UCL ACCESS AGREEMENT 2017-18

1. Introduction

1.1 UCL is one of the world's leading multidisciplinary universities, committed to engaging with the major issues of our times. At the undergraduate level, UCL seeks to recruit and retain the academically brightest students who share our values and will thrive in the rigorous teaching and learning environment that UCL provides.

1.2 UCL has had a widening participation strategy in place since 2001. Since then, and following the first Access Agreement and subsequent Widening Participation Strategic Assessment, outreach work at UCL has developed into a comprehensive suite of activities aimed at raising the aspirations of those who may not have previously considered higher education and encouraging those from a disadvantaged background to apply to, and ultimately attend, a leading university.

1.3 However, UCL is aware that there remains considerable work to be undertaken in this area. This Access Agreement will build upon the core principles that have been in place since the foundation of UCL in 1826, when it was the first university in England to admit students of any religion and regardless of background. This Agreement, while we recognise that it will be reviewed annually, sets out how UCL plans, in both the short and longer term, to continue to encourage those from disadvantaged backgrounds to aspire to undertake a university education - and also how we intend to attract such students to attend UCL.

2. The Main Components

2.1 Tuition fees for full-time UK/EU undergraduate students to be set at £9,250 (see 3.1 for PGCE and other programmes).

2.2 An anticipated 30% of additional tuition fee income to be spent on access measures equating to approximately £15 million per year by 2020/21. Approximately £9.3 million of additional tuition fee income to be spent on financial measures and £5.8 million on outreach and student success activities.

2.3 Continuation of current successful outreach activities and the introduction of a range of new activities, including targeted sustained activities aimed at increasing the number of students from underrepresented backgrounds studying at university level and, in particular, at UCL.

2.4 Continuation of UCL's successful Transition Programme and the introduction of a range of additional student support measures.

2.5 Continuation of additional targeted careers support.

2.6   Further development of a research strand to influence future strategic priorities and contribute to the national agenda.

2.7   Challenging targets and milestones covering applications, student intake, progression and outreach activities that will move UCL in the direction of wider social inclusion.

2.8   Effective evaluation and monitoring to ensure that activities remain focused on outcomes.

2.9   Clear and transparent information available for prospective students on programmes of study and the finances for studying at UCL.

3. Tuition Fees

3.1   Tuition fees for new fee-regulated entrants in 2017/18 are detailed below. All fees will be reviewed annually and increases may be applied in line with the limits set by the Government.

Programme	2017/18 FTE Fee
Foundation degree	£9,250
All Full-Time Undergraduate Degree Programmes	£9,250
Primary PGCE	£9,250
Secondary PGCE	£9,250
Post Compulsory PGCE (pre-service route)	£9,250
Post Compulsory PGCE: ESOL/Literacy (pre-service route)	£9,250

3.2   Part time students will be charged pro rata, not exceeding £6,935.

3.3   The fees for students studying on an Erasmus/study year abroad will be 15% of the full-time fee.

3.4   Charging the maximum fee enables UCL to maintain and improve the quality of its teaching and learning environment to the benefit of all its students. In addition, it will ensure that academic disciplines are maintained across the breadth of UCL's multi-faculty offering.

3.5   The fees outlined above apply only to new undergraduates in 2017/18. Undergraduate students who began their programme of study before the 2017/18 academic year will continue to be charged the fees set out in the access agreement relevant to their year of entry.

4. Access, Student Success and Progression Measures

Current Position

4.1   UCL has made positive steps towards improving access in recent years and its retention of students is excellent. However, it recognises that within its intake cohort

there is a relatively low proportion of students from under-represented groups. For this reason, whilst UCL's access work runs across the student lifecycle, the majority of activity is focused on pre-entry work as this is where most progress needs to be made.

4.2 The table below shows UCL's UK undergraduate intake from key groups:

Target Group	UCL Position 2015/16	Comparator
State school students	70.4%	72%*
POLAR 3 q.1 students	4%	4.2%*
Low income students (household income below £16,190)	19%	16%#
BME students	43.85%	18%+
Black students	5.3%	2.34%+
Disabled students	8.51%	6.8%++

* HESA benchmark
# The percentage of students nationally in receipt of free school meals
+ The percentage of UCAS applicants gaining ABB or above at A level who were from these backgrounds.
++ The percentage of students nationally in receipt of DSA

4.3 Retention at UCL is high with the latest HESA data indicating non-continuation following year of entry at 3.2% and projected outcomes at 91.3%. In 2016/17, UCL is hoping to carry out research in to progression and outcomes by key widening participation groups.

4.4 In 2014/15, UCL Careers carried out research into whether UCL graduates from under-represented groups experience disadvantage with regards to post-university destinations. Data from three years of the DLHE survey (2011/12, 2012/13 and 2013/14) were analysed. Analysis examined whether outcomes varied according to four background characteristics: ethnicity, level of parental education, parental occupation and school type. The outcomes examined were: progression to postgraduate study; level of work entered on graduation, unemployment rates, and salary. Although average salary levels were similar regardless of characteristic, there was variation in the other categories. Further analysis of this data will now take place, at institutional and faculty level. An action plan will be drawn up to support those students who are deemed to require the most careers guidance.

4.5 UCL takes a strategic, evidence-led approach to widening participation. We have a strong evaluation team and in 2015/16 introduced a widening participation research team. UCL's Widening Participation Strategy has the following aims:

- **Aspiration**
  To raise awareness of higher education through a comprehensive range of aspiration-raising activities.

- **Attainment and Admission**
  To enhance the diversity of UCL's student body by identifying, supporting and admitting the brightest students from under-represented backgrounds.

- **Retention**

To enable those entering UCL from under-represented backgrounds to make a smooth transition to university study.

- **Evidence and Research**
  To promote an evidence-based approach to widening participation activity.

4.6 Aspiration-raising activity is aimed at target schools (based on free school meal entitlement) at primary and early secondary level. Where possible, UCL seeks out opportunities to work in collaboration with other HEIs to widen participation. Attainment and admission work is aimed at high-performing students from state schools who have the potential to progress to the UK's leading HEIs. These students will usually be from one or more of UCL's target backgrounds UCL will continue to keep its general IAG work open to all schools, but priority will be given to target schools.

4.7 The table below outlines UCL's current target groups for widening participation activity.

Criteria	Weighting
LAC/Care Leaver/Estranged student	Guaranteed place
Non-selective State School	Essential
No parental university degree	
Academic achievement/potential (Project specific)	
Parental Occupation NS-SEC 4-8	Participant must meet at least one of these criteria
Low Participation Neighbourhood (POLAR3 Quintile 1)	
Eligible for Free school meals within last 6 years	
Disability	
Refugee	
Gypsy/Traveller	
Underrepresented BME (Black or Black British)	
White working class male	
Young carer	
Attends a low performing school	
IMD Quintile 1	Further context
IDACI Quintile 1	
EST Quintile 1	

4.8 UCL supports OFFA's focus on increasing HE participation amongst white working class boys. However, using POLAR data as an indicator is often problematic for London HEIs and makes it difficult for UCL to establish a reliable baseline. UCL's research to date shows that IDACI correlates more strongly with our low income students. However, UCL is currently carrying out research in to the best measure to use.

4.9   UCL will seek to spend approximately 30% of its additional fee income on access commitments, including outreach activities, scholarships and bursaries. Once fully implemented, this will amount to approximately £13.6 million of OFFA countable funding being spent per year on access measures.

4.10   Under the pre-2012 Access Agreement, UCL spent approximately £370,000 of additional income on outreach activities, with around £5 million spent on bursary provision. In the 2012/13 and 2013/14 Access Agreements, the amounts spent on both activities and bursaries were increased. Since the 2014/15 Access Agreement, the proportion spent on bursaries has started to decrease.

4.10.1 **Table showing historic, new and future Access Agreement expenditure (at steady state)**

	Pre-2012	2016/17	2017/18	2018/19	2019/20	2020/21
Bursaries	£5,000,000	£9,352,000	£9,213,000	£9,060,000	£9,088,000	£9,257,000
Outreach/ Student Success	£370,000	£4,680,465	£5,329,000	£5,818,000	£5,818,000	£5,818,000
TOTAL	**£5,370,000**	**£14,032,465**	**£14,542,000**	**£14,878,000**	**£14,906,000**	**£15,075,000**

4.11   UCL will also undertake to monitor and evaluate its financial support package. Feedback from the Student Barometer survey indicates that bursary provision remains important to students in both choosing where they study and also in retention once on a programme. UCL is developing its own mechanisms for evaluating the effectiveness of the scheme in terms of widening access to UCL, retention and student success. Research is scheduled for 2016 and it is expected that the findings of this evaluation will inform future versions of UCL's financial support package.

4.12   UCL intends to spend approximately £4.6 million of additional fee income on outreach and access activities and a further £1.2 million on retention, student success and progression through UCL's successful Transition Programme and other targeted activities, bringing the total for outreach, student success and progression activities to £5.8 million by 2018/19.

5. Outreach Activities

Current Activities

5.1   UCL currently delivers a wide range of outreach and widening participation activities. Each year, as part of its outreach agenda, UCL works with over 20,000 young people, 1,000 parents, 400 teachers and 500 schools.

5.2   There are almost 60 outreach programmes running at UCL including summer schools, short courses, masterclasses, a Saturday school, taster days and a primary schools outreach scheme using UCL's museums and collections. In addition, UCL offers information, advice and guidance sessions, higher education taster days and workshops in developing academic skills. These activities will continue in 2017/18. Case studies of some of our projects can be found at Appendix 2.

5.3   In 2012, UCL developed its first evaluation strategy. A bank of evidence is gradually building up which will allow us to focus resource in the most appropriate areas. To date, results show that longer-term engagement programmes are more effective in increasing applications to UCL than one-off interventions, but one-off interventions can prove to be good value for money. Results also suggest that students who take part in more than one of UCL's projects are more likely to make an application than those that just take part in one. For the 21 projects where data on all students could be combined, 32% of students who participated in only one event applied to UCL, compared with 54% of students who participated in two or more activities. Headlines from UCL's most recent evaluations can be found at Appendix 2.

5.4   Although it is too early to track the final destinations of some cohorts on UCL's pre-16 programmes, it is possible to look at interim achievement levels. Horizons is a scheme that encourages sustained engagement with UCL through a regular Year 10 and 11 Saturday School as well as a Summer School. Of the students offered a place on the programme in 2015/16, 99% had no parental HE background, 29% were listed as being currently or previously in receipt of free school meals and 58% came from a household where one or both parents were registered unemployed. The latest evaluation suggests that students on the programme showed an improvement in their attainment levels between KS3 and GCSE (see Appendix 1). We believe that these results show that UCL's investment in pre-16 engagement helps to keep students on track and widen the pool of students in a position to apply to highly selective institutions.

5.5   UCL's evaluation also shows that some of our projects are less successful and, as such, projects are modified to incorporate successful elements from other programmes. This approach saw applications to UCL from project participants increase by 43%.

5.6   To enable new activity to be most effective, UCL has joined with the University of East London to undertake a coldspot/hotspot mapping exercise of activity and outcomes in east London and parts of Essex. UCL is conscious that much resource is committed to widening participation each year across the sector. The exercise is due to report later in 2016 and will identify areas where outreach activity and progression to higher education is low. UCL is also investing in national datasets to identify whether UCL's own data is institution-specific or whether it is mirroring national trends.

Pre-entry – Pre-16 Aspiration and achievement-raising

5.7   UCL believes that early intervention is critical to harnessing potential, interest and ability in under-represented groups. Pre-16 activities will be extended with an increased focus on supporting achievement amongst younger leaners. The Sutton Trust Missing Talent report identifies that up to 15% of high achievers at KS2 fail to achieve in the top 25% of GCSEs. This is particularly true amongst boys from low-income families. UCL will seek to develop and increase its role in reaching out to younger learners and their key influencers, particularly in local primary and secondary schools and community organisations, to raise awareness and capacity for progression into higher education.

5.8   UCL has a dedicated team for pre-16 engagement. UCL has developed a comprehensive programme of activity that enables sustained engagement with

students from primary level through to their post-16 studies. The focus is on widening the pool of potential students and keeping on track those who might have chosen other routes.

5.9   Students from Black African and Black Caribbean backgrounds are underrepresented at UCL compared with the London population. However Black students make up 5.3% of our undergraduate intake, while nationally only 2.34% of those applying to university and gaining ABB or above were from Black backgrounds. UCL is committed to working with local schools and families to support talented Black students and keep their achievement high. In 2015/16, we partnered with Generating Genius to develop a long-term engagement project for Y10 students from these backgrounds. We hope to continue working with the same cohort from Y10 through to Y13 and progression in to HE.

5.10   In 2013, UCL launched a new Sutton Scholars programme for Year 8 and 9 students in conjunction with The Sutton Trust. Sutton Scholars has been successful in targeting a cohort of highly able students from under-represented backgrounds. 67% of the cohort are eligible for free school meals, 100% have no family history of higher education and 83% are from socio-economic groups 4-8. Participants are in the top 10% of national achievement based on their Key Stage 2 results. Although it is too early to assess the impact of this long-term engagement programme, the programme has seen sustained levels of attendance (100% to date) and 61% have submitted optional homework assignments as part of the programme. UCL intends to extend schemes like these to work with target students in POLAR Q.1 areas just beyond London like Thurrock, Harlow and Medway.

5.11   *Target Medicine* is a widening participation project delivered by medical students from UCL Medical School, with support from academic staff. The project aims to inspire students from non-selective state schools to consider a career in medicine and to mentor and support them through the process of applying to medical school. The scheme has been running for more than 10 years and includes mentoring, schools outreach and an annual summer school.

Pre-entry: Post-16 Preparation for higher education – Attainment, Application and Admission

5.12   UCL's aim is to continue engagement with the same cohort of learners involved in its pre-16 activity into post-16 activity and ultimately into university. UCL's own tracking shows that sustained engagement has a greater influence than one-off activities on students considering higher education. One of the focuses of post-16 work is providing further opportunities and support for the students that UCL has previously engaged with pre-16.

5.13   Since 2012, UCL has been working in partnership with other HEIs and third sector organisations to build up its support for mature learners. This has included mature student open days, masterclasses and roundtable discussions. These activities will continue to develop and grow.

5.14   From 2015/16, UCL will work with Birkbeck to include 'return to learning' sessions for parents of students on UCL's widening participation projects. UCL runs Family Days each year designed to help parents with children in Year 9 and above support their children in their education choices. As London's leading mature learning provider, Birkbeck offers an expertise which could inspire and encourage parents to not only support their children into higher education, but consider the opportunity themselves.

5.15   In August 2015, UCL joined Realising Opportunities (RO). RO is a unique collaboration of research intensive universities that allows participants the opportunity to have their achievements on WP programmes recognised through UCAS. RO participants who are successful in gaining an offer from UCL receive a reduction in their offer of up to two grades. In October 2015, UCAS undertook analysis of applicant data for RO students. The results demonstrated that RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds; provided evidence of elevated application, offer and entry rates for RO students applying to HE against a UCAS-identified control group; highlighted that RO seems to 'neutralise' background differences across the different measures of disadvantage, and suggests that RO participants are more successful at getting offers from research intensive universities.

5.16   UCL is conscious of the need to widen access amongst under-represented students beyond London and the South East. UCL will continue to expand its residential summer programme to allow students from around the UK to take part.   Some of UCL's most successful programmes, Gateways conferences, masterclasses and Summer Challenge, are being adapted and delivered beyond London.

5.17   8.51% of entrants to UCL declare a disability. Of particular concern are the numbers of D/deaf students entering UCL, which is currently less than 1% of new first years (nationally, 2% of young adults are thought to be deaf or hard of hearing). In the summer of 2014, UCL ran its first residential summer school for D/deaf and hard of hearing students. This annual summer school continues, alongside other activity to support disabled students.

5.18   At a post-16 level, there has been a greater demand from schools and colleges for subject-specific support for high-performing students. UCL works with departments to develop access plans specific to the needs of each department. This work will continue. UCL will expand its most successful programmes with the aim of providing opportunities for young people to engage with UCL academic departments across UCL's range of undergraduate degree programmes.

5.19   Activities will be supported by an increase in the information UCL produces for students, both printed and web-based. Although UCL enjoys a high profile nationally, it tends to be less well-known amongst UCL's target schools and students.

5.20   Once students have applied to UCL, it is important that systems are in place to support selectors in the decision making process. UCL continues to invest in admissions systems to ensure that it is in a position to consider contextual data in the admissions process.

Teacher and Professional Engagement

5.21   UCL is in the process of developing an extensive range of support materials, activities and CPD for staff in schools and colleges as well as for trainee teachers currently studying with the UCL Institute of Education. The primary focus of this work is an online course aimed at promoting social mobility and supporting progression to HE. It is expected that this will begin to roll out in 2016/17.

5.22 The object of this programme will be to improve the advice and guidance and support that target schools provide for their students in terms of preparing them for successful applications and successful studies at the higher level, including in the most selective institutions.

5.23 UCL is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location.

5.24 Advancing Access complements work already carried out at UCL and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'. It is a cost-effective approach to equipping teachers and advisers with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, UCL intends to fund future participation through Access Agreement funds.

On course student support – Supporting Student Success and Retention

5.25 In addition to its successful Transition Programme, UCL is increasing the amount it invests in student success support for current students from underrepresented groups. In 2015/16, we are undertaking research into the performance of UCL students from different backgrounds. The results of this will inform our future approach to where and how funds can better be directed to support those groups that learn and progress in different ways. We expect these measures to begin in 2017.

5.26 In 2015-16 UCL's Student Psychological Services developed the Being@UCL programme. The programme offers a series of personal development workshops designed to help students get the most out of their time at UCL; to help them to draw on their strengths and talents, and to give them the confidence they need to meet the emotional challenges of university life. UCL recognises the success of the Being@UCL programme and the benefits to students from under-represented groups. We will be expanding this programme by introducing a series of one-off sessions. These workshops will be more accessible to students with caring responsibilities or students who might need to balance their studies with paid work.

5.27 UCL is conscious that the effect of changes to the Disabled Students' Allowance is currently unknown. The cost of any reasonable adjustments will be met directly by UCL from its own funds. However, Access Agreement funds will be used for those measures considered beyond the scope of reasonable adjustment. We are particularly concerned that disabled students from the lowest income backgrounds will be adversely affected. We expect to use Access Agreement funds to help bridge the gap in funding and support students from low income families to access equipment that might otherwise have been fully-funded through the DSA. This includes funding the initial £200 payment towards specialist laptops for disabled students from low income backgrounds as well as providing funding for specialist note takers and laboratory assistants.

5.28 In 2015/16, UCL introduced 'soft start' induction sessions for Autistic Spectrum Disorder (ASD) students. These give ASD students the chance to get to know UCL

in advance of the main induction and in a smaller, supportive environment. The success of these sessions will be monitored, but initial evidence suggests that those who attended the early induction needed less support from the Disability Office compared with those who did not attend.

5.29 UCL has a track record of investing in support for students with specific learning difficulties (SpLD). UCL funds dyslexia assessments for students who may previously have gone unidentified. Students with SpLD are able to access specialist tutors through the Disability Office.

5.30 In 2013/14, a money adviser role was introduced within UCL's Student Funding Office. The Student Funding Office has seen an increase in the number of students who struggle to manage their money. The money adviser provides advice and guidance for current students on managing their money and proactively promotes the financial support UCL has to offer its students. This member of staff also advises pre-entry students on student funding and promotes UCL's bursaries and scholarships. The demand on this service has been higher than anticipated and from 2015/16 UCL intends to introduce a further money adviser role.

5.31 UCL's Student Psychological Services (SPS) has seen an increase in students struggling to cope with student life and at risk of dropping out. 30% of SPS users are from underrepresented backgrounds. These students are disproportionately represented when compared with the UCL student body as a whole. Access Agreement expenditure is being used to expand SPS provision to meet the rising demand from this group of students.

5.32 UCL will increase the number of targeted academic support workshops for students. These skills-based workshops will cover topics like presentation skills, time management, and academic stress. These sessions will be aimed at those students who are struggling with aspects of university life, but who may be reluctant to use the full services of SPS.

5.33 Engagement in student union activities is more likely to enhance a student's experience of university and helps students to build community and academic links. Some students can face additional barriers to participation not faced by others. For example, those with caring responsibilities may not have as much free time, and those who still live at home may already have an established life away from university. UCL and UCL Union (UCLU) will work together to look at student union engagement and whether there are barriers to participation amongst students from underrepresented groups. Research will be undertaken to discover whether particular groups are less likely to participate in UCLU activities. Funding will be available to enable students from underrepresented backgrounds to take part in activities where cost may be a barrier to participation.

5.34 Around 9% of students at UCL declare a caring responsibility. UCLU has an officer that works specifically to support students with caring responsibilities as well as refugees.

5.35 UCL recognises that students from a care background face extra hurdles in accessing higher education. UCL works with the Unite Foundation to offer care leavers and estranged students year-round accommodation and annual bursaries.

5.36 In 2014/15, UCL Careers has carried out research in to the career outcomes of UCL students from underrepresented backgrounds (see above). Based on the findings of

this research, additional careers support has been put in place from 2015/16 onwards.

Access and Retention Research Strand

5.37   Investment in evaluation has been key in making UCL's planning processes more sophisticated. In 2015/16, UCL introduced a research strand which enables UCL to look deeper in to issues relevant to UCL while contributing to the national picture. Research scheduled for the coming year includes:

- **The UCL Bursary**. Has increased financial support helped underrepresented students to study and succeed at UCL?
- **On-Course Performance**. How well do different groups at UCL perform? If some underrepresented groups are disadvantaged, what are the best methods of support that can be put in place?
- **WP Admissions**. Are students from target WP groups less likely to be successful in gaining a place at UCL? What are the reasons for this?
- **WP Activity**. An investigation in to the impact of UCL's WP interventions using comparison groups of students with similar academic ability and socio-economic backgrounds. We will compare the HE destinations of students who have had the benefit of attending our flagship programmes with similar students that have not. This will allow us to quantitatively assess the direct impact of these programmes and shape future activity based on evidence of what works best.

The results from these and other areas of research will influence UCL's approach to access and retention and be reflected in future iterations of UCL's Access Agreement. UCL also expects to share relevant findings sector-wide and be able to contribute to the national debate.

Partnership and Collaboration

5.38   UCL intends to maintain and extend its current levels of partnership and collaboration activity. Nationally, UCL is a member of the Russell Group and participates in the Russell Group Association for Widening Participation. UCL takes part in the biennial Russell Group *Informed Choices* event, which delivers national conferences for teachers and careers advisers from state schools.

5.39   UCL has joined three of HEFCE's National Networks for Collaborative Outreach (NNCOs): Linking London; AccessHE; and the Russell Group Fair Access Project. From 2016/17, UCL expects to use Access Agreement funding to continue to support NNCOs and related-projects that we feel are sustainable and provide value for money.

5.40   Widening Participation leads from the colleges of the University of London meet once a term to share best practice and focus on common issues. In 2016, the group agreed to share project outcome data to enable colleagues to benchmark the performance of their suite of activities. This recognises the importance not just of evaluating activity internally, but also of benchmarking across the sector. Initial data sharing will begin in the summer of 2016, looking at outcomes for summer schools and multi-intervention projects. The results will inform UCL's future strategic planning.

5.41   Through the Linking London NNCO, UCL is working in collaboration with the University of East London to undertake a mapping exercise of outreach activity in East London and parts of Essex. The research aims to develop a collaborative approach to outreach delivery in London; to assist with a co-ordinated approach to the delivery of outreach activity; and to facilitate the provision of accurate information to the sector about outreach activity and its potential impacts in the East of London.

5.42   UCL is currently collaborating with the University of Brighton (UoB), working with primary schools in low progression rate neighbourhoods in London (see paragraph 5.9). In addition to this, UCL and UoB are developing a joint initiative to offer a package of information, advice and guidance talks to schools and colleges in London, Kent and Sussex, concentrating on the most deprived areas like the Gatwick diamond and Medway. A collaborative target has also been developed around these ventures. UCL's partnership with UoB reflects our commitment to showcasing the diversity of higher education to under-represented students, in terms of both specialisms and geography.

5.43   In January 2012, UCL launched an ambitious new programme in collaboration with Pembroke and St Catharine's Colleges, Cambridge and with the London Borough of Southwark. Southwark Ambitions works with under-represented gifted and talented students over a five-year period from Year 8 to Year 13, supporting students in achieving top results and making their university applications.

5.44   UCL is a member of AccessHE, working collaboratively with partner institutions to deliver a comprehensive package of outreach and access activities to schools and colleges in London. UCL is also a member of the London Routes in to Languages consortium which brings together 12 different HEIs from across London to promote language learning amongst 14-19 year olds.

5.45   UCL has enjoyed a strong Partnership for Excellence with City & Islington Sixth Form College for 12 years. The Partnership aims to raise City & Islington students' aspirations through a targeted programme of lectures, masterclasses and prizes, as well as providing professional development opportunities for City & Islington staff. In 2012, the Aspire programme was developed in partnership with the Sixth Form College. This sees 30 students a year follow a year-long enrichment programme in a sciences or an arts and humanities stream. The programme is supported by mentoring and IAG sessions, at the College, at UCL and as part of a residential weekend.

5.46   Sponsorship of the UCL Academy provides further opportunities for UCL to collaborate with nine other secondary schools as well as local primary schools in Camden. UCL will provide a comprehensive programme of outreach and enrichment sessions for the Academy students from Year 7 through to Year 13. The flexible learning spaces of the Academy allow for it to be used as a hub for classroom-based outreach activity across the borough.

5.47   In order to extend its reach to the widest possible range of under-represented groups, UCL also works in collaboration with a number of organisations including the following:

- The Sutton Trust, which exists to combat educational inequality and is particularly concerned with breaking the link between educational opportunities and family background;

- The Social Mobility Foundation, which supports high-achieving young people from low-income backgrounds in attaining places in top universities and professions;

- Pure Potential, which promotes social mobility by encouraging applications from deserving students to the most competitive universities and careers;

- Generating Genius, a talent development, out-of-school programme which uses science, hands-on engineering and apprentice-style competition to guide boys from under-represented backgrounds into higher education.

6. Financial Support for Students

New Intake Students – Entry in 2017

6.1 In 2017/18, the UCL Undergraduate Bursary scheme will provide funding to new entrants with household incomes of under £42,620. UCL will also provide bursaries to students in their subsequent years of study. This means that, once all cohorts are in study, UCL will be investing approximately £9 million in bursaries for students from lower income backgrounds.

6.2 UCL has chosen to provide maintenance bursaries as opposed to tuition fee bursaries, which are of no direct benefit to students during their studies. Through consultation with the UCL student body we have determined that the option of full cash bursaries is preferred, as this empowers our students to decide how best to allocate their own funding.

6.3 The UCL Undergraduate Bursary scheme will be assessed on the basis of household income. To be eligible for the scheme, students will have to be domiciled in the UK/EU, in their first year of study, and have a household income of less than £42,620.

For students with assessed household income of less than or equal to £16,000 this will comprise of:

- 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 this will comprise of:

- 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 this will comprise of:

- a cash bursary of £1,000

For students with assessed household income of more than £37,000, and less than or equal to £42,620 this will comprise of:

- a cash bursary of £500

6.4   We will continue to fund students throughout the duration of their studies at UCL, provided that their household income remains under £42,620. Bursary values will remain the same for each year of study and are non-repayable.

6.5   UCL will not restrict the number of UCL Undergraduate Bursary awards available – all eligible students will receive a bursary provided they do not opt-out of sharing their household income data with UCL.

6.6   All students, including those benefiting from the UCL Undergraduate Bursary, will continue to be eligible to apply to and/or be considered for those faculty and department specific bursaries and scholarships that UCL currently offers.

6.7   Recognising that undergraduate students can find themselves in unexpected financial need, UCL will also be adding an additional £200,000 per year to its Financial Assistance Fund (FAF). This money will be ring-fenced to assist UK/EU domiciled students with household incomes lower than £42,620. This additional funding will complement our current UCL hardship funds and legacy gifts, in total this will ensure that support of over £300,000 each year can be accessed by students who are in unexpected financial need.

6.8   UCL has also established a new student funding scheme called the London Opportunities Scholarships, which will be funded via our Access Agreement. The scheme will be exclusively open to students who participate in our long-term widening participation and access projects. The scheme will be targeted at academically high-achieving students who are attending state schools in or near London. Twenty awards of £4,000 each, paid in each year of study, will be provided. Once we have a full cohort overall expenditure is expected to be approximately £320,000 p.a.

One of the objectives of this scheme is to strengthen the link between participation in our projects, and access to financial support and guidance. We hope that the scheme will incentivise students from underrepresented groups to engage with our projects, while also providing support directly to those who need it most. Helping students to meet the costs of study will support our access initiatives, and by providing support in each year of study it will support progression. We hope that a successful trial of the scheme in London and the surrounding areas will then lead to its roll-out nationally.

6.9   In addition to the financial support already offered through our Access Agreement, UCL will continue to seek out funding partners who share our widening participation and access aims. We already have mutually beneficial agreements with The Amos Bursary scheme, which targets British young men of African and Caribbean Heritage, and with the Unite Foundation Scholarships Programme aimed at assisting estranged students and care-leavers.

Existing Students – Entry in 2012/13 to 2016/17

6.9   Students who entered undergraduate study in 2012/13, 2013/14, 2014/15, 2015/16, or 2016/17 should refer to previous Access Agreements that relate to their years of entry for details of bursary provision.

7. Targets and Milestones

Application-oriented Targets

7.1   UCL will seek to:

- Increase the percentage of students engaged in our post-16 sustained engagement programmes making applications to UCL to 55% by 2019/20. The baseline for this target is 46%.

Student Intake Targets

7.2   UCL will seek to:

- Reach and maintain its HESA location adjusted KPI for intake from state school students.

- Increase its percentage of students disclosing a disability by 8% over the period 2016-2020 with an annual milestone of a 2% increase. Baseline for this target is UCL's 2013/14 data of 7.2%.

- Increase its percentage of intake from low participation neighbourhoods by 8% over the period 2016-2020 with an annual milestone of a 2% increase. Baseline for this target is the 2013/14 HESA performance indicator figure of 4.5%.

- Increase the percentage of students on the Foundation Degree progressing to BA top-up by 4% over the period 2016-2020 with an annual milestone of a 1% increase. The baseline for this target is 71% (2014/15 intake data)

- Each year, achieve and maintain a projected outcome (awards) percentage of above 90% for undergraduate students. Baseline for this target is the 2013/14 HESA performance indicator figure of 91.3%.

Outreach Activity Milestones

7.3   UCL will seek to:

- Increase the percentage of students progressing from its Year 8/9 long-term engagement project (Sutton Scholars) to its Year 10/11 long-term engagement project (Horizons) to 35%. Baseline for this target is 28%.

- Deliver bespoke events directly targeting students from a looked after background, reaching at least 30 students per year.

- Continue its activities for students with disabilities with at least 30% making an application to university each year.

- Continue its activities for mature students with at least 30% making an application to UCL each year.

Collaborative Targets

7.4   In collaboration with the University of Brighton, UCL will seek to:

- Develop and deliver a joint initiative with primary schools in low progression neighbourhoods in London, with at least 85% considering higher education by the end of the programme.

- Develop and deliver a package of IAG talks to schools and colleges in London, Kent and Sussex, working with five schools and 100 students a year.

7.5   The Realising Opportunities partnership seeks to support students in making successful applications to research intensive universities. In particular, the partnership aims for:

- At least 39% of participants to progress to research intensive universities.

- At least 25% of participants to progress to partner universities

8. Monitoring and Evaluation Arrangements

8.1   With ambitious targets set as part of this Access Agreement, it is important to ensure that activity is delivering results against these institutional targets. In essence, UCL must ensure that it measures the *impact* of activity rather than just the quality. The desired impact of a project will vary according to the age-group and background of the participants and the length of the project itself. However, UCL's evaluation strategy looks to measure the following types of impact:

- Progression (to UCL/Russell Group HEIs/higher education)
- Attainment (at GCSE, A level or KS2/3 assessment)
- Attitudinal shift (increased desire to progress to HE/UCL/post-16 education)
- Personal development (increase in confidence, motivation, communication, knowledge about HE)

It is vital that the range of activities delivered by UCL offers an appropriate return on investment, to ensure that funding is allocated intelligently. By using a rigorous evaluation model UCL will ensure that all activities delivered are offering good levels of student engagement as well as high levels of return on investment.

8.2   UCL recognises the need to benchmark the performance of activity with that of similar institutions. To this end, UCL shares data with London-based and national universities to benchmark outcomes.

8.3   Since August 2013, these evaluation activities have been supported by the Higher Education Access Tracker (HEAT). HEAT allows UCL to hold details of project participants on an integrated database, which gives UCL the ability to track students from project to project and through the UCAS system to discover their eventual university destination. Through HEAT, UCL is also able to access information from the National Pupil Database. This allows UCL to track attainment levels of long-term participants more effectively.

8.4   UCL's performance and compliance with this Access Agreement is monitored by UCL's Access Agreement Steering Group and UCL's Academic Committee. The Academic Committee reports annually to UCL's Council on all matters relating to the Access Agreement. This framework is supported by regular monitoring by senior management within UCL's Student Registry Services and overseen by the Vice-Provost (Education and Student Affairs) and Vice-Provost (Operations).

9. Provision of Information to Prospective Students

9.1 Clear and transparent information for prospective students is essential for communicating UCL's offer to under-represented groups. Information targeted at this audience is fully embedded within UCL's core student recruitment communications activities. With an increase in the volume of outreach activity, it is expected that this will result in an increased need for online and print material.

9.2 Electronic communication materials will continue to be enhanced. The online version of the Undergraduate Prospectus has ceased to be an electronic replication of the printed prospectus. Instead, a database of degree programme marketing information, structured around individual degree programmes, has been developed. This is used to complement the printed Undergraduate Prospectus by providing prospective undergraduate students with clearer, more detailed and more up-to-date online information. UCL's student recruitment communications will be web-led as this reaches the widest audience, but printed materials will be retained in order to ensure that all student groups can access the information we make available.

9.3 In addition, the section of the Prospective Students website which is targeted at prospective undergraduate students has been adapted to streamline content so that it is fully focused on the needs and demands of prospective students, providing them with clear and transparent information about study at UCL.

9.4 Developments in sections are in line with the Key Information Set (KIS) against which prospective students will be able to compare and contrast different institutions in the UK.

9.5 Multimedia is increasingly becoming the norm as a channel for prospective students to access information about universities. Analysis shows that more young men than young women are accessing UCL's online videos, and we hope this will become a good way to engage more males from underrepresented groups. Well-targeted multimedia content is an excellent method by which UCL can reach under-represented groups and UCL plans for an expansion of activity in this area. Social media is also a major communication channel for most prospective students. UCL will seek to maximise the effectiveness of this as a communication tool by engaging with existing social media channels such as Facebook and YouTube.

9.6 UCL has developed its scholarship database with a search function to enable students to access personalised information rapidly.

9.7 Information on financial support schemes is included in advice and guidance sessions. Presentations on finance are held at the annual UCL Open Day. UCL bursary schemes are publicised on the UCL website and in printed recruitment materials.

9.8 The UCL Offer booklet is issued to all undergraduate applicants who are in receipt of either a conditional or unconditional offer from UCL and includes information on the financial costs of studying at UCL and what assistance is available. This booklet has been re-developed to better engage with its audience around financial issues, the cost of living in London (including accommodation, transport and living expenses) and how to budget whilst studying.

9.9 UCL will ensure that all relevant information relating to programmes and finance is provided to UCAS and the SLC in a timely manner and in accordance with their requirements.

10. Consultation with Students

10.1   In developing this Access Agreement UCL has consulted with students at key stages. The UCL Students' Union (UCLU) is represented on the Access Agreement Steering Group, on UCL's Academic Committee and on UCL Council, the bodies responsible for developing and monitoring the Access Agreement. UCLU was consulted in updating the Access Agreement for 2016/17 and was represented at working group meetings.

10.2   The Access Office runs focus groups with students throughout the year which look at the successes and weaknesses of outreach activities. These focus groups include the current student perspective from Student Ambassadors and Mentors and the prospective student view, working with students on the Horizons programme and those taking part in care-leaver activities.

10.3   The UCL Transition Programme surveys all first-year undergraduate students in January each year, asking about their transition to UCL, their experiences and the support received. These results are analysed by BME, gender, socio-economic group and school background, and recommendations for future provision are fed back to appropriate committees.

11. Equality and Diversity

11.1   In developing its Access Agreement, UCL has considered the protected characteristics outlined in the Equality Act 2010 and has considered ways in which these groups may be disadvantaged by UCL's fee level of £9,000 per year. There appears to be no particular disadvantage to these groups, with the exception of students from certain BME backgrounds. An analysis of the available research undertaken for the impact assessment was inconclusive. Though research indicates that those from a lower socio-economic background are more debt averse, the effect is not very strong. It is unclear whether BME groups are more or less inclined to debt aversion.

11.2   For 2015 entry, BME students made up over 40% of UCL's first-year UK intake. This headline figure hides under-representation among certain groups. Black Caribbean students made up 0.9% of the 2015 intake, although Black Caribbean people make up 4.6% of the London population and 0.6% of the South East. Similarly, Black African students make up 3.6% of UCL's intake, but 6.9% of the population of London and 1.1% of the South East. Statistically, students of Black African and Black Caribbean heritage are less likely to gain an offer of a place than other racial groups.

11.3   Working in partnership with organisations like SEO London and Generating Genius, UCL will increase its activity with Black African and Black Caribbean students and families, providing targeted higher education advice and guidance. From 2015/16, we intend to pilot a project specifically targeted at students from these backgrounds (see 5.11)

11.4   UCL will support the Amos Bursary, which seeks to help talented Black African and Caribbean boys, British-born and state school-educated, to access and thrive in higher education. UCL is already working with the Amos Bursary to provide funding for Amos Bursaries at UCL.

11.5   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.

11.6   8.5% of UCL's UK undergraduate intake declares a disability, compared with an estimated 16% of the UK's working age population and 6.8% of full time undergraduates nationally in receipt of DSA. As mentioned above, UCL's intake of D/deaf students is low at 0.08% of the intake. UCL will continue to work with D/deaf charities to encourage and support D/deaf students in the application process and to continue with its D/deaf learner events.

12. Concluding Remarks

12.1   This Access Agreement details a suite of access measures that provides a basis for increasing representation of currently under-represented groups to UCL, as well as setting out provision to continue to develop, evaluate and review UCL's access measures over the coming years.

12.2   Enhanced access measures will be implemented within the context of UCL's core academic mission. UCL strives not only to broaden representation but also to recruit to its programmes the academically brightest students who will thrive and make the best of the educational opportunities that UCL has to offer.

Appendix 1

Overview of evaluation of UCL projects March 2015

Demographics

Target group	% of 2014/15 participants
State School	99.9%
Male	35%
Female	65%
First generation HE	85%
FSM	34%
LAC	2%
Black African	15%
Black Caribbean	4%
Disability	2%
Lower socio-economic group (NS-SEC 4-8)	69%
POLAR Quintile 1	3%

Progression from UCL activities

Activity type	No. of participants	% applied to UCL
One off event	610	51.6%
Pre-16 sustained engagement	167	19.2%
Pre-16 non-residential summer school	125	23.2%
Year 12 non-residential summer school	320	41.3%
Year 12 residential summer school	240	50.0%
Year 12 sustained engagement	152	47.4%
Year 12 Summer Challenge	189	54.5%

Activity name	Activity type	% applied
Planning Summer School 2014	Year 12 residential summer school	76%
History Summer School 2014	Year 12 residential summer school	73%
Personal Statement Clinic	One-off event	70%
Curve Sketching Summer School	Year 12 non-residential summer school	60%
Architecture Summer School 2014	Year 12 residential summer school	55%
Summer Challenge 13-14	Summer challenge	55%
Philosophy Summer School 2014	Year 12 residential summer school	52%
Year 12 Gateways	One-off event	50%
AA programme	One-off event	50%
Uni-Link 13-14	Post-16 sustained engagement	50%
Exploring Law & Legal London	Year 12 non-residential summer school	47%
Language and Study Skills Summer School 2014	Year 12 non-residential summer school	46%
Object London Summer School 2014	Year 12 residential summer school	43%
Be a Polymath	Year 12 non-residential summer school	43%
Ancient World Summer School 2014	Year 12 non-residential summer school	43%
Year 12 Masterclass	One-off event	42%

Horizons (pre-16 engagement programme) data

Attainment on entry (2013)

KS3 Grades	English	Maths	Science
High attainment (Level 7-8)	58%	81%	74%
Mid attainment (Level 6)	34%	14%	23%
Low attainment (Level 5)	8%	5%	3%

Attainment on exit (2015)

GCSE	English	Maths	Science
High attainment (Grade A*/A)	63%	64%	74%
Mid attainment (Grade B)	31%	21%	18%
Low attainment (Grade C)	6%	15%	8%

KS3 to GCSE headline figures
- 93% of students achieved their expected grade, or 1 grade higher in at least one subject of Maths, English and Science
- 82% of students achieved their expected grade (or higher) in GCSE science, with 50% improving on their expected grade by at least 1 grade boundary
- 63% of students achieved their expected grade (or higher) in GCSE Mathematics, with 23.8% improving on their expected grade by at least 1 grade boundary
- 71% of students achieved their expected grade (or higher) in GCSE English Literature, with 38% improving on their expected grade by at least 1 grade boundary

Horizons GCSE analysis
- 100% of Horizons participants achieved 5+ A*-C grades in their GCSEs
- 91% of Horizons participants achieved 5+ A*-B grades in their GCSEs
- 68% of Horizons participants achieved 5+ A*/A grades in their GCSEs
- 94% of Horizons participants achieved A*-C grades in GCSE Mathematics, English and Science
- 69% of Horizons participants achieved A*-B grades in GCSE Mathematics, English and Science
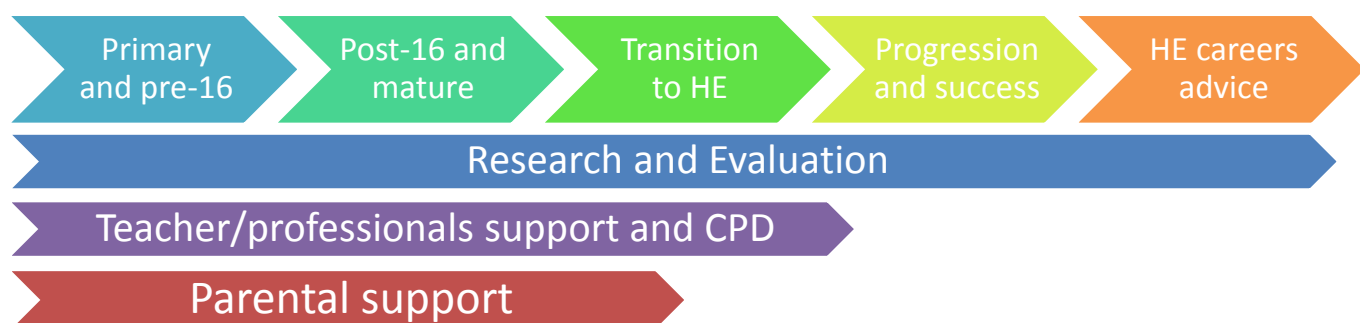
Horizons Post-16 choices
- 99% of students taking A levels have chosen to study 2 or more A level subjects which are listed on the UCL preferred A level list.
- 86% of students taking A levels have chosen to study 2 or more subjects which are considered facilitating by the Russell Group
- 98% of Horizons students are intending to apply to university, with 71% intending to apply to UCL.

Appendix 2

Case Studies

UCL has outreach and student success activity running at all stages of the student lifecycle.

| Primary and pre-16 | Post-16 and mature | Transition to HE | Progression and success | HE careers advice |

Research and Evaluation

Teacher/professionals support and CPD

Parental support

Below are case studies of some of UCL's key projects that run at various points across the lifecycle.

Case study 1: Pre-16

Horizons

UCL Horizons is an academic enrichment programme for highly able Year 10 and 11 students from disadvantaged backgrounds, with two annual cohorts of 120 for each year group. Year 10s attend intensive Saturdays, writing essays and taking part in debating tournaments, and progress to IAG sessions and revision support during Year 11.

UCL Horizons is highly effective in recruiting target students: for 2015-16 Year 10 intake, none of the participants have parental experience of higher education, and 77% have parents with occupations in NS SEC categories 4-8. Retention rates are also high: 33% of 2015-16 Year 10s had attended a previous UCL KS3 programme, and all of our 2015-16 Year 11 participants were continuers from the previous Year 10 cohort.

Students give excellent feedback: "….the content was very useful as I was able to adopt it into my writing at school, which boosted my progress up by a grade!" George Mitchell School student, March 2016.

Long-term impact is also monitored. We survey GCSE results and post-16 choices of all former participants as they start Year 12. Comparing Year 9 attainment data in English, Maths and Science against final GCSE results, we found that 63% of UCL Horizons students who completed the survey achieved an improvement in expected attainment, and 91% of all survey returnees had at leave five GCSEs at A*-B. Of those taking A levels, 99% were taking two or more subjects from UCL's preferred A level list, and 86% were taking two or more Russell Group facilitating subjects. These students are therefore well placed for future applications to UCL and other research intensive universities. Of the 2011-13 GCSE cohort, 21.5% progressed to a UCL Year 12 activity during 2013-14, and 44.4% of those participants went on to make an application to UCL in 2014-15. We hope to improve on these rates further in coming years.

Case study 2: Pre-16/Post-16

Discover UCL Summer School

It is thought that 2% of young people in the UK have a serious hearing impairment. At UCL, students with serious hearing impairments make up less than 1% of our yearly intake. The picture is similar nationally; in 2013, these students made up just 0.2% of all accepted applications to university. Addressing the underrepresentation of D/deaf and hard of hearing students at UCL and in higher education, we held the first summer school exclusively for D/deaf and hard of hearing students in Years 11 and 12 in 2014.

The Discover Summer School is a three-day residential programme held at UCL; run in collaboration with the Deafness Cognition and Language (DCAL) Centre. The main aim of the summer school is to encourage aspirations towards, and applications to, university study. At the summer school students get to meet other young people with similar aspirations and experiences to them and to learn from D/deaf adults who have achieved university degrees and gone onto very successful careers. Additionally, the programme gives participants the opportunity to learn about the specific support available to them at university and to gain a taste for university life through a variety of lectures, workshops, and evening activities.

Participants complete an evaluation at the end of the summer school. Feedback from the participants has been overwhelming positive. All of the participants from the 2015 Summer School either strongly agreed or agreed that the summer school had enabled them to learn more about UCL and what university life is like. 90% feel more confident about applying to university and that they gained a better understanding of what studying at university would entail.

Case study 3: Post-16

Summer Challenge

Summer Challenge is an opportunity for students to get a genuine taste of studying at university. The courses are weekly twilight seminar sessions, taught to small groups of 10-15 students over six weeks by UCL researchers and academics. Summer Challenge courses give students the chance to experience the subject in real depth. In 2015 we offered 14 academic courses; including discussing London in literature with guest speaker Zadie Smith (English), examining human brain specimens (Neuroscience) and developing engineering solutions inspired by nature (Chemical Engineering).

As part of the programme, the students gain valuable study skills by conducting their own independent project, framing their own research question and using UCL libraries and academic resources to research their topic. To complete the Summer Challenge, students write a 1500 word essay on their topic and deliver a presentation to their study group. Students tell us that they really value this independent learning approach, and the chance to discuss their subject with other like-minded students from across London.

Summer Challenge is one of UCL's most successful WP activities. Of 189 students in 2014, 54.5% applied to UCL. 72% of applicants received an offer and 46% of offer holders enrolled at UCL. In 2016 UCL aims to expand to 20 courses reaching 300 Year 12 students.

Case study 4: Transition to HE

The UCL Transition Programme

The UCL Transition Programme is a peer mentoring and peer assisted learning programme to help students make a successful transition to UCL. Students are assigned a mentor during their first week at UCL and they meet weekly in small groups during their first term. Mentors are later-year students who are following the same programme of study. After a few weeks of settling-in, mentoring sessions tend to focus more on academic issues relevant to each degree programme, including help with referencing, time management, essay writing, lab reports, note-taking and research skills.

Before enrolling at UCL, students are invited to access the Transition Pre-enrolment Moodle site. This site has been developed as an interactive induction tool for new students, with advice, tips and reassurance from current students.

Our primary method of assessing impact is the annual first-year student survey which asks all first-years about their experiences on the Transition Programme. In 2014/15, 92% of students said they would recommend the Programme, 67% said it helped them to understand what to expect from their department, and 65% felt the Programme had helped them with their transition to UCL. UCL has seen the percentage of students progressing from the first year in to the second year of studies increase since the introduction of the programme. In 2004/5, the year before the Programme was introduced, the progression rate was 87.6%. The Programme was fully rolled-out in 2010/11, at which point the progression rate rose to 90.5%. UCL has kept its progression rate above 90% since then.

One of the messages to come out of the Transition Programme was the need for more professional support sessions around settling-in, tackling exam stress and thriving at UCL for students from underrepresented backgrounds. In 2015/16, UCL began running a series of personal development workshops, funded through the Access Agreement, to help support students in developing the skills they need to succeed at UCL.

Case study 5: Student success

Being@UCL

UCL is committed to retaining students who come from groups that have traditionally been under-represented in higher education and supporting them to reach their full potential. In 2015-16 UCL's Student Psychological Services developed the Being@UCL programme. The programme offers a series of personal development workshops designed to help students get the most out of their time at UCL; to help them to draw on their strengths and talents, and to give them the confidence they need to meet the emotional challenges of university life. The workshops include:

Assertiveness Skills
Building Confidence in Public Speaking and Presentation Skills
Building Resilience
How to Succeed in Group Working
How to Understand and Overcome Panic
Managing Exam Stress
Mindfulness for Anxiety
Overcoming Procrastination

Student participants are able to meet other students facing similar challenges, and have the chance to share ideas and experiences in a supportive, confidential setting. They take away new practical skills that help them make the most out of their time at UCL and their relationships with fellow students, staff and the wider UCL community.

The Being@UCL programme sits alongside the time-limited counselling and medium-term therapy Student Psychological Services provides students. In 2015-16, 339 students registered with the service from underrepresented backgrounds. 243 of these students received psychodynamic counselling, cognitive behavioural therapy or a psychiatric assessment. 96 students attended the Being@UCL programme and after their initial consultation, the service referred and funded eight students for medium–term psychodynamic counselling or cognitive behavioural therapy to the Westminster Pastoral Foundation.

UCL's Widening Participation Strategy aims to promote an evidence-based approach to widening participation activities. UCL's Student Support and Wellbeing will be monitoring the progression of these students looking at academic outcomes and their overall experience to help inform and validate the support we provide.

Case study 6: Evaluation

UCL's approach to evaluation

Evaluation at UCL is focused on measuring the impact of activities, alongside the quality of both delivery and content. Impact is measured for all activities by assessing the demographic background of participants, application and progression to HE, attainment, attitudes, confidence, motivation and knowledge. Evaluation methods vary by project, with the most intense interventions using a higher frequency and range of methods. All activities utilise a post-intervention questionnaire to assess attitudes, confidence, knowledge and motivation. Questions are standardised across all activities to gain a bigger picture understanding of UCL's impact.

Since the introduction of the Higher Education Access Tracker (HEAT) in 2013, UCL has collected standardised data on all project participants. Robust data collection has allowed for analysis of demographics, as well as the creation of two comparison groups for pre- and post-16 sustained engagement programmes – Uni-Link and Sutton Scholars. Post-intervention both groups will be tracked to KS5 results and data on progression to higher education, which can be compared to see if the intervention has had a positive (or negative) effect upon students' academic performance at A level or progression rates to university.

For pre-16 activities, attainment data is collected at the start and end of the intervention. Attainment data from UCL's sustained Horizons Year 10 and 11 programme showed that 100% of participants achieved 5+ A*-C grades in their GCSEs and 91% of participants achieved 5+ A*-B grades in their GCSEs. 93% of students achieved their expected grade, or one grade higher, in at least one subject of Maths, English and Science. Post-16 choices are also assessed and the latest data showed that 98% of Horizons participants intend to apply to university. 99% of students taking A levels have chosen to study 2 or more A level subjects which are listed on the UCL preferred A level list and 86% of students taking A levels have chosen to study 2 or more subjects which are considered facilitating by the Russell Group. These figures suggest that we are supporting the attainment of high achieving students and their decisions about their education.

All UCL widening participation project attendees are added to the Higher Education Access Tracker (HEAT) database. HEAT tracks students throughout their education and receives the HE destination

of all students registered on their database from the HESA track. Students are also tracked manually to identify those within the cycle each year and evaluate each project individually. Tracking of Summer Challenge participants demonstrated that 55% made an application to UCL. Of these students, 72% were made a conditional or unconditional offer, and of offer-holders 84% selected UCL as their firm or insurance choice. 13% of all participants and 32% of offer-holders enrolled at UCL for 2015 entry. The conversion rate for UCL as an institution from application to enrolment is 19%. For Summer Challenge the conversion rate was 23%, demonstrating that participants were more likely to enrol than all other UK applicants.

UCL considers evaluation of widening participation activities to be a cyclical process, integral to the planning process of any future activity, providing an evidence base to inform future plans.

Case study 7: Research

Widening Participation research seminars

The UCL Widening Participation team runs seminar sessions which focus on Social Mobility and Access to HE. The seminars draw upon world-leading research from UCL to bring together academics, practitioners, leaders and educators with an interest in widening participation and educational equality. Delegates include education professionals from the widening participation sector, in addition to colleagues based in teams more broadly across HE, from academy trusts, charities and unions, and attendees from advisory non-departmental public bodies. The 2015/16 programme included the following seminars:

'Deserving poor? Higher education bursaries and academic performance in England', led by Dr Gill Wyness, Lecturer in the Economics of Education at UCL IOE.

'Who gets the top jobs and top pay?', delivered by Professor Anna Vignoles, Professor of Education at the University of Cambridge, Research Fellow at the Institute for Fiscal Studies and Visiting Professor at the UCL IOE.

'Elite education and elite formation', delivered by Professor Alice Sullivan, Director of the 1970 British Cohort Study.

'Student mothers in Higher Education: two (and more) for the price of one- widening participation and tackling child poverty', led by Professor Claire Callender, Professor of Higher Education Studies at UCL IOE, and at Birkbeck, University of London, and Deputy Director of the ESRC/HEFCE Centre for Global Higher Education.

Patterns and differences in subject choices at 14 and 16 in England: Intersections of gender, ethnicity and social class' delivered by Dr. Morag Henderson, Senior Research Officer and Co-Investigator at UCL IOE, and Catherine Dilnot, Lecturer in accounting and finance at Oxford Brookes University, and undertaking an ESRC funded doctorate at UCL IOE.

During evaluation of the programme, all delegates said that they would recommend the seminars to colleagues, and 91% of the delegates said they found the seminars 'very' or quite' useful. The majority of attendees also specified that they felt that the seminars enabled them to develop a better understanding of the WP evidence base, and that attendance at the seminar provided knowledge which could be used in delegates' practice and projects. 59% of delegates said that they would 'strongly agree' or 'agree' that attendance at the seminar provided opportunities to network with external colleagues and WP practitioners.

Case study 8: Teacher CPD

Enabling Social Mobility in Education: UCL eXtend Online Programme

The Widening Participation Office is developing an online programme for teachers in colleges and schools which focuses on enabling social mobility through maximising the impact of Higher Education Information and Guidance. Overall aims of the programme are for participants to improve their understanding of university IAG (information, advice and guidance) and to maximise the impact of HE-related support for their students. Objectives also include enhanced engagement of participating schools with UCL WP activities, and in the longer term, for participating schools to show improvement in the number of students progressing to HE, specifically highly selective HEIs.

Set to launch in 2016/2017 academic year, the programme provides teachers with a bank of information and practical resources relevant to HE IAG in schools and colleges. There will be a period of active course participation, during which teachers will be able to collaborate with colleagues based across the country, in addition to accessing experts with questions relevant to their own teaching contexts. The course provides a brief context-setting introduction, exploring why widening participation is important, and providing an overview of the current HE access landscape.

The course is being developed using the learning platform UCL eXtend, and the online nature of the programme attempts to overcome the challenges which some schools face in accessing universities outside of their local area, and so it will be used to create links with schools who are not located within easily commutable distance to UCL. As part of our commitment to widening participation and fair access, we will be offering training and development opportunities through ESME free to a limited number of UK state-maintained schools and colleges. Priority will be given to those that have the largest populations of students from backgrounds under-represented in higher education.

Table 7 - Targets and milestones

Institution name: University College London

Institution UKPRN: 10007784

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	**Other statistic** - Applications (please give details in the next column)	Increase the precentage of students engaged in UCL's post-16 sustained engagement programmes making an application to UCL to 55% by 2019/20	No	2014-15	46%	49%	51%	53%	55%		
T16a_02	Access	HESA T1a - State School (Young, full-time, first degree entrants)	Reach and maintain UCL's annual HESA location adjusted benchmark for state school intake	No	2013-14	70.3%	72%	72.5%	72.8%	73.1%		
T16a_03	Student success	**Other statistic** - Disabled (please give details in the next column)	Increase the percentage of students disclosing a disability by 8% by 2019/20	No	2013-14	7.2%	7.3%	7.5%	7.6	7.8%		
T16a_05	Access	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the percentage of intake from low participation neighbourhoods (POLAR 3) by 8% by 2019/20	No	2013-14	4.5%	4.6%	4.7%	4.8%	4.9%		
T16a_06	Student success	**Other statistic** - Other (please give details in the next column)	Increase the percentage of student on the Foundation Degree proressing to BA top-up by 4% by 2019/20	No	2014-15	71%	72%	72.5%	73%	74%		
T16a_07	Progression	HESA T5 - Projected degree (full-time, first degree entrants)	Maintain a projected outcome percentage above 90% for undergraduate students	No	2013-14	91.3%	90%	90%	90%	90%		

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	Deliver events directly targeting students from a looked after background, reaching at least 30 students per year.	No	2013-14	22	27	30	30	30		
T16b_02	Access	Outreach / WP activity (other - please give details in the next column)	Continue activities for students with disabilities with at least 30% making an application to UCL each year	No	2014-15	20%	24%	26%	28%	30%		

T16b_03	Access	Outreach / WP activity (other - please give details in the next column)	Continue activities for mature students with at least 30% making an application to UCL each year	No	2014-15	26%	30%	30%	30%	30%		
T16b_04	Access	Outreach / WP activity (collaborative - please give details in the next column)	In conjunction with the University of Brighton, work with primary schools in low progression neighbourhoods, with at least 85% considering higher education by the end of the programme	Yes	2013-14	94%	85%+	85%+	85%+	85%+		
T16b_05	Access	Outreach / WP activity (collaborative - please give details in the next column)	In conjunction with the University of Brighton, ddeliver a package of IAG talks to schools and colleges in London, Kent and Sussex, working with five schools a year	Yes	2014-15	1	5	5	5	5		
T16b_06	Access	Outreach / WP activity (other - please give details in the next column)	Increase the percentage of students progressing from UCL's Year 8/9 long-term engagement project (Sutton Scholars) to its Year 10/11 long-term engagement project (Horizons)	No	2015-16	28%	30%	32%	33%	34%	35%	
T16b_07	Access	Outreach / WP activity (other - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Yes	Other (please give details in Description column)	N/A	36%	37%	38%	39%		N/A
T16b_08	Access	Outreach / WP activity (other - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Yes	Other (please give details in Description column)	N/A	25%	25%	25%	25%		N/A