Widening Participation in Student Mobility
UNICA 2018

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• Jack Mollart-Solity, Widening Participation Officer (Realising Opportunities & Vulnerable Groups), King's College London
• Annie Lloyd, Global Mobility Officer (Increasing Opportunities Support), King's College London
• Catherine Convery, European Programmes Officer, University College Dublin
Widening Participation at King’s College London

Jack Mollart-Solity, Widening Participation Officer (Discrete groups)
“The most disadvantaged 20% of young people are still 6.8 times less likely to attend highly selective universities than the most advantaged 20%.”

Source: Office for Fair Access Strategic Plan, 2015
What is WP?

- Strategic priority for the UK government to restructure higher education to improve social mobility opportunities
- Mostly university-led through collaboration with schools and other institutions
- Universities are relatively autonomous in deciding their WP strategy
What is WP?

“We will seek out and nurture talent to ensure that our pursuit of academic excellence is enriched by the diverse experiences of our students. Students from under-represented backgrounds will be supported to access higher education through high quality, innovative and effective widening participation schemes.”
Under-represented

Non-selective state
First generation

Postcode: Polar 3 | ACORN
Target Groups:

- from low-income backgrounds
- from low-participation neighbourhoods
- whose parents did not go to university in or are living in care
- young carers
- living with a disability
- from an ethnic minority
- white working class boys
- returning to learning as mature students
- with refugee status
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-16 outreach</td>
<td>Post-16 outreach</td>
<td>Fair admissions</td>
<td>Positive student experience</td>
<td>Successful graduates</td>
</tr>
</tbody>
</table>

We will deliver aspiration-raising activities for local students that encourage higher education participation. King's outreach programmes will support informed choice-making through impartial guidance.

We will deliver targeted outreach work with students in London and beyond to improve access to King's College London and other universities. Activities will seek to enhance attainment and preparedness for higher study.

We will ensure that King's College's recruitment, selection and admissions processes are fair, transparent and identify the talent and potential of students from all backgrounds.

We will provide excellent student and education support services that seek to address the on-course needs of students from widening participation backgrounds.

We will deliver tailored support to improve the employability and career outcomes of students from widening participation backgrounds.
Our Programmes

King’s Scholars
Helping young people to explore university and beyond
Contact:
Jack Mollart-Solity, Widening Participation Officer
jack.mollart-solity@kcl.ac.uk
Twitter: jackms_kcl
0207 848 3899
Widening Participation in Outward Mobility

• What is the current situation in the UK?

• Why is mobility important for these students?

• What is King's doing to support these students to access mobility?
Current situation

- Although mobility rates have been steadily increasing since 2013-14, in 2015–16, students from more advantaged backgrounds were 60% more likely to participate in outward mobility than students from disadvantaged backgrounds.

- Students with overlapping disadvantages have even lower rates of participation.

- In other words, despite ongoing improvements, students are less likely to participate in mobility if they are from a disadvantaged group.

## Current situation: Low-income students

### 2015-16 participation rates in outward mobility

<table>
<thead>
<tr>
<th>Socio-economic status</th>
<th>Total student population (%)</th>
<th>Participation in outward mobility (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS-SEC 1-3 (advantaged)</td>
<td>65.1</td>
<td>75.2</td>
</tr>
<tr>
<td>NS-SEC 4-8 (disadvantaged)</td>
<td>34.9</td>
<td>24.8</td>
</tr>
</tbody>
</table>
## Current situation: Low-income students

<table>
<thead>
<tr>
<th>Socio-economic status</th>
<th>Number of mobile students</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Higher managerial &amp; professional occupations</td>
<td>6,845</td>
<td>2.9%</td>
</tr>
<tr>
<td>2 – Lower managerial &amp; professional occupations</td>
<td>6,820</td>
<td>2.4%</td>
</tr>
<tr>
<td>3 – Intermediate occupations</td>
<td>2,485</td>
<td>1.8%</td>
</tr>
<tr>
<td>4 – Small employers &amp; own account workers</td>
<td>1,420</td>
<td>1.9%</td>
</tr>
<tr>
<td>5 – Lower supervisory &amp; technical occupations</td>
<td>795</td>
<td>1.7%</td>
</tr>
<tr>
<td>6 – Semi-routine occupations</td>
<td>2,165</td>
<td>1.4%</td>
</tr>
<tr>
<td>7 – Routine occupations</td>
<td>935</td>
<td>1.3%</td>
</tr>
<tr>
<td>8 – Never worked &amp; long-term unemployed</td>
<td>10</td>
<td>–</td>
</tr>
<tr>
<td>9 – Unknown</td>
<td>4,545</td>
<td>–</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>26,025</strong></td>
<td><strong>1.7%</strong></td>
</tr>
</tbody>
</table>
Current situation: Disability

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th></th>
<th>2014-15</th>
<th></th>
<th>2013-14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Number of mobile students</td>
<td>Participation rate</td>
<td>Cohort</td>
<td>Number of mobile students</td>
<td>Participation rate</td>
</tr>
<tr>
<td></td>
<td>207,675</td>
<td>3,050</td>
<td>1.5%</td>
<td>194,400</td>
<td>2,475</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Increase from 2013, but still below sector average (1.7%)
## Current situation: Disability

<table>
<thead>
<tr>
<th>Condition</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific learning difficulty</td>
<td>1.7%</td>
</tr>
<tr>
<td>Long-standing illness or health condition</td>
<td>1.6%</td>
</tr>
<tr>
<td>Deaf or a serious hearing impairment</td>
<td>1.5%</td>
</tr>
<tr>
<td>Another disability, impairment or medical condition</td>
<td>1.5%</td>
</tr>
<tr>
<td>Mental health condition</td>
<td>1.3%</td>
</tr>
<tr>
<td>Social communication/Autistic spectrum disorder</td>
<td>1.2%</td>
</tr>
<tr>
<td>Blind or a serious visual impairment</td>
<td>1.1%</td>
</tr>
<tr>
<td>A physical impairment or mobility issues</td>
<td>1.0%</td>
</tr>
<tr>
<td>Two or more conditions</td>
<td>0.9%</td>
</tr>
<tr>
<td>All</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
Why is this important?

“Less likely to participate in the first place, these students in some ways have the most to gain from mobility.”

http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/gone-international-mobility-works.aspx
Why is this important?

Academic outcomes

<table>
<thead>
<tr>
<th></th>
<th>Mobile (%)</th>
<th>Non-mobile (%)</th>
<th>% difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1 or 2:1</td>
<td>80.1</td>
<td>73.6</td>
<td>+6.5</td>
</tr>
<tr>
<td>Further study</td>
<td>15</td>
<td>14</td>
<td>+1</td>
</tr>
</tbody>
</table>

http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/gone-international-mobility-works.aspx
Why is this important?

**Employability outcomes**

“Graduate outcomes are substantially influenced by student background... [T]here is evidence that students from lower socio-economic groups are less likely to engage in opportunities outside of the curriculum that **boost employability** for example, internships, extracurricular activities and **opportunities to work or study abroad.**”

Why is this important?

Employability outcomes

<table>
<thead>
<tr>
<th></th>
<th>Mobile (%)</th>
<th>Non-mobile (%)</th>
<th>% difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment</td>
<td>3.7</td>
<td>4.9</td>
<td>-1.2</td>
</tr>
<tr>
<td>Graduate level job</td>
<td>76.4</td>
<td>69.9</td>
<td>+6.5</td>
</tr>
</tbody>
</table>

- Foreign language skills
- International experiences
- Collaborative working
- Adaptability
- Social networks

- Cultural sensitivity
- Tolerance
- Productivity
- Resilience
- Curiosity
Global Mobility Policy

- European Higher Education Area (EHEA) collective ambition: 20% of graduates to have undertaken a study or training period abroad by 2020.

- King’s College London International Strategy to 2020

## King’s International Strategy

### 2. Provide an internationalised curriculum and student experience

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Encourage flexible delivery options, including collaborative, blended and online learning</td>
</tr>
<tr>
<td></td>
<td>2.2 Work with the SGA, CGH, ELC, MLC and others to integrate foreign language provision and internationally focused academic modules into King’s degree programmes</td>
</tr>
<tr>
<td></td>
<td>2.3 Increase access for students to a growing range of international experience options including study abroad, internships and volunteering with a target of 20% outward mobility within 5 years</td>
</tr>
<tr>
<td></td>
<td>2.4 Explore and promote models for collaborative provision</td>
</tr>
<tr>
<td></td>
<td>2.5 Ensure the cross-cultural needs of international staff and students are properly supported</td>
</tr>
<tr>
<td></td>
<td>2.6 Continue to enhance the international culture at King’s, including the physical environment</td>
</tr>
</tbody>
</table>
Under-represented groups in mobility

Widening Participation students:
• from low-income backgrounds ✔
• from low-participation neighbourhoods
• whose parents did not go to university
• are living in care or are young carers
• living with a disability ✔
• from an ethnic minority
• white working class boys
• returning to learning as mature students ✔
• with refugee status

Other under-represented groups:
• Students on degree programmes that don’t allow a semester or full year abroad e.g. medicine ✔
• STEM students ✔
• Postgraduate students ✔
Support strategies in place at King’s

Raising awareness of opportunities for under-represented students:

• Pre-university summer programmes
• Postgraduate inductions
• Widening Participation orientation
• Information sessions on specific WP mobility programmes
• Advertising opportunities in WP communications (e.g. newsletters)
Support strategies in place at King’s

Member of staff with under-represented groups as their specific remit:

• Administration of and advice to students about WP funding
• Attendance at WP student events both pre- and at university
• Organisation of WP mobility opportunities
• Available to speak to students in the office
• Working with colleagues across the university to ensure a joined up approach to WP students (e.g. Disability Advisory Service)
Support strategies in place at King’s

Compulsory pre-departure briefing event:

• Wellbeing and culture shock
• Finances abroad
• Academic matters
• Social opportunity
• Support available at King’s
Support strategies in place at King’s

Student to student advice:

- Peer Advisors
- Student experiences for students who have received funding
- Volunteering at study abroad fair
Support strategies in place at King’s

Targeted funding:

• Broadening Horizons
• Santander
• Global Research Grant
• Short online application forms
Support strategies in place at King’s

Short-term mobility options:

• A safe introduction to studying abroad
• Reduced costs
• Flexibility of programmes (e.g. medicine, postgraduate)
• Those with caring responsibilities
• Those requiring regular medical treatment

Global Summer Experiences
Short-term mobility

<table>
<thead>
<tr>
<th>Socio-economic status</th>
<th>2015-16</th>
<th>SEC 1-3</th>
<th>SEC 4-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Higher managerial &amp; professional occupations</td>
<td>1-4 weeks</td>
<td>17.0%</td>
<td>22.8%</td>
</tr>
<tr>
<td>2 - Lower managerial &amp; professional occupations</td>
<td>5-13 weeks</td>
<td>14.7%</td>
<td>12.4%</td>
</tr>
<tr>
<td>3 - Intermediate occupations</td>
<td>14 weeks +</td>
<td>68.3%</td>
<td>64.8%</td>
</tr>
<tr>
<td>4 - Small employers &amp; own account workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - Lower supervisory &amp; technical occupations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9 - Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 12: Instances of mobility by duration and SEC group, 2015-16
Short-term mobility

Table 15: Instances of mobility by duration and disabled students

<table>
<thead>
<tr>
<th>Disabled Students</th>
<th>2015-16</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 weeks</td>
<td>705</td>
<td>20.8%</td>
<td>220</td>
<td>10.0%</td>
</tr>
<tr>
<td>5-13 weeks</td>
<td>480</td>
<td>14.3%</td>
<td>315</td>
<td>14.2%</td>
</tr>
<tr>
<td>14 weeks +</td>
<td>2,195</td>
<td>65.0%</td>
<td>1,675</td>
<td>75.9%</td>
</tr>
</tbody>
</table>
Global Summer Experiences

- 2-6 weeks
- No tuition fee
- 325 places at 34 destinations
- Can apply for Broadening Horizons Award
- Freedom of course choices

A few of our destinations...
One week experience for WP students

2016: Kuala Lumpur
- Explored Kuala Lumpur’s use of smart technologies
- Met with heads of government departments and had the chance to present their responses

2017: Nairobi
- 'How do smart cities ensure they are inclusive?'
- Met with leaders from across the public, private and NGO sectors including representatives from the United Nations and Vision Africa
One week experience for WP students

Lauren, Kuala Lumpur 2016
Did a semester abroad at the University of Washington, Seattle

Berfin, Nairobi 2017
Has applied for a summer exchange in 2018
One week experience for WP students

2018: Berlin

- 50 students
- How has Berlin’s history shaped attitudes in the 21st century?
- Concepts of civic engagement through interaction with social entrepreneurs and start ups.
- Develop soft skills including entrepreneurial thinking, leadership within team work, communication and presentation skills.
### One week experience for WP students

<table>
<thead>
<tr>
<th>Total participants</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future interest in studying abroad</td>
<td>22 (44%)</td>
</tr>
</tbody>
</table>
Contact:
Annie Lloyd, Global Mobility Officer
annie.lloyd@kcl.ac.uk
0207 848 0379
Overview

1. Irish and UCD policies in relation to WP
2. How UCD promotes mobility to WP students
3. Personal experience with students from these categories
4. Development of EMASI toolkit
Irish and UCD policies on WP

• The Irish government’s current National Plan for Equity of Access to Higher Education 2015-2019 (also known as the National Access Plan) is stated as follows:

  To ensure that the student body entering, participating in and completing higher education at all levels reflects the diversity and social mix of Ireland’s population.

• Goals
  – Mainstream delivery of equity of access in HEIs
  – Assess impact of current initiatives
  – Gather accurate data and evidence on access and participation to support policy
  – Build coherent pathways from FE and foster other entry routes to HE
  – Develop regional and community partnership strategies for increasing access to HE

UNICA IRO meeting 2018
The six targeted under-represented groups are:

- Entrants from socio-economic groups that have low participation in higher education
- First time, mature student entrants
- Students with disabilities
- Part-time/flexible learners
- Further education award holders
- Irish Travellers

UNICA IRO meeting 2018
In UCD, the Widening Participation Committee was established in 2012.

Supported and enabled by the UCD Centre for Access & Lifelong Learning (ALL). UCD ALL provides policy, and student support, towards engaging students with disabilities, adult learners, part-time learners, and students who experience socio-economic disadvantage.

2016/17 report of the WP Committee stated that 28.5% of UCD students from under-represented groups.

Progression rate matches general student group – 86.9%.

Non-completion rate slightly higher – 20.1%.
How UCD promotes mobility opportunities to WP

- UCD International runs promotional campaign during 1st semester each year
- Reliance largely on self-identification of students (confidentiality issues)
- Incorporation into general promotional events
- Highlighting information on funding and supports for specific categories of students
- Note additional Erasmus funding for students with disabilities
- Financial workshops based on information from returned students
- Liaison with UCD ALL – relationship actively developed
- Student Advisers – mature student contact
How UCD promotes mobility opportunities to WP students

Financial support

• Internal – top-up payment for HEAR students on Erasmus mobility

• External – NA provides SISSI funds for Erasmus students on higher levels of SUSI grants
  – SISSI – Social Inclusion Supplementary Support Initiative
  – SUSI – Student Universal Support Ireland, means-tested, government funding

• Processing Erasmus funding applications for students with disabilities

• Erasmus+ ICM funding has opened opportunities beyond Europe to students

• Short-term mobility, especially with funding/scholarships eg UNICA student conference, summer schools
How UCD promotes mobility opportunities to WP students

Other support

• Information sessions with returned students
• PEA programme – Peer Exchange Advisors
• Pre-departure briefings
• Open-door policy in UCD International
Future developments

- Growth of Erasmus+ ICM mobility
- New Humanities and Social Sciences programmes from 2018
  - First cohort abroad 2020
  - Current requirement – 2 semesters abroad
  - New programmes allow for 1 semester and/or internship options
  - Will promote mobility for students not able to afford – financially or because of other commitments – full academic year abroad
Future Developments

• Working group has been established to consider how to remove barriers to HE access to Refugees, Asylum Seekers and those with leave to remain in Ireland

• UCD has just achieved University of Sanctuary status

• The University has developed a number of initiatives to encourage engagement with members of the Irish Traveller Community.
Personal experience

• Socio-economic groups – HEAR
  – Liaison with UCD ALL, confirmation of students
  – Additional funding allocated
  – 16 students 2016/17
  – 18 students 2017/18

• Students with disabilities - DARE
  – Majority may need support for disabilities such as dyslexia, dyspraxia or ongoing conditions such as diabetes. Contact with the host universities to ensure similar supports. Usually to our students to those they receive in UCD. For such students, this is never a problem.
  – Numbers are approx. 10-15 per year

UNICA IRO meeting 2018
Personal experience

Students with disabilities – DARE – cont’d

– 2 students with high-level needs abroad in 2017/18
– Early contact with host university to discuss needs
– Financial support essential

• Mature students
  – numbers are small, no more than 2 per year
  – other commitments affect ability to take up mobility
  – Funding retained on mobility, eg Back to Education grant
• Funded by Key Action 3: Support for Policy Reform
• Led by Irish University Association (IUA)
• EMASI – Enhancing Mobility for Access Students in Ireland
• Two elements
  – national report
  – online toolkit www.mobilitytoolkit.ie
• Still in development phase, but has been tested by IO staff and students
• Central source for supporting students from under-represented groups
Go raibh maith agaibh
Thank You

Catherine Convery
European Programmes Officer
catherine.m.convery@ucd.ie