University College London

Access and participation plan

2020-21 to 2024-25

UCL is one of the world's leading multidisciplinary universities, committed to engaging with the major issues of our time. At undergraduate level, we seek to recruit and retain the academically brightest students who will thrive in the rigorous teaching and learning environment that UCL provides. We are a large university with around 42,000 students studying at UCL across all levels. Around 19,500 of these students are undergraduates, of which 9,700 are UK undergraduates. Like many universities, we are a local recruiter and over half of our UK undergraduate students come from London and a further 20% from the wider South East.

In recent years, UCL has made positive steps towards improving access 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 underrepresented groups and there are some gaps in outcomes for key groups once studying at UCL. This plan sets out how we intend to encourage and support students to apply to UCL, and how we will effect institutional change to address the retention and attainment gaps that appear once students are studying with us.

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access

1.1.1.1 **Low participation neighbourhoods (POLAR4)**
UCL's ratio of students from low participation neighbourhoods (POLAR Q1) to students from the highest participation neighbourhoods (POLAR Q5) is high at 14:1 in 2017/18

1.1.1.2 While the gap is large, the proportion of students from POLAR Q1 is in line with UCL's HESA location adjusted benchmarks[1], and has remained consistent over the past five years at around 4% (see figure 1). Our proportion of POLAR Q1 students reflects both our location and our entry requirements. 50% of our UK undergraduate intake are from London, while only 1.3% of London wards are classified as POLAR Q1. Only 6% of university applicants gaining AAB or higher were from POLAR Q1.[2]
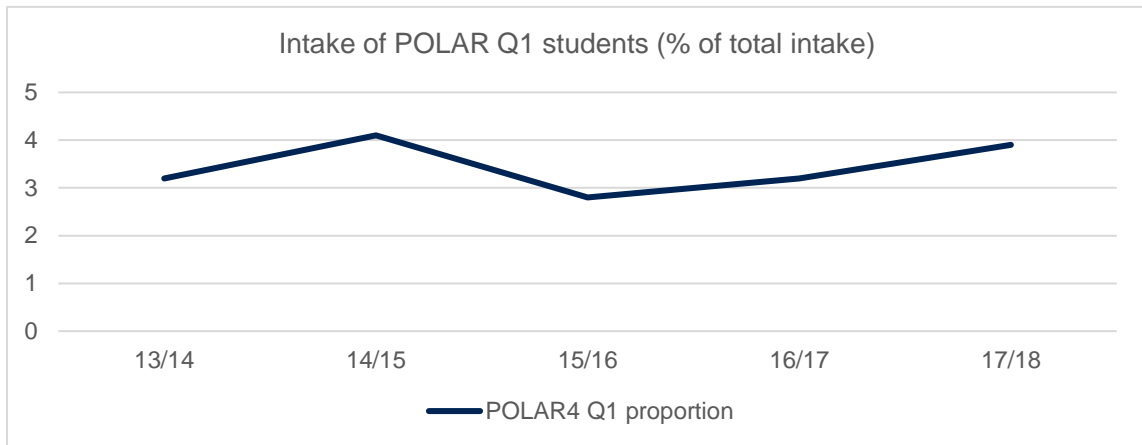

Figure 1 Intake of POLAR Q1 students

1.1.1.3 Our admissions processes are fair. UCAS analysis shows that POLAR Q1 students receive offers at the expected rate given their predicted grades and choice of degree. [3]

1.1.1.4 **Index of multiple deprivation**
We find other measures of economic disadvantage such as IMD reflect our London location more accurately. 22.5% of London neighbourhoods are classified as the most deprived (IMD Q1)[4]. Our intake of students from IMD Q1 has steadily increased over the last five years from 9% in 2013/14 to 14% in 2017/18. However, there is still a gap between applications from the most and least deprived areas (see figure 2).
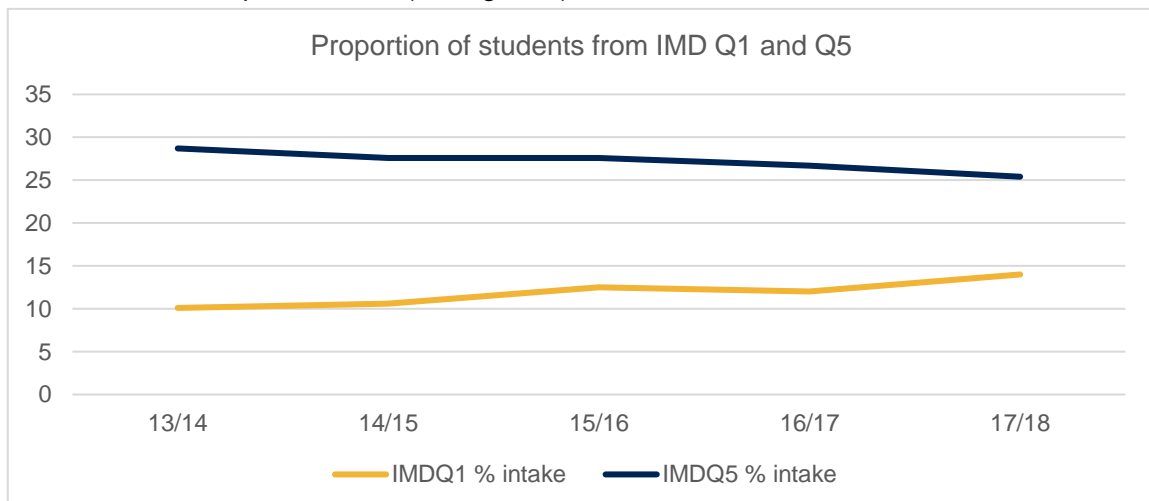

Figure 2 Intake of students from IMD Q1 and Q5

[1] HESA, *Widening Participation summary: UK Performance Indicators 2017/18* (HESA, 2019)
[2] UCAS, *UCAS 2018 end of cycle data resources,* (UCAS, 2018)
[3] UCAS, *2018 entry UCAS Undergraduate reports by sex, area background, and ethnic group,* (UCAS, 2018)
[4] Ministry of Housing, Communities and Local Government*, Indices of Deprivation 2015* (London Datastore, 2016)

1.1.2 Success: Non-continuation

1.1.2.1 We do not observe significant differences between the continuation rates of students from the highest and lowest POLAR4 quintiles, or from the highest and lowest IMD quintiles.

1.1.3 Success: Attainment

1.1.3.1 There are no significant differences in degree attainment for students from the lowest and highest POLAR4 quintiles. Students from the lowest quintiles are as likely to get a good degree (1st or 2.1) as their peers.

1.1.3.2 However, there are gaps for students from the lowest IMD quintiles. There has been a gap in degree attainment for students from the bottom two quintiles compared to their peers for two of the past five years (see figure 3).
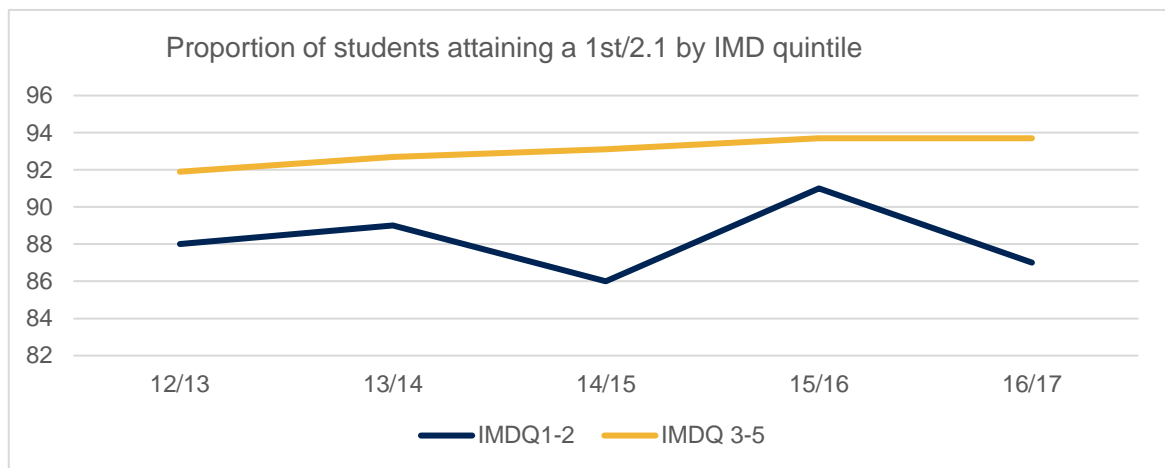

Figure 3 Proportion of students attaining a 1st/2.1 by IMD quintile

1.1.4 Progression to employment or further study

1.1.4.1 We find no significant differences in progression outcomes for either measure of disadvantage. Students from the highest and lowest POLAR4 and IMD quintiles are as likely to progress to higher level employment or study as their peers.

1.2 Black, Asian and minority ethnic students

1.2.1 Access

1.2.1.1 The proportion of students from BME backgrounds has increased over the last five years. There is now no significant difference between the proportions of White and BME students entering UCL (see figure 4).
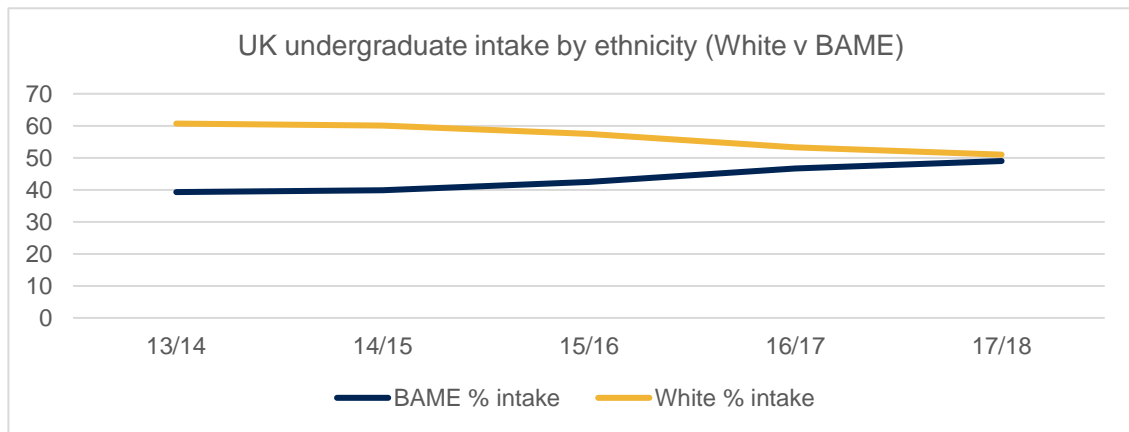
UK undergraduate intake by ethnicity (White v BAME)

Figure 4 UCL intake by ethnicity

1.2.1.2   There has been an increase in the intake of black students, rising from 4.4% in 2013/14 to 5.4% in 2017/18. Whilst this figure is higher than the national proportion of black 18 year olds (3.6%) it is lower than the 16-24 year old black population of London (14% in the 2011 census[5]), from where we draw a large proportion of our intake.

1.2.1.3   The proportion of students from an Asian background has also increased over the past five years, from 24.9% in 2013/14 to 31.6% in 2017/18. Similarly there have been increases in the proportion of intake of students with ethnicities classified as Mixed and Other.

1.2.2   Success: Non-continuation

1.2.2.1   There are no significant differences in continuation rates for any groups of BME students compared with white students.

1.2.3   Success: Attainment

1.2.3.1   We observe a gap in the proportion of students gaining good degree for BME students compared to white students (see figure 5). This is true for BME students as a whole, and for black and Asian students in particular. The proportion of BME students and Asian students getting a First or 2.1 is 5 percentage points lower than for white students. For black students the difference is larger. The gap in 17/18 was 14.2% and has increased over the last five years.
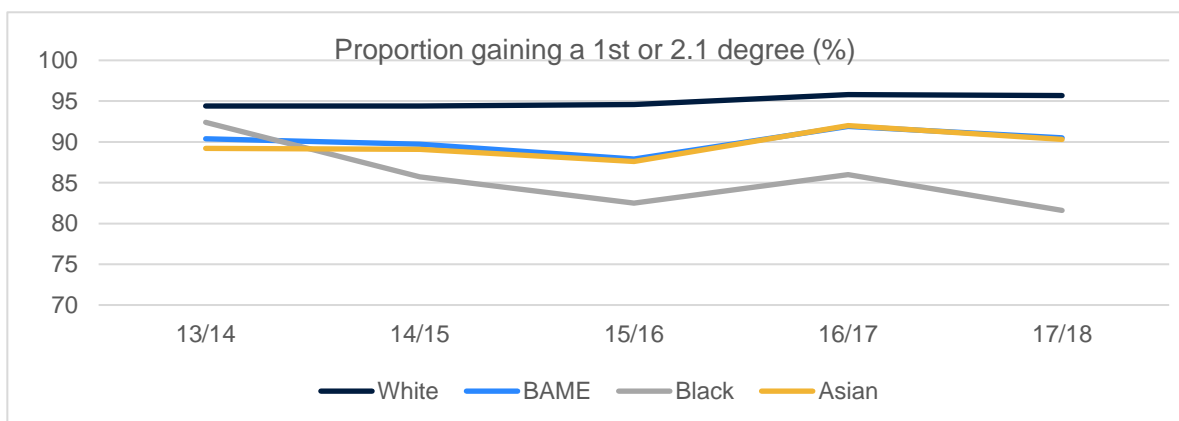

Proportion gaining a 1st or 2.1 degree (%)

Figure 5 Proportion gaining a 1st/2.1 degree by ethnicity

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[5] Census Information Scheme*, Detailed Ethnicity by Age & Sex Ward Tools (2011 Census)*, (London Datastore, 2015)

1.2.4   Progression to employment or further study

1.2.4.1   We do not find any significant differences in the proportion of students progressing to higher level study or employment for BME students as a whole, or for black, Asian, mixed or other ethnic groups.

1.3   Mature students

1.3.1   Access

1.3.1.1   The proportion of mature students has remained steady over the past five years. In 2017/18, 13.3% of the intake were aged over 21, below the sector average of 27.8%.

1.3.2   Success: Non-continuation

1.3.2.1   There is a gap in the continuation rate for mature students compared to their peers aged under 21 (see figure 6). The gap has been significant in the last two years, and has risen to 8.2% points in 2016/17.
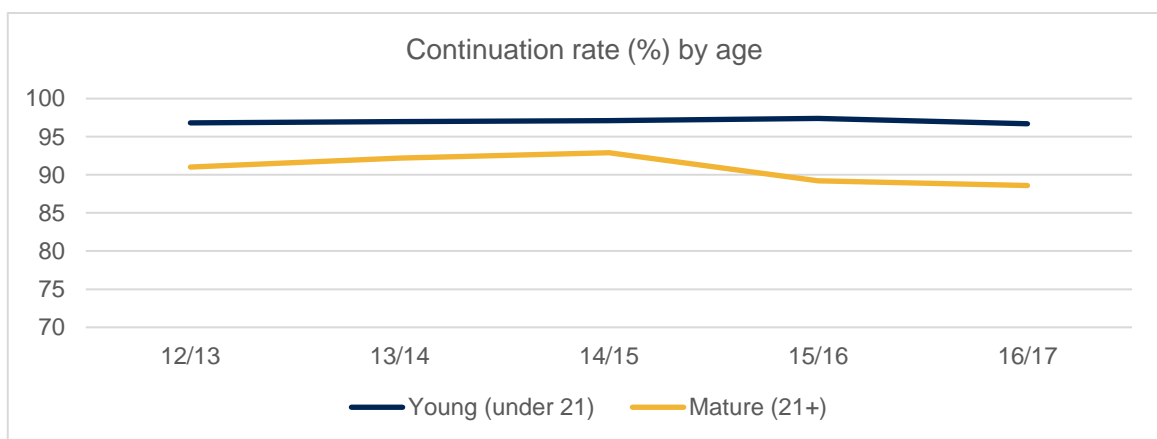

Figure 6 Continuation rate by age

1.3.3   Success: Attainment

1.3.3.1   There is a gap between mature students and their younger peers in degree attainment. The proportion of mature students gaining a 1st or 2.1 is lower than students aged under 21, but the gap has reduced in recent years (see figure 7).
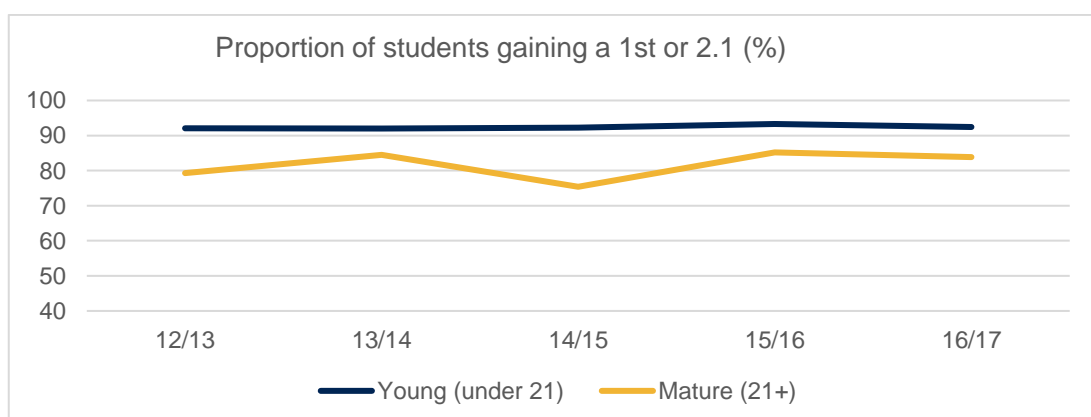

Figure 7 Proportion of students gaining a 1st/2.1 by age

1.3.4 Progression to employment or further study

1.3.4.1 Mature students perform strongly in progression to employment or further study. They progress to graduate level study or employment at significantly higher rates than younger students.

1.4 Disabled students

1.4.1 Access

1.4.1.1 The proportion of students declaring a disability has increased over the last five years, rising from 8.1% in 2013/14 to 11.8% in 2017/18. However, this remains below the sector average of 14.6% in 2017/18. The most common categories of disability are cognitive and learning disabilities (4.2% in 2017/18) and mental health disabilities (3.9% in 2017/18). Each category has seen increases over the past five years.

1.4.2 Success

1.4.2.1 There are no significant differences for disabled students, in any category, compared to those with no known disability in either the continuation rates or the rates of gaining a 1st or 2.1 degree.

1.4.3 Progression to employment or further study

1.4.3.1 There is a gap in the overall proportion of disabled and non-disabled progressing to graduate level employment or study (see figure 8). Analysis of progression by disability category must be treated with caution due to the small numbers in each category. However, the analysis shows no significant differences in any year for cognitive and learning disabilities, multiple impairments or sensory, medical and physical disabilities. However, outcomes for students with mental health disabilities are poorer than students with no known disability. In 2015/16, the progression gap for this group was significant.
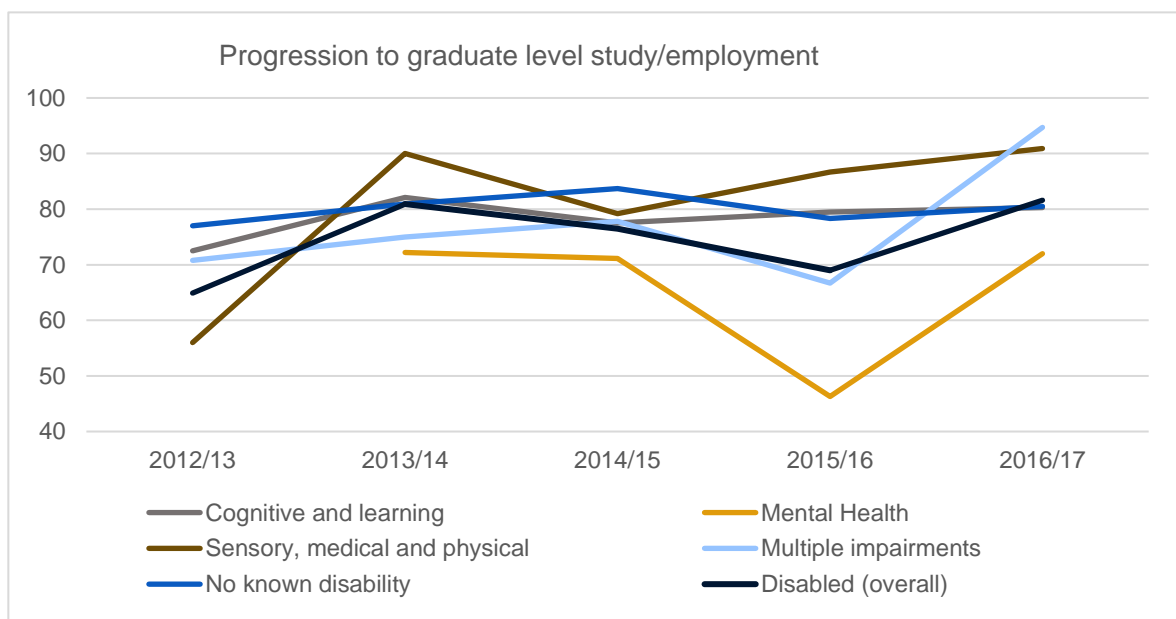

Figure 8 Progression to graduate study or employment by disability status

1.5   Care leavers

1.5.1   Access

1.5.1.1   The number of care leavers at UCL is very low. The average number of care leavers per year over the last five years is nine, representing less than 1% of our UK undergraduate intake.

1.5.2   Success: Non-continuation

1.5.2.1   Analysis of continuation and attainment rates is difficult due to the low numbers. However, our analysis shows gaps in continuation rates for care leavers over the last five years, with an average gap of 19%.

1.5.3   Success: Attainment

1.5.3.1   We do not observe a significant gap in the proportion of care leavers gaining a 1st or 2.1 compared to the rest of UCL's UK undergraduate population over the last five years. However, this analysis must be treated with caution as it is based on very small numbers of students.

1.5.4   Progression to employment or further study

1.5.4.1   An analysis of career outcomes for care leavers over the last four years shows no significant difference in progression to employment or further study. However as above, this analysis is based on very small numbers of students and must be treated with caution.

1.6   Intersections of disadvantage

1.6.1   Access

1.6.1.1   There are some differences in access when analysing the intersections of socio-economic background and ethnicity. In the past five years there has been a higher proportion of white students from POLAR Q1-2 compared to BME students from POLAR Q1-2. However, the gap is closing and in the last two years the gap has not been significant.
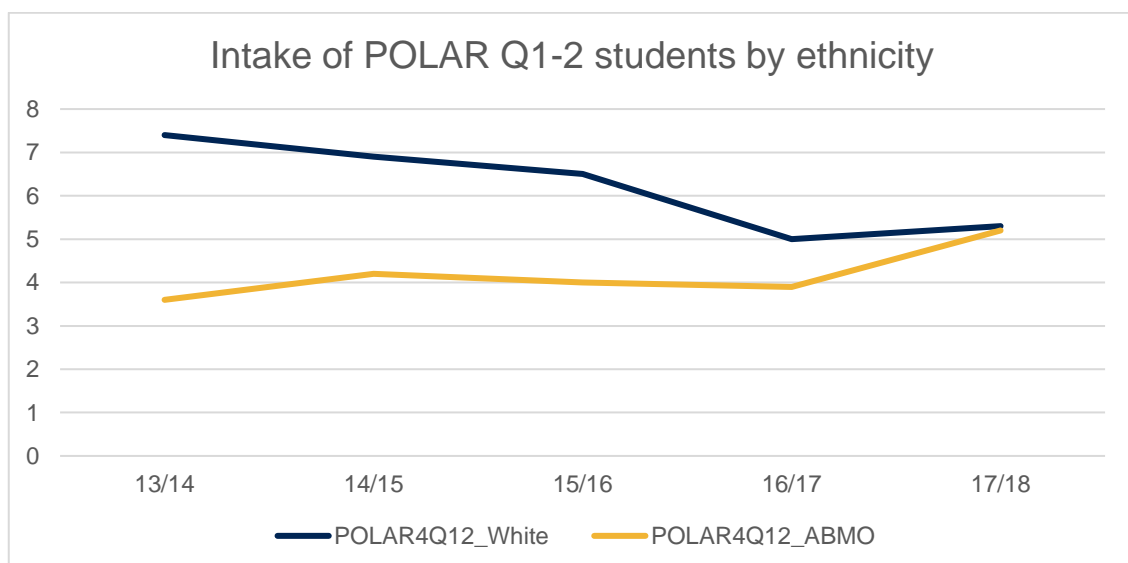

Figure 9 Intake of POLAR Q1-2 students by ethnicity

1.6.1.2   There is a consistently higher proportion of BME IMDQ1-2 students compared to white
           IMD Q1-2 students over the last five years, and the gap has widened in the last two years.
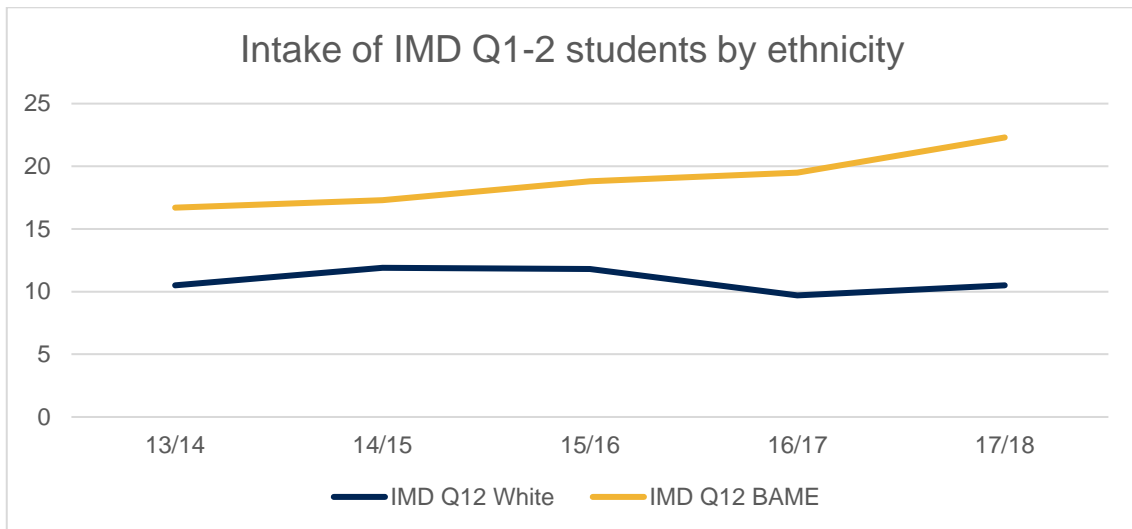
Figure 10 Intake of IMD Q1-2 students by ethnicity

1.6.1.3   Further analysis is needed to understand whether this is evidence of under-representation of
           white socially-disadvantaged students, or a reflection of the national or London picture.
           National statistics suggest that BME ethnicities are over-represented amongst the most
           deprived neighbourhoods.[6] We draw over 70% of our IMD Q1-2 students from London, and of
           these London IMD Q1-2 students, 72% are BME. We will be carrying out this analysis in
           2020.

1.6.1.4   There is an intake gap in favour of female students across all years (7% points in 2017/18).
           There are no consistent differences in the size of the gap for IMD Q1-2, compared to IMD
           Q3-5. The male to female intake gap is smaller for students from POLAR Q1-2, compared to
           those from POLAR Q3-5.
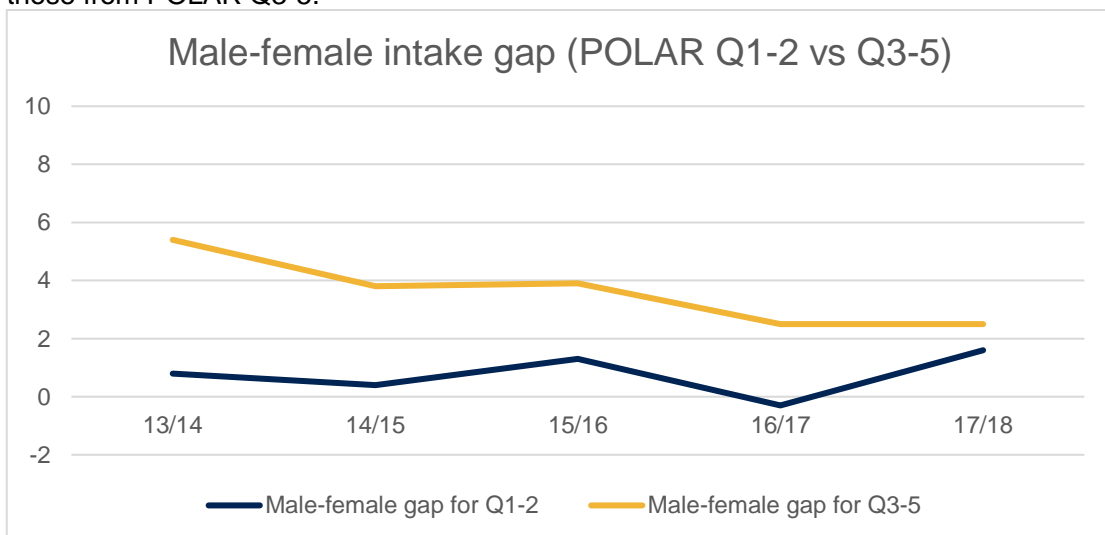
Figure 11 Male-female intake gap (POLAR Q1-2 v Q3-5)

1.6.2   Continuation

1.6.2.1   There are no significant gaps for continuation in any year when we compare the intersections
           of IMD and POLAR with ethnicity and sex.

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[6] Ministry of Housing, Communities and Local Government, *People living in deprived neighbourhoods*
(Ethnicity facts and figures service, 2019)

1.6.3   Attainment

1.6.3.1   For attainment, we do not observe consistent patterns in significant attainment gaps. Where there are significant gaps between intersectional groups, the gaps reflect overall differences in attainment. For example, BME POLAR Q3-5 students have a lower attainment rate than white POLAR Q3-5 students in 2014/15 and 1016/17. This is reflective of the overall BME attainment gap at UCL.

1.6.3.2   One interesting point to note is that while BME IMD Q1-2 students have a lower attainment rate compared to white IMD Q3-5 students in 2014/15 and 2016/17, there is no significant difference between BME IMDQ1-2 students and white IMD Q1-2 students. This raises questions about the extent to which the BME attainment gap is driven by socio-economic differences amongst students.

1.6.4   Progression

1.6.4.1   There are no significant gaps for progression in any year when we compare the intersections of IMD and POLAR with ethnicity and sex.

1.7   Other groups who experience barriers in higher education

1.7.1   UCL does not currently collect data on other underrepresented groups. However, enhanced data collection at enrolment will be introduced in September 2019 to identify estranged students, forced migrants and students with caring responsibilities. This will enable outcomes for these groups to be monitored.

1.8   Measures

1.8.1   In carrying out this assessment of performance, we are conscious that available socio-economic measures have their limitations. POLAR poses particular challenges for London universities, but other measures have their weaknesses too. In section two, we have chosen to use POLAR as the measure for our access target to reflect the national significance of this measure. However, UCL is undertaking a review of measures, led by the Director of the UCL Institute of Education, to get a better understanding of the best measures for UCL. As part of this review, we will:

- Review the measures that UCL is using to understand access, success and progression, and implement recommendations;
- Provide an updated assessment of performance in light of this review
- Propose revised targets, where necessary, in light of the review and assessment of performance.

The review and associated revisions will be concluded by 1 July 2020.

2. Strategic aims and objectives

2.1 Target groups

2.1.1 The analysis of our data above shows the following gaps in access, success and progression for UCL. The focus of our activity will be those areas shaded red and orange:

Figure 12: Gaps analysis for underrepresented groups
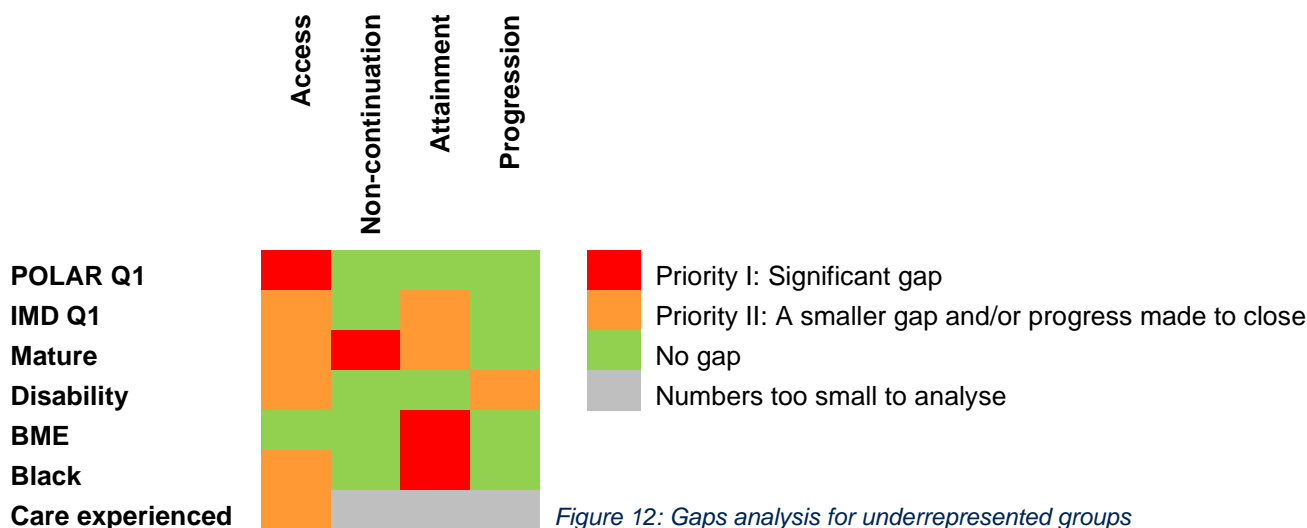
2.1.2 With reference to Section 1 of this plan and the analysis of our data, we have split our target groups into two categories: Priority I and Priority II. Priority I groups are those where we have the biggest gaps to close and the most work to do. These are the gaps that we have set targets against. Priority II groups are areas where we have gaps, but we have made progress in recent years in closing those gaps. We will still prioritise activity with these groups and we expect that our gaps will continue to close.

2.1.3 **Priority I target groups**

Access	**Non-continuation**	**Attainment**
POLAR Q1	Mature students	BME students
		Black students

2.1.4 **Priority II target groups**

Access	**Attainment**	**Progression**
IMD Q1	Mature students	Disabled students
Mature students	IMD Q1	
Disabled students		
Black students		
Care experienced students		

2.1.5 **Additional target groups**

We are also aware of the disadvantage and disruption that other groups experience in their education, including refugees, estranged students, students from military families and young carers. We currently have no entry, success or progression data for these groups at UCL,

which makes it impossible to know where particular issues fall. We will target these students in our work, while developing ways to identify and track them during their time at UCL.

2.2   Aims and objectives

2.2.1   UCL's overarching aims for access and participation are set out in UCL 2034, our 20-year institutional strategy:

"Attract, recruit and retain a diverse community of committed, engaged and intellectually curious students who will become our lifelong partners in proactively creating a truly great university." (UCL 2034, Principal Theme 2, Objective I).

2.2.2   From this we derive our specific aims:
- To ensure that all students have an equal chance of entering UCL, regardless of background, ethnicity, age or disability.
- To create an inclusive learning environment where a student's background, ethnicity, age or disability is not an indicator of their success or progression.

2.2.3   In order to achieve these aims, and using our analysis of our performance and the OfS's key performance measures, we have set four key objectives. We will:
- eliminate the gaps in access between the most and least represented groups by 2038-39;
- eliminate the non-continuation gap between young and mature students by 2030-31;
- eliminate the attainment gap between BME and white students by 2024-25;
- eliminate the attainment gap between black and white students by 2030-31.

2.2.4   Our targets for the life of this plan outline the key milestones we want to meet in order to achieve our longer term objectives. We will:

- reduce the ratio of POLAR4 Q1:Q5 students entering UCL to 1:9 by 2024-25;
- reduce our mature:young non-continuation rate by five percentage points by 2024-25;
- eliminate our BME:white attainment gap by 2024-25;
- reduce our black:white attainment gap by five percentage points by 2024-25.

2.2.5   In addition, we will contribute to national improvement in closing the gap in entry rates at higher tariff provider between the most and least underrepresented groups through our membership of Realising Opportunities (RO).

- Increase the proportion of RO students entering research intensive universities to 54% by 2024/25.

2.2.6   In setting our targets, we have focused on the areas where we have the furthest distance to travel in closing access and participation gaps. We have taken an evidence-led approach in examining the progress we have made to date and the level of progress we would hope to make with an ambitious strategy and institutional change.

2.2.7   We recognise that our target to reduce our POLAR Q1:Q5 ratio to 1:9 does not reflect the OfS's national ambition for this target. However, we believe that aiming for a decrease from 1:14 to 1:9 in our ratio is ambitious given our London context [see section 3.1.6]. We have seen our access gaps for other key groups (IMD Q1, disability, black students) begin to narrow over the last five years. However, despite prioritising POLAR Q1 in our work over the same period, we have made no progress in this area. We believe this is because of the low proportion of POLAR Q1 areas in London. We set out our plans to address this in section 3.1.6. We recognise that we will still have a long way to go to reduce our gap further if we are to meet our

longer term objective by 2038-39. However, during the life of this plan we will be implementing the results of our attainment research (see section 3.1.4) and will have increased our national collaborations and outreach (section 3.1.6). We expect the results of these will be modest during the life of this plan, but more significant in future years.

2.2.8   We are conscious that in decreasing the gap in our POLAR Q1:Q5 ratio we risk seeing a fall in our proportion of POLAR Q2 students. We expect that our primary measure for closing the gap and increasing our POLAR Q1 intake will be our contextual admissions scheme (see section 3.1.4.2). We have committed to reviewing the scheme annually in the first years to evaluate for impact and as part of this we will be monitoring our POLAR Q2 intake and considering whether we need to make any adjustments to the scheme.

2.2.9   The gap in attainment between black and white students at UCL is an unexplained one. Black students enter UCL with the same grades as their peers, yet their degree outcomes are not as good. In short, we are not supporting our black students as we should be and we need to change. We have launched an institution-wide programme of reform looking at our systems, curricula, and culture (see section 3.1.12.2) to understand how we need to change. While we are still trying to understand this gap, we expect our progress will be slower and this is reflected in our target. However, our long term objective to eliminate this gap by 2030-31 remains and we expect to make faster progress in the second part of this period when we have a better understanding of what we need to change. Strategically, this change is being driven by the senior management team, through the Provost, Vice-Provosts and Deans.

2.2.10 In 2019/20 we are creating a Student Success team which will focus on tackling the issues behind the attainment gaps and provide a coordinated response. Earlier this year, every faculty Dean at UCL made a pledge specific to his/her faculty around culture change and closing the attainment gap. In terms of time scales, by 2020 we will have:

- an active faculty lead in every department with responsibility for monitoring data, building capacity and holding colleagues to account for improvements – moving from 9 faculty leads in 2019 to 11;
- a programme of workshops, training programmes and advice and guidance around our Inclusive Curriculum Healthcheck, with a target of 300 participants in the first year, led by a specially appointed teaching fellow;
- run a pilot of online unconscious bias training for teachers in selected departments, to determine how to roll out further across the institution for 2021

However, our major project is *Here to Succeed (HtoS)* , which will monitor students' attendance, look at patterns of attendance in relation to attainment and retention, and bring in systems to flag up students that data suggests we might want to check in on. Attendance monitoring pilots will begin in 2019/20 and 2020/21, with learner analytics following in 2022/23.

3. Strategic measures

3.1 Whole provider strategic approach

3.1.1 Alignment with other strategies

3.1.1.1 Access and participation are central to UCL's philosophy and ambitions. 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.

3.1.1.2 The ambitions set out in UCL 2034 are mirrored in other major UCL strategies. UCL's Education Strategy sets out our ambitions in learning, teaching and employability. Participation and personalised success is at the core of this strategy with the aim of supporting all students to succeed. The strategy focuses on pedagogical and curriculum change to bring about equality in learning and to close attainment gaps. In organisational terms, access and participation sits under the Vice Provost (Education and Student Affairs). This ensures close alignment with student administration and teaching and learning.

3.1.1.3 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 increasing 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. 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.

3.1.1.4 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.

3.1.2 Strategic measures

The barriers to access, success and progression that we see at UCL differ according to lifecycle stage. As such, we have addressed these discretely below with individual theories of change. However, we know that successful approaches to access and participation are underpinned by committed whole provider approaches. We have identified the factors that risk our delivering a successful whole provider approach, together with the mitigations we have in place. As shown above, access and participation are central to UCL's major strategies, and there is strong commitment amongst UCL's leadership. However, UCL's size (40,000+ students, 12,000+ staff) is one of our greatest barriers to achieving a whole institution approach and embedding inclusive practice. To counter this, we have set-up a task and finish group to look at innovative solutions to access and participation at UCL to effect

long term transformation and culture change. The group includes representation from across UCL as well as several of our leading academics in education, attainment and social mobility.
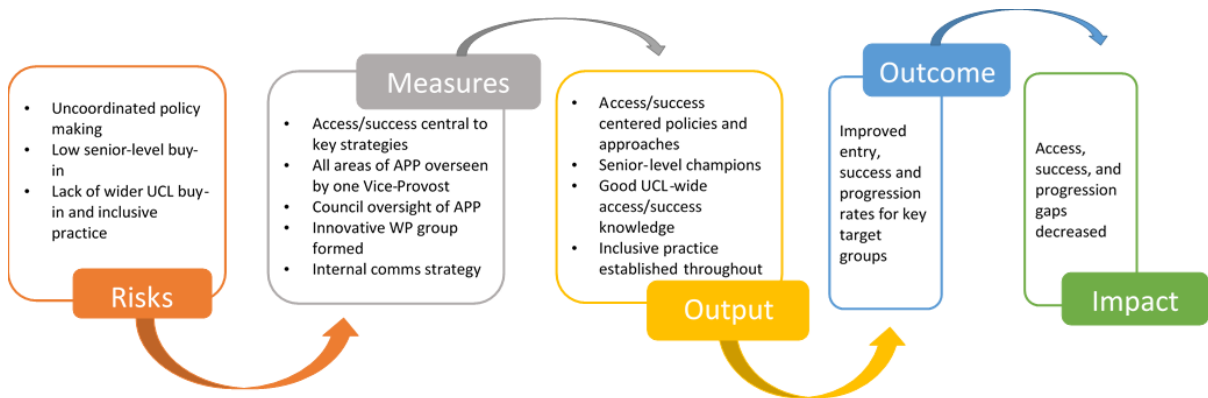
Figure 13 UCL whole provider approach theory of change model

3.1.2.1   The strategic measures that we plan to take to address the gaps in access and participation stem from our theories of change. Key to these has been identifying our barriers to access and participation and gathering evidence and developing strategic measures to address these.

3.1.3   Access

3.1.3.1   The gaps that we see in our patterns of access are a mixture of explained and unexplained gaps. . Once A level grades and location are taken into account, our entry rates are as expected under a fair system. However, we know that there is a correlation between public examination results and social background and that some groups of students are disadvantaged before they apply. We also know that our application rates do not reflect the IMD, black, disabled or mature population of London. We have identified our barriers to access and have outlined the key strategic measures that we intend to take to address these below.
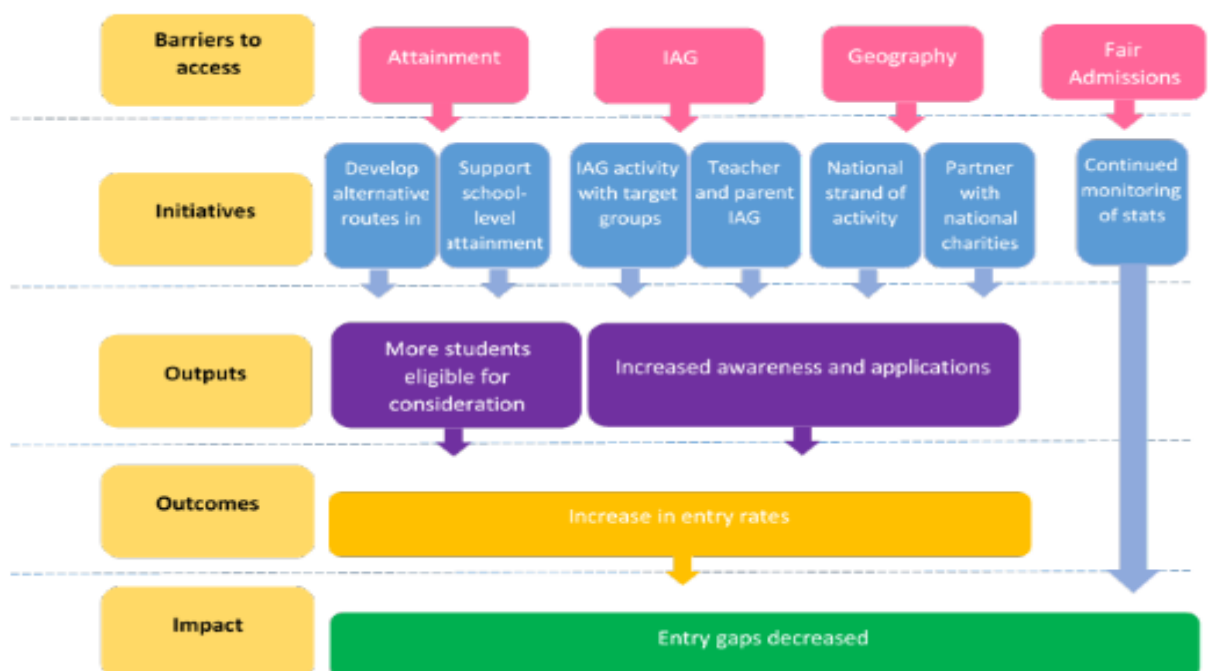
Figure 14 UCL Access theory of change model

3.1.4   Barriers to access: Attainment

3.1.4.1   This is one of the greatest barriers to access at UCL. Analysis of UCAS data shows that there are significant gaps in prior attainment at school by POLAR quintile. While over 5,500 Q5 students achieved AAB, just over 900 did so from Q1 backgrounds. Of all those with AAB grades or better, Q1 students make up less than 6% whilst Q5 students represent 44%. On average, students from POLAR Q1 backgrounds achieve two grades lower at A level compared with their POLAR 5 peers[7]. In order to grow our POLAR Q1 intake to meet our target, we are conscious that we will need to work with schools to raise attainment or consider additional routes into UCL and our entry grade profile. The key strategic measures we have put in place are:

3.1.4.2   **Contextual offer scheme:** Access UCL launched in September 2018 for students from groups underrepresented at UCL. Eligible students who complete the Access UCL scheme will receive a reduced offer of up to two grades below the standard UCL offer. We expect that up to 100 additional students from underrepresented backgrounds will enter UCL through the scheme in 2019. We have a rigorous evaluation plan for Access UCL, which includes annual evaluation and review of the scheme, assessing the impact on our admissions, and the retention and progression of the students once enrolled.

3.1.4.3   **National collaboration:** UCL is part of Realising Opportunities (RO), a collaboration of research intensive universities that aims to support the OfS in eliminating the national gap in entry rates at higher-tariff providers between the most and least underrepresented groups. RO also contributes to our own strategic aim to improve access to UCL for students from low participation neighbourhoods and areas of deprivation. The programme is underpinned by robust evaluation, undertaken by independent evaluators, which is a theory of change model using narrative, empirical research and causality evaluation types to evidence impact.

3.1.4.4   **Alternative routes in:** As part of our new UCL East campus in East London, we are developing foundation programmes which will offer students alternative routes into study. The vision for these new programmes is that at least half of the UK students will be from our target access backgrounds.

3.1.4.5   **Support school-level attainment:** Since 2009, UCL has been working with schools to run sustained academic support programmes to support attainment and keep students on track to fulfil their potential. We have worked with over 1800 students and teachers, supporting maths, English and critical thinking skills. We are now running randomised controlled trials (RCTs) with partner schools and organisations to gather evidence around the quantitative impact that university intervention can have using small group tutoring and verbal feedback. These RCTs are due to report in 2019 and we have further RCTs planned for 2020. Therefore, at this stage, we are not in a position to set a target around attainment, but we commit to setting one by 2020/21.

3.1.4.6   **School sponsorship:** Alongside our work with individual target schools, 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 and Newham Collegiate Sixth Form.

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[7] 2018 UCAS End of Cycle data showing median attainment at A level is BCC for POLAR Q1 applicants compared with BBB for POLAR Q5 applicants.

3.1.5 Barriers to access: Information, advice and guidance (IAG)

3.1.5.1 We know that access to high quality IAG can vary by background. Students who are the first in their family to go to university are less likely to have access to the tacit IAG knowledge of their peers[8]. We also know that students applying to UCL from BME backgrounds are more likely to apply for the most competitive subjects when compared with white students[9]. By increasing access to high quality IAG, we hope to increase applications to UCL from the most underrepresented groups. We have been delivering targeted IAG programmes for more than 15 years and we know that around 40% of participants make an application to UCL each year. Our key measures in this area are:

3.1.5.2 **Target IAG activity:** We have a strong track record of delivering bespoke IAG in this area. We will continue with our most successful programmes and develop additional approaches to target our underrepresented groups, including students from areas of deprivation, black, mature and disabled students.

3.1.5.3 **Teacher IAG:** We offer a distinct stream of activity, working with over 250 teachers each year. We will also continue with our Professional Learning Network which draws together teachers, academics, and researchers.

3.1.5.4 **Parent IAG:** Parents are integral in our mission to widen access to HE and we will continue with our successful events in this area. We also partner with Birkbeck, University of London, to deliver sessions about parents as learners and routes back into education.

3.1.5.5 **Partnership IAG:** East London has been a particular focus of our IAG. We are part of the London NCOP which works with 13 target wards that have been identified as areas with high levels of deprivation and progression, the majority of which are in East London. As part of the development of a new UCL campus in East London, we are part of the East Education Group consortium working to effect educational change within four East London boroughs. We will continue our relationship with the University of East London, mapping outreach activity to assist with a co-ordinated approach to the delivery of IAG.

3.1.6 Barriers to access: Geography

3.1.6.1 UCL's London location is a principle barrier for our low POLAR Q1 intake. Around 45% of areas in London are classified as Q5, while only 1.3% are classified as Q1. Our POLAR Q1 intake (3.9%) reflects our entrance requirements and our London location; 70% of our UK students come from London and the South East, and the vast majority of these are from London. An increase in our POLAR Q1 intake in the short term would mean substantially outperforming the market in terms of recruitment or changing the geographical demographic of our intake. Alongside this, we are sensitive to research from Donnelly and Gamsu[10] on the limited distance that WP students travel for university. To overcome this barrier and increase our POLAR Q1 applicant pool, we have the following key measures.

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[8] K. Slack, J. Mangan, A. Hughes & P. Davies *'Hot', 'cold' and 'warm' information and higher education decision-making* (British Journal of Sociology of Education, 2014)

[9] UCL internal data analysis.

[10] Donnelly, M. and Gamsu, S. *Home and Away: Social, ethnic and spatial inequalities in student mobility,* (Sutton Trust, 2018)

3.1.6.2 **National strand of access activity:** We run annual residential summer schools to allow us to better work with students outside of London. We will also be increasing the projects that we deliver outside of London. However, we are conscious here that the costs are higher and the impact lower[11] than activity that we run on campus. Through our travel assistance fund, the majority of our UCL-based projects are open to students across the UK.

3.1.6.3 **Partnerships:** We will continue to partner with third sector organisations like The Brilliant Club and The Sutton Trust to extend our reach beyond London. One such example is our partnership with The Access Project which provides mentoring and IAG opportunities to raise attainment and progression to HE. Independent evaluation of their interventions showed that entry to selective universities increased by 11 percentage points when compared with a UCAS control group.

3.1.6.4 **Financial support:** the cost of living in London can be prohibitively expensive for students coming from low income backgrounds. Our bursary scheme seeks to address this (see section 3.1.13 below).

3.1.7 Barriers to access: Fair Admissions

3.1.7.1 We have been robustly analysing our admissions statistics by target group annually for the past 15 years. Applications, offers, and intake are analysed at a departmental level and fed into each department's planning cycle. We know from analysing UCAS data that our admissions are fair. Once an applicant's grades are taken into account, students experience the same offer rate and have the same chance of receiving an offer from UCL, regardless of background. However, although our processes may be fair, we know that there is a correlation between public examination results and social background, and our strategic measure to introduce contextual admissions to take a student's background into account in the admissions process is outlined above (3.1.4.2).   Our key strategic measure to maintain a fair process is:

3.1.7.2 **Continued monitoring:** We monitor our applications, offers and intake and undertake further research if gaps appear. We conduct an annual programme of training for admissions staff, looking at unconscious bias. Fairness and transparency are central tenets of UCL's admissions process and we will continue to ensure that our entry requirements are transparent, appropriate and inclusive. All new degree programmes at UCL must show how they are accessible to students from target backgrounds.

3.1.8 Discrete Groups

3.1.8.1 UCL does not currently systematically collect data on all underrepresented groups. However, enhanced data collection at enrolment will be introduced in September 2019 to identify estranged students, forced migrants and students with caring responsibilities. This will enable outcomes for these groups to be monitored. In 2017, we introduced two new roles specifically to support discrete groups pre- and post-entry. This has increased our capacity to engage with students from these backgrounds and to understand the barriers specific to them. This approach will continue and grow as we better understand our data.

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[11] For example, a regional Summer Challenge programme cost £250 per participant and resulted in 25% of participants applying to UCL, compared to the campus-based Summer Challenge programme, which costed £89 per participant and resulted in 33% of participants applying to UCL.

3.1.8.2 Progression to HE nationally amongst care experienced students is low and one of the major focuses of our work with discrete groups is on care experienced students, with the aim and expectation of increasing the numbers of students who progress to UCL and to HE nationally. We have built up strong relationships with virtual schools and teachers and we run regular CPD sessions with local authorities designed for virtual teachers, LAC leads and foster parents. These focus on IAG, funding, admissions, and student support topics. Alongside this we run IAG events for care experienced students and have a bespoke student shadowing scheme. Care experienced children are guaranteed a place on all of our widening participation schemes and care leavers are eligible for a contextual offer.

3.1.8.3 In 2018 we began working in partnership with the Thomas Coram Research Unit to carry out a study investigating the experience of care leavers in HE. This study is using literature reviews and qualitative methods to understand the experiences of care leavers accessing and progressing to HE, looking at the support available and the experiences of those who withdrew. For the final part of this work, care experienced young people will work with researchers to generate key messages to be disseminated to university staff and contribute to the national agenda. We expect this to be completed in 2019/20 and the findings of this study will influence our future planning in this area and we will be able to set a more tangible objectives for this area at that stage.

3.1.8.4 We have a strong joined-up institutional approach to access and support for care leavers, with additional bursaries and a dedicated single point of contact who can guide students in accessing support. A key focus for us is working with students, virtual schools and carers to make sure knowledge about this support is disseminated well.

3.1.9 *Student Success*

3.1.9.1 Our Education and Student Health & Wellbeing strategies set out our plans to achieve a whole-university approach to success for all our students. Analysis of our data shows retention and attainment gaps persist in some areas, despite students entering with high grades. Barriers to success at UCL fall into three main areas: wellbeing, belonging, and academic support. For many of our students, these issues are interconnected and, although they are outlined as separate barriers below, our interventions are crosscutting. It is for this reason that our Student Health & Wellbeing Strategy is aligned with our Education Strategy. The strategic measures we intend to take to address student success are outlined below.
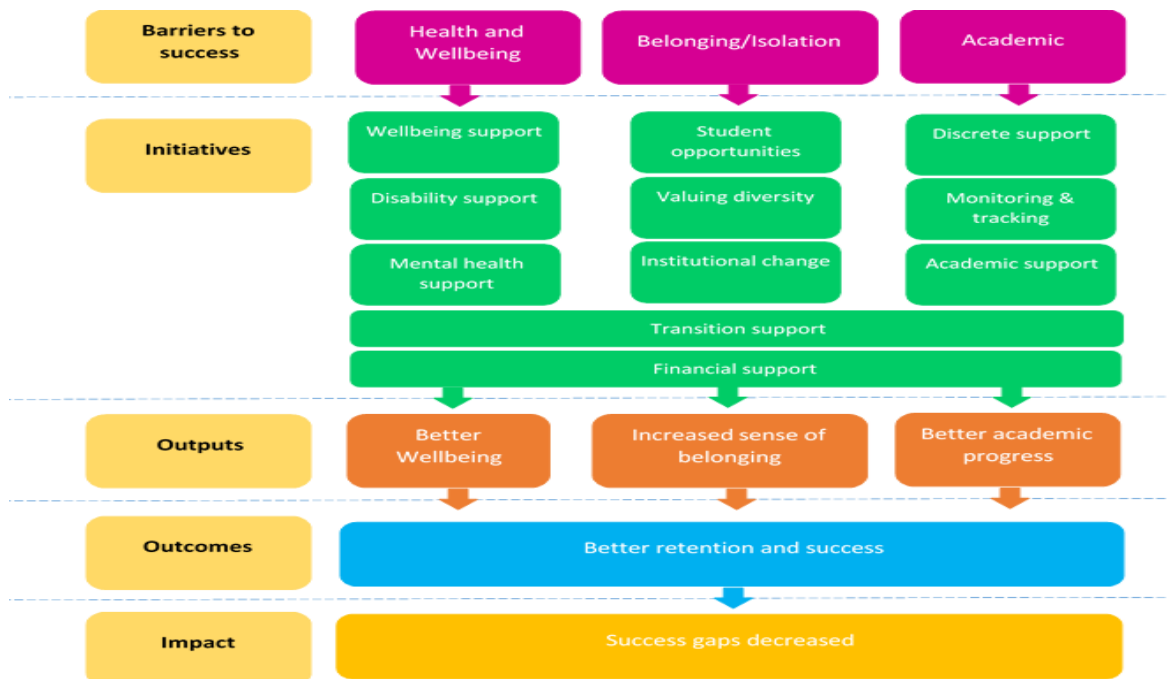
Figure 15 UCL Success theory of change model

3.1.10 Barriers to success: Health and Wellbeing

3.1.10.1 Wellbeing is personal and multifactorial. This plan sets out to embed a whole-university approach to health and wellbeing so that students can reach their full potential. Our key strategic measures in this area are:

3.1.10.2 **Mental health:** We benchmark our mental health and crisis provision and are currently one of only three universities to provide 24/7 365 wraparound care. Our Psychological and Counselling Services have seen a year-on-year increase in the demand for their services (up 18% in 2017/18) and we will continue to invest in this area. A new clinical pathway for students affected by mental health difficulties will provide more students with evidence-based treatment in a timelier manner. It will be delivered jointly by UCL support staff, our Faculty of Brain Sciences and NHS agencies. Alongside this we will continue our mental health triage service, mental health mentoring and our drop-in service.

3.1.10.3 **Disability support:** We will continue to invest in disability support. Our aim is to promote and implement an inclusive environment, allowing students to study as independently as possible during their time at UCL. We do this through face-to-face sessions, assistive technology, assessment adjustments, advice and guidance, and through curriculum change. We run targeted interventions supporting key groups, for example the 'soft start' induction sessions we run for ASD students which gives them the chance to get to know UCL in a smaller, supportive environment.

3.1.10.4 **Wellbeing support:** We are developing a web-based 'Wellbeing for Success' platform to encourage students to set goals and make choices for a healthy life at university and beyond. We know that our students can battle with isolation, perfectionism, time-management difficulties, exam anxiety, imposter syndrome and financial worries. In recent years we have developed the Being@UCL programme to support students with issues like these, with priority going to students from underrepresented groups.

3.1.11 Barriers to success: Belonging

3.1.11.1 A sense of belonging and peer networks are significant contributors to student success at university. UCL's diverse traditions and population offer great opportunities, but developing a sense of belonging in such a diverse setting can be challenging, especially for those coming from groups underrepresented at UCL. Institutional change and inclusive practice is at the core of our measures to address retention and attainment gaps, alongside discrete support. Our key measures are:

3.1.11.2 **Institutional change:** All academic programmes carry out an annual inclusive curriculum healthcheck with the aim of improving the experience, skills and attainment of all students. Students act as partners in this process and work with programme leaders to review curricula. This action is carried out alongside our Annual Student Experience Review, which requires each department to analyse their student progression and attainment data by key group and to outline the measures they intend to take to close any gaps. Supporting this activity, UCL invests in Liberating the Curriculum to address the issue of an inclusive curriculum and support pedagogical transformation. BME champions in each faculty drive and support local change.

3.1.11.3 **Valuing diversity:** We are facilitating the development of student-led networks through the Students' Union for commuter students, mature students, students who are parents and carers, and disabled students.

3.1.11.4 **Supporting commuter students:** We have attainment gaps for students from IMD Q1 and analysis shows that over 75% of these students come from London (see figure 16). Our hypothesis is that many of these will be commuter students, juggling the demands of home life with university study. We will be carrying out further research into this group to understand their issues and better support their needs.
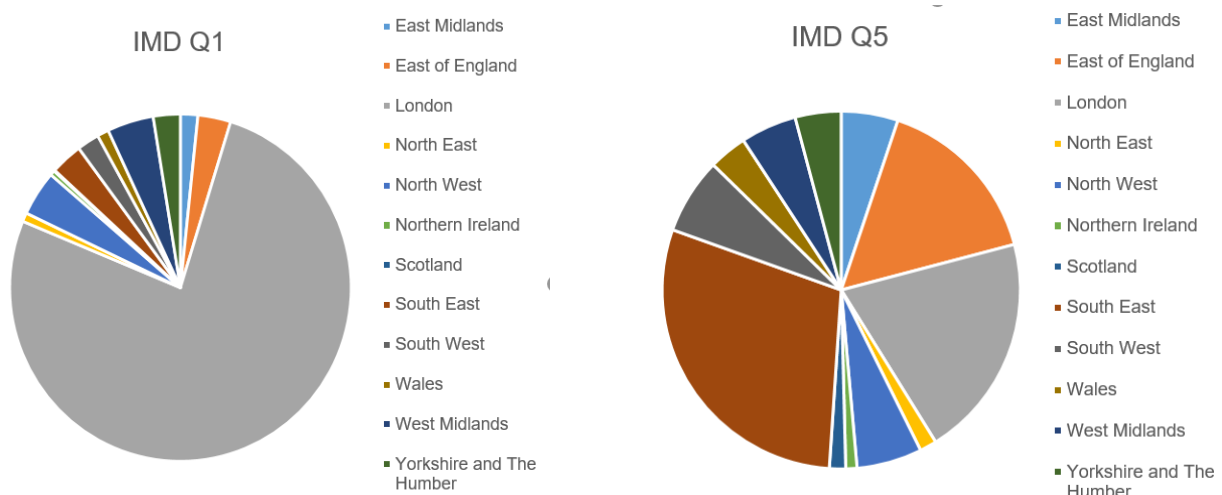
Figure 16 Home region of English IMD Q1/Q5 students

3.1.11.5 **Supporting parents:** In developing this plan, one of the themes that was highlighted by both our students and the Students' Union was access to childcare. We also know that for parents, access to permanent or emergency childcare can limit their interaction with UCL and the extent to which they feel part of the student community. Although we have a nursery at UCL, places are only available on a fulltime basis. To address this, we shall be carrying out a

scoping exercise in partnership with the Students' Union, to investigate the feasibility of opening a sessional crèche on campus.

3.1.12 Barrier to success: Academic support

3.1.12.1 Our students come to us with high levels of prior attainment, regardless of background. However, we know that students from our target backgrounds often have to contend with additional responsibilities which mean they can fall behind with their studies. This may be due to childcare commitments, work, family commitments or illness; any of these can cause students to miss lectures or reduce the time available to them for independent study. The key measures we intend to take are:

3.1.12.2 **Here to Succeed:** Here to Succeed is UCL's whole-university approach to success, designed to track academic engagement and flag up to departments and support services those students who are at risk of falling behind. Learner analytics and student achievement data will be fed into our business intelligence capability and we expect this to transform our understanding of our students and therefore our tailored support. Implementation of the first phase is planned from July 2019.

3.1.12.3 **Discrete support:** Since 2010, we have had a named, single point of contact available to all care experienced and estranged students. This approach gives our students a single point of contact and has helped our care experienced students navigate their way through the range of academic and support services available to them. We will take this model and expand it to other discrete groups, beginning with mature students.

3.1.12.4 **Academic support:** Our specific academic support is open to all students and the Education and EDI strategies ensure that inclusive practice is at the heart of these services. We are currently reviewing our personal tutoring system and implementing a case management system alongside this to connect up personal tutoring with other support services to enable multi-dimensional support for students. In 2019 we will be creating a new student success team that will work in conjunction with UCL's teaching and learning support, academic writing centre and faculties to support undergraduate attainment across UCL, with a particular focus on closing our attainment gaps.

3.1.13 Student success: Cross-cutting measures

3.1.13.1 **Transition support:** Good induction and transition support is important in supporting students across all aspects of success. Continually improving our induction support is a key part of our Health & Wellbeing Strategy. Our Transition Programme is a peer assisted learning programme for all first year undergraduates. Students are assigned a mentor during their first week and they meet weekly during their first term.

3.1.13.2 **BME attainment project:** UCL is undertaking a three-year project to address a disparity in the number of 1st and 2.1 degrees awarded to undergraduate BME and White students. The project is part of a wider consortium project led by Kingston University, which uses an inclusive curriculum framework and value-added metric to address the attainment gap. Using these tools, we have been able to establish that the gap between BME and white students is unexplained – having controlled for subject choice and prior attainment. To date, the project has achieved the following:

- In-depth analysis of UCL data to understand the University's attainment gap.
- Development of the Inclusive Curriculum Health Check, which is now embedded into the University's Annual Student Experience Review.
- Recruitment of BME Faculty Leads to deliver projects to address the attainment gap at a local level.
- Development of the Student Curriculum Partners scheme, an initiative to involve students in assessing the inclusivity of UCL's curriculum.

3.1.14 Financial support

3.1.14.1 UCL's financial support is informed by a theory of change (figure 17), which outlines how we believe our provision contributes to increased retention and success. The evaluation of our bursary provision is outlined in section 3.3.6 below.
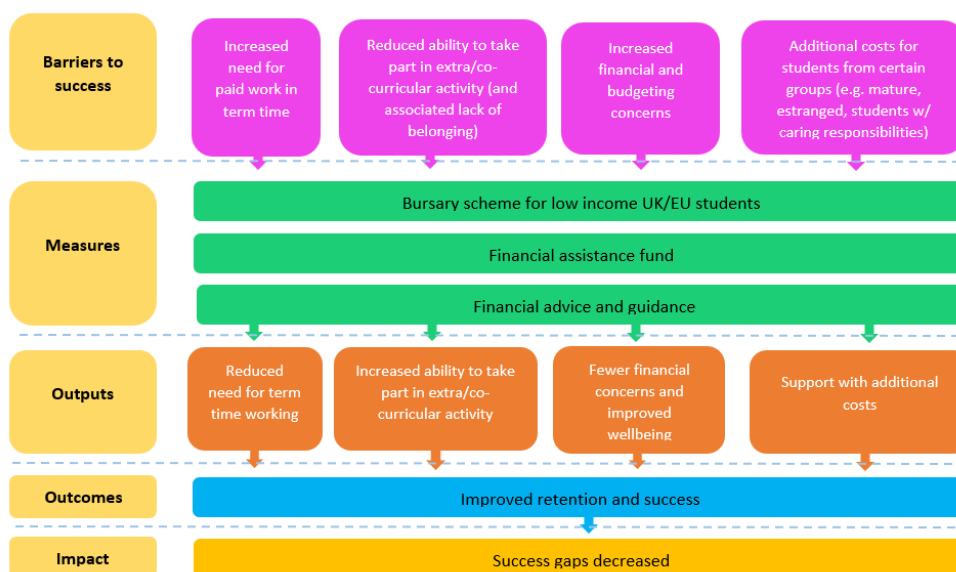
Figure 17 UCL Financial support theory of change model

3.1.14.2 UCL Undergraduate Bursary scheme awards are based on household income and award numbers are not capped. To be eligible, students must be domiciled in the UK/EU, and have a household income of less than £42,875. Students receive a bursary in each year of their studies.

- For students with assessed household income of less than or equal to £16,000 we will provide a cash bursary of £2,500
- For students with assessed household income of more than £16,000 and less than or equal to £25,000 we will provide a cash bursary of £1,500
- For students with assessed household income of more than £25,000, and less than or equal to £37,000 we will provide a cash bursary of £1,000
- For students with assessed household income of more than £37,000, and less than or equal to £42,875 we will provide a cash bursary of £500

3.1.14.3 Information about UCL's financial support offer is available via our prospectus, our dedicated student-funding website, and at events. Additional information is provided with our admissions offer, with each bursary confirmed via an award email once a place of study has been secured.

3.1.14.4   Our bursary scheme ensures that all students from low household incomes receive financial support. From our analysis of demographic characteristics, we know that bursary holders are more likely to be from low participation neighbourhoods, have no parental experience of HE, be mature students and be from underrepresented ethnic backgrounds.

3.1.14.5   For students from low-income backgrounds attending institutions based in London, the comparatively high annual costs of study can be a challenge – particularly accommodation costs when compared to other locations. Even with enhanced Government maintenance rates for study in London, there can remain a significant shortfall. Therefore, our schemes are designed to try to address this gap (combined with improved financial capability skills training for students). We monitor the costs of study across the sector (using the latest available data[12]) and we gather information from UCL students to inform our own published annual rates[13].

3.1.14.6   Through our Financial Assistance Fund, we also provide enhanced grants to students with childcare responsibilities, care-leavers, and students estranged from their families. Our analysis shows that retention rates for students who received this support is comparable with their peers.

3.1.15 Progression

3.1.15.1   Progression rates for our students are good, with outcomes for many of our underrepresented groups better than their peers.
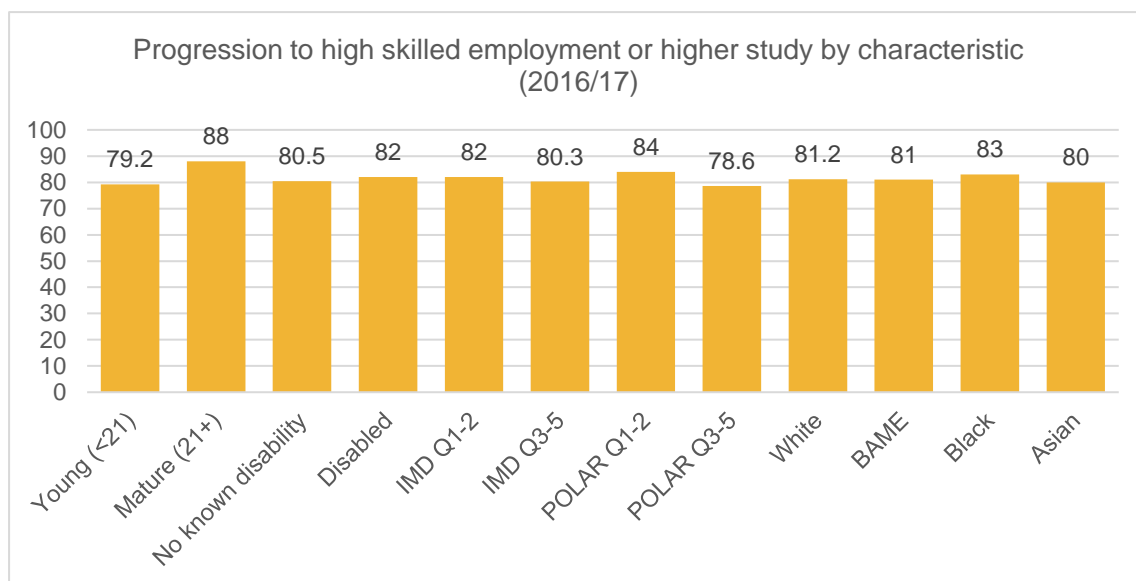
Figure 18 UCL progression rates by characteristic.

3.1.15.2   However, over a five year period, disabled students still have lower outcomes than non-disabled students and we will continue to address this gap whilst maintaining excellent progression for all groups. Our key measures are:

3.1.15.3   **Careers Extra:** This is a dedicated scheme providing enhanced support for students from underrepresented backgrounds. Students are entitled to longer appointments with careers

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[12] Department for Education *Student income and expenditure survey 2014 to 2015.* (Department for Education, 2018)
[13] Living expenses and additional costs are published here: https://www.ucl.ac.uk/prospective-students/undergraduate/fees-and-funding/tuition-fees/living-expenses-and-additional-costs

specialists, priority attendance at specialist workshops and targeted internship support. Careers Extra has been singled out by UCL students as a scheme that they value and benefit from. The UCL Careers Service employs a dedicated member of staff to advocate for these students and works with partners to develop employment and internship opportunities.

3.1.15.4 **Progression to graduate study:** We know that the access gaps seen at undergraduate level are mirrored at postgraduate level across the sector. Internally, we have invested in staff to act as a single point of contact for postgraduate access issues, to raise awareness of barriers to postgraduate study and to develop a flag to track students through the application system. Externally, we will continue to work with third sector organisations like Leading Routes to run Black in Academia sessions, designed to encourage and support black students who are considering a career in academia.

3.2   Student consultation

3.2.1   In developing this access and participation plan, students have been involved at each stage. 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.

3.2.2   Outside of this formal process, we have sought wider student engagement to find out where our students believe our focus should be and what more we should be doing. This consultation took the form of focus groups with representation from target and non-target backgrounds. As we believe that mature students face particular issues, we held a separate focus group for these students. Students were supportive of the plan, with particular emphasis on more support for commuter students and those with caring responsibilities.

3.2.3   Alongside this plan we are working with the Students' Union UCL to map out ways in which students can be further involved in future monitoring and evaluation of this plan and this will be completed in 2019/20. . In addition to this, we continue to actively seek out the views of those students most affected by the plan through our focus group programme. This runs throughout the year seeking views from key groups on a variety of access and progression issues and asks for feedback on and input into our strategic approach. Last year's programme included focus groups with parents (with no HE experience), care leavers, black students and mature students. Progress of the plan is formally monitored through UCL's committee structure (see 3.4) which has active student representation.

3.3   Evaluation strategy

3.3.1   Strategic context

3.3.1.1   UCL's Access and Participation work is underpinned by a strong approach to evaluation. We have a dedicated Research and Evaluation team, which collaborates with academic departments and professional services across UCL. We draw on the research methodological expertise of academic colleagues and are in the process of developing an Access and Participation research network for UCL academics.

3.3.1.2   We collaborate extensively across the sector. We play an active role in national, local and mission group-specific evaluation communities of practice. UCL is also a long-standing member of the HEAT network with representation on its Steering Group, Research Network and Development Group.

3.3.1.3   We have a whole institution approach to evaluation. The Research and Evaluation team provides guidance to departments delivering Access and Participation initiatives across UCL, and all Access and Participation funded activities provide annual evaluation reports to the Access and Participation Steering Group. In 2019-20, we will establish an evaluation committee with evaluation staff, managers and project leads to ensure a joined-up approach to identifying priorities and disseminating findings.

3.3.1.4   Evaluation culture is particularly well-established in Access, and we plan to support Student Success, Wellbeing and Careers teams to enhance their approaches. We will develop our links with UCL academics further, including through the establishment of a research and evaluation network as part of our Access and WP Community of Practice.

3.3.2   Programme design

3.3.2.1   We have two overarching theory of change models for our Access and Success work (see figures 14 and 15 above). Within this, projects have their own evaluation plan, with clearly defined objectives, success measures and indicators which are informed by evidence and are based on successful outcomes for students. Access projects are mapped to the NERUPI[14] framework, which provides a theoretical base for outreach programme design.

3.3.2.2   Separate theories of change have been developed for projects outside the scope of the NERUPI framework, for example, our contextual offer scheme Access UCL, the Transition Programme to support new first year students and the BME attainment gap project.

3.3.2.3   We are improving our planning cycle and review processes to ensure that the changes and improvements to projects are clearly documented, and decisions are made in a holistic and evidence-based way. We also plan to improve our reporting so that we can more clearly demonstrate the rationale for projects and how they meet our objectives. An enhanced planning cycle will be in place by 2020-21.

3.3.2.4   We are developing our processes for project design with delivery teams. We will introduce training for delivery staff in programme and evaluation design, and we will develop a process to benchmark the impact of our projects.

3.3.3   Evaluation design

3.3.3.1   We have a robust and proportionate approach to evaluation design, drawing on quantitative and qualitative evaluation methods as appropriate. We seek to find appropriate comparisons and counter-factuals to assess the impact of our work where possible. The majority of projects use a difference-in-difference approach to measure changes in attitudes and attainment against a baseline. We make use of waiting lists and unsuccessful applications to provide comparisons, while being mindful of the selection bias that can occur. An example of a robust counter-factual is our randomised control trial with our sponsor school UCL Academy, which delivers maths support to a randomly selected sample of pupils.

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[14] See the NERUPI website for further information: http://www.nerupi.co.uk/about/overview

3.3.3.2 We feel we can strengthen our evaluation design further. We will use UCAS Strobe data to identity counter-factual groups for our Year 12 projects, such as Summer Schools by 2020-21. We will assess the impact of our first attainment raising RCT in 2019-20, and will develop new approaches to evaluating our attainment raising activity alongside this. We also plan greater use of qualitative evaluation methods, in particular, looking at longer term follow up after projects have ended.

3.3.3.3 Our evaluation methodology has developed organically over time. We would like to develop and share our understanding of our overall approach, and the theoretical underpinning for developing evaluation methods.

3.3.4 Evaluation implementation

3.3.4.1 Our data strategy maps the data we collect to measure outcomes and impact, with a well-established methodology to track outcomes for participants, using HEAT and internal data. Our data collection and processing is documented to ensure we follow data protection regulations and best practice. We have data sharing agreements in place for our work in partnership with schools and other organisations.

3.3.4.2 We are confident in the ethical approach of our work. We consistently use evidence-based criteria for targeting and selection across projects, and complex evaluation designs are approved by UCL's Research Ethics Committee.

3.3.4.3 Formal risk assessments for evaluation are in development. They have been conducted for specific projects with new evaluation approaches, for example our RCT into raising attainment in Maths. By 2020-21, we will develop a general risk assessment to be adapted for all Access and Participation activity.

3.3.4.4 Evaluation implementation is particularly strong in Access work led by the Access and Participation Office. We would like to improve data collection and tracking for Access activities led locally by academic departments. Our Access and WP Community of Practice will launch in 2019-10, and will develop toolkits and best practice guides for colleagues across UCL.

3.3.5 Learning to shape improvements

3.3.5.1 We follow an internal planning cycle which enables findings from evaluations to inform future programme design. Findings are shared internally and in some cases externally, at conferences and seminars, in research publications and on our website. We feel we can contribute more to the sector's evidence base and are keen to engage with the Evidence and Impact Exchange.

3.3.5.2 There is scope to improve our evaluation practices to establish a causal impact of our work. In 2020-21, we will introduce more triangulation our research findings, in particular developing longer term qualitative evaluation with participants, their teachers and parents.

3.3.5.3 Our evaluation reporting is currently focused internally, with an emphasis on informing future project delivery and statistical analysis and tracking of participants. We would like to our evaluation reporting to be disseminated to a wider audience. We are reviewing our planning cycle to ensure more there are opportunities for reflection and dissemination of findings. We would like to increase our capacity to share our findings with the sector, and look forward to engaging with the Centre for Transforming Access and Student Outcomes in 2019-20.

3.3.6 Evaluation of financial support

3.3.6.1 We have used all aspects of the OfS financial support evaluation toolkit to evaluate our bursary provision.
- Regression analysis to assess the impact of UCL bursaries
- A survey to bursary-holders
- Interviews with bursary-holders.

3.3.6.2 The research sought to address three main research questions:
- Does the bursary allow bursary-holders to succeed at an equal rate?
- Does the value of the bursary equalise student experience across income brackets?
- How does the bursary affect student experience at UCL?

3.3.6.3 The statistical analysis did not show any significant differences between the bursary and non-bursary cohort, indicating that financial support recipients have the same outcomes as their peers. This suggests that financial support may be effective in providing a levelling effect for students from low-income backgrounds.

3.3.6.4 We conducted a survey and individual interviews with current bursary-holders. The following themes were evident in the survey and interview findings, with students highlighting that the bursary generally enabled them to:
- concentrate on studies without worrying about finances
- participate with fellow students
- balance commitments such as work, study and family relationships
- feel less anxious than they would otherwise
- feel part of the university community
- feel more satisfied with life as a student.

3.3.6.5 Students outlined the use of the bursary as supporting their ability to afford their living costs in London, and in enabling them to participate more fully in student life at UCL. The data suggests that students use the bursary to support participation in extra-curricular activities, societies and international experiences, however, some inequalities in student experience remain. Our survey and interview results suggest that in the majority of cases our support is still improving recipients' student experience, with the potential to have a positive effect on student behaviour.

3.3.6.6 In response to these findings, we plan to leave our bursary rates unchanged from our 2019/20 rates and income bands.

3.4 Monitoring progress against delivery of the plan

3.4.1 UCL's performance, continuous improvement and compliance with this access and participation plan is monitored by UCL's Access and Participation Steering Group (APSG) which reports through the committee structure into UCL Council. UCL Council receives regular updates on progress towards delivering the objectives of UCL2034, including access and participation, student support and student success, and education. In addition, the information to support the annual assurance return will include reference to progress against achieving UCL's Access and Participation Plan. Should progress worsen, Council will require an action plan from officers which will be closely monitored to ensure UCL remains on track to meet its longer term targets and objectives. 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).

3.4.2   Students engage with the monitoring and provisions of this plan formally through student union representation on APSG and UCL Council. In addition, we run focus groups with students throughout the year which look at the successes and weaknesses of this plan and our approach. 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.

3.5   Investment

3.5.1   The investment across the life of this plan is targeted at improving student outcomes and addressing our most significant gaps. A summary of our expenditure is:

Access	£3,263,169	£3,335,090	£3,335,090	£3,335,090	£3,335,090
Research and Evaluation	£501,468	£511,498	£511,498	£511,498	£511,498
Financial support	£8,015,115	£8,114,104	£8,114,104	£8,114,104	£8,114,104
Success and Progression	£1,744,479	£1,766,129	£1,766,129	£1,766,129	£1,766,129
	£13,524,232	£13,726,821	£13,726,821	£13,726,821	£13,726,821

3.5.2   In terms of our access expenditure, our commitments reflect our strategic measures in section 3. The main focus of our pre-16 access expenditure is on attainment-raising work, locally and nationally. At post-16, we will continue to invest in attainment-raising work, but will also focus on continued development of our contextual admissions scheme and delivering high quality IAG. Our access schemes are highly targeted and only those students in our Priority I, Priority II or additional target groups take part in our schemes.   We evaluate our expenditure in these areas on an annual basis alongside our evaluation of impact, looking to see which measures deliver the best value for money.

3.5.3   An analysis of the demographic characteristics of our UK undergraduate intake from 2013/14 to 2017-18 shows that students from POLAR Q1-2 and IMD Q1-2 neighbourhoods, and those with no parental experience of HE are more likely to be bursary holders. BME students overall, and black students specifically are also more likely to receive a bursary. Section 3.3.6 outlines our evaluation into the impact of our bursaries.

3.5.4   However, as outlined in section 3, financial support is just one strand of our strategic approach to student success and we have committed an additional £1.7m annually to measures specifically aimed at closing retention and attainment gaps.

4. Provision of information to students

4.1   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.

4.2   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.

4.3   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.

Appendix: Student Submission

STUDENTS' UNION UCL

Student Submission:

UCL Access & Participation Plan 2020/21 to 2024/25

1. Students' Union UCL is the representative body of the 42,000 students at University College London (UCL). We work in partnership with UCL to develop a strong and pervasive culture of student engagement and leadership across UCL, enabling students to become lifelong partners in proactively creating a truly great university. Together, we hope students will feel they are a key and integral part of our university community, and that their opinions and suggestions are valued and acted upon, as full partners in the future of UCL.

2. We have been working with UCL on their Access & Participation Plan and have been engaged in constructive discussions on shaping our shared ambitions in addressing the gaps in access, success and progression.

3. We welcome the targets set out in UCL's Access & Participation Plan to increase the proportion of POLARQ1 students to 6%; reduce the mature:young student non-continuation rate by five percentage points; reduce the BME:white attainment gap by 50%; and reduce the black:white attainment gap by five percentage points. We have worked with UCL to develop these targets and believe them to be stretching and realistic, as well as aligning with our ambitions around this area of work.

4. We are actively involved in UCL's work on closing the BME attainment gap and have been engaged with discussions on addressing the disparity in the number of 1st and 2:1 degrees awarded to undergraduate BME and White students. As a Union we have been equipping our network of 1600 student academic representatives and the wider student body on reflecting and working in partnership with programme staff to make their curriculum more inclusive. We have developed a new strand of activity with UCL on developing student curriculum partners as part of our broader Student Quality Reviewers programme, where students take an in-depth look into different areas of academic practice.

5. We welcome UCL's approach in our role to co-design student success measures recognising student as an important and integral part of strategic initiatives to enhance student outcomes. We will continue to work with UCL on a range of student success initiatives to:

    5.1. improve the health and wellbeing of our students with particular attention on supporting their mental wellbeing;

    5.2. maintain the financial support provided to students through the UCL Bursary scheme and the Financial Assistance Fund;

    5.3. conduct a feasibility study on a delivery model for sessional childcare facilities for students;

    5.4. develop discrete support for care experienced students, estranged students and mature students;

    5.5. establish a student success team to ensure that the support for students is coordinated and effective;

    5.6. develop strong subject disciplinary communities, through student academic societies, which encourage a greater sense of belonging and support the retention and academic attainment of students in their academic department;

    5.7. develop support and building a greater sense of belonging for commuter students, mature students, student parents and carers, and disabled students.

6. We are delighted have a shared commitment with UCL to map out how students can be further involved in future monitoring and evaluation of the Access & Participation Plan. We look forward to establishing a student involvement plan and welcome UCL's contributions to provide adequate resource to enable the student voice is at the heart of our access and participation work.

May 2019

Access and participation plan
Fee information 2020-21

Provider name: University College London

Provider UKPRN: 10007784

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

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

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: University College London

Provider UKPRN: 10007784

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£3,263,169.00	£3,328,432.00	£3,328,432.00	£3,328,432.00	£3,328,432.00
Access (pre-16)	£640,371.00	£653,179.00	£653,179.00	£653,179.00	£653,179.00
Access (post-16)	£1,215,103.00	£1,239,405.00	£1,239,405.00	£1,239,405.00	£1,239,405.00
Access (adults and the community)	£207,405.00	£211,553.00	£211,553.00	£211,553.00	£211,553.00
Access (other)	£1,200,290.00	£1,224,295.00	£1,224,295.00	£1,224,295.00	£1,224,295.00
Financial support (£)	£8,015,115.00	£8,114,104.00	£8,114,104.00	£8,114,104.00	£8,114,104.00
Research and evaluation (£)	£501,468.00	£511,498.00	£511,498.00	£511,498.00	£511,498.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£38,066,520.00	£38,651,390.00	£38,651,390.00	£38,651,390.00	£38,651,390.00
Access investment	8.4%	8.5%	8.5%	8.5%	8.5%
Financial support	21.1%	21.0%	21.0%	21.0%	21.0%
Research and evaluation	1.3%	1.3%	1.3%	1.3%	1.3%
Total investment (as %HFI)	30.8%	30.8%	30.8%	30.8%	30.8%

Targets and investment plan
2020-21 to 2024-25

Provider name: University College London

Provider UKPRN: 10007784

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Ratio of students from POLAR Q1 compared to POLAR Q5	No	The access and participation dataset	2017-18	1:14	1:13	1:12	1:11	1:10	1:9	
By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups	PTA_2	Multiple	Proportion of RO students* who are tracked into HE who will access a research intensive university (RIU) within two years of becoming 'HE ready' and completing their Post-16 studies *RO uses a robust targeting criteria and all RO students are from groups underrepresented in higher education	Yes	HEAT data	2015-16	42%	50%	51%	52%	53%	54%	RO wishes to demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data. RO will therefore only be able to report on a milestone after two years, to allow for HESA data to be gathered via HEAT. For example, data for reporting on 2020-21's milestone will be available from Spring 2023.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Mature	Percentage difference in non-continuation rates between mature (aged 21+) and young (aged <21) students	No	The access and participation dataset	2016-17	8%	7%	6%	5%	4%	3%	
To eliminate the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and BME students.	No	The access and participation dataset	2017-18	5.2%	4%	3%	2%	1%	0%	
To reduce the attainment gap for students from underrepresented groups	PTS_3	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	14%	13%	12%	11%	10%	9%	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												