

King's College London
2019/20 access and participation plan

King's *Vision 2029* strategy is to make the world a better place. Our work in widening participation is a cornerstone of this and how we serve society. The college's objective is to lead the Russell Group in fair access and social mobility.

Section 1: Assessment of current performance

1.1 Overall assessment informing investment

In this section we assess our performance against institutional milestones over the past five years within a national context. These are the milestones King's College London committed to in our prior Access Agreements and are set up to 2019/20. We then assess our performance according to priority student groups across the lifecycle (access, success, progression).

Based on the assessment of internal and external data in 2019/20 we will commit 30% of higher fee income to deliver this plan. King's has made good progress in increasing participation for students from disadvantaged backgrounds and groups underrepresented in higher education in the last five years. This level of investment reflects our commitment to our ongoing widening participation mission and will ensure this is well resourced. We are developing our approach to student success as an emerging priority. We will also further explore our progression performance to ensure students are supported to the best outcomes.

1.2 Self-assessment: access and student success – institutional milestones

Table 1: Institutional milestones – performance 2012/13-2016/17

Milestone	2012/13	2013/14	2014/15	2015/16	2016/17
HESA T1a - Proportion of young full-time first degree entrants from state schools or colleges (UK students)	70.9%	72.4%	74.9%	77.3%	75.6%
Ethnicity - Proportion of all UK full-time first degree entrants from minority ethnic groups	40.9%	38.3%	41.0%	44.1%	47.4%
HESA T1a - Proportion of UK full-time first degree entrants from Low Participation Neighbourhoods (POLAR3)	4.0%	3.7%	5.2%	4.8%	4.8%
Low participation area - Proportion of UK full-time first degree entrants from ACORN categories 4 & 5	N/A	N/A	20.9%	24.0%	24.5%
Non-continuation - No longer at King's after 1 year (All, FT, first degree entrants)	7.6%	7.6%	6.8%	7.4%	8.5%

- a. Since 2012/13 we have increased recruitment of students from state schools by 4.7 percentage points (pp) to 75.6%. King's location adjusted benchmark was 78.9% (compared to UK average of 90.0% in 2016/17). Our 2019/20 target is 77.2% and we are on course to achieve this. [Source: HESA T1a Young FT First Degree].
- b. Since 2012 our BME population has increased by 9.1pp, from 38.3% to 47.4%. We are exceeding the target set in 2012 to be achieved by 2019/20 (41.7%) [Source: Internal].

- c. Since 2012/13 we have made progress in recruiting students from areas with the lowest 20% of learners progressing to higher education (POLAR3 Quintile 1). In the last monitoring for 2016/17 the percentage remained static at 4.8% of new entrants, marginally missing the benchmark (5.0%). King's achieved the milestone in all other years. The 2019/20 target for this is 4.9%. [Source: HESA T1 Young First Degree]. The performance for this group across the UK was 11.4% in 2016/17, although our location adjusted benchmark reflects the wide variation across the country in terms of calculating appropriate regional performance. Due to the relatively low headcount resulting from the lack of Quintile 1 areas in London, this figure has variation year-on-year. As a result, we have supplemented POLAR with an additional way of measuring disadvantage as a more effective means of targeting and measuring impact (below).
- d. Since 2014/15 the proportion of entrants from ACORN categories 4/5 has increased from 20.9% to 24.5% [Source: Internal, ACORN]. This gives a more granular measure for our context than POLAR alone and we have made good progress in this area.
- e. King's non-continuation rate has increased by nearly 1pp between 2012/13 and 2016/17. Although a relatively small increase in non-continuation, and better than the increased rate of non-continuation nationally, we address this increase in this plan.

In the 2015/16 monitoring exercise we met all access milestones. In 2016/17 all milestones were met except the POLAR measure, which must be assessed in the context above, and the non-continuation milestone. In relation to national targets set out by the Prime Minister in 2015, since 2014/15 the number of students identifying themselves as non-white entering King's has increased by 27%. The target is for a 20% increase nationally by 2020.

1.3 Self-assessment of underrepresented groups: Access

In addition to the area-based measures of disadvantage above, the following analysis summarises our performance in terms of access of other underrepresented groups.

1.3.1 Ethnicity

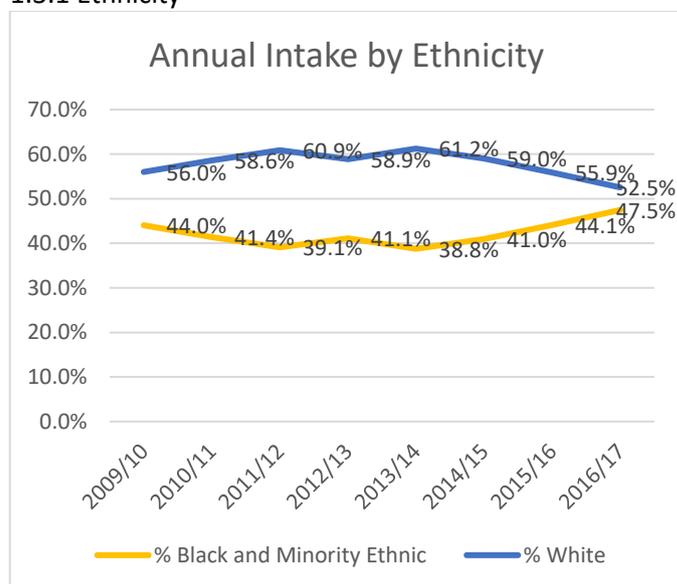


Figure 1: Annual intake by ethnicity

- Our intake of BME students is at its highest level.
- Although intake of BME students decreased between 2009/10 and 2013/14, since then it has increased steadily.
- The increase correlates with the implementation of the current Widening Participation Strategy and new activity.
- Levels are approaching 50:50 BME and White.

1.3.2 Disabled students

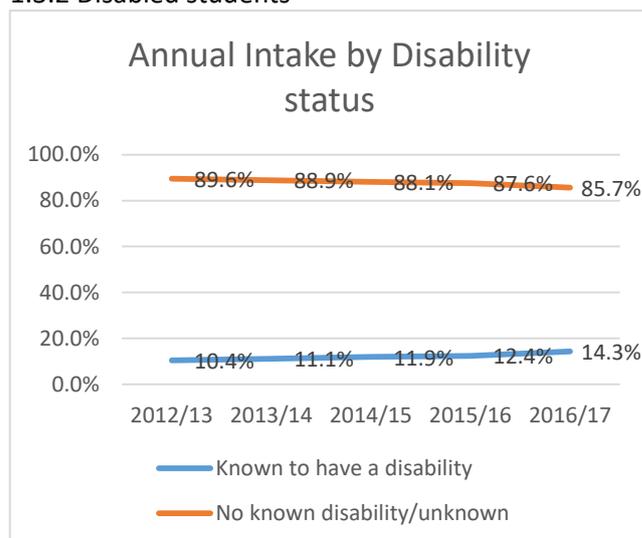


Figure 2: Annual intake by disability status

- The proportion of UK-domiciled undergraduate first degree students declared disabled at King's has risen steadily year on year (3.9pp since 2012/13).
- In 2016/17 the proportion was 14.3%.
- The most common type of disability students declared was a specific learning difficulty (6.2% of the population).
- The most significant increase over the past five years has been students reporting a mental health condition.
- This has increased from 1.3% of the population in 2012/13 to 4.0% of the population in 2016/17.

Table 2: Disability type

Disability (detailed)	2012/13	2013/14	2014/15	2015/16	2016/17
A long-standing illness or health condition	1.5%	1.3%	1.8%	1.8%	1.8%
A physical impairment or mobility issues	0.3%	0.3%	0.0%	0.3%	0.2%
Another disability, impairment or medical condition	0.5%	0.5%	0.5%	0.1%	0.5%
Blind or a serious visual impairment	0.1%	0.1%	0.1%	0.2%	0.2%
Deaf or a serious hearing impairment	0.2%	0.1%	0.1%	0.2%	0.2%
Mental health condition	1.3%	1.8%	2.9%	3.0%	4.0%
Social communication/Autistic spectrum disorder	0.3%	0.2%	0.4%	0.2%	0.4%
Specific learning difficulty	6.0%	6.3%	5.5%	6.0%	6.2%
Two or more conditions	0.3%	0.4%	0.4%	0.7%	0.7%
No known disability/unknown	89.6%	88.9%	88.1%	87.6%	85.7%

1.3.4 Mature students

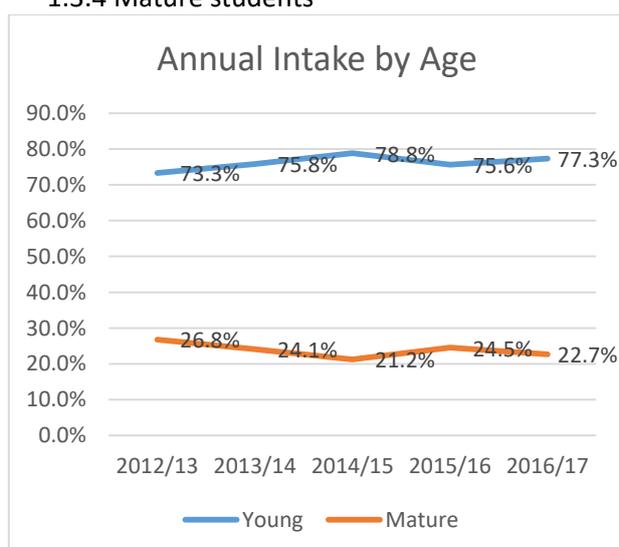


Figure 3: Annual intake by age

- Around a fifth of students at King's are mature.
- Most mature students at King's are younger mature students, with over half aged 21-24.

Results of additional analysis:

- 70% of mature students are studying healthcare related subjects.
- At King's, mature students are 66% female and are 6 percentage points more likely to come from disadvantaged areas than younger students.
- Mature students are 6 percentage points more likely to have declared a disability than young students.
- Mature students are 39 percentage points less likely to be offered a place at King's than young students.
- They are more likely to firmly accept their offer and enrol on the course.
- The largest decrease in the population since 2012/13 has been for those students aged 30 years and over.

Table 3: Age by group

Age at 31 August (basic grouping)	2012/13	2013/14	2014/15	2015/16	2016/17
18 years and under	50.7%	49.1%	49.7%	47.8%	49.1%
19 years	18.5%	22.6%	23.6%	22.2%	22.0%
20 years	4.1%	4.1%	5.5%	5.6%	6.2%
21-24 years	13.7%	12.6%	12.4%	14.0%	12.9%
25-29 years	5.2%	5.3%	4.4%	4.8%	5.0%
30 years and over	7.9%	6.2%	4.4%	5.7%	4.8%

1.3.5 Care-experienced learners

Overall, the number of care-experienced learners has increased since 2014/15, although low headcount means that there is fluctuation.

Table 4: Number of care-experienced students by year

2014/15 entry: 11	2015/16 entry: 19	2016/17 entry: 5	2017/18 entry: 16
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Note that the definition of care-experienced here refers to any students who have spent any time in local authority care and who have been verified by our Designated Member of Staff.

1.3.6 Estranged students

The Stand Alone/Unite Foundation report *New Starts: The challenges of Higher Education without the support of a family network* (2015) estimated the number of estranged students at London universities in 2014/15.¹ According to this data, King's had 45 students. We cannot replicate this process internally but have worked with Stand Alone to develop our support based on their report (Section 2).

Currently there is no central formalised means of establishing the status of estranged students through the UCAS process. Any student numbers would come through individual disclosure. We have developed support mechanisms for these students when they make themselves known to us, and to encourage students to disclose their status in order to access support if they need it. We therefore have no analysis of data in terms of access, success or progression. UCAS are incorporating a disclosure point into the application process which will address this. We have structures in place to log this data for analysis and provide support in future.

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, based on research and these are understood to be national challenges.² As with care leavers and estranged students, data is currently not gathered as part of the UCAS process and is based on internal disclosure. However, we are developing work to support the access and success of these students as part of our Widening Participation Strategy. This will include the review and enhancement of data reporting outlined below. Once this disclosure point is incorporated into UCAS we are ready to begin collating this data to enable targeted support as a matter of course.

1.3.7 White Working Class Males

¹ <https://www.standalone.org.uk/wp-content/uploads/2013/08/StandAloneUNITEfoundation.pdf>

² There is no national data on the numbers of student carers in the UK, but estimates are that carers make up between three and six per cent of the student population – *Learning with care: Experience of student carers in the UK* <https://www.nus.org.uk/Global/Campaigns/Learning%20with%20Care%20-%20NUS%20research%20report.pdf>; *The underrepresentation of Gypsy, Roma and Traveller pupils in higher education: A report on barriers from early years to secondary and beyond*, Ellie Mulcahy, Sam Baars, Kate Bowen-Viner and Loic Menzies (LKMco, 2017). Commissioned by King's College London https://cdn.LKMco.org/wp-content/uploads/2017/07/KINGWIDE_28494_FINAL.pdf

We have conducted an analysis of trends over a three-year period covering 2013/14-2015/16. This initial work informed the activity outlined in Section 3. We established the following:

Undergraduate first degree students

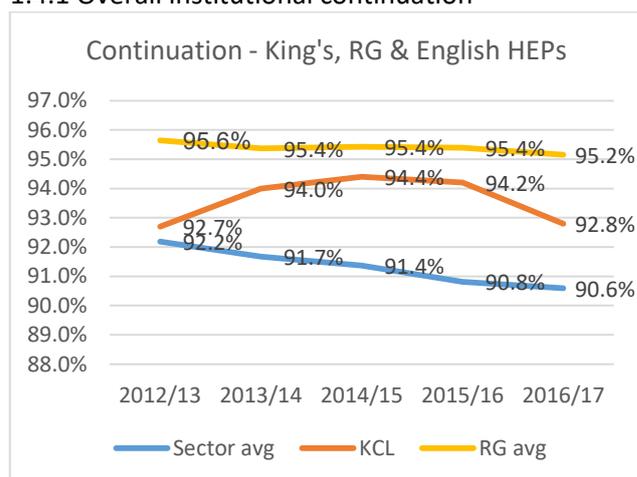
1. 38% of undergraduate first degree (UG FD) white working class male (WWCM) entrants were from London.
2. There was a spread of entrants across the London boroughs. However around 70% of King's UG FD WWCM entrants are from Central and East London.
3. Across the three years, the boroughs with the highest concentrations of King's WWCM (UG FD) entrants are: Southwark, Barking & Dagenham, Westminster, Camden.

35% of all UG FD males (across the three years) study in the Faculty of Life Sciences and Medicine. Only 24% of UG FD WWCMs study in this faculty. By contrast, 19% of all UG FD males study in the Faculty of Arts & Humanities, compared to 26% of UG FD WWCMs. This will be followed up in our approach to targeting access work in the future.

1.4 Self-assessment of underrepresented groups: Success

As noted, King's College London has good student success rates. We out-perform the sector but are below the average of the Russell Group of institutions. Continuation rates steadily improved between 2013/14 and 2015/16, although returned to 2012/13 levels in 2016/17.

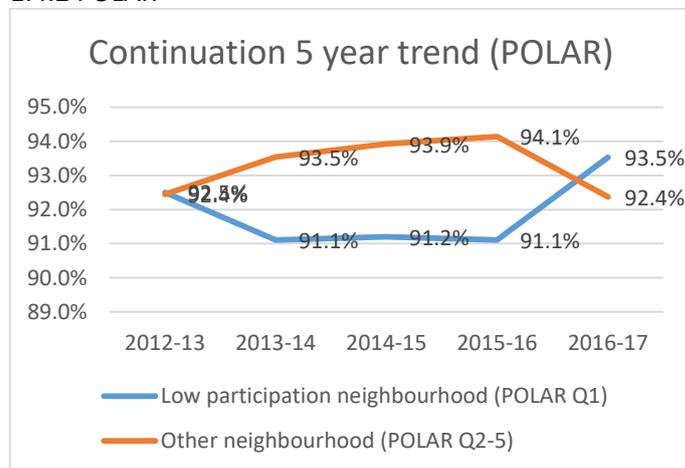
1.4.1 Overall institutional continuation



- Continuation rates are higher than the sector average but lower than the English Russell Group average.
- Since 2012/13 the sector average continuation rate fell by 1.6pp. Over the same period, the rate at King's increased by nearly 2pp before returning to the 2012/13 level.
- The average continuation rate across the sector (both RG and English HEPs) decreased by .2pp between 2015/16-2016/17.
- The King's continuation rate decreased at a greater rate of 1.4pp.

Figure 4: Institutional continuation

1.4.2 POLAR



- Continuation rates for students from low participation neighbourhoods (LPNs) have been consistently lower than those from other neighbourhoods 2016/17.
- In 2016/17 the continuation rate for students from LPNs increased from 91.1% to 93.5%.
- We will continue to review to see whether this trend continues.
- We will review our data on contextual admissions and application patterns to understand what may have contributed to this, including geographic factors and attendance on KCLWP programmes.

Figure 5: Continuation (POLAR)

1.4.3 Ethnicity

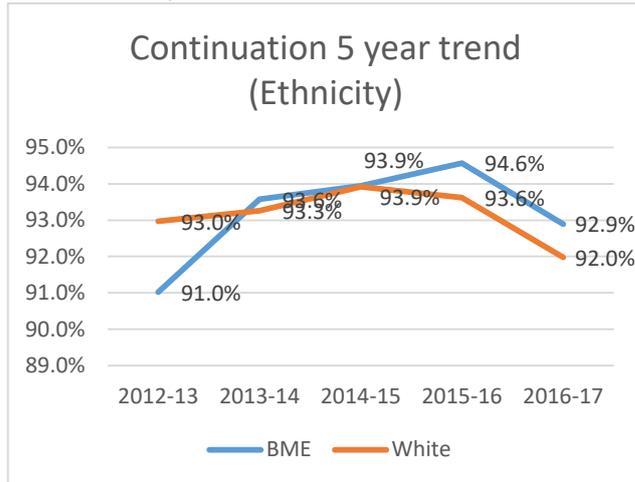


Figure 6: Ethnicity

- From 2013/14 continuation of BME students has been higher than for White students.
- In 2012/13 White students were 2pp more likely to continue. This has changed to be broadly in line, with White students now 0.9pp less likely to continue.
- As is the case with the institution as a whole, continuation rates declined in 2016/17. We will continue to review to see whether this trend continues.
- The decrease in continuation between 2015/16-2016/17 was consistent for both BME and White students.

1.4.4 Gender

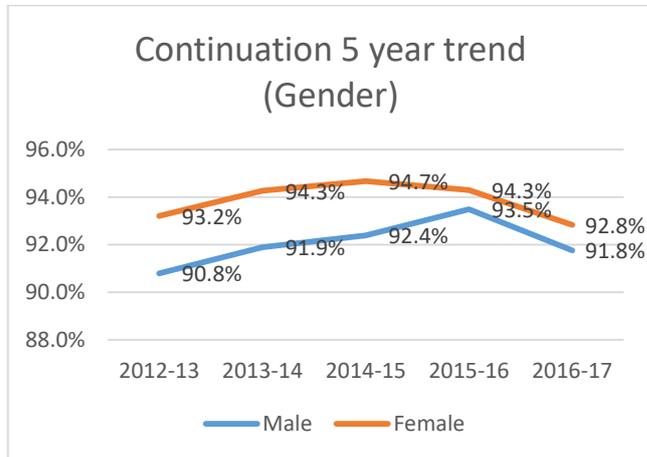


Figure 7: Gender

- Continuation rates for female students have been consistently higher than their male counterparts.
- The gap was 2.4pp at the start of the period. This gap has narrowed over time with males one percentage point less likely to continue.
- In keeping with the overall analysis, we will monitor the drop in the most recent year and are putting measures in place to address this.

1.4.5 Age

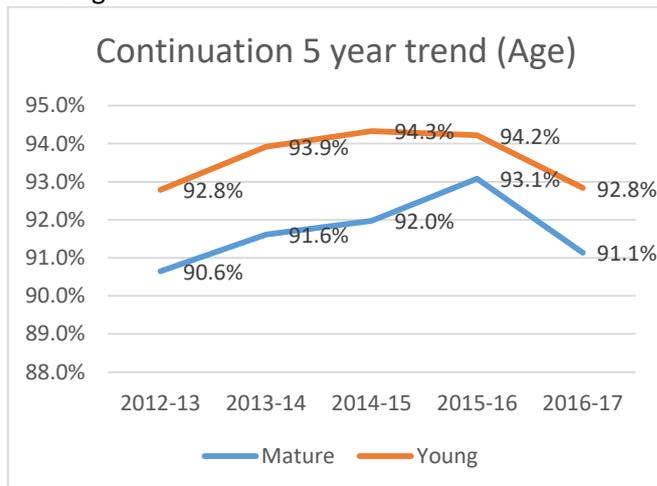


Figure 8: Age

- Continuation rates for mature students have been consistently lower than young students although the gap has narrowed slightly over time.
- There has been a positive trend over the past four years, with the continuation rate increasing for both groups and mature students increasing at a higher rate. However, there is a reversal in this between 2015/16-2016/17.
- We will continue to review to see whether this trend continues.

1.4.6 Disability status

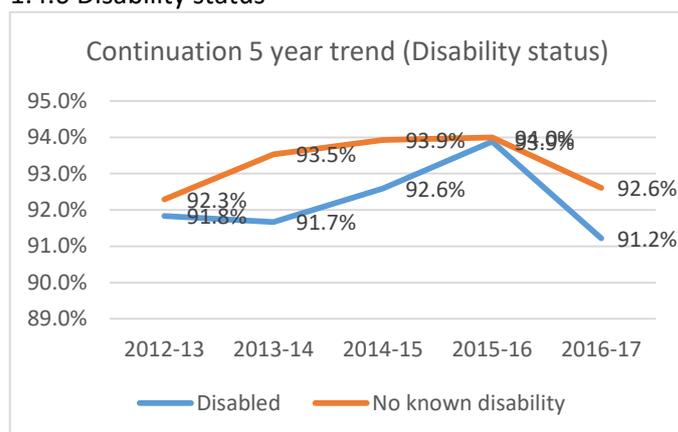


Figure 9: Disability status

- Continuation rates for students with a known disability have been consistently lower than students without a known disability although the extent of the gap has fluctuated each year.
- There has been a positive trend over the past 4 years, with the continuation rate increasing for both groups and the gap closing completely in 2015/16. However, there is a reversal in this between 2015/16-2016/17.
- We will continue to review to see whether this trend continues.

1.4.7 Care-experienced students and other vulnerable groups

As noted, data for these groups is currently incomplete. Where we are aware of individual learners not continuing with their studies this is based on individual interactions and communication with students. The ongoing project to review and enhance our data reporting will address this as a priority.

1.4.8 White Working Class Males

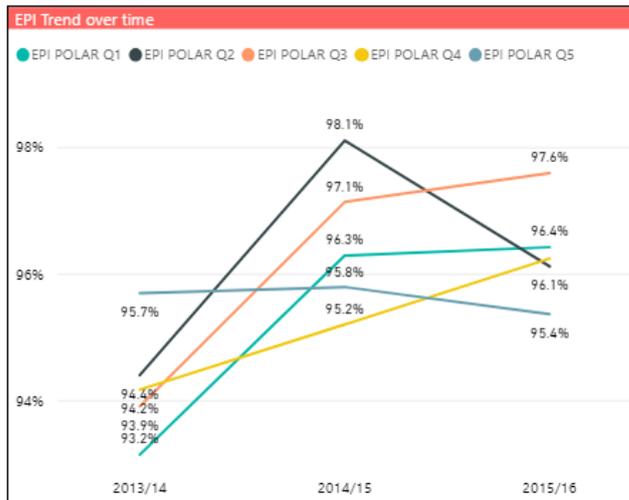
Continuation rates were consistent between 2013/14 and 2014/15 (76%) but dropped to 73% in 2015/16. The continuation rates for this group are consistently lower than the King's average (-19% across three years). Over the three-year period from 2013/14 there were 855 undergraduate first degree students who met this definition. Given this low headcount, the overall performance is of limited significance. The data we have from the previous three-year study is indicative only, and this is not a part of regular reporting. As this is now a priority group to inform our access activity, it will become part of the dataset when looking at student success. We will also analyse this data further to ensure conclusions are robust.

1.5 Self-assessment: Progression

King's students achieve good initial employment outcomes. According to the most recent Destination of Leavers of Higher Education survey (2015/16), 96.4% of UK domiciled first degree graduates were in employment or further study six months after graduation. The graduate prospects score was 84.1% (down from 88.1% in 2014/15), indicating the proportion of graduates who went into graduate level work or postgraduate or professional level study.

Note on data below: Progression data comprises UK Undergraduate First Degree and holders of other degrees. Employment Performance Indicator – those who said they were working or studying as a proportion of all those working, studying or seeking work. The time period covers 2013/14-2015/16 as the most recent data for 2016/17 still being incorporated into the internal reporting system. The institutional average is 96.1% due to the different population.

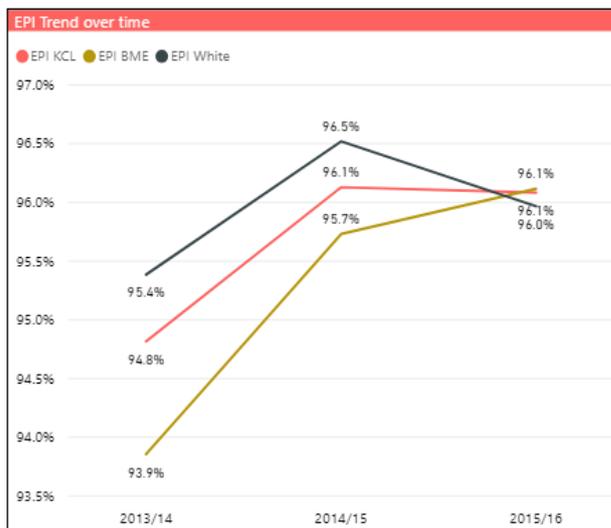
1.5.1 POLAR



- Progression for POLAR Q1 students has improved over the time period and is in line with the average.
- The initial gap has closed so that Q1 students are ahead of Q5, although Q1 students have a lower headcount.
- Q3 student outcomes have improved the most (3.4pp) followed by Q1 (3.2pp).

Figure 10: POLAR

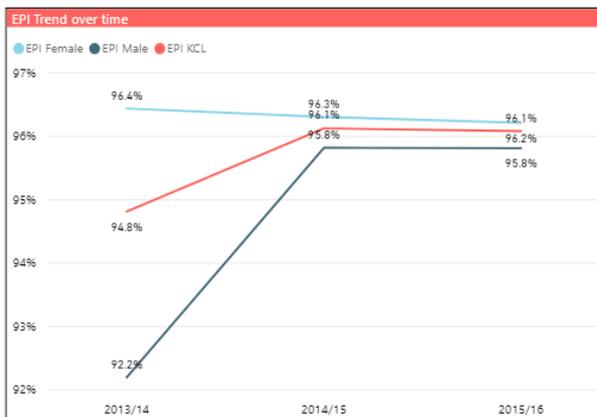
1.5.2 Ethnicity



- There is no significant difference between the progression outcomes of BME students and the institutional average.
- The initial gap of 1.5pp has closed over the time period.

Figure 11: Ethnicity

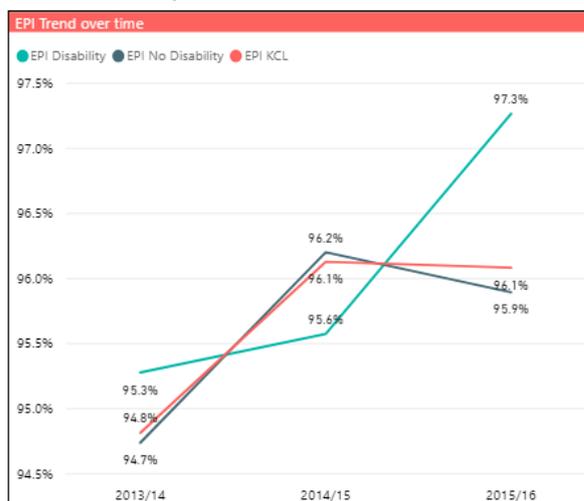
1.5.3 Gender



- Female graduates have slightly better employment outcomes than men.
- The gap of 4.2% between female and male progression has closed, with male outcomes increasing by 3.6pp over time.

Figure 12: Gender

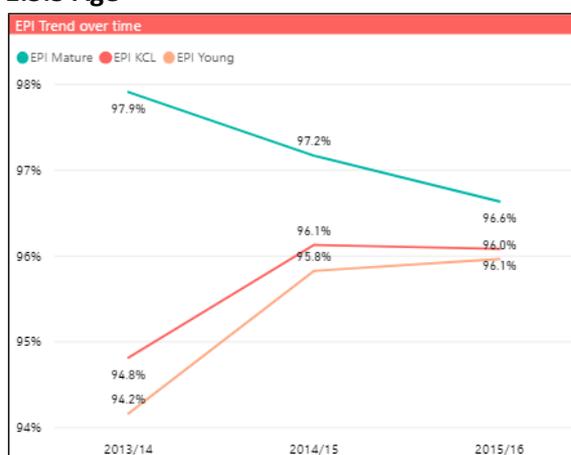
1.5.4 Disability



- Disabled students' progression increased the most over the time period and outperforms the institutional average.
- However, the gap is 1.2pp and the headcount is relatively low so this should not be overstated.

Figure 13: Disability status

1.5.5 Age



- Mature students outperformed Young students by 3.7pp in 2013/14.
- Progression of Young students increased by 1.9pp. Mature students' progression decreased by 1.3pp, resulting in the gap narrowing to 0.5pp.
- We will investigate the reasons behind this (e.g. relationship to recruitment numbers over time, shift in healthcare provision/labour market factors).

Figure 14: Age

1.5.6 Progression of discrete groups

As noted above, we do not currently have data on sufficient numbers of care-experienced students, estranged students, carers, forced migrants or students from Gypsy/Roma/Traveller communities. The data review project outlined below will build the data capability to identify performance for these groups, along with white working class males.

1.6 Assessment of additional lifecycle data informing our priorities

1.6.1 Attainment

We have developed data to better understand the challenge in this area. The What Works Department at King's, in conjunction with the Behavioural Insights Team, conducted an analysis on a specific cohort, focussing on withdrawal and attainment in the first year of study. The following conclusions of this analysis inform our priorities:

- Attainment is strongly associated with ethnicity and the interaction between nationality and ethnicity. Black and Bangladeshi students have particularly large attainment gaps compared with White students.
- Attainment is also associated with age, with students who are 18 or younger at the start of the year outperforming all other age groups.

- Gender and receiving a bursary were insignificant on both attainment measures (average mark in first year modules, and likelihood of student's average mark being over 70).
- On student withdrawal, bursary students withdraw less than non-bursary students by 1.72 percentage points (significant at a 1% level).
- Gender and ethnicity do not affect withdrawal.

1.7 Next steps for self-assessment data

The Transition and Retention Unit is working with the Analytics and What Works Departments to develop a dashboard to analyse intake and continuation of students according to the indicators above over time. In addition, this will include other commonly used 'widening participation indicators' in the sector (household income, parental history of higher education). Once complete, this will enable more systematic and responsive data analysis, which will inform future Access and Participation Plans, strategic development and new activity. The Social Mobility and Student Success Strategy Group will be overseeing this work.

We have expressed an interest to UCAS in accessing their Multiple Equality Measure to explore the potential for applying this internally, including in the reporting and analysis above. We would also establish the extent to which the MEM may be adapted into our contextual admissions flagging process. Discussion will take place in summer 2018. This will also aid in looking at intersectional definitions of disadvantaged (ethnicity, class, qualification, gender).

King's is exploring the best mechanism for embedding learner analytics in the institution to enable more effective identification of students who would benefit from further support. The What Works Department are scoping an approach to a learning analytics project, including development of an institutional strategy. We are partnering with JISC to explore this work.

Section 2: Ambition and strategy

2.1 Strategic ambitions for access and widening participation

In terms of overarching institutional milestones, King's has made good progress in recent years (recruitment of state school, BME and students from disadvantaged areas). We are committed to continuous improvement so will retain these as areas of focus, refreshing our targets in 2018 to come online once current milestones are completed in 2019/20. This will allow us to respond to the OfS review of the APP and any new sector-wide priorities. These targets will then be incorporated into our next five year Widening Participation Strategy. We have developed our strategic direction and activity outlined in this plan in line with this commitment to continuous improvement, based on best practice.

Over the next five years we will consolidate and extend our programmes working with learners, schools, teachers, parents, governors, local authorities, businesses and charities to empower students from the start of their educational journeys through key stages and on into higher education. We will enhance our existing work, with a focus on raising attainment, parental engagement and working with students least likely to progress to higher education. We will embrace an experimental culture to test approaches and push the boundaries of what widening participation work can be, expanding into new areas. We will switch off activity that does not work or cannot demonstrate impact.

To build on our work to date and deliver continuous improvement, we will focus on multi-stage interventions, attainment raising, parental engagement and on specific groups. This will include ongoing work with care-experienced students and new work with estranged students, carers, forced migrants and students from Gypsy/Roma and Traveller communities. We will also develop targeted work to support mature learners and white working class boys as

priority groups. Further detail on measures to deliver this are provided in Section 3 (Table 4). Section 3 includes detail on how these activities have been informed by sector research, best practice and previous evaluation.

2.2 Collaboration between providers and other stakeholders

Partnerships is a dedicated area of work for us. Effective collaborative activity is crucial to our strategic approach and achieving our ambitions, particularly in widening participation.

Table 4: Summary of strategic partnerships work

<i>Realising Opportunities</i>	Collaborative partnership of research-intensive universities developing and delivering a national fair access scheme to promote social and geographic mobility for students from underrepresented groups. Outcomes-focussed: successful completion results in additional consideration given to applications from all partner universities, and the potential for an alternative offer worth up to 40 UCAS points or equivalent. UCAS analysis shows elevated application/offer rates for RO students for 2017 entry. HEAT analysis for students entering HE between 2011-2015 indicates that higher numbers of RO students are entering HE generally and research-intensive universities than comparator groups.
<i>The Brilliant Club</i>	Collaboration on delivery of elements of K+ and The Brilliant Club Scholars Programme. In 2015, an independent control group evaluation of 'The Scholars Programme' by UCAS showed that in the most recent cohort 58% of pupils eligible for free school meals (Ever6FSM) secured a place at a highly-selective university compared to a national average of 11%.
<i>IntoUniversity</i>	Includes sponsorship of the charity's Lambeth centre. Students either qualify for Pupil Premium, are eligible for Free School Meals, live in social housing, have a household income of £25,000 or less, or have been/are in care. In 2016 75% of its 2016 school leavers progressed to university.
<i>Seren – Welsh student access</i>	A series of regional hubs to support Wales' brightest sixth-form students achieve their academic potential and access leading universities. This is a way of extending our reach beyond London, working in areas with some of the lowest university participation rates (POLAR Quintiles 1-2).
<i>Linking London</i>	Partnership of universities, colleges, sixth form colleges, schools, awarding bodies, JISC, the London Councils Young People's Education and Skills team and unionlearn. Linking London partners work together to provide information and advice to college learners studying A-level, BTEC and Access to HE Diploma qualifications.
<i>Advancing Access</i>	National collaboration of 24 selective universities delivering CPD for teachers and advisers. Advancing Access focuses on schools with low levels of progression and may be in geographic 'cold spots' and aims to complement the work of national collaborative outreach programmes.

2.3 Strategic ambitions for student success

Overall, King's has good continuation rates. Over time, there has been a positive upward trend and narrowing of gaps. There is fluctuation of our performance, which places us above the sector but below the Russell Group average. To an extent, one university's performance will demonstrate more variation over time than a group average. As this assessment is based on internal treatment of HESA data, benchmarking is a challenge and we will seek to establish meaningful benchmarks over time. However, we note a decline in continuation in the most recent year's data. Given the recent positive progress a key question is whether the downward shift across the board between 2015/16 and 2016/17 is an aberration or the beginning of a trend. We are committed to addressing this and will act based on our absolute performance as an institution. We will be taking forward mainstream, overarching and inclusive activity in the first instance, across the institution (Section 3). Our focus has been on access, and we remain committed to widening participation. Student success has only recently been

identified as a strategic priority for the institution. As such, we are at an early stage of developing activity but have acted quickly. The Transition and Retention Unit and What Works Department will identify the challenges faced by specific groups and individuals with unique needs. From there, with a better understanding of the problem, we will trial solutions in 2018/19. This will be delivered under the What Works evaluation framework outlined below. The overall Student Success strategy (with transition and retention within it) is in the process of being finalised.

2.4 Whole institution approach

Improving success is linked to the priorities of *Vision 2029* and our Education Strategy where we aim 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”.

In 2017/18 we created the Social Mobility and Student Success Division in the Directorate of Students and Education. This builds the student lifecycle approach into the structure of King’s, bringing together Widening Participation, Student Success and What Works to provide underpinning data and evaluation.

The Student Success Department is made up of the Transition and Retention Unit and the Engagement and Communications Team, focussing on improving the on-course student experience. Student Success is also leading the work to improve student outcomes outlined further below. King’s is examining its success performance in depth to understand more about which students are transferring, interrupting or withdrawing from their studies. We are developing a Transition & Retention Strategy to answer these questions and put in place initiatives based on the evidence. The Department has an inclusive approach using mainstream procedures and 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). Where activities are mainstreamed, evaluation will be segmented to assess their impact on specific groups. At the same time, ongoing cross-institutional dialogue and collaboration with all those working to support, advise and teach our students, particularly through our Education Strategy, will be critical in delivering this plan, working towards our Vision 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.

Our approach to improving student success is based on extensive reviews of the literature and existing sector practice.³ We have drawn the following conclusions to inform our strategy and activity:

1. The sector does not have a single level of approach to transition and retention, but most activity seeks to promote belonging and development of study and social skills.
2. Beyond non-continuation, King’s should define its student retention measures to include realistic milestones for student interruption, transfer and mitigating circumstances processes.
3. We need to understand the different transitions students go through at King’s to decide who might benefit from bespoke interventions, and what might be beneficial to the entire student population.
4. King’s will focus on sense of belonging and confidence to improve students’ ability to cope with inevitable periods of academic challenge and personal difficulty.

³ *Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme* (Professor Liz Thomas, Paul Hamlyn Foundation 2012). Other sources that inform activity are provided at relevant points in this plan.

2.5 Support for specific groups

Disabled students

We have used the good practice highlighted in the Disabled Student Sector Leadership Group report to establish a framework for collaborative initiatives. The aim of our activity is to move to more inclusive practices and support disabled students to engage in the variety of opportunities available at university. We will evaluate proposed projects based on this framework. This includes continuing to facilitate disabled students' engagement with global mobility and developing work to enhance participation rates of disabled students in wider work. Similarly, the Disability and Careers & Employability services will evaluate the effectiveness of supported internship opportunities and how these can be developed further.

Students from vulnerable groups

We have continued to develop work to support care-experienced students to access and succeed at university, building on our good practice in recent years. We are currently expanding this to include estranged students and forced migrants as groups who face challenges in accessing university and who may require dedicated support to successfully progress in their studies once they join us. We have taken the Stand Alone pledge and will monitor the Government's development of a new Care Leaver Covenant. We will be taking forward work to support students from the Gypsy, Roma and Traveller communities and students with caring responsibilities. Further detail on the partners we work with and the evidence behind this activity are provided in Section 3. We have worked alongside the Article 26 project to offer Sanctuary Scholarships for asylum seekers and students who have been granted limited leave to remain. Following a philanthropic donation of £3 million, we have increased the number of scholarships from two to eight. Healthcare courses are now included, providing students have the right to work. In 2018 we are hosting the Article 26 Annual Conference. This three-day event brings together Sanctuary Scholarship recipients, practitioners and researchers. The Vulnerable Students Advisor works closely with the Widening Participation Department, across Student Success and support services to provide one-to-one support for our most vulnerable students, including on-course care-leavers, estranged and forced migrant students. This role provides students with a named contact who can advocate for them when they need urgent support, but also work on building confidence and help students proactively explore opportunities at King's and beyond.

2.6 Progression

As with student success, we are at the early stages of understanding and addressing gaps in student progression. We have developed a series of initiatives to improve student outcomes. In the first instance, these are largely mainstream, inclusive activities. Although they are open to all, specific student groups may be prioritised and activities will be evaluated to establish impact on the specific groups in our self assessment. We have appointed a dedicated careers adviser with responsibility for widening participation to take this work forward. At the same time, we are developing other initiatives to address the BME attainment gap. We have appointed a Head of Student Outcomes to deliver this (see below). Progression plans will be formulated for the next APP as we move through 2018.

We are embedding employability within the curriculum. This approach ensures students are able to engage with employability through their academic experience as well as through co- or extra-curricular engagement.⁴ Embedding employability in this context focuses on helping students understand how the core academic content they learn (knowledge, attributes, skills, experience) matches what employers look for in graduates. King's Careers & Employability has

⁴ See the HEA toolkit and research: <https://www.heacademy.ac.uk/individuals/strategic-priorities/employability>

used this approach as a key pillar in engaging students from widening participation backgrounds.⁵

The introduction of postgraduate loans for master's degrees from August 2016 increased the opportunity for individuals to continue in higher education, especially those from underrepresented groups. We engage with prospective postgraduate students through open evenings, with academic and student services teams available to explore study options. Alongside this, we will continue to explore talks for current undergraduate students offering information about postgraduate study, timelines for application, and fees and funding. We will look to deliver dedicated sessions for students underrepresented at postgraduate level, offering guidance tailored to their needs to ensure they will be fully equipped to make an informed choice about progressing to postgraduate study. In 2018/19 we will develop a programme of inreach activity to increase the number of current undergraduate students underrepresented at postgraduate level to progress to postgraduate study.

2.7 Continuous improvement in evaluation

What Works

As part of the Social Mobility and Student Success Division, we have established the What Works Department. What Works will collate, create and disseminate research on effective practice in supporting access and student success. Alongside evaluation of existing services, the What Works Department will conduct research on building social capital, supporting wellbeing and belonging, and bridging attainment gaps. The Department's remit is explicitly focused on supporting the access and success of students prioritised by the OfS and underrepresented at King's. We will invest in research which builds on and increases knowledge in the sector. The findings of our research projects will also continue to directly inform the development of our approach.

Bursary evaluation and impact

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%).⁶ 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 is the first research exploring the link between mental health and financial health. We will continue to explore what forms and levels of bursaries can be effective for which students throughout 2018/19.

Alongside our prior internal survey of bursary holders, King's analysed the impact of bursaries using OFFA's financial support evaluation model. This found no significant difference in continuation into second year (2012 starters), final course attainment or graduate outcomes (2009 starters) between students receiving high and low bursaries and those receiving no bursaries. We did find a significant impact of a high bursary on degree completion within five years (2009 starters). However, the method outlined in the evaluation model was not well-suited to King's. The identification of a comparator group was difficult because all students

⁵ In this case the criteria for defining 'widening participation' comprise the OfS priority groups (Regulatory Notice 1, page 8) and the additional criteria of being first in family to go to higher education.

⁶ In the pulse survey carried out as part of the King's College London and Behavioural Insights Team project, 'disadvantaged' in this instance is defined by ACORN categories 4 & 5 (*KCLxBIT Project Report 2015-2017* - <https://www.kcl.ac.uk/study/assets/PDF/widening-participation/What-works-project-report.pdf>).

who are eligible receive a bursary. There were significant changes to university fees and bursaries in 2009 and in the years since, making it difficult to draw conclusions about today's students from that cohort. Further, as noted in the OFFA methodology, to the extent that we might think students from low-income households might be *more* likely than their peers to drop out/not get a good degree in the absence of a bursary, seeing no significant difference between bursary students and others might be a positive outcome. We have learned lessons from using the OFFA tool and are developing our own evaluation methodology. This will enable us to make decisions on size and shape of bursaries as a result of long-term analysis.

We are assembling 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.

We then intend to specify a more focussed regression model. More importantly, we will carry out a discontinuity design, where we only look at students with household incomes around the bursary eligibility threshold (e.g. if the threshold is £30,000, we look at students between £29,000 and £31,000). If we hypothesise that around the threshold the impact of household income on outcomes is similar, we may reasonably assume any observable differences arise from the bursary itself. We will test this. This is 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.

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 take action 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. We will develop this through the work above, and consider new ways of establishing causal impact using What Works and BIT expertise.

This evaluation will be developed by KCLWP, the What Works Department and the Student Funding Office.

Timeframe for evaluation of financial support

In terms of the timeframe for when this evaluation work will be done, when findings will be published and when decisions will be taken off the back of the evidence accrued: the data gathering will take place over summer 2018. While this is happening, the evaluation plan will be submitted to the first Social Mobility and Student Success Strategy group of the academic year (September) and milestones agreed. The analysis and write up of initial findings will be conducted by the What Works Department in the first term, with results submitted to the SMSS Strategy Group in December 2018.

Next steps from there depend on the findings. We would expect to include an indicative summary to the OfS in the monitoring of the previous year's Access Agreement and to inform the development of our APP following the OfS review. Based on the evidence of our analysis (e.g. if it suggests we should change the size and shape of our bursaries) we would formulate a series of options to address the findings and make changes to our provision accordingly. We

would also seek to consult with our students on this, engaging more broadly to secure their views, as part of the increased emphasis on student engagement in APP planning and delivery, as recommended by the OfS and outlined below. We would need to engage with KCLSU, with the decision reviewed by the SMSS Strategy Group and any changes agreed by senior management. The timeframe suggests that initial analysis will be completed and findings reviewed so that changes could be incorporated into the drafting of the next APP.

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 during this review. By conducting this evaluation using the expertise of our What Works Department, 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.

Strategic evaluation of activity

At King's we like to ask 'so what?' as a routine question about our activity and interventions, including when planning new work. We have been increasing our focus on outcomes and impact for a number of years, alongside evaluation to improve processes. Through the What Works Department's support we will frame all our work to answer this question. We are reviewing our Monitoring and Evaluation Framework to expand it to cover the whole lifecycle. The new framework will be consistent with the OFFA Standards of Evaluation Practice, adapted to the King's context. It will include setting benchmarks for evaluating the causal effect of our programmes on getting students to and through university.

Our enhanced approach will encompass three elements:

1. A set of common outcomes for programmes at each stage in the cycle (pre-16, post-16, first year on-course, subsequent years on-course, post-graduation), including common questionnaires.
2. Development of an evaluation protocol which sets out the Theory of Change for the programme, type of evaluation (process or impact), research method and rationale.
3. A framework for assessing the standard of evidence available on various programmes, the appropriateness of a chosen method to the programme and the objectives of the evaluation.

The new framework will be complete by December 2018. We are trialling the new approach with key programmes, while all outreach activities will be evaluated using the existing framework (Table 3). We will make key elements of the framework publicly available. We are running programmes of internal and external training to build capability and confidence in causal impact evaluations.

The Social Mobility and Student Success Strategy Group review evaluation reports to consider the efficacy of activity. Issues are also considered by the Principal's Senior Management Team, College Education Committee and Council.

Table 5: Evaluation framework

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

2.8 Monitoring and governance of our Access and Participation Plan

Delivery of this plan will be overseen by the Social Mobility and Student Success Strategy Group, reporting to Academic Board and the College's Senior Management Team. The Social Mobility and Student Success Strategy Group is chaired by the Director of Social Mobility and Student Success. It has representation from Associate Directors and senior managers from across the College leading work on this agenda, including the areas of access, student success and progression. It is also attended by the Vice President and Vice-Principal (Education) who leads on King's College London's Education Strategy and is accountable for the delivery of King's social mobility work.

The group meets every two months. The group will receive updates on delivery of this plan, monitor progress towards targets and take senior decisions relating to new work and in response to risk when it is flagged. This will include monitoring reports and evaluation produced by the What Works Department. The group also provides the main means by which this work is aligned with equality, diversity and inclusion strategy and activity (see below).

The institutional and activity-specific milestones committed to in our previous Access Agreements, which will continue in the first iteration of our Access and Participation Plan, will be received by this group. There is then a direct reporting line to King's College London's Senior Management team, with updates provided to Academic Board and Council. As our current milestones run until 2020, we will be refreshing and renewing our targets in line with the OfS reviewing the overall approach to Access and Participation Plans in future. The SMSS Strategy Group will have first sight of proposed new commitments and milestones and endorse these to be recommended to SMT. The APP activity and resource investment will be built into the College's annual planning round in advance of each year to ensure it is visible at all levels of the institution.

We will review this governance in the lead-in to the 2018/19 academic year, with a view to establishing a regular group of practitioners doing work to deliver our commitments. This will allow for earlier identification of risk and ensure that we take all opportunities to join up work, minimise duplication and optimise what we are doing to ensure it has the best impact. This will include colleagues working on diversity and inclusion (for example, to support disabled students). Further detail on this is provided below. Each of the major projects delivered by King's College London Widening Participation Department are managed by a series of steering groups which include external representation (from delivery partners and teachers). The Associate Director of Widening Participation will oversee the Access and Participation Plan and keeps the risk register.

Both the SMSS Strategy Group and KCLWP will be briefed to design, deliver and monitor activity with demonstration of continuous improvement as a critical success factor. This has been embedded previously but will be written into the terms of reference. Targets have been set and will be evaluated to this effect. We will 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.

2.9 Access and Participation Plan and Equality and Diversity

King's is committed to supporting equal access and fair treatment for all students. Diversity and inclusion are embedded in institutional practices. The College has a milestone for the protected characteristic of ethnicity in its institutional targets.

The college has a longstanding Diversity and Inclusion Steering Group, which has institution-wide responsibility for this area. Our institutional/faculty KPIs focus on three priorities: Athena SWAN activity, reducing the Black and Minority Ethnic student attainment gap and increasing the numbers of BME staff in lecturer posts and above. Several key representatives sit on both the D & I and SMSS groups, which will oversee this plan.

Representatives on the SMSS Strategy Group include the Director of Diversity & Inclusion and the Associate Director (Disability Support and Inclusion) in Student Support and Wellbeing Services. They provide expertise and ensure consideration is given to students with protected characteristics at each stage of the student lifecycle, at each stage of delivering Access Agreements and the formulation of the Access and Participation Plan. As noted, the Vice President and Vice-Principal (Education) sits on the group and oversees this agenda. To ensure cross-institutional representation and coherency in this work, the Director of Social Mobility and Student Success sits on the Diversity and Inclusion Steering Group.

The Head of Transition and Retention is leading on the collation and analysis of student continuation according to definitions of disadvantage, including several protected characteristics (ethnicity, gender, disability, age). This will be shared with the SMSS Strategy Group and with relevant service leads to assess activity and inform development of new work.

King's has appointed a Head of Student Outcomes in the Students and Education Directorate. The College has committed to renewing the Race Equality Charter, which will be chaired by the Provost & Senior Vice President (Arts & Sciences). The Head of Student Outcomes will lead on this and act as Deputy Chair. Work to analyse and assess data and develop activity will overlap with our Access and Participation Plan. The Head of Student Outcomes sits in the Student Success Department within the Social Mobility and Student Success Division and works closely with the Associate Directors of Widening Participation and Student Success to develop and target work to support students across the lifecycle. The charter renewal work will commission and examine data around key areas for race equality, engage students and staff in reflecting on the data and create a clear action plan by December 2018 in response to our self assessment.

The Head of Student Outcomes will lead on reducing disparities in outcomes for undergraduate students. This will include: oversight of the attainment gap work, developing a Student Outcomes strategy and working groups and establishing the Civic Leadership Academy. The CLA is our flagship co-curricular programme for improving outcomes of students from BME backgrounds and according to the definitions of disadvantage prioritised by the OfS and outlined in our self assessment. The CLA will provide innovative opportunities to enrich students' learning through unique work placements with charity organisations. Through their work experience, students will gain the skills, networks and experiences they need to succeed – not just in their chosen careers, but as reflective and engaged citizens who can make a positive contribution to society. Many young adults lack the social capital they need to break into competitive professions or have the experience to navigate unfamiliar social and work environments with confidence and authority.⁷ We want to support our students to leverage King's connections and access transformative experiences which will aid social mobility and shape their future careers. It will be the first programme of its kind to extend to students being supported by KCLWP, and those who fall outside that group but who are nonetheless unable to take advantage of often costly work experience and extracurricular activities.

The Head of Student Outcomes also sits on both SMSS and Diversity & Inclusion groups to keep these two strategic priorities and their delivery aligned. Similarly, Students' Union sabbatical officers sit on both groups, along with the representatives of the eight SU Associations which represent students with protected characteristics. While we are committed to engaging our students on equality, diversity and inclusion – in terms of governance and delivery – we will review our approach to student engagement throughout 2018/19 (detailed below).

The SMSS Strategy Group receives reports on the delivery and impact of work delivered as part of our Access Agreements and will continue to do so with this APP. This includes where activity is being delivered to improve outcomes for students with protected characteristics. It proves an opportunity for the senior leaders responsible for diversity and inclusion to query, check, recommend and endorse activity in terms of students with protected characteristics and in line with the Equalities Act 2010. In this way we are able to move across institutional boundaries and processes and promote cross-institutional dialogue.

⁷ 'Cultural capital as an explanation of variation in participation in higher education', John Noble & Peter Davies pp591-605, *British Journal of Sociology in Education*, Vol. 30 2009 issue 5. 'Higher education, social class and the mobilisation of capitals: recognising and playing the game,' Ann-Marie Bathmaker, Nicola Ingram & Richard Waller pp723-743, *British Journal of Sociology of Education Volume 34, 2013 - Issue 5-6: Education and social mobility* See also the Universities UK report: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/student-experience-measuring-expectations-and-outcomes.pdf>

As well as strategic discussion, this has had tangible results as it has become part of the brief of those delivering activities. For example, in the current year a targeted effort was made to recruit Black Caribbean students onto our flagship K+ programme (Section 3). Through a localised community poster campaign and a targeted social media strategy, the percentage of Black Caribbean students on K+ increased from 1% to 6% of the cohort as whole. In the coming year KCLWP will review its practice and provide alternative application methods for students who may prefer not to write a lengthy application statement (for example, through video application). KCLWP will also work with the Disability Support Team to develop a dedicated session for teachers and parents on the types of inclusive learning support available at university, piloting this with established school partners.

Mutual representation on these groups ensures that governance and decision-making is not siloed. It provides a series of checks and balances where reporting, planning, delivery and evaluation can be monitored according to both targeted widening participation metrics and in line with our commitments to the OfS and under the Equalities Act 2010.

2.7 Student involvement in planning and delivery

At King's student engagement is embedded in our central widening participation activity through the Widening Participation Coordinator who works across KCLWP and the Students Union. King's has a dedicated role to coordinate this extensive work. Further detail on specific activities is provided in (Section 3). The KCLWP/KCLSU Widening Participation Coordinator is chairing a new National Education Opportunities Network group looking at practice in this area and is in discussion with the OfS about improving student engagement.

In production of this plan a series of meetings was held with the KCLSU Widening Participation Coordinator, KCLSU sabbatical officers and staff. This was to highlight key aspects of the King's plan, explain direction of travel and provide KCLSU opportunity to feed into the plan directly. KCLSU were supportive of the plan, particularly the initiatives to put students at the heart of King's (Key Stage 4 and 5 attainment raising and the work of the Head of Student Outcomes) and to express the Union's own broad ranging work in widening participation. The SU expressed a keen desire to strategically review King's financial support arrangements, including increasing the value and overall commitment of bursaries. Ongoing evaluation of impact is part of this plan and we will review this in 2018/19.

The President of the Students' Union and the Vice-President Welfare and Community each have full membership of the Social Mobility and Student Success Strategy Group. Working with a team of staff and students from KCLSU we have regular round table meetings to develop student-led widening participation activities. KCLSU have submitted an accompanying statement to the 2019/20 Access and Participation Plan and we will work with them over the coming year to respond to the priorities of this statement. The SMSS Strategy Group will be the central, senior group monitoring delivery, identifying risk and making decisions relating to this plan. KCLSU representation on this group is crucial and highly valued. In terms of the Student Money Working Group, there are two KCLSU student officer members on the group and a KCLSU member of staff. This is 30% of the membership. Reviews of bursary allocation are conducted monthly throughout the year and the Terms of Reference for the group are amended in advance of each year. We will take forward our current financial support, with this group considering changes to provision once the evidence base emerges.

The Associate Director of Widening Participation and KCLSU Widening Participation Coordinator will work with SU staff to review our approach to student engagement in the delivery of the APP and approach to widening participation more broadly. At present, KCLSU provide a statement and are invited to make changes to the draft plan. We are committed to

expanding this to make student involvement as meaningful as possible. We have identified that the time of year the APP submission takes place is a barrier to effective engagement, with NUS conference and exams and elections approaching. We will therefore build in a series of meetings with KCLSU beginning in the autumn of each year and running through to the summer. This will incorporate APP drafting and enable more effective engagement with APP implementation, review and evaluation each year. It will allow us to more effectively source ideas and identify collaboration through more consistent, ongoing dialogue.

Through this we will also establish effective ways of ensuring that students from the broadest range of backgrounds are consulted and engaged in delivery. This will include engagement with the eight KCLSU Associations. The Association groups include:

- People of Colour Association – representing all students who experience racism
- Disabled Students’ Association – representing all students who identify as disabled
- International Students’ Association – representing all non-home students
- Mature Students’ Association – representing all students who started their degree over the age of 21
- LGBT+ Association – representing all students who define as lesbian, gay, bisexual and/or trans
- Women’s Association – representing all students who self-define as women
- Widening Participation Association – representing all students who come from low-income backgrounds, from low-participation neighbourhoods, all students whose parents did not go to university and/or young people in or leaving care.
- Family Association – representing all students who are parents/guardians, carers or those who have caring responsibilities.

Section 3 covers the measures we have in place and will develop to meet our ambitions.

Section 3: Access, student success and progression measures

3.1 Access measures

Our programmes deliver sustained and coordinated outreach activities. We will continue to work with younger age groups over the long term, alongside a range of organisations (schools, employers, communities, third sector partners and government). A priority will be to raise attainment across multiple key stages to enable students to access higher education. This way we will make further, faster progress and contribute more broadly to student attainment and access across the sector.

The following areas of focus have been informed by evaluation and review of the evidence and sector practice, with details provided at appropriate points below.

Strategic priority: Multi-stage interventions from early years

There is substantial sector evidence that students from disadvantaged backgrounds are less likely to achieve good GCSE results compared to their more advantaged peers. Equally, it is understood that attainment, particularly at Key Stage 4, is one of the substantial barriers to learners accessing university, and universities like King’s in particular.⁸ Access measures are

⁸ Department for BIS, *Socio-economic, ethnic and gender differences in HE participation*, BIS Research Paper No. 186 No 2015. *Family Background and University Success*, Oxford University Press (Crawford et al, 2017). UCAS Analysis Note 2015/06 <https://www.ucas.com/file/36926/download?token=S6D9JMTS>. OFFA Topic Briefing <https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-raising-attainment/#attainmentks4>

most effective if they begin from a young age and operate over the long-term, seeing learners multiple times year-on-year.⁹

Strategic Priority: Attainment raising

Key Stage 3 attainment raising: King's Scholars

King's Scholars is designed to respond to this. We will combine this work across years 7-9 with a strategic focus on attainment raising. To support increased attainment, we teach pupils metacognitive skills, which can be used in a range of classroom contexts to boost attainment. We developed this approach after research and consultation with both academics at the King's Learning Institute and the Education Endowment Fund.¹⁰ These skills have been embedded into all elements of the programme across three years. In partnership with the Behavioural Insights Team, the scheme will be evaluated using a randomised control trial to establish the impact of metacognition skills on King's Scholars pupils and the extent to which this is effective within higher education and in our specific context. The primary outcome measure is metacognition ability, which will be measured using the Junior Metacognitive Awareness Inventory.¹¹ The survey will be collected at baseline and at the end of each year. We test students according to a set of 18 JMAI questions. Some indicative findings from cohort 2 (year 8) show significant improvements in 17 of the 18 areas. Details of current evaluation of this attainment raising activity, and methodology for the next phase follow below.

13 schools nominate 50 students each to take part in the King's Scholars programme using the following selection criteria: 100+ average in KS2 Reading, Maths, spelling, punctuation and grammar, Pupil Premium, and ACORN 4/5. The Behavioural Insights Team will then randomly assign half of the nominated students to the programme and the remainder to the control group. The randomisations will take place at the student level and will be stratified by school and gender. Test performance will then be analysed to establish causal impact. Over the long term we would seek to monitor students to establish any subsequent impact on KS3 attainment.

King's Scholars has developed over time based on regular evaluation and review. Since launching the programme we have implemented a new recruitment process to ensure that all pupils are eligible for the scheme. This gateway system prioritises students who are above expected standards in KS2 English and Maths and who are either pupil premium and ACORN 4/5. As a result of this new gateway 100% of our cohort 2 and 3 meet the criteria.

We wanted to establish what effective engagement with parents would look like for the parents themselves. We held a welcome session for parents and guardians and ran workshops. Parents and guardians expressed the desire to visit a campus as a whole family rather than just King's Scholars. As a result, we began to run events at the weekend for the whole family. Consequently, we developed The Family Day where parents receive expert guidance on how to encourage their children to progress to a highly selective university whilst students take part in interactive metacognitive academic sessions. In 2017 100% of parents

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/wp-content/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 From 2017/18 we will use the JMAI assessment of metacognition, as recommended by the Brilliant Club's 2016 literature review. JMAI can test found in Appendix B of Sperling et al 2002 [http://www4.ncsu.edu/~jlnietfe/Metacog_Articles_files/Sperling,%20Howard,%20Miller,%20%26%20Murphy%20\(2002\).pdf](http://www4.ncsu.edu/~jlnietfe/Metacog_Articles_files/Sperling,%20Howard,%20Miller,%20%26%20Murphy%20(2002).pdf).

who attended last year's Family Day would recommend the event to another parent. The Parent Power project (see below) grew out of this innovation.

Key Stage 4: Seven+

We have identified Key Stage 4 work as a gap in our in-house provision. GCSE results are a strong predictor of university progression and only five per cent of children eligible for free school meals secure five top grades at GCSE.¹² These students lack the support they need to achieve this, in contrast to wealthier students. To address this for 2019/20 we will build on current partnership work with King's College London Mathematics School to develop Seven+. By doing this we will have a comprehensive central widening participation programme ranging from pupils in primary education through to enrolment at King's. We will develop work with Key Stage 4 students from underrepresented groups who have the potential to achieve the highest grades at GCSE.¹³ Through targeted work we will support students on the border between top grades to reach their potential, helping them to get to university. We will offer specialised support to help close this attainment gap to enable disadvantaged students to obtain the highest grades possible.

Key Stage 5: K+

King's College London's flagship widening participation scheme supports the brightest young people in London and Greater London to achieve their full potential and access education at the best universities in the city and beyond. K+ has extended its targeting work. In 2017 we received over 1,800 applications to K+ from 224 schools, up from 161 schools in 2016. 84% of participants are from ACORN category 4/5 and 98% are first-generation university entrants. 77% of students also belong to an ethnic minority group. 16% of K+ students enrolled in 2017 also hold a 'priority status' because they have a declared disability, are a young carer, a looked after child or are living independently. This demonstrates our robust targeting and selection methods, with the programme now supporting students with multiple indicators of disadvantage.

In 2016, K+ students became eligible for the K+ reduced offer as recognition of their successful completion of the programme, worth two A level grades or equivalent below the standard offer. K+ has a demonstrable impact on student recruitment at King's, with 181 students making an application and 165 receiving offers in 2017. 85% of those surveyed progressed to higher education in 2017. In the most recent admissions cycle for 2018 entry there are currently 257 applications to King's College London from K+ students.

Based on prior evaluation and research into cultural capital and careers readiness we have expanded K+. We built in dedicated Culture Days and Careers Days, in addition to the core academic elements and university experience as this has been identified as an area where K+ target students may be disadvantaged compared to their better off peers.¹⁴

¹² See FN 6.

¹³ State school students with no family history of higher education. Further priority is given to students from ACORN areas 4/5, disabled students and care-experienced students. In addition, we prioritise those students disproportionately underrepresented at King's and on our programmes (white working class boys and Black Caribbean students).

¹⁴ On cultural capital, see UUK report in FN5. *Social Mobility and University Careers Services*, (Bridge Group report for UPP Foundation): <file:///C:/Users/k1773448/Downloads/1714-Social-Mobility-and-University-Careers-Services-report-Digital.pdf-pdf>. *Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme* (Liz Thomas, 2012). https://www.heacademy.ac.uk/system/files/what_works_final_report.pdf. Building on Thomas, L. (2002) 'Student Retention in Higher Education: The role of institutional habitus.' *Journal of Education Policy*. 17 (4), pp. 423–432.

We have collated initial insights from the end of year survey. 97% of students felt that being on K+ had informed them about their future career options. 90% of K+ students that K+ had informed them about how to get into their chosen career. 82% of K+ students found Culture Days useful. Clearly, although positive, this evaluation is limited. As part of the next phase of our evaluation, we will establish the most effective way of assessing any impact on careers planning/readiness, and on participant perceptions/behaviours.

K+ - Raising Attainment expansion

Our K+ expansion forms part of our commitment to raise attainment amongst underrepresented groups, responding to this national challenge and our own evaluation. We analysed the outcomes for K+ students who received conditional offers from King's, chose us as their firm or insurance choice, but were unsuccessful on results day. This research showed that A level Biology and Chemistry were the most common subjects in which students dropped grades. 46% of the K+ students who were unsuccessful were from the Healthcare and Science streams. They did not make it to King's due to missing the grades in these subjects often when also considered for a variable offer. A unique scheme of work has been created by our teachers, focusing on areas that K+ students have identified as the topics they find most difficult. Diagnostic tests will be held at the beginning, middle and end points to ensure that attainment progress can be evaluated. Evaluation will also focus on how admissions outcomes for students who have taken part in the project compare to K+ students who have not.

The pilot of the attainment raising project has been evaluated using performance in a test compared to a baseline at the start of the year. Students' Chemistry attainment improved by an average of 12.2%. Students' Biology attainment improved by an average of 3.8%. 100% of students found the project useful. 100% of students felt they had become more confident in both subject areas. In terms of establishing the impact and cost effectiveness of the pilot, these results are positive and suggest we should continue this work with a more robust evaluation plan, establishing the extent to which increased attainment in the testing could then be linked to specific KS5 attainment. This is phase two of the project, where we will consider an appropriate RCT methodology.

Strategic Priority: Parental engagement

We have developed work based on research that the influence of parents and other role models is an important factor in university access.¹⁵ This is particularly the case when working with students year-on-year from a young age. KCLWP has launched a parental engagement strategy comprising four elements:

1. Parent Power is a parental engagement project in partnership with community organising charity Citizens UK. It uses community organising methods to mobilise and enable local parents to become university access experts in their communities and gives them the tools to start campaigns against educational inequality. Since July 2017, the project has engaged over 200 parents, recruiting 40 as local leaders.

¹⁵ *Engaging Parents in Raising Achievement Do Parents Know They Matter? Research Report: A research project commissioned by the Specialist Schools and Academies Trust* (Professor Alma Harris and Dr 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). See also: *Parental engagement and higher education participation*, Ellie Mulcahy, Sam Baars (LKMco – forthcoming).

2. Born to Be is an innovative campaign that aims to provide families in Hastings (one of the government's twelve Opportunity Areas) with the support required to access university. In May 2018 Born to Be University Taster Packs will be delivered to 500 families. These packs include IAG resources, student finance advice, tips on home learning from a parental engagement expert, an explanation of how university advances career prospects and a guide to extracurricular activities. Recipients of the packs will be invited to sign up to a university open day and have a conversation with a current King's student through The Access Platform. Impact will be tested via randomised control trial methodology.
3. Following experimental and qualitative work with the Behavioural Insights Group at Harvard Business and Kennedy Schools, KCLWP will test whether using parental contracts and redesigned school reports could influence aspirations of KS3 parents. This will be tested via randomised control trial methodology.
4. The final strand of our parental engagement strategy will be the production of a research report in conjunction with LKMco. The research will survey universities and parents across the country, and offer recommendations on how universities can best engage and support parents from underrepresented groups.

Born to Be and the BIT/Harvard work are innovative ways of expanding our geographic reach. Traditional access initiatives are necessarily focussed on local delivery and are limited to specific areas. This is one way we are exploring reaching other communities and areas of low participation.

Historically, access programmes have found engaging with parents challenging. By testing a new approach to involving parents of our King's Scholars learners we have demonstrated clear successes in engaging parents in their children's learning and in higher education. We are currently establishing the most appropriate way to evaluate and evidence the impact. We do not wish to limit ourselves by imposing a rigid evaluation framework linked to (for example) attainment/progression to higher education. We are also in discussion about expanding Parent Power with universities and Citizens groups across the country.

Strategic Priority: Work with specific groups

White working class boys

In 2016, KCLWP commissioned LKMco to conduct research into the underrepresentation of white working class boys in higher education.¹⁶ The report explores why these learners are underrepresented (only 10% of the most disadvantaged white boys participate in higher education) and what practitioners can do to tackle the problem.¹⁷ In response to this, and the fact that white working class boys are underrepresented at King's and nationally, in 2018 KCLWP will launch McFadzean Scholars. The scheme will provide year 10 and 11 white working class boys with the skills and knowledge needed to go to university. The initiative is being delivered in partnership with the Brilliant Club and three Multi Academy Trusts.

¹⁶ *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/topic-briefing-white-british-students/>

¹⁷ 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).

Table 6: Summary of access measures

Name of activity	Stage in lifecycle	Strategic rationale	Objectives and main features	Evaluation
King's Scholars	Pre-16	Need to address aspiration and attainment raising in early years with long-term work to have most impact. Need to support learners and those around them. Evidence and research led.	1. To support increased attainment. 2. Further work with parents of King's Scholars pupils (see below). Work with primary schools in development.	Evaluated using a randomised control trial to establish the impact of metacognition skills on King's Scholars pupils. Measured using the Junior Metacognitive Awareness Inventory.
King's Scholars in School / Gameplan	Pre-16	Launching King's Scholars in School http://kingsscholar.org.uk/ Review and development of www.gameplan.ac.uk Extending reach beyond London. Targeted at schools in POLAR 1 areas throughout the UK.	KSIS: Free scheme of work by for KS2/3 pupils to expand knowledge of university and develop metacognitive skills. Gameplan: Learning resource to complement our pre-16 work. Provides guidance to learners and parents on how to progress to university. Accompanying resource pack with lesson plans to support in-school use of the website.	Initially through analytics to establish uptake and usage patterns combined with user feedback.
Parental Engagement	Pre-16	Develop work with parents to address challenges of working with students year-on-year from a young age, and the understanding that the influence of parents and other role models is an important factor in university progression. In 2017 the Widening Participation Department launched an ambitious parental engagement strategy comprising four elements: Parent Power, Born To Be, PACT and new research.	See 'Parental Engagement' section above.	RCT methodology
Seven+ Expansion	Key Stage 4	Focus on attainment as significant barrier to accessing HE	To increase GCSE attainment.	Mixed methods evaluation agreed in collaboration with What Works department and partner schools.
McFadzean Scholars	Key Stage 4	Recruitment of white working class boys GCSE attainment crucial to HE progression	To increase aspirations, self-confidence and (long-term) university progression for Year 10/11 students.	Mixed methods in first instance, scoping quantitative and RCT methods as data accrues.
K+ and K+ Attainment Raising expansion	Post-16	Recruitment to KCL and other top universities from underrepresented groups – further, faster progress and continuous improvement through attainment raising and long-term activity	To increase A-level attainment through revision sessions in the Maths & Computer Science, Sciences, Healthcare and Dentistry subject streams of K+.	Diagnostic tests to ensure progress can be evaluated. Evaluation will also focus on admissions outcomes for participants compared to other K+ students.

Vulnerable students: Care leavers	All – particularly post-16	To increase the progression of students from groups particularly under-represented (nationally and at King's).	To support students to apply to King's and receive support once they enrol. To reduce non-continuation for on-course students.	In development. Feedback and monitoring of learners through application, admissions and on-course.
Vulnerable students: Estranged students	All – particularly post-16	To increase the progression of students from groups particularly under-represented (nationally and at King's).	To support students to apply to King's and receive support once they enrol. To reduce non-continuation for on-course students.	In development. Feedback and monitoring of learners through application, admissions and on-course.
Vulnerable students: Forced Migrant students	All – particularly post-16	To increase the progression of students from groups particularly under-represented (nationally and at King's).	To support students to apply to King's and receive support once they enrol. To reduce non-continuation for on-course students.	In development. Feedback and monitoring of learners through application, admissions and on-course.
Vulnerable students: Gypsy, Roma and Traveller students	All – particularly post-16	To increase the progression of students from groups particularly under-represented (nationally and at King's).	To implement the recommendations of the LKMco report to better support students.	In development.
Vulnerable students: Young adult carers	All – particularly post-16	To increase the progression of students from groups particularly under-represented (nationally and at King's).	To better support young adult carers to access and successfully continue at King's	In development. Feedback and monitoring of learners through application, admissions and on-course.
Mature learners	All – particularly post-16	To increase the progression of students from groups particularly under-represented (nationally and at King's).	To address the decline in mature student admissions to King's. We are piloting a project for offer holders to talk to current students via an online platform to increase conversion/enrolment and transition	In development. Feedback and monitoring of learners through application, admissions and on-course.
Outreach for Medicine	All – particularly post-16	To address ongoing underrepresentation of students particularly in Medicine and in the medical profession.	To increase awareness and likelihood of successful progression to medicine or another health-related degree – including to King's. To build a multi-year programme for younger students (Years 7-9). To increase the numbers enrolling onto the Extended Medical Degree Programme and the main Medicine programme.	Monitoring/tracking of learners through application, admissions and while on-course. Establishment of comparator group using administrative datasets.
Dentistry Outreach	Post-16	To address ongoing underrepresentation of students particularly in Dentistry.	To increase awareness and likelihood of successful progression to dentistry – including to King's. To increase the numbers enrolling onto Enhanced Support Dentistry Programme and the main Dentistry programme.	Monitoring/tracking of learners through application, admissions and while on-course. Establishment of comparator group using administrative datasets.

Vulnerable students

Vulnerable students are particularly less likely to progress to university and are underrepresented at King's. The term vulnerable students includes care-experienced students, young adult carers, forced migrants, estranged students and those from Gypsy, Roma and Traveller communities. Students from these groups are given priority for places on all projects delivered by KCLWP. We were previously awarded the Buttle UK Quality Mark and work with several organisations to refine our approach to working with vulnerable learners. These partners have all contributed to the national evidence base for the need to support these students, including UNITE Foundation, Drive Forward, Become, NNECL, the Refugee Support Network, Helena Kennedy Foundation, Just For Kids Law, Stand Alone and the Carers' Trust. We will continue to expand existing work and develop new activity to support these students. Our approach focuses on direct meaningful support with learners in schools, through their journey as applicants, and transitioning to on-course support once they join King's. We have designed our structure and various initiatives to deliver this through cohesive approach based on recommendations from and dialogue with these partners. We have dedicated individuals in the Widening Participation and Student Success Departments who work together to provide joined up support for students across the lifecycle.

Mature learners

We are developing new work to support mature students accessing King's in response to our self-assessment. KCLWP delivers specialised sessions with local Further Education colleges. Specific advice for mature learners is integrated into our open day provision and online resources are provided for these learners. Detail on activity is included in Section 3, Table 4. We are formulating new work based on research collated by OFFA in their topic briefing on the subject.¹⁸

Expanding and enhancing relationships with schools/colleges

In addition to the activities laid out in Table 3, the following initiatives will be crucial in maintaining and enhancing our strategic relationships with schools and colleges.

King's Advocate Award

King's supports access to the teaching and social work professions. We provide bursaries to newly qualified teachers and early years social workers through the King's Advocate Award widening participation training programme. The scheme provides professional development opportunities and financial support to develop widening participation initiatives. King's Advocates act as ambassadors for the university and its widening participation programmes.¹⁹

School Governors' Network

King's College London is committed to offering support and guidance to the school governor community. In 2017/18, the Network comprises 48 staff members, an increase in membership of 20% from 2016/17. All participants have access to continuing professional development events designed to inform governors about key issues effecting widening participation learners in their schools and colleges. All members receive annual membership of The Key for School Governors. In collaboration with Governors for Schools, the Network also provides information and guidance to staff who are interested in becoming a governor through every stage of the application process.

¹⁸ <https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/offa-topic-briefing-mature-learners/> and <https://www.offa.org.uk/wp-content/uploads/2017/07/Final-Report-Understanding-the-impact-of-outreach-on-access-to-higher-education-for-disadvantaged-adult-learners-docx.pdf>

¹⁹ The need for work to provide support for teachers and school performance is informed by *Improving the impact of teachers on pupil achievement in the UK – interim findings* (Sutton Trust, 2011) <https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final-1.pdf>

The wider King's community are made aware of governor opportunities through an internal communications strategy and partnership with Governors for Schools.

King's in our community

King's values its role as a civic university, working alongside our communities in London, both in terms of schools, young people and parents and our overall service to society. Our widening participation work is a central here.

Through our community organising work, Lambeth Council has pledged to develop a social mobility strategy for the borough with KCLWP, which includes widening participation to higher education. This is at an early stage, but the intended outcomes are likely to be bigger than widening access to King's, forming part of King's overall commitment to its local community. There is now the chance to build defined impacts into the new strategy, including how it will be evaluated and how widening participation forms part of a broader social mobility movement in the area.

Work with faculty

Ongoing links with faculty ensure that we are building a community across King's aware of and engaged in fair access work and developing a whole-institution approach.

King's Health Partners

King's Health Partners brings together the Faculty of Life Science and Medicine and three NHS Foundation Trusts. King's Health Partners Widening Participation Committee maintains an overview of activity at all levels within 23 specialist Clinical Academic Groups.

Extended and enhanced degree provision

The Extended Medical Degree Programme uses a contextualised admissions process for students from non-selective state schools who may not be predicted or have achieved the necessary GCSE, A level or UKCAT 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 under-represented nationally within higher education, and particularly within the medical field. The EMDP splits Stage 1 of the conventional medical degree across two years, providing extra academic and pastoral support programmes throughout the early years of the course. The Enhanced Support Dentistry Programme is based on the standard five-year Bachelor of Dental Surgery (BDS) programme, but students receive additional support and tutorials throughout their studies.

Widening Participation Grants Scheme

The Widening Participation Grants Scheme provides funding to academic and professional services staff to deliver outreach, in-reach and full lifecycle activity that takes advantage of their professional expertise. Eighteen programmes received funding in 2017/18 including DevNeuro Academy, a STEM focussed work experience placement for Year 12 students in Southwark and the Supporting Student Families programme which gives current King's students with caring responsibilities support and access to a network to help retention of this group. The programme supports staff to create sustainable relationships between targeted London schools and academic and professional departments at King's. It also allows greater scope for collaboration within King's, with several academic departments now collaborating to develop activities for targeted schools and pupils. All bid-holders have to evidence the need for their activity, follow guidelines to target appropriate schools and students and monitor and evaluate activity in line with the King's widening participation evaluation framework. Bid holders share their experiences in an internal conference and submit formative and summative evaluations.

Student-led outreach activities

Student societies and student ideas are at the heart of all KCLSU's widening participation work. KCLWP and KCLSU work closely together, with a dedicated member of staff working across both organisations. The Students' Union will continue to encourage and facilitate student societies and sports clubs to engage with specific target groups set by the government and those identified by OfS. KCLSU will continue to encourage engagement with KCLWP events and look to expand work to the King's College London Mathematics School. KCLSU will work closer with KCLWP partners to provide a range of opportunities within the local community.

The KCLSU Buddy Scheme pairs learners starting at King's with current students to ease their transition to university. Volunteers provide advice and support during the first term. The scheme prioritises learners from POLAR Quintile 1 areas or who have been on King's widening participation programmes (K+ or Realising Opportunities) and Kings Living Bursary recipients.

Partnership delivery

King's College London Mathematics School

King's College London Mathematics School (KCLMS) 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 (in particular, 11-16 schools and schools where further mathematics is not offered as part of the curriculum at A level). KCLMS opened in September 2014 and now has 140 students split across two year groups. Of these students, 40% are from financially disadvantaged backgrounds, 34% are girls, 33% have no parental history of higher education and 47% are BME. The school has established itself as one of the top performing schools in the country, with the summer 2017 results placing KCLMS at the very top of the Department for Education's A level performance tables. 99% of all grades were A*-B, 89% were A*-A and 59% A*. In terms of value added, KCLMS has consistently been in the top 0.5% of all A level providers, showing that students at the school make more progress from GCSE to A Level than at almost any other school in the country. The overwhelming majority of its students have gone on to study at the most competitive universities (Russell Group / Sutton Trust 30), including 23% of the most recent cohort at Oxbridge. Students progress into further study in mathematics, physics, computer science, engineering or economics. KCLMS was graded as Outstanding in all categories and Outstanding overall by Ofsted in June 2017 and was profiled as an 'excellent' university school sponsorship model in the Department for Education 'Schools that work for everyone' consultation paper in 2016.²⁰ Since then the school has hosted visits and information sharing sessions for universities and other interested parties to encourage and support the creation of additional 16-19 mathematics specialist schools around the country.

The school runs programmes for students and teachers, focusing on provision for students from challenging backgrounds. Through its partnership with King's, the school delivers a programme that includes: GCSE enrichment (including week-long summer schools), a three-day attainment raising course for Year 11 students (Seven+), and week-long Physics Summer School (targeted at students aspiring to A level Physics study who have GCSE Science and Additional Science qualifications, but who have not completed a full GCSE in Physics).

BME outreach partnerships

In the lead-in to 2019/20, King's will enhance our approach to BME engagement. We are working to increase the number of underrepresented students applying for and gaining a place on programmes (specifically, though not exclusively, African Caribbean students). We will build on

²⁰ https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/supporting_documents/SCHOOLS%20THAT%20WORK%20FOR%20EVERYONE%20%20FINAL.PDF

analysis we commissioned from Clearview Research in 2018 focusing on why high-attaining black students do not choose King's. Through a partnership with Amos Bursary we will continue to host our annual conference for black students and scholarship for black boys. We will continue our partnership with the BME-focused media agency Powerful Media to sponsor their annual *Future Leaders* publication to raise the profile of King's and our widening participation initiatives among their readers. We will work with KCLSU to develop a relational, community organising approach to BME engagement, following lessons learnt from our partnership with London Citizens.

Contextual information and fair admissions

King's College London provides special admissions consideration for participants in high-intensity schemes including K+, Realising Opportunities, the Sutton Trust Summer School, MedView and DentView. Students from King's College London Mathematics School, 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 POLAR and ACORN to provide a more granular understanding of educational disadvantage. Students from these groups are flagged in their UCAS application. If required, King's will ensure applications from these students are given additional consideration. This means:

1. A variable offer for students who are taking part in the Realising Opportunities or K+ programmes. Students are given a up to an equivalent of two UCAS grades across all courses upon completion of the relevant programme.
2. Students whose predicted grades are marginally lower than that required for the course may be given an offer (at the standard level).
3. Students whose application is close to the standard required to gain an interview may be offered an interview to fully assess their potential.
4. Students whose admissions test score is close to the required standard may be given additional consideration and their application processed to the next stage.
5. Students who fail to meet their conditional offer will be given additional consideration as to whether their place should be confirmed.

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 Widening Participation departments are trained to support these meetings so that every flagged application can be reviewed holistically before a decision is confirmed. The departments are investigating providing special admissions consideration to national schemes beyond what is currently included. In their last Higher Education Review, the QAA identified this approach to admissions as a feature of good practice as part of the 'comprehensive approach to, and engagement of students and staff in, initiatives which widen access to King's' (Expectation B2).

Based on recent research published by the Sutton Trust, we will review our current process and the outcomes of offers and enrolments to establish whether the scheme should be expanded to cover more learners and the extent to which the variable offer is effective.²¹

3.2 Student Success and Progression measures

The following activities have been developed to ensure that we continue to support the success of our students through their enrolment and on to the best possible outcomes.

²¹ *Admissions in Context: The use of contextual information by leading universities* (Vikki Boliver, Claire Crawford, Mandy Powell and Will Craigie – October 2017) <https://www.suttontrust.com/research-paper/admissions-in-context-access-gap/>

We will monitor and evaluate the impact of activities on learners based on our self-assessment, including those students entering from the KCLWP K+ programme. We will assess how and when mainstream activities have a beneficial impact on all students and when bespoke interventions might still be necessary to ensure equal access to support and opportunities.

Our approach to student success, particularly transition and retention, has been influenced by various pieces of research and practice relating to the principles of expectations and belonging.²²

The following activities will be delivered as a result:

2018-19	2019-20	2020-21
<ul style="list-style-type: none"> Improving Inductions Meet KEATS (pilot) Mature student pre-arrival event & Working Group Student Feedback Internship 	<ul style="list-style-type: none"> Meet KEATS (roll-out based on measured impact) Student confidence & resilience programme (pilot) Mature student programme of activities 	<ul style="list-style-type: none"> Student confidence & resilience programme (roll-out based on measured impact) TBC based on research, success of previous activities and current King's context

As noted, King's delivers a series of activities that are part of inclusive provision to all students, but which will be monitored to establish impact on specific groups covered by the APP. This has been identified as effective practice within the sector.²³ The activities run by the Student Success Department below are informed by research into resilience and sense of belonging as critical in student engagement and wellbeing.²⁴

Table 7: Summary of success and progression measures

Name of activity	Objectives and main features
Student Success: Community Ambassadors	Second and third year students phone first year students at key times of the year to get feedback on their experience and direct them to support services. Designed using behavioural economics principles to encourage proactive planning and make small changes in behaviour. This will form a key part of building a community and a sense of belonging for non-traditional students.
Student Success: Personal tutoring	Provision of training and resources for personal tutors including guidance on supporting equality groups and students from widening participation backgrounds. Academic Support has been identified as one of four priority streams of work for delivering the Education Strategy. As part of this, the Personal Tutor Code of Practice is under review. King's is a partner on a HEFCE-funded project, led by the University of Sheffield, to investigate the role that personal tutoring plays in student engagement, achievement and success. The project aims to tackle attainment gaps especially among students from BME groups and lower socio-economic backgrounds.
Student Success: Engagement and Communications	Welcome to King's sets the foundations for the student experience by ensuring that every student has a quality welcome to university life. An overarching communications campaign combined with face to face events emphasises social belonging, removing barriers to engagement.
Student Success: Graduation	Our approach to graduation recognises that students have overcome many milestones to finish their degrees and this is a time for celebration. It also acknowledges that leaving university is a time of transition that can be unsettling for

²² *Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme* (Liz Thomas, 2012 Paul Hamlyn Foundation)

²³ Ibid.

²⁴ *Student resilience. Exploring the positive case for resilience* (Emily McIntosh and Jenny Shaw, Unite Students 2017). *On course for success? Student retention at university* (Social Market Foundation 2017). 'Easing the transition of first year undergraduates through an immersive induction module', *Teaching in Higher Education*, Volume 22, 2017 Issue 7 (Turner et al). *Reality Check – A report on university applicants' attitudes and perceptions* (Unite Students and HEPI 2017). *Undergraduate retention and attainment across the disciplines* (Ruth Woodfield, HEA 2014). 'Building bridges: understanding student transition to university,' *Quality in Higher Education*, Vol 20, 2012, Issue 1 (Briggs and Hall 2012). *Supporting student success: strategies for institutional change* (HEA, Liz Thomas 2017).

	some. A “good exit” communications campaign supports students by signposting to resources, services and opportunities.
Support for disabled students	King’s continues to take a dual approach in improving the experience of disabled students. The first is supporting individual students to make informed choices about their support and facilitating this. The second is through collaborating on strategy and supporting the development of inclusive delivery by faculties and central services. In 2019/20, the Education Strategy will be incorporate the Inclusive Education project. We are developing the transition work we do by expanding this to year-on-year transition. New areas of activity under consideration are: supporting engagement with assistive software and study skills provision; creating a network of disabled Peer Supporters; developing activity on supporting disabled students, particularly those who have a mental health condition or who are on the Autistic Spectrum, to participate in the wider aspects of university life.
Careers support	A dedicated Careers Consultant focuses exclusively on provision and tailoring of services to students from widening participation backgrounds.
Future Advantage	This Careers and Employability programme focuses on the value of gaining experience, information and insight to make better decisions, both individually and through peer learning. Workshops and associated e-learning offer a range of support.
E-learning	To ensure that accessibility of Careers and Employability activities and services is not a factor, e-learning offers a way for students to access resources in a way that suits their own situation and learning style.
Student Data Journey	Use careers readiness, Careers & Employability service engagement and DLHE data to better understand the relationship between students’ initial careers thinking, their activities while at King’s, and their graduate outcomes. This will inform strategic developments of the Careers service and identify what works effectively.
Global Mobility: Broadening Horizons	Our approach to widening participation in outward mobility takes three strands: funding, bespoke programming and support. The Broadening Horizons Award funds widening participation students to participate in outward mobility by offering simple criteria and a single funding route. Priority for the fund has expanded to include disabled students, mature learners and Sanctuary scholars. The Global Mobility Office at King’s includes a role to support widening participation learners, focused on providing guidance. Research shows correlation between employability and outward mobility participation, especially for students from lower socio-economic backgrounds. We are using UUKI’s toolkit on WP outward mobility to develop our offer. Students are supported on return to reflect on how being internationally mobile has enhanced their employability and influenced their career choices.
Study Skills	The key objective of the King’s Skills Strategy is to ensure that all students are supported to achieve their full potential. A Skills Working Group includes Library Services, English Language Centre, Careers & Employability, Modern Language Centre, Widening participation, Wellbeing and other stakeholders. New initiatives such as EASY weeks (Exam and Assessment Support for You) offer exam and assessment support. Students have access to our Study Skills Centres. Study Skills Leaders are trained in areas such as learning development, pedagogy, inclusivity, disability and widening participation, as well as specialist skills for their area. We are expanding our eLearning around academic and study skills to allow students to develop at their own pace and from wherever they are located.
upReach	We are a ‘Rise Partner’ of upReach, and a member KCLWP sits on their Advisory Board. upReach supports students from less-advantaged backgrounds to access and sustain top graduate jobs. Their Rise and Aim programmes currently support over eight hundred students. Of these 120 are King’s students.

Continuous innovation

There is a balance between requiring robust evidence and developing brand new work that no one has done before. KCLWP has this as one of the principles in its strategy, and it is part of the ethos of the Social Mobility and Student Success Division. Evaluation and evidence should be used to build new work and enhance existing activity. Sometimes there is no evidence base for an activity and we do it precisely because it is new and innovative. Through piloting and testing new work, and establishing the outcomes and impact, it then becomes part of a new evidence base. We will retain this approach throughout the time covered by this APP.

We will continue to do work like this and report back to the regulator through the APP process. In this way the APP is an opportunity to further define the benefits and impacts.

3.3 Diversity and Inclusion

Inclusive education

This project supports academic staff to embed inclusive learning and teaching practices so that all students are able to achieve their potential. There are several drivers behind the project, including the BME attainment gap (see above), the move to an inclusive model to support disabled students and the increase in international student recruitment.²⁵ Based on the initial launch of this project, inclusive education is now an integral part of Education Strategy 2017-2022 as a key goal to ensure all King's students are equipped for success. King’s teams (Diversity & Inclusion, King's Academy, Disability Support Team) will work in partnership to support this.

3.4 Financial support

We will continue to provide sources of financial support to students from disadvantaged backgrounds and groups underrepresented in higher education (Table 9). This follows the previous evaluation outlined in Section 2, which also details how we will monitor and further evaluate financial support to establish impact. Detail on support for students is provided in Section 5.

3.5 Degree apprenticeships

We agree that flexible or work-based routes of study may be more attractive to students from non-traditional backgrounds or in specific circumstances (e.g. students balancing existing responsibilities). We are on the register of approved training providers for degree apprenticeships and are at an early stage of exploring our potential offering. As we develop this, our provision would be subject to the appropriate standards being approved and/or the results of tendering.

Section 4 Investment

Table 8: Level of investment as % of higher fee income

	2019/20	2020/21	2021/22	2022/21
Financial support	19.8%	19.8%	19.7%	19.7%
Access	6.1%	6.2%	6.2%	6.2%
Success	3.2%	3.1%	3.2%	3.2%
Progression	0.7%	0.7%	0.7%	0.7%
Total as % of higher fee income	29.8%	29.8%	29.8%	29.8%
Total level of investment (£)	12,696,899	12,986,652	13,395,924	13,530,305

As per the assessment and strategic priorities outlined above, we have allocated investment across the student lifecycle to achieve our ambitions. This is in line with OfS steer, retaining our access commitment. As we have identified student success as an emerging priority. We will commit additional investment resourced from fundraising to develop this, as opposed to directly from our APP allocation. This is appropriate for large scale, currently mainstream provision. These investment levels will enable us to further develop and deliver the work in this plan to meet our commitments and reflects our long-term ambitions for access, success and progression.

²⁵ https://www.universitiesuk.ac.uk/International/Documents/Widening%20Participation%20in%20outward%20mobility_toolkit_web.pdf

Assurance and future proofing access spend

The resource we are directing to ensure we sustain our momentum on improving access via the Access and Participation Plan will be retained with modest increases over the course of this plan. The ongoing strategic direction and measures of activity of the Widening Participation Department are built into the college's core business planning. Our new KCLWP five-year strategy is in place and the activities we commit to in this APP are central to that and remain protected.

At the same time, we seek to expand our work. Crucial to this, we are diversifying the way that our widening participation activity is funded. This is particularly important to ensure continuity and secure this work into the future. Building on previous progress, our widening participation work has been agreed as a core part of a high profile college-wide fundraising campaign. This acknowledges how important this work is to King's. It also reflects the need for institutions to plan and guarantee this work for the future without being completely contingent upon higher fee income. We do not sit still – diversifying in this way enables us to continuously improve.

As a result, our investment in access programmes is forecast to increase dramatically. The higher fee income allocated to deliver our APP commitments is guaranteed and will see increase over the time period of this plan. At the same time, a further £4million will be directed via this alternative source of funding to build our new KS4 attainment raising activity over the next five years (Section 2). As part of the overarching work funded from the campaign, we have planned a significant resource of £200,000 to fund the evaluation of the programme as fundamental to the campaign.

In effect, we are ensuring that our resource committed to access through the APP is coupled with funding sourced from an additional income stream, meaning that we are not overly reliant on a single resource. This will also allow us to try new things, which is a hallmark of our practice, while expanding the central widening participation team.

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. This forecasting has been developed and refined over time. In a given year, there may be less students eligible to receive a bursary than forecast when the APP financial allocation was confirmed. We are able to identify this at an early point in the year and have a process in place to re-direct any bursary funding unallocated as a result to a core set of access activities. This means that our eventual spend on access activity in a given year increases in comparison to the forecast, with financial support coming in below forecast by a relatively small amount. 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 into our access work as a priority.

This Access and Participation Plan is predicated on a set of assumptions on recruitment of EU students following the United Kingdom leaving the European Union. Should the number of students entering UK institutions fall, or their fee status be reclassified, this would see a decrease in additional fee income and a knock-on effect in terms of committed resource. It may also be impacted by the outcomes of the review of funding for post-18 education. We request guidance from the OfS in terms of when and how any impact on Access and Participation Plans will be considered. We currently anticipate reviewing this plan at a staging point (January 2019) once the issue becomes clearer for the sector to ensure our forecast investment is up to date.

Section 5: Provision of information to students

5.1 Fee levels

1. King's College London will charge £9,250 per year for Home/EU undergraduates and non-salaried ITT students entering in 2019/20.
2. Students entering salaried postgraduate ITT programmes will be charged £4,500.
3. Students on undergraduate year abroad/Erasmus schemes will be charged £1,350 for the year that they are abroad for all courses.
4. Students on undergraduate sandwich/placement years will be charged £1,800 for this year of their course for all courses.

King's College London will apply annual increases for new students in line with an appropriate inflationary measure or other uplift process set by the government each year (within the appropriate maximum fee cap). Students will be informed prior to registration of the fee level and process for any permitted increase that may be applied over the period of their studies.

5.2 Financial support available

King's College London reviewed and amended its financial support in 2017/18. We will continue to provide this support while evaluating it. As our evidence emerges, we commit to reviewing the size and shape of our financial support, along with the eligibility criteria to ensure it is having most impact for those who most need it.

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 must have their household income assessed to qualify for a bursary. Students will be eligible for the bursary in each year of study provided they continue to meet the eligibility criteria.

As well as receiving financial support, we run a specific campaign to help KLB recipients feel part of a welcoming King's community. What I Wish I'd Known is 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. In 2017/18 the cohort includes over 1,300 students. During the programme 2nd and 3rd year students share tips about what they wish they had known in first year. Students on the programme are pointed towards extracurricular events, financial support, alternative study options and opportunities to build their personal and professional networks. 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 2019/20 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 students who are care leavers and students who have successfully completed the K+ and Realising Opportunities programme. In 2019/20, we will offer up to 120 awards worth £1000 each to first year entrants. The funds are intended to help students to settle into university life and purchase any key materials. Care leavers and estranged students who are eligible will also receive the KLB as well.

Sanctuary Scholarships

These scholarships are for offer holders who are: asylum seekers; children of asylum seekers; unaccompanied asylum-seeking children; or 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.

Continuing students who receive multi-year bursaries will continue to receive the support they originally qualified for in each subsequent year.

Financial support level and eligibility

Table 9: Summary of financial support levels

Household Income	King's Living Bursary for 2019 starters	King's Student Hardship Fund	Access to Professions Awards	King's Start Up Bursaries
£0 - £25,000	£1,600 for each eligible year of study	Means-tested discretionary award	£9,000 award paid across 3 years	£1,000 in year 1
£25,001 - £33,500	£1,500 for each eligible year of study	Means-tested discretionary award	£9,000 award paid across 3 years	£1,000 in year 1
£33,501 - £42,641	£1,200 for each eligible year of study	Means-tested discretionary award	£9,000 award paid across 3 years	£1,000 in year 1
Total available in 2019/20	All eligible students	All eligible students	83 awards	120 awards
Total £ available in 2019/20	Varies based on number of eligible students	£350,000	£450,000	£90,000

Applicants for the Sanctuary Scholarship must complete an application form. For all other scholarships students do not need to apply. Eligible students will be contacted automatically. As long as students meet the criteria, and they and their sponsors both give Student Finance England/Northern Ireland/Wales/SAAS consent to share financial information with us, students will be contacted once they have started at King's.

Section 5: Communication with 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.

3. All financial support (including clear eligibility criteria).

We are mindful of the needs of different student groups and ensure these are provided for across communication channels. The Schools and Colleges Liaison Team visit 300 schools and colleges across England per year, attending higher education fairs, delivering talks and workshops for learners, further supporting access to information and advice about King's and higher education.

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

Over the past five years, we supported students from underrepresented backgrounds to access university through high quality, innovative and effective work. Once they join King's students are helped succeed in their studies and we support them throughout their student journey and beyond into employment or further study. We have the power, expertise and drive to help contribute to a fairer society, where people from all walks of life can access a great education. King's is a civic-minded institution that seeks to educate a diverse community of learners all with individual voices and experiences. This in turn makes our college a better place. We are committed to build on the successes and challenges identified in this plan in access, student success and progression. This informs our strategy and ambitions, and the work to achieve our commitments with appropriate investment is clear.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

King's College London will apply annual increases for new students in line with an appropriate inflationary measure or other uplift process set by the government each year (within the appropriate maximum fee cap). Students will be informed prior to registration of the fee level and process for any permitted increase that may be applied over the period of their studies.

Full-time course type:	Additional information:	Course fee:
First degree	Current Home/EU Undergraduate fee level (from September 2017)	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	Fee level for students entering salaried postgraduate ITT programmes	£9,250
Accelerated degree		*
Sandwich year	Fee level for students on undergraduate sandwich/placement years.	£1,800
Erasmus and overseas study years	Fee level for students on undergraduate year abroad/Erasmus schemes for the year that they are abroad.	£1,350
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

