

Mentoring and its positive effects on outcomes for undergraduates from under-represented groups: the Kingston University experience



Has more effective targeting led to greater success for students from under-represented groups?

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Equality challenges in higher education

Progression and Attainment

- Women in STEMB
- White males from lower socio-economic backgrounds
- Ethnicity (BME) attainment gap
- Lower proportion of mature students gaining a first or upper second class degree

Employment and further study

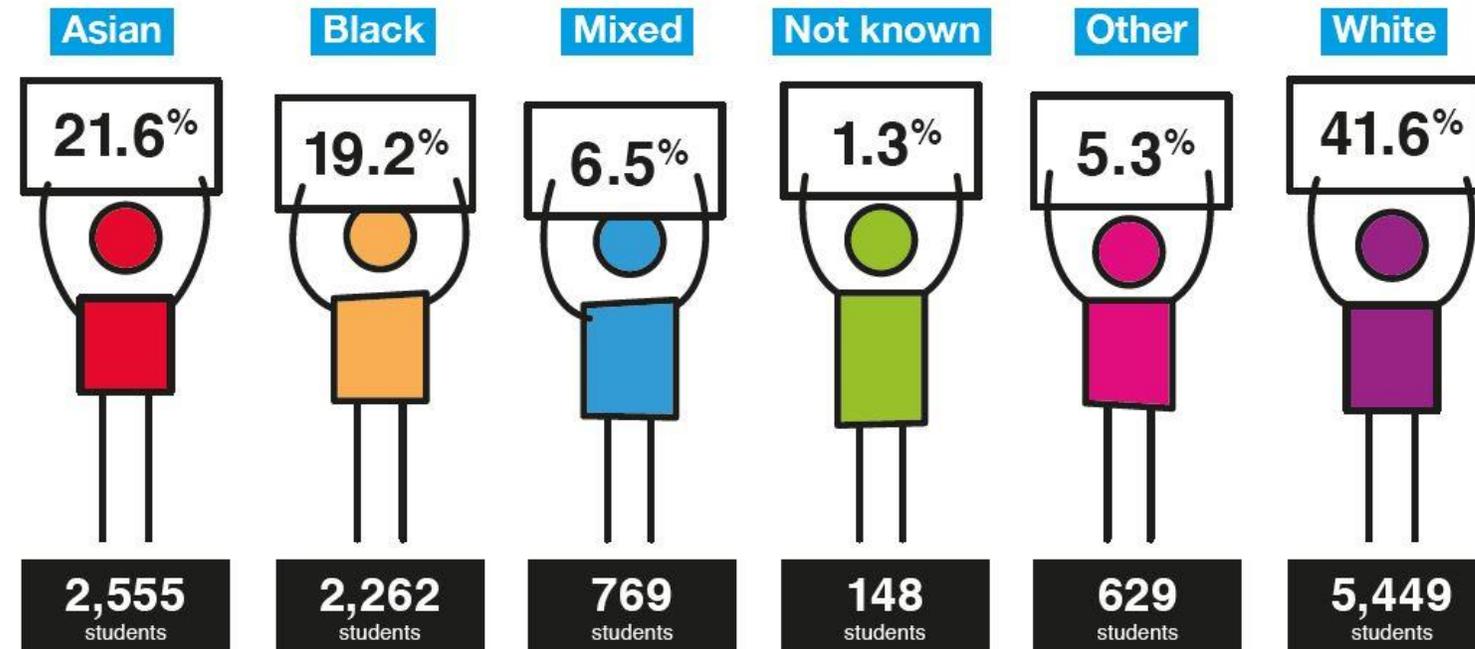
- Differential outcomes in graduate employment opportunities around ethnicity and disability

The Kingston University student demographic

Ethnicity

Home and EU student demographics

Ethnicity

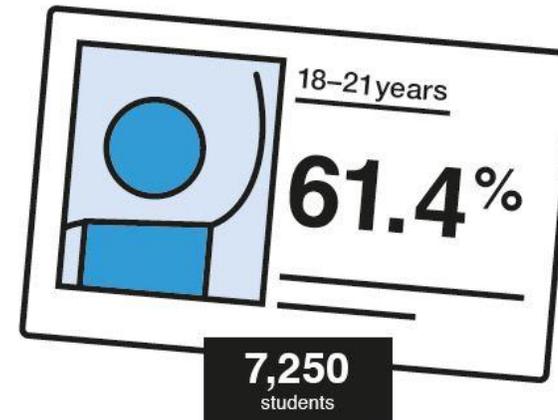


Age on entry

Home and EU student demographics

Age on entry

21 years +



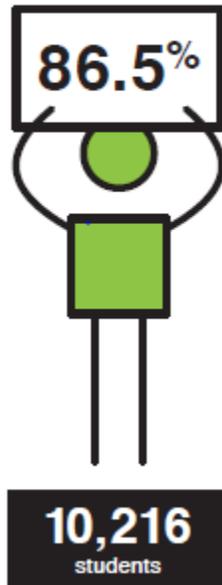
18-21 years

Disability

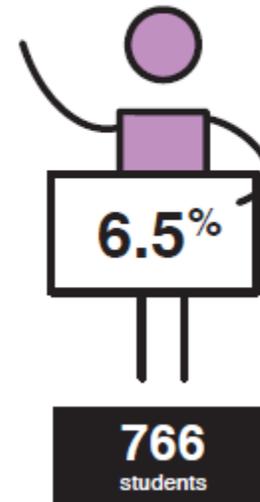
Home and EU student demographics

Disability

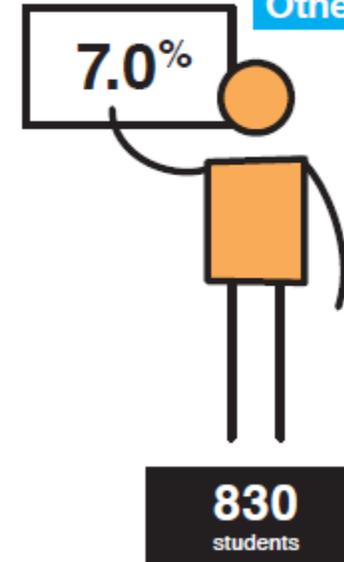
No declared disability



Specific learning difference



Other disability



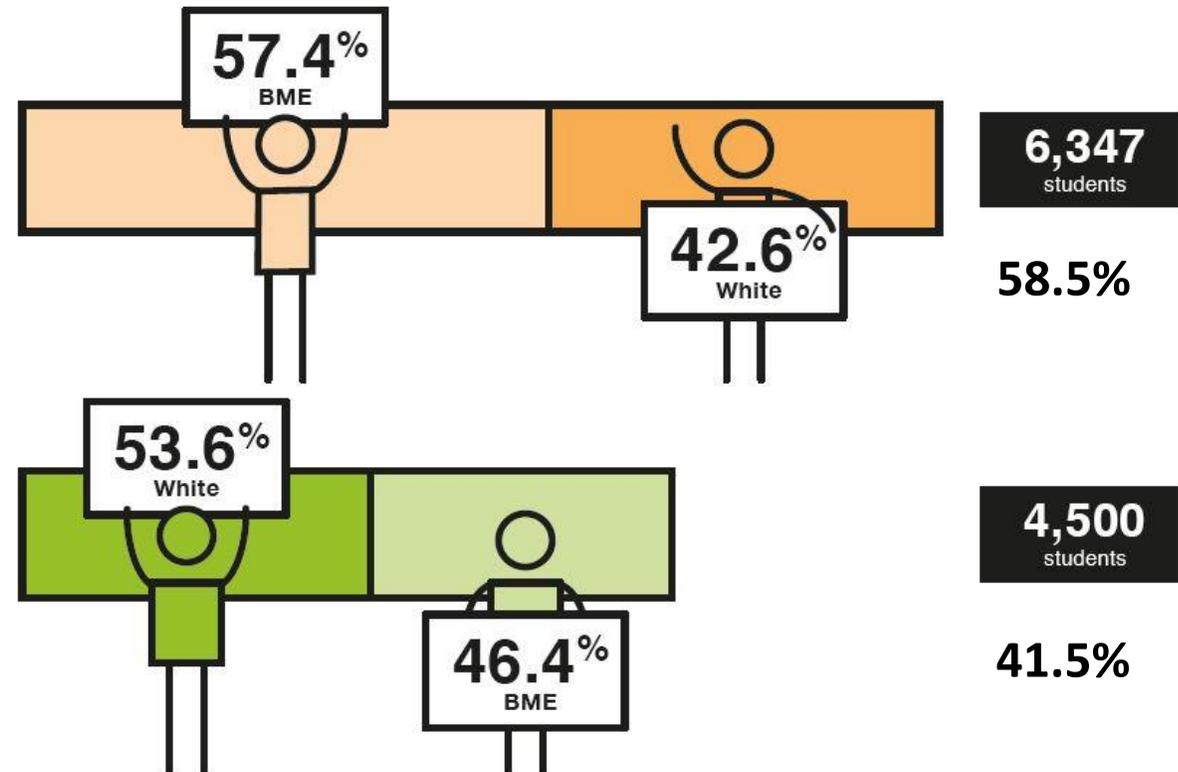
First generation

Home and EU student demographics

First generation

1st generation

Not 1st generation

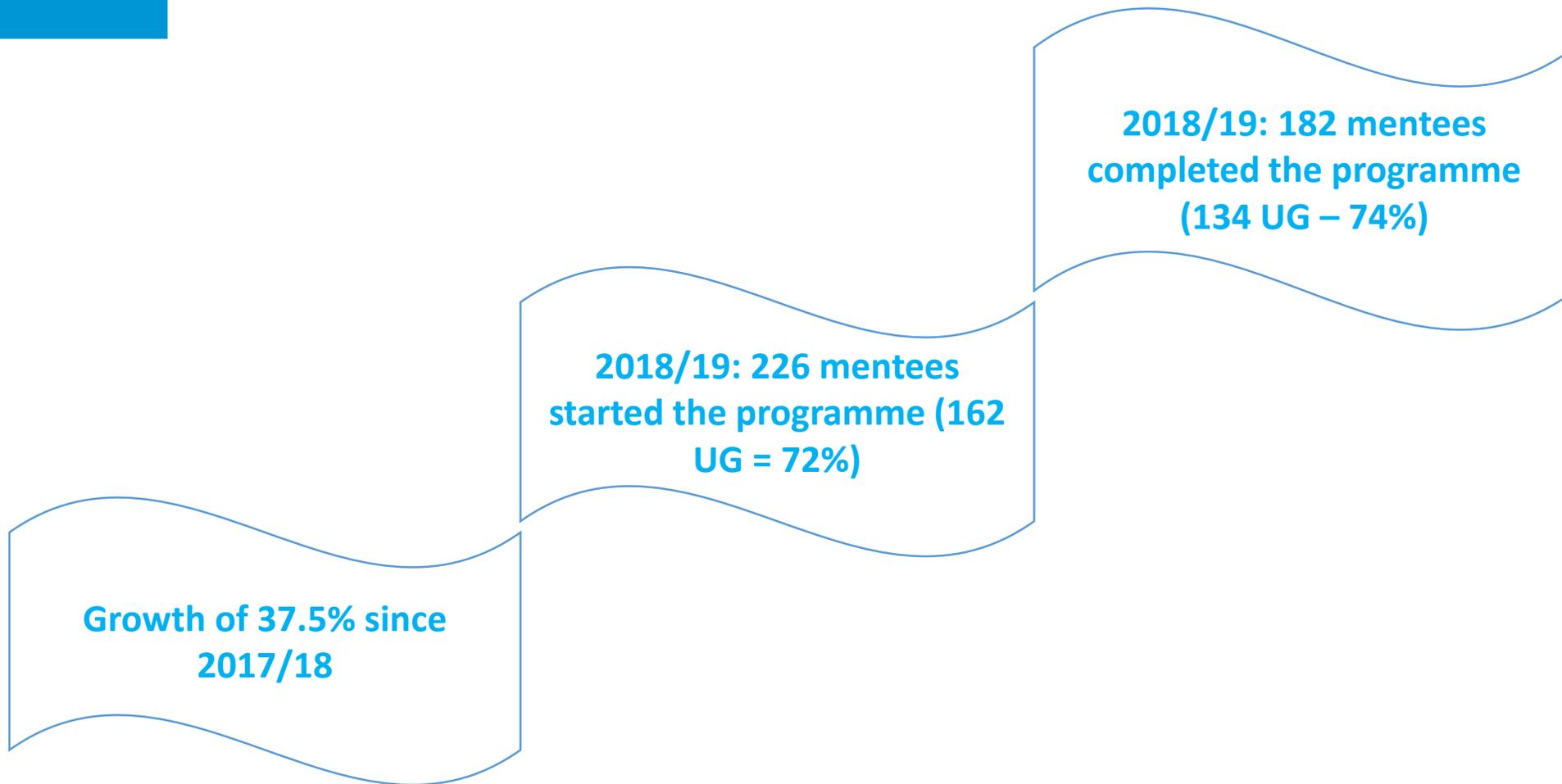


Equality challenges at Kingston University and how these apply to mentoring

CATEGORY	2017/18	2018/19	2019/20
Black and minority ethnic (BME)	✓	✓	✓
Disability or specific learning difference	✓	✓	✓
First generation white males	✓	✓	✓
Women in STEMB	✓	✓	✓
KU Cares		✓	✓
LGBT+		✓	✓
Mature		✓	✓
Commuter			✓
Student parents			✓

Beyond Barriers Student Mentoring programme: aims

- To address inequalities in higher education
- To provide additional support
- To help the University make progress against targets
- To enhance the student experience overall



**Growth of 37.5% since
2017/18**

**2018/19: 226 mentees
started the programme (162
UG = 72%)**

**2018/19: 182 mentees
completed the programme
(134 UG – 74%)**

Beyond Barriers Student Mentoring programme: mechanics

- The application process and programme dates
- How we promote the scheme to prospective mentees and mentors
- How we match pairs (and manage expectations in terms of matching)
- Training and support offered
- The role of the mentor (and what they aren't expected to help with)

Effective targeting

- Targeted communication
- Ensure the programme is **'fit for purpose'**
- Avoid stereotype threat

Evidence of success: quantitative

- 2017/18 Activity Impact Monitoring report
- Strong endorsement of the scheme's impact on the progression and completion rates of undergraduate students in under-represented groups
- Those who participated had significantly better progression rates than non-engaged students, **despite average tariff points for participants being one point lower than for the wider population**

Organisational benefits

“Mentoring is also recognised as a prosocial behaviour where individuals develop relationships which “will benefit the person, group or organization toward which the behaviour is directed””

(Allen, 2003, p.137; Gibson et al, 2000) (article that quotes these: ‘Developing tomorrow’s talent: the case of an undergraduate mentoring programme’ (Judie M Gannon and Angela Maher, ‘Education and Training’, 2011)

Paul Das (mentor)

'Working with the Beyond Barriers Mentoring Scheme completed my journey with Kingston University. Working as a mentor made me realise how much I wanted someone else to succeed'

Angela Dennis (mentee)

'I was sceptical about whether the scheme would be beneficial for me. I am a middle aged mum of two young kids transitioning from a long career in law... into HR. My mentor was perfect for me - a working mum in change management at the Law Society. She really helped me work out next steps after I finished my Masters in International HRM'

Clive Suckling (mentor)

'I found it immensely rewarding to spend time with my mentee aiding him in developing his thoughts on what to do after graduating. I also greatly valued the opportunities for mixing with other mentors to share experiences'

Patryk Przybylski (mentee)

'Taking part in Beyond Barriers Scheme was one of my best career and self -development related decisions in 2018... thanks to [my mentor] I had the opportunity to sign up for coaching courses, improve my soft skills and meet great people'

What more can we do?

- Ongoing assessment of existing categories / potential categories to be added and evidence behind these
- More targeting of mentors from specific employment fields to enable close industry matches
- Continue with careful matching and hone our application form to make this even more targeted and offer more opportunities to express specific preferences
- Working more with disability and dyslexia and KU Cares teams
- Training on moving on at end of programme

Questions