

## Imperial College London

### 2019-20 access and participation plan

#### Assessment of current performance

Imperial College continues to make significant investment in work to widen participation. We recognise, however, that progress in achieving access to the College has been slower than we would have hoped, and we are now embarking on a review of our Widening Participation activities and Admission policies to ensure that they are designed to achieve the highest possible impact.

The College's **Access, Participation and Student Support Working Group** continues to monitor progress against a number of metrics. These include the specific targets set as part of the Access and Participation Plan, the HESA performance indicators, and local data on student performance (in absolute terms as well as compared to benchmark) across a number of demographics which the College has identified as priorities (gender, disability, ethnicity, school type, parental education, POLAR3, bursary recipient, outreach beneficiary, region of student's home address, term time accommodation).

The percentages of students from various demographics is as follows:

Demographic	2016/17 Percentage	2016/17 Benchmark*	2016/17 Standard Deviation	2015/16 Percentage	2014/15 Percentage
Entrants From State Schools	63.5%	71.0%	1.1%	65.5%	64.8%
Entrants from Low Participation Neighbourhoods	4.1%	3.9%	0.71%	4.0%	3.9%
Black Students	2.8%	-	-	2.6%	2.8%
Mature Entrants	11.5%	-	-	10.0%	10.4%
Mature Entrants from Low Participation Neighbourhoods & No previous HE	1.9%	3.2%	1.83%	3.6%	1.5%
Students in receipt of DSA	4.1%	4.5%	0.30%	4.2%	4.8%**

Care Leavers	0.13%	-	-	0.04%	0.00%
Entrants from Low Income (under £25,000 pa) Households	21.5%	-	-	23.6%	22.2%

\*Location adjusted benchmarks have been used where available.

\*\*The College had a data error for our 2014/15 student return which undercounted the number of students in receipt of DSA.

In relation to the student lifecycle, we consider data on non-continuation, degree completion and classification, and destinations of leavers for home undergraduates. We consider the differences between home students from key demographics and the whole home student cohort, and between students in receipt of bursaries and the whole cohort. The analysis included looking at variation between POLAR quintile groups, different ethnicities, disability statuses, genders, previous school types, parental education and term time accommodation. Numbers of care leavers were observed to be too low to allow meaningful analysis, and so no further analysis was undertaken. Numbers of mature students include students on the Graduate Entry programme to Medicine and on intercalated BScs, which are not included in our analysis since they are atypical programmes. Once these student were removed, the remaining number of mature students was observed to be too low to allow meaningful analysis, and so no further analysis was undertaken. In relation to some other key demographics, underrepresentation of the demographic in the cohort means that the percentages represent very small numbers of students. Notwithstanding this difficulty, our key findings are these:

- Students with **disabilities** achieve consistently less favourable outcomes than their cohorts across all measures.
- Students of **Black** and **Chinese** ethnicity achieved lower rates of good degrees and students of **Chinese** ethnicity also had higher rates of unemployment than their cohorts.
- Students in receipt of APP-countable **bursaries** had higher completion rates but lower rates of good degrees than their cohorts.

We did not find any sustained or significant differences in the performance of students from POLAR3 Quintiles 1 and 2 compared to their cohorts.

The analysis which underlies these key findings is as follows:

<b>Disabled Students</b>	Proportion			Percentage Point Difference to Whole Cohort		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Entrant Year	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Degree Non-Continuation (into 2nd year)	4.7%	2.2%	3.6%	1.6	-0.2	1.2
Entrant Year	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Degree Non-Completion (within 6 years)	15.4%	19.4%	19.4%	1.9	8.3	7.5
Entrant Year	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Good Degree Outcomes	94.9%	88.0%	73.7%	3.5	-2.8	-16.3
DLHE Survey	2014	2015	2016	2014	2015	2016
Unemployment Rate	7.4%	14.7%	15.5%	-2.8	4.2	6.4

<b>Black and Chinese Ethnicity Home Students</b>	Proportion			Percentage Point Difference to Whole Cohort		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Entrant Year	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Good Degree Outcomes (Black)	95.7%	87.5%	88.0%	4.2	-3.3	-2.0
Good Degree Outcomes (Chinese)	92.1%	85.9%	84.7%	0.7	-5.0	-5.3
DLHE Survey	2014	2015	2016	2014	2015	2016
Unemployment Rate (Chinese)	7.1%	15.9%	14.5%	-3.1	5.3	5.4

<b>Bursary Recipients</b>	Proportion			Percentage Point Difference to Whole Cohort		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Entrant Year	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Degree Non-Completion (within 6 years)	5.9%	3.1%	7.6%	-7.6	-8.0	-4.4
Entrant Year	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Good Degree Outcomes	90.9%	88.8%	87.1%	-0.5	-2.0	-2.8

<b>POLAR Q1</b>	Proportion			Percentage Point Difference to Whole Cohort		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Entrant Year	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Degree Non-Continuation (into 2nd year)	8.5%	2.0%	2.0%	5.5	-0.4	-0.4
Entrant Year	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Degree Non-Completion (within 6 years)	9.4%	4.8%	16.7%	-4.1	-6.3	4.7
Entrant Year	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Good Degree Outcomes	88.2%	88.6%	83.7%	-3.2	-2.3	-6.3
DLHE Survey	2014	2015	2016	2014	2015	2016
Unemployment Rate	8.3%	7.9%	10.0%	-1.9	-2.6	0.9

<b>POLAR Q2</b>	Proportion			Percentage Point Difference to Whole Cohort		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Entrant Year	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Degree Non-Continuation (into 2nd year)	0.0%	3.7%	6.0%	-3.0	1.3	3.6
Entrant Year	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Degree Non-Completion (within 6 years)	15.0%	11.7%	14.0%	1.4	0.6	2.1
Entrant Year	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Good Degree Outcomes	88.3%	88.5%	97.5%	-3.1	-2.3	7.6
DLHE Survey	2014	2015	2016	2014	2015	2016
Unemployment Rate	15.2%	9.4%	9.6%	4.9	-1.1	0.5

## **Ambition and strategy**

### **Our Ambition - Summary**

Our ambition for access and participation forms part of our new Learning and Teaching Strategy as well as our Societal Engagement Framework, which places particular emphasis on achieving diversity across a number of dimensions, including those which form part of the widening participation agenda.

The Learning and Teaching Strategy states that “we will foster an inclusive and diverse community where different backgrounds and cultures in staff and students are cherished and celebrated, and their different cultural experiences and identities are embraced in order to better prepare all students for an increasingly diverse and complex future work environment. We will foster a culture that understands and embodies the values of diversity and inclusivity, ensuring this is reflected in campus life, in the curriculum, and in the application of knowledge to real-life problems in a global context.”

Imperial has a diverse student community: half our students are from outside the UK and we have over 140 different nationalities on campus. But we want to do more to attract and support students from a broad range of backgrounds and to create a more inclusive environment for all by being aware of the barriers faced by under-represented groups.

### **Our Strategy - Summary**

Our strategy has two major themes:

(1) to allow students from all backgrounds to benefit from the educational opportunities offered by the College

(a) by addressing any shortcomings in our admissions policy and procedures;

(b) by working with schools to raise attainment particularly in the later years of schooling; and

(c) by working with young people of mixed abilities, many of whom will not come to the College themselves, in order to raise their aspirations by sharing the wonder of what we do and increase their access to a broad range of technical and soft skills training.

(2) to ensure that students from all backgrounds are able to thrive once they arrive by creating a culture of *Inclusive Excellence*. Students are supported both to succeed at the College and to progress into employment or further study.

We acknowledge that there is a reciprocal relationship between these two themes, with students who receive an excellent learning experience at the College acting as powerful ambassadors for the College in their home communities; and with greater

diversity in the classroom requiring us to work even harder to reduce and eliminate learning gaps.

Based on our assessment of current performance, the College will prioritise the access stage of the lifecycle for students of black ethnicity and for students from POLAR quintiles 1 and 2, and the success and progression stages for students of black and Chinese ethnicity. Our ambition will be to significantly increase the numbers of students of black ethnicity and students from POLAR quintiles 1 and 2 admitted to the College; and to significantly reduce the attainment gaps for students of black and Chinese ethnicity and from POLAR quintiles 1 and 2.

The College is currently undertaking an analysis of admissions data in order to understand whether implicit bias in admissions adversely affects applicants from certain backgrounds, and in particular whether admissions processes play a role in the under-representation of students of black ethnicity and from POLAR quintiles 1 and 2. Once completed, we will publish the findings of this research, and design and implement interventions where a statistically significant effect is found.

### **Our Strategy – Raising Attainment**

The College has long recognised school-leaver attainment as a limiting factor for widening access, particularly in STEM. The focus of the College's portfolio of Outreach programmes has increasingly been on raising attainment. Our work with schools convinces us that the most effective ways in which we can help to raise attainment in STEM subjects are by working alongside schools and teachers to provide curricular enrichment activities and STEM coaching; and to be active in training STEM teachers, principally through offering opportunities for CPD, but also by providing the opportunity for our own students to obtain a PGCE through the INSPIRE scheme.

We have listened carefully to the arguments in favour of University sponsorship of schools, and have undertaken visits to the University of Birmingham School and the King's College London Mathematics School. Whilst impressed by the range of links which exist between the two universities and their respective schools, we have not been persuaded that any of these value-adding activities were possible only or primarily because of the sponsorship relationship. Within our own context in the London Boroughs of Westminster, Kensington and Chelsea, and Hammersmith and Fulham, we do not experience any difficulty in accessing schools for the purposes of attainment raising activities, and we do not consider that establishing a formal relationship with one of our local schools – or indeed setting up a new school – would enhance our ability to work alongside students to improve STEM attainment.

A number of the initiatives described below ('measures') such as the Pimlico Connection, Pathways to Medicine and #mA\*ths are particularly aimed at raising attainment at GCSE and A level in our local schools.

The College does not usually target activities at low participation neighbourhoods because this measure does not look at individual disadvantage and is too blunt to be helpful in targeting activities in London, which is densely populated and has heterogeneous neighbourhoods and areas with rapidly shifting demographics. For example, HEFCE research has shown that while in London there is a greater proportion of income-deprived children than anywhere else in the country (45%), only 4% of the young population live in wards which are in the lowest young participation quintile. This suggests that targeting activities only at low participation neighbourhoods in London would risk missing very substantial numbers of individuals from disadvantaged backgrounds. The College therefore takes a more nuanced approach to targeting outreach activity. For activities aimed at individuals, participants are selected based on a range of criteria which measure individual disadvantage. For activities aimed at schools, schools are identified as disadvantaged based on examination performance and/or the proportion of pupils in receipt of free school meals. An analysis of the background characteristics of outreach participants who went on to enter the College has shown that they were substantially more likely to come from groups that are under-represented in higher education compared to the overall College Home undergraduate population, indicating that the College's approach to targeting its outreach activities has been successful in reaching those from disadvantaged backgrounds.

### **Our Strategy – Raising Aspiration – Sharing the Wonder**

A key pillar of the College's overall strategy for 2015-2020 is that we should 'share the wonder' of what we do. The strategy states:

"We are committed to inspiring the scientists, engineers and medical professionals of the future by raising aspirations and supporting learning across all age groups. Through harnessing the creativity and passion of Imperial's people and engaging with our partners, we will create further opportunities to nurture the innate curiosity and desire to learn in the public and young people. Our actions will support a continued flow of diverse and talented students from across the world into the College, promote public engagement with science, and help our university to be sensitive to the interests and needs of the public and our local communities.

- We will create shared spaces for discovery and learning by working with schools and local communities.
- We will use digital technology to ensure that our research and education reaches a wide and varied audience.
- We will expand our reach to prospective students nationally and globally to inspire and attract the brightest students, regardless of their backgrounds.
- We will create a broad and collaborative outreach learning experience focused on global challenges and opportunities in science, engineering, and medicine.

- We will engage with and learn from the public, schools and local communities to improve our interactions with them.
- We will continue to deliver a wide range of events and activities for the public such as our annual festival and public lectures”

Activities under the ‘share the wonder’ theme are not designed with the specific objective of generating applications to Imperial College, and we do not measure the success of this activity by the number of participants who come to study at the College.

### **Our Strategy – Inclusive Excellence**

Through the transformation of our pedagogy as envisaged by our Learning and Teaching Strategy, we will create an environment of *Inclusive Excellence*.

A positive climate in classrooms and on-campus, alongside interactive teaching, can improve students’ persistence in learning, their academic and emotional development, and their future professional engagement.

Bias in academic environments can lead to students underperforming and being less visible and less actively engaged. For instance, bias against women in engineering leads to them taking on lesser roles in group work and even being discouraged from pursuing a career in the field. Similar effects have been documented for black and minority ethnic students and for first generation students. Our new Learning and Teaching Strategy will encourage teaching staff to become aware of their own unconscious biases, for instance towards women and minorities in STEM, and we will provide staff and students with the tools to minimise the effects. We will identify the barriers faced by underrepresented student groups by commissioning social science research and giving all student groups a voice. We will develop institutional measures and policies and will align this work to our evolving programme of work in widening participation and in equality, diversity and inclusion College-wide.

Making our learning and teaching more inclusive means:

- Creating equal opportunities for our students to succeed, regardless of their gender, sexual orientation, ethnicity, cultural and socio-economic background or disability;
- Recognising and harnessing our students’ diverse cultural backgrounds, identities and experiences by creating opportunities for them to learn from each other and to make their different backgrounds an asset;
- Facilitating all students’ sense of personal and professional identity and sense of belonging within a field, so that their background can contribute to their success;
- Designing a diverse range of teaching, learning and assessment approaches that recognise and support the needs of students both as individuals and as members of a learning community;



- Removing barriers to learning and creating a more equitable experience to assist all students, regardless of health issues or language support needs;
- Counterbalancing the effects of unconscious bias in individuals and in institutional structures through creating and implementing evidence based policies;
- Using lecture capture and captioning, as well as making comprehensive lecture notes available in advance.

When applied well and sensitively, interactive teaching can counterbalance some of the negative effects of being part of an underrepresented minority, including for students with disabilities (Sharpe et al., 2006). The use of more active learning, for example group-based learning, can initially be challenging for students. There may be particular initial difficulties for those who are introverted, lack confidence or are culturally trained not to speak up in class, however structured approaches to interactive and group learning can help all students to feel included.

Culturally mixed team-working will be incorporated to enable students to practise intercultural communication and collaboration and to build a sense of community amongst the cohort. When considering how best to construct diverse teams, we will also take active steps to combat the potential effects of stereotyping and implicit bias that can be an issue in group work.

When reviewing and redesigning curricula, an appreciation of the differences in background and in the personal and professional identity of our students will be central to our approach. We will design more inclusive curricula to recognise that diversity in backgrounds and cultural perspectives can be an asset in teaching that involves application of concepts to real-life situations. Ensuring that all of our students are seen and heard, this work will be undertaken in partnership with students and teaching assistants from a broad range of backgrounds.

Improving support available for disabled students is one of our early key strategic priorities, and our initiatives in this area are described under 'Measures' below.

### **Our Strategy – Equality, Diversity and Inclusion**

The College's strategy for Access and Participation, described above, cannot be considered separately from our commitment to Equality, Diversity and Inclusion (EDI) as a whole.

In the past year the College has significantly bolstered its commitment to integrating equality, diversity and inclusion in all its operations. It has created a new role of Assistant Provost (EDI), who sits on a new EDI Strategy Group, chaired by the Provost, and created an EDI Forum, chaired by the new Assistant Provost (EDI). Together, these new committees oversee equality and diversity activity across the College and are dedicated to promoting and embedding all aspects of equality throughout the College community. The strategy group has deliberately been kept small and high-level to give it executive agility. It is informed in its deliberations by the Forum, membership of which includes representatives from across all academic and

professional services departments, the students' union called the Imperial College Union (the Union), the Trades Unions, and the College's equality advisory groups for race, disability, sexual orientation and gender identity equality. The Forum is a broad-based 'listening post' that is empowered to formulate and present proposals to the Strategy Group. Together the Strategy Group and the Forum place a strong emphasis on monitoring services, making recommendations for additional actions (many of which are then owned by the relevant operational functions in the College) and evaluating success and progress in addressing the needs of staff and students. A major preoccupation at present is to formulate the College's first EDI Strategy, which will be published following wide consultation later this year. However, we are already moving forward on a number of initiatives. Imperial is now a member of the ECU's Race Equality Charter and will be applying for a full award within the next two years. We have also begun a root-and-branch overhaul of policies and procedures around sexual harassment, recognising the need to build more credible and responsible mechanisms for dealing with unacceptable behaviours.

### **Our Strategy – Partnership with Imperial College Union**

The College continues to work in close partnership with Imperial College Union in the development of its Access and Participation Plan and in the development of strategy more generally. Both shaping and responding to the College's new Learning and Teaching, Societal Engagement and EDI strategies, the Union has prioritised the development of the roles of Liberation & Community Officers, which have traditionally had a lower profile at Imperial than at some other institutions.

The eight Liberation & Community Officers are the voices of underrepresented groups and ethical causes at Imperial. Elected by the entire student body, they lead on campaigning, lobbying and policy change within the Union and the wider Imperial community to ensure that all members have a fair and equitable experience. The officers are:

- The Black & Minority Ethnic (BME) Officer
- The Disabilities Officer
- The Ethics & Environment Officer
- The Gender Equality Officer
- The Interfaith Officer
- The International Officer
- The LGBT+ Officer
- The Mental Health Officer

The Access, Participation and Student Success Working Group (see Our Strategy – Monitoring the delivery of the plan) has representation from two officers of the

Imperial College Union. All members of the group have an equal opportunity to comment on and shape the APP prior to it being submitted. Having consulted with the Union we propose to meet with the Union's Liberation & Community Officers to seek their input on the plan and its delivery.

In addition the College's new Learning and Teaching (L&T) Strategy, which includes our ambitions around access and participation, was developed through a consultative process with staff and students. The College and Imperial College Union worked in partnership in forming and writing the strategy. This included, for example, incorporating recommendations from the Union's 2015 and 2016 NSS Responses, working with the Union on the College-wide strategy consultation, and the Union President and Deputy President (Education) playing a full role alongside the Vice Provost (Education) in drafting the final document.

Students are also engaged in a number of ways in the implementation of the L&T strategy; we strongly advocate students as partners. For example, we have a Framework for Student Engagement with Curriculum Review; all bids for funding to support Pedagogy Transformation are expected to demonstrate how they will engage students as partners in their approach; and, for specific L&T strategy programmes, students will be supported to engage with a broad range of activities in support of the implementation of the strategy, including the evaluation of the impact of these changes. Inclusivity is built into our approach to Curriculum Review and Pedagogy Transformation, and our Framework for Student Engagement makes it clear that departments should engage with the whole student community, beyond the elected academic representatives.

In addition, following a pilot, the College has established a graduate intern role to act as the formal link between the College's outreach team and the Union to aid collaboration and alignment further. This will be a 9 month contract to ensure new graduates can take part and to keep the student voice active. We also employ a large number of undergraduate mentors who contribute constantly to our curriculum-based work in the Wohl Reach Out Lab (WROL). They provide role models for both their subjects and for higher education and provide regular feedback to us. Many of our mentors are now students who have come through our access programmes. They want to take part and to share their experiences as a participant as well as a student mentor. We greatly value their input and feedback, for example, to assist in delivering the desired outcomes for our planned programmes.

A statement of support from the Union is included within our submission for OfS registration.

### **Our Strategy – Evaluation**

The College has an evaluation framework covering all Access programmes stating our aims and objectives, target audiences and broad measures of success. It is reviewed annually to ensure our criteria continue to be appropriate and that we have reflected on feedback. The framework also links to the specific targets identified in our access and participation plan. There are two key methodologies to help us understand our ambitions and goals:

Continuous monitoring - the systematic collecting and analysing of information, data and feedback on our programmes and activities. This includes pupil post-activity evaluation, pre and post programme evaluation, teacher feedback, final destination tracking, participants' entry surveys and analysis of admissions data. It is used to:

- Assess our activities against aims, objectives, and APP targets
- Learn lessons and make informed improvements to programmes

Original research and investigation - more in-depth study, literature reviews and analysis of other external research by our practitioners and two PhD students. It is used to:

- Understand whether activities 'work'
- Understand why certain types of activities 'work'
- Explore impacts and effects upon both audiences and practitioners

As a research-led university, for several years we have appointed PhD students to provide robust academic research on specific outreach programmes. Presently we have two researchers: one is focusing specifically on access to medicine and the barriers that exist; the other is looking at teaching styles and pedagogy in STEM, using the College's Wohl Reach Out Lab as an exemplar for curriculum-led outreach programmes. These students are located within the Faculty of Medicine and our central outreach team respectively so that they can influence practitioners directly. The aim is that they will publish articles and papers to disseminate findings across the sector.

As outlined above, we have an evidence led approach to our activities. In 2014, we undertook a holistic evidence-led review of all our access initiatives, resulting in a fundamental change to a cohort-based model for core outreach programmes rather than one-off sessions. Having previously found that multiple interventions resulted in more successful outcomes for medical outreach programmes ("Opening doors and minds: a path for widening access" Smith, Alexander, Dubb, Murphy and Laycock (2013) *The Clinical Teacher*, Apr 10(2):124-8) we knew that providing a structured cohort over 2-4 years was the best way of ensuring the pupils would be better placed to reach their potential. This evidence-led approach allowed us to form STEM Potential (the flagship STEM-focused programme for Year 10 to Year 13 pupils) and Pathways to Medicine (Year 11 to Year 13 medical outreach programme). Whilst one-off interventions are useful for inspiring students and setting the scene, multiple interventions resulted in more advantageous outcomes for students from disadvantaged backgrounds. We continue to use an evidence-led approach to define our strategy: through the research currently being carried out by our PhD students; by conducting focus groups with teachers; and by maintaining an intensive partnership with Westminster Academy School to develop curricular activities and approaches for improving attainment. This all feeds into our STEM cohort programmes.

In addition, our ambition for access and participation forms part of our new Learning and Teaching Strategy, with a focus on diversity and inclusivity. The implementation of the strategy will be evidence led and used for continuous improvement both within the College and across the sector. For example, "As we innovate our teaching methods, we will evaluate the impact and effectiveness of our learning and teaching

on the staff and the student experience, and on our students' study success and learning gains, to form our own evidence base, publish our results in peer reviewed journals and contribute to the 'second generation' of global evidence on interactive teaching."

Details of the evaluation of financial support is included in the financial support section.

### **Our Strategy – Monitoring the delivery of the plan**

The Access, Participation and Student Support Working Group (APSSWG) is responsible for the development, delivery and monitoring of the College's Access and Participation Plan, including the financial support package. The APSSWG is chaired by the Director of Strategic Planning and has representation from key stakeholders from across the College, including two elected officers from the students' union: the President and Deputy President (Welfare).

The APSSWG reports annually to the Provost's Board for approval of the APP. The Chair of the working group also raises items in relation to the APP, and associated widening participation strategy, with the Provost's Board, as needed.

The Provost's Board is responsible for the delivery of the College's core academic mission: education, research and translation. This includes oversight of the quality and efficacy of education and research; recruitment, development and retention of academic and research staff; and student life and well-being. It also has responsibility for delegated budgets and their financial control.

The Learning and Teaching Committee is responsible for the oversight of the College's new Learning and Teaching Strategy, which includes our ambitions around access and participation, and reports to Senate. Students are represented on the Learning and Teaching Committee by the ICU Deputy President (Education). The Vice Provost (Education) chairs the committee and reports monthly to Provost's Board.

## **Access, student success and progression measures**

### **Student Outreach – Raising Aspirations and Attainment**

The College's current outreach programmes reach a significant number of disadvantaged school children, being strengthened by established relationships with a network of over 300 schools and colleges in London and the South East that meet specific widening participation criteria. These programmes include sustained collaborative outreach, for example summer schools, mentoring/tutoring, academic enrichment programmes, access to university facilities and collaborative partnerships.

The **Pimlico Connection** is a long-standing voluntary tutoring scheme (started in 1975) in which College undergraduate and postgraduate students participate in weekly sessions at a local primary or secondary school to engage in tutoring and mentoring in science to address barriers to attainment that their teachers have identified. The scheme also serves to raise aspirations by providing positive role models for both STEM and higher education in the classroom on a regular basis. In October 2015, the Pimlico Connection made a formal collaboration with the Union, with the aim of increasing the reach of the scheme both in terms of the numbers of student volunteers and the schools in which they work. By linking with the Union, students who engage on the programme are able to take part in Imperial Plus- a volunteering reward scheme that is run by the Union.

The **Wohl Reach Out Lab (WROL)** was opened in 2010 on the College's South Kensington campus to provide additional facilities to deliver practical programmes and an experience of university for pupils aged six to eighteen, specifically from schools without ready access to laboratories. The WROL provides an inspirational venue for the College's cohort-based outreach programmes (as well as for training PGCE students), for providing STEM-dedicated continuing professional development for teachers, and for encouraging younger audiences to participate in hands-on STEM learning. The College recruits and trains current postgraduate students and academic staff to act as academic leaders in outreach interventions, developing hands-on activities based on their research to inspire and educate pupils and science teachers. The WROL also provides a unique and dedicated space to focus attention on raising attainment through specific master-classes, revision sessions and practical science classes. Some classes are developed alongside teachers to cover elements of the national curriculum, particularly exposing pupils to practical experiments that may not be available in their schools. Feedback from teachers is important in determining whether the sessions have aided pupils' understanding. These sessions are also critical when working with Year 12 and Year 13 students on cohort programmes who need to reach the A/A\* mark in key subjects. The College is committed through its access targets (see the resource plan) to at least maintaining the number of participant days in practical science activities delivered to pupils and teachers from disadvantaged schools at 4,000, which is the estimated capacity of the lab over an academic year.

The College has identified that pupils from disadvantaged backgrounds are less likely to match or improve their GCSE mathematics grade at A-level in comparison to the national average. This is a strong limiting factor in their progression to selective universities in STEM subjects. The focus of the College's future work on attainment, therefore, will be to design and test a novel suite of digital tools that could address this issue across multiple schools. Intelligence gained through this innovative activity would be shared to inform the future development of cohort programmes at the College and beyond. One initial approach will be to develop a more sophisticated method of providing both face-to-face and on-line support for these disadvantaged groups via the College's new **#mA\*ths** programme. This will be informed by a pilot programme focusing on raising attainment in Maths with Year 12 students from

schools in the White City area of London. The purpose of the programme is to help pupils from disadvantaged backgrounds bridge the A/A\* gap and also to provide support for the Maths and Further Maths curriculum with a broader context to how mathematical principles fit into the physics and chemistry A-level curriculum. As the programme is currently being piloted, there are no data yet for impact analysis but we envisage this will come through when the first cohort sit their A-level exams.

The College's **Reaching Further** programme places early career researchers in schools to support teachers in the key STEM subjects (specifically teachers teaching out of their specialism) by providing hands-on curriculum support, linked to modern and exciting research themes. The programme is continuing to evolve successfully and now focussing attention on supporting progress at GCSE and A-level where possible, for example by developing imaginative solutions to overcome learning barriers that have been identified by teachers. The researchers provide critical in-school support that is disseminated to other schools through a hub and spoke model of interaction.

The College is continuing to develop its flagship **STEM Potential** programme focusing on taking pupils from Year 10 to Year 13 through a series of interventions aimed at raising attainment in STEM subjects at GCSE and A-level. There are approximately 400 students on cohort programmes at any one time with at least 180 students in Years 12 and 13 of STEM Potential. By recruiting pupils at the Year 10 stage, the programme aims to identify talented cohorts of pupils from disadvantaged backgrounds who can then be given tailored subject-specific and soft-skill support through the key milestones that they face. There is also an additional entry point at Year 12. The sixth-form element of the STEM Potential programme is intensive and curriculum based. It enhances pupils' understanding of difficult concepts at A Level through personalised teaching with mentors and innovative use of practicals. By working closely with teachers at the targeted schools, the programme aims to retain pupils across the two or four years and provide sufficient contact with participants for information on their post-school destinations to be requested. This programme is linked in to the Widening Participation Schools Visits Programme so that further in-school support is provided where it is most needed.

The **Pathways to Medicine** programme, which is supported by the Sutton Trust, Health Education England, and the Royal Society of Medicine has just received a further three-year funding extension to build on the work and successes that it has achieved since its inception in 2014. Pathways to Medicine is a long-term, cohort-based programme that runs a series of activities for each cohort over a three-year period from Year 11 through to Year 13 to help pupils make strong and informed applications to study medicine at university. Activities include informative talks by admissions tutors and medical students, e-mentoring with current Imperial medics, a subject and skills-based summer school at the College, personal statement advice, and guaranteed work experience placements in a healthcare setting. Furthermore, master-classes and subject revision sessions are held termly to ensure the participants are on track to achieve the grades they need to meet offers. The College

works closely with Vision, an Imperial student-run medical society which aims to widen participation in medicine and was initially set up through a collaboration with the Outreach team and the student body within the Faculty of Medicine. The synergistic collaboration between the School of Medicine, the Outreach Office (which has a dedicated Medical Outreach Officer) and Vision has significantly increased the impact of the College's medicine outreach activities. This is particularly noticeable, not only in the Pathways to Medicine programme, but also in extended admissions events delivered at a hub school to multiple local schools, which make highly effective use of staff and student time.

The College also provides extensive support for medical students during the application process and once they are studying. Admissions tutors take into account contextual information when deciding which applicants to invite to interview. Each student has a personal tutor with whom regular meetings are timetabled, and is also paired with a student in the year above who provides advice and support. Every year group has a senior tutor who supports the personal tutors and helps students who have more complex problems. The Imperial College School of Medicine Students' Union (ICSMSU) also has a dedicated welfare officer. Academic support is provided through the Faculty Education Office, while financial support is provided through the College's bursary scheme and through the availability of hardship funding.

The **INSPIRE PGCE** is an intensive, ten-month PGCE training programme which has been running for over ten years in collaboration with Canterbury Christ Church University. INSPIRE is designed to bridge the gap between STEM research and school science and mathematics by recruiting able researchers who are good communicators. As well as gaining a PGCE teaching qualification, our trainee teachers get involved in a range of outreach activities which they develop with support from academic supervisors at Imperial College London.

The College has opened a brand new outreach space in White City – **the Invention Rooms**. This houses the Reach Out Maker Space which is an additional and highly technical new outreach facility for the Outreach team to develop hands-on programmes for different progression routes by exposure to a broad range of design and making techniques and facilities. It offers training not only in technical skills, but also business and soft skills for children of very mixed ability, all of which will contribute to narrowing the skills gap. Through a collaboration with some external funding bodies, the College has been able to boost its spend to run such programmes for a wider audience of pupils with very mixed abilities and run showcase events that bring in their parents, siblings and the local community.

A new **Schools Governors' Network** has been established this academic year to encourage current academic and professional staff at the College to engage with local schools as governors. Staff who are currently school governors attend termly lunch-time meetings to share best practice and their knowledge and understanding of current issues in schools. It is envisaged that this network will grow as more staff are encouraged to join schools as governors.



The College engages in a wide range of strategic **collaborations** with organisations across different sectors to deliver its wide and varied outreach programme. In line with the College's overall outreach strategy, particular focus is given to STEM-based outreach collaborations which draw on the College's key strengths in STEM education and research. For example, the College is part of the Russell Group Advancing Access collaboration, which has received funding from the HEFCE National Networks for Collaborative Outreach programme. Advancing Access works together with schools and colleges to develop and deliver continuing professional development (CPD) for teachers and advisers who support student progression to selective universities and courses. It has a particular focus on schools and colleges with low levels of progression to such universities. As part of its work, Advancing Access runs conferences for teachers in locations in the north and south of England, and also delivers the majority of CPD events and resources online to allow easy access for all schools, regardless of their location. The College has sent representatives to these conferences to share expertise and demystify the process of applying to Russell Group institutions. This collaboration has been particularly important in enabling the College to extend the geographical reach of its outreach activities into areas outside London and the south-east.

### **Student Success – Inclusive Excellence**

As described above, the College has a holistic approach to inclusion through its new Learning and Teaching and Equality, Diversity and Inclusion strategies. Measures described in this section relate particularly to our early actions around disability and mental health, and to our actions in relation to progression to work and further study.

The College has put in place measures to support disabled students following the changes to Disabled Students' Allowance implemented from 2016-17 which takes an inclusive and innovative approach, including: introducing a central fund managed by the Disability Advisory Service (DAS) to support disabled students; increasing the provision of assistive technology; and developing further its inclusive teaching and learning practices so that they fully utilise lecture capture and other technologies.

The College has made a significant additional investment in supporting students with specific learning difficulties (SpLDs) and students with mental health problems. The College provides an extensive range of support for students with SpLDs, including: advice and support during the assessment process; providing specialist study skill sessions with a tutor trained in SpLDs; providing longer book loans; facilitating additional examination arrangements; and providing an assistive technology room.

A full-time Mental Health Adviser is responsible for improving the co-ordination, consistency and accessibility of support for students and to work with students across the whole spectrum of mental health difficulties, helping them to obtain appropriate treatment, support and adjustments to enable them to successfully complete their studies. Additional funding has also been put in place to support students with mental health difficulties with specialist study mentoring. The College's Mental Health Steering Group has been established to conduct an overview of

provisions to support mental health and wellbeing for staff and students, to review best practice, to make recommendations on the best configuration of services and support for mental health, and to make recommendations for ways to increase awareness of mental health support within the College. This builds on the work done since the College signed the Time to Change pledge in 2014. Mental Health First Aid Training, introduced by the College in 2013, continues to train staff and students in providing help to someone experiencing a mental health problem before professional help is obtained.

The College continues to monitor levels of student satisfaction with its support services, both using student surveys and through local feedback mechanisms, in order to inform the future development of its services. In the last year, a Director of Student Services, a new senior level post, has been recruited in order to deliver a stronger, more coherent and consistent range of services to meet students' needs better, working in partnership with students.

## **Progression**

The College's Careers Service provides a comprehensive information, advice and guidance service to all students to enable them to make informed career choices. Students can arrange one-on-one appointments for advice on all aspects of career planning, further study, and job-hunting skills, including finding potential employers, writing a CV, completing application forms, interview skills, and assessment centres. The Careers Service also organises sector-specific careers fairs, industry forums, lunchtime careers talks and longer skills sessions all delivered by employers as well as managing the extensive annual employer presentation programme. Each academic department has a designated member of staff with responsibility for careers activity, and the Careers Service works closely with these departmental advisers to ensure an appropriate programme of activities for all year groups, including seminars and workshops tailored for individual disciplines and a schedule of one-to-one appointments with Careers Consultants and Placements and Internships Advisers delivered in the department.

Students are encouraged to participate fully in skills development throughout their courses, for example through the Imperial Horizons programme<sup>1</sup> as well as the many extra-curricular activities, such as the Enterprise Lab<sup>2</sup>, and volunteering opportunities available. In addition to this, the Careers Service runs a central programme of workshops and seminars to assist students in recognising their skills and personal development. Some courses offer work placements and all students are encouraged to seek summer internships with the help of the Careers Service.

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<sup>1</sup> Imperial Horizons, offers wide-ranging and innovative courses to undergraduate students designed to broaden their education, inspire their creativity, and enhance their professional impact: <http://www3.imperial.ac.uk/horizons>

<sup>2</sup> The Enterprise Lab, opened in 2016, provides a central drop-in location for students to develop their entrepreneurial skills and ideas with access to a community of expert advice and input: <http://www.imperial.ac.uk/enterprise/enterprise-lab/>

As well as the inclusive activities described above, the Careers Service also runs specific targeted activities where there is a clear rationale for this. For example, the Careers Service runs an alumni/student mentoring scheme with the aim of developing student confidence and job sector knowledge which prioritises students from disadvantaged backgrounds. In 2017-18, 83% of students matched on the mentoring scheme met at least one of the College's criteria for disadvantage. The scheme is currently being evaluated through a feedback survey. The Careers Service runs a work shadow scheme targeted specifically at first year students from disadvantaged backgrounds, enabling students to spend between 1 and 3 days in the workplace. Spending time in a workplace allows these students to experience the realities of a professional environment within a certain industry and provides them the opportunity to question and learn from professionals to help inform their career plans which they may not yet have had the opportunity to experience. In Spring 2018, 66 students are expected to take part in the programme, with a further 100 in the Summer. Sponsors for Educational Opportunity run an annual seminar targeted at BAME students to highlight opportunity and support transition into positive graduate outcomes. This year, the Careers Service has worked with the College's Outreach team to provide a dedicated Careers session at the College's summer schools (including the Sutton Trust Summer School).

The Careers Service also works to support disabled students to enter graduate careers, and has a team member with specific expertise in this area who liaises closely with the College's Disability Advisory Service (DAS). The DAS run in-house training sessions for Career Service staff to help accelerate the referral process for students on the autistic spectrum to access direct careers interventions. Each year the Careers Service runs an Access to Work Day specifically for disabled students in collaboration with employers and with the London School of Economics (LSE). The Careers Service monitors and evaluates the impact of its activities through mechanisms such as analysis of the results of the annual Destinations of Leavers from Higher Education (DLHE) survey, benchmarking against institutions with similar profiles, and feedback from students and employers. Actions taken in response include, for example, the introduction of themed careers weeks focused on more unusual fields such as science communication.

The Careers Service shares good practice through a number of mechanisms, including hosting staff from other universities for a day or a week, and contributing to sector conferences and consultations. All careers consultants are professionally qualified or working towards a professional qualification, and the Careers Service is a member of the Association of Graduate Recruiters and the Association of Graduate Careers Advisory Services (AGCAS). The College's Careers Service Director currently sits on AGCAS Social Mobility Working Group.

## **Student Financial Support**

Targeted financial support is integral to access and student success at the College. Its key purpose is to enable capable prospective students, regardless of their financial circumstances, to apply to, study at, and succeed at the College. This is particularly important given the higher costs of London, and is compounded by the College's relatively longer STEM courses.

Each year, the College carries out extensive evaluation of the success of its financial support package across the whole student lifecycle (access, success and progression). This takes into account sector research, internal data analysis, and two of the three elements of the financial support evaluation toolkit developed by the OFFA-commissioned project to understand the impact of institutional financial support: the financial support statistical evaluation model and the financial support survey. The statistical model was used for the first time in 2017-18. The College will use the third element, the interview tool, in 2018-19, hence going forwards our annual evaluation of financial support will use all three elements of the toolkit.

In relation to access, an analysis of the profile of the College's bursary recipients is carried out annually. The results of this analysis have indicated that being a College bursary recipient (and hence from a lower income background) correlates with other indicators of under-representation in higher education, including not having a parent with a higher education qualification, and coming from a lower participation neighbourhood. This suggests that the College's financial support package is being closely targeted at those groups that are disadvantaged in terms of accessing higher education. The College also explores the impact of financial support on students' decision-making processes pre-entry through its annual survey of current bursary recipients, run in collaboration with Union. The College's 2018 survey was updated following consideration of the financial support survey developed by the OFFA-commissioned project. The College and the Union receive the outcomes from the survey. The Union prepares a response to the survey with recommendations which is shared with the Access, Participation and Student Success Working Group and subsequently published by the Union.

A key finding from the survey was that financial support continues to be necessary to cover the costs of living and studying in London; for those students from household incomes of up to £42.8K (termed APP-countable), almost 75% said that it was essential and 98% reported that it was at least helpful. Also, nearly 70% stated that knowledge of the bursary scheme was an important factor in considering whether to come to the College.

The College also undertakes evaluation of its financial support package in relation to student success and progression. The College has used the OFFA financial support evaluation model to compare OFFA-countable bursary holders with non-bursary holders for five outcome measures:

For 2012-13, 2013-14 and 2014-15 new entrants:

- a) Non-continuation into a second year of study following year of entry

For 2010-11 entrants:

- b) Non-completion of degree within five years of entry
- c) Attainment of a “good” degree (1st or 2:1)
- d) Attainment of a first class degree
- e) Positive destination outcome (graduate employment or further study)

The results showed that there were no significant differences in outcomes between the two groups for these outcomes (with the exception of continuation into second year for 2013-14 entrants). The OFFA guidance outlined three possible outcomes from the analysis and this most closely aligns to “Result 2: Bursary holders have the same outcomes as the comparison group (i.e. no significant differences). In this case bursaries could be considered as effective (assuming that financial disadvantage has a negative impact on educational outcomes).” Hence, the College’s financial support package is effective and having a positive impact. This outcome was taken into account when deciding to maintain the College’s 2019-20 bursary at 2018-19 levels. We expect this analysis to be undertaken annually, in addition to the bursary recipient survey, and for it to continue to contribute to the setting of the College’s financial support package.

The College has also considered the findings of the evaluation work undertaken by other institutions in relation to the role of bursaries in supporting student success. For example, research by the University of Lancaster found that bursaries negated the effect of social class on the probability of drop-out<sup>3</sup>, and research from the University of Bristol found that students in receipt of bursaries were substantially less likely to report financial constraints on their extra-curricular activities and only half as likely both to consider withdrawing in general, and to do so specifically for financial reasons, compared to students with only slightly higher household incomes who were not eligible for bursaries<sup>4</sup>. The annual survey of the College’s bursary recipients confirmed that the College’s financial support is helping recipients (from household income bands up to £42.8K) to meet the costs of living and studying in London.

The College’s financial support package (illustrated in the table below) will provide up-front cash support to students from lower income backgrounds with the aim of enabling disadvantaged students to meet the difference between government maintenance support and the cost of living and studying in London. Student feedback is taken into account in the design of the package. The package will pertain to eligible Home students entering the College from 2019-20 for each year of their study at the

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<sup>3</sup> <http://www.lancaster.ac.uk/staff/diggle/bursaries.pdf>

<sup>4</sup> *Student funding, student retention and student experiences: perspectives from Bristol*, Hoare, Tony and Lightfoot, Jon, *Journal of Widening Participation and Lifelong Learning* (Volume 17, October 2015), page 121.

College (clinical medical students, normally in their fifth and sixth years of study, will not be eligible because they receive an NHS bursary).

<b>Household income</b>	<b>Total support</b>
Up to £16K	£5,000
£16K - £42.8K	£4,000

The College is committed through its access targets (see the resource plan) to providing timely, clear and accessible information to prospective applicants so that the best prospective students from disadvantaged groups are encouraged to apply to the College. It is, therefore, necessary to ensure an appropriate awareness amongst school children of the financial support available before they apply. Information and advice will continue to be provided through the College's outreach programme, prospectus, website and other materials.

The College will provide timely, accurate information to UCAS (for courses that receive applications through UCAS) and to the Student Loans Company (SLC) so that they can populate their course databases in good time to inform applications.

## **Investment**

We will make the following investments in Widening Participation

<b>Activity</b>	<b>£ From additional fee income</b>	<b>% additional fee income</b>	<b>Other investment*</b>
Access	870,000	4	880,000
Success	0	0	650,000
Progression	0	0	Not available
Financial Support	6,722,229	31	0
<b>TOTAL</b>	<b>7,592,229</b>	<b>35</b>	<b>1,530,000</b>

\* The figure for student success reflects the investment in services directly targeted at disabled students only, so this will under estimate the total amount invested in services which disabled students access. We are unable to disaggregate our investment for WP students further for success or progression activity.

## **Provision of information to students**

We give details of the Financial Support Package available to students in the College Prospectus.

The College website provides information to applicants and new entrants at <http://www.imperial.ac.uk/study/ug/fees-and-funding/> and for continuing students at <http://www.imperial.ac.uk/students/fees-and-funding/undergraduate-funding/>

The College Access and Participation Plan will be published on the section on the website aimed at undergraduate applicants.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The Government has not yet announced fee caps for 2019-20. The College intends to increase its fees to the maximum level allowed by Government for both new and continuing students. You should therefore expect the fees for your course to rise in line with any increases to the permitted maximum announced by the Government.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	Faculty of Engineering	£925
Sandwich year	Faculty of Natural Sciences	£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*



**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	The College aims to ensure that its student support provision, including financial, pastoral, academic and other support, assists sufficiently those students who most need it. A measure of success will be that the percentage of the College's young entrants from LPNs no longer in higher education following their year of entry is similar to the sector average allowing for subject and entry qualifications, as calculated by HESA.	No	2012-13	The College was aligned to its HESA adjusted sector benchmark on the percentage of young entrants from LPNs no longer in higher education following their year of entry.	College aligned to its HESA adjusted sector benchmark on the percentage of young entrants from LPNs no longer in higher education following their year of entry.	College aligned to its HESA adjusted sector benchmark on the percentage of young entrants from LPNs no longer in higher education following their year of entry.	College aligned to its HESA adjusted sector benchmark on the percentage of young entrants from LPNs no longer in higher education following their year of entry.	College aligned to its HESA adjusted sector benchmark on the percentage of young entrants from LPNs no longer in higher education following their year of entry.	College aligned to its HESA adjusted sector benchmark on the percentage of young entrants from LPNs no longer in higher education following their year of entry.	
T16a_02	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	The College is developing further its programme of outreach activities targeted specifically at disadvantaged students who have demonstrated potential in those subjects required for entry to the College. A measure of success will be an increase in the percentage of Home new entrants who have benefited from participation in our outreach programme.	No	2011-12	4.63%	7.15%	7.66%	7.80%	8.00%	9.00%	Last year, the College set a stretching target to increase the percentage of Home new entrants who have benefited from participation in its outreach programme to 7.80% by 2020-21. The College is now extending this target further to 8.0% in 2021-22. The percentages given represent broad progress towards the target and are approximate.
T16a_03	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	In line with its objective to raise aspirations to higher education and science, the College aims to ensure that its outreach strategy will be of benefit to the wider UK higher education sector. A measure of success will be an increase in the percentage of outreach participants with known destinations who go on to study at a Russell Group university.	No	2012-13	47%	62%	65%	68%	70%	73%	The College has now subscribed to the HEAT service and is expecting to receive the first tranche of data on the post-school destinations of its outreach participants from HEAT in May 2017. This will be a much more robust data source than those used currently, and so the College is intending to revisit these targets once the data has been received and set new targets that are appropriately stretching.
T16a_04	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	The College aims to advertise its bursary package in a timely, clear and accessible manner to ensure that it encourages those students who are most in need to apply to the College. A measure of success will be the proportion of first year respondents to the annual survey of bursary recipients who knew about the College's bursary package before accepting an offer of a place.	No	2014-15	79%	80%	80%	80%	80%	80%	The College aims to maintain the proportion of first year respondents to the annual survey who knew about the College's bursary package before accepting an offer of a place at least 80% over the period to 2021-22.
T16a_05	Other/Multiple stages	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	The College aims to monitor the take up rate of bursaries to ensure that all eligible students receive the bursary to which they are entitled.	No	2014-15	All eligible students entering in 2014-15 were contacted directly by the College, and all of these took up the bursary to which they were entitled.	Maintain 100% take-up rate for all eligible students who share information on their financial circumstances with the College.	Maintain 100% take-up rate for all eligible students who share information on their financial circumstances with the College.	Maintain 100% take-up rate for all eligible students who share information on their financial circumstances with the College.	Maintain 100% take-up rate for all eligible students who share information on their financial circumstances with the College.	Maintain 100% take-up rate for all eligible students who share information on their financial circumstances with the College.	
T16a_06	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	As part of its undergraduate admission process, the College aims to use additional appropriate measures, alongside predicted A-level performance, when selecting the most able candidates.	No	2014-15	Contextual data automatically provided to all admissions tutors.	Contextual data automatically provided to all admissions tutors.	Contextual data automatically provided to all admissions tutors.	Contextual data automatically provided to all admissions tutors.	Contextual data automatically provided to all admissions tutors.	Contextual data automatically provided to all admissions tutors.	The College's Widening Participation Admissions Scheme provides additional opportunity for admissions tutors to consider the appropriateness of existing excellent applicants from disadvantaged backgrounds. The College aims to continue to provide contextual data to all admissions tutors.

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Other/Multiple stages	Other (please give details in Description column)	Management targets	The College aims to invest at least 35% of additional fee income in commitments within its Access Agreement.	No	2013-14	35%	35%	35%	35%	35%	35%	
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The College aims to increase its knowledge of the financial circumstances of its outreach participants and to use this so that outreach activities are targeted appropriately at capable disadvantaged groups.	No	2014-15	All participants on cohort-based programmes asked to provide information on financial circumstances.	All participants on cohort-based programmes asked to provide information on financial circumstances.	All participants on cohort-based programmes asked to provide information on financial circumstances.	All participants on cohort-based programmes asked to provide information on financial circumstances.	All participants on cohort-based programmes asked to provide information on financial circumstances.	All participants on cohort-based programmes asked to provide information on financial circumstances.	The College is continuing to develop its range of cohort-based outreach programmes where contact with participants is sufficient to request information on their financial circumstances. This information will be requested for all participants on cohort-based programmes.
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The College aims to at least maintain the number of practical science activity participant days delivered to pupils and teachers from disadvantaged schools.	No	2013-14	>4000	4000	4000	4000	4000	4000	
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The College aims to increase the number of students studying towards qualified teacher status through INSPIRE, the College's STEM PGCE programme.	Yes	2012-13	10	13	14	16	17		The INSPIRE programme is run in collaboration with Canterbury Christ Church University. The target for 2021-22 represents a substantial increase on the baseline. Given the changes to the future arrangements for initial teacher training, the College is keeping this target under review and may need to revisit it in future Access Agreements.
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The College aims to increase its knowledge of the post-school destinations of participants in its outreach programmes.	No	2013-14	Post-school destinations data acquired for participants in the College's cohort-based outreach programmes.	Post-school destinations data acquired for participants in the College's cohort-based outreach programmes.	Post-school destinations data acquired for participants in the College's cohort-based outreach programmes.	Post-school destinations data acquired for participants in the College's cohort-based outreach programmes.	Post-school destinations data acquired for participants in the College's cohort-based outreach programmes.	Post-school destinations data acquired for participants in the College's cohort-based outreach programmes.	As above, the College has now subscribed to the HEAT service, which is expected to provide a more robust data set on the post-school destinations of outreach participants than the current survey. The milestones for this target have been updated accordingly to reflect the new data source.
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The College aims to increase aspirations amongst disadvantaged groups through targeted outreach activities.	No	2013-14	Feedback on university aspirations collected and analysed.	Collect, analyse and monitor post-programme aspirations compared to pre-programme aspirations.	Collect, analyse and monitor post-programme aspirations compared to pre-programme aspirations.	Collect, analyse and monitor post-programme aspirations compared to pre-programme aspirations.	Collect, analyse and monitor post-programme aspirations compared to pre-programme aspirations.	Collect, analyse and monitor post-programme aspirations compared to pre-programme aspirations.	The College intends to continue to collect and analyse feedback from outreach participants on their university aspirations in order to monitor whether its outreach programmes are achieving the aim of increasing aspirations amongst disadvantaged groups.
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The College aims to capture information on the protected characteristics of outreach participants.	No	2013-14	Information on the protected characteristics of outreach participants collected and analysed.	Information on the protected characteristics of outreach participants collected and analysed.	Information on the protected characteristics of outreach participants collected and analysed.	Information on the protected characteristics of outreach participants collected and analysed.	Information on the protected characteristics of outreach participants collected and analysed.	Information on the protected characteristics of outreach participants collected and analysed.	The College will continue to collect data on the gender, disability and ethnicity of outreach participants and analyse this for monitoring and evaluation purposes.
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The proportion of participants in the College's Sutton Scholars programme choosing to study Mathematics at A-level will be higher than the national average for state-funded schools. (Note that until the first cohort has progressed to Year 12 in 2021-22, the College aims to recruit at least 50 participants onto this programme in each cohort.)	No	2015-16	0	150	150	150	150	150	The Sutton Scholars programme, which focuses on computer coding, will start in the 2016-17 academic year and will take a cohort of students from mid-way through Year 7 up to the end of Year 9. As this is a new programme and as the first cohort of participants will not reach Year 12 until 2021-22, no data will be available on this target until 2021-22. Interim targets have therefore been included for the intervening years relating to the total number of participants on the programme in each academic year.
T16b_09	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	The proportion of disadvantaged participants on track for an A undertaking the College's firm* this programme who go on to achieve A* in Mathematics A-level will increase	No	2015-16	43%	No data - Students in Year 12	46%	50%	54%		The baseline figure relates to WP offer holders at the College from 2015-16 admissions data. The College's ambition is for the number of these students on the programme each year to rise from 100 to 150 by 2021-22.