UCL ACCESS AGREEMENT 2012-13

1. Introduction

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

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

1.3 However, UCL is aware that there remains considerable work to be undertaken in this area. This Access Agreement will underpin UCL's new Widening Participation Strategy. It will build upon the core principles that have been in place since the foundation of UCL in 1826, when it was the first university in England to admit students of any religion and regardless of background. This Agreement, while we recognise that it will be reviewed annually, sets out how UCL plans, in both the short term and over the five-year period 2012–2017, to continue to encourage those from disadvantaged backgrounds to aspire to undertake a university education - and also how we intend to attract such students to attend UCL.

2. The Main Components

2.1 Tuition fees for UK/EU undergraduate students to be set at £9,000 from 2012/13.

2.2 An anticipated 30% of additional tuition fee income to be spent on access measures equating to approximately £8.2 million per year when fully implemented. Approximately £7 million of additional tuition fee income to be spent on financial measures and £1.2 million on outreach activities.

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

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

2.5 Effective evaluation and monitoring to ensure that activities remain focussed on outcomes.

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

3. Tuition Fees

3.1 With effect from the start of the 2012/13 academic session UCL will charge the maximum fees permitted across all its undergraduate full-time degree programmes. In 2012/13 this fee will be £9,000 per year. All new UK and EU students commencing a full-time undergraduate degree programme will be liable for this fee. In 2012/13, it is estimated that this will be approximately 2750 students.

3.2 In accordance with previous fees arrangements, this fee will rise annually in order to maintain value in real terms. Students will therefore be subject to annual increases in line with the amount set by the regulations.

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

4. Expenditure on Additional Access and Retention Measures

4.1 The relevant latest available HESA performance indicators show that UCL has a low number of students from under-represented backgrounds. The indicators show that UCL has 65.3% of its intake from state schools, 17.5% from lower social class, 3.8% from low participation neighbourhoods and 1.4% from families with no previous higher education and from low participation neighbourhoods.

4.2 In terms of applications from UK domiciled students, in 2009/10, 17.8% of known applicants were from SEC groups 4-8 and 5% from POLAR Group 1. Whilst the number of applications from under-represented groups is low, the numbers represent an increase on previous years.

4.3 Retention at UCL is very high with the latest HESA data indicating non-continuation following year of entry at 3.2% and projected outcomes at 89.8%.

4.4 UCL has made some positive steps towards improving access and its retention of students is excellent. However, it recognises that within its intake cohort there is a relatively low proportion of students from under-represented groups.

4.5 As such, UCL will seek to spend approximately 30% of its additional fee income on access commitments, including outreach activities, scholarships and bursaries. Once fully implemented, this will amount to approximately £8.2 million of OFFA countable funding being spent per year on access measures.

4.6 Under the previous Access Agreement, UCL committed to spend an additional £350,000 on outreach activities. In 2009/10, UCL spent approximately £370,000 of additional income in this area. However, the vast majority of additional income is spent on bursary provision. In 2009/10, this amounted to just over £5 million.

4.7 In addition to the current commitment, for 2012/13 UCL intends to spend an additional £830,000 on activities. So from 2012/13 UCL will commit to spend an estimated £1.2 million from additional fee income on outreach activities.

4.8 Over £100,000 of the new additional fee income will be spent on retention including £14,200 on new activities. Over £80,000 of non-additional fee income is currently spent on retention activities through the UCL Transition Programme and this will continue.

4.9 UCL will participate in the National Scholarship Programme and spend over £2 million on the first year intake in 2012. The vast majority of funding will go to students from families with a household income under £25,000. The proposal contained in this Agreement, when fully rolled out over the student life cycle of the 2012 intake cohort, will amount to approximately £7 million being spent on financial measures.

4.10 UCL acknowledges the need to move the emphasis towards activities rather than financial measures. However, there is recognition that this change of emphasis will take time. It is important that new outreach activities are adequately evaluated as they are rolled out to ensure

that they are delivering on required outcomes. As such, for this transitional period and as additional capacity within UCL's Outreach department is built up, UCL will continue to invest significant amounts of the additional fee income in financial measures.

4.11 For future years, UCL is considering the introduction of a foundation programme. Such an activity needs to be scoped in detail and an appropriate financial model put in place prior to any formal commitment from UCL. A feasibility study on the introduction of a foundation programme will be undertaken in the coming year. Other activities, such as increased collaboration with other institutions, will also take time to explore, develop and introduce. It is anticipated that future UCL access agreements will see a further increase in monies spent on activities as opposed to financial measures.

5. Outreach Activities

Current Activities

5.1 UCL currently engages in a wide range of outreach and widening participation activities. Each year, as part of its outreach agenda, UCL works with over 20,000 young people, 900 parents, 400 teachers and 140 state schools.

The UCL Centre of Advanced Spatial Analysis (CASA) was commissioned to help identify target schools for outreach activity. By analysing pupil census data, we were able to target schools with the highest proportion of students from lower socio-economic groups and (LPN) backgrounds. Two classifications were used to provide this contextual data. These were the London Output Area classification (LOAC) and the Participation of Local Areas (POLAR) classification.

- LOAC is a geodemographic classification that was created for the London area by researchers within the Department of Geography at UCL. LOAC categorises a student's home into a discrete neighbourhood category that broadly represents the average socio-demographic characteristics of those people living within these local areas

- The HEFCE created POLAR classification categorises the ward in which a student lives into one of five higher education participation rate quintiles. Students recruited from the lowest quintile are used by HEFCE to measure an institution's performance against the LPN benchmark.

5.2 The activities currently undertaken include an annual UCL Open Day, summer schools, master classes, a tutoring and mentoring scheme and a primary school outreach scheme using UCL's museums and collections. Whilst the Open Day is more broadly advertised, all other activities are primarily promoted to targeted schools. In the case of heavily oversubscribed activities (for example the Horizons Programme and Year 11 Summer School), promotion will be entirely to target schools. In addition, UCL offers information, advice and guidance sessions, higher education taster days and workshops in developing academic skills. These activities will continue in 2012/13 but some activities, such as the tutoring and mentoring scheme, will be re-focussed to ensure that attainment as well as aspiration-raising is placed at the heart of UCL's outreach activities.

5.3 One of the key current activities that will continue is the UCL Horizons Programme. This successful extended programme is currently supported through external funding but will be funded through new additional fee income from 2012. The Horizons programme is a scheme that encourages sustained engagement with UCL through a regular Year 10 Saturday School which runs across four terms as well as a Summer School. The programme continues with a Year 11 Autumn Careers programme with occasional workshops across the summer school vacation. Of the 103 students offered a place on the programme in 2009/10, 89 had no parental HE background and 46 were listed as being in receipt of free school meals. This targeted approach is being used as a template for future activity.

5.4 It is acknowledged that some of UCL's current outreach activities do not always reach the most disadvantaged groups. Improved targeting will help ensure that those most in need of support will be reached and those who will benefit most from participating in an activity will have the opportunity to do so. This will in turn support UCL in reaching its milestones and targets.

Future Activities

5.5 UCL is committed to long-term engagement and outreach with the school sector. The UCL Academy in Camden, an all-ability, 11–18 non-selective school, is scheduled to open in September 2012. It is currently intended that the school will have Year 7 and Year 12 entry points. The academy is sponsored solely by UCL and is being delivered in collaboration with the London Borough of Camden. Design plans for the academy include space to allow it to be used as a hub for classroom-based outreach activity across Camden. Development of the UCL Academy has brought UCL into contact with different layers of education decision-makers within Camden. These links have helped to enhance UCL's relationships within the borough and continue to inform the development of outreach projects and policy.

5.6 Building on its experiences, UCL will introduce a new strand of targeted activities which will be funded from re-investment of additional fee income from students, and will be phased in from 2012 onwards. Promotion of the activities will be targeted at students from lower socio-economic groups and from families who have had little contact with or experience of higher education. Whilst UCL will retain some aspiration-raising activities, particularly for the younger years, more activity will be focussed on attainment. It is anticipated that new activities will reach an additional 2000 learners spanning Years 5 –13.

5.7 To ensure sustained engagement and eventual admission to higher education, this new, comprehensive programme of activities will be delivered throughout all stages of the student life cycle and comprises of:

Pre-entry – pre-16:   Aspiration and achievement raising
Pre-entry - post-16:   Pre-entry guidance and application
On course student support: Transition programme – supporting student success

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

5.8 UCL believes that early intervention is critical to harnessing potential, interest and ability in under-represented groups. Pre-16 activities will be extended with an increased focus on primary school outreach activities. Through the pre-16 activity detailed below and continuing activity such as the Horizons programme, UCL will seek to develop and increase its role in reaching out to younger learners and their key influencers, particularly in local primary and secondary schools and community organisations, to raise awareness and capacity for progression into higher education.

5.9 New activities will include: discovery days for parents and students; an extended programme of activities through UCL's Museums and Collections, including increased primary school activity, a Year 8/9 Summer School and a residential summer school delivered with one of London's museums; a Year 9 programme consisting of a series of two-week activity blocks targeted to raise aspiration and awareness of higher education opportunities; and the introduction of student advocates – a scheme whereby current students and alumni who have participated in outreach activity return to their school to talk about making the transition to higher education and student life/employment. The new activities will specifically target certain schools and individual learners to ensure participation from the under-represented groups UCL is aiming to reach.

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

5.10 UCL's aim is to continue engagement with some of the same cohort of learners involved in its pre-16 activity into post-16 activity and ultimately into university. There is evidence that sustained engagement is likely to have a greater influence than one-off activities on students considering higher education. Further emphasis on sustained engagement is provided through UCL's new post-16 engagement activities. These will centre on longitudinal programmes and building relationships with individual students to encourage them to consider a selective university and specifically UCL. This differs from the majority of our current post-16 activity that, to date, has largely consisted of one-off engagement.

5.11 New activity will include providing strategic interventions to support students preparing for higher education by delivering a set of linked activities with the same group of Year 12 learners,

focussing on the UCAS process, supporting Year 12 students as they enter Year 13 and then through to entry into university study.

5.12 From 2012 entry, UCL is introducing a GCSE Modern Foreign Language requirement. There is an awareness that some students, particularly from under-represented backgrounds, will not have had the opportunity to learn a language at school. UCL is putting plans in place to mitigate this by offering such students an opportunity to learn a language once enrolled at UCL. This will consist of students either undertaking a language module as part of their degree programme or studying a specially designed certificate at UCL's Language Centre. An additional opportunity to meet the requirement will be through a new Languages and Study Skills Summer School for students between Years 12 and 13. The Summer School is intended to offer additional support to students from under-represented backgrounds to learn a language and will also seek to raise the A Level attainment of its participants through intensive study skills sessions that will assist them in their studies at school. In 2012, the Summer School will also run for Year 13 students.

5.13 UCL will work with City & Islington College *(see also paragraph 5.24)* to target A Level students who have the ability to achieve the attainment levels required for selective universities but who are currently underachieving. UCL will also work with City & Islington and other colleges on supporting mature learners who are undertaking the Access to HE Diploma.

5.14 UCL is keen to enhance the higher education opportunities of students from a looked after background. Building on the award of the Frank Buttle Quality Mark, UCL will run a series of activities to provide bespoke guidance and advice and ensure sustained engagement. This will include advice on money and student funding, providing accommodation for the summer vacation if a student chooses to stay in London and a mentor to help students settle into university life.

5.15 UCL attracts a relatively small number of mature students due in part to its proximity to the well-established Birkbeck College, London's only specialist provider of evening higher education. UCL does, however, believe that mature learners could benefit from the unique and richly rewarding experience, including academic challenge, personal development, and acquisition of life-skills, which UCL offers. To that end, in collaboration with other institutions, UCL is seeking to develop a series of master classes for mature learners.

5.16 A strand of activities to support disabled students will be developed, including raising awareness of the opportunities available at universities with SENCOs (Special Education Needs Co-ordinators) and other support workers. UCL will also increase its web resources in this area and re-launch its "Visit UCL" scheme for disabled students and their carers.

5.17 A scheme will also be developed to supplement existing aspiration- and attainment-raising activity with measures designed to improve conversion from application to intake. In partnership with faculties and academic departments, a series of events and open days for 'offer' holders and parents will be held to provide information and guidance about transition and finance.

5.18 In addition to the above activities that are planned for implementation in 2012/13, UCL will be considering the viability of introducing more wide-ranging activities for future years. As well as undertaking a feasibility study for a foundation year, UCL will also consider the development of a three-month intensive summer school aimed at improving attainment to be held between Years 12 and 13. If considered viable, these activities will be included in future access agreements.

On course student support – Supporting Student Success and Retention

5.19 UCL currently runs a successful transition programme that operates in every academic department that has new undergraduate students. This programme has contributed to the steady increase in UCL's retention rate. UCL now plans to develop a series of bespoke events and activities for students from under-represented groups to provide additional support and guidance throughout the first year of study. This will include workshops on study skills to ensure that students have the requisite skills to succeed on their degree programme.

5.20 It is recognised that a small minority of students will not progress through a degree programme. In recognition of this, UCL will continue to participate in the Back on Course project, which supports students who have withdrawn early from higher education.

Partnership and Collaboration

5.21 UCL fully intends to maintain and extend its current levels of partnership and collaboration activity. UCL is an active member of external outreach partnerships at a regional and national level. UCL is a member of the Routes into Languages Consortium for London. Nationally, UCL, as a member of the Russell Group, takes part in the Russell Group Association for Widening Participation. The group meets four times annually and we attend regularly to contribute to the development of widening participation strategy nationally, share good practice and collaborate, and where possible, extend the group's reach and resources.

5.22 The unique partnership with the London Borough of Camden on the development of the UCL Academy will provide further opportunities for collaboration by linking UCL with nine other secondary schools as well as local primary schools.

5.23 UCL engages with other organisations on a less formal basis. These organisations include the Frank Buttle Trust, the IRIS project, the Nida Trust, Mosaic, JP Morgan and the Cruddas Foundation.

5.24 UCL has enjoyed a strong 'Partnership for Excellence' with City & Islington Sixth Form College for over ten years. The Partnership aims to raise City & Islington students' aspirations through a targeted programme of lectures, master classes and prizes, as well as providing professional development for City & Islington staff. The Partnership also allows both parties to draw on the expertise of the other to inform policy decisions, including on issues of fair access and admissions. Since 2010, the Partnership has grown to include all five of City & Islington's constituent colleges, including the Centre for Lifelong Learning. UCL and City & Islington are now actively exploring the possibility of expanding the Partnership further to work with four feeder secondary schools of City & Islington Sixth Form College.

5.25 In order to extend its reach to the widest possible range of under-represented groups, UCL is also starting to work in collaboration with a number of organisations including the following:
- The Social Mobility Foundation which supports high-achieving young people from low-income backgrounds into the top universities and professions;
- Pure Potential which promotes social mobility by encouraging applications from deserving students to the most competitive universities and careers;
- IntoUniversity which offers an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen field; and,
- Generating Genius, a talent development, out-of-school programme which uses science, hands on engineering and apprentice-style competition to guide boys from under-represented backgrounds into higher education.

5.26 Whilst the Outreach team provides a central focus for UCL's widening participation activity, UCL seeks to draw upon the expertise and enthusiasm of staff and students from all parts of UCL to make full use of UCL's exceptional resources, to realise its widening participation aims and to ensure an institution-wide approach to access.

5.27 Academic departments and faculties play a key role which is supported by a network of departmental Widening Participation Tutors. Funding is set aside each year to support activities developed and delivered by departments. Increasingly, more of these activities are being delivered by departments whose programmes lead to professional careers. Examples include:
- Pathways to Law, a collaborative initiative with the London School of Economics and Political Science (LSE) supported by The College of Law and the Sutton Trust, which aims to give students and their families the information, guidance and advice needed to succeed in a career in law.
- Target Medicine, a scheme for disadvantaged young people who attend non-selective state schools. Students are given the opportunity to participate in a range of activities which help provide a better understanding of what is needed to be a successful applicant to medical school.

5.28 We recognise that, in order to achieve sustainable change and improvement within schools, working with teachers to widen access and to raise the attainment and aspirations of the learners in their care is critical to securing long-term effectiveness. During this transitional year, we will

therefore explore opportunities for collaboration with the Institute of Education to support teachers in target schools through a range of continuing professional development activities.

5.29 UCL will seek to further develop and enhance collaboration and partnerships with other higher education institutions and schools.

6. Financial Support for Students

Current Students – Last entry 2011

6.1 In 2011/12, UCL will continue to provide bursaries to current students under its previous scheme as detailed below.

6.2 All undergraduate students in receipt of a Higher Education Maintenance Grant (HEMG) will receive each year a UCL bursary equal to at least 50% of their grant. In addition:

Band 1 - Students from families with an assessed residual income of less than £12,400 will receive, each year, a UCL bursary of £2,905.

Band 2 - Students from families with an assessed residual income between £12,401 and £14,500 will receive, each year, a UCL bursary of £2,300.

Band 3 - Students from families with an assessed residual income between £14,501 and £16,900 will receive, each year, a UCL bursary of £1,730.

Bands 4 and 5 - Students from families with an assessed residual income greater than £16,901 will receive a UCL bursary equal to 50% of their grant.

6.3 In their fourth year of study eligible students returning from a year of Study Abroad and those progressing to the final year of an MSci or MEng programme will receive a UCL maintenance bursary equal to double the bursary value stated in UCL Bands 1, 2 or 3 above. If their income level falls outside the levels specified in Bands 1, 2 and 3 students will receive a bursary equal to 100% of their maintenance grant or special support grant. All other eligible students in year 4 will receive a bursary at the usual UCL rate.

New Intake Students – First entry 2012

6.4 From 2012/13, UCL will participate in the National Scholarship Programme (NSP) and will more than match the HEFCE contribution. In addition, UCL will discontinue its current bursary scheme and introduce a new bursary scheme. In total, UCL will provide over £2 million for first year students on a household income of under £25,000. In addition, approximately £300,000 will be provided to first year students on incomes between £25,000 and £42,600. UCL will also provide bursaries for the 2012 intake of students in their subsequent years of study. This means that, when these arrangements are fully implemented, UCL will be investing over £7 million in bursaries for students.

6.5 UCL has chosen to provide maintenance bursaries as opposed to fee waivers. As fee waivers provide no benefit to the learner during their time as a student, it is felt enhanced targeted maintenance bursaries provided to students while on course, are a better use of available funding, and will improve retention and achievement.

6.6 In 2012/13, the National Scholarship Programme at UCL will comprise:
- An accommodation bursary of £2000
- A cash bursary of £1500 (including £500 UCL top up)

In making awards, we will abide by the eligibility criteria set nationally for the NSP including having a household income of less than £25,000. In addition, to be eligible for UCL NSP awards, students will be in the first year of study and living in UCL student residences.

6.7 In tandem with the NSP, UCL will introduce its own bursary scheme for UK/EU first year undergraduate students on a household income of less than £25,000 who are not otherwise eligible for the NSP. These students will each receive a bursary equivalent to £3500.

6.8 UCL will continue to fund lower income household students through the duration of their studies at UCL.

From the second year onwards, 2012/13 UK/EU undergraduate entrants with a household income of less than £25,000 will receive a cash bursary of £3500 per year.

6.9 UCL recognises that there is a need to support students with a household income of between £25,000 and £42,600 who do not receive the funding of those on lower household incomes but are in financial need. Evidence from those seeking funding from UCL's Hardship Fund shows that it is often this group of students who are unable to meet the financial demands put upon them.

From 2012 entry, a cash bursary of £1000 per year will be provided for all students with a declared household income between £25,000 and £42,600. Students will receive the bursary each year for the duration of their studies at UCL.

6.10 All students, including those benefiting from the National Scholarship Programme, will continue to be eligible to apply and/or be considered for those faculty- and department-specific bursaries that UCL currently offers to which academic criteria are normally attached. Students struggling with their finances are also able to apply for assistance from UCL's Friends Programme Hardship Fund, which assists students who find themselves in hardship during their studies.

6.11 Recognising that students can find themselves in unexpected financial need, UCL will also be adding an additional £100,000 per year to its UCL Friends Programme Hardship fund. This money will be ring-fenced to assist UK/EU domiciled undergraduate students with household incomes lower than £42,600. This will mean that there is a total of approximately £200,000 per year available for distribution through this fund.

7. Targets and Milestones

Application-oriented Targets

7.1 UCL's application-oriented targets focus on lower socio-economic groups and low participation neighbourhoods.

7.2 UCL will seek to:

Increase applications from prospective students from lower socio-economic groups (SEC 4-8) by 25% over the period 2012-2017 with an annual milestone of a 5% increase. Baseline for this target is 2784 applications.

Increase applications from prospective students from low participation neighbourhoods (POLAR group 1) by 25% over the period 2012-2017 with an annual milestone of a 5% increase. Baseline for this target is 922 applications.

Student Intake Targets

7.3 Student intake targets focus on state school as well as the lower socio-economic group and low participation neighbourhood HESA performance indicator categories. Recognising that retention is as important as intake for widening participation, UCL is also setting a target for degree programme achievement.

7.4 UCL will seek to:

Increase its percentage of intake from state schools by 10% over the period 2012-2017 with an annual milestone of a 2% increase. Baseline for this target is the 2011 HESA performance indicator figure of 65.3%.

Increase its percentage of intake from lower social class by 5% over the period 2012-2017 with an annual milestone of a 1% increase. Baseline for this target is the 2011 HESA performance indicator figure of 17.5%.

Increase its percentage of intake from low participation neighbourhoods by 5% over the period 2012-2017 with an annual milestone of a 1% increase. Baseline for this target is the 2011 HESA performance indicator figure of 3.8%.

Each year, achieve and maintain a projected outcome (awards) percentage of 90% for undergraduate students. Baseline for this target is the 2011 HESA performance indicator figure of 89.8%.

7.5 As UCL is introducing a number of new activities, some requiring sustained engagement, it is envisaged that movement towards targets will be incremental. However, it is anticipated that UCL will achieve the HESA benchmarks in these areas over the course of the period 2012-2017.

Outreach Activity Milestones

7.6 UCL will seek to:

Recruit 100 students a year to the Horizons Year 11 Saturday School programme and achieve sustained engagement with attendees of the scheme during their Year 12 and 13 studies.

Recruit 50 students a year to the attainment activity "Aspire" delivered for A Level students at City & Islington College, leading to at least 20% of cohort making applications to UCL.

Engage with 2500 primary school children per year through UCL's Museum and Collections activity.

Deliver Year 9 "University Challenge" blocks of activity with at least 10 schools reaching 300 students.

Deliver 5 "UCL Discovery Days" for parents and students with 150 attendees across all days.

Recruit 50 student advocates (25 current students, 25 alumni) to deliver sessions in their previous schools.

Recruit 100 Year 12 students to UCL's "Uni Link" scheme, providing support to enhance progression through to Year 13 and into university.

Recruit a minimum of 50 students from a looked after background to attend bespoke events aimed at this group.

8. Monitoring and Evaluation Arrangements

8.1 Evaluation of outreach activities and the impact of scholarship provision are essential to monitoring success. Enhanced evaluation of activities will be undertaken by increasing the breadth of evaluation. Currently, evaluation largely centres on activities undertaken within UCL. This will change to encompass all activities, both internal and external. Additional staffing resource will be recruited to take forward enhanced evaluation work.

8.2 360-degree evaluation will be utilised whereby Outreach staff, student ambassadors, targeted students/groups and teachers from schools and colleges are asked to provide both quantitative and qualitative evaluation of activities. Currently, focus groups are carried out with student ambassadors. These focus groups will be expanded to cover targeted students as well as teaching staff from schools and colleges.

8.3 Data gathered will be analysed and activities will be critically reviewed and, if this is found to be necessary, reshaped and improved. Outreach staff will work closely with colleagues in Student Funding to evaluate the impact on the student body of the UCL scholarship offering. The scholarship provision will be reviewed and, if necessary, retargeted to maximise impact.

8.4 These evaluation activities will be supported by the development of an integrated database that holds all evaluation data. This will allow for improved data interrogation and analysis across activities, enabling easier identification of successful activities and those where changes and improvements should be made.

8.5 UCL's performance and compliance with this Access Agreement, including the contribution to the National Scholarship Programme, its own bursary schemes, outreach activities, performance against targets and progress towards milestones, will be monitored by UCL's Academic Committee, on which there is student and external representation. The Academic Committee will report annually to UCL's Council on all matters relating to the Access Agreement. This framework is supported by regular monitoring by senior management within UCL's Registry and Academic Services and overseen by the Vice-Provost (Operations) and Vice- Provost (Academic and International).

9. Provision of Information to Prospective Students

9.1 Clear and transparent information for prospective students is essential for communicating UCL's offer to under-represented groups. Information targeted at this audience will be fully embedded within UCL's core student recruitment communications activities.

9.2 UCL currently produces a suite of print and electronic materials which provide students with a large amount of information regarding its programmes of study and the cost of studying in London. However, there is an acknowledgment that some of this information can be difficult to locate and navigate.

9.3 The printed UCL Undergraduate Prospectus will be redesigned for the 2013 entry edition (the 2012 entry edition went to press at the end of February 2011). The revised Prospectus will clearly communicate information regarding UCL's degree programmes and entry requirements and will be fully transparent with regard to fees, financial support and selection criteria.

9.4 Electronic communication materials will also be enhanced. The online version of the Undergraduate Prospectus will cease to be an electronic replication of the printed prospectus. Instead, a database of degree programme marketing information, structured around individual degree programmes, will be developed. This will be used to complement the printed Undergraduate Prospectus by providing prospective undergraduate students with clearer, more detailed and more up-to-date online information.

9.5 In addition, the section of the Prospective Students website which is targeted at prospective undergraduate students will be adapted to streamline content so that it is fully focused on the needs and demands of prospective students, providing them with clear and transparent information about study at UCL. The revised website will be launched from September 2011.

9.6 Developments in sections 9.4 and 9.5 above will be in line with HEFCE-led proposals for a standard Key Information Set (KIS) against which prospective students will be able to compare and contrast different institutions in the UK.

9.7 Multimedia is increasingly becoming the norm as a channel for prospective students to access information about universities. Well-targeted multimedia content is an excellent method by which UCL can reach under-represented groups and UCL plans for an expansion of activity in this area. Social media is also a major communication channel for most prospective students. UCL will seek to maximise the effectiveness of this as a communication tool by engaging with existing social media channels such as Facebook.

9.8 It is recognised that currently there is a lack of understanding regarding the new financial arrangements and the National Scholarship Programme. Comprehensive information of the new arrangements alongside the tuition fees to be charged by UCL will be included in literature and on the website. A system will be developed for prospective students to create, via the UCL website, personalised PDF documents containing information relevant to them about financial arrangements and opportunities.

9.9 Information on the new financial scheme will be included in advice and guidance sessions. Presentations on finance will be held at the annual UCL Open Day. The National Scholarship Programme Award Scheme will be publicised on the UCL website and in printed recruitment materials. In addition, enhancements will be made to online advice and guidance resources for use by both prospective students and careers guidance staff in schools and colleges.

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

9.11 UCAS Entry Profiles will be updated and improved to ensure they are addressing the concerns of those groups currently under-represented in higher education. UCL will ensure that all relevant information relating to programmes and finance is provided to UCAS and the SLC in a timely manner and in accordance with their requirements.

10. Concluding Remarks

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

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

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Applications	Application-Orientated Targets: UCL will seek to increase applications from prospective students from lower socio-economic groups (SEC 4-8) by 25% over the period 2012-2017 with an annual milestone of a 5% increase.	2009/10	2784	`+5%	`+10%	`+15%	`+20%	`+25%	
Applications	Application-Orientated Targets: UCL will seek to increase applications from prospective students from low participation neighbourhoods (POLAR group 1) by 25% over the period 2012-2017 with an annual milestone of a 5% increase.	2009/10	922	`+5%	`+10%	`+15%	`+20%	`+25%	
State School (HESA Table T1a)	Student-Intake Targets: UCL will seek to increase its percentage of intake from state schools by 10% over the period 2012-2017 with annual milestone increase of a 2% increase.	2011	0.653	`+2%	`+4%	`+6%	`+8%	`+10%	Baseline year is the latest published HESA data
State School (other measure - please give details in the next column)	Student-Intake Targets: UCL will seek to increase its percentage of intake from lower social class by 5% over the period 2012-2017 with an annual milestone of a 1% increase.	2011	0.175	`+1%	`+2%	`+3%	`+4%	`+5%	Baseline year is the latest published HESA data
State School (other measure - please give details in the next column)	Student-Intake Targets: UCL will seek to increase its percentage of intake from low participating neighbourhoods by 5% over the period 2012-2017 with an annual milestone of a 1% increase.	2011	0.038	`+1%	`+2%	`+3%	`+4%	`+5%	Baseline year is the latest published HESA data
Projected outcomes (HESA table T5)	Each year, UCL will seek to achieve and maintain a projected outcome (awards) percentage of 90% for undergraduate students.	2011	0.898	0.9	0.9	0.9	0.9	0.9	Baseline year is the latest published HESA data

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Outreach / WP activity (other - please give details in the next column)	UCL will seek to recruit 100 students a year from 50 schools to the Horizons Year 11 Saturday School programme and achieve sustained engagement with attendees of the scheme during their Year 12 and 13 studies.	2011	100	100	100	100	100	100	Current external funding for this scheme is being withdrawn
Outreach / WP activity (other - please give details in the next column)	UCL will seek to engage with 2500 primary school children per year from 25 schools through UCL's Museum and Collections activity.	2011	0	2500	2500	2500	2500	2500	Baseline data is not available.
Outreach / WP activity (other - please give details in the next column)	UCL will seek to deliver Year 9 "University Challenge" blocks of aspiration raising activity with at least 10 schools reaching 300 students.	2011	0	300	300	300	300	300	New activity
Outreach / WP activity (other - please give details in the next column)	UCL will seek to recruit 100 Year 12 students to UCL's "Uni-Link" scheme, providing support to enhance progression through to Year 13 and into university.	2011	0	100	100	100	100	100	New activity
Outreach / WP activity (other - please give details in the next column)	UCL will seek to deliver 5 "UCL Discovery Days" for parents and students with 150 attendees across all days.	2011	0	150	150	150	150	150	New activity
Outreach / WP activity (other - please give details in the next column)	UCL will seek to recruit 50 student advocates (25 current students and 25 alumni) to deliver aspiration raising sessions in their previous schools.	2011	0	50	50	50	50	50	New activity
Outreach / WP activity (other - please give details in the next column)	UCL will seek to recruit a minimum of 50 students from a looked after background to attend bespoke events aimed at this group.	2011	0	50	50	50	50	50	New activity
Strategic partnerships (eg formal relationships with schools/colleges/employers)	UCL will seek to recruit 50 students a year to the attainment activity "Aspire" delivered for A Level students.	2011	0	50	50	50	50	50	New activity

Student support services									
Student support services									