



## University College London

### Access and participation plan

#### 2025-26 to 2028-29

##### Introduction and strategic aim

UCL is one of the world's leading multidisciplinary research-led universities. We were the first university in England to welcome students of any religion or social background, and to admit women to university education on equal terms with men. We have continued to challenge inequality and were one of the first universities to join Athena SWAN and to gain the Race Equality Charter Mark and University Mental Health Charter.

UCL is the largest on-site HE provider in the UK with around 51,000 students studying at UCL across all levels. Around 25,000 of these students are undergraduates, of which 13,200 are UK undergraduates. Like many universities, we are a local recruiter and 53% of our UK undergraduate students come from London and a further 19% from the wider South East.

UCL has the 6th highest average entry tariff in England at 179 points, and 38% of students enter with A-levels of AAA or higher. Alongside this, we have a strong commitment to widening participation: in 2023/24, a third of UK students entered through *Access UCL*<sup>1</sup>, our contextual offer scheme and, in October 2023, UCL was in the top 10 of universities in the English Social Mobility Index.

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 1)<sup>2</sup>

From this we derive our specific aims:

- To ensure that all students have an equal chance of entering UCL, regardless of background, ethnicity, age or disability;
- To create an inclusive learning environment where a student's background, ethnicity, age or disability is not an indicator of their success or progression.

In recent years UCL has made positive steps towards improving access and participation, increasing our proportion of IMD quintile 1 students by over 25% and narrowing attainment gaps. However, we also recognise that we have further to go before our intake reflects the wider population, and that while attainment gaps closed during the Covid pandemic, these gains have been temporary, and we now see

gaps widening again. This Plan sets out how we intend to encourage and support students to apply to UCL, and how we will bring about institutional change to address key retention and attainment gaps.

## Risks to equality of opportunity

Our analysis across several datasets has highlighted some indicators of risk to equality of opportunity (see Annex A for full analysis).

	Socioeconomic measures			Ethnicity			Intersections			Other indicators			
	FSM	IMD Q1	TUNDRA Q1	BAME	Asian	Black	BAME/IMD Q12	White/IMD Q12	ABCS Q1	Mature	Disability	Male	Female
Access	Yellow	Red	Red	Green	Green	Yellow	Green	Red	Yellow	Red	Green	Green	Green
Continuation	Green	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Red	Green	Green	Green
Completion	Yellow	Yellow	Green	Green	Green	Yellow	Yellow	Yellow	Yellow	Red	Yellow	Yellow	Green
Attainment	Red	Red	Green	Yellow	Yellow	Red	Yellow	Green	Grey	Yellow	Green	Yellow	Green
Progression	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow	Green	Yellow

Green	No indication of risk to equality of opportunity
Yellow	Some risk to equality of opportunity in some years
Red	A risk to equality of opportunity

In this Plan, UCL has focused on the five areas which we consider to be the major indicators of risk to equality of opportunity:

- **Risk one:** A low proportion of students from IMD quintile 1 studying at UCL.
- **Risk two:** A difference in continuation rates between young and mature students.
- **Risk three:** A difference in attainment rates between IMD quintile 1 students and IMD quintile 5 students.
- **Risk four:** A difference in attainment rates between White students and students of other ethnic backgrounds.
- **Risk five:** A difference in attainment rates between White students and Black students.

We have used the EORR alongside other research to link these indications of risk to potential barriers to equality of opportunity:

- A low proportion of students from IMD quintile 1 studying at UCL may relate to three potential risks in the EORR: prior knowledge and skills; information and guidance; and perception of higher education.
- A difference in continuation rates between young and mature students may relate to four potential risks in the EORR: insufficient academic support; insufficient personal support; mental health; and cost pressures.
- A difference in attainment rates between IMD quintile 1 students and IMD quintile 5 students may relate to five potential risks in the EORR: insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.
- A difference in attainment rates between White students and students of other ethnic backgrounds may relate to five potential risks in the EORR: insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.

- A difference in attainment rates between White students and Black students may relate to five potential risks in the EORR: insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.

In addition to the main indicators of risk above, UCL has identified other indications of risk which we will not set targets against. While we do not propose to set an APP target against these areas, we are committed to supporting students from these groups to access and succeed in higher education in general and UCL in particular.

#### Geographic underrepresentation

- White students from IMD quintiles 1 and 2 are underrepresented at UCL but we believe this gap is driven by geography; there is a lower proportion of White disadvantaged students in London from where the majority of UCL's intake is drawn.
- We have an access gap for TUNDRA quintile 1 students. However, TUNDRA is a postcode measure of an area's higher education participation. It is a poor measure for London where progression to higher education is particularly high and just 1.3% of areas are classified as TUNDRA quintile 1.
- Students from these groups are prioritised through our general project eligibility criteria, and we also run interventions specifically designed to support these groups, including regional partnerships with the Elephant Group in the Midlands and Norfolk Higher Aspirations Scheme targeting students from White socio-economically underrepresented backgrounds.

#### Mature students

- UCL believes that our access gap for mature students is driven by our full-time teaching provision having limited flexibility such as evening or part-time options. The level of systemic change required to provide an offer that is likely to be more attractive to a wider range of mature students is not felt to be feasible at the present time.
- We have a significant completion gap for mature students which reflects the continuation gap we see here. We believe that the interventions we put in place to support mature continuation will also support mature completion.

#### Attainment gaps for students eligible for free school meals

- Students who were eligible for free school meals are less likely to leave UCL with a good degree. We saw this gap close during Covid, but it has reopened in the last year. It is anticipated that our interventions to close the attainment gap for IMD Q1 students will also support gaps for FSM students, and we will continue to monitor this.

#### Progression

- In general, students from underrepresented backgrounds have similar or better rates of progression to graduate careers or higher-level study to their peers. Where we see gaps, in most cases these are not statistically significant or not consistent across years. We have not set any targets in this area but will continue with our *Careers Extra* programme which supports students from target underrepresented backgrounds.

#### Care experienced and estranged students (CEES)

- UCL is aware that care experienced and estranged students (CEES) often lack the familial support networks and financial stability enjoyed by their peers, which can significantly impact their educational journey. The reasons for care experience or estrangement are varied and complex, ranging from family breakdown to abuse. Consequently, CEES may experience emotional trauma, financial insecurity, and a sense of social isolation, all of which can hinder their academic performance and overall well-being.
- Numbers of CEES are small at UCL and therefore, drawing conclusions from data analysis can be difficult, but through additional sector level and internal research, UCL considers the risks to equality of opportunity linked to the access, continuation and attainment of this group to be prior knowledge and skills; information and guidance; perception of higher education; insufficient academic support; insufficient personal support; mental health; and cost pressures. Our Experience UCL visits are tailored to CEES prospective students and there is a key staff contact for these groups whilst they are UCL students.

## Objectives

Through our assessment of performance, we have identified several indications of risk. The objectives that UCL has set to address these indications of risk are below.

**Indication of risk one:** A low proportion of students from IMD quintile 1 studying at UCL

**Risks to equality of opportunity:** Knowledge and skills; information and guidance; perception of higher education.

**Objective:** To eliminate the gaps in access between the most and least represented groups (as measured by IMD) by 2032/33.

**Target:** To increase the proportion of IMD quintile 1 students from 11.6% of the UK undergraduate student population to 15% by 2028/29.

**Indication of risk two:** A difference in continuation rates between young and mature students.

**Risks to equality of opportunity:** Insufficient academic support; insufficient personal support; mental health; and cost pressures.

**Objective:** To ensure that all students have equal opportunity to continue in their studies regardless of their age by 2032/33.

**Target:** To reduce the continuation gap between mature learners over the age of 21 and those under the age of 21 from 8.7 percentage points to 4.5 percentage points by 2028/29.

**Indication of risk three:** A difference in attainment rates between IMD quintile 1 students and IMD quintile 5 students.

**Risks to equality of opportunity:** Insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.

**Objective:** To ensure that students from all socioeconomic backgrounds have equal opportunity to attain a degree award that reflects their academic capabilities by 2032/33.

**Target:** To reduce the IMD Q1-Q5 gap from 6.6 percentage points to 3 percentage points by 2028/29.

**Indication of risk four:** A difference in attainment rates between White students and students of all other ethnic backgrounds.

**Risks to equality of opportunity:** Insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.

**Objective:** To eliminate the attainment gap between BAME and White students by 2028/29.

**Target:** To eliminate the attainment gap between BAME and White students by 2028/29.

**Indication of risk five:** A difference in attainment rates between White students and Black students.

**Risks to equality of opportunity:** Insufficient academic support; insufficient personal support; mental health; ongoing impacts of coronavirus; and cost pressures.

**Objective:** To eliminate the attainment gap in the achievement of 2.1 and 1<sup>st</sup> degrees between Black and White students by 2032/33.

**Target:** To reduce the attainment gap in the achievement of 2.1 and 1<sup>st</sup> degrees between Black and White students from 9.3 percentage points to 4.3 percentage points by 2028/29.

## Intervention strategies and expected outcomes

### Intervention strategy 1

**Objectives and targets:** Alongside IS2, IS1 addresses our objective to increase the proportion of students from underrepresented socio-economic groups, to meet our target to increase the proportion of students from IMD Q1 from 11.6% to 15% by 28/29 (PTA\_1).

**Risks to equality of opportunity:** IS1 addresses Risk 1 in the EORR: Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.

**Cost:** £798,000 total costs per year comprising £628,000 in staff costs (equivalent of 12 FTE), £132,000 in operational costs per year and £38,000 evaluation costs. £3,192,000 total costs over four years.

Activity	Inputs	Outcomes
<p><b>Attainment raising interventions at Key Stage 3 and 4</b> (New and revised activity)</p> <p>Attainment-raising programmes will be revised in response to impact evaluation.</p> <p>At Key Stage 3, we will revise our existing online Scholars programme in partnership with the National Literacy Trust to create a hybrid programme with in-school tuition from trained student tutors.</p> <p>At Key Stage 4 we will develop a new Maths attainment-raising intervention drawing on evidence of what works from our Horizons online GCSE programme and our UCL Academy Maths tutoring programme.</p> <p>Participants: 20 schools supported across the programmes, reaching 200 pupils annually.</p>	<p><b>Total cost per year: £350,000</b></p> <p>Staff costs: £260,000 (5 FTE Access practitioners)</p> <p>Operational costs: £90,000</p>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Participants have an increased understanding and proficiency in maths and literacy.</li> <li>Participants have increased attainment in levelled tests at the end of the programme compared to the start.</li> <li>Participants have increased confidence, self-efficacy and motivation towards maths and literacy.</li> <li>Participants have improved use of cognitive and metacognitive strategies.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Increased academic performance and attainment.</li> </ul>
<p><b>School partnerships</b> (New and existing activity)</p> <p>We will continue to develop our holistic approach to supporting attainment and outcomes for pupils at our partner schools, through governance and co-created programmes.</p> <p>We have developed five long-term partnerships with east London schools as part of our UCL East schools' engagement programme.</p>	<p><b>Total cost per year: £155,000</b></p> <p>Staff costs: £125,000 (2 FTE Access practitioners)</p> <p>Operational costs:</p>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>An increase in mutual understanding between schools and UCL.</li> <li>An increase in awareness of university pathways and support available for teachers, pupils and parents/carers.</li> <li>Access to enhanced pedagogical and subject-specific curriculum support.</li> <li>Co-created programmes to support pupil outcomes.</li> </ul>

<p>School governor network: a new initiative to place UCL alumni and staff in under-performing schools, to strengthen governance and leadership in schools</p>	<p>£30,000</p>	<ul style="list-style-type: none"> <li>• Development of an active governor network within the UCL community.</li> <li>• An improvement in the knowledge base of UCL school governors.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Improved pupil attainment at partner schools.</li> <li>• Improved outcomes for pupils at partner schools.</li> </ul>
<p><b>Access UCL contextual offer scheme</b> (Existing activity)</p> <p>Access UCL is our contextual offer scheme for applicants from groups that are underrepresented at UCL. Applicants that are eligible and successful in receiving an offer, will automatically receive an offer that is lower than the standard entry requirements for the programme.</p> <p>Approximately 1000 entrants are eligible for an Access UCL offer per year.</p> <p>Access UCL entrants are supported by the Student Success interventions outlined in IS6.</p>	<p><b>Total cost per year: £255,000</b></p> <p>Staff costs: £243,000 (5 FTE Admissions and Access practitioners)</p> <p>Operational costs: £12,000</p>	<ul style="list-style-type: none"> <li>• Continued improvements in applications, offers and entry rates for students who are from access target groups or who meet Access UCL eligibility criteria.</li> <li>• Processes embedded across UCL admissions and academic departments to consider eligible applicants for contextual admissions.</li> <li>• Successful continuation and degree outcome rates for AUCL students.</li> </ul>

**Summary of evidence base and rationale:**

Intervention Strategy 1 takes a three-fold approach. We support cohorts of pupils through attainment-raising interventions in literacy and maths in Key Stage 3 and 4. We are reviewing and redeveloping these programmes in light of our evaluation and research demonstrating the effectiveness of in-person tutoring in schools. The OfS highlights the importance of working in partnership with schools to raise attainment. Alongside UCL’s strategic relationships with the UCL Academy, The University Schools Trust and Brook Sixth Form and Academy, this strategy outlines our five partner schools in east London, informed by the community engagement and research of our UCL East campus. We will also introduce a school governor network, as recommended by the OfS, and plan to work with the School Governor Network to evaluate the impact of this approach. Finally, we continue to address the attainment gap through our contextual admissions scheme Access UCL. We have seen a positive impact on our intake of students from underrepresented groups since the introduction of Access UCL. We will continue to monitor the impact of the scheme to ensure that metrics and grade reductions are appropriate, and that students admitted through the scheme succeed once enrolled. Further evidence and rationale for IS1 is included in Annex B.

## Evaluation:

To evaluate this strategy, we will be using a combination of three types of evaluation to generate narrative, empirical and causal evidence to address the risk that students may not have equal opportunity to develop the knowledge and skills required to enter HE. In addition to the reporting schedule outlined per activity, we will also be evaluating across the intervention as a whole at two stages, mid cycle and end of cycle, reporting across all activities and assessing our progress on the objectives and targets outlined in this Plan.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Attainment raising interventions at Key Stage 3 and 4</p>	<p><b>Short term</b> Participants have an increased understanding and knowledge of maths and literacy.</p> <p>Participants have increased attainment in levelled tests at the end of the programme compared to at the start.</p> <p>Participants have increased confidence, self-efficacy and motivation towards maths and literacy.</p> <p>Participants have improved use of cognitive and metacognitive strategies.</p> <p><b>Long term</b> Increased academic performance and attainment.</p>	<p><b>Randomised Control Trial:</b> Eligible students from partner schools will be randomised into participant and control groups.</p> <p><b>Descriptive and inferential statistical analysis</b> of participant and control group data including:            1. Results of pre-post levelled tests            2. GCSE results obtained directly from teachers/ KS4 &amp; 5 data obtained from HEAT            3. Pre-post comparison of student responses to surveys including TASO ASQ, metacognitive, motivation, self-efficacy scales</p> <p><b>Implementation and Process Evaluation:</b> additional data collection related to:            1. Participant engagement with programme            2. Teacher feedback</p> <p>(Causality - type 3)</p>	<p>Interim reports will be published on the UCL website from:</p> <ul style="list-style-type: none"> <li>December 2027 for Maths Attainment Programme</li> <li>December 2028 for Literacy Programme</li> </ul> <p>Final reports will be published on the UCL website from:</p> <ul style="list-style-type: none"> <li>December 2032 for Maths Attainment Programme</li> <li>December 2033 for Literacy Programme</li> </ul>
<p>School partnerships</p>	<p><b>Short term</b> An increase in mutual understanding between schools and UCL.</p> <p>An increase in awareness of university pathways and support available for teachers, pupils and parents/carers.</p> <p>Access to enhanced pedagogical and subject-specific curriculum support.</p>	<p>All activity delivered is underpinned by a theory of change model and tailored to the requirements of individual schools.</p> <p>A bank of evaluation resources will be maintained to ensure consistency in data collection and adapted as required:</p> <ol style="list-style-type: none"> <li><b>Pre-Post</b> participant and teacher <b>surveys</b></li> <li><b>Pre-Post</b> participant <b>attainment data</b></li> </ol>	<p>First Report in September 2028 presenting analysis of data collection for the first two years of the APP.</p> <p>Second Report in September 2030 presenting analysis of data collection for the last two years of the APP.</p>

	<p>Co-created programmes to support outcomes for pupils.</p> <p><b>Long term</b> Improved pupil attainment at partner schools.</p> <p>Improved outcomes for pupils at partner schools.</p>	<p>3. <b>Comparison group</b> data where available (at individual or class level)</p> <p>4. Pupil <b>HEAT tracking</b> for long term outcomes in KS4 &amp; 5 and HESA progression data</p> <p>(Empirical Enquiry - type 2)</p>	<p>Final report in December 2033 including GCSE outcomes for pupils at partner schools.</p>
School governor network	<p>Development of an active governor network within the UCL community.</p> <p>An improvement in the knowledge base of UCL school governors.</p>	<p><b>Engagement:</b></p> <ol style="list-style-type: none"> <li>1. Data collection on the number of UCL alumni and staff engaging with the school governor network.</li> <li>2. Baseline survey data to understand perceptions and expectations of being a governor, followed by annual survey to track experience and self-reported outcomes/ impact on schools</li> </ol> <p><b>School Impact:</b></p> <ol style="list-style-type: none"> <li>1. Comparative case study analysis of the contribution of UCL alumni and staff to schools, and the context where engagement is successful: <a href="https://taso.org.uk/evidence/evaluation-guidance-resources/impact-evaluation-with-small-cohorts/getting-started-with-a-small-n-evaluation/comparative-case-study/">https://taso.org.uk/evidence/evaluation-guidance-resources/impact-evaluation-with-small-cohorts/getting-started-with-a-small-n-evaluation/comparative-case-study/</a></li> <li>2. Tracking of OFSTED inspection outcomes</li> </ol> <p>(Narrative - type 1)</p>	<p>Annual report from January 2027 - January 2031 presenting survey findings.</p> <p>Qualitative report in December 2031 presenting comparative case study analysis</p>
Access UCL Contextual Offer Scheme	<p>Continued improvements in applications, offers and entry rates for students who meet Access targets/ Access UCL eligibility criteria.</p> <p>Processes embedded across UCL admissions and departments to consider</p>	<p><b>Analysis of UCL admissions data</b> annually to monitor:</p> <ol style="list-style-type: none"> <li>1. Application, offer and entry rates for Access UCL eligible applicants, including by demographics and WP characteristics</li> <li>2. Proportions of offer and entry rates by UCL Faculty, in comparison to standard offer applicants</li> <li>3. Proportion of offer holders meeting their Access UCL offer versus those meeting the standard UCL offer</li> </ol>	<p>First Report in December 2028 presenting Access UCL data analysis for the first two years of the APP.</p> <p>Second Report in December 2030 presenting Access UCL data</p>



	<p>eligible applicants for contextual admissions.</p> <p>Successful continuation and degree outcome rates for AUCL students.</p>	<p><b>Analysis of UCL student data</b> annually to evaluate outcomes:</p> <ol style="list-style-type: none"> <li>1. Student continuation and progression rates comparison to Access UCL versus non-Access UCL students (including WP students who did not enter on a contextual offer)</li> <li>2. Outcomes data for and survey data from Access UCL and other WP students to examine effectiveness of Student Adviser support</li> <li>3. Continuation and degree outcomes analysis by prior attainment (Access UCL versus non-Access UCL students, including WP students who did not enter on a contextual offer)</li> </ol> <p>(Empirical Enquiry - type 2)</p>	<p>analysis for the last two years of the APP</p> <p>Final report in December 2033 incorporating data for continuation and degree outcomes data for all years of the APP</p>
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## Intervention Strategy 2

**Objectives and targets:** Alongside IS1, IS2 addresses our objective to increase the proportion of students from underrepresented socio-economic groups, to meet our target to increase the proportion of students from IMD Q1 from 11.6% to 15% by 28/29 (PTA\_1).

**Risks to equality of opportunity:** IS2 addresses Risk 2 and Risk 3 in the EORR: Students may not have equal opportunity to receive information and guidance that will enable them to make informed choices about higher education, and students may not feel able to apply to higher education, or certain types of providers, despite being qualified.

**Cost:** £1,242,000 total costs per year comprising £700,000 in staff costs (equivalent of 14.5 FTE), £504,000 in operational costs per year and £38,000 evaluation costs. £4,968,000 total costs over four years.

Activity	Inputs	Outcomes
<p><b>Subject specific interventions</b> (expanded existing activity)</p> <p>We will continue to work with UCL academic departments to run a series of subject specific interventions.</p> <p>These programmes provide super-curricular opportunities for participants to develop their understanding of university-level</p>	<p><b>Total cost per year: £626,000</b></p> <p>Staff costs: £309,000 (6 FTE Access practitioners)</p>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Increase in confidence to successfully apply to university and make choices that support pathways to university.</li> </ul>

<p>study, learn about lesser-known degree subjects and strengthen UCAS applications.</p> <p>This strand includes our residential summer schools run in partnership with the Sutton Trust, Expand, a hybrid short course programme, and a large online masterclass programme.</p> <p>Participants: 2500 Year 12 students engaged per year</p>	<p>Operational costs: £317,000</p>	<ul style="list-style-type: none"> <li>• Increase in knowledge of entry requirements, course choice, financial support, application process to university, broad range of subjects available at university and their value.</li> <li>• Increase in understanding of the higher education experience and its benefits.</li> <li>• Increase in understanding of life as a university student and a knowledge of support available.</li> <li>• Increase in sense of belonging and ability to see self as a future university student.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Increase in successful applications to universities, particularly to UCL and other high-tariff providers.</li> </ul>
<p><b>Access Initiatives fund</b> (existing activity)</p> <p>Through the Access Initiatives scheme, UCL academic departments bid for funding to deliver local access interventions that complement the central provision and address the specific access needs of the department.</p> <p>A minimum of 10 projects funded per year, reaching a minimum of 500 participants.</p>	<p><b>Total cost per year: £174,000</b></p> <p>Staff costs: £74,000 (1.5 FTE Access practitioners)</p> <p>Operational costs: £100,000 in departmental funding</p>	
<p><b>Information, Advice and Guidance interventions</b> (existing activity)</p> <p>We work with schools and young people, their teachers, and parents/guardians to offer a comprehensive IAG programme.</p> <p>Our schools engagement programme works with schools across the country, with a focus on developing strong relationships with schools in London (particularly east London through our UCL East campus), and our regional target areas of East Anglia and the Midlands.</p> <p>We run a programme of pre and post 16 IAG workshops, including interventions for parents and guardians.</p> <p>We are members of the Russell Group Advancing Access partnership providing CPD to teachers and careers advisers.</p> <p>Participants: 100 schools and 1000 Year 9 – 13 students and 500 parents/guardians engaged per year.</p>	<p><b>Total cost per year: £404,000</b></p> <p>Staff costs: £317,000 (7 FTE Access practitioners)</p> <p>Operational costs: £87,000</p>	

## Summary of evidence base and rationale:

Our rationale for subject-specific interventions is based on evidence of disparities in subject choice among underrepresented groups, which impacts access to competitive degree programmes. Research indicates that students from socio-economically disadvantaged and underrepresented ethnic backgrounds tend to apply to a narrower range of more oversubscribed courses. Subject choice at pre-16 level also affects access to higher education, with facilitating subjects at A Level correlating with entrance to more selective universities.

Information and guidance interventions are designed based on project evaluations and stakeholder input, emphasizing the importance of the student voice in fostering belonging. Internal evaluations demonstrate improvements in participants' confidence and motivation to apply to university, with a significant portion progressing to higher education. Our school engagement programme supports local schools in London, as well as addressing regional inequalities in access, informed by research on regional mobility. Partnerships with other universities in the Russell Group's Advancing Access programme, contribute to teacher knowledge and confidence in providing guidance about universities. Further evidence and rationale for IS2 is included in Annex B.

## Evaluation

To evaluate this strategy, we will be using different forms of empirical enquiry and narrative approaches, to identify associations between participation and outcomes (OfS standards type 2 and 1). In addition to the reporting schedule outlined per activity, we will also be evaluating across the intervention as a whole at two stages, mid cycle and end of cycle, reporting across all activities and assessing our progress on the objectives and targets outlined in the Plan.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Subject specific interventions: 1. Residential summer schools run in partnership with the Sutton Trust 2. Expand – a hybrid short course programme for Year 12 students	<p><b>Short term</b></p> <p>Increase in confidence to successfully apply to university and make choices that support pathways to university.</p> <p>Increase in knowledge of entry requirements, course choice, financial support, application process to university, broad range of subjects available at university and their value.</p> <p>Increase in understanding of the higher education experience and its benefits.</p>	<p><u>One-Off Masterclasses:</u></p> <p><b>Post intervention participant surveys</b> to collect feedback including TASO ASQ validated scales, usefulness of programme</p> <p><u>Multi-session summer schools and short courses:</u></p> <p><b>Pre-Post intervention surveys</b> to collect feedback including TASO ASQ validated scales, and measure change in knowledge, skills, confidence etc</p>	<p>Subject Specific Intervention Interim Report 1 will be published on the UCL website from December 2027.</p> <p>Subject Specific Intervention Interim Report 2 will be published on the UCL website from December 2029.</p> <p>Subject specific interventions final report will be published on the UCL website from December 2033.</p>

<p>3. Online masterclass programme</p>	<p>Increase in understanding of life as a university student and a knowledge of support available.</p> <p>Increase in sense of belonging and ability to see self as a future university student.</p> <p><b>Long term</b></p> <p>Increase in successful applications to universities, particularly to UCL and other high-tariff providers.</p>	<p><b>Post intervention survey</b> with student ambassadors and academics delivering programme for feedback on improving design</p> <p><b>Tracking</b> of participants' applications, offers, and enrolments at UCL via <b>internal admissions data</b>.</p> <p><b>HEAT tracking</b> for HESA progression data</p> <p>Comparison of HE progression to matched comparison group via UCAS Outreach Evaluator</p> <p><b>Logistic regression analysis</b> to examine relative outcomes of programmes, with programme type as independent variable and HE progression as dependent variable</p> <p>(Empirical Enquiry - type 2)</p>	
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<p>Access Initiatives fund: various activities delivered by academic departments</p>		<p>All activity delivered is underpinned by a <b>theory of change model</b>.</p> <p>Academic departments will be required to submit an evaluation plan when applying for funding and providing an evaluation report at the end of the programme.</p> <p>The central Access Data and Impact team will bring together data from across all funded programmes to review their impact</p> <p>A bank of evaluation resources will be maintained to ensure consistency in data collection and adapted as required:</p> <ol style="list-style-type: none"> <li>1. <b>Pre-Post</b> participant <b>surveys</b></li> <li>2. Pupil <b>HEAT tracking</b> for HESA progression data</li> </ol> <p>(Empirical Enquiry - type 2)</p>	<p>Interim Report on interventions delivered under Access Initiatives funds will be available on the UCL website from September 2027 for 2025/26-2026/27 academic years.</p> <p>Final report will be published on the UCL website from September 2031.</p>
<p>Information, Advice and Guidance interventions: Schools engagement programme Programme of pre and post 16 IAG workshops</p>		<p>Post-Intervention participant surveys, for students and parents/ carers, including TASO ASQ validated scales</p> <p>Tracking of participants' applications, offers, and enrolments at UCL via internal admissions data. Analysis of variation of participants' progression rates to UCL compared to previous years, via internal admissions data.</p> <p>Comparison of HE progression to non-participant group via HEAT tracking data (where suitable comparison group data collected)</p> <p>Comparison of HE progression to matched comparison group via UCAS Outreach Evaluator</p> <p>Logistic regression analysis to examine relative outcomes of programmes, with programme type</p>	<p>IAG Intervention Interim Report 1 will be published on the UCL website from December 2027.</p> <p>IAG Intervention Interim Report 2 will be published on the UCL website from December 2029.</p> <p>IAG interventions final report will be published on the UCL website from December 2033.</p>

		as independent variable and HE progression as dependent variable (Empirical Enquiry - type 2)	
IAG: Russell Group Advancing Access CPD to teachers and careers advisers	Teachers have increased knowledge of university and HE IAG;  Increased confidence delivering IAG to their students  Increased capacity to support students with future educational decisions.	<b>Post-activity analysis</b> of teacher responses to questionnaire scales  <b>Qualitative research</b> on teacher confidence and knowledge in delivering HE IAG  (Narrative - type 1)	Comprehensive report on the outcomes of teacher CPD in December 2030

### Intervention strategies 3-6

**Objectives and targets:** IS3-6 address our continuation and attainment targets:

- To reduce the continuation gap between mature learners over the age of 21 and those under the age of 21 from 8.7 percentage points to 4.5 percentage points by 2028/29 (PTS\_1).
- To reduce the IMD Q1-Q5 attainment gap in the achievement of 2.1 and 1<sup>st</sup> degrees from 6.6 percentage points to 3 percentage points by 2028/29 (PTS\_2).
- To eliminate the attainment gap in the achievement of 2.1 and 1<sup>st</sup> degrees between BAME and White students by 2028/29 (PTS\_3).
- To reduce the attainment gap in the achievement of 2.1 and 1<sup>st</sup> degrees between Black and White students from 9.3 percentage points to 4.3 percentage points by 2028/29 (PTS\_4).

**Risks to equality of opportunity:** IS3-6 address the risks posed to equality of opportunity by insufficient academic, personal or mental health support, cost pressures, and the ongoing effects of the Covid-19 pandemic.

### Intervention strategy 3

UCL will implement an **Inclusive Practice Staff Development Strategy** to develop the skills, knowledge, and confidence of staff to be able to provide an inclusive education that effectively supports all students.

**Cost:** £191,000 total costs per year comprising £148,000 in staff costs (equivalent of 2.0 FTE), £24,000 in operational costs and £19,000 evaluation costs. £764,000 total costs over four years.

Activity	Inputs	Outcomes
<p>(Expanded activity) <b>Inclusive Practice Staff Development Strategy</b> including resources, training and events</p>	<p><b>Total cost per year: £87,000</b></p> <p>Staff costs: £63,000</p> <p>Operational costs: £24,000</p>	<p><b>Short term</b></p> <p>Improved institutional understanding of the student experience.</p> <p>Improved staff capability in ensuring inclusive pedagogy, module delivery and assessment, by design.</p> <p>Improved staff capability in ensuring inclusivity in policy making and student support delivery.</p> <p><b>Long term</b></p> <p>Inclusive and considerate programme design and delivery across the institution improving engagement and academic outcomes.</p> <p>Improved NSS results on questions linked to teaching, learning, and teaching resources from marginalised groups.</p>
<p>(Existing activity) The Associate Professor (Teaching) based in the Arena Centre for Research-Based Education is a dedicated facilitating job role focusing on inclusive practice and acts as <b>Inclusive Education Lead</b>.</p>	<p><b>Total cost per year: £85,000</b></p> <p>Staff costs: £85,000</p>	<p><b>Short term</b></p> <p>Enhanced discipline-specific support on inclusive practice for teaching staff leading to improved engagement from students.</p> <p><b>Long term</b></p> <p>Improved institutional knowledge of inclusion leading to inclusive programme delivery and a reduction in awarding gaps.</p>

**Summary of evidence base and rationale:**

Guided by our commitment to avoid a deficit model, we aim to address the need to provide cohesive communication on inclusive learning institution-wide (Gordon et al., 2021)<sup>3</sup> and offer a multifaceted approach to equipping staff with the guidance on inclusive practice, inclusive pedagogy, and universal design

(Sanger, 2020)<sup>4</sup>. This approach aims to go beyond promoting compliance with legislative standards to drive behaviour change that is adopted across the university. Further evidence and rationale for IS3 is included in Annex B.

## Evaluation

We do not intend to evaluate all activity within the strategy, instead we will focus on evaluating expanded activity in the Inclusive Practice Staff Development Strategy. The evaluation will adopt an empirical enquiry (Type 2) approach and will combine qualitative and quantitative analysis to assess the impact of the interventions on the desired outcomes.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Inclusive Practice Staff Development Strategy: Staff development strategy: Resources Staff development strategy: Training Staff development strategy: Events	<p><b>Short term</b> Improved institutional understanding of the student experience.</p> <p>Improved staff capability in ensuring inclusive pedagogy, module delivery and assessment by design.</p> <p>Improved staff capability in ensuring inclusivity in policy making and student support delivery.</p> <p><b>Long term</b> Inclusive and considerate programme design and delivery across the institution.</p> <p>Improved continuation and attainment rates for students.</p> <p>Improved NSS results on questions linked to teaching, learning, and teaching resources from marginalised groups.</p>	<p>1. <b>Engagement data analysis:</b> data collection on number of staff engaging with resources (including online analytics), training and events</p> <p>2. <b>Baseline and annual survey</b> of all UCL relevant staff to track changes in staff knowledge of student experience and inclusive pedagogy, self-assessment of relevant skills and confidence in delivering inclusive programme design, to track changes across the institution</p> <p>3. <b>Post intervention feedback surveys</b> to feed into continuous improvements in the programme</p> <p>4. <b>Statistical analysis</b> to examining the impact of staff engagement with SDS and students' continuation, attainment, NSS outcomes and staff survey responses.</p> <p>(Empirical Enquiry - Type 2)</p>	<p>Survey findings will be published on the UCL website annually in a series of interim reports:</p> <ul style="list-style-type: none"> <li>• Autumn 2026</li> <li>• Autumn 2027</li> <li>• Autumn 2028</li> </ul> <p>A full report including long term impact assessment will be published on the UCL website from 2031</p>
Dedicated Facilitating Job Roles: Associate Professor (Teaching)	<p><b>Short term</b> Enhanced discipline-specific support on inclusive practice for teaching staff leading to improved engagement from students.</p>		



<p><b>Long term</b> Improved institutional knowledge of inclusion leading to inclusive programme delivery</p> <p>Improved engagement and strategic planning across faculties supporting a whole institution approach.</p>	
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#### Intervention strategy 4

UCL will facilitate tailored department-specific change in student support and teaching and learning.

**Cost:** £188,000 total costs per year comprising £59,000 in staff (equivalent of 0.5 FTE), £110,000 in operational costs and £19,000 evaluation costs. £752,000 total costs over four years.

Activity	Inputs	Outcomes
(Expanded activity) A <b>Faculty Lead role in each of UCL's 11 faculties</b> , to focus on reducing awarding gaps and increasing inclusion through fostering communication and collaboration between faculties, departments, students, and the Student Success team.	<p><b>Total cost per year: £49,000</b></p> <p>Staff costs: £49,000</p>	<p><b>Short term</b> High profile leadership role will raise awareness of the mission of Student Success and challenges faced by marginalised student groups.</p> <p><b>Long term</b> Improved engagement, activity and strategic planning across faculties supporting a whole institution approach. More inclusive and considerate programme design and delivery embedded across the institution.</p>
(Expanded activity) Providing financial support to UCL Departments through the <b>Student Success Staff Fund</b> for projects aimed at enhancing the academic success, retention, and continuation of underrepresented UK undergraduate students. Projects are evaluated and used to create resources shared online, and through knowledge exchange events.	<p><b>Total cost per year: £120,000</b></p> <p>Staff costs: £10,000</p> <p>Operational costs: £110,000</p>	<p><b>Short term</b> Greater insights into the effectiveness of local strategies in improving academic experience, outcomes, and continuation.</p> <p><b>Long term</b> Behaviour and culture change across institution</p> <p>Improved NSS results from students in target groups linked to interventions.</p> <p>Improved continuation and attainment rates for students in target groups linked to interventions.</p>

## Summary of evidence base and rationale:

This strategy emphasises the importance of innovation and localised interventions in addressing outcome and experience gaps. The approach, informed by the complexity of our institution, underscores the necessity for flexibility to accommodate various cultural and disciplinary contexts (Kezar & Eckel, 2002)<sup>5</sup>. By mobilising departments and faculties to implement tailored solutions and evaluating impact, we aim to ensure these activities are shared to contribute to a broader shift in institutional culture. Further evidence and rationale for IS4 is included in Annex B.

## Evaluation

Evaluations for this intervention strategy will be aligned to a combination of Narrative (Type 1) and Empirical Enquiry (Type 2) standards of evidence, allowing us to use both qualitative and quantitative data to explore the associations between activities and their intended outcomes. In addition to the reporting schedule outlined per activity, we will also be evaluating across the intervention as a whole at two stages, mid cycle and end of cycle, reporting across all activities and assessing our progress on the objectives and targets outlined in the Plan.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Tailored department-specific change in student support and teaching and learning: Dedicated Facilitating Job Roles: Student Success Faculty Lead Action Plans	<p><b>Short term</b> Increased awareness of the mission of Student Success across UCL and challenges faced by marginalised student groups.</p> <p><b>Long term</b> Improved engagement and strategic planning across faculties supporting a whole institution approach. More inclusive and considerate programme design and delivery embedded across the institution.</p>	<p><b>Monitoring data</b> collected from Faculty Leads to track delivery of Action Plans</p> <p><b>Qualitative data</b> collection through interviews and focus group discussions with Faculty Leads to understand their contribution to departmental change, challenges faced, and support required from central Student Success team</p> <p>(Narrative - Type 1)</p>	<p>Interim Report on monitoring and qualitative data collection will be published on the UCL website from September 2027</p> <p>Final report will be published from September 2031</p>
Tailored department-specific change in student support and	<p><b>Short term</b> Greater insights into the effectiveness of local strategies in improving academic experience, outcomes, and continuation.</p> <p><b>Long term</b></p>	<p>All activity delivered is underpinned by a <b>theory of change</b> model.</p> <p>Academic departments will be required to submit an evaluation plan when applying for funding and providing an evaluation report at the end of the programme.</p>	<p>Interim report on interventions delivered under the Student Success Fund will be published on the UCL website in September 2027</p>

<p>teaching and learning: Student Success Fund</p>	<p>Behaviour and culture change across institution</p> <p>Improved NSS results from students in target groups linked to interventions.</p> <p>Improved continuation and attainment rates for students in target groups linked to interventions.</p>	<p>The central Student Success Data and Impact team will bring together data from across all funded programmes to review their impact.</p> <p>A bank of evaluation resources will be maintained to ensure consistency in data collection and adapted as required:</p> <ol style="list-style-type: none"> <li>1. <b>Pre-Post</b> participant <b>surveys</b></li> <li>2. <b>Statistical analysis</b> of internal and external datasets to track impact, including UCL student data, NSS, HESA etc.</li> <li>3. <b>Analysis of comparison group data</b> from non-intervention students where appropriate</li> </ol> <p>(Empirical Enquiry - type 2)</p>	<p>Final report will be published on UCL website in September 2031</p>
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### Intervention strategy 5

UCL will involve students in the co-creation of curriculum, institutional policies, and student support.

**Cost:** £139,000 total costs per year comprising £78,000 in staff costs (equivalent of 1.1 FTE), £42,000 in operational costs and £19,000 evaluation costs. £556,000 total costs over four years.

Activity	Inputs	Outcomes
<p>(Expanded activity) <b>Student Curriculum Partners:</b> students provide their perspective on the inclusivity of modules and shape the future learning experience.</p>	<p><b>Total cost per year: £53,000</b></p> <p>Staff costs: £23,000</p> <p>Operational costs: £30,000</p>	<p><b>Short term</b> Increased student engagement and student-staff collaboration, supporting a sense of ownership and impact within the university community.</p> <p>Improved feedback mechanisms and consultation processes, leading to more responsive initiatives and policies.</p> <p>Establishment of a structured framework for student involvement in policy development, ensuring marginalised voices are heard and addressed.</p> <p><b>Long term</b></p>

<p>(Expanded activity) <b>Student Success Panel:</b> seeks feedback from and consults student representatives on the development and delivery of initiatives and policies on a consistent basis.</p>	<p><b>Total cost per year: £16,000</b></p> <p>Staff costs: £14,000</p> <p>Operational costs: £2,000</p>	<p>Greater diversity and inclusivity embedded within module design and delivery, leading to improved student satisfaction and academic outcomes.</p> <p>Institutionalised feedback and co-creation mechanisms that continuously inform and shape initiatives and policies, creating a culture of responsiveness and accountability.</p> <p>Institutional policies and strategies that explicitly address and mitigate barriers faced by marginalised students, improving trust in university policies.</p> <p>Improved NSS results on questions linked to student voice from marginalised groups.</p>
<p>(Existing activity) <b>Student Success ChangeMakers fund strand:</b> Provides opportunities for staff/student partnerships and gives underrepresented students the platform to contribute to real change at UCL.</p>	<p><b>Total cost per year: £19,000</b></p> <p>Staff costs: £14,000</p> <p>Operational costs: £5,000</p>	
<p>(New activity) <b>Student Policy Partners:</b> UCL will seek feedback and input from students to ensure institutional policies and strategies explicitly address the challenges and barriers faced by marginalised students.</p>	<p><b>Total cost per year: £32,000</b></p> <p>Staff costs: £27,000</p> <p>Operational costs: £5,000</p>	

## Summary of evidence base and rationale:

By actively involving students through co-creation processes, UCL will ensure that initiatives are more relevant, responsive, and reflective of students' needs and perspectives systems (Mercer-Mapston & Bovill, 2020)<sup>6</sup>. Evidence suggests that student participation can positively impact their outcomes (Austin *et al*, 2019)<sup>7</sup> and by establishing a less extractive approach to gathering student perspectives, we will increase accountability and maintain ongoing relationships with student groups (Igwe, 2022)<sup>8</sup>. Through student-led initiatives and partnership, UCL can effectively address barriers faced by marginalised student groups, improve engagement, and strengthen their connection to the university community. Further evidence and rationale for IS5 is included in Annex B.

## Evaluation

We intend to evaluate all activity within this intervention strategy to OfS Type 1 (Narrative) standard in collaboration with the student representatives embedded across activity. This will present an opportunity for students to engage and participate in the development of good quality evaluation across the lifetime of this Plan.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Student Curriculum Partners	<p><b>Short term</b> Increased student engagement and student-staff collaboration, supporting a sense of ownership and impact within the university community.</p> <p>Improved feedback mechanisms and consultation processes, leading to more responsive initiatives and policies.</p> <p>Establishment of a structured framework for student involvement in policy development, ensuring marginalised voices are heard and addressed.</p> <p><b>Long term</b> Greater diversity and inclusivity embedded within module design and delivery, leading to improved student satisfaction and academic outcomes.</p>	<p>Impact evaluation on student partnership activities covering:</p> <p>1. Impact on curriculum:</p> <p>End of every term (January; April; July) monitoring data collected from student partners to track their contribution to policy and practice.</p> <p>Annual survey of relevant UCL staff to collect feedback on the contribution of student partners</p> <p>2. Impact on student partners:</p> <p>Qualitative data collection through interviews and focus group discussions with student partners to understand their contribution to departmental change, areas of personal development, challenges faced, and support required from central Student Success team</p> <p>3. Course enrolments and completion:</p>	<p>Co-written interim reports with student representatives summarising key developments published on UCL website from June 2028.</p> <p>Final report will be published on UCL website in June 2031.</p>
Student Success Student Panel			
Student Success ChangeMakers fund			
Student Policy Partners			

	<p>Institutionalised feedback and co-creation mechanisms that continuously inform and shape initiatives and policies, creating a culture of responsiveness and accountability.</p> <p>Institutional policies and strategies that explicitly address and mitigate barriers faced by marginalised students, improving trust in university policies.</p> <p>Improved NSS results on questions linked to student voice from marginalised groups.</p>	<p>Analysis of student uptake and performance in modules based on changes, to examine effects on demographics of students</p> <p>(Narrative - Type 1)</p>	
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### Intervention strategy 6

UCL will continue to develop activities to support university preparedness and build community, inclusion and belonging amongst students. UCL will also continue to support students with cost pressures by providing a range of financial support.

**Cost:** £9,906,000 total costs per year, comprising £164,000 in staff costs (equivalent of 3.1 FTE), £63,000 in operational costs, £9,622,000 per year on non-repayable financial support for target students and £57,000 evaluation costs. £39,624,000 total costs over four years.

Activity	Inputs	Outcomes
<p>(New activity) <b>Pre-enrolment programme</b> will be aimed at students enrolled via the Access UCL programme and will work with 10 departments during the pilot year to deliver discipline-specific targeted academic skills development, engaging departmental staff, and building peer networks.</p> <p>The programme will reach approx. 150 students in the first year with the aim of recruiting new departments each year, reaching an additional 100- 200 students per year.</p>	<p><b>Total cost per year: £57,000</b></p> <p>Staff costs: £24,000</p> <p>Operational costs: £33,000</p>	<p><b>Short term</b></p> <p>Improved academic preparedness and confidence among incoming students.</p> <p>Strengthened relationships and communication between departmental staff and students facilitating a supportive learning environment and sense of belonging.</p> <p>Enhanced social networks and peer support systems, promoting student well-being and engagement.</p> <p>Consistent and personalised support to address unique needs and challenges throughout the academic journey.</p>

<p>(Expanded activity) <b>Enhanced wrap around pastoral support</b> beyond Year 1 for Access UCL students.</p>	<p><b>Total cost per year: £61,000</b></p> <p>Staff costs: £61,000</p>	<p><b>Long term</b> Improved transition experience and continuation rates.</p> <p>Improved engagement with the university community and improved NSS results on questions linked to academic support from marginalised groups.</p>
<p>(Expanded activity) success@ucl - <b>Student community</b> supporting belonging, academic confidence, and developing social networks through student events, multimedia campaigns, and a podcast.</p>	<p><b>Total cost per year: £93,000</b></p> <p>Staff costs: £65,000</p> <p>Operational costs: £28,000</p>	<p>Sustained and meaningful engagement with students through established student-led community initiatives.</p>
<p>(Existing activity) <b>Key contact for mature students</b> to provide consistent support from pre-enrolment to graduation.</p>	<p><b>Total cost per year: £16,000</b></p> <p>Staff costs: £14,000</p> <p>Operational costs: £2,000</p>	
<p><b>UCL Bursary Scheme:</b></p> <p>Students with a household income (HHI) of less than £42,875 are eligible for the scheme. Eligible students must be:</p> <ul style="list-style-type: none"> <li>- Fully registered.</li> <li>- Designated home fee status by UCL.</li> <li>- Domiciled in the UK for 3 years before their course starts.</li> </ul> <p>Students with a HHI of 16,000 or less will receive £3,000 per year of study.</p>	<p><b>Total cost per year: £9,622,000</b></p> <p>£9,226,000</p>	<p><b>Long term</b></p> <p>Students in receipt of a bursary are as likely as their peers to progress through their programme, as likely to complete and succeed in their programme.</p> <p>Increase in continuation and attainment rates of bursary, grant and scholarship holders</p>

<p>Students with a HHI of more than £16,000 and less than or equal to £25,000 will receive £2,000 per year of study.</p> <p>Students with a HHI of more than £25,000 and less than or equal to £37,000 will receive £1,500 per year of study.</p> <p>Students with a HHI of more than £37,000 and less than or equal to £42,875 will receive £1,000 per year of study.</p> <p>Full eligibility terms can be found on our <a href="#">website</a>.</p>		
<p><b>Access Opportunity Scholarships:</b></p> <p>UCL awards two <a href="#">Access Opportunity Scholarships</a> per year for students who are based in the UK but will be unable to access student finance (tuition fee or maintenance loan) because of their immigration status. The scholarships cover tuition fees and an additional £12,000 per year for maintenance costs for the normal duration of study. Full details are published on the <a href="#">UCL Access Opportunity Scholarship webpage</a>.</p>	<p>£156,000</p>	
<p><b>Financial support for students in specific circumstances including:</b></p> <p>General hardship funding that all students can apply for if they encounter unexpected circumstances that put them into financial difficulty. Priority is given to those from specific underrepresented groups. This funding needs to be applied for at the point of need and the amount awarded will vary depending on a student's circumstances and the level of demand. Full details are published on the <a href="#">UCL Financial Assistance Fund webpage</a>.</p> <p>Bursary of £1000 per year of study to every student who is a care leaver and/or estranged from their parents and meets the eligibility requirements of the schemes. Full details are published</p>	<p>£240,000</p>	



on our bursary webpages for <a href="#">care experienced</a> and <a href="#">estranged</a> students.		
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### Summary of evidence base and rationale:

The rationale behind this approach is to address the extensive research indicating the impact of insufficient feelings of belonging and mattering (Pedler *et al.*, 2022<sup>9</sup>; Thijm, 2023)<sup>10</sup>, the university expectation gap (Hassel & Ridout, 2018<sup>11</sup>; Unite Students, 2017)<sup>12</sup>, and the lack of personalised support (Broda *et al.*, 2017)<sup>13</sup>. Research shows that creating a cohort of underrepresented groups that is linked to academic interest in the first year, continuation and competition rates are higher (Aulck, 2021)<sup>14</sup> and this strategy emphasises the importance of community, appropriate and timely support, and academic belonging (Kahu *et al.*, 2022)<sup>15</sup>. Ongoing research and evaluation (based on the OfS toolkit) of the UCL Bursary Scheme provides evidence to suggest the levelling effect of the bursary on continuation rates for students from low-income households, whilst highlighting the need for continued investment and support to impact the attainment rates. Further evidence and rationale for IS6 is included in Annex B.

### Evaluation

To evaluate this strategy, we will be using different forms of empirical enquiry and narrative approaches, to identify associations between interventions supporting inclusion and student outcomes (OfS standards type 2 and 1). In addition to the reporting schedule outlined per activity, we will also be evaluating across the intervention as a whole at two stages, mid cycle and end of cycle, reporting across all activities and assessing our progress on the objectives and targets outlined in the Plan.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Pre – Enrolment Programme for Access UCL students	<p>Students better prepared for university and university level work</p> <p>Increased transparency and alignment of expectations between students and staff</p> <p>Improved institutional understanding of student needs related to transition, and assessment and feedback.</p> <p>Increased sense of belonging in students (Strengthened early connections and social networks among incoming students)</p>	<p><b>Engagement data tracking</b> for all Access UCL offer holders with pre-enrolment activity</p> <p><b>Pre-post</b> intervention <b>surveys</b> for all Access UCL offer holders, measuring offer holders' university preparedness, sense of belonging, confidence etc</p> <p><b>Non-random comparison</b> of <b>survey data</b> by levels of engagement with pre-enrolment activities</p> <p><b>Non-random comparison continuation and attainment outcomes</b> by levels of engagement with pre-enrolment activities</p>	<p>Interim reports will be published on the UCL website from:</p> <ul style="list-style-type: none"> <li>December 2028 for the first two years of the APP</li> <li>December 2030 for the last two years of the APP</li> </ul> <p>A final report will be published on the UCL website from December 2033.</p>

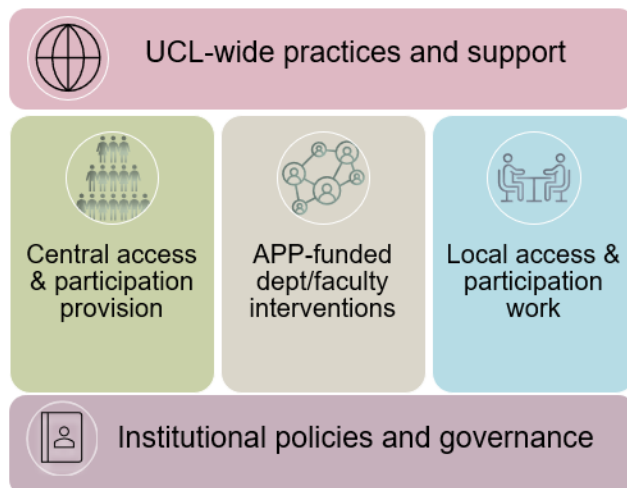
	Improved confidence in students' academic skills Improved continuation rates Improved attainment rates	(Empirical Enquiry -Type 2)	
Enhanced wrap around pastoral support beyond Year 1 for Access UCL students	<b>Short term</b> Increased awareness of academic and/or pastoral support  Increased access to academic and/or pastoral support when needed  <b>Long term</b> Improved continuation rates in target student cohort	<b>Engagement data tracking</b> for all Access UCL students with pastoral support activity through learner analytics  <b>Non-random comparison continuation and attainment outcomes</b> by levels of engagement with pastoral support  (Empirical Enquiry -Type 2)	
Key Contact for Mature Students	Improved attainment rates in target student cohort  Increased sense of belonging in target student cohort  Improved NSS results in target student cohort	<b>Qualitative data collection</b> through:  Interviews and focus group discussions with Key Contacts to understand their engagement with mature students, support provided, challenges faced in supporting mature students, and support required from central Student Success team  Interviews and focus group discussions with mature students to understand their engagement with key contacts, the support received, challenges faced and additional support required.  (Narrative - Type 1)	An interim report on outcomes of support for mature students will be published on the UCL website from December 2027, followed by a final report available from December 2030.
Student Community success@ucl	Improved academic confidence among students  Strengthened sense of belonging among students through expanded networks  Increased awareness of support services available to supporting students		

	Improved continuation rates		
	Improved attainment rates		
UCL Bursary Scheme	<p><b>Long term</b> Students in receipt of a bursary are as likely as their peers to progress through their programme, as likely to complete and succeed in their programme.</p> <p>Increase in continuation and attainment rates of bursary holders</p>	<p>OfS financial support toolkit  (Empirical Type 2)</p>	<p>Interim findings will be published on UCL's website from 2026/27 and 2028/29 followed by a final report in 2030/31.</p>

## Whole provider approach

UCL takes a whole lifecycle approach to access and participation. We work with pupils from KS2 to KS4 to support attainment and foster an inquisitiveness and love of learning. At KS5, we focus on information, advice and guidance and pre-entry support. Whilst at UCL, we work to support students to stay on their programmes, to close awarding gaps and to progress to successful careers or further study. Throughout these journeys we track students' progress. We use the HEAT tracking system to track pupils' progress through our interventions, and once at UCL, we use our own systems to track target students' progress from admissions to graduation and beyond.

UCL's whole institution approach to access and participation is delivered in three parts: structurally through our governance and policies that support access and participation; practically through the targeted interventions we deliver across all levels of UCL; and holistically through the institution-wide support we offer for all students.



UCL's governance structures and policies underpin access and participation work, whilst targeted access and participation work falls across three categories:

- **Central provision:** this tends to be larger scale activities which focus on UCL-wide targets.
- **APP-funded work in faculties:** this work is delivered in departments and faculties, using the expertise of UCL academics to address aspects of UCL's access and participation priorities. An example of this is the ORBYTS<sup>16</sup> project which sees secondary school pupils work on original research projects under the tuition of PhD students, post-Docs and other early career scientists.
- **Local work:** this is work developed specifically by departments which tackle a particular local need. An example of this is the Engineering Foundation Year developed by UCL's Engineering Faculty to provide an alternative route into engineering degrees for students from underrepresented backgrounds.

UCL's targeted access and participation work is also part of a wider framework of support and provision for students across UCL. UCL was one of the first five universities to receive the University Mental Health Charter award, recognising our ongoing commitment to improving mental health and wellbeing. The Charter is underpinned by UCL's Mental Health Strategy and informs our student support and wellbeing work. Other universal support services include:

**Student Support and Wellbeing:** we continue to see a rise in demand for our mental health support and we have increased our investment in these services, including:

- Mental health mentoring
- Study skills tutors
- 24/7 Student Support line
- Short-term counselling
- Single session therapy
- Initial psychiatric support
- Return-to-study welfare check-ups

- Reasonable adjustments for disability and mental health conditions

**Student Advisers:** student advisers were rolled out to all new undergraduate students from the start of 2021/22. All first-year undergraduate students have a named student adviser who is their key contact for any wellbeing, support or student experience matters. There are 38 student advisers across UCL who 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 topics, support services, revision techniques and administrative tasks.

**Financial Assistance Fund:** As noted in IS6 above, UCL ringfences £240k of emergency hardship funding for students from our target groups. This is part of a wider fund to support all students who have encountered unexpected circumstances that put them into financial difficulty. In 2022/23, UCL distributed £1m to students through our financial assistance funds. In addition to financial assistance funds, UCL has a laptop loan scheme which provides short-term laptop loans for students who are unable to buy their own.

**Student Activities Participation Fund:** Students' Union UCL provides a fund that current UCL students can apply for to help enable them to take part in Students' Union UCL clubs and societies or other co-curricular or extra-curricular activities.

Access and participation are central to UCL's philosophy and ambitions. Access is one of the principal themes of UCL 2034<sup>17</sup>, 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. The ambitions set out in UCL 2034 are reflected in UCL's Strategic Plan which sets out the steps UCL will take to achieve the 2034 goals. Key elements of the Strategic Plan include our admissions transformation programme<sup>18</sup>, UCL's new Student Life Strategy<sup>19</sup> and the development of UCL's HE Development and Support institute which brings together support for all involved in education and progression at UCL.

UCL's governance structure ensures that senior leadership is involved in decision making across access and participation. Access and participation work is overseen by the Student Access and Success Committee (SASC) which is chaired by the Pro-Vice Provost (Education – Student Academic Experience) and has representation from across the academic and student community. SASC itself reports into UCL's Education Committee (EdCom) which ensures our approaches to access and participation align with our approaches in learning, teaching and assessment. Through EdCom, UCL's access and participation strategies report into UCL Council, which has ultimate oversight of this Plan.

UCL's Access and Success teams 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 students from underrepresented BAME 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 awarding gap. UCL was one of the first universities to gain the Race Equality Charter Mark and as part of its action plan, UCL is committed to monitoring and improving the support and outcomes for its Black and minority ethnic students. The Eugenics Legacy Education Project<sup>20</sup>, spanning 2022-2025, seeks to embed awareness of UCL's eugenics legacy university-wide, while also enhancing teaching around 'difficult' knowledge beyond eugenics, aligning with recommendations from the 2020 Inquiry into the History of Eugenics at UCL.

To effect permanent change, we know that we cannot rely on discrete interventions alone but need to change cultures and embed long lasting transformation. To support this, access, continuation and attainment data are circulated across UCL annually and are used to inform Faculty and Departmental Education Plans. These set out the enhancement activity that a faculty or department has committed to, to improve outcomes and draw on a range of data, including feedback from students via responses to internal and external surveys, the Student Staff Partnership Committee and other student voice channels.

In 2020, UCL introduced a Community of Practice (CoP) to bring together staff across the university who are involved or interested in access and participation. The CoP has an active membership of around 350 members, helping to build networks, share knowledge and break down silos. Alongside research and evaluation dissemination, the CoP has been involved with developing theory of change models, building school and community networks and measuring impact. Staff contributions to access and participation are recognised through the annual UCL-wide Access and Student Success Awards.

The development of this Plan has been a testament to the commitment and engagement of staff and students across UCL to access and participation. Seven open sessions were held to gather input from staff, alongside meetings with Heads of Departments, Deans of faculties and Vice-Provosts. Similar sessions were held for UCL's students (see below), and the community's feedback will continue to be sought to implement this Plan.

In addition to the work outlined in our intervention strategies above, UCL has a strong commitment to supporting attainment in schools through the UCL Institute of Education (IOE), educating around 1,000 student teachers each year and engaging in over 200 active research projects at any time. An overview of the work the IOE does to support school attainment can be found in Appendix D.

Volunteering is a core part of student life at UCL, and Students' Union UCL is home to one of the largest student volunteering teams in the country. Over 2,000 UCL students volunteer over 60,000 hours a year, and volunteering in local schools, community youth groups, and after school clubs forms a large part of this work. As well as contributing to their local communities, 87% of student volunteers said that volunteering has improved their mental health and wellbeing. A key part of UCL's Student Life Strategy is ensuring that students from all backgrounds have the time and opportunity to take part in activities like volunteering.

## **Student consultation**

### **Ongoing consultation**

UCL has a strong working relationship with Students' Union UCL (SU UCL) and supports the development of student-led networks and other initiatives that amplify the student voice.

All relevant committees have student representation and there are student academic representatives at all levels. UCL is mindful of potential barriers to participating in liaison committees and sharing and/or representing student voices. Training and support are provided to ensure that students feel confident with the terminology and processes used, and comfortable participating.

To ensure that opportunities are not only available to those who can afford to volunteer, and that a range of voices are heard, UCL invests financially in the student voice, providing compensation to students for their time and engagement and demonstrating the value placed on student feedback.

The Student Success Panel seeks feedback from and consults students from target backgrounds on the development and delivery of initiatives and policies, as well as how a sense of belonging can be fostered for students from all backgrounds.

The evaluation of UCL's pre-entry access initiatives with young people includes the collection of feedback from participants and their supporters and from current UCL students who work extensively on many of the interventions and who are felt to play a pivotal role in this work.

To explore and enhance the student experience, UCL conducts research that harnesses the voices of students underrepresented groups, for example through focus groups with students of Black heritage, gathering feedback from students who enter through the Access UCL scheme and through Listening Rooms with young carers.

### **Consultation on the development of the APP**

UCL staff working on the development of the APP held a series of meetings with SU UCL staff, Sabbatical Officers, and other student representatives. A session of the Student Success Panel was also held, this group being made up of students who self-identify as being from one or more of our target groups. Students discussed the areas of risk and proposed intervention strategies and considered the credibility of plans to address inequalities. Students on the Student Success Panel were paid for their preparation and session time and other students received a voucher in recognition of their time and contribution.

The feedback received was incorporated into the plan. For example, several students raised that they felt the experience of current students was crucial in access work, and staff were able to provide reassurance that significant engagement with UCL Student Ambassadors is a key part of many interventions but that it would be made more explicit within our intervention strategies.

### **Ongoing student engagement in the delivery and evaluation during the life cycle of the APP**

There has been additional collaboration between the APP team and the SU during the development of this APP, including a named contact on each side who have met regularly during the development of the APP to ensure an ongoing dialogue. This approach will continue during the lifecycle of the APP with termly meetings to strengthen the connection between the APP and SU UCL. This will ensure a tighter feedback loop between the work of the SU and developments in UCL's access and success work. For example, there will be the opportunity for the APP staff team to contribute to and learn from the annual survey currently being developed by UCL SU and for research conducted by SU UCL to be communicated to and acted upon by UCL.

UCL intends to evaluate all activity within Intervention Strategy 5 to OfS Type 1 (Narrative) standard, in collaboration with the student representatives involved in each activity. This will present an opportunity for students to participate in the development of good quality evaluation across the lifetime of this Plan.

UCL will submit evaluation reports to the Student Access and Success Committee as part of our annual reporting. We plan to hold annual review meetings with Sabbatical Officers, other student representatives and the Student Success Panel to provide updates on progress and receive feedback.

## **Evaluation of the Plan**

### **Strategic Context**

UCL's Access & Success work is underpinned by a strong focus on evaluation and evidence-based practice. This allows us to identify what works well and what needs improvement, ensuring that our efforts are targeted, effective and contribute to a sector wide evidence base.

Research and evaluation resource is directed with strategic oversight by the Data & Impact team, which has expanded to include evaluation, research and data analysis across the whole life cycle. This team has an overarching responsibility for our evaluation strategy and developing a robust framework for the work detailed in this plan.

We take a cross-institutional approach to evaluation, strengthened by collaboration between the Data & Impact team, academic departments and professional services across UCL. A key area of development throughout the duration of this Plan, is to further develop the wider team's understanding and ability to contribute to good quality evaluation. We will continue to draw on the expertise of academic colleagues including 0.1 FTE of an academic's time devoted to evaluation of the BAME awarding gap, guidance from colleagues from the IOE Centre for Education Policy and Equalising Opportunities and engaging in Communities of Practice such as UCL Data & Insight CoP and UCL Impact CoP.

Student engagement will also feature in the evaluation of this Plan, particularly in the evaluation of Success initiatives where student representatives are an integral part of the strategy. Students will also have an opportunity to engage with evaluation data and findings of the overall Plan through our internal channels and committee structures which include student membership.

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

## **Intervention Strategy & Activity Design**

We recognise that good programme design considers evaluation at its forefront, and we adopt this approach when developing new activities at UCL. Our monitoring and evaluation framework starts with developing a Theory of Change (ToC); identifying the problem to be addressed, drawing on research and evidence, whilst mapping out components of interventions to the desired outcomes by setting interim and long-term success measures. We have developed robust ToCs for all intervention strategies and will develop enhanced ToCs for individual activities which fall under them.

To build on our current evaluation provision and further embed the ToC approach, we are committed to supporting colleagues involved in the delivery of Access and Success interventions by implementing the Change Busters model of training, developed by evaluation experts at Sheffield Hallam University.

## **Evaluation design**

The evaluation methodology put forward in this Plan will be mixed method, combining different quantitative and qualitative approaches to generate a combination of narrative (type 1), empirical (type 2) and where appropriate causal (type 3) standards of evidence. Further details can be found in the intervention strategies of this Plan.

We currently produce high quality evaluation across the lifecycle, including our monitoring and evaluation framework, which has been designed to map intermediate outcomes of projects and track participants via HEAT to evaluate the long-term impact of access initiatives. We maintain a central bank of evaluation resources (including standardised demographic data collection, survey question banks, templates for data collection from schools, protocols for creating HEAT records) to maintain robust and high-quality data collection across all access and widening participation programmes. We have improved this process by embedding TASO's Mapping Outcomes and Activities Tool (MOAT) and Access and Success Questionnaire (ASQ) to our monitoring and evaluation cycle to support an evidence-based approach to evaluation data collection, allowing us to report on findings at an intervention level whilst aligning our practice to that delivered across the sector. Reporting and key findings are then looped back to key stakeholders at the end of the cycle so that our programmes across the student lifecycle are continuously improved and adapted based on process or impact findings, to help maximise the impact our work. Success initiatives draw on NERUPI's evaluation framework and TASO's ASQ for planning and survey design. We will be developing a monitoring and evaluation framework for success initiatives, with a focus on building robust data management processes and systems across UCL. We also look forward to utilising TASO's post entry MOAT and HEAT's extended provision to support post entry student tracking for longitudinal student outcomes.

We are committed to strengthening our current evaluation provision throughout the duration of this Plan. We will build innovative evaluation designs to attempt to assess the causal impact of attainment-raising programmes at UCL through the delivery of enhanced randomised control trials (RCTs). We will improve our standard empirical model of difference in difference evaluation by using advanced data analysis methods to test the theory and impact of our work as well as developing better implementation and process evaluation methods in our monitoring and evaluation framework. For activities with small cohorts, such as our school governors' network, we will pilot the use of 'small n' impact methodologies as per TASO's guidance in this area. Qualitative work has been embedded across the evaluation of our intervention strategies to provide context and enrich our understanding of findings. This will include focus groups and interviews with participants, teachers, student panels and other stakeholders such as academic colleagues and external partners.

## **Evaluation Implementation**

To implement evaluation effectively, we have robust systems and processes in place to enable the collection, storage and analysis of evaluation data. We have a dedicated member of staff responsible for ensuring compliance with data protection regulations related to the Plan.

We are confident in the ethical approach of our work and will continue to work closely with colleagues in UCL's Research Ethics Committee to ensure that all evaluation and research activity is undertaken within ethically appropriate guidelines. Activity intended for publication and those with complex evaluation designs



will undergo review and approval by UCL's Research Ethics Committee to ensure that our research practices adhere to ethical standards.

We will continue to utilise and build partnerships to support the evaluations in this Plan. As long-standing members of HEAT we will continue to use the platform to longitudinally track participants' entry and success in HE. We are keen to expand our use of tools available through HEAT, such as the evaluation plans tool, to ensure that all activities under an intervention strategy are linked. We will explore new provision to support the evaluation of student success interventions through post entry data tracking. We value our collaborations with external evaluators and will continue to invest in this approach through the duration of this Plan. Recent examples include working with TASO on a large scale RCT project to evaluate the impact of summer schools, partnering with ImpactEd to evaluate a long-term Maths attainment raising programme and engaging with UCAS to source data through their Outreach Evaluator and Exact packages to supplement our research and evaluation work. We have also worked in collaboration with Linking London to develop and share the Educational Deprivation Dashboard for London.

### **Learning from and disseminating findings**

The findings from our evaluation will be shared internally to key stakeholders as part of our monitoring and evaluation framework (stage 4) and through committee structures at UCL, primarily the Student Access and Success Committee (SASC). This will ensure that the insights gained from the evaluation inform future planning and decision-making processes at UCL, supporting a whole institution approach to our work. Externally, we will disseminate our evaluation findings through publications on our website, presentations at conferences, and engagement with sector networks such as NERUPI, NEON, HEAT, and TASO. By sharing our evidence and insights, we aim to contribute to the wider sector's understanding of effective access and success strategies.

### **Provision of information to students**

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. Students will also be signposted to this information at the point of any offer of admission.

Financial support committed through this Plan and available to UCL students will be as follows:

#### **UCL Undergraduate Bursary Scheme**

##### **Value:**

- Students with a HHI of 16,000 or less will receive £3,000 per year of study.
- Students with a HHI of more than £16,000 and less than or equal to £25,000 will receive £2,000 per year of study.
- Students with a HHI of more than £25,000 and less than or equal to £37,000 will receive £1,500 per year of study.
- Students with a HHI of more than £37,000 and less than or equal to £42,875 will receive £1,000 per year of study.

##### **To be eligible, UCL students must be:**

- Fully registered.
- Designated Home fee status by UCL.
- Domiciled in the UK for 3 years before their course starts.

There is no limit to the number of UCL Undergraduate Bursaries awarded.

#### **Access Opportunity Scholarship**

**Value:** Full tuition fees plus £12,000 per year for the normal duration of the course.

**To be eligible, UCL students must:**

- Be asylum seekers or unaccompanied asylum-seeking children who are seeking asylum in the UK or forced migrants who are based in the UK and have been granted a temporary form of leave as the result of an asylum application or human rights application (e.g. limited leave to remain, discretionary leave to remain, humanitarian protection).
- Be unable to access student finance (tuition fee or maintenance loan) because of their immigration status.

Annual renewal of the scholarship is subject to satisfactory academic progress.

Access Opportunity Scholarships are limited and two are awarded each year.

**Care Leaver Bursary****Value:**

£1,000 per year of study

**To be eligible, UCL students must:**

- Be UK domiciled and designated Home fee status by UCL.
- Be aged under 25 on the first day of their course.
- Have been in the care of, or been given accommodation by, their local authority for a period of at least 13 weeks before the age of 16.

There is no limit to the number of Care Leaver Bursaries awarded.

**Estranged Student Bursary**

**Value:** £1,000 per year of study

To be eligible, UCL students must:

- Be UK domiciled and designated Home fee status by UCL.
- Be aged under 25 on the first day of their course.
- Have been classified as an independent student on the grounds of estrangement by Student Finance and not eligible for the UCL Care Leaver Bursary.

There is no limit to the number of Estranged Student Bursaries awarded.

**UCL Financial Assistance Fund (FAF)**

The UK undergraduate element of the FAF supports students who are in unexpected financial hardship.

All students may apply for the FAF but those from the following groups will have their application expedited and may be eligible for additional funding at the point of assessment:

- Students who have children, particularly single parents.
- Students from low-income families.
- Mature students.
- Disabled students.
- Students who are, or have been, homeless.
- Students from care-experienced backgrounds.
- Students who are estranged from their parents.

Awards are for living costs only and will vary depending on individual circumstances and availability of funds. We are able to award funds up to the following amounts:

- Students without dependants: £2,500
- Students with dependants: £3,000

Detailed information about UCL’s fee levels will be available online to students before they make their decisions. Information about fee levels will be sent to students at the point of any offer of admission.

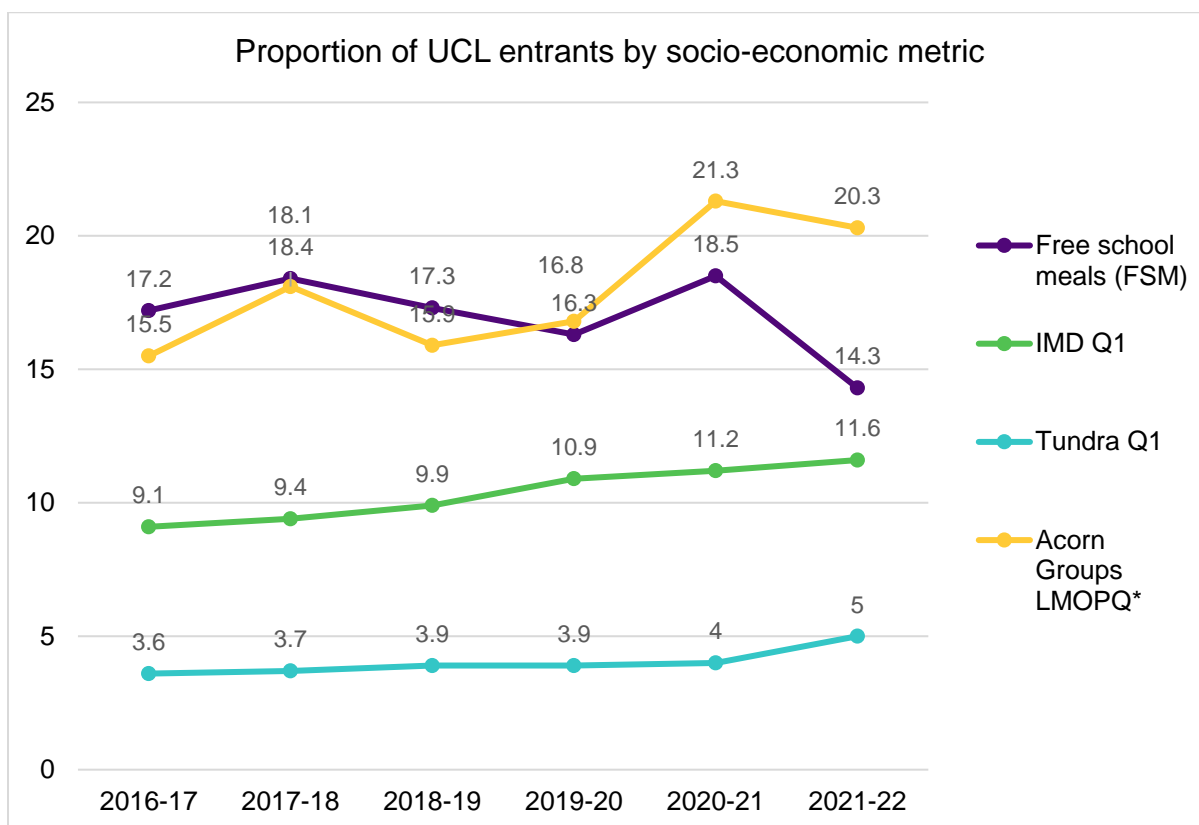
This Plan will be available for current and prospective students to view on our website at [www.ucl.ac.uk/access](http://www.ucl.ac.uk/access). It will be easily accessible from our online prospectus page and our pages for undergraduate students.

## Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity.

### Access

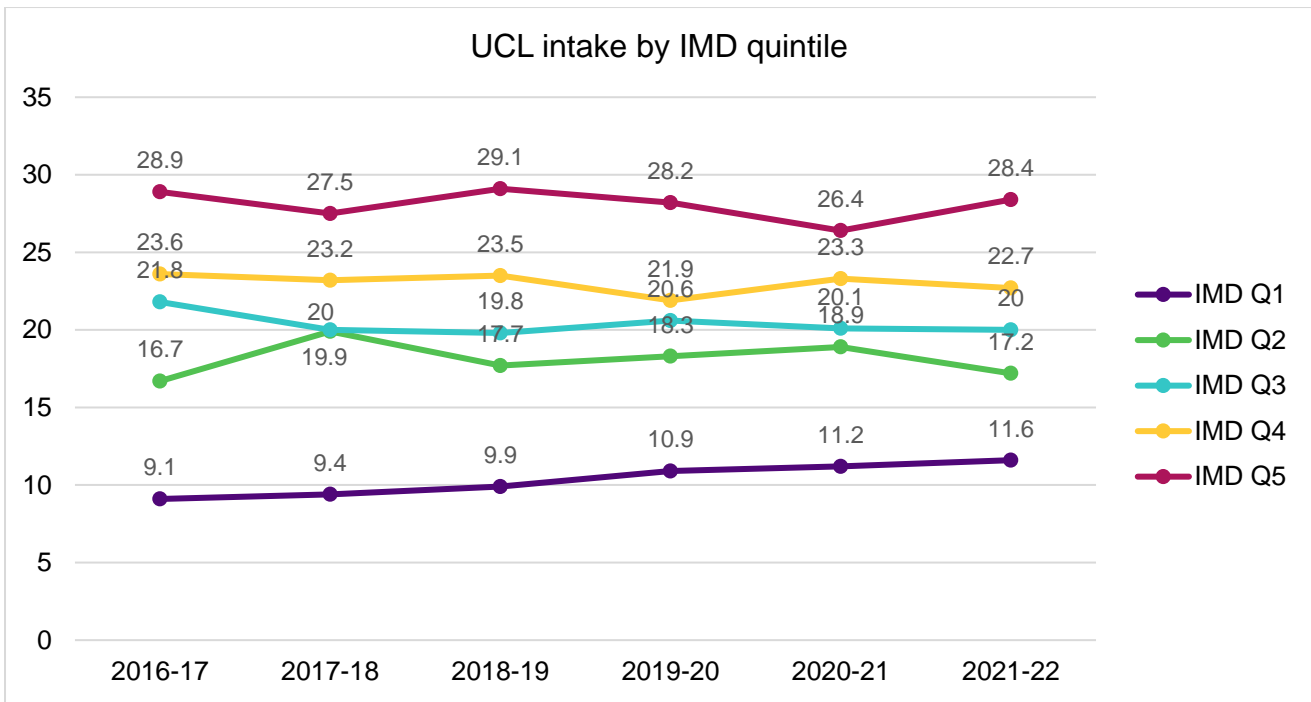
#### Socio-economic metrics

UCL’s proportion of students from socio-economically disadvantaged backgrounds has broadly increased in the last five years, with steady increases in the proportion of students from IMD Q1 and Tundra Q1 neighbourhoods. UCL’s internal data also shows an increase in students from Acorn groups LMOPQ (\*2022 group definitions). One metric which does not meet this trend is the proportion of students who were eligible for free school meals, which drops from 18.5% in 2020/21 to 14.3% in 2021/22.

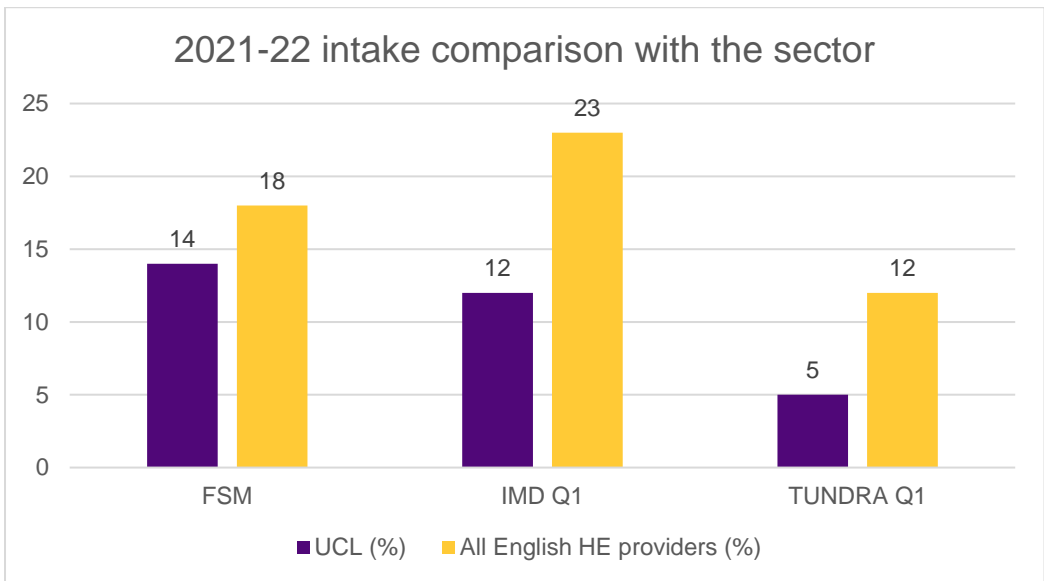


In our 2020-25 APP we set ambitious targets to reduce the gaps between the most and least advantaged groups, using POLAR and Acorn as metrics. We met these targets, narrowing our POLAR Q1:Q5 ratio from 1:13 to 1:6, and our Acorn ratio of groups LMOPQ: other groups from 1:4 to 1:3.

However, we still see gaps in UCL’s intake from socio-economically disadvantaged groups compared to their more advantaged peers, with a 16.8 percentage point gap between the proportion of students from IMDQ1 and Q5.



When compared to the sector, UCL has a lower proportion of students from socio-economically disadvantaged backgrounds, on each metric. The largest gap is for IMD Q1, with a 9 percentage point difference between the proportion of students from IMD Q1 at UCL compared to other HE providers in England. The gap is narrowest for FSM, at 4 percentage points.



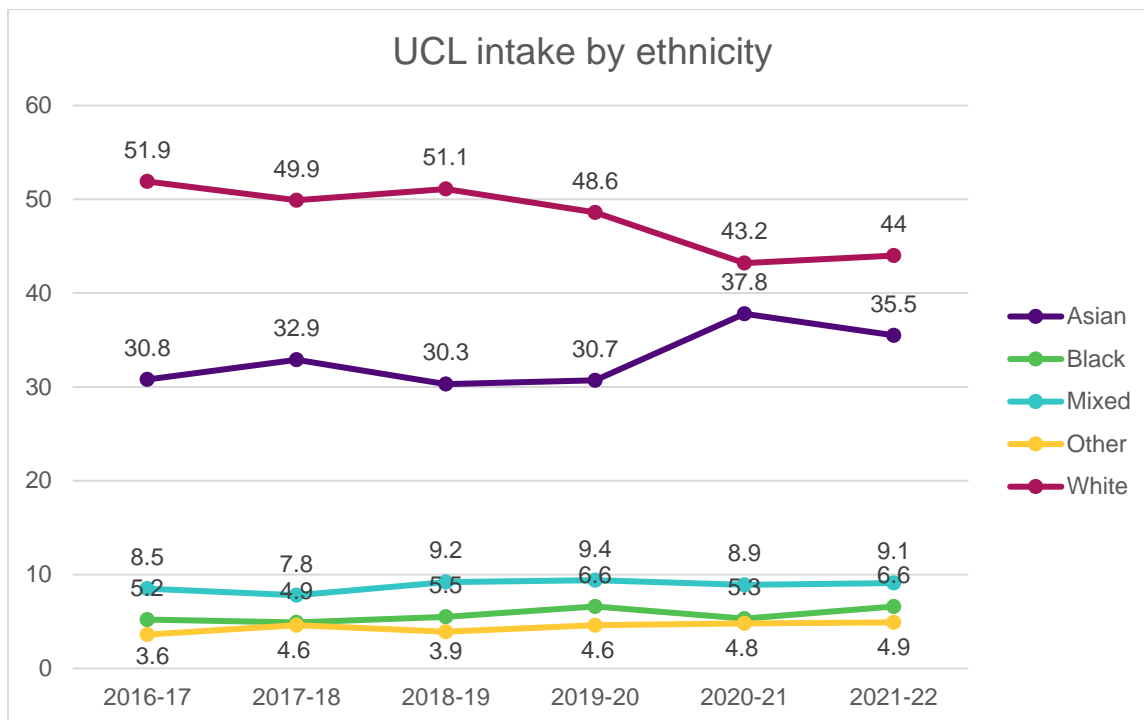
However, prior attainment accounts for some of this difference. DfE data shows that 7% of students classified as disadvantaged gained AAA or above or equivalent at A Level in England in 2023, compared to 16% of their peers<sup>21</sup>. An analysis of UCAS data shows that only 7% of applicants in the sector with predicted A Level grades of AAA or higher were from IMD Q1 neighbourhoods in the 2022 cycle.<sup>22</sup>

An analysis of UCL admissions data shows that students from IMD Q1 neighbourhoods are 10.8 percentage points less likely to receive an offer than those from IMD Q5 neighbourhoods. However, this gap narrows to 4.1 percentage points when considering applicants with predicted grades of AAA or higher.

### Ethnicity

We do not observe underrepresentation for students from ethnic minorities in our intake. There has been an 8 percentage point decrease in the proportion of White students enrolled at UCL over the past five

years, with a 5 percentage point increase in Asian students and a 1 percentage point increase in Black students.

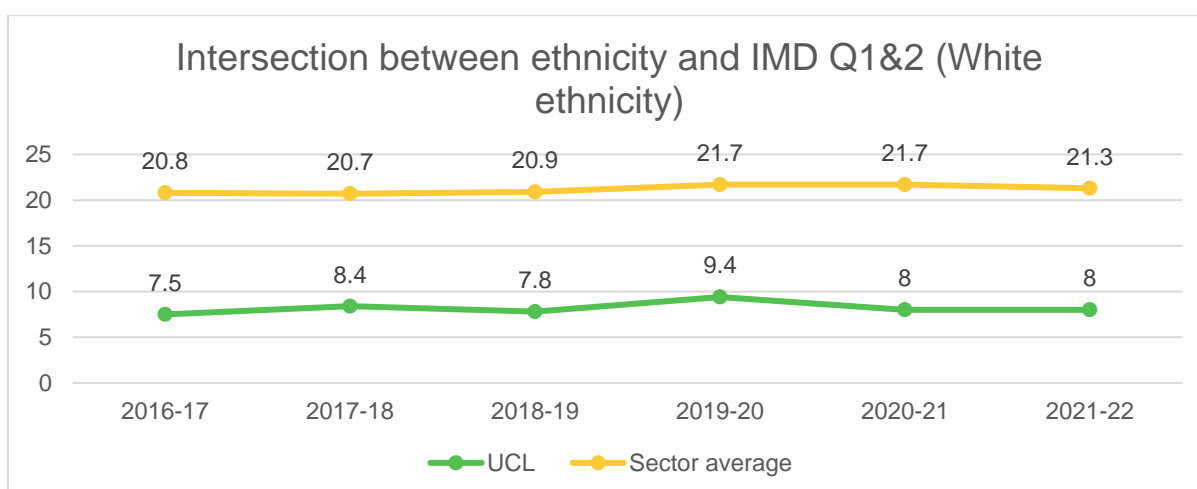


The proportion of students from an ethnic minority background is higher than the UK population. However, compared to the London population, from where we draw a large proportion of our intake, we have fewer Black students. The Ethnic Representation Index report by UAL highlighted that UCL’s proportion of Black students was limited relative to London’s regional ethnic composition.<sup>23</sup>

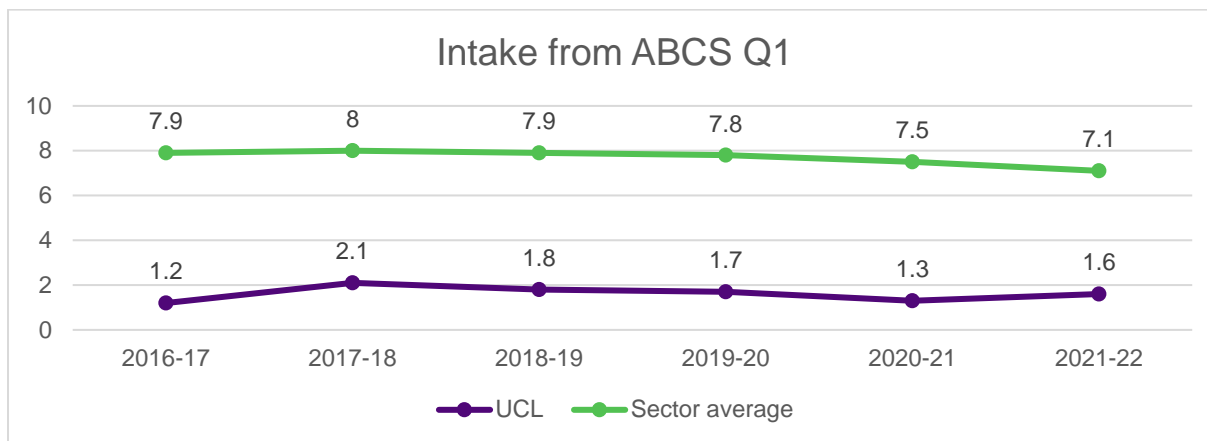
An analysis of UCL’s admissions data shows that Black and Asian applicants are less likely to receive an offer than White applicants. 33% of Black applicants and 41% of Asian students received an offer in 21/22, compared to 52% of White applicants. However, course choice appears to drive much of this difference, with Black and Asian students more likely to apply for a narrow range of more competitive programmes.

### Intersectional analysis

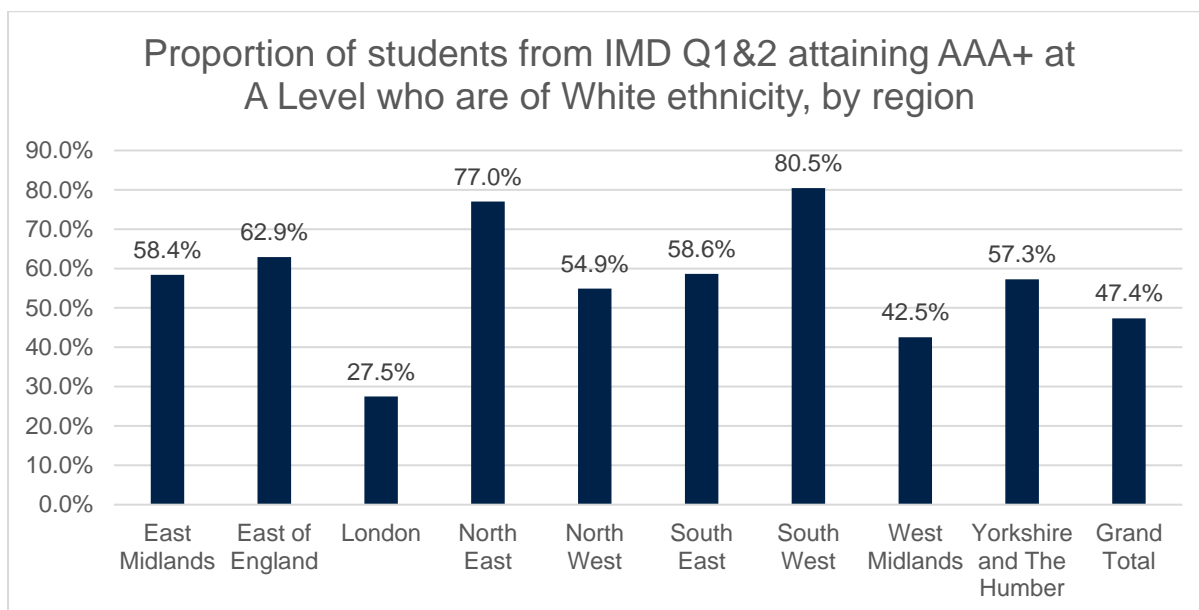
When looking at intersections of ethnicity and socio-economic metrics, we see that we have fewer White students from IMD Q1&2 than the sector average. By contrast our proportion of Asian, Black and ethnic minority students from IMD Q1&2 is in line with the sector average.



We also see that our proportion of students from ABCS Q1 is below the sector average. An analysis of our ABCS data shows that our ABCS Q1 students are more likely to be White and eligible for Free School Meals.

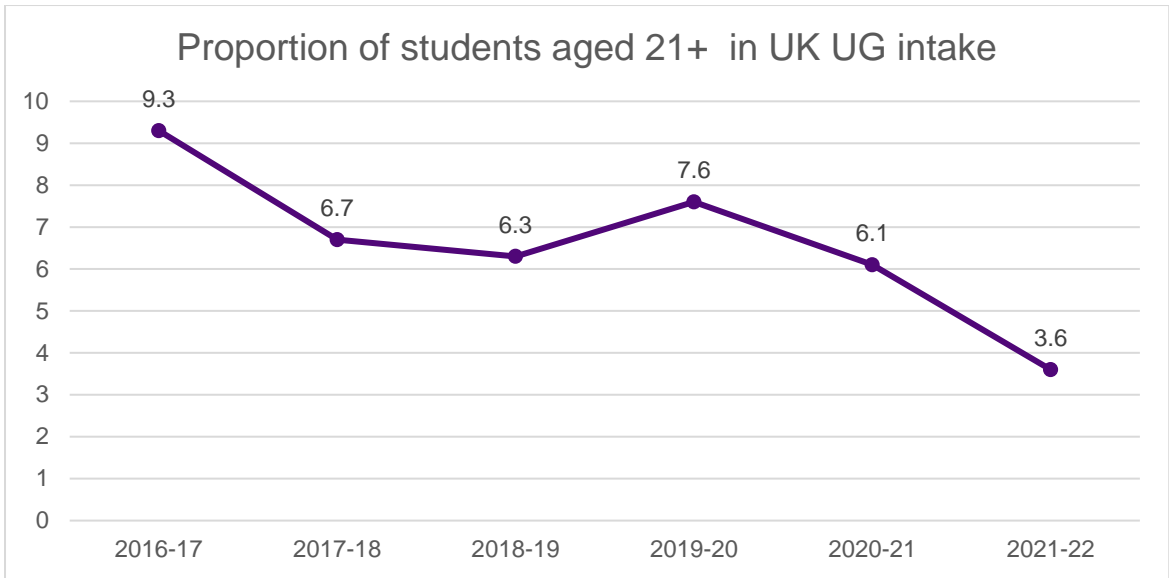


An analysis of UCAS data<sup>24</sup> suggests that the reason for our lower proportion of white students from socio-economically disadvantaged backgrounds is linked to geography. In a regional comparison of IMD Q1 and 2 students who attained AAA or above at A Level, London has the lowest proportion who are of White ethnicity with 27.5%, 20 percentage points fewer than the rate in England as a whole.



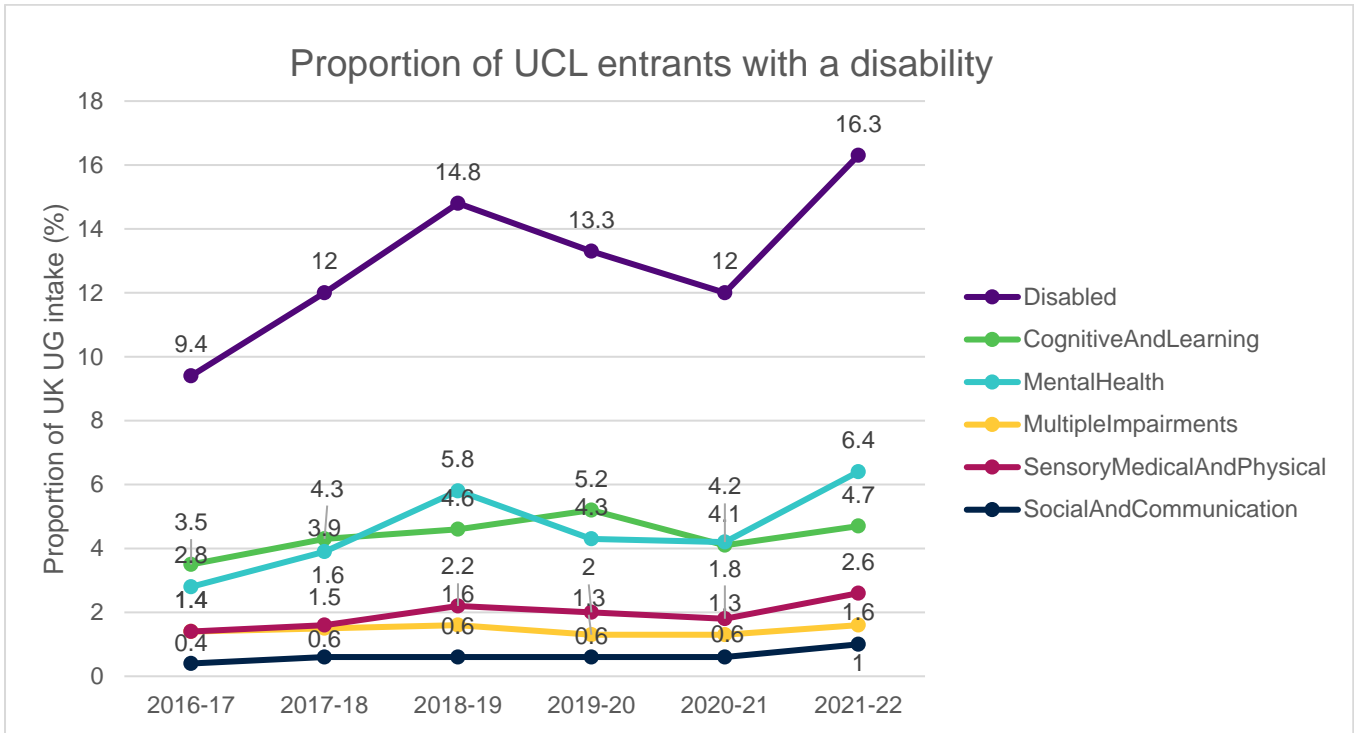
### Mature

The proportion of mature students (aged 21+) enrolling at UCL has decreased steadily over the last six years. The decrease is consistent across all age bands. An analysis of UCL admissions data shows a corresponding decrease in mature student applications, while the offer rate for mature students has remained the same.



**Disability**

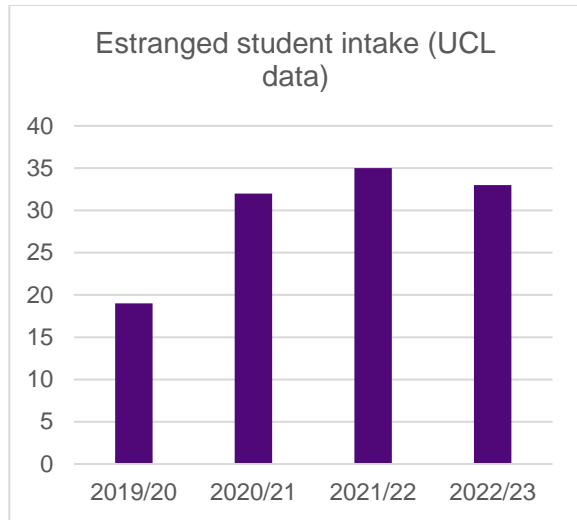
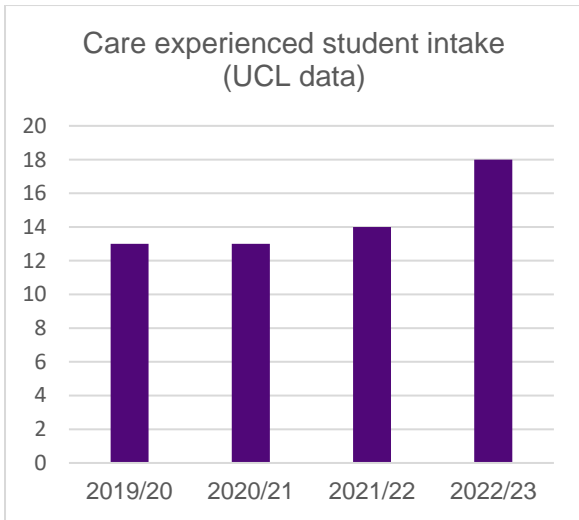
The proportion of UCL entrants with a disability has increased over the last five years, from 9.4% in 2016/17 to 16.3% in 2021/22. This is slightly lower than the proportion of students reporting a disability across England (17.4%). An examination of the data shows that the increase appears to be driven particularly by an increase in the proportion of students reporting a mental health condition, which has increased from 2.8% in 2016/17 to 6.4% in 2021/22.



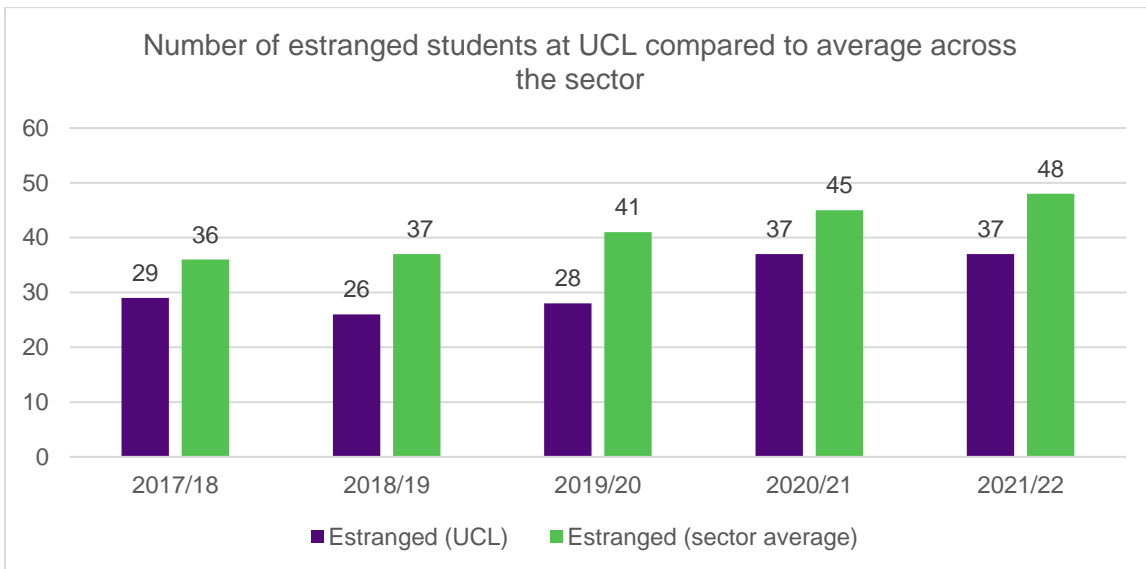
There are no significant differences in the proportion of offers awarded to applicants reporting a disability. Amongst offer-holders, candidates with a disability are more likely to enrol.

**Care experienced and estranged students**

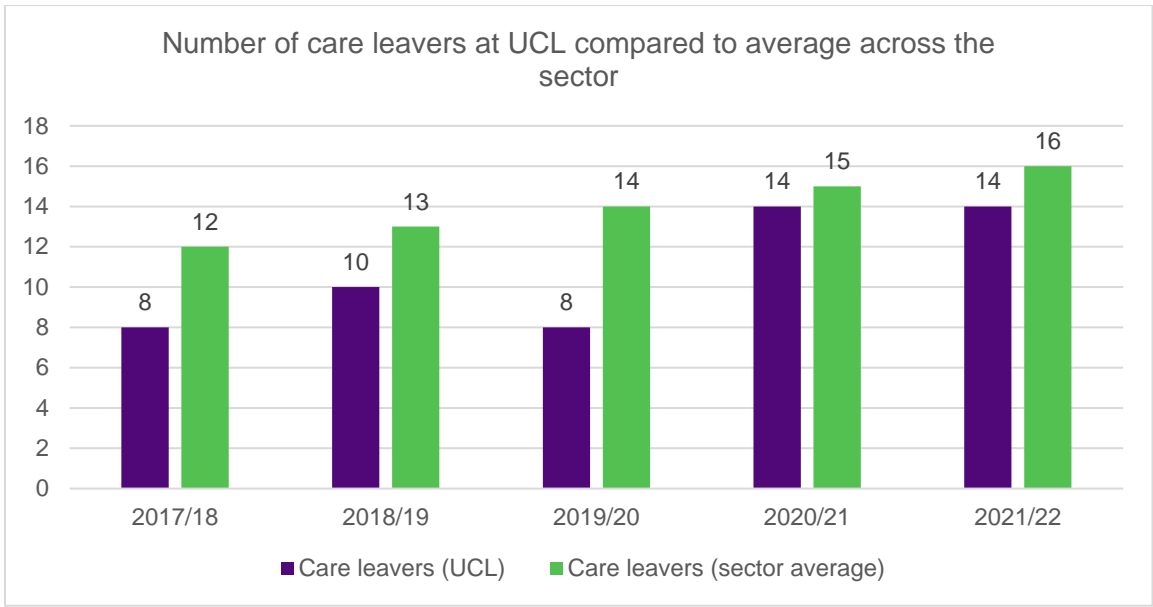
Numbers of care experienced and estranged students enrolled at UCL are low and it is difficult to draw conclusions from the analysis of data for such small sample sizes. However, numbers of care-experienced and estranged students have increased over the last four years, according to UCL’s internal data.



UCL has a smaller number of care-experienced and estranged students than the sector on average, according to data from the Student Loans Company. These data provide information on the number of individuals under the age of 25 who stated they were estranged from their parents or were care leavers when applying for student finance in academic years 2017/18 - 2021/22. Numbers at UCL are compared with the average across the 206 HEPs who had >5 students in these categories. The data includes a total count for UK & EU (outside UK) domiciled students funded by Student Finance England.<sup>25</sup>







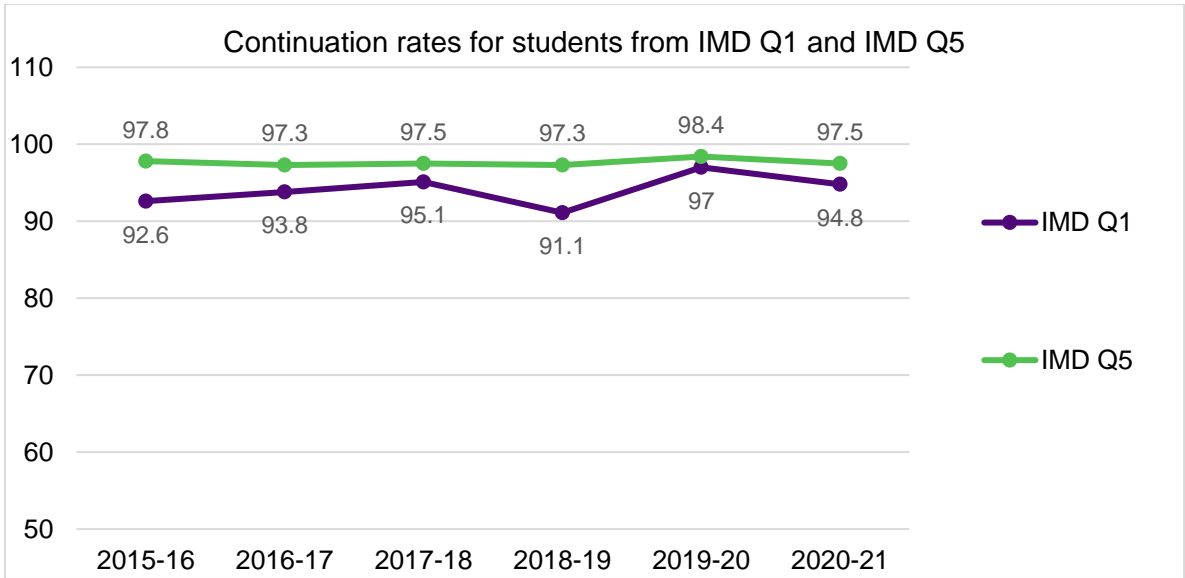
**Continuation**

Continuation rates at UCL have remained broadly consistent in recent years with around 96% of all students continuing into their second year.

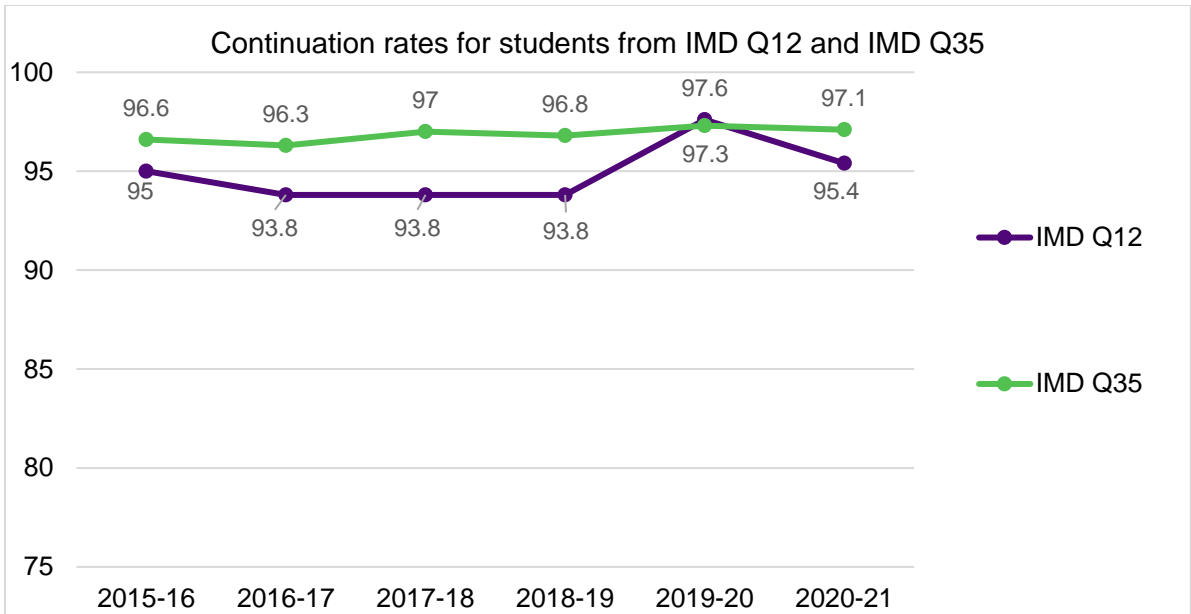
**Socio-economic metrics**

We do not see a significant continuation gap for POLAR or TUNDRA. There is a gap of 2.5 percentage points between students from POLAR quintile 1 and quintile 5 and a gap of 0.6 percentage points for TUNDRA quintile 1 and quintile 5 students in the most recent available data.

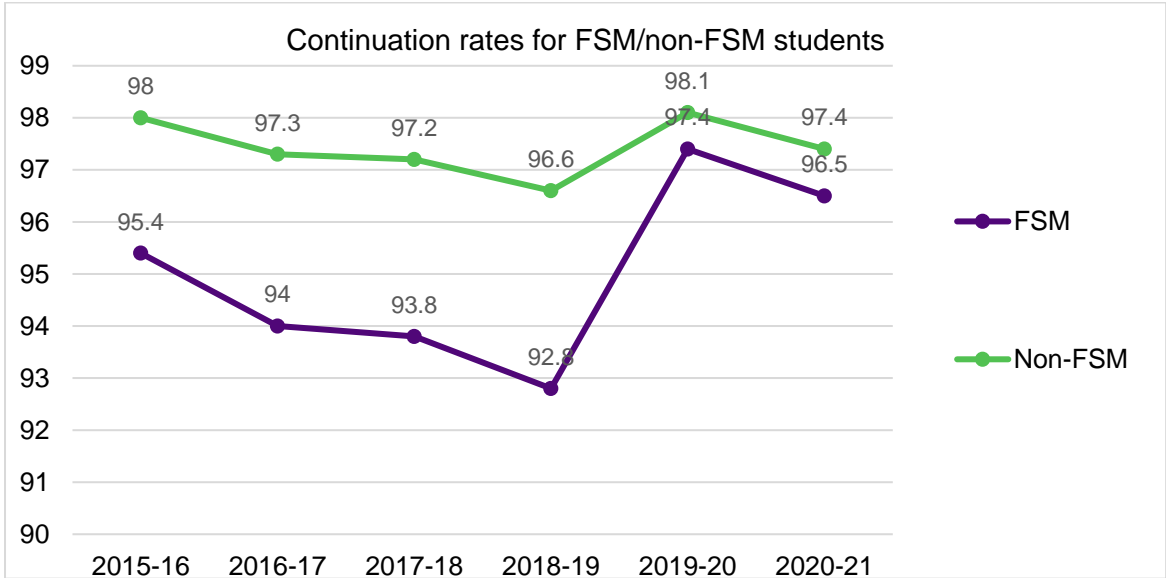
The continuation gap for students in the highest and lowest IMD quintiles has been statistically significant in some recent years but has fluctuated over this period and is at 2.7 percentage points in the most recent data available.



When we compare the continuation rates for students in the lowest two IMD quintiles and the upper three quintiles, we see a gap of around 3 percentage points in the years immediately before the Covid-19 pandemic. The gap disappeared in 2019-20 but it appears that it may now be beginning to widen again.

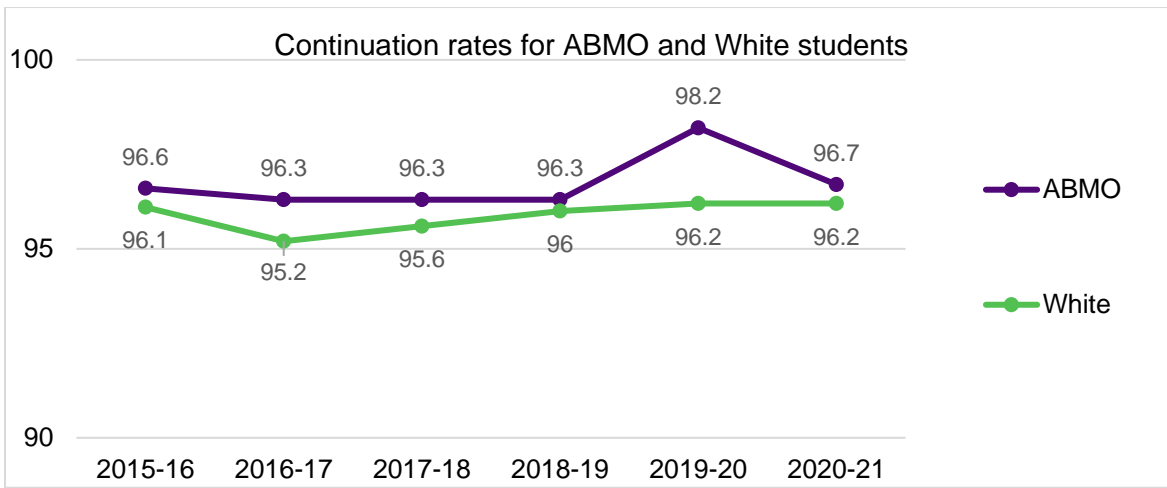


The continuation gap between students who are eligible for FSM, and those who are not, has narrowed in recent years to less than 1 percentage point. However, UCL is mindful that we may see differences develop in this data as we move to the post-pandemic years.

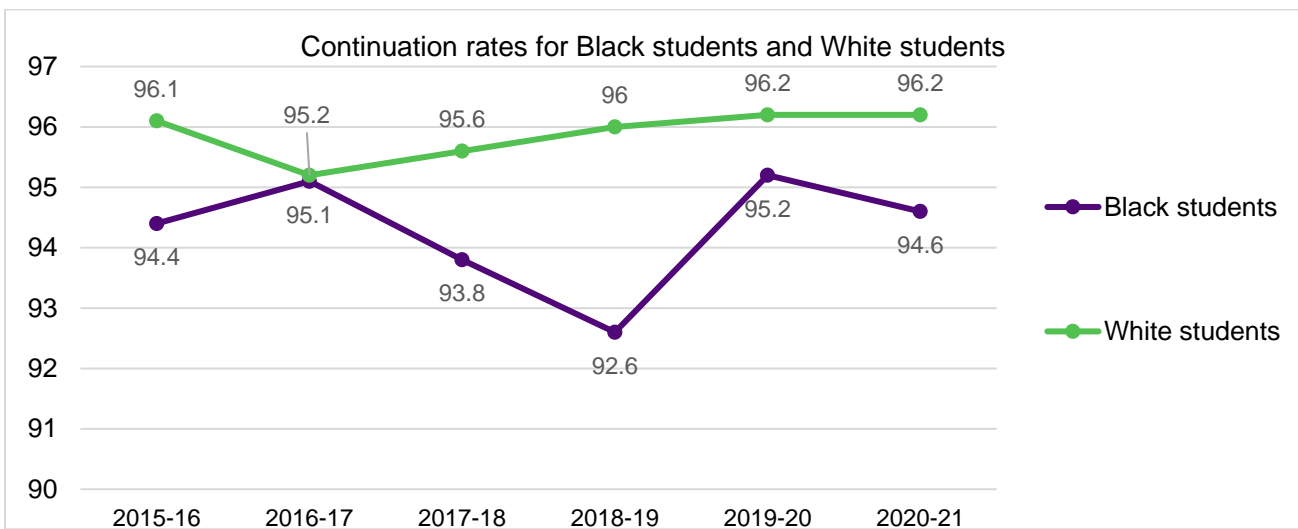


**Ethnicity**

We do not currently see statistically significant continuation gaps for students of different ethnicities at UCL. The continuation gap between students of Asian, Black, Mixed or Other (ABMO) ethnicity and students of White ethnicity in the most recent data available is -0.5 percentage points.

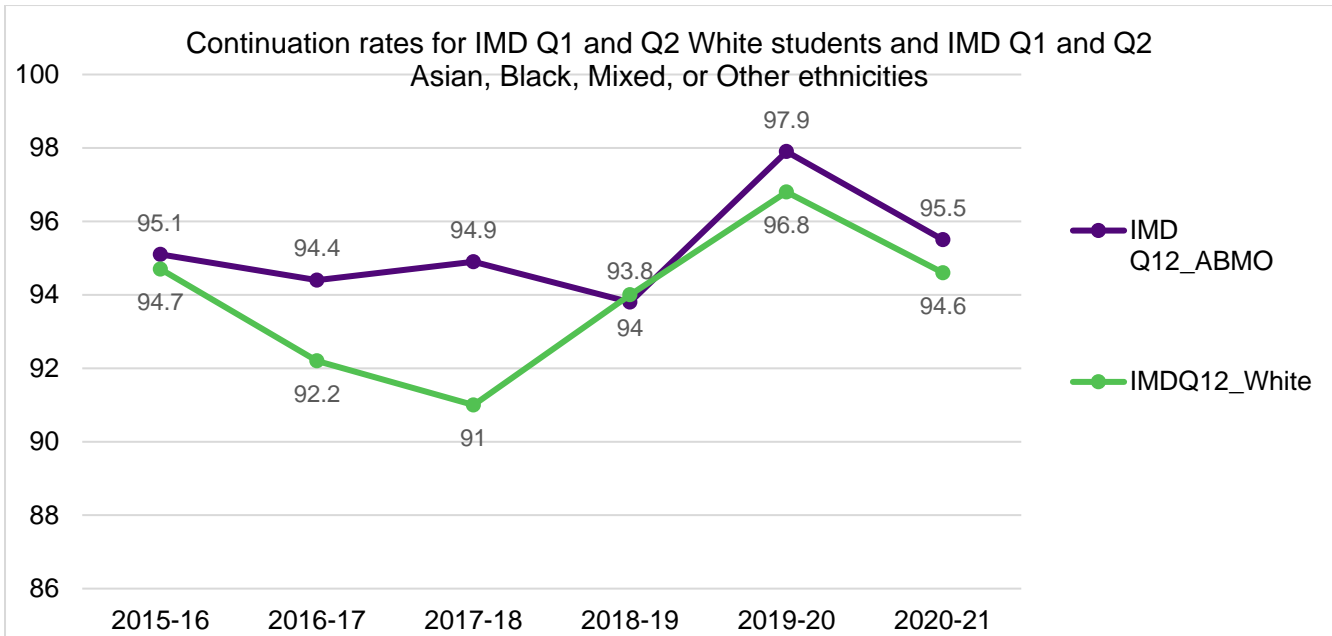


The continuation gap between Black students and White students has fluctuated over the past six years and is currently 1.6 percentage points. As with socio-economic measures, it is unclear if the gap has narrowed because of factors related to the Covid-19 pandemic or if this trend will continue.



### Intersections of ethnicity and socio-economic metrics

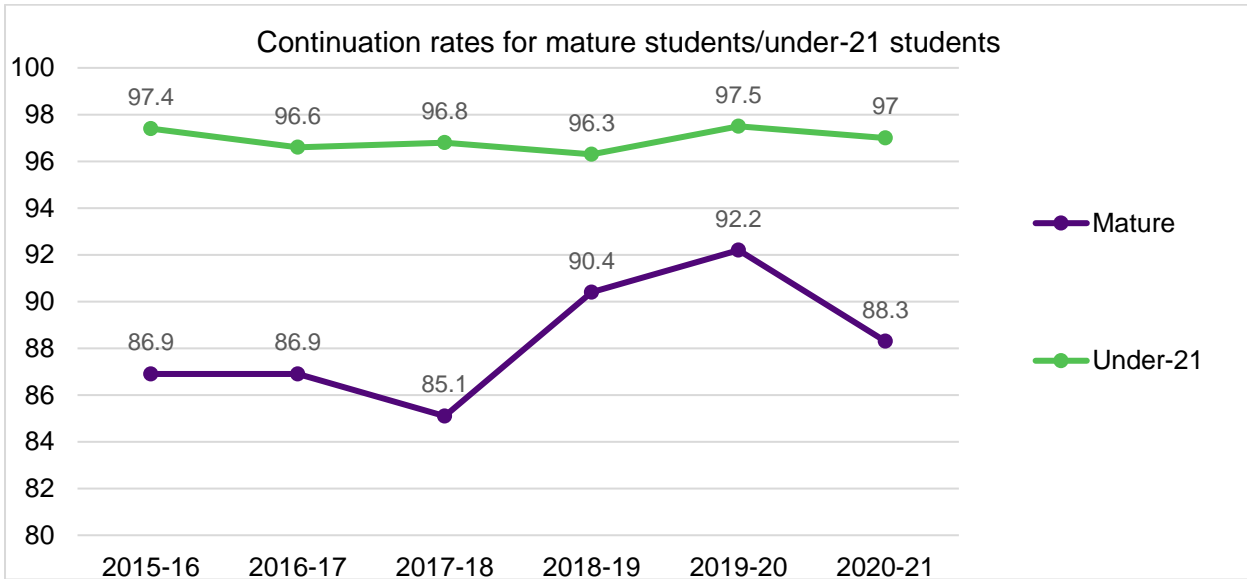
There is currently no significant continuation gap between students of White ethnicity from IMD Quintile 1 and 2 and students of Asian, Black, Mixed or Other ethnicities who are from IMD Quintile 1 and 2 backgrounds.



**Mature**

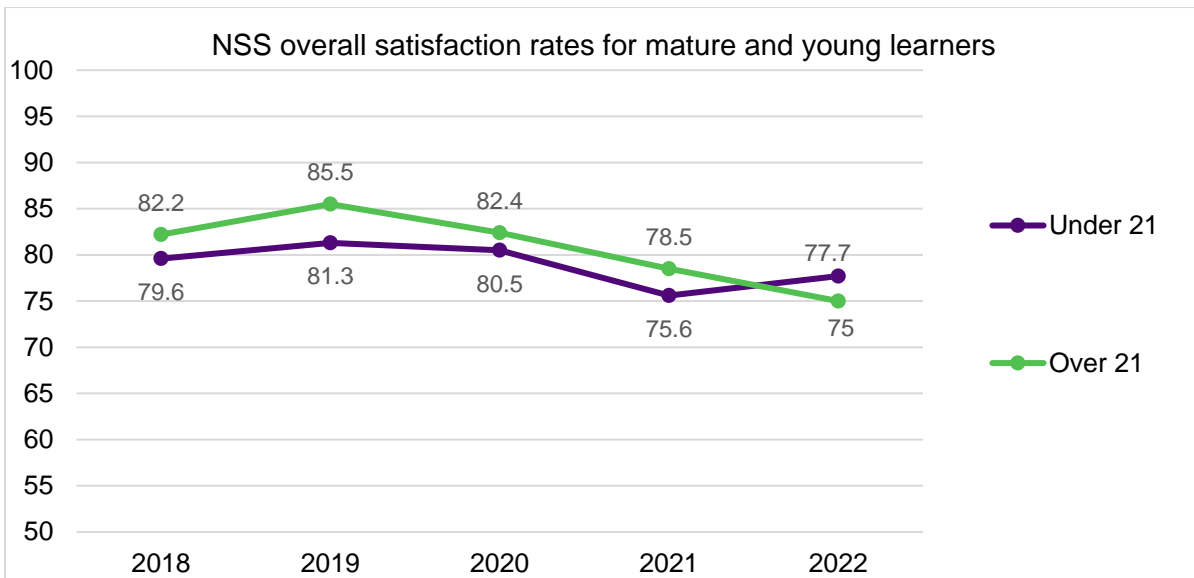
UCL’s lowest continuation rates can be seen in mature students.

In our 2020-2025 APP, UCL set an ambitious target to eliminate the non-continuation gap between young and mature students by 2030-31 and to reduce this gap by 5 percentage points to 3 percentage points by 2024/25. UCL is not currently on track to achieve this goal. The milestone of a 7-percentage point gap in 2020/21 was missed and the actual percentage point continuation gap for that year was 8.7 percentage points.



NSS results for mature learners

Between 2018 and 2021, UCL’s mature student population had a higher overall NSS satisfaction rating than students who were under 21 when they started their degree. However, this dipped in 2022, with the mature student cohort recording an overall satisfaction rating over two percentage points lower than the under-21 cohort.



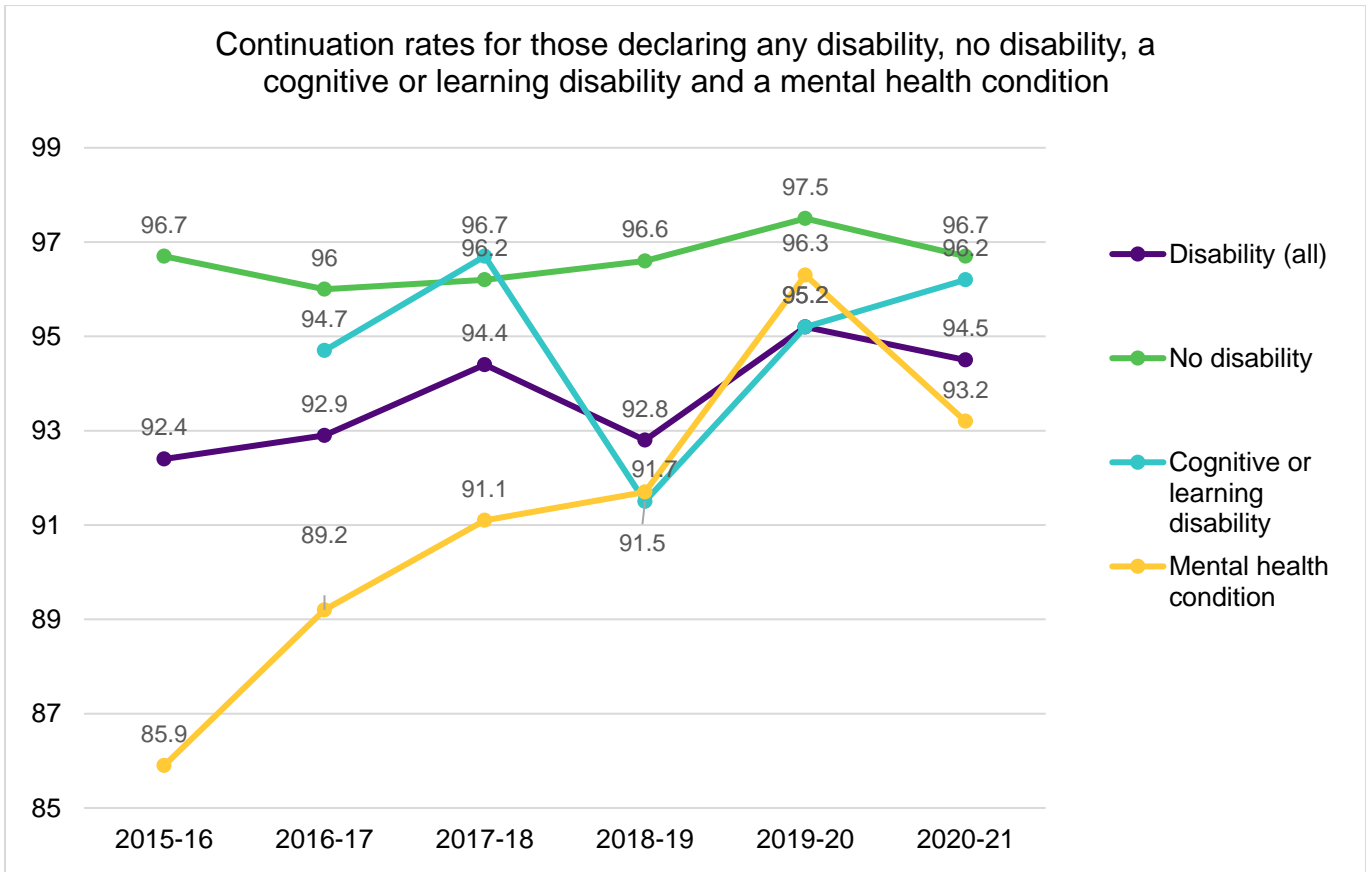
In the 2022 NSS data, mature students scored lower than their counterparts in the following sections: The Teaching On My Course; Learning Opportunities; Organisation and Management; Learning Resources; Learning Community; Student Voice. There were particularly significant differences for the areas of timetabling, exploring ideas, effective communication of changes to the course, library resources and SU representation.

Due to the changes in NSS in 2023, it is difficult to compare the newest data with that from previous years. In the 2023 NSS, UCL students over 21 scored lower in only two overall sections, the Learning and Resources and Student Voice sections. We see particularly large gaps (over 5 percentage points) in the areas of feedback, accessing subject specific resources, and the freedom to express ideas, opinions, and beliefs.

### Disability

We see a current continuation gap of 2.2 percentage points in the most recent available data for those students who declare a disability and those who do not. When we disaggregate by those who have declared a mental health condition or cognitive or learning disability, the picture is a little more mixed year-on-year, with average percentage point gaps of 5.4 over the most recent six years of data for those with a mental health condition and 1.7 for the last five years for those declaring a cognitive or learning disability. Limited data means we are not able to disaggregate continuation for those with social and communication disabilities; sensory, medical and physical disabilities or those who had declared multiple impairments.

Continuation rates for those declaring any disability, no disability, a cognitive or learning disability and a mental health condition



### Completion

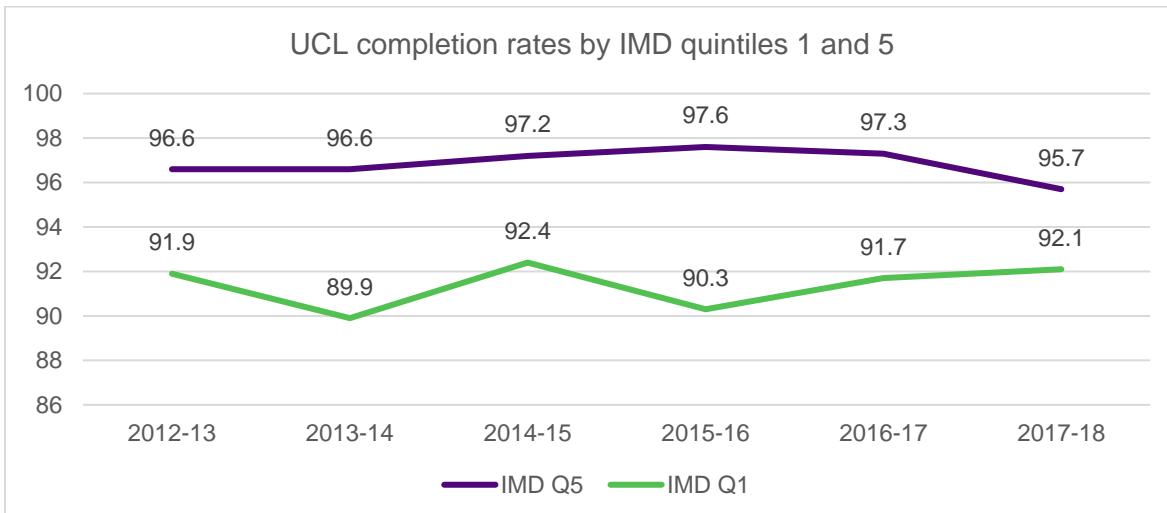
This analysis focuses on the proportion of UCL students who complete their degree as per the OfS definition: proportion of students that were observed to have gained a higher education qualification, or were continuing in the study of a higher education qualification, four years and 15 days after they started their course. The data tracks UCL student entrants between 2012/13 – 2017/18 to examine the completion rates across various target groups.

### Socio-economic metrics

The findings at the completion stage of the student lifecycle are broadly consistent with those observed at the continuation stage of the student lifecycle. We do not observe gaps for students from Tundra Q1 or students eligible for Free School Meals.

We see gaps in completion rates for IMD Q1 and Q5 students, which, in common with continuation rates, have fluctuated over the period and are statistically significant in some years.

UCL completion rates by IMD quintiles 1 and 5



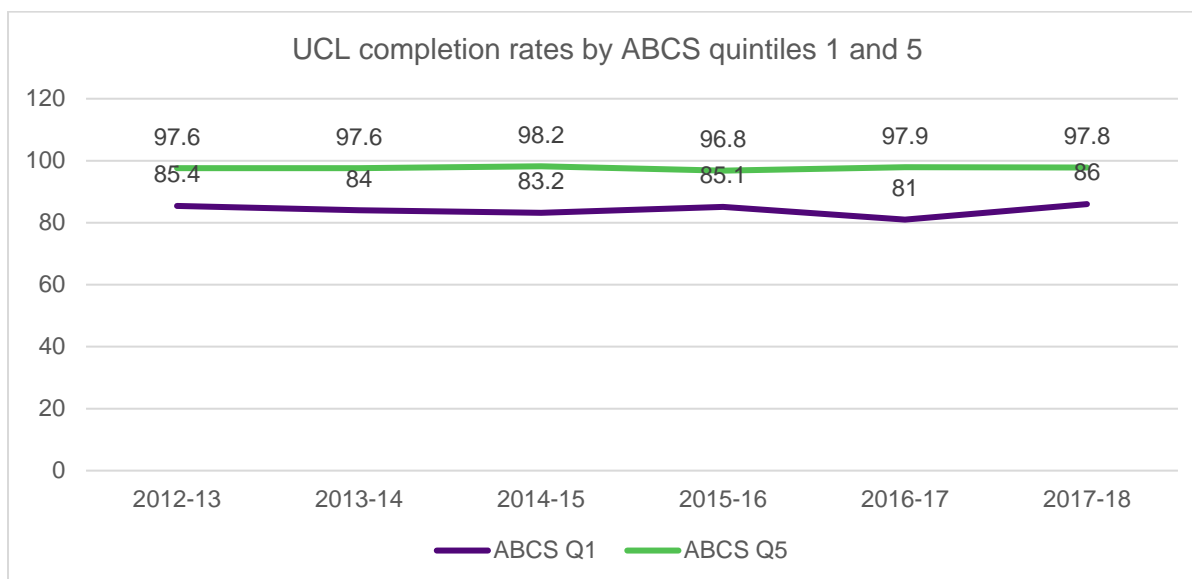
## Ethnicity

We do not currently see statistically significant completion gaps for students of different ethnicities at UCL. The completion gap between students of Asian, Black, Mixed or Other (ABMO) ethnicity and students of White ethnicity in the most recent data available is -0.6 percentage points.

## Intersections of indicators

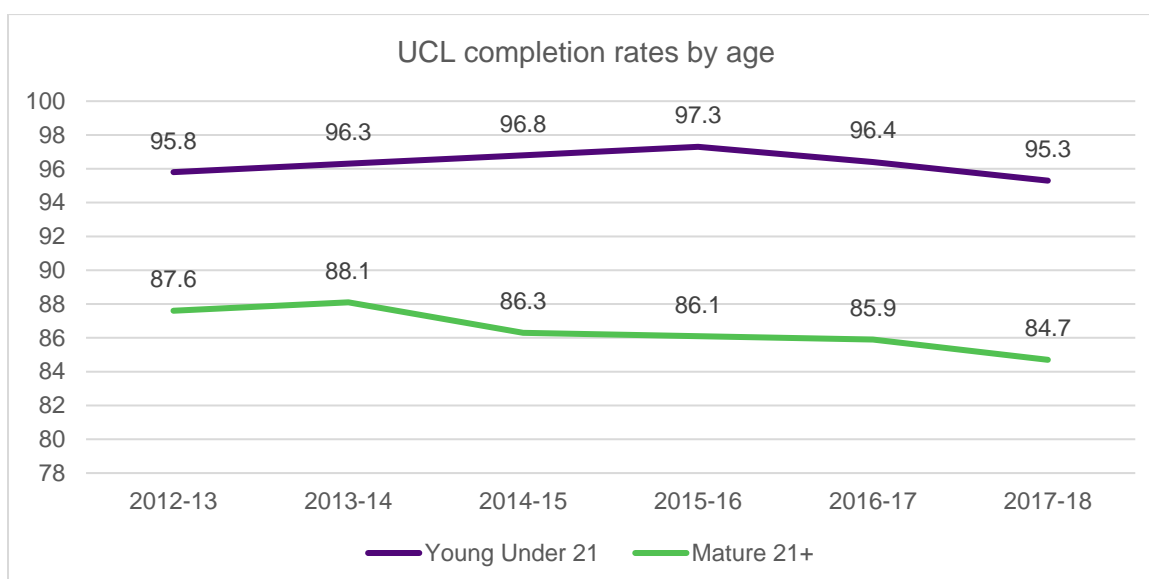
We do not see any statistically significant gaps when comparing the completion rates of White students from IMD Q12 and Asian, Black, Mixed or Other (ABMO) students from IMD Q12.

However, we do see a persistent gap in completion rates between students from ABCS Q1 and Q5. In 2017/18 the gap was 11.9 percentage points. Analysis of the ABCS Q1 data shows that the biggest predictor of being in ABCS Q1 is mature student status.



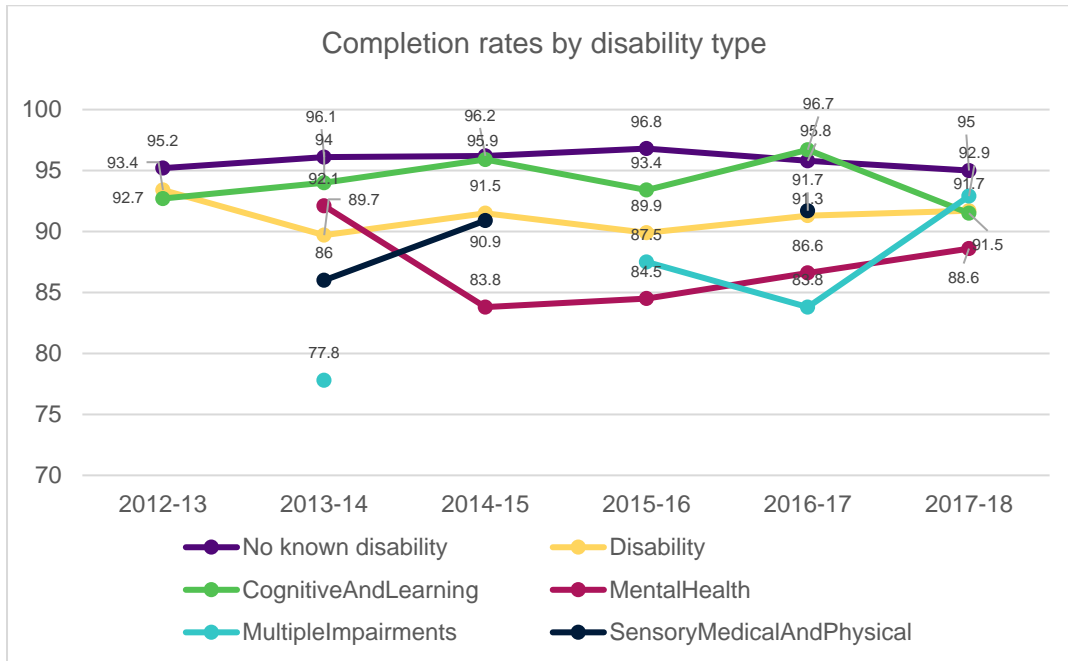
## Mature

The analysis shows that there is a significant difference in completion indicators between Age completion mature and non-mature across the last six years. In 2017/18 the gap was 10.6 percentage points. This is consistent with the findings at continuation stage of the life cycle.



## Disability

We see a gap in completion rates for students with a disability which is significant for five of the six years analysed. This appears to be driven primarily by lower completion rates for students declaring a mental health disability.

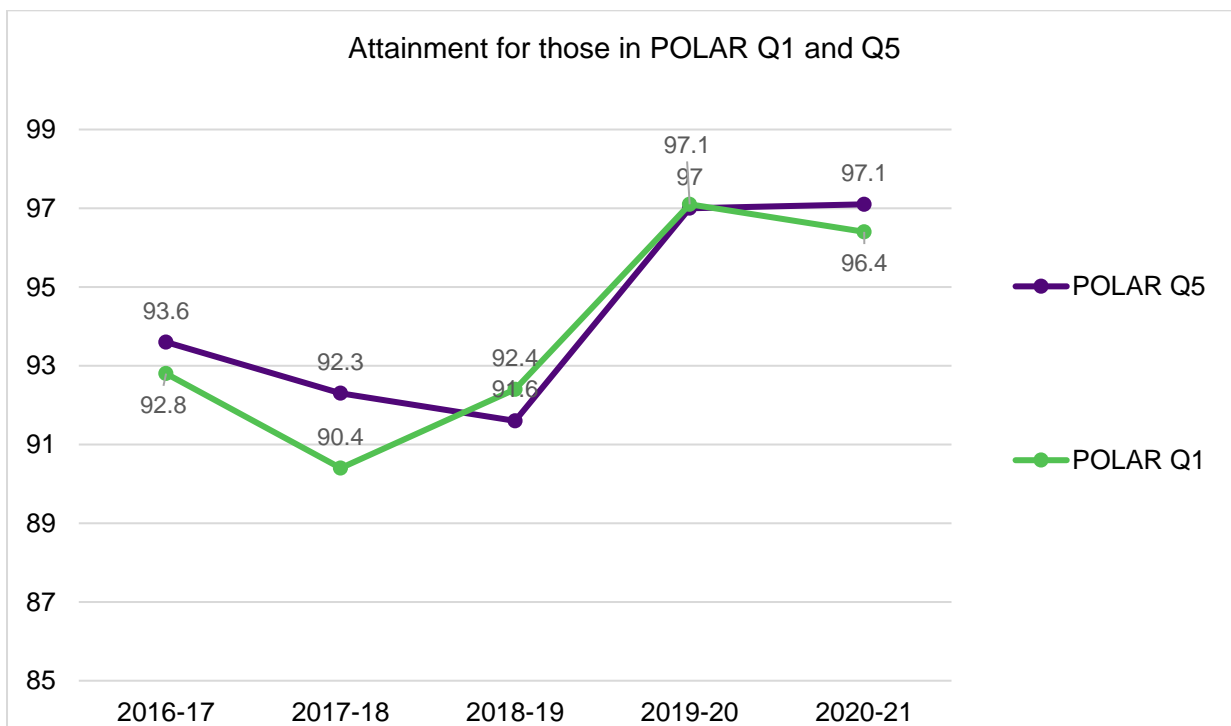


## Attainment

The following data relates to the gap for achieving a 2:1 or a first for students from underrepresented groups compared to the rest of the cohort.

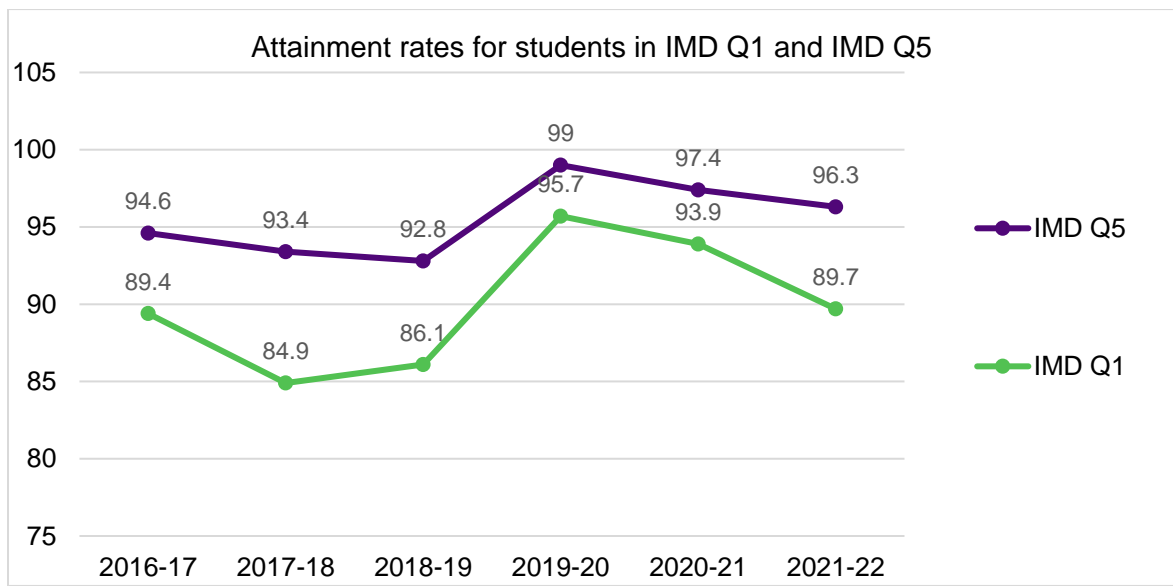
### Socio-economic metrics

We do not see a significant gap for students in the highest and lowest POLAR quintiles. We have limited data on students from the lowest TUNDRA quintile due to low numbers.

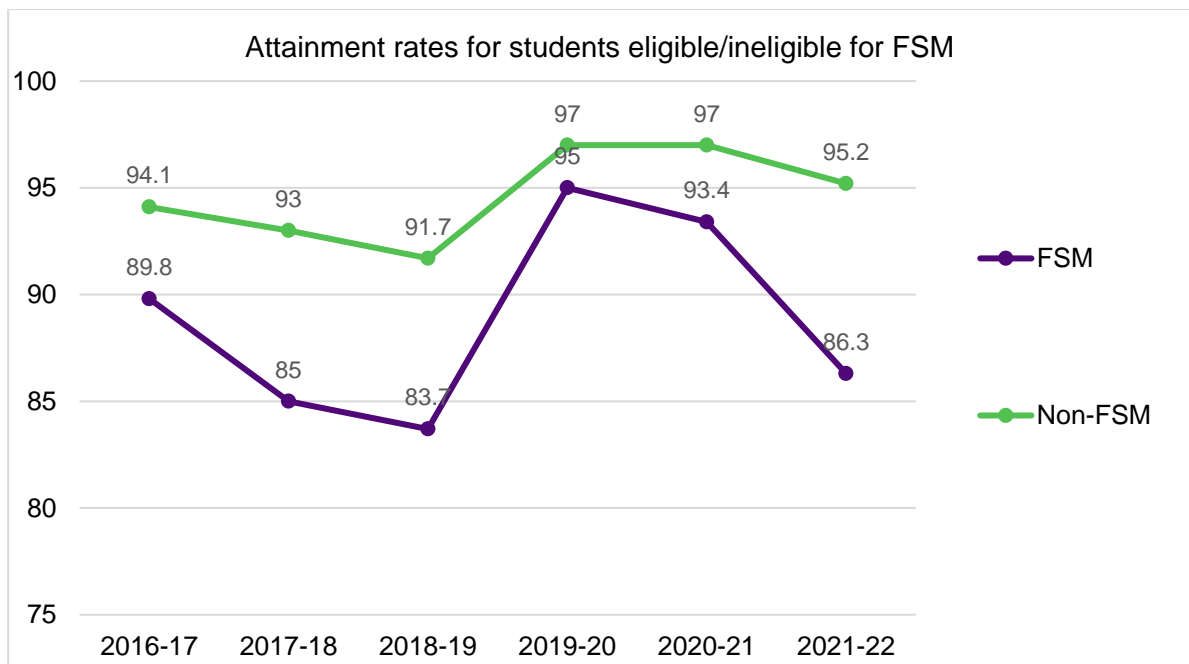




The attainment gap between students from IMD Q1 and IMD Q5 is significant and currently sits at 6.6 percentage points in the most recent available data. The years when the gap was less significant coincide with assessment changes during the Covid-19 pandemic.



Whilst the attainment gap for students eligible for FSM has fluctuated, there has been a significant gap in four of the last six years and there is an 8.9 percentage point difference in the most recent data. The two years when the gap was less statistically significant were those when changes were made to assessment because of the Covid-19 pandemic.

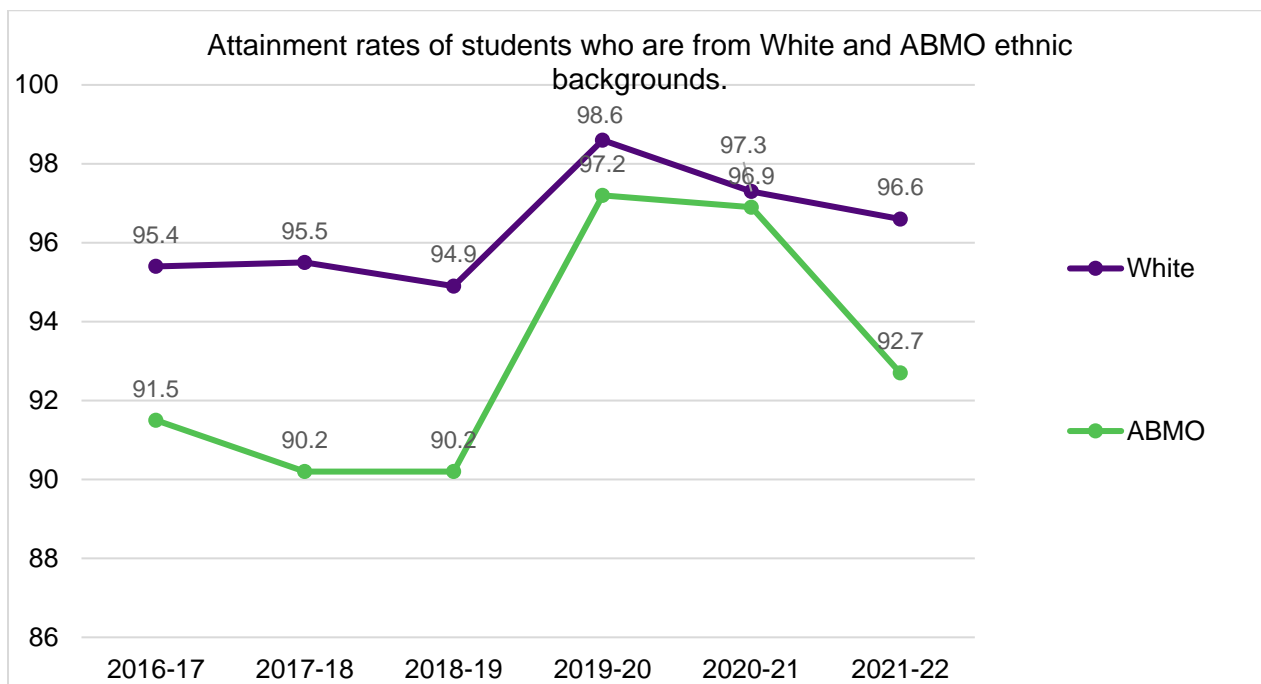


**Ethnicity**

In its 2020/21-2024/25 APP, UCL set a goal of eliminating the attainment gap between students of Black, Asian and Minority Ethnic backgrounds and White students by 2024-25.

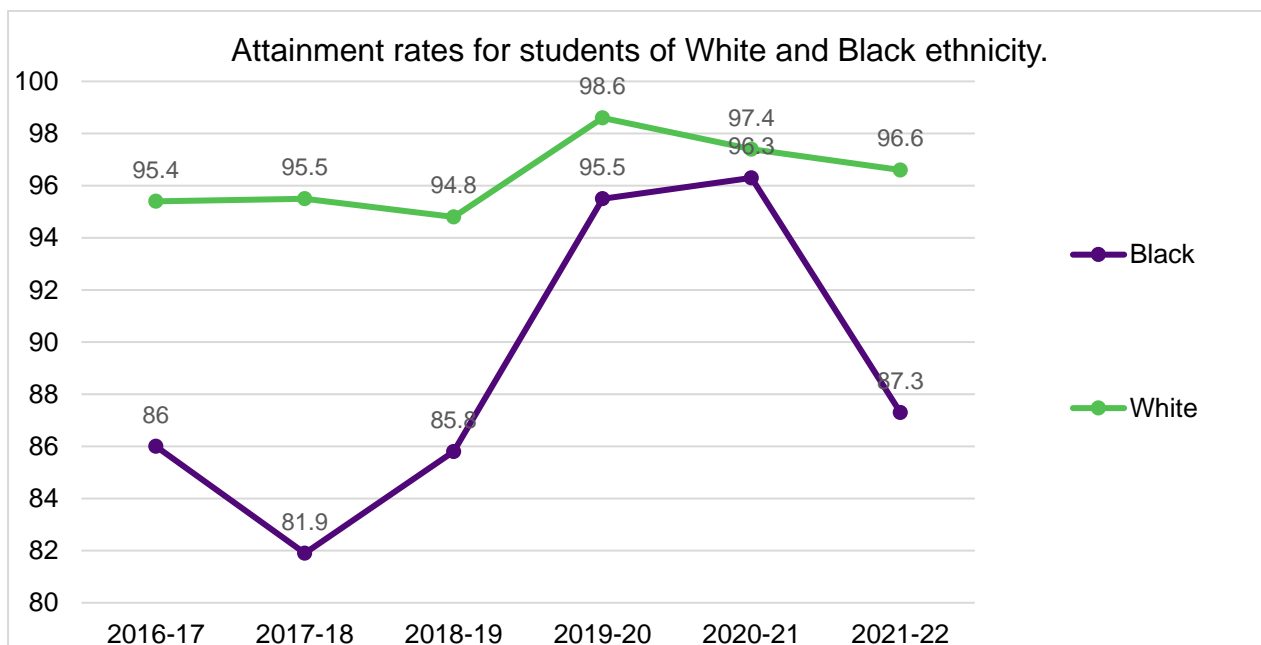
We see a significant gap in the attainment of students from Asian, Black, Mixed and Other (ABMO) ethnic backgrounds and White ethnic backgrounds in the 2016/17 – 2021/22 period. This narrowed during the Covid-19 pandemic when changes to assessment were implemented but has now widened again, and there is a 3.9 percentage point gap in the most recent OfS dashboard data from 2021-22.

However, UCL's own indicative data for the awarding of degrees in 2022/23 shows that the gap has not widened to the level it was at pre-pandemic which indicates that additional measures which UCL began to institute through its BAME Awarding Gap Project from 2018 may be having an effect.



In our 2020/21-2024/25 APP, UCL set a target to eliminate the attainment gap between Black and White students by 2030-31.

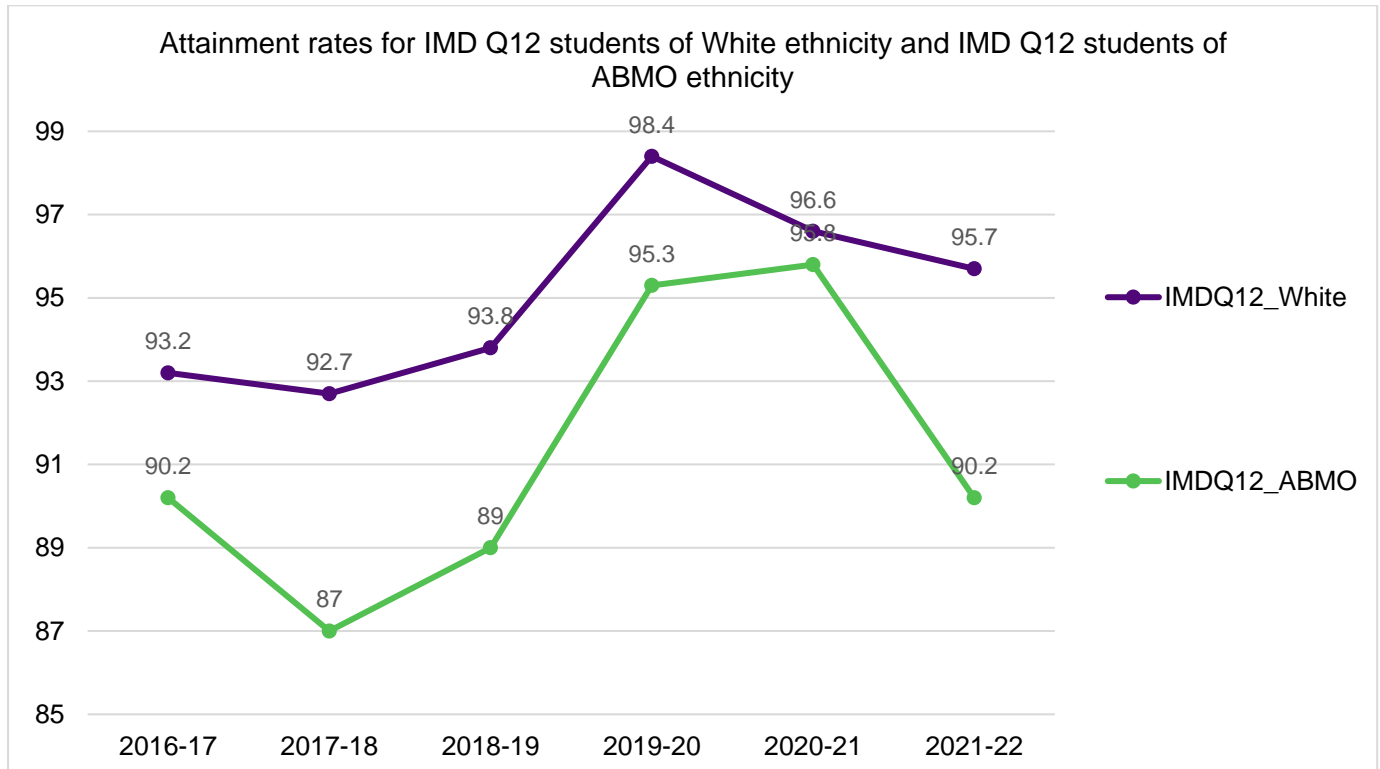
The attainment gap between Black students and White students at UCL is more significant than that for ABMO students and White students, currently sitting at 9.3 percentage points. Again, we see that this gap narrowed in the pandemic years but has subsequently widened again.



Again, UCL's own indicative data for the awarding of degrees in 2022/23 shows that the gap has not returned to the level it was before the pandemic (the 2017/18 benchmark was a gap of 14 percentage points). This is likely to be an indication that additional measures which UCL began to institute through the BAME Awarding Gap Project from 2018 are having an effect.

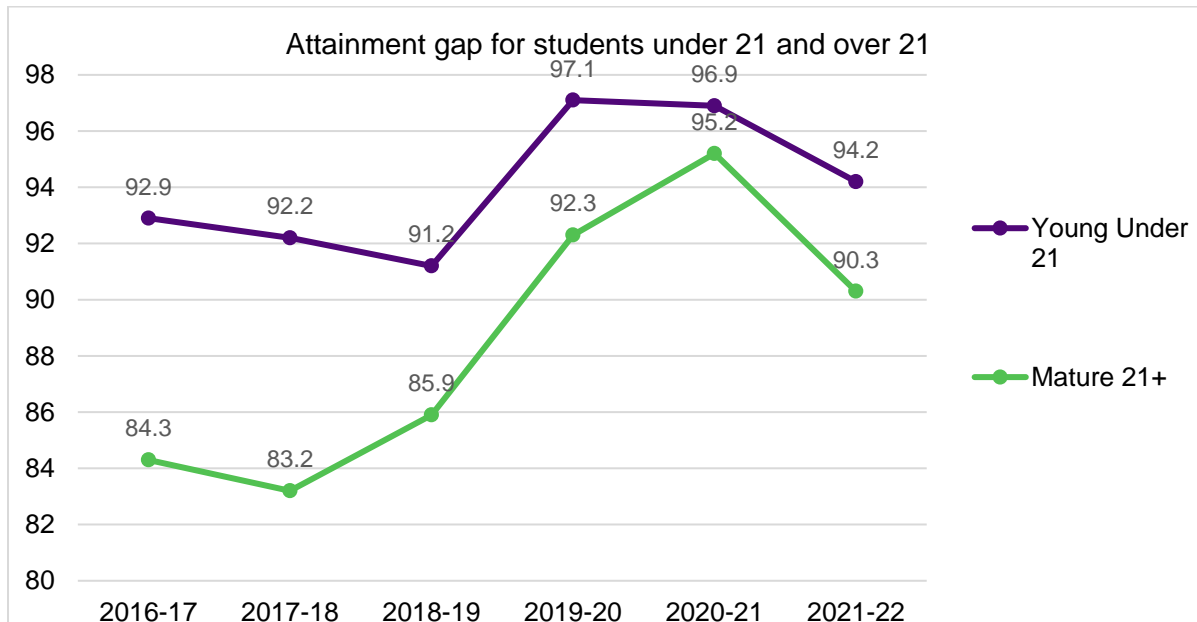
## Intersections of ethnicity and socio-economic metrics

A significant ethnicity gap is also seen when examining the attainment of White students from IMD quintiles 1 and 2 and the attainment of students of Asian, Black, Mixed and Other ethnicities from IMD quintiles 1 and 2, with the gap between the two groups standing at 5.5 percentage points in the most recent dataset.



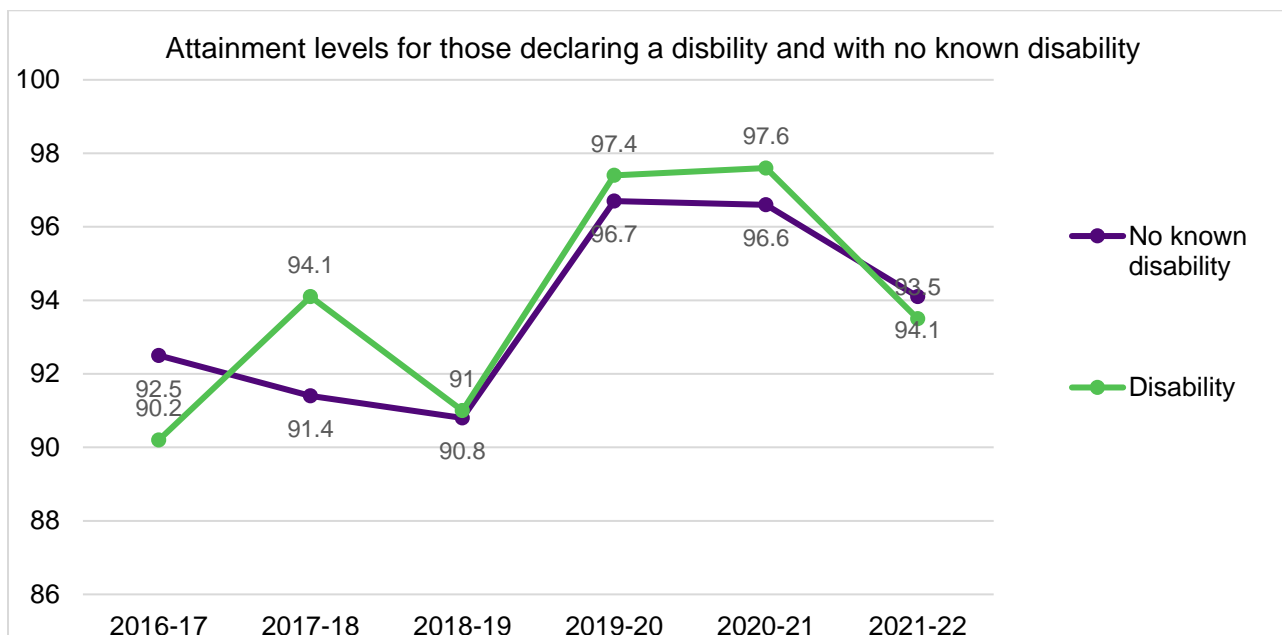
## Mature

The attainment gap for those under or over 21 on starting their degree appears to be narrowing. In the most recent available data, there is a gap of 3.9 percentage points.



## Disability

Whilst there has been some fluctuation in recent years, in the latest available data, we do not see a significant difference in attainment for those declaring a disability or with no known disability. This trend continues when we disaggregate by distinct categories of disability.



## Additional support for care experienced and estranged students

There are insufficient numbers of students declaring care experienced or estranged status for data reporting, however, UCL continues to provide bespoke support to these groups.

In 2017, UCL signed up to the Stand Alone pledge<sup>26</sup>, committing to supporting estranged students in the four areas of Accommodation, Mental Health, Finance and Outreach. Each year the university submits an annual update on the university's progress in these areas. UCL has a CEES working group which utilises recommendations<sup>27</sup> from relevant charities and the OfS to work towards a "Gold Standard" of support that CEES at UCL should expect in order to be fully supported and get the most out of their university experience. This is led by a key contact role for CEES within the Student Success Office.

There are specific bursaries for care experienced and estranged students and 365-accommodation can be provided. UCL also partners with the Unite Foundation to offer accommodation scholarships.

The key contact provides additional pastoral support for CEES students, providing a central point of contact and ensuring that departmental pastoral support services are aware of their circumstances. As part of the Access UCL cohort, CEES have access to workshops aiming to enhance their university experience and build confidence. Regular newsletters also go out to this cohort, providing information on opportunities such as those through the Careers Extra programme for students from underrepresented groups.

At a large institution like UCL, with small numbers of CEES, students have anecdotally indicated that they have felt like the only student 'like them' on their course. A peer support network has been established to provide a space to build connections between students in similar circumstances.

## Progression

UCL's analysis of the OfS APP data dashboard and additional institutional data shows that students from underrepresented backgrounds generally have similar rates of progression to graduate careers or further study to their peers. Where we see gaps, in most cases these are not statistically significant or not consistent across years. We do see statistically significant gaps in progression for students who declare a disability and those from ABCSQ1. The gap for students categorised as ABCSQ1 appears to be driven by lower graduate outcomes for female Asian students from IMD Q1 and 2 neighbourhoods.

UCL will continue to monitor this data to gain further insight into the support required for these students. UCL does not propose any progression targets but will continue with our Careers Extra programme which provides enhanced support for students from underrepresented backgrounds.

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## **Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.**

This annex is used to set out further information about the evidence used to underpin each intervention strategy, and any rationale and assumptions related to the underpinning theory of change for each intervention strategy.

### **Intervention strategy 1**

As outlined in Risk 1 of the OfS Equality of Opportunity Risk Register, the literature is clear that attainment at school is a key factor in the gaps we see in access to HE for underrepresented groups. There are persistent gaps in attainment which appear early in education and widen throughout secondary education (Chowdry et al., 2012)<sup>28</sup>. Crawford (2014)<sup>29</sup> estimates that 95% of the social gap in HE progression can be explained by differences in attainment at age 16 (GCSEs). Likewise, Gorard and Smith (2007)<sup>30</sup> find that GCSE attainment is the key indicator of participation in higher education.

#### Attainment raising programmes

Evidence 4 Impact's intervention impact report<sup>31</sup> indicates a strong link between academic tutoring and attainment, especially for disadvantaged students. Leung et al. (2005)<sup>32</sup> conducted a systematic review of 68 published studies and found significant improvements in overall academic achievement of school students when tutored by university students. For example, UCL's Engineering tutoring programme has shown that 78% of participants improved their grades by an average of 1.5 – 2 progress points. Pupils with grades below the average doubled their grades across all STEM subjects.<sup>33</sup>

Our current attainment raising programmes have shown moderate increases in skills such as meta-cognition and self-efficacy but have not shown an impact on participating pupils academic attainment compared to matched control groups. Therefore, we have redesigned them with regard to the evidence on the impact of in-school programmes. Our programmes will include in person, small-group tutoring from trained UCL student ambassadors. Programmes will include frequent testing and review to allow students to develop meta-cognitive skills.

#### School partnerships

Guidance from the Office for Students<sup>34</sup> has stressed the importance of working in partnership with schools to raise attainment. In the literature, practitioner surveys show that some of the most effective WP activities were bound closely into the work of a school (Harrison and Waller, 2017)<sup>35</sup>. Using the evidence4impact database<sup>36</sup>, all projects that were able to demonstrate a moderate to strong impact for secondary school students were delivered with strong involvement from a partner school. Our east London school partnership programme was developed as part of our UCL East Widening Participation Strategy. We consulted with east London communities and stakeholders to design a programme working closely with five partner schools and wider group of 20 target schools. Interventions and programming with partner schools are co-created to ensure they meet the needs of the school pupils.

#### School governance

School governor networks have been suggested by the Office for Students<sup>37</sup> as mechanisms to support schools and raise attainment in schools. High quality leadership and governance is linked to improved outcomes for school pupils. We believe UCL staff and alumni have strong transferable skills to enable them to make a positive contribution to the governance and leadership of schools. We will work with the School Governor Network to recruit and train governors from our staff and alumni communities, with the aim of

filling governor vacancies at schools with the highest proportions of disadvantaged pupils. An initial briefing for UCL alumni received over 200 expressions of interest.

### Contextual admissions

The introduction of our Access UCL contextual admissions scheme was informed by sector research and policy on contextual admissions, including the final report of the Social Mobility Advisory Group (2016)<sup>38</sup> and the Office for Students sector briefing (2019)<sup>39</sup>

Our internal review and analysis of admissions data has demonstrated a positive impact for the scheme. The proportion of UCL's intake of students from IMD Q1, and POLAR Q1 neighbourhoods and Acorn underrepresented groups has increased year on year since the scheme was introduced for students entering UCL from 2019/20 onwards. We have also seen an increase in the numbers of care experienced students. Access UCL also appears to contribute to increasing the proportion of underrepresented ethnicities, with three times the number of Black students receiving a contextual offer, compared to those receiving a standard offer. An Access UCL contextual offer often acts as a safety net for offer-holders, 59% of whom met the requirements of the standard offer in 2022.

We are mindful of the challenges of using area-based metrics to assess eligibility, as outlined in Boliver et al (2021)<sup>40</sup>. At present, area-based measures such as IMD and Tundra are the only metrics available to us at the point of application. We will continue to assess the availability of verified FSM eligibility data and will work with UCAS to be able to access this reliably in order to use it for contextual offer eligibility.

## **Intervention strategy 2**

### Subject-specific interventions

Our focus on subject-specific interventions is informed by evidence of unequal patterns in subject choice for students from underrepresented backgrounds. Our internal admissions data shows that students from underrepresented groups, including those from socio-economically disadvantaged backgrounds and from underrepresented ethnic groups (particularly Black students) are more likely to apply to a narrower range of more competitive degree programmes. This is echoed by research in the sector. For example, Bolliver (2016) finds that students from ethnic minority backgrounds are more likely to apply to more oversubscribed degree programmes<sup>41</sup>. Henderson et al (2020) find that students who are first in their family to attend university are more likely to study Law, Economics and Management, and less likely to study Social Sciences and Arts and Humanities.<sup>42</sup> Subject choice at pre-16 also has implications for access to HE. Dilnot (2018)<sup>43</sup> finds a relationship between studying facilitating subjects at A Level and entrance to more selective universities, while Henderson et al (2018)<sup>44</sup> find socio-economic differences in subjects studied at GCSE which are not accounted for by prior attainment. Evidence from the Sutton Trust shows that hands-on experience of their subject of interest was a key motivation for summer school participants.<sup>45</sup> There is little published evidence on the efficacy of subject-specific interventions, therefore we intend to build evaluation of this aspect into our evaluation plans.

### Information and guidance interventions

The design of our information and guidance interventions has been informed by our project evaluation and focus groups with participants, parents, teachers and current UCL students. The importance of the student voice in fostering a sense of belonging was underlined in our research. The involvement of our student ambassadors and mentors in project delivery contributes to an increase in confidence that UCL is a place for our target audiences.

Our internal evaluations show that our interventions improve participants' confidence and motivation to apply to university as well as increasing understanding of pathways to university and student funding. We monitor application rates to UCL annually across our interventions and use HEAT to track HE destinations. Around a third of project participants apply to UCL and two thirds progress to higher education.<sup>46</sup>

Our school engagement work aims to support pupils' progression to HE by supporting schools to meet Gatsby benchmarks. While we largely work with local schools in London, and in particular east London, we are also mindful of the regional inequalities in access to higher education. We have chosen to expand our schools engagement work to target two geographic regions: the Midlands and East Anglia. This choice was informed by Donnelly and Gamsu's research on regional mobility<sup>47</sup> and the distance students from areas of socio-economic disadvantage are likely to travel to university.

We work in partnership with fellow Russell Group universities to deliver Advancing Access, a national CPD programme for teachers and advisers. In 2021, an independent evaluation found evidence that attendance at Advancing Access CPD sessions increased knowledge of key areas of information, advice, and guidance, and that staff felt more confident in disseminating information about universities.<sup>48</sup>

### **Intervention Strategy 3**

Intervention Strategy 3 focuses on the pivotal role staff play in establishing inclusive learning environments, aiming to enhance their awareness, capability, and confidence in supporting the diverse needs of our student body. Working closely with our Inclusive Education Lead, we will develop our Inclusive Practice Staff Development Strategy which will provide cohesive communication on inclusive learning institution-wide (Gordon et al., 2021)<sup>49</sup> and offer a multifaceted approach to equipping staff with the guidance on inclusive practice, inclusive pedagogy, and universal design (Sanger, 2020)<sup>50</sup>. Our Inclusive Education Lead based in the Arena Centre for Research-Based Education is well placed to offer expertise on these approaches to departments and faculties and will build on their offering of in-person training, resources, and bespoke support.

Following an institution-wide needs assessment, we will develop and deliver a range of training, resources, and events in partnership with key stakeholders and university services. The intervention closely aligns with two of our six principles of Student Success at UCL: avoiding a deficit model approach; and promoting knowledge exchange as a cornerstone of student success.

Led by our Inclusive Education Lead and developed in partnership with the Student Success Office, UCL Arena Centre for Research-Based Education, Digital Accessibility Services, and the UCL Centre for Behaviour Change, we have produced the UCL Inclusive Education Training Programme, currently in pilot phase. This training aims to drive behaviour change, ensure compliance with legislative and policy standards, and embrace an intersectional approach to inclusivity and Student Success. Our goal is to roll out, embed and build on this training hub to enhance staff awareness and practical skills, enabling them to take meaningful actions.

Professional development events for staff include our staff speaker series, Student Success conferences, and knowledge exchange events. Our expanded staff speaker series will feature talks from external practitioners, third-sector organisations, and global experts, aiming to deepen staff understanding of inclusive practice and policymaking (Robinson, 2017)<sup>51</sup>. UCL has hosted 3 conferences between 2018-2023 for the BAME Awarding Gap project. The conferences were attended by 350 participants in total, with post conference evaluation indicating 83% finding the sessions around racism in Higher Education 'very useful'. 71% of attendees shared the learnings from the conference with their respective departments and faculties, and a further 93% felt that the conference should be an annual event. Similarly, our knowledge exchange events, linked to the Student Success Staff Fund, provide a platform for UCL staff and students to share insights from funded projects. Our events serve as invaluable platforms for both internal and external participants and contribute to the development of institutional knowledge regarding barriers faced by marginalised students. They offer evidence-based insights on scalable and replicable interventions at both institutional and local level and provide a forum for staff to form connections potentially leading to cross departmental/faculty collaborations.

Our resources will comprise practical guides, tools sharing good practice, and legacy material from events. UCL will build on our experience of developing and disseminating such resources. In 2018, we developed the UCL Inclusive Curriculum Health Check (ICHC) which all programmes at UCL completed the through the annual review process. The ICHC has been adopted and adapted by institutions across the UK and referenced as a good practice case study (UUK& NUS, 2019)<sup>52</sup>.

Research highlights the need for robust evaluation of impact of the EDI training and this will be an integral part of strategy delivery (Wang et al., 2023)<sup>53</sup>. Through this more coordinated, evaluated approach, we aim to significantly increase staff engagement which currently stands at approx. 500 annually and gain better understanding of how learning from the events is implemented.

## Intervention Strategy 4

An institution-wide approach to change must be mobilised at a faculty or departmental level and in collaboration with staff and senior leadership. The rationale behind this approach stems from a recognition that in a large and complex institution, our strategy must be flexible enough to meet the needs of different faculty and departmental cultures; different priorities based on the data and student needs; and the range of discipline-related challenges that may exist (Kezar & Eckel, 2002)<sup>54</sup>. Activities that form this strategy include expanding our Student Success Staff Fund and Faculty Lead roles in each of our 11 faculties.

Our Student Success Staff Fund awards funding to initiatives that improve teaching and learning; policy and practice; student support and institutional culture. Currently, it comprises three tiers aimed at exploration, piloting, and scaling successful interventions. We will introduce a fourth tier which will specifically address structural and delivery changes to make programmes and modules more inclusive and address on course attainment and continuation (Debs, 2017)<sup>55</sup>. Interventions are expected to act as pathfinders within a robust monitoring and evaluation framework. This ensures their impact is systematically assessed, guiding the identification of areas for improvement and the dissemination of best practices institution wide.

The recruitment of Faculty Leads further supports the operationalisation of both central and local level strategies. We have had these roles for the BAME Awarding Gap Project for the last six years and they have proven to have helped us to raise awareness of the awarding gap and the leads have initiated integral work through their action plans. These pivotal roles advocate for student success interventions at a senior leadership level, coordinate networks of key players within departments and faculties; disseminate data and important information; and facilitate collaboration between faculties, departments, students, and the Student Success Office.

This strategy emphasises the importance of innovation and localised interventions in addressing outcome and experience gaps. By empowering departments and faculties to implement tailored solutions and evaluating impact, these activities will contribute to a broader shift in institutional culture.

## Intervention Strategy 5

Student partnership and engagement can play a vital role in shaping the university's curriculum, policies, and support systems (Mercer-Mapston & Bovill, 2020)<sup>56</sup>. Intervention Strategy Five uses this approach to actively involve students in decision-making processes and involving students in the co-creation of curriculum and policies ensures that these initiatives are more relevant, responsive, and reflective of students' needs and perspectives. These paid opportunities include our Student Curriculum Partners (SCP) programme, the Student Success Panel, a Student Success strand of the UCL ChangeMakers programme, and a Student Policy Partners programme.

The SCP programme has been running for five years in partnership with the UCL Students' Union and Arena Centre for Research-Based Education, and now works with up to 75 students who provide their perspective on the inclusivity of almost 30 modules annually. We have had positive feedback from both students and module leads who have participated, with 91% of students feeling that their contribution will improve the UCL student experience. Research indicates the positive impact of student involvement on academic success (Austin *et al*, 2019)<sup>57</sup> which further supports our rationale for continuing this activity. Based on this model, we will be launching our new Student Policy Partner programme in partnership with our Academic Policy, Quality and Standards team. As we look to review a number of key institutional policies and processes, we will ensure that a diverse range of students are able to contribute their perspectives on how changes could impact their student experience.

Over the course of our work on the BAME Awarding Gap Project, we regularly conducted focus groups for various purposes and initiatives. Whilst they often provided valuable opportunities for staff to gain insights into student experiences and concerns, we grew uncomfortable with the extractive nature of these isolated sessions and recognised that they had not resulted in a coordinated and consistent relationship with the students we engage with. To address this, our Student Success Panel aims to establish a less extractive approach to gathering student perspectives on the development and implementation of initiatives and policies (Fielding, 2004<sup>58</sup>; Igwe, 2022)<sup>59</sup>. By closing the feedback loops with students, we aim to increase accountability and maintain ongoing relationships with members of our student cohorts.



The ChangeMakers programme supports students and staff to work together on projects to enhance the learning experience of students across UCL (King, 2023<sup>60</sup>). The Student Success Office funds a strand of activity that provides funding to students from our target cohorts to contribute to real change at UCL. The projects are not limited to addressing the issues that those students may face personally to avoid them feeling restricted to a particular type of project. Instead, the funding is aimed to improve engagement from marginalised students and improve communication and trust between students and staff.

By actively involving students in the co-creation of curriculum and policies, UCL can address barriers and challenges faced by marginalised student groups more effectively and increase engagement amongst those students, improving their connection to the UCL community.

## **Intervention Strategy 6**

The aim of this intervention strategy is to build a sense of community amongst our student cohorts. The rationale behind this approach is grounded in extensive research indicating the impact of insufficient feelings of belonging and mattering (Pedler *et al.*, 2022<sup>61</sup>; Thijm, 2023)<sup>62</sup>, the university expectation gap (Hassel & Ridout, 2018<sup>63</sup>; Unite Students, 2017)<sup>64</sup>, and the lack of personalised support (Broda *et al.*, 2017)<sup>65</sup>.

Collaboratively created with students and other support services, our student community delivers continuous, co-produced interventions and communications tailored to students' needs, from offer holders to final-year students. Through partnerships with internal services such as the alumni office, Students' Union, Academic Communication Centre and Student Support and Wellbeing, we provide opportunities including student events and spaces; multimedia campaigns and a podcast to amplify the student voice (Millard & Evans, 2021<sup>66</sup>); and wrap around support which will assign staff to provide and signpost to financial, academic, and personal support e.g. a named contact who offers enhanced support to mature students.

Our pre-enrolment activities include workshops with partner services and our pre-enrolment programme. The pre-enrolment programme aims to bridge the gap between student expectations and the actual university experience and has a specific focus on assessment and feedback. By working with departments to deliver discipline specific information on key academic elements like assessment methods, feedback processes and contact time, the programme aims to set realistic expectations and highlight differences to the school experience (Unite Students, (2017)<sup>67</sup>. Through targeted support, students are guided in their development of essential academic skills such as independent learning, research, critical thinking, time management, and academic writing, ensuring they are well-prepared for university-level work (Kahu *et al.*, 2022)<sup>68</sup>. Students will be introduced to their department and key staff, familiarise themselves with the campus and facilities e.g. the library, and connect with peers creating an opportunity to develop social networks. This model is similar to the first-year interest groups (FIGs) which are common in US HEIs. Research shows that creating a cohort of underrepresented groups that is linked to academic interest in the first year, improves rates of continuation and completion (Aulck, 2021)<sup>69</sup>.

The strategy also recognises the need for academic support beyond the first year. We will launch our 'dissertation retreat' project to create a space in which students can access enhanced support from staff, and a community of peers. There is research to suggest that the structure and methodology of writing retreats can be beneficial to undergraduate students undertaking dissertations or final projects (Sangster, 2023)<sup>70</sup> by improving outcomes and wellbeing (Kornhaber *et al.*, 2016<sup>71</sup>; Stevenson, 2021<sup>72</sup>).

This strategy seeks to address the risks on continuation and attainment related to the cost of attending university, particularly for students from low-income households. We have been monitoring the impact of our bursary scheme on student continuation rates and degree outcome using the OfS toolkit. Our latest evaluation of the bursary scheme, using aggregated data for students who entered UCL from 2019/20 – 2022/23 demonstrates that there is no consistent, statically significant relationship between continuation rates for students depending on bursary status for these years. This could suggest a levelling effect of the bursary on continuation. However, students who receive a bursary are significantly less likely to achieve a 'good' degree or a first-class degree, when compared to their peers who do not receive a bursary. This

significant relationship remains when other characteristics (age, gender, disability, care experience and ethnicity) are included in the analysis. These findings reinforce the need for continued investment in the bursary scheme as a means of providing financial support for students from low-income households to continue to close any gaps.

## **Annex D**

### **School attainment and partnership work**

The high-level nature of access and participation plans necessarily means that they are not always able to capture the sheer breadth of work that goes on across a university. This appendix provides a more expansive look at some of the school attainment and partnership work that UCL is undertaking.

#### **Strategic School partnerships**

**Through our access and widening participation work, UCL reaches around 1,000 schools and colleges each year, working with teachers and pupils from KS2 through to KS5. In addition to project work, we also have embedded, strategic partnerships with some schools and colleges:**

- ***UCL Academy***

UCL's sponsorship of UCL Academy was the first example of a university sole-sponsoring a new Academy. The vision, curriculum and building of the UCL Academy was founded on UCL's own principles and values. Since opening, UCL Academy leaders and UCL have worked together innovating, evaluating and implementing its approach to partnership to fulfil the vision of university sponsorship offering unique opportunities for secondary schools.

UCL students act as mentors to UCL Academy students, providing advice and support on a range of themes. UCL's Grand Challenges aim to address the most pressing issues the world faces, through collaboration, and across discipline boundaries. UCL Academy uses the Grand Challenges to design and deliver a connected curriculum that engages pupils through relating academic content to real world issues.

Through project work, students create and present work to real audiences at UCL and beyond, providing new perspectives and engaging with excellence through interactions with UCL academics and students. Academic staff deliver guest lectures at the UCL Academy, in order to both educate and help raise student aspirations. Topics covered have included 'Life in a Post Pandemic World', 'The Impact of Transformative Technology on Society' and 'How to make Industrial Levels of Ice Cream'. UCL's volunteering services help support the UCL Academy's Self-Directed Learning Programme; from chess to cheerleading, debate, netball and university quality musical performances, this partnership provides the most extraordinary opportunities for every UCL Academy student.

## Profile

### Supporting the school curriculum

[UCL Special Collections](#), part of UCL Library Services, offer a comprehensive education outreach programme to schools and community groups in Camden and east London. The Curriculum Support programme creates meaningful and free workshops and resources aimed at enriching pupils' learning and inspiring teachers. Examples include:

- *The Deepest and Darkest of London (context for GCSE English Literature)*
- *The Battle of the Somme (KS2 to 5 English & History)*
- *Persuasive writing through the ages (KS3 to 5)*
- *The power of the printed word (English Language A Level)*
- *From Medieval to Modern – medical history in print (KS4)*
- *London in the 19<sup>th</sup> century (KS3 and 4)*
- *Exploring your sense of self and your community (KS2 and 3)*

All sessions are delivered by a qualified teacher and are planned, with input from their teacher, to suit the class and pupils.

#### ▪ **Brook 6th Form and Academy UTC**

In partnership with the Ford Motor Company, UCL is a co-sponsor of the Brook 6th Form and Academy in Dagenham. The focus of Brook 6th Form and Academy is on educating and preparing young people for the next stage of their educational career through providing a STEM and technical focused education and developing employability skills. Joint projects with the Brook 6th Form and Academy have included the UCL PEARL seating project which saw Y12 students work with UCL Engineering staff to design seating for the new UCL PEARL building.

#### ▪ **Newham Collegiate Sixth Form Centre**

In 2014, UCL established a strategic partnership with the Newham Collegiate Sixth Form Centre in East Ham, providing opportunities to work collaboratively on innovative projects and initiatives as well as giving students and staff access to academics and cutting-edge research.

#### ▪ **University Schools Trust**

Together with five other universities and public and private sector bodies, 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.

The Trust is uniquely placed to change the educational landscape for pupils, staff, parents and the wider communities which the schools serve.

- **UCL East ENTHUSE Partnership**

Enthuse is a tailored two-year action plan and partnership programme led by UCL Engineering. The partnership works with ten secondary schools in east London, reaching 2170 secondary pupils and delivering 87 CPD sessions to STEM teachers to date. The partnership aims to increase understanding of STEM subjects, skills development and careers and contribute to increased attainment in STEM subjects.

- **East Ed Network**

UCL is one of the lead partners in East Ed, the collective of education practitioners from East Bank and other organisations local to Queen Elizabeth Olympic Park, where UCL East is based. As a result of research into teachers' needs, East Ed has contracted Eastside Educational Trust to work on a development programme for teachers, from January 2024 to April 2026. The programme exists to equip teachers with knowledge and understanding of the STEAM sector and progression routes so they can meaningfully support young people to develop creative skills and progress into STEAM careers.

## Student volunteering

Each year, around 2000 UCL students are supported into community volunteering by our Volunteering Service, giving over 60,000 hours of their time. Our students volunteer within over 200 voluntary and community sector organisations across London, and with more than 70 student-led community projects.

Many projects partner with schools, including collaborations with [Tutor the Nation](#), supporting students and recent graduates to deliver free online tutoring in GCSE and A level subjects; [ReachOut](#), running afterschool mentoring projects; and [Action Tutoring](#), focussing on English and Maths tutoring in primary and secondary schools. In addition to our community partnerships, in the current academic year, there are 10 student led projects that involve UCL students volunteering in 18 London primary and secondary schools.

## UCL departments supporting attainment in schools

**The central UCL access and widening participation activities that are outlined in this Plan are complemented by a wealth of additional engagement with the school sector from our academic and support departments.**

UCL Engineering runs a large tutoring programme with east London schools, currently reaching over 300 pupils. Evaluation shows that 78% of participants improved their grades by an average of 1.5 – 2 progress points. As part of the tutoring programme, UCL works in partnership with east London community organisation BADU to deliver Bridging the Gap, an award-winning STEM programme for young people from Black and mixed Black ethnic backgrounds, combining educational wellbeing with academic progression.

UCL Organisational Development partners with The Brilliant Club to provide skilled graduate students to tutor on The Brilliant Club's Scholars Programme. Tutors develop a short course based on their research

## Profile

### Tackling 'undermatch'

The UCL Centre for Education Policy and Equalising Opportunities (CEPEO) leads research into 'undermatching', considering whether certain groups are more likely to undermatch by choosing degree programmes that are less selective than might be expected given their A level grades.

UCL is partnering with [Causeway Education](#) to apply this research to produce practical tools to support schools to understand which students may be more at risk of undermatch.

for pupils in Key Stage 4 and 5. Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme has a positive impact on GCSE attainment.

Many other UCL departments offer activities for schools and young people. For example:

- The [UCL Department of Chemistry](#) provides lectures, chemical demonstrations and *Spectroscopy in a Suitcase* sessions for schools.
- The [UCL Science Centre](#) runs Friday evening lectures on a range of scientific topics that are aimed at year 12 and 13 students, and teachers.
- The [Bartlett School of Architecture](#) offers Discovery Days, application insight sessions and partners with Open City on the [Accelerate](#) programme, which provides young people with mentoring, a series of skills workshops and guidance on university applications.
- The [Orbyts](#) programme partners secondary school pupils with PhD students, post-docs and other early career scientists to work on original research projects and provide relatable science role models who dispel harmful stereotypes about who can be a scientist.

## The UCL Institute of Education

**In addition to the work outlined in our intervention strategies, UCL has a strong commitment to supporting attainment in schools through the UCL Institute of Education (IOE).**

IOE, UCL's Faculty of Education and Society, is ranked first for education in the QS World University Rankings by Subject, an accolade achieved every year since 2014. It is home to more than 30 specialist research and education centres offering a wide range of resources and support to schools, colleges, and early years settings.

IOE is one of the UK's largest providers of postgraduate Initial Teacher Education (ITE), educating around 1,000 student teachers each year, in partnership with 600 schools and colleges. This comprises 900 primary and secondary student teachers, alongside smaller early years and post-compulsory (FE) cohorts.

## Profile: Working with third sector organisations

Working in partnership with third sector organisations with shared goals and a shared passion can bring immense benefits.

External partners add another dimension to our work, bringing expertise and new approaches, whilst often challenging our existing mindset. UCL has a history of working successfully with such partners and this approach continues. For example, our longstanding relationship with **The Sutton Trust** Summer Schools allows students to benefit from a single, joined-up, national scheme, while we benefit from the support, research and 25+ years of experience that the Sutton Trust has built up.

Similarly, through working with **Leading Routes**, we have been able to learn from their expertise, research and knowledge of the barriers facing young British students of African and Caribbean heritage.

Working closely with the **National Literacy Trust** allows UCL to learn from and draw on their long-established research and evaluation work in the field of literacy, as well as their expertise in designing sessions and training UCL students to deliver them.

The partnerships we have built up are part of our success and we continue to develop relationships with organisations that share our passion for evidence-led outreach.

IOE also delivers the Early Career Framework (ECF), to over 20,000 teachers and mentors; we are a flagship provider, delivering global leadership to the sector with the support of more than 600 academics, examining and improving every aspect of teaching and education. Our ITE and ECF programmes are both rated Ofsted Outstanding.

IOE also provides the full suite of recently refreshed National Professional Qualifications (NPQs). This runs alongside IOE's leadership of the national [Mandarin Excellence Programme](#) and the [National Consortium for Languages Education](#), its many postgraduate courses relevant to classroom practice (e.g. National Award for Special Educational Needs Co-ordination PG Cert, MA Teaching English to Speakers of Other Languages, MBA Educational Leadership, and MA Mathematics Education), and doctoral programmes (EdD, PhD and DEdPsy, the former being a research degree specifically for experienced professionals who would like to extend their professional understanding). In addition, IOE has extensive, world-leading expertise in teacher education in specialist areas within its research centres; for example, the UCL Centre for Holocaust Education partners with schools to enable 1.6 million students to learn about the holocaust annually, and the [UCL Centre for Climate Change and Sustainability Education](#) supports teachers, schools and policy-makers nationally and internationally to develop high quality climate change and sustainability education in their respective contexts. As such, IOE makes a significant contribution to ensuring *high quality education for all* in schools regionally, nationally and internationally.

In 2022-23 IOE's programmes worked in partnership with 689 London settings. Just over 35% of our partners are located in neighbourhoods that are among the most deprived 30% of areas in England but we also use settings across the full range of deprivation indices. Our partners include a wide range of educational settings and Ofsted ratings demonstrating our commitment to serving all of London's communities.

### Regional school partnerships

**In 2022-23, UCL's access and widening participation teams worked with around 1,000 schools, the majority of which (57%) were outside of London. Part of this reach is only possible through our incredible regional partnerships.**

#### Elephant Group – Midlands hub

The Elephant Access Programme supports academically capable students from non-selective state schools to access top universities. Via a headteacher-led, collaborative operating model, The Elephant Group works with industry, charity and university partners, currently reaching over 2,500 students from 67 schools across four regional hubs to deliver a two-year, cohesive university access programme.

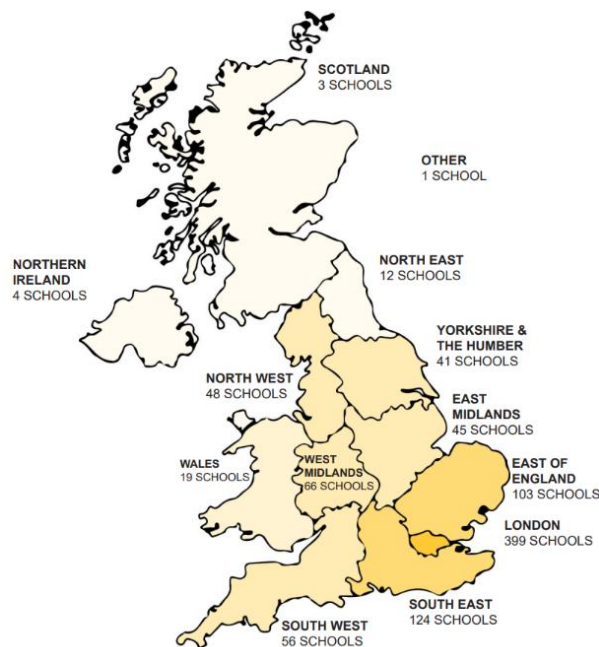


- **Norfolk Higher Aspirations Scheme**

We are one of seven university partners in the Norfolk Higher Aspirations Scheme which works with all schools and colleges in Norfolk. We offer information and guidance, subject-specific interventions and teacher CPD to raise the aspirations and achievements of Norfolk’s post-16 learners.

- **Linking London**

UCL is a university partner in Linking London, a unique collaborative partnership of London higher education institutions, colleges, schools and other members of the sector who work collaboratively to maximise our contribution to targeted widening participation and social mobility through education. Through Linking London, we support attainment-raising work in London schools as part of London UniConnect and produce the Educational Deprivation Dashboard, bringing together publicly available data on schools and colleges in an accessible format for partners across the sector.



<sup>1</sup> <https://www.ucl.ac.uk/prospective-students/undergraduate/access-ucl-scheme>

<sup>2</sup> <https://www.ucl.ac.uk/2034/> Principal Theme 2: *Integration of research and education*.

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- <sup>16</sup> <https://www.ucl.ac.uk/2034/>: Principal Theme 4, *Accessible and publicly engaged*.
- <sup>17</sup> As well as an explicit strand which focuses on widening access to UCL, the admissions transformation programme has also developed a Widening Participation Impact Assessment which accompanies any policy changes. This ensures that potential policy or process changes are modelled for the impact on our most underrepresented cohorts and risks are mitigated.
- <sup>18</sup> Jointly with the Students' Union, principle 2 of the [strategy](#) is Diversity, Inclusion and Belonging. This seeks to ensure that extra- and co-curricular provision reflects and embeds the diversity of our institution. The strategy recognises that creating opportunities is not enough on its own for all to participate. We must build into all our programmes the agility to adjust and solicit feedback so that every student has access to activities that suit their needs and aspirations.
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- <sup>20</sup> Department for Education: <https://explore-education-statistics.service.gov.uk/data-tables/a-level-and-other-16-to-18-results>
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- <sup>23</sup> UCAS Exact data request commissioned by UCL, June 2023.
- <sup>24</sup> [Estranged students & care leavers by HEP: AYs 2017/18 - 2022/23](#)
- <sup>25</sup> [Stand Alone pledge](#)
- <sup>26</sup> [OfS topic briefing on Principles to guide higher education providers on improving care leavers access and participation in HE; Universities UK Parliamentary Briefing, May 2023.](#)
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- <sup>35</sup> Evidence 4 Impact database: <https://www.evidence4impact.org.uk/search>
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# Fees, investments and targets

2025-26 to 2028-29

Provider name: University College London

Provider UKPRN: 10007784

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

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

**Table 3b - Full-time course fee levels for 2025-26 entrants**

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	5760
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

**Table 3b - Sub-contractual full-time course fee levels for 2025-26**

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

**Table 4b - Part-time course fee levels for 2025-26 entrants**

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

**Table 4b - Sub-contractual part-time course fee levels for 2025-26**

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: University College London

Provider UKPRN: 10007784

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

\*Total access investment funded from HFI\* refers to income from charging fees above the basic fee limit.

\*Total access investment from other funding (as specified)\* refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£2,993,000	£2,993,000	£2,993,000	£2,993,000
Financial support (£)	NA	£9,622,000	£9,622,000	£9,622,000	£9,622,000
Research and evaluation (£)	NA	£472,000	£472,000	£472,000	£472,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£709,000	£709,000	£709,000	£709,000
Access activity investment	Post-16 access activities (£)	£1,473,000	£1,473,000	£1,473,000	£1,473,000
Access activity investment	Other access activities (£)	£811,000	£811,000	£811,000	£811,000
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£2,993,000</b>	<b>£2,993,000</b>	<b>£2,993,000</b>	<b>£2,993,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>7.7%</b>	<b>7.4%</b>	<b>7.3%</b>	<b>7.2%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£2,993,000</b>	<b>£2,993,000</b>	<b>£2,993,000</b>	<b>£2,993,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£9,382,000	£9,382,000	£9,382,000	£9,382,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£240,000	£240,000	£240,000	£240,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£9,622,000</b>	<b>£9,622,000</b>	<b>£9,622,000</b>	<b>£9,622,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>24.8%</b>	<b>23.9%</b>	<b>23.5%</b>	<b>23.3%</b>
Research and evaluation investment	Research and evaluation investment (£)	£472,000	£472,000	£472,000	£472,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.2%	1.2%	1.2%	1.1%

