

University College London

2019-20 access and participation plan

1. Assessment of current performance

- 1.1 UCL has made positive steps towards improving access in recent years and the retention, progression and success of our students is good. However, we recognise that within our intake there is a relatively low proportion of students from key under-represented groups and there are some gaps in outcomes for key groups once studying at UCL.

Students from areas of low participation, household income, or socio-economic status

- 1.2 Our intake from IMD Q.1 students has increased over the last four years from 7.8% to 12.4%, a 59% increase over that period. Our intake from ACORN groups M,O,P,Q has risen from 10.8% to 15.7% over the same period. The proportion of students from a low income background¹ has remained stable at 24% of our intake. Our POLAR Q.1 intake has also remained at a similar level over the past four years and although POLAR is a difficult indicator for many London universities and we continue to perform at or around our HESA KPI (3.7% intake in 2016/17 against a KPI of 3.9%).
- 1.3 Students from areas of low participation, household income, or socio-economic status perform well at UCL and have good career and study outcomes. Taking a three-year average, Students from POLAR and IMD Q.1 have similar continuation rates as the rest of the cohort: IMD Q.1 (95.5%); POLAR Q.1 (97.1%); UCL (97.1%) and these performances are in line with our TEF comparator group. Internal data show that students from these backgrounds are as likely to achieve a good degree as students from other backgrounds. Students from IMD Q.1 and POLAR Q.1 are as likely to go in to highly skilled employment or further study as their UCL peers, and IMD Q.1 students at UCL have better progression outcomes than IMD Q.1 students at TEF comparator universities.

Students of particular ethnicities

- 1.4 For 2017 entry, BME students made up 50% of UCL's first-year UK intake. However, this headline figure hides under-representation among certain groups and black students are particularly underrepresented at UCL, making up just 4.8% of the undergraduate population. This figure has gradually risen over the past five years, and we have seen a 46% increase in black students studying at UCL since 2013/14. Nationally, 8% of students who apply to university through UCAS are from a black background. This figure rises to 20% when looking at London-domiciled applicants².
- 1.5 We know that students from black backgrounds are less likely to achieve a first class honours degree at UCL and, taken as a three-year average, continuation rates for black students are four percentage points lower than their peers at 93%, although still in line with our TEF comparator group. Progression outcomes are good for black students at UCL. 85.6% of black students go in to highly skilled employment or further study. This is higher than the wider UCL cohort (84.1%) and in line with our TEF comparator group.

¹ Low income background is defined as those households where income is £25k pa or less.

² UCAS EXACT data, 2016 entry, London-domiciled students.

- 1.6 The number of white students from disadvantaged³ areas has fallen by two percentage points over the last four years and now makes up just 7% of our intake. Students from these backgrounds do well at UCL and there is no significant difference in their continuation or attainment rates when compared with the wider UCL cohort. Average continuation rates over the last five years are 94.9% for these students compared with 95.8% for the wider cohort.

Mature students

- 1.7 UCL's mature student intake has risen from 7.5% to 10.1% since 2013/14 and has been stable for the past two years.
- 1.8 Taken as a three-year average, continuation rates for mature students at UCL are good at 93% and we significantly outperform our benchmark in the TEF analysis. However, the last two years have seen non-continuation rates begin to rise for mature students at UCL and the latest HESA data show we are now performing below our HESA benchmark with 11.4% of mature students failing to continue in higher education.
- 1.9 Internal data show that mature students at UCL are less likely to achieve as good a degree as their peers. Taken over a five year average, there is a gap of 10 percentage points between young and mature students. Mature students have very good progression outcomes, with 92.7% going into highly skilled employment or study. This is 10 percentage points higher than young students and is significantly above UCL's TEF benchmark group.

Disabled students

- 1.10 The percentage of students declaring a disability has risen from 7.2 to 8.6 over the last four years, an increase of 20%. This was one of UCL's previous access agreement targets and we are pleased that we have made significant progress against this target.
- 1.11 Continuation rates over the last three years were two percentage points lower than those for students without disabilities (94.7% vs 96.7%), but were good and in line with our TEF comparator group. The percentage of disabled students going on to highly skilled employment or study over the last three years was in line with our TEF comparator group, but still lower than students without disabilities (78.3% vs 84.7%)

Care leavers

- 1.12 Along with the majority of the sector, UCL's intake from known care backgrounds is low at just 0.54% of our intake. However, we have seen a steady increase and numbers of care leavers studying at UCL have doubled in the past four years. As the number of care leavers are extremely low, definitive analysis of their performance can be difficult. In the last three years 23 of 31 or 75% of care leavers progressed to second year study compared to 95% of all students, while in two of the last three years for which we have data there was no significant difference in the percentage obtaining a 2:1 or higher.

³ Disadvantaged areas are defined as quintile 1 in either POLAR 3, IMD, EST or IDACI, or Acorn groups M, O, P or Q

- 1.13 In order to address this issue and ensure we can support these students to stay on course and succeed we are undertaking a research project into care leaver HE experience in collaboration with colleagues at the UCL Institute of Education. The research will look into the how their experience differs to that of other students, the challenges faced and reasons for non-continuation. Finally the research will recommend approaches to support the retention and support of care leavers at university.

2. Ambition and strategy

- 2.1 We are conscious of the wide range of barriers to accessing Higher Education and that the groups identified face different challenges. We will continue to invest in research to identify the challenges specific to students from different backgrounds and with different and intersecting characteristics.
- 2.2 However, the greatest barrier to access to UCL is academic attainment. As such, we will be reprioritising our work in future years to focus more on work to address issues of attainment in two main ways: we will implement a UCL-wide alternative offer scheme; and we will focus on direct attainment raising activity at pivotal points in students' education such as the transition between Key Stages and support leading up to GCSE and A level exams.
- 2.3 In addition to a focus on attainment, we will forge stronger links with schools in the areas where our target students live, and continue to reach beyond our local area to ensure we have diverse recruitment nationally.
- 2.4 We aim to make a significant change to our undergraduate intake through bold measures based on strong evidence. Through continual monitoring and evaluation of our work we aim to develop our practical and strategic approach to ensure ongoing improvement in our work.

Strategic priorities

Tackling barriers at the point of admission: Access UCL

- 2.5 We are aware of the need to be bold if we wish to bring about effective change in our UK intake. From the 2019 admission cycle, we will be launching an alternative-offer scheme for all undergraduate degree programmes across UCL. Eligible students will receive an offer of up to two A level grades (or equivalent) lower than our standard offer if they decide to complete the Access UCL scheme. Access UCL will be aimed at students living in areas of low participation, of high socio-economic disadvantage or those attending schools that perform below the national average at GCSE or A level.
- 2.6 The scheme will be robustly monitored and evaluated by tracking students' success at UCL. Students that enter through the scheme will be closely monitored to ensure they have all necessary support to succeed at UCL.

Supporting and raising prior attainment

- 2.7 As well as giving alternative offers to students from underrepresented backgrounds, we will seek to support schools and individual students in achieving better grades prior to entry. Supporting and raising attainment has been embedded within much of our work for many years. It is already an integral part of our sustained engagement work from Year 8 through to Year 13, and we plan to enhance and better measure the impact of this activity where it already occurs, while introducing new activity focused on attainment. Key current work that supports attainment includes:
- Reading Recovery – a programme run by the UCL Institute of Education and part-funded by the UCL Access Office that works to improve the reading age of early primary school students.
 - Sutton Scholars – A Sutton Trust supported sustained engagement programme for students in years 8 and 9
 - UCL Horizons – A programme to support students in years 10 and 11 as they prepare to sit their GCSEs
 - Uni-link – a programme of academic support and university preparation for students in years 12 and 13
- 2.8 In addition to these programmes, we plan to introduce a comprehensive secondary tutoring scheme in partnership with the UCL Academy in Camden and are working with the UCL Institute of Education to produce a formal training scheme for UCL undergraduates to prepare them to work as academic tutors.

Sustained engagement

- 2.9 Our own research shows that where students engage in multiple activities with HEIs, application and progression is more likely. As such, we prioritise sustained engagement in a number of ways:
- Ongoing sustained engagement programmes for students from Year 8 through to Year 13, with a commitment to prioritise places on each scheme (Sutton Scholars, Horizons, Uni-link) for students already engaged with UCL.
 - Building and maintaining relationships with schools to encourage repeat applications to our events and activities.
 - Enhancing our student communications and online provision: we have recruited a pupil-engagement officer to foster a community of students through a consistent and joined-up communications strategy and improved online engagement. We believe this will improve engagement while giving us new opportunities to evaluate our work through online engagement.
- 2.10 Working with students in a sustained and more engaged manner has the additional benefit of increasing our ability to evaluate the impact of our work through improved information gathering and survey response rates.

National access work

- 2.11 Approximately two-thirds of our UK intake comes from London and the south-east of England. While we are committed to working with our local community we are conscious of the need to ensure that geography is not a barrier to access to UCL. As such, we are committed to ensuring there are opportunities for students no matter where they live. The key areas of focus in this work are:
- Residential Summer Schools – we run annual summer schools for over 300 students where students spend a week at UCL with over 50% attendance from students outside London.
 - Travel assistance – the majority of our programmes are open to students across the UK. We cover all travel costs to ensure this is not a barrier to attendance.
 - National collaborations – we work on a number of projects with other HEIs across the UK which serve to expand the reach of all partners involved. Key collaborations include Advancing Access, Realising Opportunities and work with the University of Brighton.

The full student lifecycle

- 2.12 We are committed to supporting students throughout the student lifecycle. Where evidence shows that educational and other disadvantages can already be entrenched before children begin formal education, it also shows that there is continued divergence in educational outcomes between advantaged and disadvantaged throughout primary and secondary education⁴. We currently work with students from early primary years through, secondary education to on-course support at UCL.
- 2.13 In terms of success, our principal focus is on narrowing the attainment gap of black students and disabled students. Although black and disabled students at UCL achieve in line with national TEF benchmarks, there is still an attainment gap within UCL. A key part of our strategy to address attainment amongst particular groups is through the development of our personal tutor and personal adviser system to enable effective signposting and support for students.
- 2.14 In partnership with Kingston University, we are using a value-added metric and an inclusive curriculum framework to address the black attainment gap at UCL. The Liberating the Curriculum (LTC) working group at UCL was formed to address the issue of an inclusive curriculum and ensure the work of marginalised scholars on race, sexuality, gender and disability are fairly represented in curricula.
- 2.15 Many of our underrepresented groups at UCL have better career and study outcomes than those of their UCL peers. This is supported through our dedicated WP careers strategy that identifies key interventions and monitors students' service usage. Our aim is to continue working with employers to keep underrepresented groups at the forefront of our work and to support

⁴ <https://epi.org.uk/wp-content/uploads/2018/01/education-in-england-2016-web.compressed.pdf>

these students in their decisions. The principal focus for us in this area is disabled students.

Research and Evaluation

- 2.16 We promote an evidence-led approach to access work and have invested in staff dedicated to research and evaluation. We have several key aims with regard to these areas of our work, in order to ensure we carry out targeted work in an impactful way:
- Research-based practice – ensuring continual updating of our activity and practice based on national and international research
 - Carrying out our own research – securing a UCL-specific evidence base and contributing to the national agenda by producing and funding original research
 - Proving the impact of the work we do – working independently and in collaboration with other organisations to prove the efficacy of the activity we carry out. Using this evidence to improve practice or discontinue activities that do not show sufficient impact.
- 2.17 We are ambitious in our commitment to robust research and evaluation and aim to provide evidence of a causal link between activity and outcomes wherever possible.

Targeting

- 2.18 Our analysis shows that access is the area where we have the greatest distance to travel and this is where the majority of our investment and activity will focus. Our principal aim is to increase access to UCL from the following groups:

Grouping	Criteria
Family background	LAC/ Care Leaver/ Estranged student
	Low income households
Postcode	POLAR3 Quintile 1
	Acorn groups M, O, P and Q
	IMD Quintile 1
	IDACI Quintile 1
Discrete groups	White British students from economically disadvantaged backgrounds
	Black African, Black Caribbean or Other Black
	Gypsy/ Traveller
	Disability
	Young Carer
	Refugee and forced migrants

	Mature students from underrepresented groups
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- 2.19 While all of these groups are prioritised across our activities, we target some activity at students with particular characteristics where there is particular need. We currently have dedicated activity for black students, disabled students and students who are estranged, have experience of living in care or are forced migrants/refugees. For students studying at UCL, the focus of our activity will be with black students and disabled students.

Collaboration

- 2.20 We are committed to enhancing our access provision by working in collaboration with partners with whom we share common goals and whose experience and expertise adds to ours. Working collaboratively allows us to better plan our work and complement the work of others rather than replicating it.

We have many partnerships with other universities both locally and nationally:

- UCL is a member of the Russell Group and participates in the Russell Group Association for Widening Participation. UCL takes part in the biennial Russell Group *Informed Choices* event, which delivers national conferences for teachers and careers advisers from state schools.
- We are part of the London NCOP which works with the 13 target wards that have been identified by HEFCE as areas with high levels of social deprivation and low levels of learners progressing onto higher education. However, UCL maintains a pan-London focus with its activity, working with multiple target groups across all 32 London boroughs.
- UCL is a partner in Realising Opportunities (RO). RO is a unique collaboration of research intensive universities that allows participants the opportunity to have their achievements on WP programmes recognised through UCAS and receive lower offers to study at 15 institutions.
- UCL is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver online CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities.
- Widening Participation heads from the colleges of the University of London meet once a term to share best practice and focus on common issues. In 2016, the group agreed to share project outcome data to enable colleagues to benchmark the performance of their suite of activities.
- We work in collaboration with Birkbeck College, University of London. In order to offer opportunities for parents of our WP participants to engage with new learning opportunities and by running collaborative activity aimed at adults considering returning to HE. This collaboration is vital in order to present range of study options for mature learners both at and beyond UCL.

- UCL has been working in collaboration with the University of East London to undertake a mapping exercise of outreach activity in East London and parts of Essex. The research aims to assist with a co-ordinated approach to the delivery of outreach activity and to facilitate the provision of accurate information to the sector about outreach activity and its potential impacts in the East of London.
- UCL is currently collaborating with the University of Brighton (UoB), working with primary schools in low progression rate neighbourhoods in London.

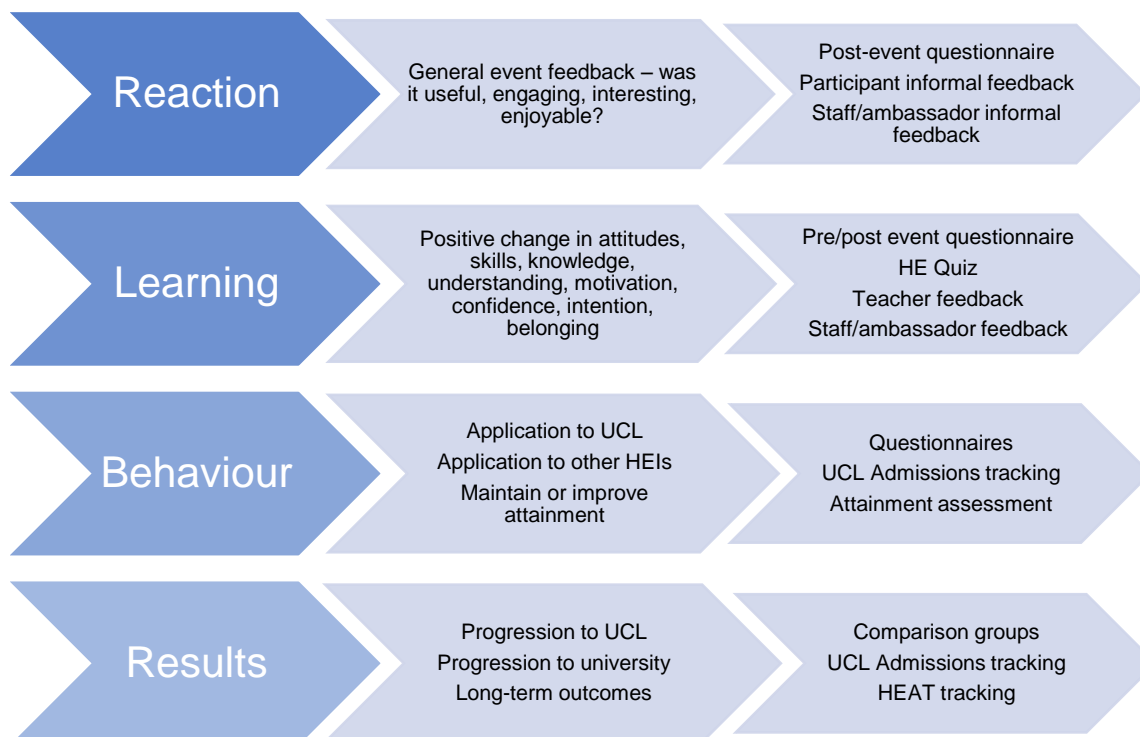
2.21 In order to extend our reach to the widest possible range of under-represented groups, we also work in collaboration with a number of third sector organisations including:

- The Sutton Trust, which exists to combat educational inequality and is particularly concerned with breaking the link between educational opportunities and family background;
- The Brilliant Club, that aims to increase the number of students from underrepresented backgrounds progressing to highly selective universities.
- Pure Potential, which promotes social mobility by encouraging applications from deserving students to the most competitive universities and careers;
- Generating Genius, a talent development, out-of-school programme which uses science, hands-on engineering and apprentice-style competition to guide boys from under-represented backgrounds into higher education.

Continuous improvement, evaluation and monitoring

2.22 We have taken an evidence-led approach to access and participation work since 2011 and we consider it fundamental to our ambitions for continual improvement. An appropriate level of evaluation is built into each activity we deliver alongside research and evaluation at an institutional level to better understand the overall impact of our work in diversifying our student intake.

2.23 The overarching evaluation model is based on assessing impact in four areas in order to understand immediate response, attitudinal change, longer term behavioural change and concrete outcomes. The level of evaluation activity is proportional to the intensity of the programme, with sustained engagement having a more robust and longer term evaluation than shorter, one-off activity.



2.24 Some of the key ways in which we ensure enhanced evaluation practice include:

- Tracking all participants' progression to HE through the HEAT database.
- Introducing OFFA level 3 RCT-based evaluation to sustained-engagement activity.
- Strengthening our partnership with UCL Academy in order to better access student data and enable high-level evaluation of activity we run in partnership with them.
- Continuing to work on identifying the specific mechanism by which positive outcomes are achieved, e.g. continuing work with the Brilliant Club to understand the role of enhancing students' meta-cognitive skills in raising attainment.

2.25 UCL's performance, continuous improvement and compliance with this access and participation plan is monitored by UCL's Access and Participation Steering Group which reports through the committee structure into UCL Council. This framework is supported by regular monitoring by senior management within UCL's Student and Registry Services and is overseen by the Vice-Provost (Education and Student Affairs) and Vice-Provost (Operations).

Equality, diversity and inclusion

2.26 UCL's Access team works alongside the Equality, Diversity and Inclusion (EDI) team and the respective strategies reflect each other. In line with our duties under the Public Sector Equality Duty the EDI strategy aims to advance equality among all groups who share protected characteristics and those who do not. Central to the EDI strategy is the aim to increase enrolments from mature students, students from underrepresented BME backgrounds,

students with disabilities and to maintain applications and enrolments from young male students against a falling national trend. The EDI strategy also aims to narrow the black attainment gap.

- 2.27 In 2015, UCL became one of the first universities to gain the Race Equality Charter Mark. As part of its action plan, UCL is committed to monitoring and improving the support and outcomes for its black and minority ethnic students.
- 2.28 In developing this access and participation plan, we have considered the protected characteristics outlined in the Equality Act 2010 and ways in which these groups may be disadvantaged by UCL's activity. There appears to be no particular disadvantage to any particular group, with the exception of UCAS' multiple equality measure (MEM), which classifies all Chinese students as MEM group 5, regardless of other intersections of disadvantage. For this reason we do not feel able to use the MEM as a contextual data measure at this stage.

Consultation with students

- 2.29 In developing this access and participation plan UCL has consulted with students at key stages. The Students' Union UCL is represented on the Access and Participation Steering Group and on UCL Council, the bodies responsible for developing and monitoring this access and participation plan. The Students' Union was consulted in developing this plan through both formal and informal consultation.
- 2.30 The Access and Widening Participation Office runs focus groups with students throughout the year which look at the successes and weaknesses of outreach activities. These focus groups explore the current student perspective from Student Ambassadors and Mentors from underrepresented groups, and the prospective student view, working with students on pre-entry programmes and those taking part in care-leaver activities.
- 2.31 The UCL Transition Programme surveys all first-year undergraduate students in January each year, asking about their transition to UCL, their experiences and the support received. These results are analysed by ethnicity, gender, socio-economic group and school background, and recommendations for future provision are fed back to appropriate committees.

3. Access, student success and progression measures

- 3.1 UCL currently delivers a wide range of activities as part of our access and participation agenda, working from KS1 primary pupils through to supporting UCL students into employment and graduate study. We favour sustained engagement rather than one-off activity and we place a strong emphasis on working with a cohort of students and tracking them through their secondary and tertiary education. We have a strong commitment to supporting and raising student attainment across all of our long-term initiatives, at all stages of the student lifecycle.

- 3.2 UCL has a dedicated team for pre-16 engagement. We have developed a comprehensive programme of activity that enables sustained engagement with students from primary level through to their post-16 studies. The focus is on widening the pool of potential students and keeping on track those who might have chosen other routes.
- 3.3 At post-16, our aim is to continue engagement with the same cohort of learners involved in our pre-16 activity into post-16 activity and ultimately into university. Our tracking shows that sustained engagement has a greater influence than one-off activities on students considering higher education. One of the focuses of post-16 work is providing further opportunities and support for the students that we have previously engaged with pre-16.
- 3.4 We are conscious of the need to widen access amongst under-represented students beyond London and the south east. We will continue to expand our residential summer programme to allow students from around the UK to take part. Our successful Summer Challenge programme is being adapted to be delivered in low-performing progression areas outside of London. A pilot was run with a group of schools in Thurrock and we have plans to expand the programme to work with targeted schools in Northamptonshire.

3.5 The table below highlights some of our key activities:

Activity	Activity Summary	Target group	Activity aim	Evidence / rationale
Reading Recovery [Sustained engagement] Years 1/2	School-based literacy programme for the lowest achieving children aged five or six that enables them to reach age-expected levels within 20 weeks.	Primary students in disadvantaged areas / schools	Attainment raising	To close the gap between students' attainment at the start of their educational journey. No other system has shown such good and long-lasting results. ⁵
Building blocks [Sustained engagement] Years 5/6/7	UCL research-led KS2/3 transition project. A co-curricular 3 year programme designed to support students during years 5 – 7.	White students from disadvantaged backgrounds	Supporting attainment and engagement during KS2/3 transition.	Initial findings of research into KS2/3 transition show lack of support for students / UCAS data on underrepresentation of disadvantaged white students (91% MEM G1 are white) ⁶
Sutton Scholars [Sustained engagement]	In partnership with the Sutton Trust a programme to stretch and challenge highly able pupils academically and	High ability / no parental HE experience	Attainment raising / IAG about HE and GCSE choices	Supporting disadvantaged student attainment. Up to 15% of high achievers at Key Stage 2 fail to achieve in the top 25% of GCSEs. ⁷

⁵ http://www.ucl.ac.uk/international-literacy/pdfs/Overcoming_illiteracy_web.pdf

⁶ <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/equality-and-entry-rates-data-explorer>

⁷ <https://www.suttontrust.com/wp-content/uploads/2015/06/Missing-Talent-final-june-1.pdf>

Years 8/9	improve study skills.			
Meta-cognition Project [Sustained engagement] Year 10	A pilot project run in collaboration with the Brilliant Club using an enhanced 'Scholars' tutoring programme focused on teaching meta-cognitive skills.	POLAR Q1	Attainment raising	Evidence to show the efficacy on attainment of a meta-cognitive or Learning to Learn approach, e.g. ⁸
Horizons [Sustained engagement] Years 10/11	Fortnightly Saturday school, supporting high-ability students to develop broad academic skills and achieve their potential at GCSE	High ability / no parental HE experience	Attainment raising / A level IAG/GCSE support	Up to 15% of high achievers at KS2 fail to achieve in the top 25% of GCSEs. ⁹ 99% of Horizons participants achieve at least five GCSEs at grades A*-B (9-6).
Generating Genius [Sustained engagement] Years 10-13	Working with the Generating Genius charity to support a cohort of 30 black students from year 10 to university.	Black African / Black Caribbean students	Preparation for HE / increasing applications/ offers /enrolment to UCL and other leading universities.	UCL admissions data shows black students make up 4.8% of intake, compared to a local population of 20%
Discover UCL Summer School Years 11/12	Introduction to university life for D/deaf students. Attending lectures and seminars at the UCL campus and stay in university accommodation.	D/deaf and hard of hearing students	Preparation for HE / increasing applications/ offers /enrolment to UCL and other universities.	UCL admissions data show that D/deaf students make up c.1% of the intake. Nationally, c.2% of young people are estimated to have some degree of hearing loss.
Residential Summer schools Year 12	Introduction to university life. Attending lectures and seminars at the UCL campus and stay in university accommodation for five nights.	Outside London / POLAR Q1	Raising attainment / Degree choice IAG / increasing applications/ offers /enrolment to UCL	UCL admissions data shows lack of disadvantaged applicants from outside London & SE England / evidence of efficacy of summer school activity. ¹⁰

8 <https://www.tandfonline.com/doi/full/10.1080/09585176.2015.1137778>

9 <https://www.suttontrust.com/wp-content/uploads/2015/06/Missing-Talent-final-june-1.pdf>

10 <https://www.suttontrust.com/wp-content/uploads/2012/01/full-summer-school-report-final-draft-1.pdf>

UCL Academy research Year 10/11	Developing a whole cohort study to identify the efficacy of trained UG tutoring on school level attainment	Students at our sponsored school: UCL Academy, Camden	Attainment raising / adding to sector research	Need to build evidence base/ overcoming the attainment barrier to UG study at UCL and other high-tariff HEIs
Birkbeck collaboration Parents & Mature students	Collaboration with Birkbeck College, University of London. Opportunities for parents of WP participants to engage with new learning opportunities and collaborative activity aimed at adults considering returning to HE.	Parents of project participants / prospective mature students	Increase mature student participation in HE.	UCAS/HESA data on declining mature student numbers across the sector / work with Birkbeck to present range of study options for mature learners beyond UCL.

- 3.6 To complement our activity with learners, we have developed an extensive range of support materials, activities and CPD sessions for staff in schools and colleges as well as for trainee teachers currently studying with the UCL Institute of Education. Resources include an online course aimed at promoting social mobility and supporting progression to HE and a professional learning network offering extra information, opportunities and online resources to members. In addition, we host subject taster days, a residential summer school and CPD twilight sessions. As we understand the time restraints for teachers, we offer schools subject specific masterclasses and encourage them to invite teachers from neighbouring schools.
- 3.7 Once at UCL, we run a Transition Programme that supports all first-year students in making a successful transition to UCL. The aim of this scheme is to give all students access to the same networks and peer support.
- 3.8 Alongside our Transition Programme, we run targeted interventions aimed at supporting key groups, with a particular emphasis on Autistic Spectrum Disorder (ASD) and mental health support. We run 'soft start' induction sessions for ASD students. These give ASD students the chance to get to know UCL in advance of the main induction and in a smaller, supportive environment. The success of these sessions is monitored, and initial evidence suggests that those who attended the early induction needed less support from the Disability Office compared with those who did not attend.
- 3.9 UCL's Student Psychological Services (SPS) has seen an increase in students struggling to cope with student life and at risk of dropping out. Over 30% of SPS users are from underrepresented backgrounds. These students are disproportionately represented when compared with the UCL student body as a whole. Funding is being used to expand SPS provision to meet the rising demand from this group of students.
- 3.10 Our Careers service has ring-fenced posts that support students from underrepresented groups to progress into graduate level employment or

further study. We build cohorts of students and track them through, working with employers to develop bespoke opportunities and workshops. Disability is a particular focus, and events include workshops on unseen disabilities, reasonable adjustments and internship support.

Supporting attainment in schools

- 3.11 Alongside our work with individual target students, UCL also supports schools at a strategic level. UCL is the sole sponsor of the UCL Academy in Camden, a co-sponsor of Elutec in East London, and a Trustee of the University Schools Trust, which sponsors Royal Greenwich UTC and St Paul's Way Trust School in East London. UCL also has strategic partnerships with City and Islington College (CANDI) and Newham Collegiate Sixth Form (NCS).
- 3.12 The UCL Academy opened in 2012 and its first cohort took their GCSEs in the summer of 2017. The school serves a diverse community, with 50% of pupils at the school speaking English as an additional language and around 60% eligible for the Pupil Premium. In 2016 it was rated good by Ofsted and has a Progress 8 score of +0.24, putting it above the national average. Alongside masterclasses, mentoring and an annual lecture series, the Academy has recently opened a new research centre in collaboration with the UCL Institute of Education (IOE). This gives staff the opportunity to develop as researchers and enhance their teaching through cutting-edge research.
- 3.13 A particular focus of UCL's work across all our sponsor and partner schools is our work on pedagogy and staff professional development, as we believe this is the most effective way of improving attainment outcomes. Staff have access to UCL libraries, opportunities to partner with researchers and are able to contribute to policy forums and influence practice to improve transition.
- 3.14 The IOE makes a significant contribution to education quality, high standards and attainment in London. The renaissance of London's school system since the late 1990s is very well recognised and documented. The progress that has been made in narrowing the socio-economic attainment gap is especially notable. As one example, Ofsted's report Unseen Children (2013) identified London education as the national success story, with high performing schools increasingly closing attainment gaps.
- 3.15 The IOE supports teachers to raise attainment through its innovative ITE and CPD programmes. One such example is the Reading Recovery scheme, a school-based literacy programme for the lowest achieving children aged five and six that enables them to reach age-expected levels within 20 weeks. Research shows that no other system achieves such good results so swiftly and so long lastingly. Eight out of 10 children who complete the programme catch up with their peers. UCL's central access team is working with the IOE to provide funding that will enable teachers from schools in the most disadvantaged areas to train as Reading Recovery teachers.

Financial support for students

- 3.16 Our financial support package is the largest part of our expenditure and, as such, is fully evaluated. We have conducted a service evaluation of the UCL bursary, analysing first time undergraduate entrant data from 2012-15.

Prior to the publication of OFFA's toolkit for financial support, an initial analysis of data frequency was conducted by UCL AWPO, using data mapped from UCL's Student Data and Student Funding teams. Analysis was completed on each cohort of undergraduate entrants from 2012-2015, and as aggregate data. 2012 was deemed the most suitable cycle to begin data analysis on in an attempt to minimise contextual variance as it was the first year of higher tuition fees at UCL. As UCL undergraduate bursary payment bands and award values differ according to household income thresholds and start year, bursary amounts were coded as a numerical band dependent on their financial value, and additional preliminary analysis compared bursary holders to those students who were not in receipt of a bursary.

This initial analysis showed a positive difference of one percentage point between bursary and non-bursary holders in terms of course retention, with bursary holders completing their course more frequently. This could imply a levelling effect of financial support, but it was not possible to robustly assess the impact of the bursary on retention because of the lack of a control group.

This initial dataset was further analysed using Stata to complete two sample t-tests to test the significance between average module mark; degree result and course completion with students' bursary amounts (analysed cumulatively over degree duration).

Key observations included

- Bursary holders more frequently possessed WP characteristics than those who did not receive a bursary (including POLAR3 quintiles 1 and 2, NS-SEC backgrounds 4-7 and mature students) when bursaries were higher in value.
- Undergraduate entrants in 2012 with higher cumulative bursary awards were found to have a significantly higher average grade on their programme, and therefore better degree results, supporting the finding of Wyness & Murphy (2016)^[1] that an increased bursary value enhances the likelihood of gaining a good degree.

The publication of the OFFA guidance in December 2016 allowed us to address the limitations of this initial analysis, which did not control for the many other characteristics which could impact HE retention, degree result and employment outcome.

- 3.17 The publication of the OFFA guidance in December 2016 allowed us to address the limitations of this initial analysis, which did not control for the many other characteristics which could impact HE retention, degree result and employment outcome. Following this guidance we conducted a binary logistic regression on data relating to two years (2009 and 2012 entrant data) of financial, demographic and on-course performance to ensure that UCL has evidence of standardised evaluation for comparison with other institutions.

While there were no consistent significant findings across both cohorts with regards to degree award or graduate outcomes there were significant findings relating to student retention:

- For the 2009 entrants, there was no significant finding which suggested that bursary payment affected the likelihood of progressing into second year
 - Students in the 2012 cohort with a bursary were statistically more likely to be retained into their second year than peers who did not receive a bursary.
- 3.18 Read alongside the findings of Wyness & Murphy (2016), we believe that the findings from both pieces of research strongly suggest that our bursaries are successful in supporting students from low income backgrounds to achieve and succeed at UCL at the same level as their peers. While more research is needed, we consider the fact that our OFFA guided evaluation was significant in showing the benefits of support for those students studying under the post-2012 fee regime to be extremely important.

In line with this guidance, we are currently undertaking the next stage of recommended analysis, a survey to bursary recipients to gather perceptions of the benefits of UCL bursary support. When used with the statistical model, this will allow UCL to develop a longitudinal understanding of the value of financial support, triangulating perceptions with administrative student data. Analysis of the survey findings are planned for July 2018, and will be followed by the conduction of interviews with students as suggested by the OFFA guidance.

We are concerned to ensure that these students, who are also, disproportionately from other underrepresented groups, continue to be as supported in their university education as those that come from more affluent backgrounds. *We undertake an annual review of the costs of studying at UCL with reference to data from applicants to our financial assistance fund, and external research – including the UK Government commissioned “Student income and expenditure survey 2014 to 2015”. This has highlight inflationary pressures on students living expenses.* For this reason, we intend to keep our expenditure on bursaries at the same level. We will continue to monitor our bursary expenditure to ensure it is being aimed at the right groups of students and remains effective.

- 3.19 Using OFFA guidance on the evaluation of financial support published in December 2016, we conducted a binary logistic regression on data relating to two years of financial, demographic and on-course performance to ensure that UCL has evidence of standardised evaluation for comparison with other institutions. Aggregate data showed that while there was no significant finding in relation to outcomes, students with a bursary were more likely to continue into their second year of study than those who did not receive a bursary. Follow-up qualitative research is scheduled for 2018 and will provide further insight into these emerging findings.
- 3.20 In 2019/20, our Undergraduate Bursary Scheme (UBS) will provide funding to new entrants with household incomes of under £42,875. UCL will also provide bursaries to students in their subsequent years of study provided their household income remains below the maximum threshold.

Household income	UCL Bursary
£0 - £16,000	£2,500
£16,001 - £25,000	£1,500
£25,001 - £37,000	£1,000
£37,001 - £42,875	£500

- 3.21 We will continue to fund students throughout the duration of their studies at UCL, provided that their household income remains under £42,875. Bursary values will remain the same for each year of study and are non-repayable.
- 3.22 EU students will continue to be eligible for the UCL Undergraduate Bursary (subject to household income levels) while they are subject to fees regulated by the UK Government.
- 3.23 UCL will not restrict the number of UCL Undergraduate Bursary awards available – all eligible students will receive a bursary provided they do not opt-out of sharing their household income data with UCL.
- 3.24 Recognising that undergraduate students can find themselves in unexpected financial need, we will also allocate an additional £230,000 per year to our Financial Assistance Fund (FAF). This money will be ring-fenced to assist students with household incomes lower than £42,875.
- 3.25 We will continue to support our London Opportunities Scholarships scheme. The scheme is open to students who participate in our long-term widening participation. One of the key objectives of this scheme is to strengthen the link between participation in our access projects, and the availability of additional financial support and guidance. We hope that the scheme will incentivise students from underrepresented groups to engage with our projects, while also providing support directly to those who need it most. Helping students to meet the costs of study will support our access initiatives, and by providing support in each year of study it will support retention and attainment.
- 3.26 We will continue our commitment to support those seeking asylum in the UK and forced migrants, where they are not able to access UK government student loans. Support will be provided through our Access Opportunity Scholarships, and we have allocated £500,000 of funding over a six year period to the first phase of this scheme.

4. Investment

- 4.1 We will spend approximately 30% of additional fee income on access and participation commitments, including outreach activities and bursaries. This will amount to c.£13 million per year on access and participation measures based on the projected student numbers included in the resource plan. In addition to access and progression measures funded through higher fee income, UCL intends to invest an additional c.£313k each year of non-countable expenditure.
- 4.2 We anticipate that this will breakdown as follows:

Area of expenditure	Estimated amount 19/20	% of higher fee income
Access	£4,015,835	10.4%
Success	£1,061,000	2.7%

Progression	£119,000	0.3%
Financial support	£7,889,500	20.4%
Total	£13,085,335	33.8%

5. Provision of information to students

- 5.1 Clear and transparent information is essential to allow prospective students to make an informed choice. We will give prospective and current students information about the financial support available to them from UCL and from other national sources. Information will include eligibility criteria, support levels and the method of assessment. This information will be available in our online information for prospective and current students. It will also be made explicitly available to students at the point of any offer of admission.
- 5.2 Similarly, detailed information about UCL's fee levels will be available online to students before they make their decisions. Information confirming fee levels will be sent to students at the point of any offer of admission.
- 5.3 This access and participation plan will be available for current and prospective students to view on our website. It will be easily accessible from our online prospectus pages and our pages for undergraduate students.

* 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.

UCL's tuition fees for home fee status students in 2019-20 are currently set at £9250, this is in line with the upper limit allowed by the UK government. These fees are under review and if the government changes the limit it is likely that the University will change fees to reflect this.

Students who enrol in 2019-20 should be aware that their fees in subsequent years could rise in line with the RPI-X inflation rate but not more than 5%. Continuing students from other entry years should also be aware that their fees could rise in line with the limits set by government, in line with the RPI-X inflation rate and no more than 5%.

The UK government has yet to confirm the funding arrangements for EU students accepting a place on a programme for entry in the academic year 2019-20. EU students continuing study with us will pay the same tuition fees as UK students for the duration of their enrolment on that specific programme.

Tuition fees for home fee status students studying on a part time basis will be calculated on a pro rata basis, using the £9,250 fee as the full time equivalent rate. In practice, the maximum fee charged to any part time student as a result of this will be £4,625.

Full-time course type:	Additional information:	Course fee:
First degree	New & continuing students 2017/18 onwards	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	New students	£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years	New & continuing students 2017/18 onwards	£1,385
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		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Other (please give details in Description column)	Other statistic - Applications (please give details in the next column)	Increase the precentage of students engaged in UCL's post-16 sustained engagement programmes making an application to UCL to 55% by 2019/20	No	2014-15	46%	53%	55%	N/A			
T16a_02	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Reach and maintain UCL's annual HESA location adjusted benchmark for state school intake	No	2013-14	70.3%	72.8%	73.1%	N/A			
T16a_03	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the percentage of students disclosing a disability by 8% by 2019/20	No	2013-14	7.2%	7.6	7.8%	N/A			
T16a_04	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Increase the percentage of intake from groups NS-SEC 4-8 by 4% by 2019/20	No	2013-14	18.9%	N/A	N/A	N/A			As HESA no longer be uses NS-SEC as an indicator, UCL agreed with OFFA in 2016 that this target be dropped.
T16a_05	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the percentage of intake from low participation neighbourhoods (POLAR 3) by 8% by 2019/20	No	2013-14	4.5%	4.8%	4.9%	N/A			
T16a_06	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Increase the percentage of student on the Foundation Degree proressing to BA top-up by 4% by 2019/20	No	2014-15	71%	73%	74%	N/A			
T16a_07	Progression	Other (please give details in Description column)	HESA T5 - Projected degree (full-time, first degree entrants)	Maintain a projected outcome percentage above 90% for undergraduate students	No	2013-14	91.3%	90%	90%	N/A			

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Deliver events directly targeting students from a looked after background, reaching at least 30 students per year.	No	2013-14	22	30	30	N/A			
T16b_02	Access	Disabled	Outreach / WP activity (other - please give details in the next column)	Continue activities for students with disabilities with at least 30% making an application to UCL each year	No	2014-15	20%	28%	30%	N/A			
T16b_03	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Continue activities for mature students with at least 30% making an application to UCL each year	No	2014-15	26%	30%	30%	N/A			
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	In conjunction with the University of Brighton, work with primary schools in low progression neighbourhoods, with at least 85% considering higher education by the end of the programme	Yes	2013-14	94%	85%+	85%+	N/A			
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	In conjunction with the University of Brighton, deliver a package of IAG talks to schools and colleges in London, Kent and Sussex, working with five schools a year	Yes	2014-15	1	5	5	N/A			
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Increase the percentage of students progressing from UCL's Year 8/9 long-term engagement project (Sutton Scholars) to its Year 10/11 long-term engagement project (Horizons)	No	2015-16	28%	33%	34%	35%			
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Yes	Other (please give details in Description column)	N/A	38%	39%	N/A			The current RO partnership only runs until 2019/20
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Yes	Other (please give details in Description column)	N/A	25%	25%	N/A			The current RO partnership only runs until 2019/20
T16b_09	Access	Attainment raising	Other (please give details in Description column)	In conjunction with the IOE's International Literacy Centre, deliver the Reading Recovery programme to low-achieving early primary pupils. With a target to support 150 pupils per year by 21/22.	No	Other (please give details in Description column)	N/A	40	80	120	150		