



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by University College London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

University College London's ambition and strategy as detailed in the 2019-20 access and participation plan:

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.

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.

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.

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.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by University College London of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University College London's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase the percentage of students engaged in UCL's post-16 sustained engagement programmes making an application to UCL to 55% by 2019/20	2014-15	46%	53%	55%	Percentage	2019-20	44	No progress
T16a_02 (Access)	Reach and maintain UCL's annual HESA location adjusted benchmark for state school intake	2013-14	70.3%	72.8%	73.1%	Percentage	2019-20	67.3	No progress
T16a_03 (Student success)	Increase the percentage of students disclosing a disability by 8% by 2019/20	2013-14	7.2%	7.6	7.8%	Percentage	2019-20	14.5	Expected progress
T16a_04 (Access)	Increase the percentage of intake from groups NS-SEC 4-8 by 4% by 2019/20	2013-14	18.9%	N/A	N/A	N/A (see description / commentary)	2019-20	0	No progress
T16a_05 (Access)	Increase the percentage of intake from low participation neighbourhoods (POLAR 3) by 8% by 2019/20	2013-14	4.5%	4.8%	4.9%	Percentage	2019-20	3.8	No progress
T16a_06 (Student success)	Increase the percentage of student on the Foundation Degree progressing to BA top-up by 4% by 2019/20	2014-15	71%	73%	74%	Percentage	2019-20	0	No progress
T16a_07 (Progression)	Maintain a projected outcome percentage above 90% for undergraduate students	2013-14	91.3%	90%	90%	Percentage	2019-20	90	Expected progress



Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Deliver events directly targeting students from a looked after background, reaching at least 30 students per year.	2013-14	22	30	30	Headcount	2019-20	61	Expected progress
T16b_02 (Access)	Continue activities for students with disabilities with at least 30% making an application to UCL each year	2014-15	20%	28%	30%	Percentage	2019-20	21	No progress
T16b_03 (Access)	Continue activities for mature students with at least 30% making an application to UCL each year	2014-15	26%	30%	30%	Percentage	2019-20	57	Expected progress
T16b_04 (Access)	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	2013-14	94%	85%+	85%+	Percentage	2019-20	0	No progress
T16b_05 (Access)	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	2014-15	1	5	5	N/A (see description / commentary)	2019-20	0	No progress
T16b_06 (Access)	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)	2015-16	28%	33%	34%	Percentage	2019-20	0	No progress
T16b_07 (Access)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Other (please give details in Description column)	N/A	38%	39%	Percentage	2019-20	52	Expected progress

T16b_08 (Access)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Other (please give details in Description column)	N/A	25%	25%	Percentage	2019-20	38	Expected progress
T16b_09 (Access)	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.	Other (please give details in Description column)	N/A	40	80	Headcount	2019-20	57	Limited progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£4,015,835.00	£2,389,000.00	-41%
Financial Support	£7,889,500.00	£7,344,000.00	-7%

### 4. Action plan

Where progress was less than expected University College London has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will continue to evaluate the impact of our sustained programmes. In light of the shift to online activity due to the pandemic, we are exploring the impact and reach of digital engagement.
T16a_02	We will introduce an Access target for Acorn as a measure of socio-economic disadvantage in our APP.
T16a_04	This target was discontinued in 2016.
T16a_05	We will continue to target geographic areas with high proportions of low participation neighbourhoods for our regional interventions. We will continue to prioritise students from POLAR Q1 neighbourhoods for places on our activities and as a criteria in the Access UCL contextual offer scheme. In addition to POLAR, we will introduce an Access target for Acorn as a measure of socio-economic disadvantage in our APP.
T16a_06	This target was discontinued in 2017.

T16b_02	In 2019/20 we moved our spring and summer activity online in response to the pandemic. Our analysis of participants showed an increase in the proportion of participants declaring a disability. We hope that continuing with a blended approach to our programmes in future will allow more disabled students to access our programmes, particularly shorter events where travel may previously have been a barrier.
T16b_04	N/A
T16b_05	N/A
T16b_06	Our new Horizons GCSE Maths attainment programme launched in 20-21 for 500 participants.
T16b_09	N/A

## 5. Confirmation

University College London confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University College London has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Dr Michael Spence
Position	UCL President and Provost

## Annex A: Commentary on progress against targets

University College London's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
Although we have not met the target, we have met the commitments in the plan. We have continued to run our sustained engagement programmes at Post 16, including residential summer schools and the Target Medicine mentoring programme. While the proportion of applications was lower than the target set in our 19-20 APP, the proportion of successful applications was higher than in the past three years.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Participants on sustained engagement programmes are eligible for our London Opportunities scholarship, to reduce perceived financial barriers, particularly for students from outside of London.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Although we have not met the target, we have met the commitments in the plan. State school attendance is a prerequisite for eligibility for the Access UCL contextual offer and all of our access initiatives. As part of our whole institution approach to Access, students who meet WP indicators are prioritised where possible in admissions selection rounds. We also work closely with the Student Recruitment team to ensure that our access and participation aims are reflected in student recruitment policy and practice.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In the 2020-25 plan we have moved our focus away from state school as an indicator of disadvantage to focus on students from low income and lower socio-economic backgrounds. We have seen an increase in students from IMD Q1 and Acorn underrepresented groups.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
This target was discontinued in 2016.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This target was discontinued in 2016.

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
Although we have not met this target, we have met the commitments in the plan. Despite multiple interventions, including the introduction of our Access UCL contextual offer scheme in 2019-20, we have not seen an increase in the proportion of students from low participation neighbourhoods. However, it should be noted that the the milestone is based on POLAR 3, and the latest HESA data uses POLAR 4. We traditionally have a smaller proportion of students from POLAR4 Q1 compared to POLAR3 Q1, since there are fewer POLAR4 Q1 neighbourhoods in London, where we draw the majority of our undergraduate intake from. The 2019-20 percentage of 3.8% is very close to our HESA location adjusted benchmark of 3.9% for POLAR4 Q1.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have seen an increase in the proportion of students from backgrounds of socio-economic disadvantage, including a rise in the proportion of students from IMD Q1 and from underrepresented Acorn groups.

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
This target was discontinued in 2017.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This target was discontinued in 2017.

<b>Target reference number: T16b_02</b>
How have you met the commitments in your plan related to this target?
Although we have not met the target, we have met the commitments in the plan. We have continued to run programmes aimed at disabled students. The Discover Summer School for D/deaf students ran for the 8th year, adapted to online delivery due to the pandemic. We also introduced the Student Shadowing Scheme to give tailored support to Disabled students. In addition, disabled students are one of our target groups in our eligibility criteria.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We introduced the Shadowing Scheme for students from specific groups, including disabled students. Shadowing days are tailored to the individual student. As well as shadowing a student from their course of interest, the days include meetings with student support and wellbeing staff so that they can discuss their disability and adjustments they may require. We were unable to run in person shadowing events in 2019-20 due to the pandemic, but we offered remote support in the form of online

mentoring and Personal Statement guidance from Causeway Education, and provided telephone and email consultations to prospective students and parents.

**Target reference number: T16b\_04**

How have you met the commitments in your plan related to this target?

This programme was discontinued in 2018/19 to allow both institutions to focus on projects more aligned with their 20-25 APP objectives

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

N/A

**Target reference number: T16b\_05**

How have you met the commitments in your plan related to this target?

This programme was discontinued in 2018/19 to allow both institutions to focus on projects more aligned with their 20-25 APP objectives

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

N/A

**Target reference number: T16b\_06**

How have you met the commitments in your plan related to this target?

There was no Year 10 entry to the Horizons programme in 2019-20. The programme was redesigned in 2019-20 to focus on attainment-raising in line with the strategic aims of our 2020-25 APP.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

N/A

**Target reference number: T16b\_09**

How have you met the commitments in your plan related to this target?

We fund 12 schools to pay for their professional development and registration for the year to be part of the Reading Recovery implementation. In 2019-20, fewer pupils completed the Reading Recovery programme due to the impact of the pandemic. Across the nationwide programme, 56% of children interrupted their programme due to the pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

N/A

## Annex B: Optional commentary on targets

University College London's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	