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]

Intake of POLAR Q1 students (% of total intake)
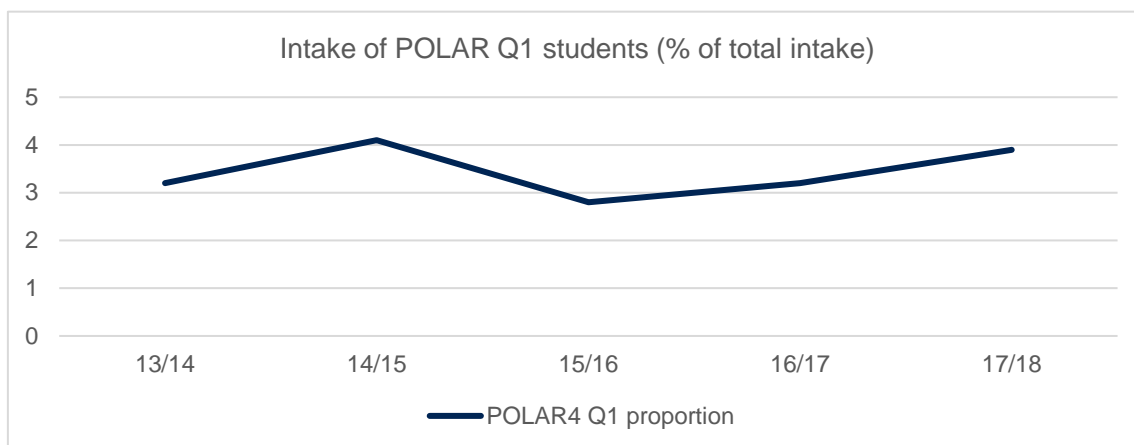
POLAR4 Q1 proportion

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).
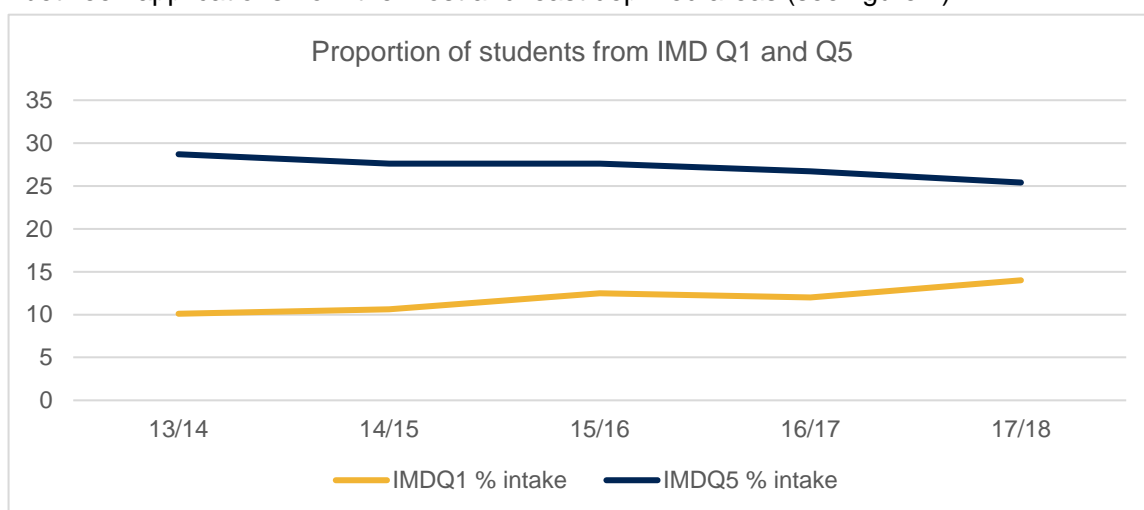
Proportion of students from IMD Q1 and Q5

IMDQ1 % intake   IMDQ5 % intake

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)

1.1.1.5   **Acorn groups LMOPQ**

In 2020 UCL undertook research to find the most accurate available measure of socio-economic disadvantage. The research found that, in the absence of free school meals data, the most reliable measure uses Acorn. Acorn is a commercial geodemographic profiling tool, which categorises postcodes into 18 groups, based on a range of public and commercial datasets. Acorn groups L, M, O, P and Q are identified as the most under-represented in higher education.

- L – Modest Means
- M – Striving Families
- O – Young Hardship
- P – Struggling Estates
- Q – Difficult Circumstances

1.1.1.6   An analysis of the UCL intake shows a gap in our intake between students from Acorn groups LMOPQ and their peers. The gap has narrowed over the last five years over the last five years, from 65.2% to 60.2%. The ratio of students from Acorn groups LMOPQ to other Acorn groups is currently 1:4.3.
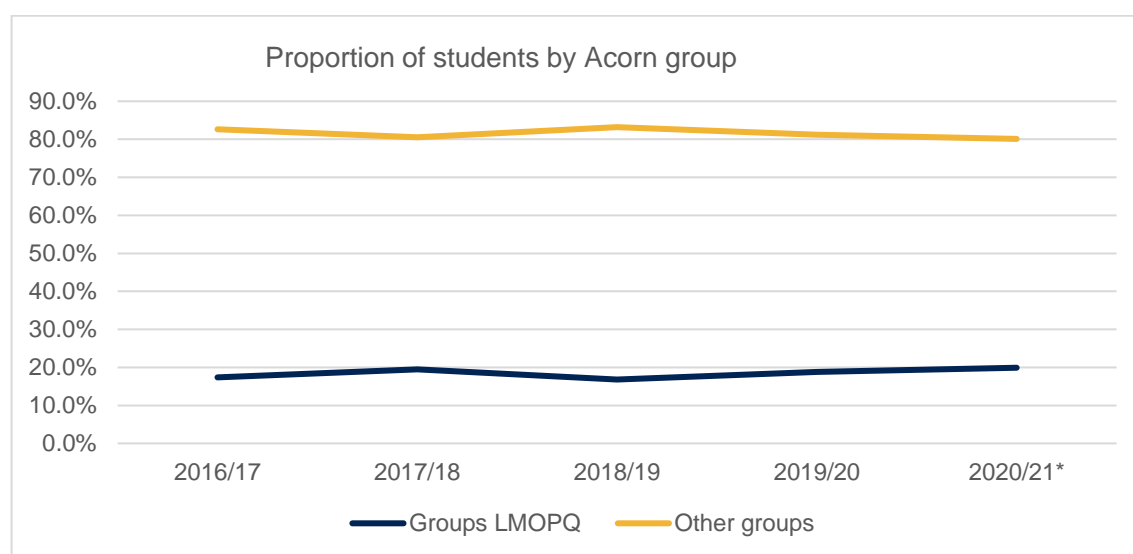

Figure 2b Proportion of students by Acorn group

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, from the highest and lowest IMD quintiles or between Acorn groups LMOPQ and other groups.

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).
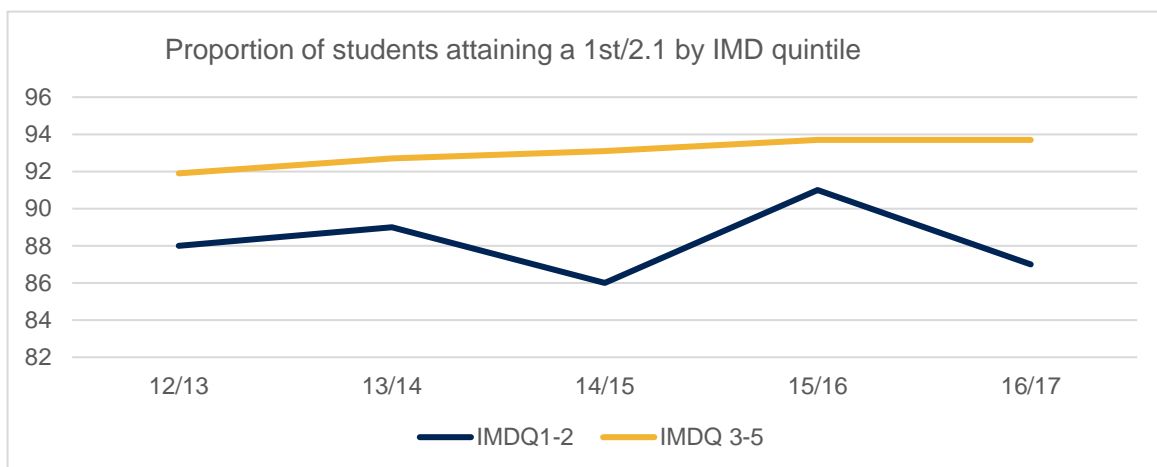
Proportion of students attaining a 1st/2.1 by IMD quintile

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

1.1.3.3   An analysis of attainment data finds significant gaps in the attainment of students from Acorn groups LMOPQ compared to their peers. Students from Acorn groups LMOPQ are less likely to obtain a 1st or 2.1 degree. The magnitude of the gap has increased in the past five years, and has been 10% or higher since 2014-15.

Proportion of students attaining a 1st/2.1 by Acorn group
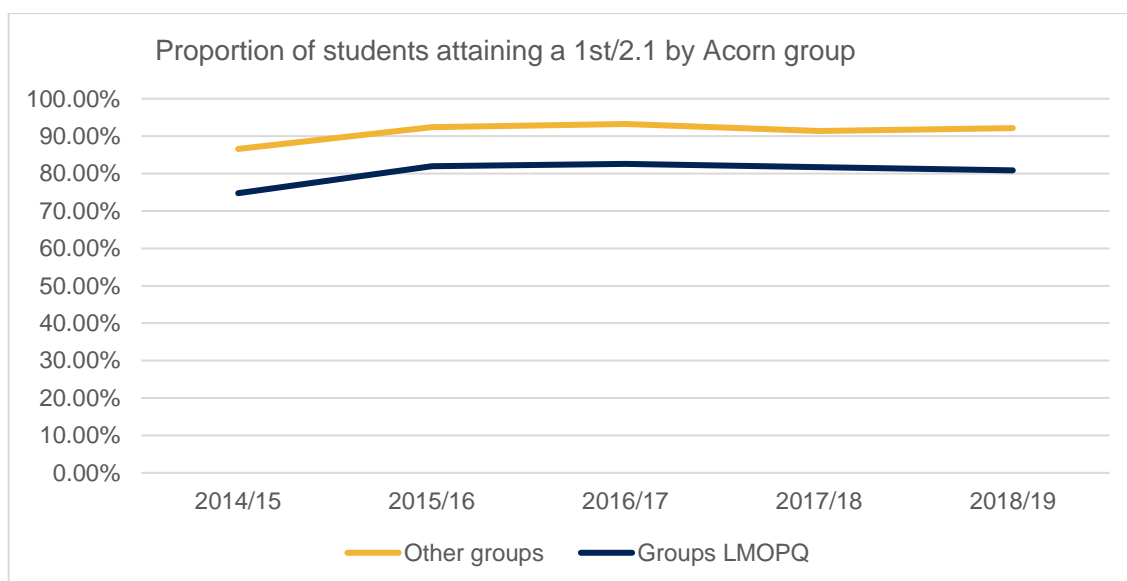
Figure 3b Proportion of students by Acorn group

1.1.4   Progression to employment or further study

1.1.4.1   We find no significant differences in progression outcomes for any measure of disadvantage. Students from the highest and lowest POLAR4 and IMD quintiles and from Acorn groups LMOPQ 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).
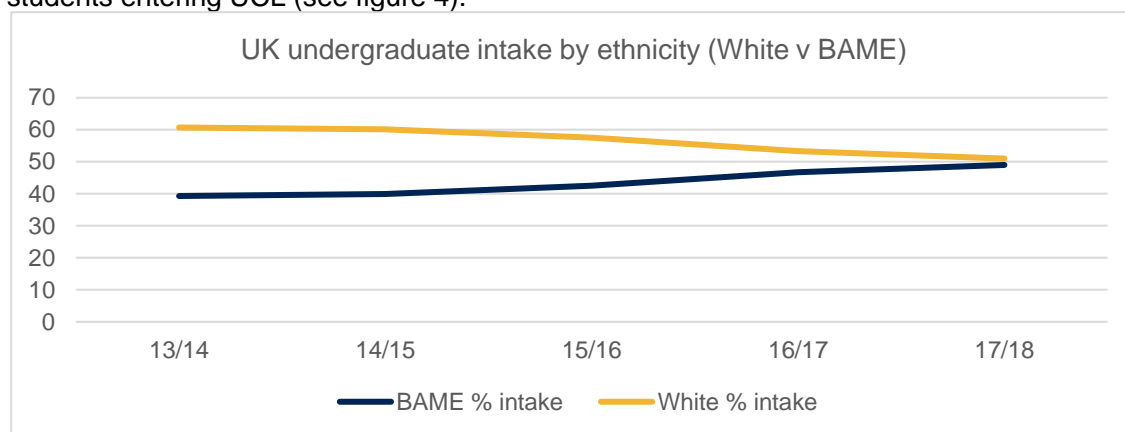
UK undergraduate intake by ethnicity (White v BAME)

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.

---

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

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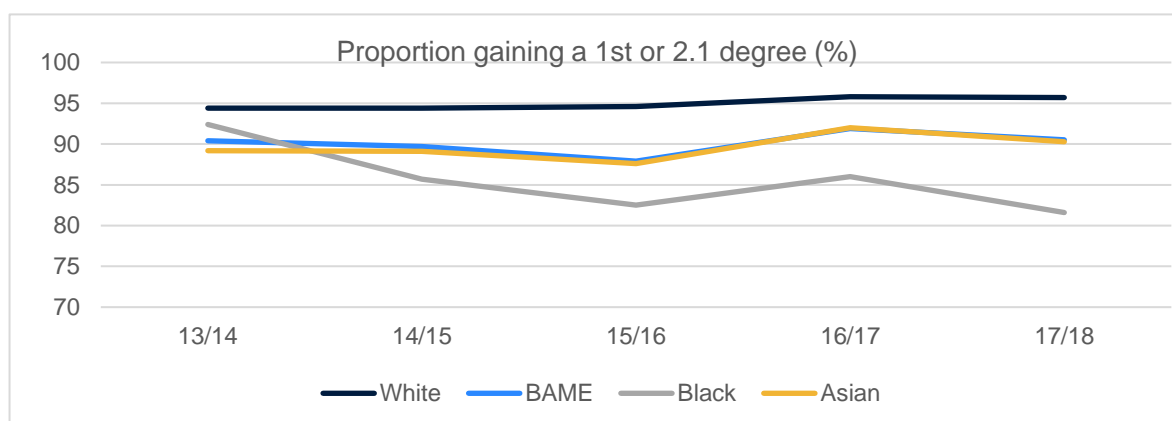
Figure 5 Proportion gaining a 1st/2.1 degree by ethnicity

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).
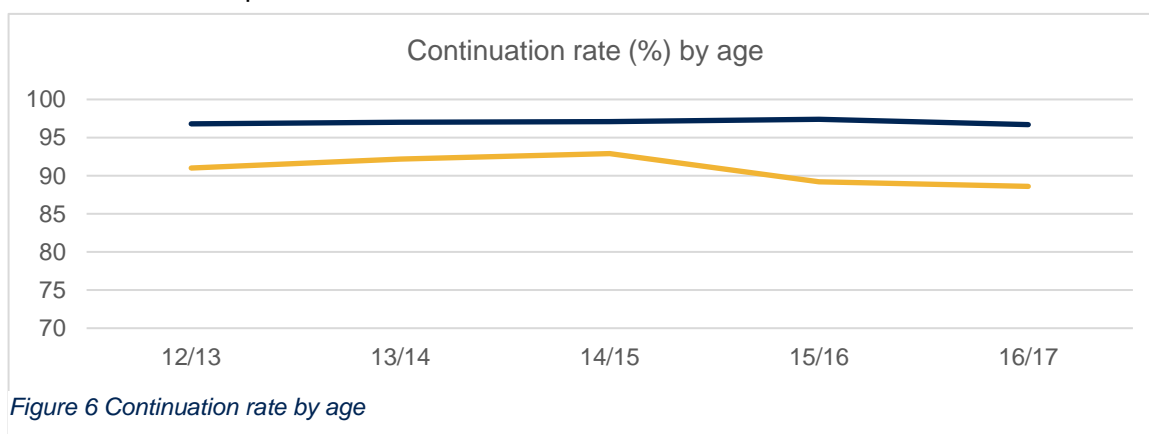
Proportion of students gaining a 1st or 2.1 (%)
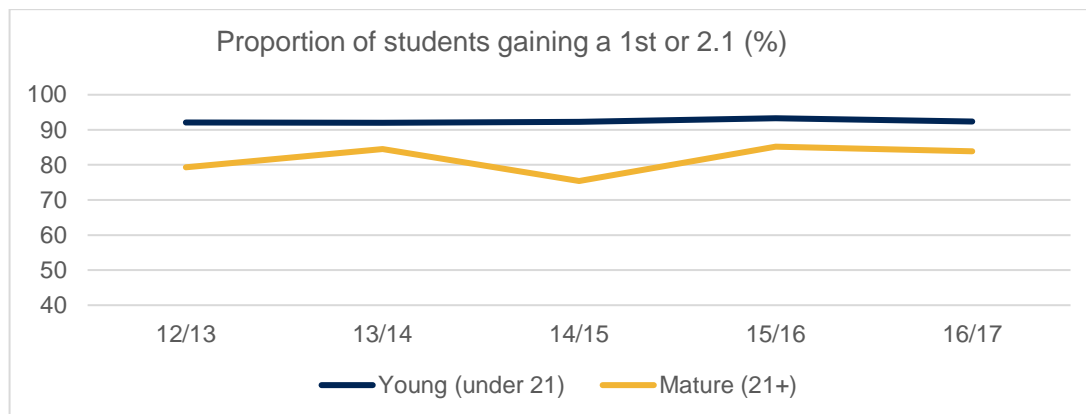
Figure 7 Proportion of students gaining a 1st/2.1 by age

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.
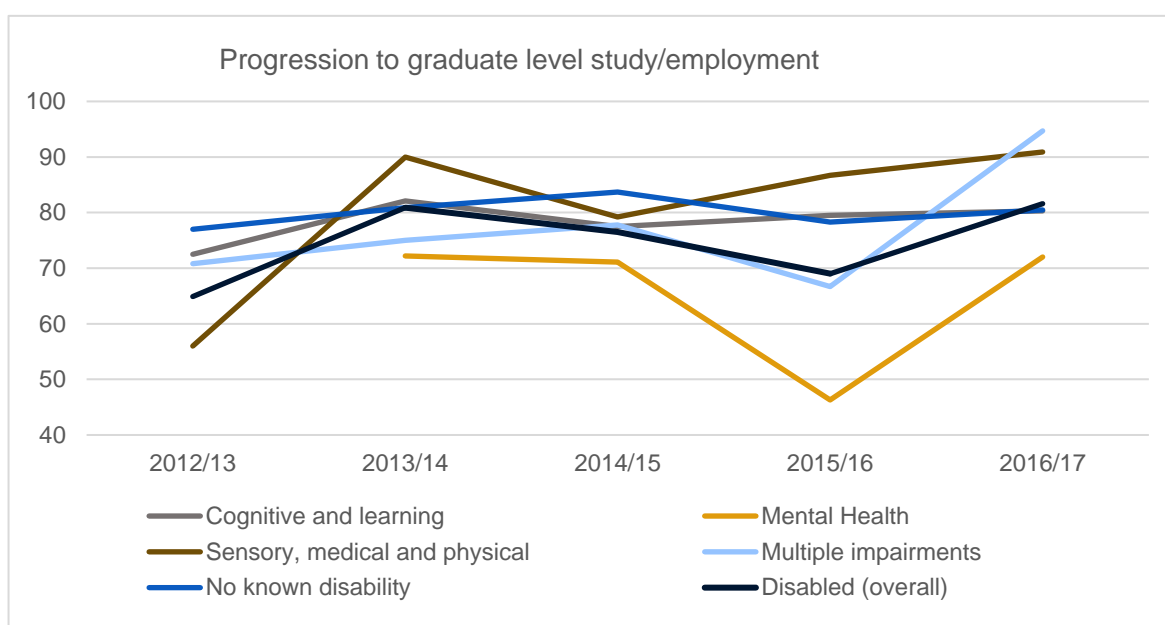
Figure 8 Progression to graduate study or employment by disability status

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.
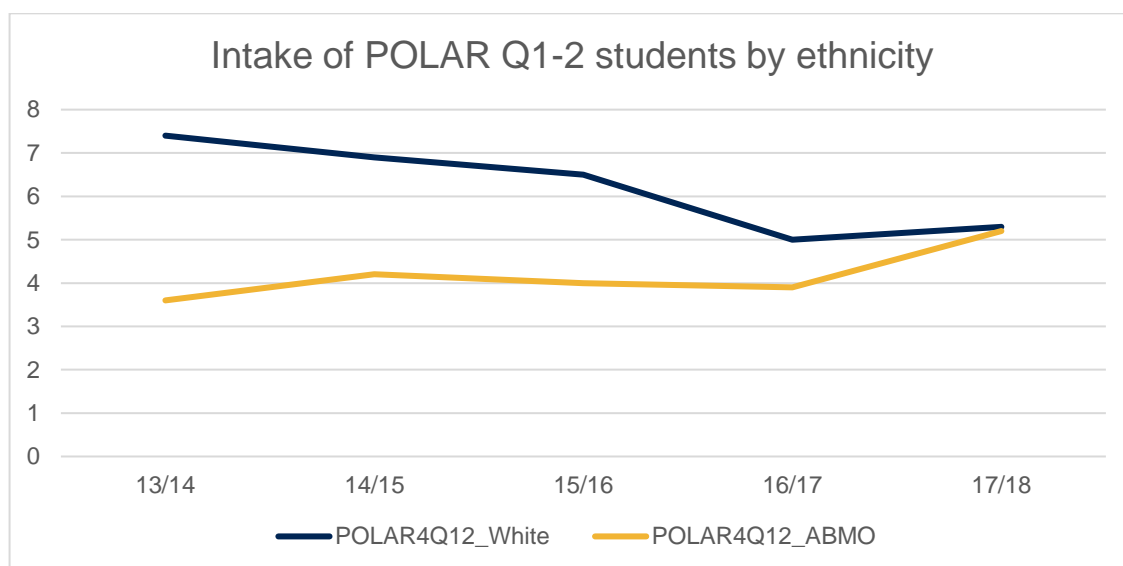
Figure 9 Intake of POLAR Q1-2 students by ethnicity

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.
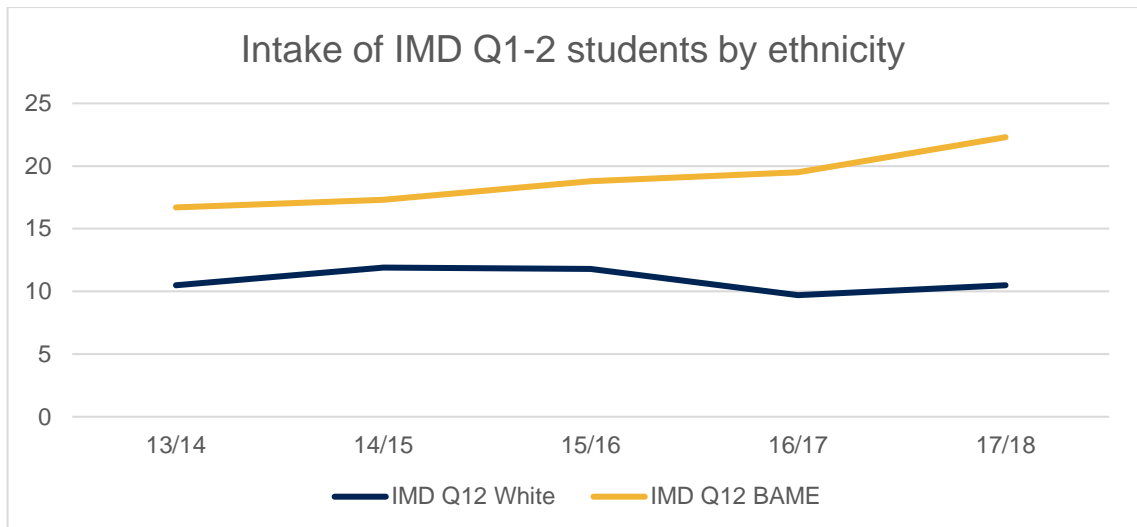
Figure 10 Intake of IMD Q1-2 students by ethnicity

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.

---

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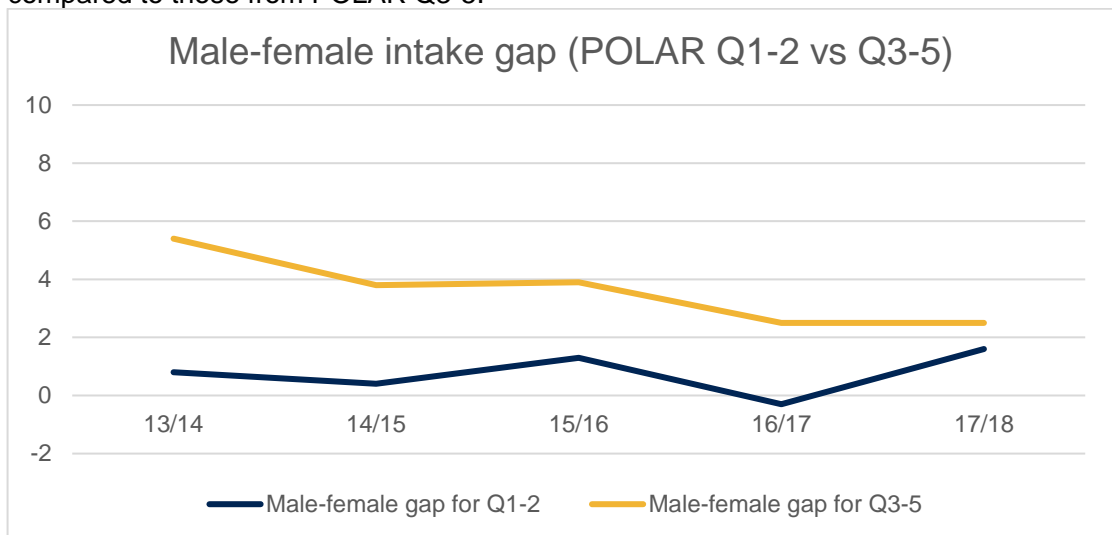
1.6.4.1 There are no significant gaps for progression in any year when we compare the intersections of IMD and POLAR with ethnicity and sex.

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.

1.8.2 In 2020-21, UCL conducted a review of measures to get a better understanding of the best measures for UCL. The review concluded that, in the absence of free school meals data, the most reliable measure uses Acorn. Acorn is a commercial geodemographic profiling tool, which categorises postcodes into 18 groups, based on a range of public and commercial datasets. Acorn groups L, M, O, P and Q are identified as the most under-represented in higher education.

- L – Modest Means
- M – Striving Families
- O – Young Hardship
- P – Struggling Estates
- Q – Difficult Circumstances

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
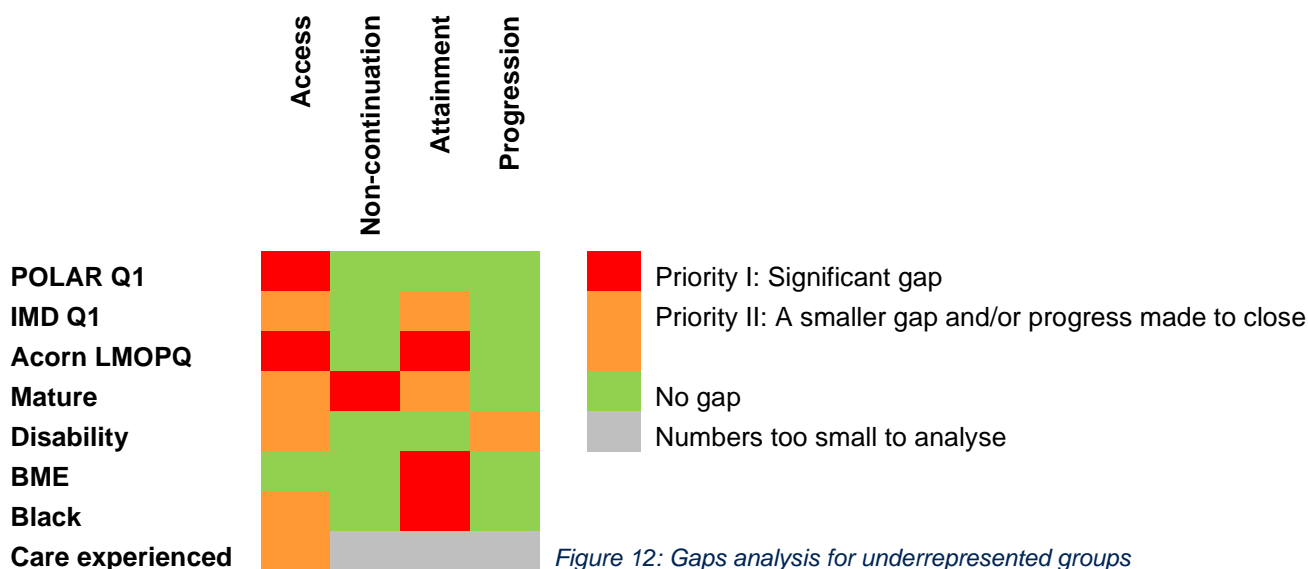
2.1.2   With reference to Section 1 of this plan and the analysis of our data, we have split our target groups into two categories: Priority I and Priority II. Priority I groups are those where we have the biggest gaps to close and the most work to do. These are the gaps that we have set targets against. 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
Acorn LMOPQ		Black students
		Acorn LMOPQ

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:
- o To ensure that all students have an equal chance of entering UCL, regardless of background, ethnicity, age or disability.
- o 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 five key objectives. We will:
- o eliminate the gaps in access between the most and least represented groups (as measured by POLAR and Acorn) by 2038-39;
- o eliminate the non-continuation gap between young and mature students by 2030-31;
- o eliminate the attainment gap between BME and white students by 2024-25;
- o eliminate the attainment gap between black and white students by 2030-31;
- o eliminate the attainment gap between students from Acorn groups LMOPQ and other Acorn groups by 2038-29.

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:

- o reduce the ratio of POLAR4 Q1:Q5 students entering UCL to 1:9 by 2024-25;
- o reduce the ratio of students from Acorn groups LMOPQ to other Acorn groups to 1:3 by 2024-25;
- o reduce our mature:young non-continuation rate by five percentage points by 2024-25;
- o eliminate our BME:white attainment gap by 2024-25;
- o reduce our black:white attainment gap by five percentage points by 2024-25;
- o reduce our attainment gap between students from Acorn groups LMOPQ and other Acorn groups to 8% 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).

- o 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.

Risks
- Uncoordinated policy making
- Low senior-level buy-in
- Lack of wider UCL buy-in and inclusive practice

Measures
- Access/success central to key strategies
- All areas of APP overseen by one Vice-Provost
- Council oversight of APP
- Innovative WP group formed
- Internal comms strategy

Output
- Access/success centered policies and approaches
- Senior-level champions
- Good UCL-wide access/success knowledge
- Inclusive practice established throughout

Outcome
Improved entry, success and progression rates for key target groups

Impact
Access, success, and progression gaps decreased

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.
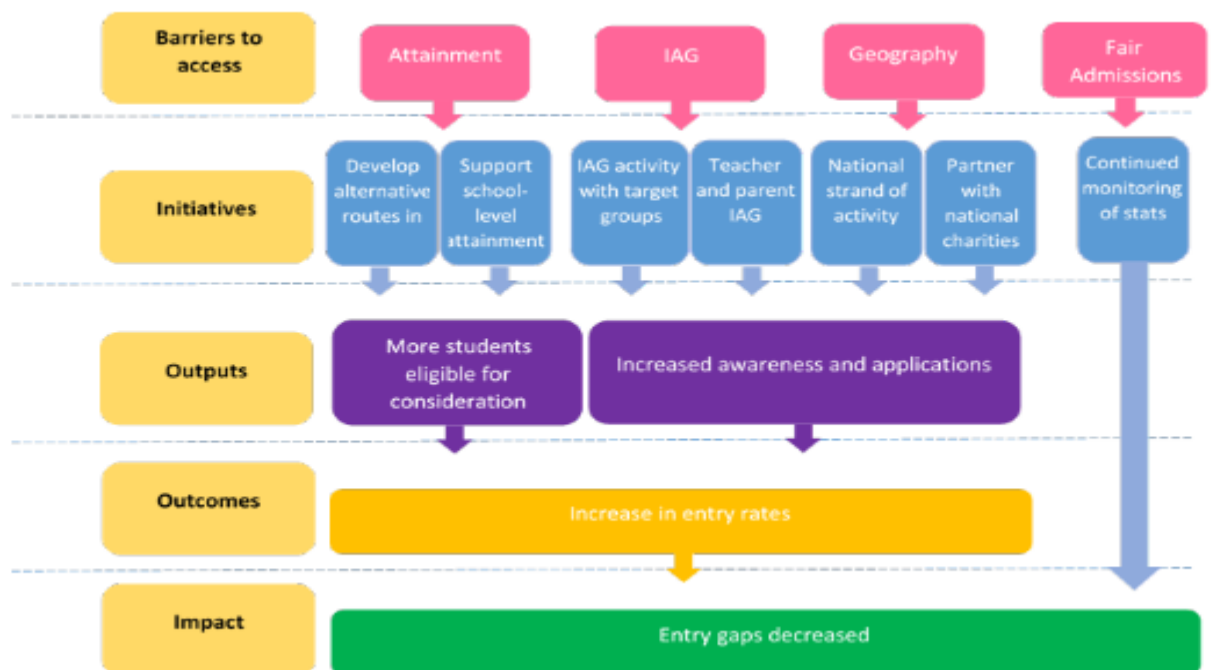
Figure 14 UCL Access theory of change model

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.

---

[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.

3.1.4.6 **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.

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

---

[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.

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.

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.

---

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

[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   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.

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.
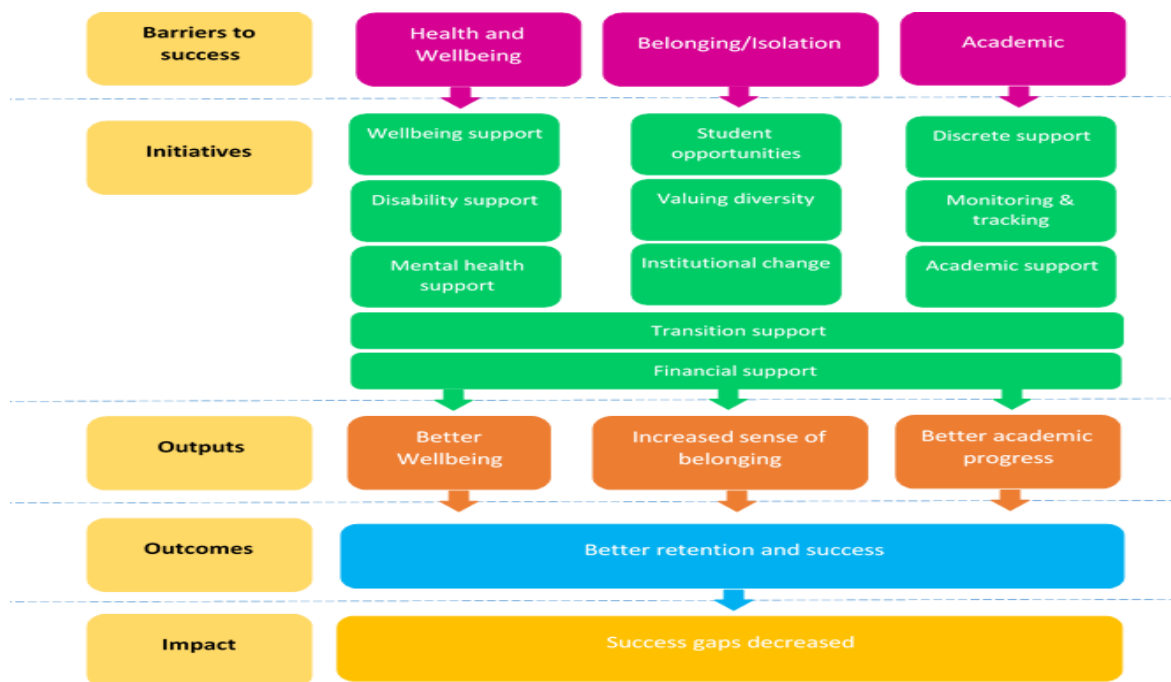
Figure 15 UCL Success theory of change model

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.
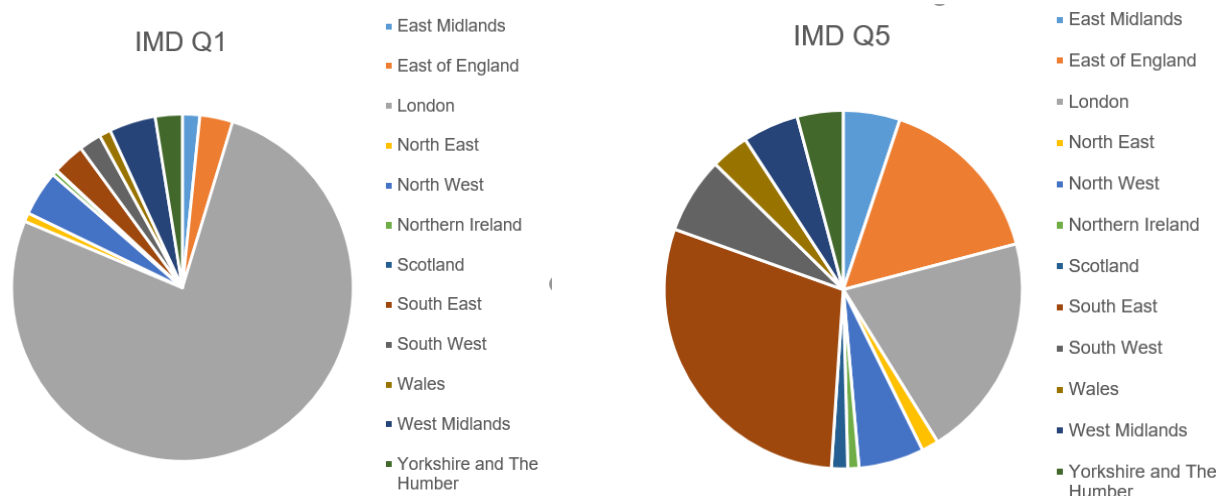

Figure 16 Home region of English IMD Q1/Q5 students

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.
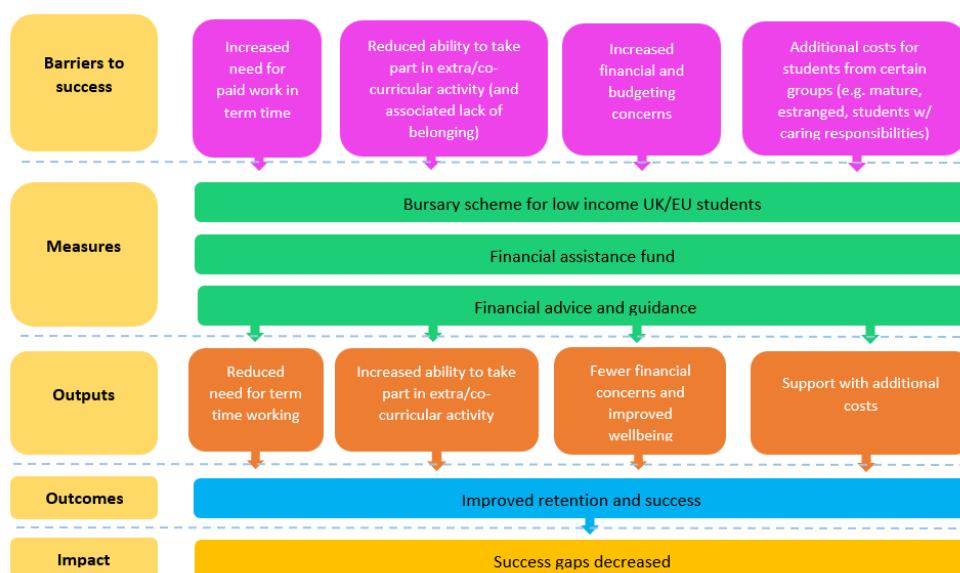
Figure 17 UCL Financial support theory of change model

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 classified as home fee status, and be domiciled in the UK, 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.
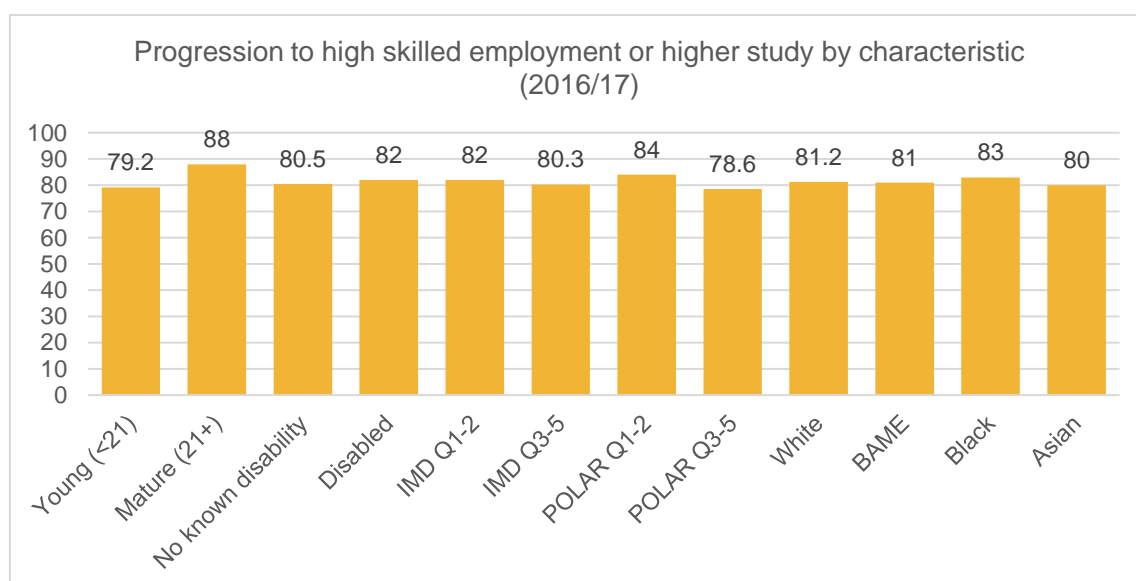
Figure 18 UCL progression rates by characteristic.

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 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

---

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

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.

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

Appendix
Addressing the OfS priorities 2023/24

Case Study: school partnership
Collaborative partnership in East London
2018 - 2022
Since 2018, UCL has built a collaborative partnership with George Mitchell School, an all-through school in Waltham Forest. Over 30% of pupils are eligible for Pupil Premium, and 70% have English as an additional language.

Each year, the 'Creating Aspirations' project works with the Year 5 class, their teacher, UCL East Schools Engagement and UCL Museum Education Masters students to create a long-term programme.

In recent years pupils have staged a takeover of the Grant Museum of Zoology, and explored Ancient Sudan with the Petrie Museum of Egyptology. Creating Aspirations offers opportunities to learn beyond the classroom, and raises pupils' attainment through vocabulary extension, oracy skills and problem solving. 50% of the Year 5 cohort from 2018-19 achieved the expected SAT level for reading and maths, compared to 25% the previous year, before the project began.

In April 2022, the Office for Students (OfS) asked providers to refocus access and participation plans so that they clearly set out the ways in which they will address the OfS's new priorities. Much of UCL's existing access and participation work addresses these priorities and we have brought it together in this appendix.

Priority B: Develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

Raising attainment was a key priority in UCL's 2020-2025 Access and Participation Plan. Section 3.1.4 identifies attainment as the greatest barrier to access at UCL. Paragraphs 3.1.4.5 - 3.1.4.6 set out our approach to raising attainment at pre-16.
Since the publication of our APP, we have developed this work further and an overview of our school partnership and attainment work is set out below.

School partnerships

- UCL is currently the sole sponsor of the UCL Academy. Partnership work takes place between university and academy school staff across a wide range of subject areas, focusing on curriculum enrichment and teacher development. UCL has also run a large scale Maths attainment raising RCT project with the UCL Academy (see school-level attainment below).

- In addition, UCL is a Trustee of the University Schools Trust which sponsors Cyril Jackson Primary School, Royal Greenwich Trust School and St Paul's Way Trust School. UCL also has strategic partnerships with City and Islington College and Newham Collegiate Sixth Form and is a co-sponsor of Elutec in Dagenham.

- The opening of UCL East, UCL's new campus in Stratford will strengthen our school partnerships. We are currently a lead member of the East Education partnership which coordinates school improvement activity for partners on the East Bank park. As part of this, UCL is leading on the development of a teacher CPD programme to support skills development and knowledge in STEAM subjects.

- The UCL East Schools Engagement team will launch four school partnerships with schools in our local East London boroughs of Hackney, Newham, Tower Hamlets and Waltham Forest.

School-level attainment projects

We run 70 projects a year working with over 4000 students across all levels of education. Projects vary in their aims and focus, from information, advice and guidance projects for students and supporting parents, to increasing subject knowledge and supporting attainment. The section below details our school-level attainment projects which have focused around the areas of tutoring, literacy and maths interventions.

	Primary	KS3	KS4	Teacher Support
Reading Recovery	▢			▢
UCL Scholars		▢		
UCL Explore English			▢	
UCL Horizons			▢	
UCL Academy Maths Project			▢	
East London Tutoring and Mentoring		▢	▢	
MyTutor			▢	
The Access Project			▢	
Teacher Action Research Projects				▢
Verbal feedback Project				▢

Legend:
- Literacy Projects
- Maths Projects
- Tutoring/Mentoring
- Teacher CPD

Case Study: supporting attainment

UCL Scholars – improving Year 9 literacy skills, in partnership with the National Literacy Trust
February – July 2021

UCL Scholars is a long term online programme for year 9 pupils from underrepresented groups, comprising live online sessions and online mentoring. Underpinned by the National Literacy Trust's research, Scholars aims to support the literacy attainment of year 9 pupils by developing their confidence and skills in reading, writing, speaking & listening.

The live events are designed by the NLT to reflect the GCSE syllabus, with delivery from NLT staff and UCL Student Ambassadors and guest talks from UCL alumni. Online mentoring run on Brightside support the live sessions, and the programme culminates with participants using the skills they develop to create a speech on a topic of their choosing.

Results from participant baseline and endpoint surveys are compared to annual, nationally representative survey conducted by the NLT. Long term evaluation will analyse participants' GCSE results with a comparator group using HEAT.

Tutoring

UCL sponsors the Holte School in Birmingham, through The Access Project, providing tuition and advice and guidance to a cohort of 40 students across Year 10 – 13.

- UCL partners with MyTutor to provide 1000 hours of tutoring to Year 10-11 pupils in ten schools per year.
- UCL Engineering runs a tutoring and mentoring programme in East London, providing 3000 hours of support to pupils in Years 8-13 across twelve schools in East London.

Literacy

- The UCL Institute of Education runs Reading Recovery, a successful national literacy intervention for the lowest achieving 6 year olds. Independent evaluation of the programme has shown that participation in Reading Recovery at primary school is linked to higher GCSE attainment ten years later. Our APP funding has saved the Barking and Dagenham Reading Recovering hub from closure and supported 24 teachers per year.
- UCL Scholars is a sustained literacy programme for KS3, developed in partnership with the National Literacy Trust. The programme supports 100 Year 9 pupils from 40 schools.
- In 2021 we ran Explore, a four day online summer school for 50 Year 10 pupils, designed to develop creative writing skills and improve performance in GCSE English Language.

Maths

- UCL Horizons is a sustained Maths attainment programme, designed and delivered in partnership with Maths education charity MEI. 300 Year 10 pupils from 27 schools attend online maths sessions.
- In 2019 and 2020 we ran a large Maths attainment project with UCL Academy. UCL students were trained to deliver a programme of small group Maths sessions, designed by the Mathematics Education Group at the UCL Institute of Education.

Teacher Support

- From 2018-2020 we worked with UCL's Centre for Educational Leadership to deliver Teacher Action Research Projects, supporting teachers in leading a school-based research and development project that has a particular focus on raising attainment for students from under-represented groups.
- In 2018-19 we partnered with Teacher Toolkit to run the UCL Verbal Feedback Project, which explored the impact of verbal feedback approaches on outcomes for disadvantaged students in years 7 and 8.

Priority C: *Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.*

In our APP, we identify the following groups that have poorer continuation or degree outcomes when compared with their UCL peers.

Continuation gaps
- Mature students

Awarding gaps
- Black, Asian and minority ethnic students
- Students from some lower socio-economic backgrounds (using Acorn and IMD)

In addition to these groups, we also prioritise **care experienced** students for additional support.

Institutional approach
In 2.2 of the APP, we committed to establishing a Student Success Office to lead on institutional change and support for students from underrepresented groups. This office has now been established and leads and coordinates approaches around the following strands:

	Teaching and Learning	Policies and Processes	Student Support	Culture Change
	Learning environments that validate, and celebrate our diverse student body	Creating inclusive cultures, policies, and operations.	Equitable approach to student support and co-curricular provision	Encouraging varied forms of excellence that value our student's strengths
Focus	• Teaching and learning • Curriculum design and delivery • Assessment	• Fair and just policy making • Recognising and challenging inequitable practices • Amplifying the voices of under-represented students	• Academic writing support • Personal tutoring • Transition support • Careers & Skills development • Belonging • Preparing for postgraduate study	• Valuing different perspectives and experiences of learning • Creating a broader understanding of what makes great scholarship
Enablers	**Data and Evaluation**			
	Student Engagement			

Ensuring excellent outcomes for identified groups

Black, Asian and minority ethnic (BAME) students

The BAME awarding gap project has been running since 2017, with the aim of addressing disparities in outcomes and experiences of Black, Asian and minority ethnic students at UCL. The project focus is on institutional change. Key strands of the project are:

- **Departmental pilots** – trialling and evaluating inclusive and scalable approaches to teaching, learning and belonging, and sharing the results;
- **Faculty leads** – each UCL faculty has a named lead for the BAME awarding gap project to develop and deliver an action plan, disseminate data and support staff in making changes;
- **Data and evaluation** – the project makes data easily available to staff across UCL and carries out evaluation on relevant topics;
- **Inclusive curriculum health check** – this supports staff in reflecting on how to embed inclusivity in all aspects of the academic cycle;
- **Student curriculum partners** – student curriculum partners provide a student perspective on the inclusivity of UCL's curriculum, particularly in relation to race and ethnicity;
- **Changemakers** – the project works with the UCL students' union to offer funding and support for student projects which address disparities in outcomes.
- **Training and resources** – the project produces toolkits and case studies to provide guidance on ways to close the awarding gap.
- **Effective monitoring and reporting** – the project has worked to identify efficient methods of monitoring including aligning with institution wide annual reviews and faculty and departmental level processes.

Case Study: student success

Developing inclusive teaching with Teachly
October 2021 – October 2022
The ed-tech application 'Teachly' strives to make higher education classrooms both more inclusive and more effective by bringing under-represented voices into a classroom conversation and providing academic staff with a window into their teaching that they would otherwise not have. Teachly enables staff to capture student engagement during face-to-face or hybrid live lectures, which existing UCL platforms Moodle and Echo360 are unable to facilitate.

Teachly generates session-by-session analytics — combined into thematic dashboards — that identify patterns and help to flag students that may be falling through the cracks.

This project will pilot the use of Teachly at UCL, providing an opportunity for staff to enhance their teaching practice and for students to feedback on the impact.

Students from lower socio-economic backgrounds
Our update to our APP in 2021 revealed a persistent awarding gap for students from Acorn groups LMOPQ. Drawing on experience in closing our BAME awarding gaps, we have established a team to close this gap. However, we also acknowledging that some students from Acorn groups LMOPQ may enter UCL through our contextual offer scheme, so require additional academic support. Plans for 2022/23 onwards include:

- **Pre-entry sessions** for offer holders to bring together a community of learners.
- **UCL Prep**, our pre-entry online study skills module for offer holders.
- **Departmental pilots** – replicating the BAME awarding gap model above.
- **Departmental action plans** to show how each department intends to support students from lower socio-economic backgrounds.
- **Data** analysis and dissemination across UCL
- **Increased check-ins** with personal tutors and student advisers (see below)
- **Enhanced support** from UCL Careers and UCL's psychological counselling services if needed.

Mature students
Following the development of the APP, we carried out a study into UCL's mature cohort and the issues they face. The themes that emerged were:
- Identity and belonging
- Finance
- Mental health
- Accommodation
- Accessing academic and wellbeing support

Along with other identified groups, mature students are prioritised for enhanced support and in 2023, we will be running our first pre-enrolment summer school for mature students to support this group in building networks and feeling confident in accessing UCL's services. Building on our work with care experienced students, we are also developing a gold standard for the support that mature students can expect. This work will be completed in 2023/24.

Care experienced students

Care experienced students are entitled to enhanced support packages that we outline above. In addition to this, for 2022/23, we are implementing our Gold Standard Support protocol for students from care experienced, estranged and forced migrant backgrounds, which covers the following areas:

- Pre-arrival engagement
- A named contact at UCL
- Independence and networks
- Personal development and enhancements
- Wellbeing
- Health and mental health support

- Financial support
- Accommodation
- Careers
- Academic support
- Peer support
- Data sharing and disclosure
- Research and evaluation

This protocol will ensure a named contact at UCL who will make direct contact before their arrival to understand their individual needs. It will also ensure a UCL-wide understanding of the support available so that all colleagues know where to signpost students to.

All Student Support

We take an inclusive approach to the majority of our student support and the services outlined below are available to all of our undergraduate students in addition to the enhanced support above.

Student Support and Wellbeing

See sections 3.1.10.1 to 3.1.10.4 of the APP. We continue to see a rise in demand for our mental health support and we have increased our investment in these services. Students from our target groups above can access enhanced support from UCL's Student Psychological and Counselling Service.

Student Advisers

Student advisers were rolled out to all undergraduate students from the start of 2021/22. All undergraduate students have a named student adviser and they are the key contact for any wellbeing, support or student experience matters. There are 38 student advisers across UCL and student advisers prioritise students from underrepresented groups for contact and support.

Personal Tutoring

Every undergraduate student is assigned a personal tutor within their department. Personal tutors provide regular and personalised support and guidance relating to academic progress and skills, as well as signposting students to other UCL support services.

The Academic Communication Centre

The Academic Communication Centre is a support service to enhance UCL students' discipline-specific writing and speaking skills. Support includes: academic writing; academic communication workshops; tutorials; online resources; writing retreats.

Transition Mentoring

All first-year students are given a transition mentor, a second or final year student from their own programme of study, to mentor them through their first term at UCL. This peer-to-peer learning scheme helps students settle in and gives advice on academic topis, support services, revision techniques and administrative tasks.

Careers Extra

Careers Extra is our programme of enhanced careers support for UCL undergraduates from under-represented groups and includes:

- Bursary scheme to support students in gaining career useful experience
- Alumni mentoring scheme
- Buddy scheme pairing first years with Careers Extra students already at UCL
- One-to-one appointments with the Careers Extra team to discuss career ideas, work on applications and prepare for interviews
- Priority booking for some UCL Careers events
- Dedicated Moodle resources, including other Careers Extra students' career stories.

Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

In our APP, we highlight plans to develop a foundation programme as part of our new East London campus (3.1.4.4). This programme has now been developed and we are expecting our first intake in 2023/24. The Engineering Foundation Year at UCL is for people who have aspirations to become an engineer, but come from groups that are underrepresented at UCL and have not gained the A level (or equivalent) grades to apply for our undergraduate programmes. Students who successfully complete this programme will be able to go on to study one of the 27 engineering undergraduate programmes at UCL.

Several departments at UCL have expressed an interest in offering degree level apprenticeships and we will be establishing a group in 2022/23 to consider the issues involved and develop our response. UCL currently offers five master's level (level 7) degree apprenticeship programmes and we hope to learn from our experiences in creating those programmes when developing our response.

Evaluation

Evaluation underpins all our Access and Participation work, and section 3.3 of the APP sets out our evaluation strategy and approach. UCL has an established Data and Impact team, which has expanded to include evaluation, research and data analysis across the whole life cycle. We take a cross-institutional approach, working with colleagues across

UCL, including 0.1 FTE of an academic's time devoted to evaluation of the BAME awarding gap, and guidance from colleagues from the IOE Centre for Education Policy and Equalising Opportunities.

We currently produce high quality evaluation across the lifecycle, including our standard evaluation cycle to monitor the immediate outcomes of projects and tracking participants via HEAT to evaluate the long-term outcomes of access initiatives. We have introduced innovative evaluation designs to attempt to assess the causal impact of attainment-raising programmes.

We draw upon the expertise of UCL academics to support our research and evaluation, for example:
- Working with the UCL Centre for Education Policy and Equalising Opportunities to analyse the most effective indicators to measure socio-economic disadvantage.
- Commissioning the UCL Thomas Coram Research Unit to investigate the experiences of care-experienced students in higher education.
- Professor Parama Chaudhury's research into the effects of the 2019-20 UCL Covid No Detriment Policy implemented by UCL on the BAME Awarding Gap

We value our collaborations with external evaluators. Examples include:
- Working with TASO on a large project to evaluate the impact of summer schools, using an RCT approach.
- Partnering with ImpactEd to evaluate Horizons, our long-term Maths support programme for Year 10 students.
- Participation in the TASO Financial Wellbeing Study, which assessed the impact of text messages to support students' financial capabilities.

To date, much of our evaluation has been produced for internal audiences to improve our service. From 2022/23 we will publish evidence from our evaluations more widely, including on our website at www.ucl.ac.uk/widening-participation/our-research

Case Study: Evaluation design

Randomised control groups to assess impact of an attainment intervention
Academic year 2018/19

UCL collaborated with UCL Academy to design and evaluate the effectiveness of interventions aimed at raising Maths attainment.

In 2018-2019 a maths support programme was piloted for GCSE Year 10 pupils, to explore whether weekly small group sessions can boost attainment at GCSE. The intervention sessions were designed by Dr Suman Ghosh (UCL Institute of Education) and taught by trained UCL student ambassadors.

The evaluation design was approved by UCL Research ethics, and divided the year group divided into an intervention group (who received support) and a comparison group (who did not). The change in pre- and post-intervention attainment data was analysed, with results showing no overall difference in the pattern of change between the intervention and control group, however there was a small difference for gender, where male students appeared to benefit slightly from the intervention.

Provider fee information 2021-22

Provider name: University College London
Provider UKPRN: 10007784

Summary of 2021-22 course fees

*course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All students who started their programmes before or in academic year 2016-17	Fee applies to continuing students only	£9,000
First degree	All students who started their programmes in or after academic year 2017-18	Fee applies to entrants/all students	£9,250
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT		Fee applies to entrants/all students	£9,250
Accelerated degree	*		*
Sandwich year	*		*
Erasmus and overseas study years		Fee applies to entrants/all students	£1,385
Other	*		*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	All students who started their programmes in or after academic year 2017-18	Fee applies to entrants/all students	£4,625
First degree	Students who started their programmes before or in academic year 2016-17	Fee applies to continuing students only	£4,500
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	*		*
Accelerated degree	*		*
Sandwich year	*		*
Erasmus and overseas study years	*		*
Other	*		*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*		*

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 by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

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 students

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

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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%

Office for Students

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.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Socio-economic	Ratio of students from Acorn groups LMOPQ to all other Acorn groups	No	The access and participation dataset	2019-20	1:4.3		1:4	1:3.5	1:3.3	1:3	
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

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 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%	
To reduce the attainment gap for students from underrepresented groups	PTS_4	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between students from Acorn groups LMOPQ and all other Acorn groups	No	The access and participation dataset	2018-19	11.3%		9.5%	9%	8.5%	8%	
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												
	PTS_9												
	PTS_10												
	PTS_11												
	PTS_12												
	PTS_13												
	PTS_14												
	PTS_15												
	PTS_16												
	PTS_17												
	PTS_18												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												
	PTP_9												
	PTP_10												
	PTP_11												
	PTP_12												
	PTP_13												
	PTP_14												
	PTP_15												
	PTP_16												
	PTP_17												
	PTP_18												