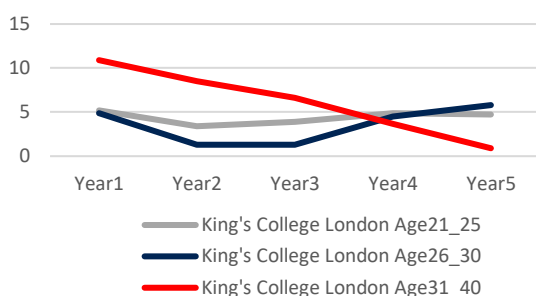
Five-year performance

Access for mature learners over the time period has remained static despite significant changes to sector funding arrangements. King's recruits fewer mature students than the national average (18% compared to 27.8%).

Success

Five-year performance: continuation

Retention Gap between young students and age segments



1. The continuation rate of young students has remained static at around 96%, compared to mature students (initially increasing from 90% to 93% before decreasing to 91%).
2. The biggest gaps in continuation are between young students and age groups 21-25 and 26-30 (largest increase to 5pp).
3. Students aged 31-40 have had the highest increase in continuation from 85% to 95% (although this has lowest headcount).

Five-year performance: attainment

The rate of increase in attainment by young and mature students has been effectively the same, although for mature students this was a lower baseline. Attainment for young students has increased from 86.4% to 88.8%. Attainment for mature students has increased from 81% to 84%. The attainment gap has been closing over the period, now at 5pp. The biggest gap is between young and students aged 26-30. Following a decrease to zero in 2015/16, it stands at 10pp in 2017/18. However, headcount for mature groups is low, with high confidence intervals and year-on-year variation.

Progression to employment or further study

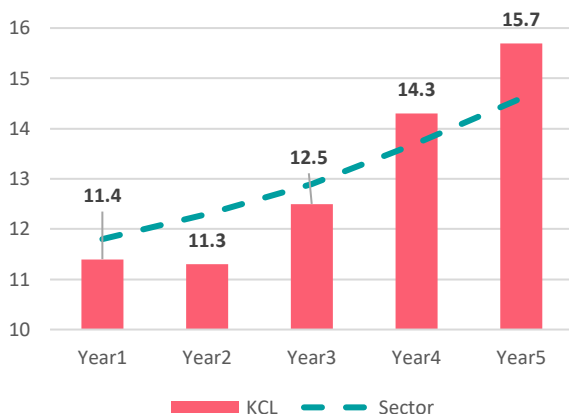
Progression rates of young students have increased over the period while mature students' progression has remained static. Mature students have higher progression rates than young students. This holds across all age groups, highest in those aged 26-30 (17pp) and lowest in those aged 31-40 (5pp).

1.4 Disabled students

Access

Five-year performance

Access rates for disabled students at KCL and national average



Access for disabled students has increased by 4.3pp from 11.4% to 15.7%. This is a higher rate of change than the national average (2.8pp). Headcount when disaggregated across groups is low but the most significant increase is for students disclosing a mental health condition (4.7pp increase to 5.6%).

Success

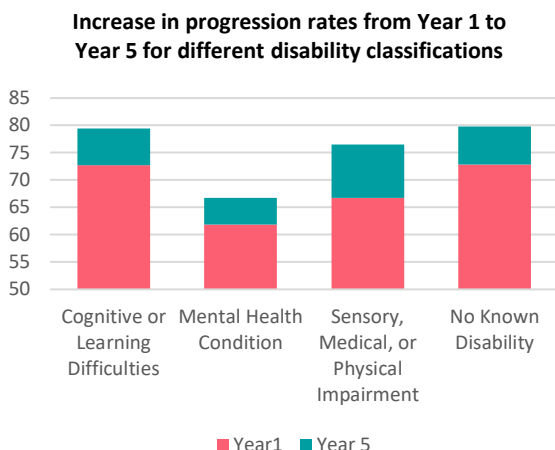
Five-year performance: Continuation

There is no substantive gap in continuation between disabled students and students with no known disability. Students who have disclosed a mental health condition are slightly more likely to not continue, although this gap has been closing and remains small (3pp).

Five-year performance: Attainment

The attainment rate for non-disabled students has increased by 2.4pp, from 85.6% to 88%. The attainment rate for disabled students has increased by 5pp, from 83% to 88%. There is no attainment gap between these students, and this holds across disability types.

Progression to employment or further study



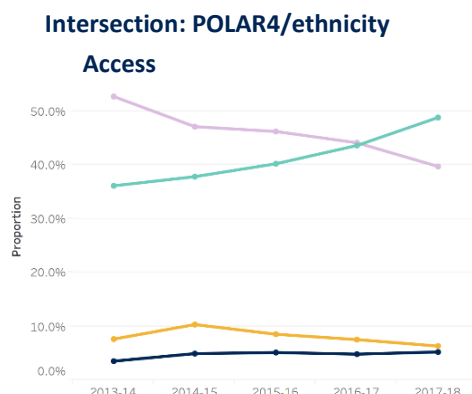
1. The progression rate for non-disabled students has increased by 7pp from 72.8% to 79.8%.
2. The progression rate for disabled students has increased by 4pp from 71% to 75%, decreasing from a two-year high of 81%.
3. The progression gap between non-disabled students and disabled students increased in 2016/17 from 1pp to 5pp.
4. The increase in the progression gap for students disclosing a mental health condition between 2015/16 and 2016/17 may contribute to the increase. While this may be accounted for by low headcount, we will monitor this to establish if it is a one-off or emerging trend.

1.5 Care leavers

Although small numbers in terms of headcount, the number of care-experienced students entering King's has increased each year to 12 in 2017/18. The actual number is likely to be higher as this is based on students' disclosure at various points in application and enrolment.

In terms of success (continuation and attainment) and progression, the performance of care-experienced students varies each year and is not appreciably different to the overall population. However, it is difficult to draw overarching conclusions. Individual students have their own individual circumstance and are supported in different ways. Our approach to care-experienced students, as with other discrete and vulnerable groups outlined below, draws on national evidence and context alongside specific support for individual learners. We provide further detail on our strategic measures to support care-experienced students to access and succeed at King's in Section 3.1.

1.6 Intersections of disadvantage



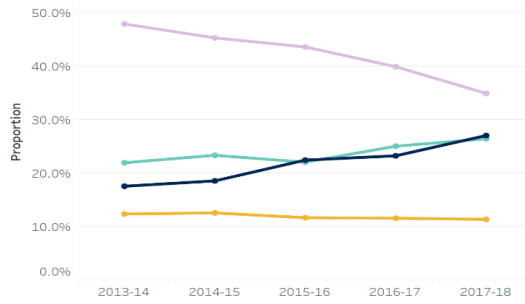
Over the five-year period, the access rate of white students from PQ3-5 decreased (by 13pp) to 39.7%, with rate of BME students from PQ3-5 increasing by the same pp to 48.8%. At the same time, access for both white and BME students from PQ1&2 remained effectively static at 6.3% and 5.2% respectively.

Attribute

- POLAR4 quintiles 1 or 2 and all ethnicities other than white
- POLAR4 quintiles 1 or 2 and white
- POLAR4 quintiles 3, 4 or 5 and all ethnicities other than white
- POLAR4 quintiles 3, 4 or 5 and white

Intersection: IMD/ethnicity

Access



IMD presents a different story in terms of access. The access rate of white students from Q3-5 decreased by 13pp from 48% to 35% while BME students from Q3-5 increased by 4.5pp from 22% to 26.5%. However, while access rate of white students from Q1&2 decreased by 1pp from 12.4% to 11.4%, access of BME students from Q1&2 increased by 9.5pp from 17.6% to 27.1%.

Attribute

- IMD quintiles 1 or 2 and all ethnicities other than white
- IMD quintiles 1 or 2 and white
- IMD quintiles 3, 4 or 5 and all ethnicities other than white
- IMD quintiles 3, 4 or 5 and white

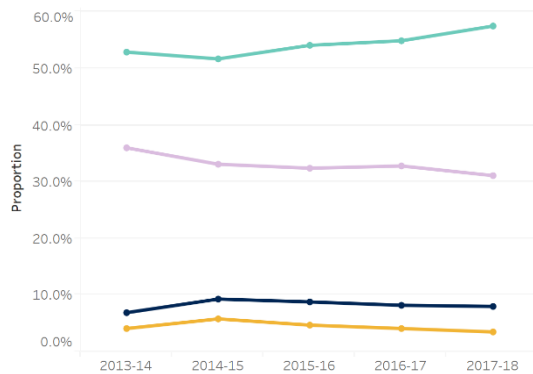
Success

Attainment

The only significant attainment gap is between white students from IMD Q3-5 and BME students from Q1-2. The gap increased from 14pp to 20pp between 2013/14 and 2014/15. Since then it has been decreasing to 7pp in 2017/18.

Intersection: POLAR4/Sex

Access



The access rate of female students from PQ3-5 increased by 4.6pp from 52.9% to 57.5%. The access rate of male students from PQ3-5 decreased by 4.9pp from 36% to 31.1%. By contrast, the access rate of male and female students from PQ1&2 remained effectively static (3.5% and 8% respectively).

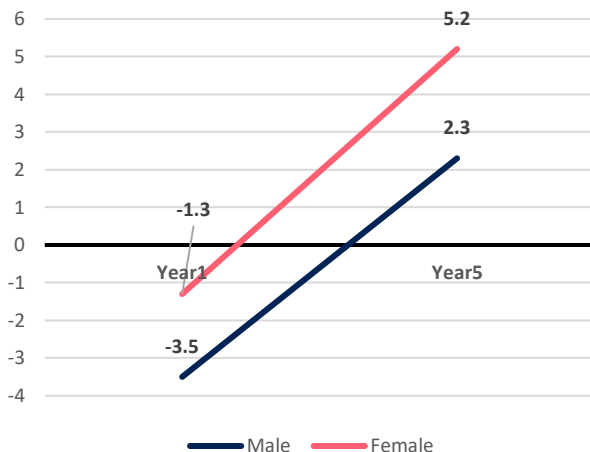
Attribute

- POLAR4 quintiles 1 or 2 and female
- POLAR4 quintiles 1 or 2 and male
- POLAR4 quintiles 3, 4 or 5 and female
- POLAR4 quintiles 3, 4 or 5 and male

Success

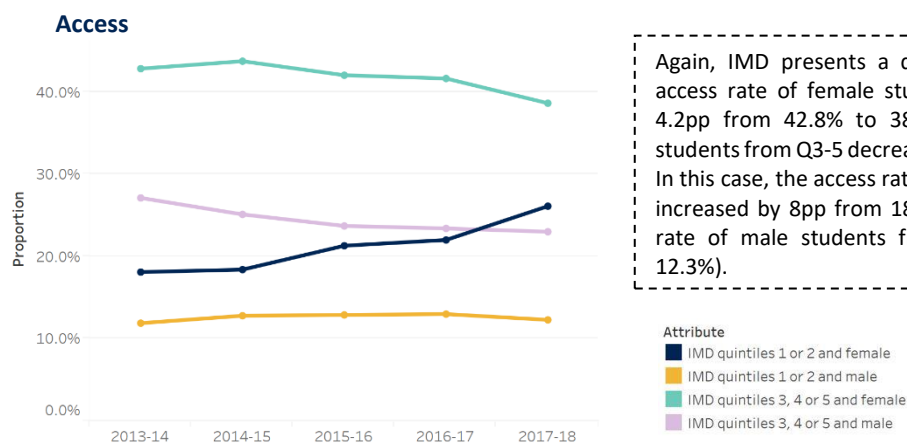
Attainment

Attainment gap between POLAR Quintiles 1&2 and 3-5 for males and females in Year 1 and Year 5



POLAR4 may be a factor in attainment differences between female students. Attainment rates of female students from PQ1&2 decreased by 3pp over the five-year period to 85%. Attainment rates of female students from PQ3-5 increased from 87% to 89.8% over five years. The gap between female students in PQ1&2 and PQ3-5 is 5pp. However, the low headcount of students in PQ1&2 is a factor here. There is no significant gap by POLAR4 for male students.

Intersection IMD/Sex



Again, IMD presents a different trend to POLAR4. The access rate of female students from Q3-5 decreased by 4.2pp from 42.8% to 38.6%. The access rate of male students from Q3-5 decreased by 4.1pp from 27.1% to 23%. In this case, the access rate of female students from Q1&2 increased by 8pp from 18.1% to 26.1%, while the access rate of male students from Q1&2 remained static (at 12.3%).

Success

Attainment

Attainment rates for IMD Quintiles 1&2 and 3-5 for male and female students



When IMD is used the attainment of female students in Q1&2 increased from 81% to 83.9%, although the gap between Q1&2 and Q3-5 female students is 7pp. Similarly, the gap for male students from Q1&2 compared to male students in Q3-5 is 6pp. However, within Q1&2 there is no gap between male and female students. The same holds for Q3-5. Overall there is no gap between male and female students. This suggests that deprivation (as measured by IMD) may be a contributing factor in attainment that we should monitor.

1.7 Other groups who experience barriers in higher education

According to internal data, the number of students we support into King's from particularly vulnerable groups or students disproportionately less likely to enter higher education has increased each year, although we have only started collecting and verifying data more recently. We identify the following discrete and vulnerable groups: care-experienced students, estranged students, young adult carers, forced migrants.¹

Since 2015/16, 75 care-experienced students, six estranged students, and sixteen forced migrants have enrolled at King's. Nine students have identified as Gypsy, Roma or Traveller. However, this is based on self-identification by students choosing to do so. The number is therefore likely to be higher. We are developing work to increase access and to better support these students. Although the populations are relatively small, the research and evidence on students accessing university from these groups is well understood and compelling (Section 3.1). We consider students in these groups to be priority in terms of access and ongoing support and we will continue to enhance our programmes.

Section 2: Strategic aims and objectives

Our work in widening participation and to enhance social mobility and student success is a cornerstone of King's Vision 2029 and part of how we serve society. The College's objective is to lead the Russell Group in fair access and social mobility, and this APP will contribute to this. In the following section we outline our aims and objectives.

2.1 Target groups

Based on our self-assessment the target groups we will focus on over the period 2020/21-2024/25 are:

¹ This includes refugees, asylum seekers, humanitarian protection and students with limited leave to remain.

Access

1. Students from IMD Quintile 1 and students identified as Acorn categories 4-5.
2. Students from POLAR4 Quintiles 1&2.
3. BME students, with a focus on increasing access of black students. We will also develop work with a focus on students from white working-class families.

Success

4. Continuation: Mature students, in particular students from 21-25 and 26-30 age groups.
5. Attainment: BME students, with a focus on the attainment gap for black students.

Progression

Although we are not setting an aim for a specific group, we will monitor the progression of disabled students and in particular those who disclose a mental health condition. Further detail is provided in Section 3.1.

We will also monitor the impact of activity with a specific focus on the interaction between IMD and ethnicity (attainment) and IMD/POLAR4 and sex (progression).

2.2 Aims and objectives

We commit to these aims and objectives to improve equality of outcomes across the student lifecycle for these target groups. We provide detail on how these align with and deliver the OfS Key Performance Measures where relevant. Where King's is already making a significant contribution to the national KPM, or where there are no institutional challenges, we have identified Aims and Objectives with targets related to our context, mission and priorities.

Aim 1: Increase the entry rate of the most disadvantaged groups.

Objective 1: For 18-and 19-year-olds, increase the proportion of students entering King's from Acorn category 4-5 by 2.5pp by 2024/25.

Aim 2: To close the gap in entry rates between the most and least disadvantaged groups.

Objective 2: For 18-and 19-year-olds, eliminate the access gap between students from IMD Q5:Q1 by 2024/25

Aim 3: Eliminate the gap in entry rates between the most and least represented groups (OfS KPM) by 2038/39.

Objective 3: Close the gap in proportion of students entering King's from POLAR4 LPN Quintiles 1&2 compared to Quintiles 3-5 by 8pp by 2024/25 (1pp per year in years 1-3, then 2pp in year four and 3pp in year five).

Aim 4: To continue to increase access of BME students (particularly black students).

Objective 4: To increase the proportion of black students entering Kings from 9.5% to 11.5% by 2024/25.

Access

As noted above, the targets in this plan build on the previous progress made in increasing equality of opportunity for students accessing King's. To ensure continuity from our previous plan, we will retain Acorn as a primary means of defining and targeting disadvantage both in London and nationally. We are incorporating IMD and significantly shifting our approach to POLAR over the next five years and long-term over the next decade.

We have made substantial progress in increasing access in terms of both IMD Quintiles 1-2 compared to Quintiles 3-5 and in Acorn categories 4-5. We will install IMD as a further means of targeting work to deliver equal access. We acknowledge the OfS has placed POLAR4 as a national KPM and provide a five-year target to set trajectory. However, it will take time to scope, design and build activity to increase access for students from PQ1&2 outside London. Initial progress will come from changes to our contextual admissions practice (Section 3.1). We therefore anticipate establishing a long-range ten-year target in time. As such, the target we are setting now is a continuous improvement over the first five-year phase with an acceleration in the latter half of the time period. Further detail on our longer term step-change in this area follows below.

We will use IMD as a more granular and effective means of defining disadvantage than POLAR alone and which, unlike Acorn, is a publicly available dataset. We have made substantial and consistent progress in closing the gap between IMD Q1 and Q5 over the previous five years, shifting from a gap of 15.7pp to 5.4pp. As such, we aim to close this gap completely by 2024/25. As IMD is a new dataset, we will conduct further analysis during the first year of this plan, to clearly articulate how this interacts with POLAR and the OfS KPM relating to underrepresentation.

Our target over the course of this plan represents a significant shift in ambition relating to POLAR based on performance to date. Over the previous five years, the access rate for PQ1 students has remained static at around 3.8%, with PQ5 at

around 46.2%. The ratio of PQ3-5 students to PQ1&2 students stood at 8:1 in 2017/18. The ratio is approximately 12:1 for PQ5:PQ1. Our target is to close the access gap for PQ1&2 students by 1pp per year for the first three years of this plan, followed by 2pp in year four and 3pp in year five as activity is formulated and put in place. This 8pp reduction would be a substantial shift in progress to date, representing a major change in terms of level of ambition in addressing underrepresentation and feeding into the OfS KPM. We would then anticipate substantial gains in the next five-year plan beyond 2024/25, as our strategic measures enter steady state and becomes core business. For example, if activity targeting a new Year 12 cohort is switched on in 2021, these students would not enter King's until 2023/24. As we believe in testing and trialling new strategic measures, and acting on the results, we would therefore expect to have a full scheme in flight with fully revised targets by 2024/25, taking us into the next APP. 2022/23 will act as a mid-way staging point to review activity and targets (see below for further detail on this commitment).

We note that Acorn is not a public dataset and so have built in means of ensuring transparency. Acorn is a longstanding means of defining disadvantage that has more relevance and is more effective in London due to its higher level of granularity. It is also used by other providers across the sector. It was part of our previous Access Agreement/APP targets so is well-understood internally and has been published annually as part of our target setting and monitoring. A contextual note on Acorn (as with all measures) is provided on APP reporting to King's Senior Management Team, Council, the Students' Union and other points of internal governance to ensure it is understood. When communicating this APP internally we will explain all targets, reason for inclusion and level of ambition (including in the student engagement practice outlined in Section 3.2, for example with the King's 100 panel, and in the ongoing monitoring and internal assurance in Section 3.4).

We made strong progress in increasing the number of BME students at King's over the previous five-years, making faster progress than the sector. Analysis shows that Asian students are the largest BME group at King's (31.4%), which accounts for a high proportion of our overall BME population. However, there has been consistent increase in access for black students (5.7% to 9.5%). We seek to do more by bringing it at least in line with the national average.

Analysis of interactions demonstrates that the majority of BME students entering King's come from PQ3-5. This is because a high proportion of these students are from London, which has very few PQ1&2 areas. We do not consider this a problem, as students in PQ3-5 in London still face challenging circumstances and are underrepresented in higher education nationally according to multiple individual criteria (first in family, low household income, Acorn 4-5 – as targeted by KCLWP programmes). Both white and BME students in PQ1&2 are the least likely to enter King's. When the more granular IMD measure is used, we have increased access for BME students from both Quintiles 1&2 and 3-5. By this measure, white students from IMD Quintiles 1&2 are the least likely to access King's.

Similarly, the interaction between sex/POLAR4 and sex/IMD shows more complex issues in play. According to POLAR4, male students from PQ1&2 and female students from PQ1&2 are the least represented at King's. Again, this is due to the nature of POLAR4 in London (and nationally). However, according to IMD measures, female students from IMD Quintiles 1&2 have seen the highest increase in access (by 8pp) and are the second most represented group at King's. This presents a mixed picture in terms of targeting work to address priority policy areas such as 'white working-class' boys or girls, or 'white working-class families' as a whole. We address these points in Section 3.1.

Our partnership with King's College London Mathematics School remains a crucial internal and external priority. In previous plans we committed to supporting the school through a collaborative target to continue to be in the top 1% of all A-level providers nationally for the value-added score. Although not a formal target, we continue with this commitment. Should our monitoring indicate this has dropped we will install a target at that point.

Commitment to reviewing access targets and further analysis

We commit to conducting analysis during the first year of this plan of our target indicators to understand the interaction between our measures of disadvantage (IMD, Acorn) and the national measure of underrepresentation (POLAR4). This will ensure our strategic measures are aligned to deliver on both.

Acorn and IMD focus on socio-economic disadvantage rather than the single criterion of HE participation. These two datasets are considered more reflective of deprivation in London than POLAR, which measures HE participation and summarises data at a Middle-layer Super Output Area (approximately 3,245 households). Therefore, in London participation rates are much more localised than POLAR4 can capture. POLAR4 Quintiles 1&2 account for approximately 7% of the London population. IMD is the official measure of relative deprivation for small areas in England. It summarises data at a neighbourhood (Lower-layer Super Output Area) level, which is approximately 672 households. IMD Quintiles 1-2 account for approximately 54% of the London population. By contrast, Acorn categories 4-5 account for approximately 30% of the London population with areas summarised at postcode level (per 13 households). At the same time, it is increasingly acknowledged that POLAR4 has limitations in terms of the extent to which participation by

postcode is an effective measure for designing and targeting outreach interventions and understanding an individual student's circumstances.²

As such, we will analyse how King's prior progress in widening access in terms of Acorn and IMD over the previous five years contributes to the access rates of different POLAR quintiles and how our APP targets will deliver the required step-change. Given the OfS KPM to shift the ratio of PQ5:PQ1 students from 5:1 to 3:1 nationally, analysis will inform how our targeted strategic measures can best contribute to this, particularly our collaborative provision as part of Seren, Realising Opportunities, The Brilliant Club and new work with Opportunity Areas (see Section 3.1). This study will be critical in further understanding our progress and in targeting our work to best effect to understand how it contributes to the national picture. We will commission and implement the analysis in 2020/21.

During the first two years of the plan we will see the initial impact of our amended contextual admissions process to include PQ1&2 students and the scoping of national activity to engage more PQ1&2 students (Section 3.1). Once we have sufficient data on performance, and plans for our national programme finalised, in 2022/23 we will review our targets, performance to date and likely future impacts. We will set year three of this plan as a review point and act on the results, including any amendment of trajectories and targets. This may lead to an increase in ambition or pace of change. We will seek the backing of and confirmation from the OfS to make any changes. We would in turn make consequent amendments to the strategic measures outlined in the next section of this plan.

As a further commitment in delivery of access aim 5 (POLAR – Section 2.1) we will monitor performance combining PQ1&2. Alongside this we will closely monitor PQ1 access performance. This will be incorporated as a standing item as part of ongoing monitoring and governance outlined in Section 3.4. At the review point at the end of 2022/23 we would then establish whether we require an additional target focussing on PQ1 specifically and install this. We will also closely monitor IMD as a new dataset, reviewing performance and the target at the mid-way staging point (2022/23).

Success: Continuation and Attainment

Aim 5: Eliminate the gap in continuation between young and mature students.

Objective 5: Eliminate the 5pp continuation gap between young and mature students by 2024/25.

Aim 6: Eliminate the gap in attainment between white and BME students.

Objective 6: Eliminate the attainment gap between white and BME students by 2023/24 and maintain this in 2024/25.

Aim 7: Eliminate the gap in attainment between white and BME students.

Objective 6: Close the attainment gap between white and black students by 2024/25.

King's has high continuation rates. Where there is a gap in continuation between young/mature students this is to an extent related to subject selection. Mature students are less likely to study subjects with very high continuation rates (Medicine, Dentistry, Law). They are disproportionately represented in subjects with lower continuation rates (Nursing, Education, some Arts and Humanities programmes). However, there has been a consistent gap averaging at 5pp over the five-year period. Our target here is to address this.

Additional internal data informing this target

The BME attainment gap is a KPI in the college's balanced scorecard (measured for 1st class degrees and for good honours). The information on the BME attainment gap is available to all staff and can be analysed at faculty and department level. Analysis has revealed differences in white/BME attainment gaps between faculties, and statistically significant gaps have been identified in some of our nine faculties. Social Sciences & Public Policy, Natural and Mathematical Sciences, Nursing and Arts & Humanities faculties have the largest gaps in terms of 1st class degrees. These were all found to be significant ($p < 0.01$). The Faculty of Life Sciences & Medicine's gap was not significant within 5% and the sample size was not large enough for the Law faculty. The Business School and Dental Institute do not have a gap in terms of 1sts and the Institute of Psychology, Psychiatry and Neuroscience has a positive gap, with BME students outperforming white students. In terms of good honours degrees, the Faculty of Nursing, Midwifery and Palliative Care has the largest gap which is significant. The gap for Arts & Humanities is also significant. FoLSM, NMS and SSPP's gaps are not significant within 5% and sample sizes are insufficient for all other faculties.

² 'Which are the most suitable contextual indicators for use in widening participation to HE?' Stephen Gorard, Vikki Boliver, Nadia Siddiqui & Pallavi Banerjee, *Research Papers in Education* Vol. 34, Issue 1 (2019), first published online Nov. 2017. 'Using contextualised admissions to widen access to higher education: a guide to the evidence base', Vikki Boliver, Stephen Gorard and Nadia Siddiqui, Durham University Evidence Centre for Education *Research Briefing Number 1*, <https://www.dur.ac.uk/resources/dece/ContextualisedHEAdmissions.pdf>; McCaig, Colin and Harrison, Neil (2015). An ecological fallacy in higher education policy: the use, overuse and misuse of 'low participation neighbourhoods'. *Journal of Further and Higher Education*, 39 (6), 793-817 http://shura.shu.ac.uk/7805/1/McCaig_-_an_ecological_fallacy_-_post_publication_version.pdf (author deposited version Available from Sheffield Hallam University Research Archive (SHURA) at: <http://shura.shu.ac.uk/7805/>).

As a result of this, our target is calculated based on weighted aggregation of faculty-level targets which are reviewed as part of the annual planning round. Our target is to close the attainment gap by 2023/24 and maintain this performance in 2024/25 (in order to confirm that this is sustained and not a one-off achievement).

Closing the attainment gap between white and BME students has been an institutional priority over the past three years and we have made strong progress. Over the past five years, attainment has improved for all ethnicity groups except those of 'mixed' ethnicity, where we have seen a slight decrease. The good honours degree attainment gap between white and BME students has been consistently closing and was at 3.1pp in 2017/18. However, the attainment gap between white and BME students remains, and in particular for black students, despite this recent performance. The attainment gap between white and black students is greater than the white/BME gap (12pp in 2017/18 according to the OfS dataset), though this was not statistically significant. We have set a new target to close the attainment gap for BME students and, as part of that, a specific target to close the gap for black students, where the gap is largest.

Progression

King's has strong progression in terms of employment and entry into highly skilled employment and further study. There has been a recent increase in the progression gap between disabled students and students with no known disability (5pp). We are building activity to directly support the progression of disabled students (Section 3.1). Although this is a one-year change, we will monitor this closely to establish whether it is an anomaly or an ongoing trend. As it is an increase after a period where the gap has been negligible, in our view, to keep within a tolerance in terms of statistical significance, the gap should not fluctuate beyond +/-3pp. If the gap persists we would revisit this and install a target.

Building on our strengths in increasing access and positive patterns in continuation, attainment and progression, we will deliver these commitments as part of our overarching mission to achieve fair outcomes for all.

Relationship to OfS KPMs

Aims 3 and 7 pick up the OfS KPMs for access and attainment. Analysis in the self-assessment has shown that in relation to the other national KPMs King's does not have significantly low performance for continuation of POLAR4 Q1 students and attainment of disabled students. We are contributing effectively in these areas.

Section 3: Strategic measures

3.1 Whole provider strategic approach

Overview

This section presents our strategic approach to how we will achieve equality of opportunity across the student lifecycle. As well as the self-assessment and national evidence, it is guided by a series of connected strategies across the institution.

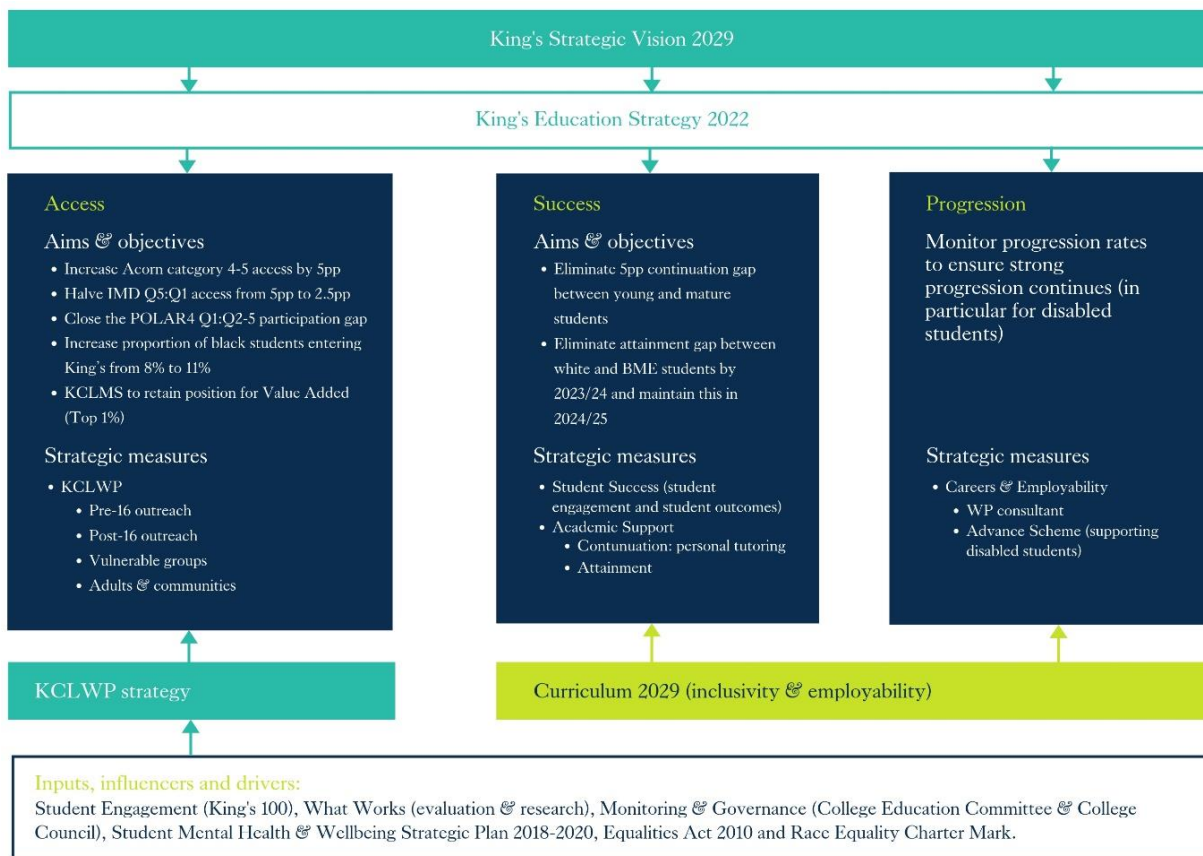
Alignment with other strategies

Strategy and Vision 2029

Widening access and improving participation across the lifecycle is a fundamental part of King's mission. In Vision 2029 we set out our commitment to "lead the UK Russell Group in terms of social mobility and widening participation".³ Work to improve access, success and progression and the measures set in this APP form two of the major themes of Vision 2029: 'Educate to inspire and improve' and 'Serve to shape and transform', alongside our aim to be a civic university in the heart of London. Vision 2029 sets out how we will do this by 'breaking barriers to access King's'. This specifically includes developing our KCLWP programme, links with King's College London Mathematics School and improving physical, academic and social environments so that students can participate fully in the student experience. We will develop world-class support in wellbeing, with a focus on mental health.

Diagram 1: APP delivery and oversight across the whole provider

³ <https://www.kcl.ac.uk/aboutkings/strategy/Kings-strategic-vision-2029.pdf>



This APP will be delivered through the overarching focus on Vision 2029. By working towards our institutional goals in V2029 we will be focussing on the strategic measures and deliver the targets set out in our APP. In the same way, delivering this APP will contribute to us reaching our institutional goal. The measures set out in this plan therefore align with the priority areas at the very top of the College.

King's Education Strategy 2017-2022

In our Education Strategy we commit to “care about our learners on an individual basis and design mainstream interventions that remove all forms of inequality in learner engagement, retention and success”.⁴ King's programmes need to reflect our strong commitment to student success and high-quality teaching. In delivering this APP we will change the make-up of the student body, making it more diverse still. Our approach to education, (teaching/learning/assessment), support services and student engagement need to anticipate and reflect this so students are given every chance to succeed. Ensuring all students are equipped for success is one of our goals.

The strategic measures set out below to achieve the student success aims and objectives in this APP are delivered as part of the Education Strategy's priority initiatives. These include supporting student transitions in, through and out of King's, enabling all underrepresented students to experience global mobility, to embed employability throughout the curriculum and to close attainment gaps by ensuring our staff and student bodies are as diverse as the populations we serve and make our environment one that enables everyone regardless of background to thrive and succeed.

This APP therefore links directly with Kings Education Strategy. The top-level strategic measures will be fundamental in delivering our APP commitments. Strategic measures on continuation, attainment and progression are outlined below. The Education Strategy delivery covers personal tutoring, review and renewal of first year student experience, mental health strategy and support, and the move to a new Curriculum 2029 (which incorporates employability and inclusivity). Work to close attainment gaps is an Education Strategy key theme and links into our new approach to Inclusive Education (which cuts across all areas of the Strategy) and application for renewal of the Race Equality Charter Mark. Detail on how the strategic measures in this APP intersect across these areas is provided below.

KCLWP Strategy 2020-2025

We will achieve the APP primarily through delivery of the Education Strategy and King's College London Widening Participation Strategy, a core component of the work in the Education and Students function covering the entire student lifecycle. Over five years we will consolidate and extend our programmes working with learners, schools, teachers,

⁴ <https://www.kcl.ac.uk/study/learningteaching/education-strategy/read-the-strategy.pdf>

parents, governors, local authorities, businesses and charities to empower students from the start of their educational journeys through key stages and into higher education. We will enhance existing work, with focus on raising attainment, parental engagement and working with students least likely to progress to university. The KCLWP Strategy lays out our priorities and measures to deliver our mission and objectives. Delivering the APP follows the strategy.

Social Mobility and Student Success

King's has established the Social Mobility and Student Success service portfolio in the Education and Students function. This builds the student lifecycle approach into the structure of King's, bringing together Widening Participation, Student Success, Academic Support and What Works to provide underpinning data and evaluation. The Student Success Service incorporated the Transition and Retention Unit, Student Outcomes and the Student Engagement Services, focussing on improving the on-course student experience. The TARU project has since completed its review and recommendations, with work now embedded as part of ongoing business. Student Success is developing work to improve student outcomes (attainment), which rests on full collaboration with the academic community (outlined below). This takes an inclusive approach using mainstream practices to ensure that all students succeed. This will be coupled with interventions for particular groups (students who meet widening participation criteria, those with protected characteristics, those identified in our Aims & Objectives). We have appointed an academic lead to work with Academic Support to develop an academically led vision for the King's first year and a lead for Inclusive Education who will ensure collaboration between academic and professional services staff across the institution. Faculty and services are working together to improve personal tutoring. Where activities are mainstreamed, evaluation will be segmented to assess impact on specific groups, including students targeted by this APP. At the same time, ongoing cross-institutional dialogue and collaboration with all those working to support, advise and teach our students through the Education Strategy will be critical in delivering this plan, working towards Vision 2029 and making sure students achieve the successes most meaningful for them. This will be a central way King's carries out its mission to serve society. Detail is provided in each section of our Strategic Measures.

Strategic Measures

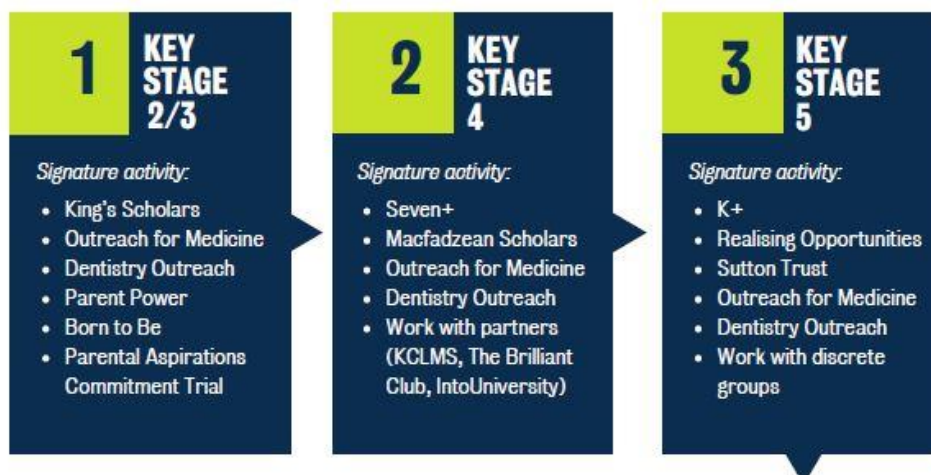
Strategic measures to deliver access aims and objectives

The delivery of the access aims and objectives above is governed and directed by the KCLWP Strategy 2020/21-2024/25, which covers three priority areas. This APP is designed to align with these:

1. Attainment raising across Key Stages (see Diagram 2 below).
2. Working with parents and the community.
3. Working to support students from discrete groups across the lifecycle (e.g. care-experienced students and other vulnerable groups, students from white working-class families).

To build on our work to date and deliver continuous improvement, we will focus on multi-stage interventions. Each strategic measure includes detail on how these activities have been informed by our self-assessment, sector research, best practice and previous evaluation. Delivering the KCLWP Strategy will deliver the APP access targets.

Diagram 2: Lifecycle of access strategic measures



This is underpinned by a commitment to innovative, evidence-based practice, continuous innovation and improvement and robust evaluation supported by King's What Works (Section 3.3).

Contextual and fair admissions

Aims and Objectives 1-3: Increasing access of least represented and most disadvantaged groups

These aims will be achieved through three main areas of work: enhancing our approach to contextual admissions, developing national work to target cold spots and expanding attainment raising activity (particularly post-16). We have made progress in recruiting students from the most disadvantaged areas as defined by Acorn and IMD and will retain Acorn, supplemented by IMD, for the duration of this plan.

POLAR4, IMD and Acorn use different data sources and methodologies to articulate area-based measures of HE representation (POLAR4) and disadvantage (IMD/Acorn). Given it measures levels of representation in a relatively broad geographic boundary, POLAR4 is not our primary targeting measure for increasing access in London, which is a core institutional mission. For our priority aims and objectives in addressing disadvantage we will use IMD and Acorn.

The OfS has retained POLAR4 in at least the first iteration of the five-year APP. As such, we have also set a target relating to POLAR4 in order to contribute to the national KPM and to address this challenge.

The long-term change we seek to deliver will be a large-scale shift which will require deliberate, proactive and innovative work both over the five years of this APP and the five-year period beyond 2024/25.

- We will achieve the Acorn and IMD targets through maintaining our high quality targeted post-16 activity, including this targeting into our long-term work with pre-16 cohorts, building a pipeline of learners to King's. We will also continue to expand our post-16 attainment-raising programme.
- In the first phase we will achieve the POLAR4 target through amending our contextual admissions policy (see below). In so far as learners from PQ1&2 areas are underrepresented at King's and nationally, applicants will become eligible for the variable offer currently open to students on K+ and Realising Opportunities.
- This will be brought into the September 2019 application cycle for 2020/21 admissions.
- We will combine this with improved communications, informed by our expertise in behavioural insights, to flag funding options and sources of support to increase the number of students accepting an offer and enrolling.
- Improving long-term POLAR4 access means building a national programme. We will direct our resource and focus outside of London to reach critical cold spots to increase the applicant pool. We will align outreach activity, financial support and work to reduce psychological barriers to applying to and coming to London. Once these are finalised and ready to launch will set a more ambitious target over a ten-year timeframe.

King's National

To increase the number of applicants from the most underrepresented areas, KCLWP will expand our programme to engage students, parents and teachers outside of London. Following a research project with behavioural insight experts from Harvard Business School and Harvard Kennedy School, in the first instance we will increase our engagement with PQ1&2 students through the Sutton Trust Summer School. We will also use our existing partnership with the Welsh government's Seren Network to engage more PQ1 students in Wales. Planning on this is underway and will be informed by the further analysis we will conduct in year one (above).

Over the next five years we will develop a sustained programme of regional outreach which will allow us to target a higher proportion of learners from PQ1&2 areas. At pre-16 this will be done through our existing online platforms, *Gameplan* and *Kings Scholars in Schools*. King's Scholars in Schools is a digital platform that offers teachers free lesson plans focusing on metacognition and progression to HE. Gameplan is a digital platform that uses gamified activities based on the pathway to university and student life.⁵ To deliver this APP we will develop both platforms with a member of staff dedicated to targeting schools in PQ1&2 areas and monitoring impact via teacher feedback and user analytics.

At post-16, our national outreach will be led by expansion of the K+ programme and online engagement, with a focus on multi-intervention, attainment-raising activity. K+ National will pilot in summer 2021. We will need to test and calibrate this activity before setting a robust target to take us beyond 2024/25.

We will continue our work in Hastings, a Department for Education Opportunity Area, which has a high proportion of PQ1&2 wards. As there is a significant white working-class community in Hastings, we will merge this work with our McFadzean Scholars programme. This scheme was created following research KCLWP commissioned on the

⁵ <http://www.gameplan.ac.uk/>

underrepresentation of white working-class boys in higher education.⁶ The programme will be redesigned in collaboration with the community in order to address local issues and, in line with the KCLWP Strategy, will focus on parental engagement. It will be a long-term initiative with a growth in participation rates expected only towards the end of the five-year term of the APP. We will be able to review and amend current POLAR4 targets or set new ones in year three of this plan.

KCLWP has several longstanding post-16 programmes: K+, Sutton Trust Summer School, Realising Opportunities, Med-View and Dent-View. Over time they have consistently supported access to King's and other selective universities. The selection of participants for these programmes is based on a range of widening participation criteria which includes Acorn categories 4-5, POLAR4 Quintiles 1&2, first generation in family to go to university, care-experienced and estranged students, forced migrants, specific ethnicities and disability status. To achieve our target to remove the gap in access between IMD quintiles 1 and 5, we will build IMD into this basket of criteria.

Research has consistently demonstrated the importance of attainment-raising in helping young people access highly selective universities.⁷ Our K+ Raising Attainment project is a response to this and aims to increase the grade outcomes for K+ participants studying science A-levels. As the pilot had initial success, with an average increase in attainment of 8%, we will expand the initiative so more K+ participants can benefit.

As noted in our self-assessment, according to representation as defined by POLAR4 both white students from PQ1&2 and male and female students from PQ1&2 are the least represented groups at King's. According to IMD, which we consider more effective in terms of our context, BME students and female students from Quintiles 1&2 have higher access rates. As a result we are targeting our access work at both white working-class boys and girls. As well as the KCLWP activity above, What Works are currently investigating potential barriers in access for white working-class girls. This is in the research phase, including focus groups with current King's students to identify common themes in terms of educational barriers and other challenges students may face in decision-making and progressing to university. Over the medium-term, we will develop a specific intervention and share the results of this research where applicable.

Aim and Objective 4: increasing percentage of black students accessing King's

We have successfully increased access of BME students to King's over the past five years. Analysis indicates that according to POLAR4 white and BME groups from Quintiles 1&2 have the lowest access rates. According to IMD, white students from Quintiles 1&2 have the lowest access rate. We have seen growth in the recruitment of black students within the BME cohort but will do more to bring this in line with or better than the national average.

We will build on analysis commissioned from Clearview Research in 2018 on why high-attaining black students do not choose King's.⁸ Based on the recommendations from this report, our approach to addressing this gap will be threefold. Firstly, building on the success of previous campaigns we will explore new promotion techniques to drive the number of black students applying to KCLWP programmes, who will be prioritised for a place. Secondly, we will continue to grow our partnership work with organisations who share a similar mission, in particular Amos Bursary, Rare recruitment and the African and Caribbean Society at KCLSU. This activity will also help King's raise its profile as a higher education destination for black students. Thirdly, in collaboration with current King's students we will develop a new widening participation scheme that will support black students to access top universities. This will equip students with skills for university, introduce them to realities of student life, and prepare them to make successful applications to competitive internships and opportunities once they are in university and beyond.

Further strategic access measures

Multi-year attainment raising

In order to make meaningful long-term change to meet our Aims & Objectives, it is a priority to continue multi-year attainment raising interventions with pre-16 learners, to build strong links with parents and the community in which learning takes place, and to work with vulnerable groups who are the least likely to access higher education.

⁶ *The underrepresentation of white working class boys in higher education: The role of widening participation*, Sam Baars, Ellie Mulcahy and Eleanor Bernardes (LKMco, 2016 – commissioned by King's College London). See also OFFA Topic Briefing: <https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topicbriefing-white-british-students/>; The strategic need and key elements of our work have also been informed by: *Unseen children: educational access and achievement 20 years on* (Ofsted, 2014); 'Socio-economic, ethnic and gender differences in higher education participation' - BIS research paper 186 (Nov. 2015). *Boys to Men: The underachievement of young men in higher education – and how to start tackling it*, Nick Hillman and Nicholas Robinson (HEPI Report 84).

⁷ <http://www.educationengland.org.uk/documents/pdfs/2003-widening-participation-he.pdf>

⁸ ClearView Research (2018), *Missing the numbers or missing the trick?: A research project to understand the university choices of Caribbean students*.

In line with the KCLWP Strategy, our pre-16 work focuses on attainment raising through multi-intervention programmes. Evidence has demonstrated that access measures are most effective if they begin from a young age and operate over the long-term.⁹ Over the next five years our goal will be to build a pipeline from KS2 through to our KS5 programmes so that a student can be supported by us from Year 6 to university entry. By building these relationships with learners and their families, we will support increased attainment and over time increase access to King's,

Our King's Scholars scheme works with 13 local schools and engages 900 pupils in Years 7-9 each year. Its primary aim is to raise attainment by teaching metacognition, an approach endorsed by Education Endowment Foundation research.¹⁰ The King's Scholars scheme is being evaluated by a randomised control trial and results of this will inform and direct its development and establish any impact.

As part of the pre-16 pipeline, we are creating a KS4 programme to increase the number of students from underrepresented backgrounds achieving the GCSE grades required to progress to high tariff HEIs (part of the Students at the Heart of King's initiative below). Over the next five years we will pilot a programme based on a blended approach of small group tutoring, metacognitive study skills, school holiday revision and mentoring. This approach is guided by evidence on the most effective means of reducing the attainment gap.¹¹

Within our pre-16 work we have a team delivering medicine-specific outreach to address the fact that students from wealthier families are more likely to access high-level professions such as those in healthcare. Mirroring our wider pre-16 work, we have developed a through-line of activities from KS2-KS5. This focuses on access to healthcare careers and supporting the GCSE science curriculum in line with guidance issued by the Medical Schools Council.¹² We will concentrate on maximising the impact of these programmes and growing the pool of applicants who meet the requirements for our Extended Medical Degree Programme, a medicine pathway for students from Acorn categories 4-5. We will extend this to cover PQ1&2 and expand reach as part of our national programme.

Strategic approach to communities and adults

Parental engagement is a core strategic measure for KCLWP and reflects the influence parents have been proven to have on their child's progression to HE.¹³ In response we set up Parent Power, a parental engagement project run with Citizens UK which uses community organising techniques to mobilise parents to become experts and community leaders in university access. Feedback shows that 100% of parents who have taken part in Parent Power now feel more confident about their child accessing university and qualitative interviews with participants highlight the individual impact of the project. Parent Power is led by an established committee of parents who are working with us to create a long-term strategic plan for the project. Parents will devise a web platform to widen the impact of the project and share best practice with other universities and parents. We will also work to adapt the Parent Power model for other regional contexts. In 2019 Parent Power won the Guardian Universities award for social and community impact.¹⁴

Strategic approach to discrete and vulnerable groups

As well as established work with care-experienced and estranged students, we have identified carers, forced migrants and students from Gypsy, Roma and Traveller communities as particularly vulnerable or disproportionately less likely to progress to higher education. We are developing work to support the access and success of these students as part of our KCLWP Strategy. Our approach focuses on one-to-one support with learners that begins in schools, carries through their journey as applicants and their transition to on-course support once at King's. This means we offer guidance to students based on their individual circumstances and journeys. Dedicated support is considered best practice when working with students from these groups. We are creating new work that seeks to engage the Gypsy, Roma and Traveller community. It will target Year 6 students as evidence shows that whilst primary school attainment is increasing, the

⁹ Recommendations from literature review of research into widening participation to higher education, report to HEFCE and OFFA by ARC Network (August 2013) <https://www.offa.org.uk/wpcontent/uploads/2013/08/Literature-review-of-research-into-WP-to-HE.pdf>

¹⁰ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

¹¹ Research by the Education Endowment Foundation suggests small group tuition is an effective tool in closing the attainment gap – Education Endowment Foundation, 'Small group tuition', accessed at www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition on 24.04.2019.

¹² <https://www.medschools.ac.uk/media/1205/msc-a-journey-to-medicine-outreach-guidance.pdf>

¹³ *Engaging Parents in Raising Achievement Do Parents Know They Matter?* Research Report: A research project commissioned by the Specialist Schools and Academies Trust (Alma Harris and Janet Goodall University of Warwick, 2007); 'Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model', in *Child Development*, Vol. 65, No. 1 (Feb., 1994), pp. 237-252 (Wendy S. Grolnick and Maria L. Slowiaczek); 'Parental involvement to parental engagement: a continuum,' *Educational Review*, 66:4, 399-410 (2014) (Janet Goodall & Caroline Montgomery); Social Market Foundation: *Family matters: The role of parents in children's educational attainment*, Commission on Inequality in Education (Nov 2016); LKMCo (2018), *Partners in progression: Engaging parents in university access*.

¹⁴ <https://www.theguardian.com/education/2019/apr/10/social-and-community-impact-award-winner-and-runners-up>

transition to KS3 is still a barrier.¹⁵ Therefore the activity will aim to support a successful transition to secondary school in the first instance, while building community links.

Over the next five years we will enhance our work to increase access for these groups by creating closer links with local authorities and virtual schools.

As a result of changes to the UCAS application form, from 2021 we will be able to identify Young Adult Carers who enrol at King's, enabling us to include this group of students in the support currently offered to care-experienced, estranged and forced migrant students.

We will be the first university in the UK to approach LGBTQ+ students as an outreach target group. Nearly half of LGBTQ+ young people reported that school education was affected by discrimination or fear of discrimination.¹⁶ We know that students from these groups are often bullied and face harassment, which leads to mental health and wellbeing issues both at school and at university. This in turn can lead to higher rates of non-continuation.¹⁷ We will develop a dedicated role to lead in reviewing all KCLWP programmes and activity conducted across the College under the WP banner from an inclusivity perspective. We plan to implement a role model and mentoring scheme to support LGBTQ+ students in school, with the objective of improving school attendance and attainment. Detail on how this will impact on the broader diversity and inclusion agenda is covered further below.

Collaboration and strategic partnerships

Partnerships are a dedicated area of work for KCLWP in delivering the strategic measures to meet our targets. We have over 50 partnerships with external organisations, which will be instrumental in achieving our APP aims and objectives. Partnerships increase the depth and reach of our work by expanding the geographical areas we work in and building strong connections with communities, increasing the numbers of students we engage with, reducing duplication of work.

Our two most significant partnerships are with the national access charities The Brilliant Club and IntoUniversity. KCLWP is the primary sponsor of IntoUniversity's learning centre in Lambeth, which works with over 900 local students each year, and each year we host over 1,000 students from The Brilliant Club's Scholars programme. These charities complement our strategy and APP aims as they deliver multi-intervention attainment raising programmes and can demonstrate that students who participate in their programmes have higher rates of university progression than others from similar underrepresented backgrounds. As part of the development of our national programme to target more POLAR4 Q1&2 students we will consider how to lever our partnerships to best effect, and how potential partners can help us design and scale activity to have the most impact possible.

We will continue to run the King's School Governor Network and our Advocate Award, which operates in partnership with social workers and teachers, recruited primarily through Teach First, Frontline, Researchers In Schools, School-centred Initial Teacher Training and PGCE students. The need to provide support for teachers and school performance is informed by research carried out by the Sutton Trust.¹⁸ The programme trains professionals in issues related to university access and extends our reach into schools with high proportions of students from underrepresented backgrounds and develops our links with local authorities.

Over the next five years we will continue to strengthen our partnership work. Existing partnerships will be used to reach students from outside of London and new partnerships will be sourced based on the needs of the APP target groups. In advance of this APP KCLWP reviewed all partnerships to critically assess their value and map each partnership to a strategic aim. This process is to ensure our partnerships are continuously improving and delivering to a high standard. Since the review, each partnership has been allocated appropriate individual success measures which are assessed at steering group and annual partnership review meetings.

We will continue to review our partnerships by evaluating their strategic impact and operational working. For scrutiny, we expect all core partners to provide us with an impact report that includes the demographics of the students they have worked with and the criteria they meet, data demonstrating student progression to HE and impact on attainment.

¹⁵ Wilkin A, et al (2010), *Improving the outcomes for Gypsy, Roma and Traveller pupils*, Research Report DFE-RR043 – Department for Education (2010): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181669/DFE-RR043.pdf

¹⁶ <https://metrocentreonline.org/sites/default/files/2017-04/National%20Youth%20Chances%20Intergrated%20Report%202016.pdf>

¹⁷ Stonewall/YouGov, April 2018 - https://www.stonewall.org.uk/system/files/lgbt_in_britain_universities_report.pdf; LGBTQ+ Student Mental Health: The challenges and needs of gender, sexual and romantic minorities in Higher Education (Dom Smithies and Nicola Byrom), Student Minds - https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/180730_lgbtq_report_final.pdf

¹⁸ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

All APP strategic measures delivered by KCLWP have a Theory of Change and will be supported by a full research protocol (developed in collaboration with What Works by summer 2019). See Section 3.3.

Aim and Objective 5: Supporting attainment with King's College London Mathematics School

King's College London Mathematics School aims to increase the number of young people with high levels of mathematical attainment studying 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. KCLMS has been running for five years and has 140 students split across two year groups. Of these students, 37% are girls, 11% are on Free School Meals, 26% have no parental history of HE and 58% are BME.

Over the last few years, KCLMS has established itself as one of the top performing schools in the country. In August 2018, 59% of all entries were A* grades, 89% were A*/A and 97% were A*/A/B. In terms of raw attainment, these grades place KCLMS as the second top performing school in the country. In terms of value added, students perform on average more than one whole grade better per subject entry than predicted by their GCSE results. This makes KCLMS the top A-level provider for this key measure. Virtually all KCLMS students have gone on to study degrees in the mathematical sciences at the most competitive universities (Russell Group/Sutton Trust 30), and in the current cohort 28% of students hold offers from Oxford or Cambridge.

The following KCLMS outreach activities are funded by King's and contribute to APP strategic measures:

GCSE enrichment

200 students visit the school once each fortnight to engage in a programme of GCSE enrichment, with students invited to take part in a week-long summer school which allows for a more intensive intervention. The enrichment programme provides students with the understanding and skills they need to prepare for A-levels in Maths and Further Maths.

Seven+

Seven+ is a three-day Easter course to raise attainment for students in Year 11. The course targets students who have been predicted grade 7 or above in GCSE maths, and aims to turn 7s into 8s and 8s into 9s. The programme is for students with no parental history of HE and prioritises places to those students with other WP indicators.

Physics+

KCLMS runs a week-long summer school for 100 GCSE students from backgrounds underrepresented in Physics who aspire to A-level Physics. The focus of the summer school, which is run at King's, is to grow confidence in the subject by developing and encouraging thinking skills in physics contexts.

Noting the relatively high proportions of underrepresented groups listed above in the mathematical sciences, KCLMS's core access and participation target is to continue to attain results that place its value added in the top 1% of schools.

Use of contextual admissions

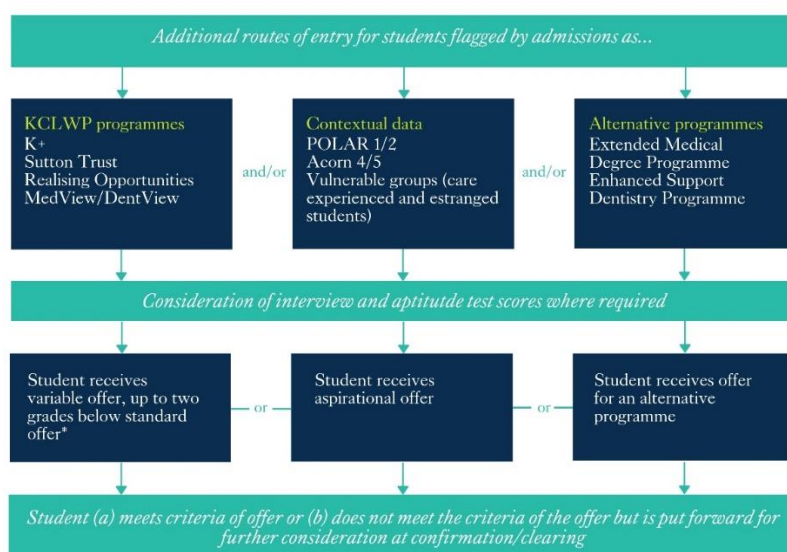


Diagram 3: Contextual admissions process

As noted, adapting our contextual admissions policy and practice will be a key strategic measure in reaching APP access aims and objectives, in particular to begin to increase access for underrepresented students from POLAR4 Q1&2 areas.

King's provides special admissions consideration for participants in high-intensity schemes including K+, Realising Opportunities, the Sutton Trust Summer School, Med-View and Dent-View. Students from KCLMS, care-experienced and estranged students and forced migrants are also integrated into this process. The special admissions process is also applied to applicants using a combination of POLAR4 and ACORN to provide a more granular understanding of educational disadvantage. Students from these groups are flagged in their UCAS application. King's will ensure applications from these students are given additional consideration. Students from PQ1&2 areas will become eligible for the variable offer, alongside care experienced and estranged students.

The Associate Director (Undergraduate Admissions) and the Associate Director of Widening Participation lead a series of fair admissions meetings throughout the application cycle. Members of Admissions and KCLWP are trained to support these meetings so that every flagged application can be reviewed holistically before a decision is confirmed. This allows us to combine both area-based and individual indicators of disadvantage or underrepresentation and to consider the whole individual application in our approach.

Extended and enhanced degree provision

The Extended Medical Degree Programme uses a contextualised admissions process to set lower entry requirements for students from non-selective state schools who may not be predicted or have achieved the necessary GCSE, A-level or UCAT scores to enter a conventional medical programme. The majority of EMDP students are the first in their family to attend university and 90% are from BME backgrounds – demographics which are underrepresented nationally within HE, and particularly in the medical field. The Enhanced Support Dentistry Programme is based on the standard five-year Bachelor of Dental Surgery programme, but students receive additional support and tutorials throughout their studies. We have incorporated Acorn and POLAR4 categories into the eligibility and targeting of the EMDP.

Alignment of access with other strategies

As noted, the strategic measures in this APP are part of our KCLWP Strategy and key contributing initiatives to Vision 2029. Our access measures also link to the following strategies and practice across the institution:

Inclusivity and the Equality Act 2010

In advance of writing this plan, KCLWP completed disability inclusion training delivered by the Disability Advisory Service. Following this we renewed our communications and application processes to align with best practice. The design of these starts with the idea that how information is communicated, and how an application form is laid out, can include structural or unintended barriers to disabled students. As part of putting together this APP we have created a disability inclusion policy which guides all access work, with tools such as sample text templates that have been approved by the DAS. We then reviewed delivery processes from this perspective. This has been flagged as good practice and will be shared internally across the College.

The Diversity & Inclusion Service has a standing presence at the governance groups outlined in Section 3.4. As part of linking this work together, an equality assessment has been completed for this APP to ensure it supports our equality objectives, does not indirectly negatively impact any groups with protected characteristics and furthers equality of opportunity across and between groups.

As noted above, KCLWP is developing work to support LGBTQ+ learners as both a group with protected characteristics under the Equality Act 2010 and as a dedicated widening participation criterion. This will include equality assessments and recommendations for best practice, working with Disability Advisory Service and Diversity & Inclusion and central diversity networks, including the LGBTQ+ Staff and Student Networks.

This APP sets out targets and ambitions that will make our student population more diverse over the next 5-10 years. We are also committed to improving continuation, attainment and progression over this time. The strategic measures below cover this and the overarching work to ensure our education and support services are aligned to this purpose.

Strategic Measures to deliver success and progression Aims & Objectives

Work to improve continuation and attainment for all students, including those identified in our Aims & Objectives, operates across professional services and in the academic setting. As a result, activities will take a mainstream approach, while being reviewed and evaluated in terms of the impact on APP target groups. Work on student success (welcome and induction, personal tutoring, first year experience, Student Outcomes projects to increase attainment) will be governed by both the APP and under the banner of the Education Strategy. They also intersect with important initiatives relating to education and pedagogy such as Curriculum 2029, which will lay out exactly how learning and teaching will evolve to meet and shape the needs and expectations of our students over the next ten years. The academic setting is the most important element of students' ongoing continuation and success, underpinned and enabled by well-

resourced support services. Initiatives to improve our education provision outlined below are governed by the Education Strategy and incorporate and embed our APP objectives in this broader, academically led context.

Aims & Objectives 6 and 7 – addressing gaps in continuation and attainment

Improving success is linked to the priorities of Vision 2029 and our Education Strategy. Strategic Measures to achieve our aims will involve the entire College, with coordination of activities through our Education & Students function, primarily by the Student Success and Academic Support Services.

The Student Success Service is made up of the Student Engagement Service and the Student Outcomes Service. It takes an inclusive approach using mainstream procedures and practices to ensure that all students succeed. This is coupled with interventions for specific groups (students who meet widening participation criteria, those with protected characteristics). The focus of the Student Outcomes Service is to close attainment gaps and improve the experience of on-course underrepresented groups, as well as providing one-to-one support for vulnerable groups.

The Student Engagement Service underpins the student experience for all students by driving engagement in key areas of the lifecycle through a range of events, communications campaigns and interventions. This includes Welcome to King's (bespoke inductions for mature students, disabled students and other underrepresented groups with a view to supporting successful continuation), the Thriving Not Surviving lecture series, and Campus Conversations, which aims to increase students' sense of belonging by training students to have peer-to-peer conversations. As graduation is a key point of transition, a "good exit" communications campaign supports students by signposting to resources, services and opportunities to support successful progression. A fund for underrepresented groups removes financial barriers to attending graduation. The service runs digital campaigns including *Continue@King's* to increase the number of underrepresented students progressing from undergraduate to postgraduate programmes.

Academic Support to enhance continuation

A core part of the Education Strategy is to deliver an effective personal tutoring system and first year experience. This was identified as crucial in giving our students the best experience and support in their education and is a strategic measure that will contribute to the continuation objective of this APP. To do this most effectively we established the Academic Support Service in January 2019.

Personal tutors support students through their first-year transition and are often the first point of contact for mental health and wellbeing issues. If this works effectively it in turn supports students to successfully complete their studies. An academic lead will work with the Academic Support Service to initiate a collaborative consultation of staff and students to review personal tutoring at King's. We will complete a synthesis of the current research and consult staff and students to review our current policy. Recommendations will be reviewed by the College Education Committee and adopted into policy and pilot programmes for September 2021. As part of this, we will keep a line of sight over APP commitments and how personal tutoring supports the continuation of students from underrepresented backgrounds. When making recommendations, we will include analysis and specific enhancements that will directly support target groups (e.g. mature students targeted in this APP).

Reviewing the first year experience is a priority area. Academics will work with the Academic Support Service to review good practice across King's to run programmes to improve wellbeing and student success. Following consultation, we will create operating principles for pilot programmes starting in September 2020. We will monitor impact through annual reporting, which will inform our APP action plan.

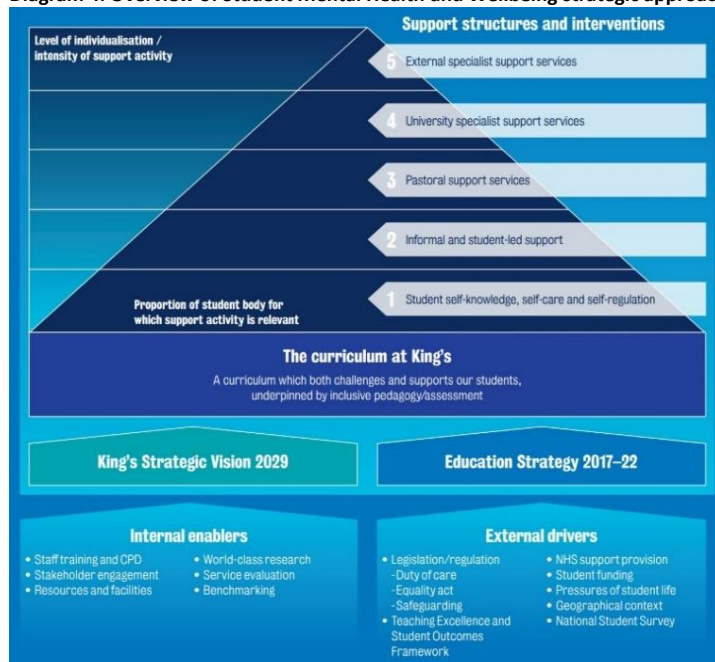
Student Mental Health and Wellbeing

The King's Student Mental Health and Wellbeing Strategic Plan adopts a holistic vision to ensure students feel part of a supportive and inclusive community and are equipped with the knowledge and skills to thrive. It provides a core link to this APP to ensure that all students are supported in their studies, particularly those with a reported mental health condition. We are able to draw upon the significant academic expertise in faculties such as our Institute of Psychiatry, Psychology and Neuroscience. We are ensuring that all areas of the university are engaged with this piece of work, as advocated by Universities UK's Step Change initiative.¹⁹

We are also closely aligned with King's College London Student Union and have initiated a Student Mental Health Forum to consult on changes to student-led health and wellbeing initiatives, enable a collective student voice and foster student-led working. This group has met twice, and representatives will sit on the Student Mental Health and Wellbeing Implementation Group.

¹⁹ <https://www.universitiesuk.ac.uk/stepchange>

Diagram 4: Overview of Student Mental Health and Wellbeing strategic approach



The inclusive education of Curriculum 2029, and work across the Education Strategy to support student success and progression, links directly to our Student Mental Health and Wellbeing Strategic Plan. The strategic measures to achieve our APP aims and objectives on continuation and attainment, particularly the work of the Student Outcomes and Academic Support Services, align with and support our approach to mental health and wellbeing.

Vision 2029 and the Education Strategy are key foundations for this, and it intersects with the Equality Act, TEF and our geographic context. This APP and the commitments we make will become both an internal enabler and external driver.

Strategic measures: attainment

The Education Strategy has an objective to close attainment gaps as a priority area, with senior academic sponsors overseeing this. The Student Outcomes Service was established to support work. Measures focus on four key strategic areas: improving attainment gap data analysis and visibility, embedding closing attainment gaps in existing institutional processes, staff training and development, and programmes focused on improving student belonging and efficacy.

1. Data analysis and visibility

Internal analysis shows that attainment gaps at King's vary by faculty so we will approach closing the gaps on a faculty-by-faculty basis (see data presented in Section 2.2).

2. Institutional processes

We have established a cross-institutional Student Attainment Steering Committee with oversight of all attainment gap initiatives at King's. All interventions actioned by the committee will be evaluated with support from What Works. The committee reports directly to the College Education Committee. The Vice-President & Vice-Principal (Education) and Vice-President & Vice-Principal (International) act as sponsors for the work. The Student Outcomes Service is leading to embed attainment within existing institutional processes.

3. Staff training and development

The Student Outcomes Service is collaborating with colleagues from faculties, King's Academy and Diversity & Inclusion to develop resources to equip academic and professional services staff to understand and address attainment gaps in their areas of work. Key groups include personal tutors and new teaching staff. Resources are being developed for senior academic staff to support the College-wide curriculum review programme (see below).

4. Student belonging and efficacy

The Student Outcomes Service is delivering targeted, short-term pilot interventions to increase sense of belonging amongst underrepresented groups, to improve student self-efficacy and to inform best practice for structural change. Pilots are being co-developed and co-delivered with faculty-based staff. This work sits alongside the wider institutional changes above which will maximise the impact of work to reduce attainment gaps. All belonging- and efficacy-related pilots will be evaluated in partnership with What Works, using appropriate evaluation methods including randomised control trials in order to establish causal impact and embed best practice.

Race Equality Charter

King's has demonstrated its commitment to race equality and will seek renewal of the Race Equality Charter Bronze Award. In relation to the aims and objectives of this APP, since the last submission, we have made progress with increasing the BME undergraduate population and closing the attainment gap.

We have identified four key priorities to progress over the next three years: increasing the ethnic diversity of senior academics (in particular black academics); continuing to close differences in attainment by ethnicity through systemic

changes to our education; supporting staff and students to identify and report microaggressions and supporting the King's community in sensitively discussing race and racism. The target to close the attainment gap in the APP will be enabled by all these initiatives.

Overcoming structural inequality and creating an inclusive community is integral to improving the experience and sense of belonging of BME staff and students at King's and enabling them to contribute fully as members of the King's community. It will support APP aims and objectives to improve access of black students and close the attainment gap.

Strategic measures for discrete and vulnerable groups

Induction for underrepresented learners

The Student Outcomes Service will continue to work closely with the Student Engagement Service to enhance the inclusivity of Welcome Week. In 2019/20, sessions will be targeted at specific underrepresented groups: mature students, live at home (commuter) students, KCLWP participants and students who are the first in their family to study at university. This builds support for access and success across the student lifecycle and will include the students identified in APP access targets (Section 2.1).

King's has a Specialist Student Advisor for students from discrete groups (including care-experienced and estranged students and forced migrants), providing an inclusive package of support across the lifecycle through one-to-one advice. We will lead a consultation with our students on our provision in 2019/2020, including financial and accommodation support, and use the feedback to enhance existing and develop new activity to support students' successful continuation.

Monitoring and addressing progression gaps

Work to ensure equality in terms of successful progression will be delivered under the remit of the Education Strategy. As well as the broader embedding of employability within the curriculum, King's has a dedicated Careers & Employability Service supporting this work. As noted in Section 1.1, we have good progression performance with no significant gaps or persistent negative trajectories. However, we have noted a recent small gap emerge between progression of disabled students compared to non-disabled students. Although this may be a one-off, we are implementing work to support underrepresented or disadvantaged students' progression, as well as monitoring overarching work to establish impact on these groups. We have also developed support for disabled students specifically. We will monitor the impact of our activity closely to ensure we maintain our strong performance delivering equality of opportunity in this area.

We will achieve this in four ways:

1. Continuing to embed employability in the curriculum as part of the Education Strategy and towards King's Curriculum 2029. This is an overarching, inclusive approach that will increase progression outcomes for all students, which would include disabled students and other underrepresented groups.
2. Delivering further work on learning gain. King's uses careers registration to help students become more aware of their progress along their career readiness journey and enable personal tutors to identify students who may not have a career plan before graduation. In addition to this, students reflect after each 1:1, workshop or event, to identify how their career readiness has progressed, and what steps to take next.
3. Expanding and enhancing the work that focusses specifically on increasing access to Careers & Employability for students from underrepresented backgrounds (including disabled students) via a dedicated role.
4. Building on specific activity to improve progression for disabled students through direct support, working with services across King's. Disabled students benefit from advanced booking for longer 1:1 appointments, termly newsletters, online information on subjects such as disclosure, a dedicated email service for queries and support and the Advance Scheme. The Advance Scheme enables disabled students to undertake paid internships with host organisations across London each summer with a view to improving progression outcomes.

Alignment of success and progression measures with other strategies

Delivery of success and progression strategic measures link into and will be enabled by the cross-institutional strategies outlined below. These measures are part of our duty under the Equality Act 2010 and will be monitored to that affect.

Inclusive education: Curriculum 2029

As part of King's Education Strategy in 2022 we are introducing a new, flexible curriculum enhanced by research and service, and informed by our London and international perspectives. The curriculum for all programmes will be student-centred, inclusive, support positive wellbeing and have employability embedded in it. Our programmes will be more flexible and allow students to study across disciplines. We are undertaking an equalities analysis to ensure that no staff or students from underrepresented groups are negatively affected by the simplification and reform of our programmes. By 2022/2023, all our programmes will go through this process. Our academic and professional services staff will be

supported to develop inclusive practice in the classroom. This will create greater student confidence in the fairness of our education, lead to a more diverse curriculum creating a greater sense of belonging and will positively impact continuation and attainment.

This will have an impact on both student success and progression and will intersect with the delivery of APP aims and objectives. Our APP targets are to further diversify our student population. We will consider and monitor the impact of these changes to our education with this in mind to ensure that we are developing a curriculum that supports all students to succeed.

Trans Inclusion

King's is committed to trans inclusion for staff and students. We have gone beyond the development of a Trans Inclusion Policy by leading a consultation with trans staff and students to guide the creation of a toolkit to support this. We have since piloted *Trans Matters* training with 100 members of staff and are now reviewing this support and considering how we scale this up.

In this way we will address continuation and attainment holistically throughout our curriculum design and top-level institutional commitments. The strategic measures outlined link across multiple institutional strategies and priorities. Through this approach the APP will be embedded across the whole institution and we will develop a culture that has equality of educational opportunity embedded within it. Governance will intersect, so that the APP commitments are registered on all relevant committees, acknowledging that changes in one area may impact on the other. In the same way, for example, the commitment to closing the attainment gap cuts across the APP, Education Strategy and RECM, and will be factored into curriculum re-design and Academic Support programmes (personal tutoring).

Alignment to other work and funding sources

Students At The Heart Of King's

This is a major fundraising initiative that is a priority for the College over the period of this APP. A long-term, whole lifecycle social mobility programme is crucial to our mission and will be a significant focus of fundraising and campaigning. It is comprised of three main areas that will run alongside and support delivery of APP aims and objectives.

1. Seven+

We will build on current partnership work with King's College London Mathematics School to expand Seven+ to increase GCSE attainment. Throughout 2019/20 we will deliver this via KCLWP's existing provision and links with KCLMS. From 2020 this will come to be funded principally via fundraising and external philanthropic donations.

2. Civic Leadership Academy

The CLA is our flagship co-curricular programme for improving outcomes of students from BME backgrounds and disadvantaged groups prioritised by the OfS outlined in our self-assessment. It will align with work to address the BME attainment gap and improve progression. The CLA will provide opportunities to enrich students' learning through unique work placements with charity organisations.

3. Postgraduate Scholarships

Widening participation to postgraduate study is a national priority. To address this, we will launch a series of funded Masters scholarships targeted specifically at students who meet our priority widening participation criteria.

Financial support

Our bursaries have been designed to balance a meaningful level of financial support for the largest spread of students in order to make the awards reach as far as possible. We adopted a staggered approach to scaling so that those with a household income above the minimum but who would still be considered on a lower income for London received support, removing the 'cliff edge' where students who still have relatively low household income receive nothing. This followed recommendations and advice from KCLSU.

At present we are retaining the size and shape of financial support offered in previous years while we continue to conduct evaluation, so that we can make long-term comparisons. Alongside this, the College is reviewing its overarching scholarship provision more broadly. Our central King's Living Bursary provision is designed to offset the need for students to work extensively and to provide a source of psychological reassurance to support wellbeing. This was identified as a priority concern for students in the Pulse Survey done as part of the KCLxBIT project in 2017.²⁰ In addition to this we provide further awards to support students studying high-intensity subjects with a higher cost attached

²⁰ <https://www.kcl.ac.uk/study-legacy/assets/pdf/widening-participation/kclxbit-report-sept2018.pdf>

(Medicine and Dentistry), to students progressing from KCLWP programmes to King's and care-experienced and estranged students who may face particularly challenging circumstances.

King's Living Bursary and the KLB Community

The King's Living Bursary continues to play an important role in our students' experience. It has allowed students to reduce their dependence on expensive alternative sources of funds and to commit themselves more fully to their studies by reducing part-time work hours. The King's Living Bursary for undergraduate and ITT students is based on assessed household income. Students with a household income below £25,000 receive £1,600 per eligible year of study. Students with HHI of £25,001-£33,500 receive £1,500 per eligible year of study. Students with HHI of £33,501-£42,641 receive £1,200 per eligible year of study. Students must have their household income assessed to qualify for a bursary. Students will receive the bursary in each year of study provided they continue to meet the eligibility criteria.

As well as receiving financial support, we run a specific campaign to help KLB recipients feel part of a welcoming King's community with a wrap-around programme of support for first-year KLB recipients. The programme is designed to enhance the sense of belonging experienced by KLB students and equip them with resources to help them make the most out of their student experience and succeed academically. The aim is to provide an alternative source of informal advice for students that they otherwise may not have access to.

Access to Professions Award

The Access to Professions Award offers financial support of £9,000 to students who are undertaking either the Enhanced Support Dentistry Programme or the Extended Medical Degree Programme. We have made a commitment to increasing the numbers of students admitted to the EMDP and as such have increased our commitment to financial support for these students. 83 awards will be available each year as cash bursary support. These bursaries will be paid at £3,000 per year for the first three years of study.

King's Student Hardship Fund

The King's Student Hardship Fund will continue to run in 2020/21 to support students in unforeseen circumstances to ensure they are able to continue their studies without financial concerns. This fund is open to all undergraduate home students who fall within the maximum threshold for receipt of statutory support through Student Finance England. Applications will be means-tested.

King's Start Up Bursaries

King's Start Up Bursaries are intended to help care-experienced and estranged students and students who have successfully completed the K+ and Realising Opportunities programmes. In 2020/21, we will offer up to 120 awards worth £1,000 each to first year entrants. Care-experienced and estranged students who are eligible will also receive the KLB so they have support on each year of study.

Sanctuary Scholarships

These scholarships are for offer holders who are: asylum seekers; children of asylum seekers; unaccompanied asylum-seeking children; offer-holders who have been granted limited leave to remain or a temporary form of leave as the result of an asylum application or human rights application. The award is made up of a full tuition fee waiver and £11,354 per year as a living costs scholarship paid in three termly instalments.

Applicants for the Sanctuary Scholarship must complete an application form. For all other scholarships students do not need to apply. If students meet the criteria, and they and their sponsors both give Student Finance England/Northern Ireland/Wales consent to share financial information with us, students will be contacted once they have started at King's. Continuing students who receive multi-year bursaries will continue to receive the support they originally qualified for in each subsequent year.

Flexible process for management of bursary funds

We have developed a robust process to ensure that funding allocated to financial support that is unspent is re-directed into access activity at appropriate points in the year. Our bursary provision is contingent upon annual forecasting of the number of eligible students. If in a given year the number of eligible students is below forecast, we have developed this agility to respond in-year to ensure that we meet our financial commitments, and to ensure that we can redirect this funding released from the variation in bursary spend to deliver access aims and objectives as a priority.

3.2 Student consultation

We consulted with students on this APP through two main routes: discussion with KCLSU Sabbatical Officers and through the King's 100 Panel.

KCLSU welcomed the emphasis on student engagement and agreed that a tangible definition was required for the purposes of the APP. There is ongoing work to define 'student engagement' and the student voice more broadly across the College. For the purposes of the APP we define student engagement as providing students with the opportunity to express their views both about the content of the plan and overarching work in access, success and progression. It requires multiple opportunities, with views, suggestions and challenges incorporated into the plan.

We held two meetings with the KCLSU Sabbatical Officers over the course of planning and drafting and an additional meeting with the First Generation Network Officer.

1. KCLSU agreed with the plan to recruit students from a broader geographic range in order to address the low participation of students from POLAR4 Quintile 1&2 areas (as noted in Section 1).
2. They emphasised the importance of communications around demystifying London and addressing the cost of accommodation and living in the capital. In order to meet this access aim, we will need to make sure we support students accordingly once they are here and are not setting them up to fail. This is covered in Section 3.1.
3. Linking to this, and in relation to the work to close attainment gaps and Curriculum 2029, KCLSU identified that structural barriers in education design – how the curriculum is framed, structured and communicated – may itself be a barrier to access. Or, alternatively, could provide a positive way to enhance access.
4. Using their own research into student mental health, KCLSU agreed with the importance of emphasising and doing dedicated, meaningful work in this area.
5. KCLSU are working with the College to change the instalment plan for self-funded students to alleviate any additional burden on students' wellbeing.
6. The SU emphasised the need for more funding and space to be dedicated to mental health support, given the population disclosing mental health conditions is known to be growing. This includes service design, for example providing appointments after 5pm for students on placements or who may have caring responsibilities.
7. KCLSU agreed that students who are asked to comment on and contribute meaningfully to work to widen participation across the lifecycle should be supported to do so. They agreed with the proposal to offer specific training on both access and participation and social mobility policy developments and specific skills such as interpreting and questioning data.

In terms of governance, KCLSU Sabbatical Officers are on all committees which review and agree the APP.

Student engagement in broader strategic measures

In the ongoing delivery of access, success and progression work, KCLSU Officers will receive a regular series of updates from the Associate Director of Widening Participation which will cover both KCLWP work in general and the implementation of the APP. This is in addition to regular monitoring and action planning. We have established connections with the student-led First Generation Network and will look to develop work together and support them in training. We will also develop links with the other Students' Union Networks that represent a broad cross-section of students campaigning on areas relevant to our APP commitments.²¹

Collaboration with students on access measures

KCLWP has a dedicated Outreach Officer role that is shared with KCLSU to ensure that joined up work is happening across the organisations. This role is pivotal in providing direct student insight to inform access strategic measures and delivers activity to meet our aims and objectives. It supports the College and KCLSU in engaging students and reflecting their interests in formulating, delivering and evaluating our activity. We also see this as an important way to support students in designing and delivering widening participation work of their own that aligns to the APP aims.

King's 100 – student panel engagement

The King's Education Strategy aims to develop confident and engaged students who are connected to the broader King's community, and to embrace these students as co-creators of the educational experience. The King's 100 Panel brings together a diverse community of learners, providing an opportunity for students from all backgrounds to share their insights on student experience projects. From 2019/20 it will also be an important mechanism for student consultation on the development of the work associated with the APP.

The panel consist of 100 students who are reflective of our diverse demographic, with an emphasis on widening participation and underrepresented groups. To ensure that our recruitment process is inclusive, students are asked as part of their application to share whether they have attended a KCLWP programme or identify with a number of protected or underrepresented characteristics. Ten of the students participated in a KCLWP programme (K+, Sutton

²¹ KCLSU Networks include: First Generation Network, People of Colour Network, Women's Network, Disabled Students Network, Mature Students Network, LGBT+ Network, Family Network and International Students Network.

Trust Summer Schools) and 81 students identified with one or more of the following groups: young carer, care-experienced, estranged student, holding a Sanctuary Scholarship, Gypsy, Roma or Traveller student, recipient of the King's Living Bursary (or NHS grant), first in family to go to university, receiving support from the Disability Advisory Service at King's, have a disability but not receiving support from the Disability Advisory Service, BME, mature student (first undergraduate degree), participating on the Extended Medical Degree or the Enhanced Support Dentistry Programme, commuter student (living at home).

KCLWP and the Access and Participation Plan

The first three panels took place in 2018/19 addressing a range of topics relating to the strategic measures for continuation, attainment and progression (learning environments, personal tutoring, inclusive curricula, assessment and feedback, widening participation, mental health and culture). In each session more than 80 students attended and more than 100 provided written responses as pre-work. Their views will be built into the implementation of work to deliver the Education Strategy and associated APP commitments.

We discussed our Widening Participation Strategy and the work laid out in this plan. The panel felt parental engagement was an important priority due to the influence that they felt their own parent/carers had on their journey to university. They agreed with our focus on discrete and vulnerable groups and disaggregating broad groups into smaller groups to better focus, as many students felt this was the most effective way to boost access for students from the most underrepresented groups. Students were also keen for us to do more national outreach activity outside of Greater London, with many suggesting this should be a key focus of the implementation of our strategy. Many students had not come across the term 'widening participation' before (particularly international students), and we are now considering how we communicate the work that we do throughout the year. Based on student input, we will identify how our work can be disseminated across campuses by students themselves. We will look to expand links between KCLWP and the First Generation Network to develop an approach and have had an initial discussion to that affect.

In addition, KCLWP has held two focus groups with current K+ participants to establish student steer for our activity. This is the initial step in setting up a formal student steering group to inform our work. As we consider how to develop and expand our flagship post-16 scheme to deliver our strategic measures most effectively, we want students to shape the direction we take. Students were positive about the quality of provision on the programme and identified areas for future development, mainly on the subject range and communications around our provision. This input from students will inform the changes we make to the structure and content of the programme. It has already influenced our decision to create a Business and Economics strand and an Engineering strand for future K+ cohorts, which will come into effect in the first year of this APP.

Action	By when
KCLSU Sabbatical Officers and Network Officers to meet every two months with Associate Director of WP.	Nov. 2019
KCLSU Officers continue to provide high level governance by sitting on all Service Management Groups relevant to the APP, as well as SMT, College Education Committee and Council.	In place
KCLSU Officers have a standing invite to KCLWP team meetings with a termly meeting/forum with KCLWP team to feedback on delivery.	Aug. 2019
KCLSU Officers have an open invitation to attend all training, conferences and networking relevant to APP policy and delivery funded via KCLWP. This is extended to all committee members on KCLSU Liberation Networks.	Sept. 2019
KCLSU Officers and staff to be invited onto dedicated briefing and training on the APP.	Aug. 2019
KCLSU Officers to identify where training would be most beneficial in terms of engaging with the APP as effectively as possible – for example, policy developments, data interpretation and to be supported to attend training by KCLWP.	Nov. 2019
APP and work across access, success and progression will become regular items at Kings 100 Panel events.	In place
KCLWP will finalise its student steering group to monitor and guide this work.	Aug. 2019
KCLWP will continue to convene focus groups of prospective and current students when developing new work and evaluating existing work to ensure it has students' interests built into design and delivery from the beginning.	Ongoing

We are aware that maintaining consistency of approach is important given new Sabbatical Officers usually begin each year. We are actively considering with KCLSU how best to put these measures in place to ensure continuity over the course of the five-year timeframe of the APP.

KCLSU Statement

KCLSU have provided an accompanying statement to this APP. In terms of key issues in the supporting statement, we are taking forward the following as part of APP delivery or will build into regular monitoring and governance:

1. Work to develop links and support for the KCLSU Networks where appropriate.
2. We welcome an annual statement from KCLSU expressing their commentary on APP delivery to support us in working more closely with students to build a more inclusive student experience.
3. Meeting our APP aims and objectives will result in a more diverse student body. King's has already begun to develop work to address education and service-design from an inclusive perspective to make sure no students

face unnecessary or unintended barriers to engagement. Work on Curriculum 2029 and on staff recruitment and development relating to this RECM will address this.

4. We note that the King's 100 Panel is an important means of getting input from students. We recognise that this sits alongside the Student Union's broader role in representing the student body, and student representatives are an important point of contact and source of insight and authority in the academic context. We will make use of these different means of engaging with and getting insight from students first-hand and will ensure that there is no duplication or conflict between these two distinct sources of student voice.
5. As noted in Section 3.1, Careers & Employability have appointed a member of staff to develop activity relating to the needs of underrepresented students. We recognise that students such as First Generation students (identified by the KCLSU Network) may face additional barriers such as lack of parental support in career planning and networking. We will bring them into the discussion on formulating future progression work.

3.3 Evaluation strategy

The evaluation strategy and overarching approach to demonstrating impact of APP strategic measures are principally overseen by What Works.

Strategic context

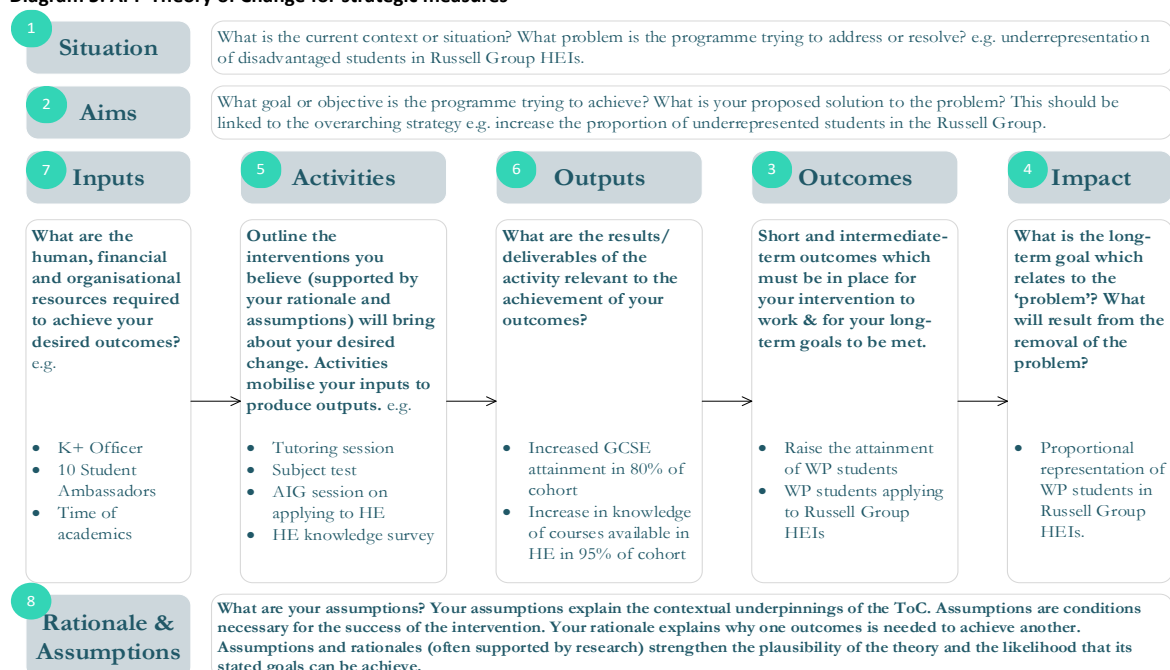
What Works applies behavioural insights, robust evaluation techniques and analysis of King's datasets to widening participation interventions across the lifecycle. We use a Monitoring and Evaluation Framework to evaluate all APP strategic measures. This sets out the steps involved in the evaluation process and equips practitioners across the institution with the tools needed to evaluate their work. It guides staff through the development of their approach and how success can be measured against intended impact.

Programme and evaluation design

As part of the MEF, the development of each Theory of Change (Diagram 5) comes from a facilitated group discussion between those delivering APP activity, What Works and relevant partners. Each ToC is adapted to the lifecycle stage of each programme and level of evaluation maturity. Evaluations focus on the chain of logic from inputs to outputs/outcomes. Findings from more established programmes are used to design new activity in a more efficient way. We have developed common outcome measure frameworks to connect robust datasets with the different objectives that each programme is trying to achieve.

What Works dedicates the majority of expertise towards the areas we invest most heavily in: access work by KCLWP and success activities targeting underrepresented students (Student Engagement and Outcomes). What Works has also taken the lead on evaluating our APP financial support provision. The What Works plan of activities is overseen by a Commissioning Board involving the Vice-President & Vice-Principal (Education), the Director of Students & Education and the Vice-President & Vice-Principal (Service). All staff in KCLWP have dedicated time and resources to spend on evaluation, planning and reflective practice to learn from and implement findings.

Diagram 5: APP Theory of Change for strategic measures



Evaluation implementation

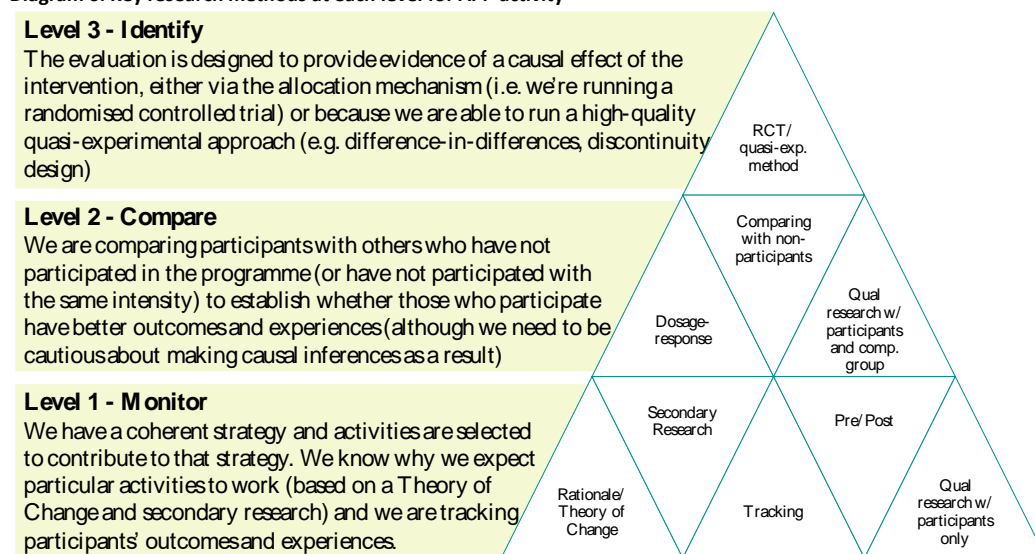
Following the OfS Standards of Evidence, King's defines three levels of impact evaluation: Monitoring, Comparing and Identifying. The level of confidence we have in the impact evaluation varies depending on the level of the evaluation. By 2020/21, we would expect 75% of services and schemes across SMSS (and all projects covered by this APP) to have an established Level 2 or, where feasible, Level 3 impact evaluation (see Diagram 6).

All interventions are captured in a Research Protocol, which describes the approach that will be used throughout each intervention, including its evaluation. As a cohesive summary of the planning, implementation and evaluation of the intervention, research protocols help to create a shared understanding of aims and results. They are tools to identify lessons learned and things gone wrong in terms of whether the established process/outcome/impact objectives have been met and enable further learning.

Using learning to shape improvements

Every evaluation cycle feeds into the diagnostic stage of the following evaluation cycle. Using evaluative findings to improve each of our interventions is a fundamental part of this.

Diagram 6: Key research methods at each level for APP activity



Financial support: summary of evaluation to date and future plans

As part of our collaborative project with the Behavioural Insights Team we explored the links between financial hardship and mental wellbeing. We found that – controlling for ethnicity, gender and faculty – students from disadvantaged backgrounds were significantly more likely to state they had been unsure how they would pay for core costs over the coming week (49% of students in this cohort vs. 35% of students not from disadvantaged backgrounds) and more likely to have used a payday loans company (3% vs 1%).²² They were also directionally, but not significantly, more likely to agree that concern about their finances had affected their mental wellbeing and their academic performance.

This was the first research exploring the link between mental health and financial health. Alongside our prior internal survey of bursary holders, King's analysed the impact of bursaries using the Office for Fair Access financial support evaluation model. We used the financial support evaluation toolkit in 2017/18 and saw null results on most outcomes. However, it is our view that a null result on a binary logistic regression as per the toolkit does not suggest that bursaries don't work. In fact, it arguably suggests the opposite. Bursaries exist because we are concerned that without them low-income students may have worse outcomes. So those students having similar outcomes to others may suggest bursaries are operating effectively to eliminate gaps.

We learned lessons from using the OFFA tool and since trialled our own evaluation methodology. This was designed to further develop the evidence base so we can make decisions on size and shape of bursaries as a result of long-term analysis. We assembled a dataset that includes all the covariates in the OFFA model, but: 1. For more recent students – no earlier than 2012/13, 2. For multiple year groups, to try and increase the number of cases in each grouping of controls, and 3. With complete information about household income for all students we have it for.

²² Ibid. In the pulse survey carried out as part of the KCLxBIT project 'disadvantaged' is defined as Acorn categories 4-5.

We hypothesised that around the threshold the impact of household income on outcomes is similar. We could then reasonably assume any observable differences arise from the bursary itself. We tested this, using a Recursive Discontinuity Design as a well-established methodology for assessing the impact of things like needs-based funding. The OFFA financial model technical workbook acknowledges this would be a better way to evaluate, but it is more complicated to specify and requires more data. RDDs require a high number of cases around the threshold. As such the analysis was directionally promising but underpowered, even using results from five cohorts. In addition, an RDD only gives the 'treatment effect' around the threshold and therefore can't tell us anything about whether the bursary works for students whose incomes are substantially lower than £25,000, for whom we might expect a greater effect.

Therefore, our view is that based on the evidence we have right now there is no reason to change the current bursary model. However, we wish to understand how bursaries can be maximally effective, especially compared to other initiatives, so we are continuing to explore different methods of isolating the effect of the bursary itself. No non-experimental analysis is going to be able to entirely deal with the confounding effect of household income on the effect of a bursary. Institutions need to demonstrate impact and act as a result. The need for causal analysis is therefore urgent to establish that we are not withholding something that is useful because the analysis that has been done doesn't show it is effective. The next step in our evaluation of bursaries will be our final, radical approach to establishing impact.

Although the evidence is not extensive, a more recent study found that unconditional financial aid in the form of an annual bursary increases students' likelihood of obtaining a good degree by 3.7 percentage points for each additional £1,000 of aid awarded.²³ With that in mind, we are directing funding as part of our APP strategic measures to conduct more rigorous evaluation of our bursary provision by looking at the impact of financial incentives. We will conduct a research project, supported by a doctoral studentship, to research the use of financial incentives to attend university and to succeed while there. This would consist of a lab study identifying young people's attitudes to bursaries and possible ways of increasing bursary effectiveness. Following completion of qualitative research, we would create a trial where a population of students opts in to randomly receiving an additional allocated financial incentive, which would then allow us to analyse any causal impact. We will then be able to extrapolate from this any changes to our financial support. This evaluation is being developed by KCLWP, What Works and the King's Policy Institute.

We are mindful of KCLSU's view that our bursary provision should be increased, both in terms of size of award and number available, and that this contradicts the historical preference held by OFFA to reduce financial support provision. We would therefore liaise with them on this issue specifically over the lifespan of this plan.

The OfS has indicated that where financial support is to be retained it should be supported by clear evidence. This piece of research and evaluation will be our means to establish impact. By conducting this evaluation using the expertise of the Policy Institute and What Works, we will be able to more definitively identify any impact on demonstrable changes in behaviour (chiefly student success, attainment and progression, and whether size/type/level of need relate to effect). We will act on the results of this evaluation.

Collaboration with other providers to share good practice

An important aspect of the What Works mission is to take the conversation outward, to publish the findings of evaluations, both successful and not so successful, and to seek to partner with other institutions for shared research. In addition, What Works publishes research findings, both in reports and via our blog, as part of our aim to support other institutions to develop the capacity to conduct evaluations to know what works for their own students.²⁴

Sharing of findings internally and externally

Over the course of this APP What Works will maintain a record of all evaluations conducted across APP programmes. Research Protocols and key findings are shared across relevant stakeholders across the institution. We share good practice through this consistent use of ToC models and the MEF. Because we are consistent, we have comparability of data and approach. This allows relevant programmes to replicate (parts of) other successful interventions and the applied evaluation methodology. This is an important aspect of how What Works operates, contributes to, and grows as a broader evaluative community.

King's is co-leading the establishment of The Centre for Transforming Access and Student Outcomes in Higher Education, the national what works centre for higher education, alongside Nottingham Trent University and the Behavioural Insights Team. This is directly and proactively contributing to enhancing evaluation nationally by working with the whole sector to improve lives and eliminate equality gaps in higher education through evidence-based practice. Alongside the

²³ CEP Discussion Paper No. 1396 – Testing Means-Tested Aid (Richard Murphy and Gill Wyness) August 2016: <http://cep.lse.ac.uk/pubs/download/dp1396.pdf>

²⁴ <https://blogs.kcl.ac.uk/behaviouralinsights/>

establishment, we will also support TASO by answering the call for evidence and providing input into the various research themes and forums.

3.4 Monitoring progress against delivery of the plan

Delivery of this plan will be monitored by the Management Oversight Group that oversees the student experience portfolio of services chaired by the Director of Social Mobility and Student Success. Day-to-day operational oversight and delivery of the APP is overseen by the Widening Participation Management Group, which includes representation by those leading work across the lifecycle. This allows for earlier identification of risk and ensures that we take all opportunities to join up work, minimise duplication and optimise what we are doing to ensure it has the best impact. It includes colleagues working on diversity and inclusion (e.g. to support disabled students). This work being is shared across services so it needs to be joined up. To do this, APP monitoring is a standing item at the other major management groups where APP commitments are delivered (including student success, academic support and placements).

Embedding our governance of APP within broader service governance ensures consistency of approach but also allows decisions to be made and risks identified quickly. It means we can approach our APP commitments holistically, alongside other work relating to education, student engagement and inclusivity, reporting to College Education Committee, Academic Board and the College's Senior Management Team.

Management groups meet every two months and will receive updates on delivery of this plan, monitor progress towards targets and take decisions relating to new work and in response to risk when it is flagged. The oversight group will monitor reports and evaluation produced by What Works and services and teams delivering strategic measures. Targets will be owned by the groups responsible for delivery, and the larger senior decision-making group can make changes to plans if progress is not being delivered quickly enough.

In terms of how the governing body will be kept informed, and decisions that require endorsement or to be made at senior level, the governance route has two core elements. The first relates to the APP as a means of delivering Vision 2029, which as such will be overseen by Senior Management Team. Equally, certain strands of APP delivery will be reported to College Education Committee, and from there to Academic Board and Council. This is for matters relating to regulatory/statutory changes and academic arrangements (policy, programmes, student support). This is necessary because some elements of the APP (e.g. personal tutoring, attainment gap) also work in the academic area and have implications there. As described in Section 3.1, the APP pivots between various key strategic areas relating to, for example, learning, teaching and assessment, Curriculum 2029, Mental Health, Diversity and Inclusion, Employability. The Vice-President & Vice-Principal (Education) has senior oversight of the Access and Participation Plan, is a member of Senior Management Team and chairs College Education Committee, providing connection and oversight between the two.

This is a way of reflecting both the increase in prominence and importance of the APP at institutional level and the fact that work now intersects with and cross-influences a range of strategies, initiatives and areas across the College. Regular approval and reporting of APP submission, monitoring and action planning will continue to be approved by SMT and Council as required under the regulatory framework, with Council receiving annual reports. And as the APP has greater visibility, it means discussions in other areas will also cover the APP commitments.

Each of the major access strategic measures delivered by KCLWP are managed by a series of steering groups which include external representation from delivery partners, teachers and students. The Associate Director of Widening Participation will oversee the Access and Participation Plan and maintains the risk register. We require all new work to commit to the evaluation framework and produce a Theory of Change as outlined above. A standard of continuous improvement will be part of this.

The APP activity and resource investment is built into the College's annual business planning round in advance of each year to ensure it is visible and scrutinised at all levels of the institution.

Section 4: Provision of information to students

King's College London will provide UCAS and the Student Loan Company with prompt updates of all necessary information to ensure students can make informed decisions. We provide timely, accurate and clear information to prospective students in a range of accessible formats. This information covers:

1. Our College, academic courses, their structure (including placements, internships, study abroad options and assessment methods), entry requirements and assessments.
2. Tuition fees, set as soon as APPs are approved, with detail of any permitted inflationary uplift in a given year for each cohort paying fees.

3. All financial support (including clear eligibility criteria, size and timespan of each award, including when students may be eligible for more than one award) – updated on the website by August each year.

This Access and Participation Plan will be hosted on the King's website for public access, following its approval.