



UCL



ANNUAL MONITORING AND EVALUATION REPORT 2020-2021

UCL Access and Widening Participation Office

ABOUT ACCESS AND WIDENING PARTICIPATION AT UCL

UCL has one of the largest Access and Widening Participation operations in the country.

Access is one of the principal themes of UCL 2034, UCL's 20-year strategic vision, which outlines UCL's objective to be a university that reflects its community, ensuring equality of opportunity for all those wishing to enter and succeed.

Our access and widening participation programmes are innovative, evidence-led and shape the national direction, working at all levels from primary school through to adult learners returning to education. Our aim is to ensure that all applicants have an equal chance of entering UCL, regardless of background, ethnicity, age or disability.

To achieve these aims we design and deliver programmes to eliminate gaps in access between the most and least represented groups of students at UCL.

Our work is underpinned by **UCL's Access and Participation Plan** (2020-21 to 2024-25) which has identified key barriers that underrepresented groups face in accessing UCL (see right).

More information about the characteristics of who we work with is provided in the next section and on page 28.

Prior school attainment

We work with schools to support raising attainment of pupils from underrepresented groups. We also run a contextual offer scheme called Access UCL, to create an impact on UCL's undergraduate application and enrolment numbers from underrepresented backgrounds. This levels the playing field in the admissions process by looking at the context in which an applicant has achieved their exam results.

Information, advice and guidance (IAG)

We know that access to high-quality IAG can vary by background and we deliver targeted IAG programmes for underrepresented groups.

Geography

Our residential and online programmes are designed to reach underrepresented groups outside of London.

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>> **“It was very engaging and interesting, I found it very helpful to learn more about the subject as a whole. I plan to attend the Astrophysics Masterclass too; I look forward to it.”**

Masterclass participant 2020-21

INTRODUCTION

WHO WE WORK WITH

We select participants from state schools to attend our programmes based on a set of criteria and prioritise young people from the least represented groups, i.e., those who meet the highest number of criteria.

Our eligibility criteria

- ✔ Students who are attending non-selective, low performing **state schools**
- ✔ Students whose **parents or carers did not attend university** and are from non-professional occupations. The latter is measured using the National Statistics Socio-economic classification (NS-SEC) provided by the Office for National Statistics (ONS)
- ✔ Students who are eligible for **free school meals**
- ✔ Students who **live in neighbourhoods with low overall progression rates to higher education** and high levels of deprivation. We measure this using indicators including POLAR 4, IMD and ACORN (please see glossary on page 31 for full definitions)
- ✔ Students who are from groups, such as **young carers, disabled students** or those from some **ethnic groups**, currently underrepresented at UCL

Access UCL

To be eligible for Access UCL, UCL's contextual offer scheme, in 2020-21 applicants must have been attending/attended a low-performing UK state school* and have a home postcode in an area of low progression to higher education**, or high financial, social, or economic deprivation***.

Care experienced, young carer, and estranged applicants were also eligible for Access UCL. Care experienced applicants were eligible whether they attended a UK state or independent school.

* The lower 50% of schools in England and Wales for average GCSE achievement and/or average A-level point score.

** We used the Index of Multiple Deprivation data to identify levels of financial, social, or economic deprivation as identified by home postcode.

*** We used POLAR 4 classification to look at how likely young people were to participate in HE across the UK, as defined by home postcode.

OUR EVALUATION AND MONITORING METHODS

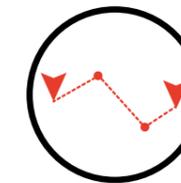
Our evaluation design is underpinned by the Office for Student's Standard of Evidence. We take a rigorous, multi-pronged approach to evaluate the effectiveness of our programmes and examine their impact, and feedback this evidence into programme policies and design.



Monitoring the demographics of our participants to ensure that we are engaging with groups we have identified as underrepresented at UCL (and in higher education more widely)



Collecting quantitative and qualitative data from participants, at baseline prior to the programme as well as after the completion of the programme, to examine changes in areas such as knowledge and attitudes to higher education



Tracking our participants through Higher Education Access Tracker (HEAT) to examine whether they applied to and enrolled in higher education



Collecting survey data and tracking the higher education outcomes of comparison or control groups with similar characteristics to our participants to conduct counterfactual analysis

ABOUT THIS REPORT

In 2020-21 we ran 78 activities, many in collaboration with colleagues based in faculties and academic departments at UCL.

All of our activities ran online due to the Covid-19 pandemic and were offered across a number of platforms such as Brightside, The Sutton Trust platform, Zoom, Moodle etc.

We also collaborated with a number of external organisations in 2020-21 both to deliver our programmes and to pilot new evaluation methods.

This report is UCL's Access and Widening Participation Office's annual update on participant engagement and evaluation findings for the 2020-2021 academic year.

We present for 2020-21:

- ✔ A breakdown of **demographic information** for young people who took part in our access and widening participation programmes (participants)
- ✔ Evaluation **survey data** to understand the effectiveness of our programmes
- ✔ The **impact of access programmes** through data on the destinations of past participants, using UCL enrolment data as well as data from the Higher Education Statistics Agency (HESA)
- ✔ Two **case studies** to showcase our collaborations with external evaluation partners

»» “[My favourite part of the programme was] engaging with schoolwork and friends, even during lockdown. It gave my day more structure and kept my brain active.”

Horizons participant 2020-21



»» “For me personally, the most useful aspect of the UCL Summer School was being able to discuss student life at the university with current and former students. By speaking to them I have been able to gain a real insight into what it’s like to study at university level.”

Summer School participant 2020-21

INTRODUCTION

OUR ACTIVITIES IN 2020-21

All of our events and activities are designed to give students a greater insight into UCL's degree programmes and student life.

Pre-16 Activities

Envision

Envision is for young people of Black African and Caribbean heritage in Years 10-12, who are interested in learning more about university and future career options.



UCL Explore English Summer School

The UCL Explore English Summer School aims to support Year 10 students to improve their GCSE English creative writing skills and learn more about university.



UCL Scholars

UCL Scholars is an online literacy skills programme for Year 9 pupils, delivered by UCL in partnership with the National Literacy Trust.



Informed Futures

UCL Informed Futures equips secondary school students and their parents or carers with the knowledge and confidence to succeed in their next steps in education.



UCL Horizons

UCL Horizons is an online programme for students in Year 10 which focuses on preparing them for their Maths GCSE and improving their study skills.



UCL Culture

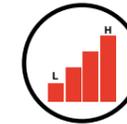
UCL East Schools Engagement team connects the university community with schools in Hackney, Newham, Tower Hamlets and Waltham Forest, through free hands-on sessions at UCL and in schools.



Post-16 Activities

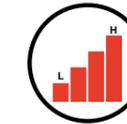
Envision

Envision is for young people of Black African and Caribbean heritage in Years 10-12, who are interested in learning more about university and future career options.



Policy Target Groups

We provide additional support to students from groups facing specific obstacles to accessing higher education, including young carers, disabled students and some ethnic groups.



Target Medicine

Target Medicine is UCL Medical School's initiative aimed at raising the attainment and aspirations of young people from backgrounds underrepresented in higher education and medical school.



Masterclasses

Masterclasses are subject-specific hour-long sessions for students in Year 12 to learn more about what it would be like to study at university.



Realising Opportunities

UCL is a member of Realising Opportunities. The programme provides skills, development, opportunities, and information to help students make decisions about their future.



UCL Choices

UCL Choices are subject-specific taster sessions that give young people in Year 12 an insight into degree subjects related to the A Levels they are studying.



Online Summer Schools

Our Online Summer Schools are run in partnership with The Sutton Trust. There are a wide range of subjects to choose from which give an insight into both university study and life.



Key

Low Intensity One-off Event



Short Term Sustained programme



High Intensity One-off Event



Long Term Sustained Programme



Please see glossary on page 31 for further information on event and programme types.

OUR PROGRAMMES IN 2020-2021

In 2020-21 3311 unique school pupils attended UCL's Access and Widening Participation Office's programmes.

Overall, we delivered **78** programmes with **4132** participants. The number of participants is higher because some school pupils attended more than one programme during the year.

The highest number of participants were on high intensity one-off events (**75%**) on programmes such as Informed Futures, Masterclasses and UCL Choices. Approximately **70%** of participants were on a Post-16 programme while **30%** were on a Pre-16 programme.

Table 1.1 (see right) presents participant demographic statistics for the key indicators of disadvantage used as part of the shortlisting process. Data from the previous academic year is provided for comparison.

In comparison to the previous academic year, the proportion of participants from POLAR 4 Quintile 1 increased from **6%** to **10%**, however there were decreases in the proportion of IMD Quintile 1 (**30%** to **28%**) and ACORN target groups (**50%** to **47%**) participants. Additionally, while the proportions of first-generation participants and those with parental occupation in target NS-SEC occupations (which comprises of those who never worked or were long-term unemployed, in routine or semi-routine occupations, in lower supervisory or technical occupations, or those who are self-employed) was similar to the last academic year, there was a decrease in participants eligible for free school meals from **41%** to **26%**.

>> **“I liked the study skills section and the scavenger hunt a lot, they helped me learn new things and skills which will be useful in the future.”**

UCL Explore English Summer School participant 2020-21

Proportion of participants by demographics and indicators of disadvantage in 2020-2021



		2019- 2020	2020-2021
Postcode	POLAR 4 Q1	6%	10%
	IMD Q1	30%	28%
	ACORN L (20/21 only), M, O, P or Q	50%	47%
Gender	Female	61%	67%
	Male	23%	29%
	Other	<1%	<1%
Parent Economic Indicators	First Generation - No Parental University	55%	55%
	Parental Occupation NS-SEC 4 – 8	33%	35%
	Free School Meals	41%	26%
Other Indicators of Disadvantage	Care Experienced	3%	2%
	Disability	5%	6%
	Estranged	1%	<1%
	Gypsy/ Traveller	0%	<1%
	Forced Migrant	1%	2%
Ethnicity	Black African, Black Caribbean or Other Black	36%	26%
	White (British, Irish, Scottish or Other)	15%	22%
	All other ethnicity	49%	52%

Table 1.1: Proportion of participants by demographics and indicators of disadvantage

ACTIVITIES

EVALUATION FINDINGS 2020-2021

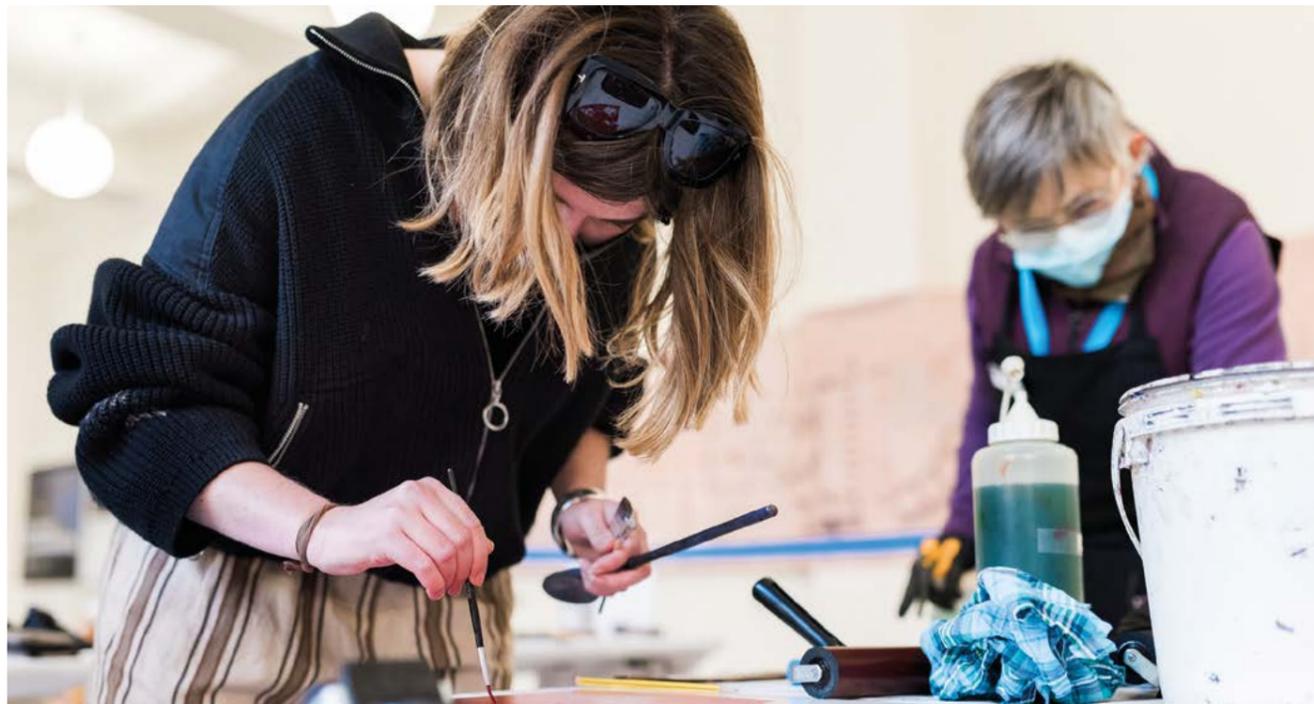
Throughout 2020-21, pre and post evaluation surveys were conducted to assess the effectiveness of our programmes in meeting their stated objectives.

Participants were asked to rate a series of statements, tailored to each specific programme, at the start and end of the activity. This part of the report summarises the key findings from these evaluation surveys.

Participants were asked to rate how useful they found specific aspects of the programme that they attended. An overall summary of the responses received are summarised in Figure 1.1 (see right).

>> **“I think the main thing was knowing that tons of people from my background were in the same position as me, and that we had the support to apply.”**

Target Medicine Mentoring Scheme participant 2020-21



Participant ratings of specific aspects of access programmes

Programme aspects participants rated Very Helpful or Fairly Helpful:

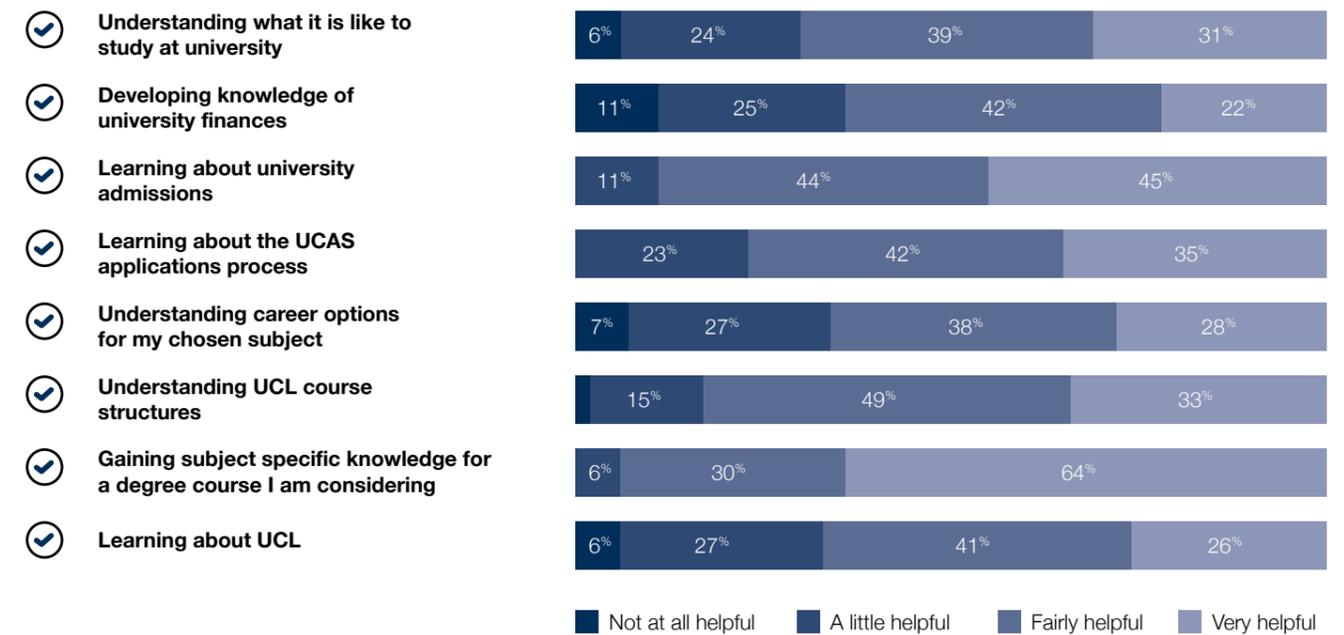


Figure 1.1: Participant ratings of specific aspects of access programmes

For each aspect participants were asked to rate, at least **60%** noted that they had found the aspect of the programme Very Helpful or Fairly Helpful. Specifically the proportion of participants rating each statement as Very Helpful or Fairly Helpful were: **94%** for “Gaining subject specific knowledge for a degree course I am considering”; **89%** for “Learning about UCL admissions”; **82%** for “Understanding UCL course structures”; **77%** for “Learning about the UCAS applications process”; **70%** for “ Understanding what it is like to study at university”; **67%** for “Learning about UCL”; **65%** for “Understanding career options for my chosen subject” and **63%** for “ Developing knowledge of university finances”.

Additional analysis was conducted to compare the overall ratings that participants provided in how confident they felt about aspects of applying to and studying at university, both before and after they attended the programme. An overall summary of confidence ratings are provided in Figure 1.2 (see page 13).



Participant before and after activity confidence ratings



Increase in “Fairly confident” or “Very confident” after activity about “Managing workload at university”

Increase in “Fairly confident” or “Very confident” after activity about “Selecting the right university course for you”

Decrease in “Fairly confident” or “Very confident” after activity about “The process of applying to study at university via UCAS”

(continued from page 11)

For 8 out of the 9 statements that participants rated, the proportion of participants providing a Fairly Confident or Very Confident rating increased in the post-programme survey compared to the pre-programme baseline.

Specifically the increase (see Figure 1.2 right) in participants providing a Fairly Confident or Very Confident were: **26%** increase for “Managing workload at university” and “Living in university halls in London”; **20%** increase for “Researching university course options”; **19%** increase for “Career options available for your chosen degree programme”; **13%** increase for “Selecting the right university course for you”; **12%** increase for “Your subject knowledge of your chosen degree programme”; and a **5%** increase for “Managing your finances at university” and “Writing your UCAS personal statement”.

For one statement “The process of applying to study at university via UCAS” there was a decrease in the proportion of participants providing a Fairly Confident or Very Confident rating of **2%**.

>> “It was very informative and insightful. I really enjoyed the finance talk.”

Envision Year 10-11 participant 2020-21

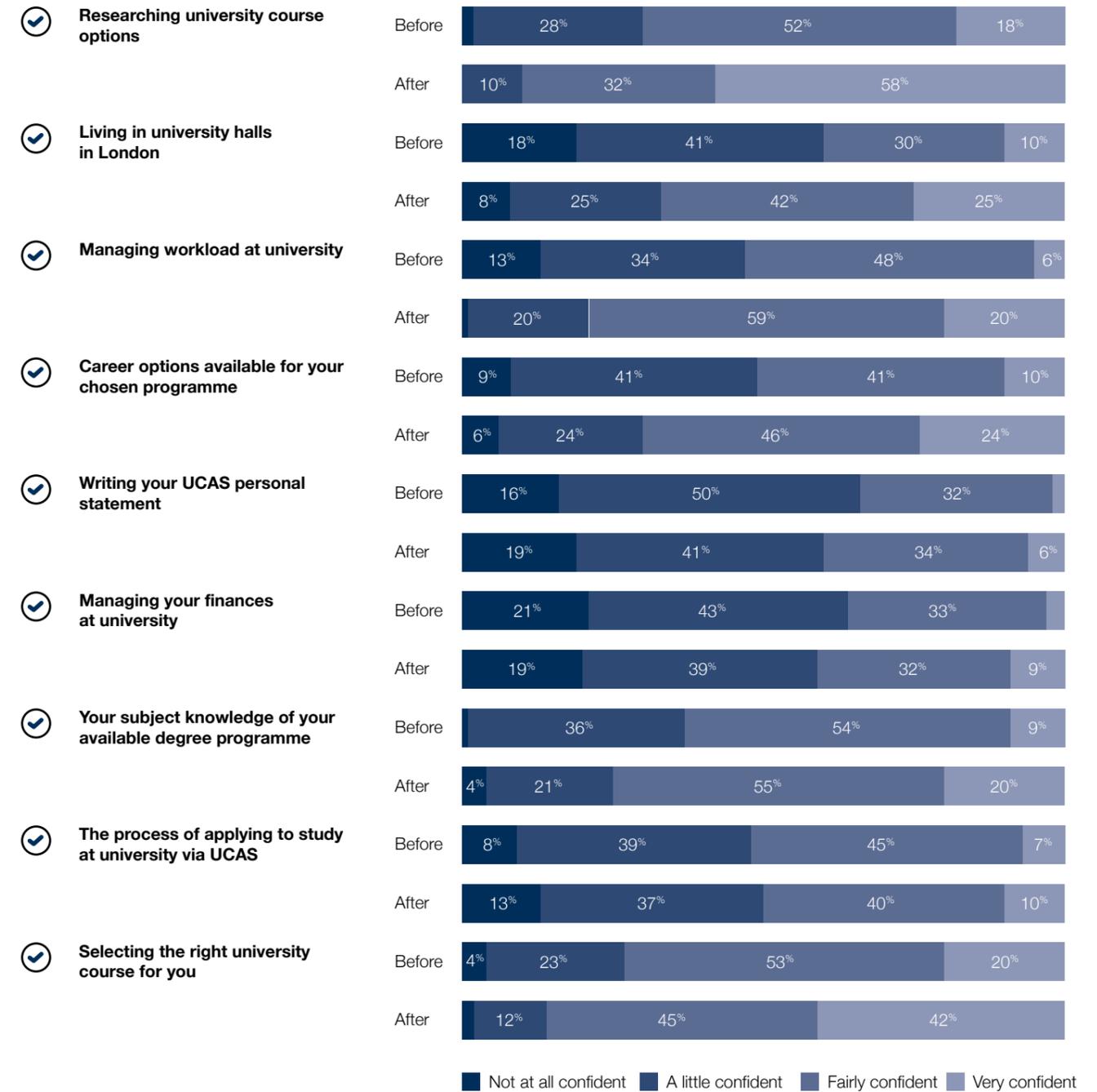


Figure 1.2: Participant before and after activity confidence ratings



NEW EVALUATION METHODS 2020-21: CASE STUDIES

We work with partner higher education institutions and other organisations to develop new evaluation methods and generate evidence on what works in access and widening participation.

In this report we focus on two separate collaborations, one with **Transforming Access and Student Outcomes in Higher Education (TASO)** and another with **ImpactED** both of which allowed us to conduct new methods of evaluation within the Access and Widening Participation Office during 2020-21.

In 2020-21 our summer schools were part of a large randomised control trial across the higher education sector, led by the Centre for Transforming Access and student outcomes (TASO).

We have also partnered with Impact Ed on a school-based attainment raising programme, allowing us to access school level data and examine the attainment outcomes of participants in comparison to their peers.

These case-studies provide more detail on our collaborations with our evaluation partners.

»» **“I really liked being able to talk to student leaders to find out opinions of the course from those who have actually studied it. I also loved the lectures / seminars as I found them really interesting!”**

Summer Schools participant 2020-21

UCL Summer Schools: Randomised Control Trial and Implementation and Process Evaluation with TASO

The 2021 UCL Summer Schools programme was part of the Transforming Access and Student Outcomes in Higher Education centre (TASO) impact and process evaluation project. Funded by the Office for Students, TASO is an affiliate What Works Centre and generates evidence about effective practice in widening participation and student outcomes.

Eight higher education institutions, including UCL, took part in the evaluation to understand how effective summer schools are at improving access to higher education. The impact evaluation element of the project comprises of a randomised control trial (RCT), conducted in collaboration with the Behavioural Insights Team (BIT).

Eight UCL subject specific summer schools; architecture, astrophysics, biosciences, chemical engineering, economics, health and wellbeing data science, history, and natural sciences, were included.

All eligible applicants to these programmes were randomised to create two groups: a participant group who were selected to attend the summer school and a control group who were not selected. The randomisation methodology was developed by BIT for all the higher education institutions that were part of the RCT. A stratified randomisation approach was taken at an individual applicant level and in blocks by summer school subject.

The primary outcome to be studied through the project is progression to higher education and in 2023 higher education progression data will be collected through the Higher Education Access Tracker (HEAT). Additionally, survey data is also being collected from the participant and control groups at three points: at the summer school application stage, after completion of the summer schools and in Spring 2022. Secondary outcomes measures data will be collected through surveys and includes the intention of applying to higher education, self-efficacy related to higher education, compatibility of higher education with social identity, perceptions of practical barriers to higher education and Covid-19 impact.

To complement the RCT, a process and implementation evaluation (IPE) has also been conducted in collaboration with TASO and the other participating higher education institutions (i.e. the IPE research group). This focuses on summer school participants' experience of attending the summer school using a mixed methods research approach including surveys and interviews. Data was collected just before the start of the summer school, mid-way through the summer school and at the end of the summer school. See page 16 for the key research questions.

TASO Key Research Questions

Pre- Summer School



What motivated participants to apply for the summer school?

What are their future higher education plans?

How confident do they feel about applying to study at university?

Mid-point



What are participants' experiences of attending the summer school online?

How engaged were participants during the summer school programme?

Post-Summer School



To what extent did participants find specific aspects of the summer school helpful in making decisions about higher education study?

What are their future higher education plans?

To what extent has their confidence about applying to study at university changed since the start of the summer school?

(cont. from page 15)

The IPE was primarily conducted through the collection of qualitative survey and interview data. Thematic analysis has been conducted and a coding framework developed in collaboration with the IPE research group. The themes emerging from the data have been grouped under Motivations, Perceptions of Higher Education (Barriers, Influencers and Enablers), and Higher Education Perceptions.

Full reports on the IPE and RCT projects are expected in 2022 and 2023 respectively.

UCL Horizons: Attainment Raising Evaluation with ImpactED

In 2020-21 UCL's Access and Widening Participation Office also partnered with ImpactED to conduct an impact evaluation of the 2021 UCL Horizons programme; a long-term outreach programme aimed at supporting maths attainment for Year 10 students from partner schools in London.

Schools nominated eligible students to participate in the programme; to be eligible for the programme students must have been working at a grade 5 in maths and meet UCL's Widening Participation **eligibility criteria**. Over five months from February to June 2021, participating pupils received maths support through resources produced by Maths Education Innovation (MEI), alongside mentoring and other study skills support through Brightside engagement.

The focus of the evaluation for this project was twofold: to examine the impact on maths attainment over two years and to study non-cognitive outcomes with predictive validity, which have been shown to be associated with improvements in long-term outcomes such as academic achievement, and higher education destinations. Alongside academic achievement, there is evidence that these skills – such as metacognition and self-efficacy – can be particularly important in closing disadvantage gaps (Gutmann & Schoon, 2013).

The evaluation of the programme was guided by the following research questions:

- ✓ **What is the overall change observed in participating pupils' attainment in maths compared to the matched control group?**
- ✓ **What is the overall change observed in participating pupils' survey outcomes before and after the programme?**
- ✓ **What is the link between the progress in non-cognitive survey outcomes, engagement, and attainment for participating pupils?**
- ✓ **What is the differential impact of the programme based on pupil demographics such as Pupil Premium eligibility and gender?**
- ✓ **What is the link between pupil participation in the programme, engagement, and overall attainment?**

The evaluation used a matched control group design to better isolate the impact of the Horizons programme beyond simply comparing pre-programme and post-programme data. As pupil selection for the programme was conducted through a nomination process, a randomised control group was not suitable. As such, a matched control group consisting of students not participating in the programme was used to control for prior attainment.

Findings from Year 1 of the evaluation suggests that the Horizons programme has had a notable impact on pupil's non-cognitive skills especially self-efficacy, motivation and engagement which are positively correlated with improved academic progress. However, attainment data presents a slightly different picture with working at grade lowering for both participating and control groups. This result may be updated as further data is collected and we collect final GCSE grades in the following academic year.



ACCESS UCL CONTEXTUAL OFFER SCHEME

Access UCL is UCL’s contextual offer scheme for applicants from groups that are underrepresented at UCL.

Eligible applicants will receive a contextual offer that is lower than the standard offer for the programme they have applied for (contextual offer entry requirements can be found on our **prospectus pages**).

Further information about the eligibility requirements for Access UCL is available on the **UCL website**.

Key findings for students who applied in 2020/21 and went on to enrol in 2021/22 include:

- ✔ 569 students entered UCL in 2021/22 through Access UCL. This is a **49%** increase on last year’s Access UCL intake of 383.
- ✔ **67%** of firm Access UCL offer holders met the standard entry requirements for the programme they applied for i.e. didn’t ‘use’ their Access UCL offer. Compared with **62%** in 2019/20.
- ✔ **14%** of all UK domiciled undergraduate applications were eligible for consideration under Access UCL, up from **13%** in 2020, and 12% in 2019.
- ✔ POLAR Q1 applications rose to **5.7%** from **5.3%** in 2020 (an increase on pre-Access UCL levels of **4.5%**).
- ✔ UCL’s IMD Q1 intake rose from 568 to 571, but the percentage intake fell from **14.9%** to **13.6%**.
- ✔ Even with teacher assessed grades, Access UCL firm offer holders were less likely to achieve their grades than non-Access UCL offer holders. **31%** of Access UCL offer holders did not achieve the grades needed for their offer (CF **37%** in 2020). This compares with **23%** of non-Access UCL students.

»» **“I have really enjoyed looking at the sort of degrees that universities offer and things that I can do in the future.”**

Horizons participant 2020-21

DESTINATIONS OF PAST PARTICIPANTS

This section of the report presents progression to UCL data for participants who participated on UCL Access and Widening Participation activities in the past, are 18 years old and ready to progress to university (i.e., “HE Ready”) in 2021.

Overall, 6221 past participants were HE ready in 2021 and of these 1037 participants applied to UCL. **43%** received either a conditional or unconditional offer. **59%** of offer holders accepted the offer as their Firm (**57%**) or Insurance (**2%**) choice. **40%** of the Firm and Insurance offer holders met the terms of their offer and enrolled on a degree programme.

121 applicants who received an offer were also eligible for an Access UCL reduced offer and 74 accepted this as their Firm or Insurance choice. 51 Access UCL offer holders enrolled at UCL.

	N	Percentage by Subgroup			
		Participants	Applicants	Offer holders	
Total “HE Ready” Participants	6221				
Total applications to UCL	1037		17%		
UCL Decisions	Offers (Conditional and Unconditional)	443	7%	43%	
	Rejections	614	10%	59%	
Participant Decisions	Firm Acceptances	252	4%	24%	57%
	Insurance Acceptances	10	<1%	<1%	2%
	Declines	268	4%	26%	60%
Enrolled at UCL	176		3%	17%	40%

Table 2.1: UCL Applications, offers and enrolments for 2021-22 entry

Application, Offer and Enrolment rates by Activity Type

As presented in Table 2.2, pre-16 activities had a higher rate of applications to UCL in comparison to post-16 activities, and the application rate was highest for those who had attended both a pre-16 and post-16 activity. There is also a higher offer rate for those who have been on a pre-16 programme (37%) compared to those who have been on a post-16 programme (35%), and the offer rate for those who attended both a pre-16 and post-16 event was equal to those who only attended a post-16 event. Enrolment rate is similar across all three categories.

Low intensity one-off events had the highest rates of applications across the four activity intensity levels while short term sustained programmes had the highest offer rate. This is reflected in the offer rates for summer schools which is higher than the overall offer rate of 39%.

Activity Type	"HE Ready" Participant	UCL Applications		UCL Offers		UCL Enrolled	
		N	% Participant	N	% Applicant	N	% Offer Holder
Pre-16 Only	691	145	21%	53	37%	18	34%
Post-16 Only	648	98	15%	34	35%	12	35%
Pre & Post-16	87	23	26%	8	35%	3	38%
Low Intensity One-off Event	312	69	22%	23	33%	9	39%
High Intensity One-off Event ¹	1065	185	17%	78	42%	39	50%
Short Term Sustained Programme ¹	1683	309	18%	133	43%	61	46%
Long Term Sustained Programme ¹	1668	321	19%	127	40%	58	46%
Summer Schools	953	171	18%	73	43%	35	48%

Table 2.2: UCL applications, offers and enrolments by indicators of programme type

A breakdown of participant characteristics is provided on page 28.

¹ Where a participant attended more than one AWPO programme they are assigned based on the highest level of activity

Application, Offer and Enrolment rates by Indicators of Disadvantage

Table 2.3 presents a breakdown of the application, offers and enrolment rates by participant characteristics and indicators of disadvantage available.

Target Group	Number of "HE Ready" N	UCL Applications		UCL Offers		UCL Enrolled		
		N	% Participant	N	% Applicant	N	% Offer Holder	
Postcode	POLAR 4 Q1	313	40	13%	14	35%	6	43%
	IMD Q1	1528	267	17%	126	47%	55	44%
	ACORN M, O, P or Q	2466	444	18%	183	41%	76	42%
Gender (Unknown = 46)	Female	4287	705	16%	306	43%	127	42%
	Male	1701	315	19%	122	39%	47	39%
	Other	233	17	7%	5	29%	2	40%
Parent Economic Indicators	First Generation - No Parental University	3699	674	18%	274	41%	113	41%
	Free School Meals	2070	401	19%	144	36%	55	38%
Other Indicators of Disadvantage	Care Experience	138	15	11%	7	47%	4	57%
	Disability	266	52	20%	22	42%	6	27%
	Estranged	42	5	12%	1	20%	1	100%
	Gypsy/ Traveller	1	0	0%	-	-	-	-
Ethnicity	Black African, Black Caribbean or Other Black	1650	265	16%	109	41%	41	38%
	White (British, Irish, or Other)	1431	162	11%	72	44%	16	22%
	All other ethnicity	3140	624	20%	252	40%	119	47%

Table 2.3: UCL applications, offers and enrolments by indicators of disadvantage

HIGHER EDUCATION STATISTICS AGENCY (HESA) TRACK DATASET

UCL's Access and Widening Participation Office's evaluation team obtains higher education destinations of past participants through the Higher Education Access Tracker (HEAT).

All participants recorded on the HEAT database are matched to those on the Higher Education Statistics Agency (HESA) entrants' database, allowing us to track the number of participants who entered higher education as first-time entrants.

Tracked Cohort

This report presents data for all UCL Widening Participation participants who were at least 18 years old by 1 September 2017 and were therefore ready to enter higher education for the 2017/18 academic year or earlier. In total 4140 past participants were tracked. A full breakdown of characteristics of the tracked cohort is provided on page 28.

HE Ready Year	<2014/15	2014/15	2015/16	2016/17	2017/18	Total Tracked
Tracked cohort	25	75	900	1510	1630	4140

Table 2.4: Tracked Population (All Ages) Source: University College London, HEAT and HESA

Progression to Higher Education

Table 2.5 summarises the overall Higher Education progression data obtained from HESA. Due to the small numbers some data has been suppressed however it is included in the Total column calculations. Overall, **79%** of the tracked cohort had entered Higher Education. Additionally for participants from HE Ready year up to 2016/17, **87%** of the cohort had entered Higher Education within two years of turning 18.

Year HE Ready	<2014/15	2014/15	2015/16	2016/17	2017/18	Total	
Total Tracked	15	75	900	1510	1630	4130	
Progression to HE	Immediate HE Entry	SUPPRESSED	13%	67%	67%	65%	
	HE Entry within 2 Years	SUPPRESSED	60%	89%	88%	-	87%
	Total HE Entry (over total years tracked)	SUPPRESSED	80%	89%	88%	65%	79%
	Tracked for:	5+ years	4 years	3 years	2 years	1 year	

Table 2.5: Progression to HE Source: University College London, HEAT and HESA

The HESA track dataset also provides the proportion of past participants who entered UCL. Overall, **7%** of the tracked cohort had entered UCL, while for participants from HE Ready year up to 2016/17, **9%** of the cohort had entered UCL within two years of turning 18.

Year HE Ready	<2014/15	2014/15	2015/16	2016/17	2017/18	Total	
Total Tracked	15	75	900	1510	1630	4130	
Progression to UCL	Immediate HE Entry	SUPPRESSED	0%	9%	6%	5%	6%
	HE Entry within 2 Years	SUPPRESSED	7%	11%	8%	-	9%
	Total HE Entry (over total years tracked)	SUPPRESSED	7%	11%	8%	5%	7%
	Tracked for:	5+ years	4 years	3 years	2 years	1 year	

Table 2.6: Progression to UCL Source: University College London, HEAT and HESA



(cont. from page 23)

While UCL recruited 305 participants, i.e., 9% of the total participants who entered higher education, from the tracked cohort between the academic years 2007/08 and 2017/18, it has also contributed to the HE entry of a further 2995 at another 115 Higher Education Institutions across the higher education sector as a whole. The top 20 higher education institutions, including 14 Russell Group, which recruited at least 50 participants from the Tracked Cohort are summarised in Table 2.7. Additionally, 42% of the total to enter higher education progressed to a Russell Group university in the top 20 presented below.

Higher Education Institutions	No. from Tracked Cohort	% Total entered HEI
Queen Mary University of London	275	8%
King's College London	225	7%
City, University of London	105	3%
The University of Warwick	100	3%
University of Nottingham	95	3%
The University of Kent	90	3%
The University of Bristol	90	3%
The University of Southampton	80	2%
The University of Birmingham	75	2%
The University of Cambridge	70	2%
Imperial College of Science, Technology and Medicine	70	2%
The University of Oxford	60	2%
The University of Manchester	60	2%
The University of Exeter	55	2%
London School of Economics and Political Science	55	2%
The University of Westminster	55	2%
Brunel University London	50	2%
Goldsmiths College	50	2%
The University of Leicester	50	2%
The University of Leeds	50	2%

Table 2.7: HEI Destination of Tracked Cohort Source: University College London, HEAT and HESA

The dataset also provides progression data for the POLAR 4 Quintile 1 subset of the cohort, as summarised in Table 2.8. Overall 81% of POLAR 4 Quintile 1 subset entered Higher Education, while for participants from HE Ready year up to 2016/17, 94% of the cohort has entered HE within two years of turning 18.

Year HE Ready	<2014/15	2014/15	2015/16	2016/17	2017/18	Total	
Total Tracked	0	15	25	40	80	160	
Progression to HE	Immediate HE Entry	0	SUPPRESSED	60%	75%	69%	69%
	HE Entry within 2 Years	0	SUPPRESSED	100%	100%	-	94%
	Total HE Entry (over total years tracked)	0	SUPPRESSED	100%	100%	69%	81%
	Tracked for:	5+ years	4 years	3 years	2 years	1 year	

Table 2.8: Progression to HE for the POLAR 4 Quintile 1 subset Source: University College London, HEAT and HESA

The progression data for male and female participants are presented in Table 2.9. Overall there were similar rates of progression for male and female participants.

Year HE Ready	<2015/16	2015/16	2016/17	2017/18	Total	
MALE						
Total Tracked	25	275	470	455	1225	
Progression to HE	Immediate HE Entry	0%	69%	67%	65%	65%
	HE Entry within 2 Years	40%	93%	88%	-	88%
	Total HE Entry (over total years tracked)	60%	93%	88%	65%	80%
FEMALE						
Total Tracked	60	565	915	940	2480	
Progression to HE	Immediate HE Entry	17%	69%	68%	65%	66%
	HE Entry within 2 Years	50%	89%	90%	-	88%
	Total HE Entry (over total years tracked)	75%	89%	90%	65%	80%
	Tracked for:	4 years	3 years	2 years	1 year	

Table 2.9: Progression to HE for Male and Female participants Source: University College London, HEAT and HESA



(cont. from page 25)

Table 2.10 summarises progression rates by activity type, by number of activities, and by the stage of education during participation (i.e., pre-16, post-16 or both).

		Progressed to HE	
Activity Type	Masterclass	83%	
	Other – e.g. Realising Opportunities, Uni-Link	82%	
	Summer school	80%	
	Mentoring	80%	
	Taster	79%	
	University Visit	68%	
	HE Information Talk	54%	
No of Activities	4+	78%	
	2 – 3	81%	
	1	67%	
Phase of Education	School	Both pre- and post-6th Form	83%
		Sixth Form Only	81%
		Pre-Sixth Form	69%
	16 Plus	Post-16 only	73%

Table 2.10: Progression to HE for activity type, number of activities and education stage Source: University College London, HEAT and HESA



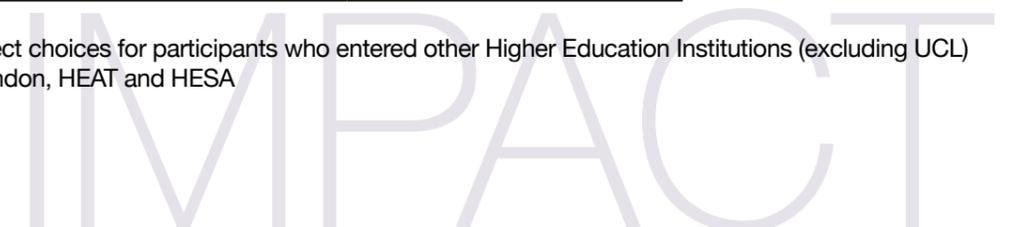
Additional analysis shows that overall, **91%** of the Tracked Cohort entered full-time, **1%** entered part-time and **8%** entered sandwich courses. The top 10 Joint Academic Coding System (JACS) subject areas for participants who entered UCL are summarised in Table 2.11. For comparison, the top 10 subject areas for all institutions that the Tracked Cohort progressed to other institutions (i.e., excluding UCL) is provided in Table 2.12. While progression was seen to subjects such as Mathematics and Economics more generally, these were missing for UCL entrants and this maybe a reflection of the particularly high entry grade requirements at UCL for these programmes. Additionally, while Arts and Humanities subject areas present more generally, at UCL entry primarily consisted of STEM subjects.

Subject	% Entrants
(A3) Clinical Medicine	13%
(B2) Pharmacology, toxicology & pharmacy	12%
(H8) Chemical, process & energy engineering	8%
(V1) History by period	7%
(F3) Physics	7%
(F1) Chemistry	7%
(B1) Anatomy, physiology & pathology	5%
(C8) Psychology	5%
(I1) Computer Science	3%
(K1) Architecture	2%

Table 2.11: Top 10 JACS subject choices for participants who entered UCL Source: University College London, HEAT and HESA

Subject	% Entrants
(C8) Psychology	7%
(G1) Mathematics	5%
(L1) Economics	4%
(C1) Biology	4%
(Q3) English Studies	4%
(L2) Politics	4%
(B9) Others in subjects allied to medicine	3%
(V1) History by period	3%
(C7) Molecular biology, biophysics & biochemistry	3%
(M1) Law by area	3%

Table 2.12: Top 10 JACS subject choices for participants who entered other Higher Education Institutions (excluding UCL) Source: University College London, HEAT and HESA



HESA Tracked Population Characteristics

Characteristic	<2014/15	2014/15	2015/16	2016/17	2017/18	Total Tracked Cohort %	Total Tracked Cohort Number
Participant Personal Characteristics							
Gender							
Female	59%	74%	67%	66%	67%	67%	2490
Male	41%	26%	33%	34%	33%	33%	1235
Unknown	0%	7%	6%	8%	14%	10%	415
Disability							
Yes	SUPP	22%	1%	2%	3%	3%	100
No	SUPP	78%	99%	98%	97%	97%	3275
Unknown	44%	11%	30%	17%	13%	18%	765
Ethnicity							
Asian/Asian British	12%	21%	33%	37%	29%	26%	1280
Black/Black British	23%	23%	17%	16%	19%	17%	705
Chinese	0%	4%	1%	2%	2%	2%	65
Mixed	4%	9%	6%	6%	7%	6%	205
Other	0%	1%	5%	5%	6%	6%	220
White	62%	41%	37%	33%	37%	29%	1420
Unknown	SUPP	4%	10%	5%	1%	5%	190



Characteristic	<2014/15	2014/15	2015/16	2016/17	2017/18	Total Tracked Cohort %	Total Tracked Cohort Number
Participant Socioeconomic Background							
First Generation HE							
Yes	SUPP	96%	82%	87%	75%	81%	3010
No	SUPP	4%	18%	13%	25%	19%	705
Unknown	85%	7%	6%	18%	5%	10%	430
POLAR 4							
Quintile 1	4%	18%	3%	3%	5%	4%	160
Quintile 2	0%	3%	7%	6%	7%	6%	255
Quintile 3	26%	15%	19%	19%	17%	18%	740
Quintile 4	22%	40%	38%	40%	39%	39%	1595
Quintile 5	48%	25%	34%	33%	32%	33%	1350
Unknown	0%	0%	0%	1%	1%	1%	40
POLAR 3							
Quintile 1	0%	18%	5%	4%	6%	5%	210
Quintile 2	7%	5%	9%	8%	10%	9%	375
Quintile 3	37%	26%	30%	32%	30%	31%	1260
Quintile 4	22%	30%	25%	28%	27%	27%	1090
Quintile 5	33%	21%	31%	28%	27%	28%	1165
Free School Meal							
Yes	SUPP	21%	22%	27%	26%	25%	1015
No	SUPP	79%	78%	73%	74%	75%	2975
Unknown	59%	7%	3%	4%	3%	4%	150
Number of indicators using IMD, EST, IDACI and POLAR3							
0 out of 4	35%	14%	26%	27%	26%	26%	1070
1 out of 4	15%	7%	13%	10%	13%	12%	475
2 out of 4	23%	43%	31%	29%	29%	30%	1215
3 out of 4	19%	26%	22%	27%	23%	24%	1000
4 out of 4	8%	10%	7%	8%	9%	8%	335
Unknown	0%	0%	0%	1%	1%	1%	40

Characteristic	<2014/15	2014/15	2015/16	2016/17	2017/18	Total Tracked Cohort %	Total Tracked Cohort Number
Participant Institution Characteristics							
Last known Institution Type							
Secondary School	SUPP	64%	82%	86%	83%	84%	3335
16 Plus	SUPP	36%	18%	14%	17%	16%	650
Unknown		80%	33%	8%	2%	3%	85
Phase of Education first worked with participant							
Pre-16 only		0%	15%	3%	5%	5%	190
Pre-16 and 16+		0%	4%	6%	4%	4%	180
16+ only		100%	81%	91%	92%	91%	3770
Unknown		7%	0%	0%	0%	0%	0

Characteristic	<2014/15	2014/15	2015/16	2016/17	2017/18	Total Tracked Cohort %	Total Tracked Cohort Number
Participant Prior Attainment (Key Stage 4)							
Achieved 5 A*-C GCSEs (or equivalents) including English and Maths							
Yes	SUPP	87%	82%	85%	85%	84%	3375
No	SUPP	13%	18%	15%	15%	16%	630
Unknown		63%	7%	3%	2%	3%	135

Table 2.13: HESA Tracked Population Characteristics

GLOSSARY

ACORN

Categorises postcodes into 62 types. By analysing social factors and population behaviours, it provides an in-depth understanding of the types of people living in a neighbourhood.

Higher Education Access Tracker (HEAT)

A database service for widening participation outreach teams in the higher education sector created to monitor and evaluate the efficacy of their work.

HE Ready

A student is considered HE (higher education) ready when they have finished Year 13/A Levels/level 3 equivalent qualifications and are ready to start university.

Higher Education Statistics Agency (HESA)

The designated data body for higher education data and analysis in England.

High Intensity One-off Event

UCL Access and Widening Participation activities that take place on a one-off occasion, for one-day or less. Participants are targeted and apply on an individual basis, to take part in a subject-specific activity of interest.

Index of Multiple Deprivation (IMD)

The official measure of relative deprivation for small areas in England. It is the most widely used of the Indices of Deprivation.

➤ gov.uk

Long Term Sustained Programme

UCL Access and Widening Participation activities that take place over a continued period of time, consisting of multiple events over a number of weeks.

Low Intensity One-off Event

UCL Access and Widening Participation activities that take place on a one-off occasion, for one-day or less. Participants are not targeted on an individual basis and the content of the day is based on general introductory HE materials.

Office for Students

Independent regulator of higher education in England.

➤ officeforstudents.org.uk

POLAR

Classifies local areas into five groups - or quintiles - based on the proportion of young people who enter higher education aged 18 or 19 years old.

➤ officeforstudents.org.uk

Short Term Sustained Programme

UCL Access and Widening Participation activities that take place over multiple days in the course of a week.





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