



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Imperial College of Science, Technology and Medicine against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Imperial College of Science, Technology and Medicine's ambition and strategy as detailed in the 2019-20 access and participation plan:

Our ambition for access and participation in our 2019-20 Access and Participation Plan (APP) formed part of our new Learning and Teaching Strategy as well as our Societal Engagement Framework, which placed 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 our ambition was and continues to be 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 underrepresented groups.

Our strategy as published in our 2019-20 APP had 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;
- 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 the College's performance at the time of writing the 2019-20 APP, the College prioritised the access stage of the lifecycle and our ambition was, and remains, to significantly increase the numbers of students of black ethnicity and students from POLAR quintiles 1 and 2 admitted to the College.

While work has been ongoing towards the targets stated in the 2019-20 Access and Participation Plan, the focus of the College's strategy in recent years has been driven by the long-term targets agreed with the OfS in the more recent 2020-21 to 2024-25 APP and the ambition to address the access and success gaps detailed in that plan.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Imperial College of Science, Technology and Medicine of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Imperial College of Science, Technology and Medicine's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Student success)	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.	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.	Percentage	2019-20	-0.2	Limited progress
T16a_02 (Access)	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.	2011-12	4.63%	7.15%	7.66%	Percentage	2019-20	13.3	Expected progress

T16a_03 (Access)	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.	2012-13	47%	62%	65%	Percentage	2019-20	62.2	Expected progress
T16a_04 (Access)	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.	2014-15	79%	80%	80%	Percentage	2019-20	88	Expected progress
T16a_05 (Other/Multiple stages)	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.	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.	Percentage	2019-20	100	Expected progress
T16a_06 (Access)	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.	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.	N/A (see description / commentary)	2019-20		Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Other/Multiple stages)	The College aims to invest at least 35% of additional fee income in commitments within its Access Agreement.	2013-14	35%	35%	35%	Percentage	2019-20	50.7	Expected progress
T16b_02 (Access)	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.	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.	N/A (see description / commentary)	2019-20		Expected progress
T16b_03 (Access)	The College aims to at least maintain the number of practical science activity participant days delivered to pupils and teachers from disadvantaged schools.	2013-14	>4000	4000	4000	Headcount	2019-20	1038	Limited progress
T16b_04 (Access)	The College aims to increase the number of students studying towards qualified teacher status through INSPIRE, the College's STEM PGCE programme.	2012-13	10	13	14	Headcount	2019-20	9	Limited progress
T16b_05 (Access)	The College aims to increase its knowledge of the post-school destinations of participants in its outreach programmes.	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.	N/A (see description / commentary)	2019-20		Expected progress
T16b_06 (Access)	The College aims to increase aspirations amongst disadvantaged groups through targeted outreach activities.	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.	N/A (see description / commentary)	2019-20		Expected progress
T16b_07 (Access)	The College aims to capture information on the protected characteristics of outreach participants.	2013-14	Information on the protected characteristics of outreach participants	Information on the protected characteristics of outreach participants collected and analysed.	Information on the protected characteristics of outreach participants collected and analysed.	N/A (see description / commentary)	2019-20		Expected progress

			collected and analysed.						
T16b_08 (Access)	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.)	2015-16	0	150	150	Headcount	2019-20	0	No progress
T16b_09 (Access)	The proportion of disadvantaged participants on track for an A undertaking the College's #mA*ths programme who go on to achieve A* in Mathematics A-level will increase	2015-16	43%	No data - Students in Year 12	46%	Percentage	2019-20	71.4	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£870,000.00	£1,754,000.00	102%
Financial Support	£6,722,229.00	£6,904,000.00	3%

4. Action plan

Where progress was less than expected Imperial College of Science, Technology and Medicine has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	To ensure the continued success of entrants from LPNs, additional academic and pastoral support will be offered as they navigate a uniquely challenging first year in Higher Education. The results of the December 2020 and January 2021 exams are being closely monitored to determine which students may be at risk of discontinuing their studies, with plans to offer additional academic and pastoral support. In response to the pandemic and the Government's decision to introduce Centre Assessed Grades at A-Level, the College has developed a Deferral Package of academic and developmental content to support applicants who were mandated to defer their place at the College until AY 2021-22. The package is offered to students, along with a mentorship programme, to ease the transition to university life. Engagement with the Deferral Package and the progression of these students will be monitored in order to evaluate the impact, and further opportunities that the provision may present will be explored, such as its development and use for further cohorts, in particular those who may benefit for greater support in easing the transition from school to university.
T16b_03	In-person practical science activities will resume once it is safe to do so.

T16b_04	The target has been impacted by the supply of students into STEM teaching. We will review and refocus our efforts to support school attainment in STEM subjects through working with teachers – in alignment with development and outreach work at the new Imperial College London Maths School and in collaboration with Frontier Learning Trust, along with our new APP commitments.
T16b_08	<p>We hope to launch the new KS3 programme for Autumn 2021, with a blended learning approach of online and in-person activity.</p> <p>We expect to be able to report on A-level Maths progression for past Sutton Scholars participants in 2023-24, dependent on the Department for Education's data release schedule.</p>

5. Confirmation

Imperial College of Science, Technology and Medicine confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Imperial College of Science, Technology and Medicine has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Alice Gast
Position	President

Annex A: Commentary on progress against targets

Imperial College of Science, Technology and Medicine's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
The percentage of young full-time first degree students at the College from low participation neighbourhoods no longer in HE following their year of entry was 2.0%, compared to a sector adjusted benchmark of 1.8%. Direct support for students was disrupted by the coronavirus pandemic, leading to resources being invested in online offerings and communities.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
While increasing our intake from a range of WP backgrounds is a high priority, we are cognisant that support must be developed and grown at pace in order to ensure that these, and all students, are supported to thrive at the College - both in their studies but also as members of our community. The College continues to develop its support services, mechanisms and policies to support students, in particular those from a WP background. In addition to the steps as detailed in the plan, College's Student Support Fund has been bolstered to support students in light of the COVID pandemic and the associated financial pressures that may particularly affect those students from WP backgrounds. In 2018-19, all UG programmes implemented revised curricula, having undergone Curriculum Review as part of our Learning and Teaching Strategy. One of the aims of the Curriculum Review is to raise student attainment and engagement through the introduction of more inclusive and active learning. The design of these curriculum structures are expected to support continuation of students through their emphasis on reinforcement and continuous and authentic assessment.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
1038 practical science activity days were delivered in the 2019-20 academic year, up until in-person activities were suspended due to COVID-19. Compared to previous years, this is above the trajectory required to reach 4000 participant days in a year.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Alternative online activities are now being delivered to equivalent audiences – in many cases with larger numbers and a broader diversity of participants. Over 1850 young people of Black African and Black Caribbean heritage attended at least one STEMM Futures webinar.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?

Following discussions with partners at Canterbury Christ Church University the INSPIRE programme has been discontinued following the 2019-20 academic year and no further students will be recruited.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As part of our mA*ths Online Programme to support A-level Maths students, we run an annual teacher CPD course in collaboration with MEI (Mathematics in Education and Industry) to improve participants' confidence in supporting their students to reach the top grades. In 2019-20 64 teachers took part, with plans to provide additional support to 100 teachers through a similar course attached to our new Further mA*ths Online Programme to improve uptake and attainment in A-level Further Maths for disadvantaged pupils.

Target reference number: T16b_08

How have you met the commitments in your plan related to this target?

This programme has been discontinued and no further participants will be recruited, as the focus of the Sutton Trust has now changed to Key Stage 3 programmes in subjects other than coding. Reporting on A-level Maths progression will take place from 2023-24.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Despite the fact the College has stopped delivery of the programme, we remain committed to creating a new Key Stage 3 STEM programme that complements our activity at GCSE and beyond. Coding remains an important skill and we are looking at how we can use the resources created for other activities (including a Homework Club at schools within White City).

Annex B: Optional commentary on targets

Imperial College of Science, Technology and Medicine's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	<p>The College's success in increasing access for under-represented applicants, alongside the circumstances surrounding the awarding of A Level grades this year, has led to notable increases in the number and proportion of entrants from LPNs, and we will monitor the progress of students admitted under our new WP admissions criteria.</p> <p>It is also worth noting that the discontinuation rate at the College for students from LPNs is actually lower than the corresponding figure for students not from LPNs. As such, work is ongoing at the College to help it meet its ambitious benchmarks for continuation.</p>
T16a_02	13.3% of Home new entrants to the College in 2019-20 participated in our outreach programme.
T16a_03	Progression data is compiled by the HEAT service and available once university HESA returns are completed, released and matched to outreach participation records. The figure of 62.2% applies to 2018-19, as this is the most recent HEAT data available. We expect to receive progression data for 2019-20 university entrants in summer 2021. 64.9% of outreach participants (in the 3 years prior to expected university progression) who held a university place were accepted at a Russell Group university in 2019-20. This information has been derived from the Universities and Colleges Admissions Service STROBE analytical data service.
T16a_04	88% of respondents to the survey of Imperial Bursary recipients in 2019-20 knew about the bursary package before accepting an offer of a place at the College.
T16a_05	
T16a_06	Contextual data automatically provided to all admissions tutors.
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	Outreach participant progression data is compiled by the HEAT service and available once university HESA returns are completed, released and matched to outreach participation records.
T16b_06	Pre/post-activity surveys are routinely deployed across outreach programmes, including a standard set of university-readiness indicators.

T16b_07	All cohort programme and summer school applicants provide information on protected characteristics during the application process, confirmed by a parent/guardian and teacher reference. We have recently analysed trends and gaps to monitor the impact of revised outreach selection criteria.
T16b_08	
T16b_09	Grades awarded in 2019-20 are likely to be unusually high due to the Department for Education's decision to use Centre Assessment Grades instead of exams. We expect to meet the existing targets in future, but not to exceed them at such a high level.