

Name of Provider: Brunel University London
UKPRN: 1000961



Access and Participation Plan

2019-20



Foreword

Brunel University London has an enviable reputation for both encouraging aspiration and providing high quality, research-led teaching to a very diverse student population. Enabling all students to realise their potential, irrespective of their social or cultural backgrounds, is important to us, and we aspire to be recognised across the world as an engine of social mobility.

These are brave words but built on solid foundations of: outreach to raise aspirations and access to higher education; supporting students to achieve academically; and of preparing them for successful futures. This Access and Participation Plan sets out how we will continue to underpin our valuable work with the community at large whilst re-doubling our efforts on the activities that will provide even better outcomes and success for our students in future years.



Professor Mariann Rand-Weaver
Pro-Vice Chancellor (Education)

1. Assessment of Current Performance

This section is based on a comprehensive analysis of home/EU undergraduate student data from 2012/13 to 2016/17. The overwhelming majority of our undergraduates are on full-time first degree courses and the focus is therefore on them. Comparisons to the wider sector further include Foundation and Integrated Masters students.

1.1 Context

We have a very diverse student population (Table 1) and our analysis considers outcomes across the whole student lifecycle for each underrepresented group. The diversity of the student body may particularly be seen in our 63% Black, Asian and Minority Ethnic (BAME) population.

*Table 1: Summary Undergraduate Home/EU population data for 2016/17. (Data source: HeidiPlus first degrees only; †TEF3 or *Brunel)*

Total	Female	BAME	Mature *	Disability	POLAR Q1 *	IMD Q1 †	<£25K income *	Care leavers *	Part-time
8,215	3,800	4,840	961	1,105	478	1,415	2,720	61	115
100%	46.2%	63.0%	11.7%	13.5%	6.7%	15.5%	64.0% ¹	0.7%	1.4%

¹Proportion of declared household income

Our students come mainly from State Schools (95.7% in 2016/17) and we exceed both the benchmark (93.4%) and location adjusted benchmark (92.2%) (Data source: HESA); the outcomes for state school students will therefore not be analysed separately.

Brunel's non-continuation rate of 6.9% (average 2012/13 to 2016/17) compares favourably with England at 7.1%. The transfer rate is higher at Brunel (5.3%) compared to England (2.3%), but we are pleased to be able to facilitate students making the right choice and staying in HE (HESA data). However, the combined non-continuation/transfer rate represents a loss of ~12% in the first year home/EU student population and is of concern to us.

For all students, the achievement of a 1st and 2.1 classification has increased by 10% in the last five years from 66.2% in 2012/13 to 75.9% in 2016/17. This rise is broadly in line with sector trends; in 2012/13, this proportion was 3.1% below sector, in 2016/17 it was 1.1% above. Our internal evaluation suggests these improvements reflect an increased institutional focus on learning, teaching and student support over the past eight years.

Brunel compares well to benchmark for employment (including highly skilled) and further study outcomes, with particularly good outcomes for POLAR quintiles 1 and 2; IMD quintiles 1 and 2; and BAME students (*TEF3 data*). In terms of earnings, Brunel graduates are significantly above benchmark for all categories (*TEF3 LEO data*), and analysis by The Economist ranked Brunel 9th in the UK for ‘value added’ to students’ earning power.¹

Male students are more likely to leave, with a non-continuation rate of 7.6% compared to 5.1% for females, both of which are similar to sector benchmark (+0.1% and +0.3% respectively) (*TEF3 data*). Whilst both male and female students have seen improvements in terms of degree outcomes, a persistent gender gap is evident. This gap is slightly larger than for England overall; HESA data reveals a gender attainment gap (5-year average) for Brunel of 6.3% compared to 4.5% for England.

Professional employment and further study (positive outcomes) overall are improving, and the 5-year average is similar to England (-2.8%; Table 2). This masks significant gender differences, with males being more likely to be in professional employment and further study than females, resulting in an overall positive outcomes gap of 6.3%.

Table 2: Professional employment and further study (positive outcomes) overall and by gender. Data source: HESA.

Positive outcomes	2012/13	2013/14	2014/15	2015/16	2016/17	5-yr average
England						
Overall	62.4%	64.2%	66.0%	69.3%	71.0%	66.5%
Brunel						
Overall	60.0%	59.5%	62.2%	69.3%	70.5%	63.9%
Female	55.9%	57.8%	58.7%	66.4%	67.0%	60.8%
Male	64.2%	61.1%	65.7%	72.1%	74.0%	67.1%

Whilst A-levels remain the predominant qualification (61% 4-year average), we have seen a 62% increase in the number of students with BTEC qualifications (14.3% in 2016/17). Entry qualifications are a significant variable in terms of attrition, with BTEC students having a first-year attrition rate 2.5 times that of A-level students (22% vs. 9%). Qualifications on entry are also a significant determinant of degree attainment, resulting in a 29.6% gap (4-year average) between A-level and BTEC entrants in the proportion achieving 1st and 2.1 degrees. Professional employment outcomes are also better for A-level (49.5%) than BTEC entrants (44.5%), and A-level entrants are more likely to go onto further study (17.6% vs. 11.9%) (*Brunel data*). These patterns are in line with the sector, as noted in the March 2018 HEFCE report “Differences in Student Outcomes”, and suggest that qualifications need to be considered in any intersectional analysis.

1.2 Ethnicity

Brunel University London has been ranked the third most diverse university in the UK in terms of ethnicity (Gamsu and Donnelly, IPR Policy Brief 2017), with a Home/EU BAME population of 63% (Figure 1).

¹ <https://www.economist.com/news/britain/21726100-our-new-guide-answers-which-british-universities-do-most-boost-graduate-salaries>

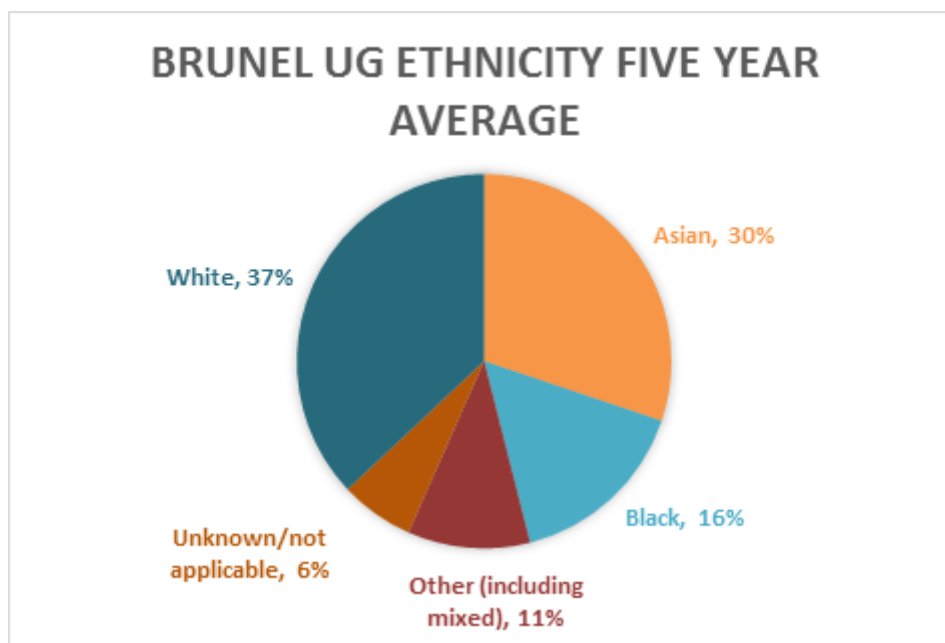


Figure 1: Undergraduate Home/EU First degree. Data source: HEIDI.

Attrition for different groups may vary year on year, but a consistent picture is the high attrition of black students, particularly black male students (18%) (Figure 2).

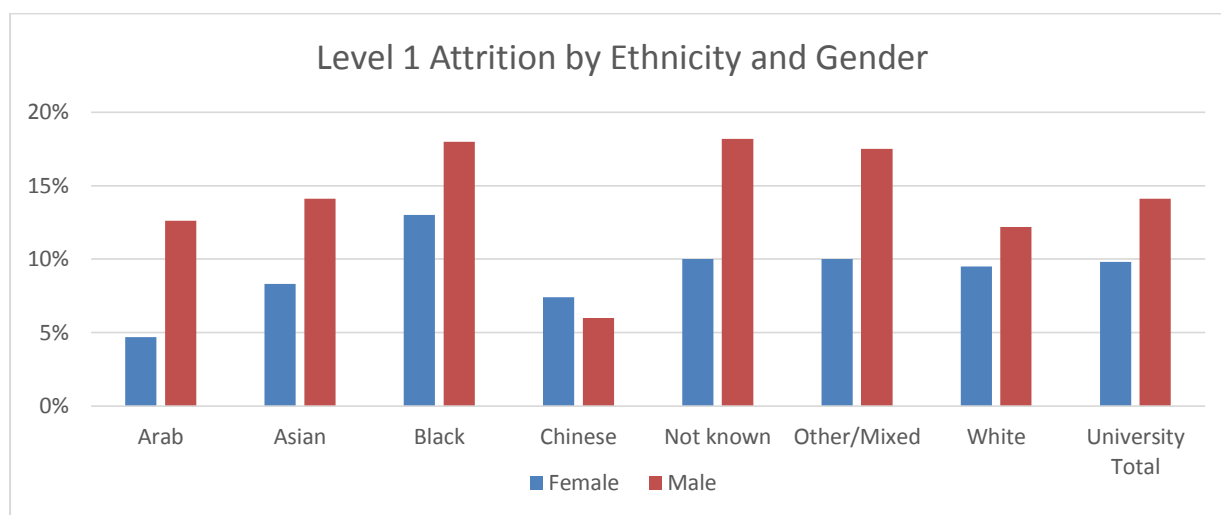


Figure 2: Attrition by ethnicity and gender; average 2012/13 – 2016/17. Data source: Brunel.

Further intersectional analysis with entry qualifications highlights that students of all ethnicities entering with BTECs are significantly more likely to leave than students entering with A-levels (Table 3), and this may contribute to the higher attrition rate for Black students as they are more likely to have BTEC qualifications than White students (20% vs. 11%).

Table 3: Attrition by ethnicity and qualifications; average 2013/14 - 2016/17. Data source: Brunel.

Home/EU [FHEQ levels 4-6, all modes]	Asian	Black	White
A-level	8.8%	10.3%	8.6%
BTEC	22.7%	23.7%	22.1%
Other/not known	15.3%	19.2%	12.7%

Similar to the sector, good degree outcomes for Black and Asian students remain below that of White students (Figure 3). The attainment gap for Black students has been a particular

concern, which we are addressing through the Student Success Project, and as a result we have seen the gap reduce to 14.2% in 2016/17. This compares extremely favourably to England overall where the Black-White attainment gap is 21.8% (*HESA data*). Interestingly, the attainment gap for Asian students appears to have plateaued at around 11%, which is slightly below the figure reported for England (13.2%).

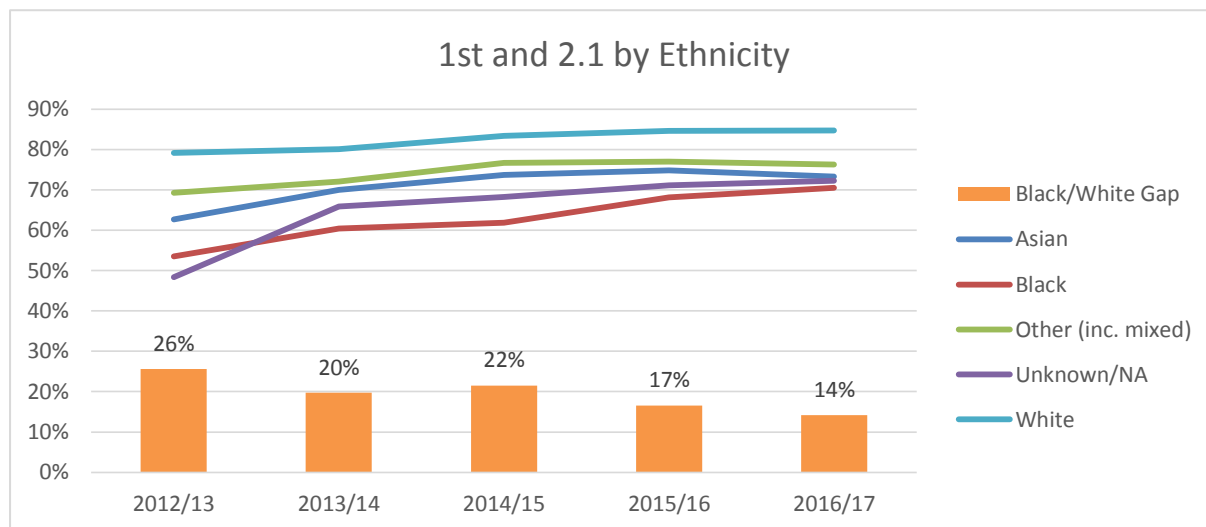


Figure 3: Attainment data for first and 2.1 classification by ethnicity. The attainment gap between Black and White students are shown as solid orange bars. Data source: Brunel.

In relation to 1st class degrees, the ethnicity gap for Black and Asian students is higher for Brunel (17.7% and 9.5%, respectively) than for England (14.2% and 7.9%) based on 2012/13-2016/17 average. The 1st/2.1 attainment gap is more pronounced for BTEC than A-level entrants (Table 4), in line with the sector, and highlights the intersectional disadvantage.

Table 4: Attainment by ethnicity and qualification; average 2013/14 - 2016/17. Data source: Brunel

1 st and 2.1 degree	Asian	Black	White
A-level	78.6%	76.7%	86.2%
BTEC	46.3%	50.3%	65.4%
Other/not known	67.1%	50.5%	76.8%

Black and Asian students are ~15% less likely to be in professional employment than White students, and Asian students are more likely to go onto further study (Table 5). For all ethnicities the positive outcomes for males are better than females, but the gender gap is greatest for Asian students.

Table 5: Professional employment and study outcomes by ethnicity and gender; average 2012/13-2016/17. Data source: HESA.

Positive Outcome	Asian		Black		White	
	M	F	M	F	M	F
Professional employment	47.0%	37.8%	50.5%	40.8%	59.8%	54.4%
Studying	17.9%	18.8%	8.6%	14.4%	10.4%	12.4%
Total	64.9%	56.6%	59.1%	55.2%	70.2%	66.8%

The relationship between degree classification and being in a professional employment or studying is seen for all ethnicities (Asian, Black and White), although the consequence for Black and Asian students of obtaining a lower classification is greater than for White students. For a 1st class degree the difference in positive outcomes between White and Asian/Black students is 3.5%, which increases to 7% for a 2.1 and 12% for a 2.2 degree;

highlighting the importance of closing the attainment gap. Positive progression outcomes are also influenced by entry qualifications (Table 6), although this effect is mainly due to BTEC entrants being less likely to go onto further study than A-level entrants.

Table 6: Professional employment and study outcomes by ethnicity and entry qualification; average 2013/14-2016/17. Data source: Brunel.

Positive Outcome	Asian		Black		White	
	A-level	BTEC	A level	BTEC	A-level	BTEC
Professional employment	44.2%	41.1%	42.0%	38.1%	57.6%	55.4%
Studying	16.4%	14.4%	18.4%	11.0%	18.1%	9.9%
Total	60.6%	55.5%	60.4%	49.1%	75.7%	65.3%

1.3 Mature

The majority of students are <21 years old ('young') on entry (88.3%). Mature students (11.7%) are more likely to be Black (+5%) or White (+7%) and less likely to be Asian (-12%) compared to young students. For mature students with no previous HE experience and from POLAR quintile 1 areas, our 2016/17 data is 6.0% compared to a benchmark of 6.4%. This may represent an improving picture (Table 7), but it should be noted that as numbers are very small (10 in 2015/16; 15 in 2016/17) any fluctuations will have a disproportionate effect on the percentage and comparison to benchmark.

Table 7: Mature fulltime first-degree entrants from low participation neighbourhoods (POLAR3) with no known previous HE compared to benchmark. Data source: HESA Table T2a.

Proportion of students	2012/13	2013/14	2014/15	2015/16	2016/17
Brunel	4.8%	4.7%	3.9%	2.8%	6.0%
Location adjusted Benchmark	6.9%	7.5%	5.8%	6.1%	6.4%

Attrition is higher for mature than young students (Table 8), and in particular the non-continuation rate is high.

Table 8: Non-continuation and transfer of mature (>21 years on entry) and young students (<21 years on entry); average for 2012/13-2016/17. Data source: HESA.

Non-continue or transfer	Mature	Young
Non-continuation	12.5%	6.1%
Transfer	3.4%	5.5%
Total	15.9%	11.6%

Whilst achievement of 1st and 2.1 degrees has increased over time for mature students, there is a variable, but consistent attainment gap compared to young students (range 3.8%-9.6%). This is more pronounced for Black students (Table 9), whereas no difference is observed for White students.

Table 9: Attainment for young and mature students; average 2012/13-2016/17. Data source: Brunel

First and 2.1 degree attainment	Young		Mature	
	1 st	1 st /2.1	1 st	1 st /2.1
Asian	17.9%	70.2%	12.2%	61.1%
Black	8.8%	63.3%	10.6%	44.5%
White	26.1%	80.5%	27.7%	79.7%
Overall	19.9%	73.8%	19.8%	67.1%

Mature graduates are consistently more likely to be in professional employment (Table 10), but slightly less likely to continue into further study (13.0% vs. 15.1%, 5-year average).

Table 10: Professional employment by age on graduation: young (21-24 years) and mature (25-29 years). Data source: HESA

Professional employment	2012/13	2013/14	2014/15	2015/16	2016/17	5-yr average
21-24 years	45.4%	44.2%	45.5%	55.0%	52.8%	48.3%
25-29 years	52.7%	60.7%	52.3%	56.0%	56.8%	55.6%
≥30 years	53.3%	68.1%	65.5%	66.7%	69.6%	64.5%

Professional employment for mature Asian and Black graduates is 50%, which is significantly lower than for White graduates (67.2%), a gap of 17% (5-year average; HESA data). In comparison, the gap between Asian/Black and White young graduates is ~13%. Mature students are less likely to go onto further study (Table 11).

Table 11: Professional employment and study outcomes by ethnicity and age; average 2012/13-2016/17. Data source: HESA.

Positive outcome	Young			Mature		
	Asian	Black	White	Asian	Black	White
Professional employment	42.4%	43.3%	56.6%	50.6%	50.0%	67.2%
Studying	18.0%	12.6%	11.5%	12.0%	7.6%	8.5%
Total	60.4%	55.9%	68.1%	62.6%	57.6%	75.7%

1.4 Disability

A significant proportion of our students declare a disability (13.5%), of which approximately half are in receipt of Disabled Student Allowance putting us consistently above benchmark (Table 12).

Table 12: Proportion of UK domiciled students in receipt of Disabled Student Allowance (DSA) compared to benchmark. Data source: HESA

Proportion of students	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Brunel	7.0%	8.0%	9.2%	8.7%	8.2%	7.0%	7.1%
Benchmark	5.2%	5.7%	6.2%	6.5%	6.5%	6.4%	6.2%

Students with a declared disability have a lower attrition rate than those without (10.2% vs. 12.4%; *Brunel data*), although within this their non-continuation rate is higher (8.1% vs. 6.5%; *TEF3 data*). This compares favourably to sector benchmark. We provide excellent support to our disabled students, which is reflected in their achievement. Students declaring a disability have performed better than those without for the past three years, and the five-year average for 1st and 2.1 degrees is 73.8% vs. 73.3% (*HESA data*) which is above the sector 5-year average of 70.2%. Students with a declared disability have consistently better professional employment outcomes than those without (52.2% vs. 48.4%; 5-year average), and are equally likely to go onto further study (14.7% compared to 15.2%).

1.5 Care Leavers

With a particular focus on access and support for care leavers over the past few years, we have increased and maintained this population, which now stands at over 60 undergraduates (0.7% of population). Whilst numbers are too small for meaningful analysis, we are monitoring carefully the attrition rate of this group of students. Over the past four years, 13/78 students have left, resulting in an average attrition rate of 16.7% compared to 11.4% for non-care leavers (*Brunel data*). Degree outcomes data for care leaver students in 2015/16 (8 students) and 2016/17 (16 students) were good with 4 students obtaining a 1st, 10 students obtaining a 2.1 and 10 students obtaining a 2.2 degree classification. Based on two years of data (2015/16 and 2016/17), 10/21 students are in professional employment

(47.6%), and one is studying. This compares favourably with non-care leavers, of which 44.2% are in professional employment.

1.6 Household Income

For students whose household income has been declared, the majority (64%) come from households with income of £25,000 or less (Table 13), a proportion that has remained fairly consistent over the past five years. Asian students are from the least wealthy backgrounds and White students from the wealthiest backgrounds. Low household income appears to be correlated with an increased rate of attrition, lower attainment (1st and 2.1 degrees) and lower progression to professional employment or further study for all ethnic groups (Table 13).

Table 13: Household Income (where known) and ethnicity and attrition, attainment and progression. Income is determined at the point of entry; average 2012/13-2016/17. Data source: SLC and Brunel.

Access	Asian	Black	White	Total
£0-£25,000	69.7%	66.9%	51.8%	64.0%
£25,001-£50,020	21.1%	26.1%	31.3%	25.8%
£50,021 and above	4.1%	11.9%	16.9%	10.2%
Attrition				
£0-£25,000	10.7%	13.1%	12.9%	12.0%
£25,001-£50,020	8.4%	11.4%	7.8%	8.7%
£50,021 and above	10.7%	4.4%	8.0%	8.8%
1st and 2.1				
£0-£25,000	68.7%	62.1%	78.9%	70.8%
£25,001-£50,020	69.0%	66.3%	82.3%	74.8%
£50,021 and above	76.3%	67.2%	81.8%	77.9%
Positive Outcomes				
£0-£25,000	61.8%	55.5%	64.8%	61.0%
£25,001-£50,020	63.2%	67.1%	67.1%	63.9%
£50,021 and above	57.2%	50.9%	70.1%	64.0%

1.7 POLAR

The proportion of young student entrants from POLAR quintile 1 areas has remained at approximately 5% over the past five years (*HESA data*), resulting in a current undergraduate population (young and mature) of 6.7% from quintile 1 areas (*Brunel data*). It should be noted that there are remarkably few POLAR quintile 1 areas in the West London and Western Home Counties areas, which comprise Brunel's core catchments.

Based on four year aggregate data, attrition is lowest for quintile 1 and 2 (7.9% and 10.0%) and highest for quintile 3 (13.6%). Considering this alongside TEF3 continuation data suggests that those from POLAR quintiles 3-5 are more likely to continue studying elsewhere than those from quintiles 1 and 2 (5.6% vs. 6.5% non-continuation). Students from quintile 1 have the highest attainment (76.7%) and progression (69.1%), whilst quintile 3 students have the lowest (70.7% attainment; 62.8% progression) (Table 14).

Table 14: Attainment and Progression for POLAR quintiles, average 2012/13-2016/17. Data source: Brunel

Outcomes	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
1 st and 2.1 degrees	76.7%	73.4%	70.7%	73.4%	73.4%
Positive Outcomes	69.1%	64.1%	62.8%	63.6%	63.7%

We believe that POLAR is a poor measure of disadvantage for our student body and that we are particularly subject to a 'London effect' in this regard. With the inclusion of IMD (Index of Multiple Deprivation) data in TEF3, we have undertaken a comparison of the Brunel student

population falling into IMD and POLAR quintiles. This shows that whereas only 5% of the home student population falls into POLAR quintile 1, 18% fall into IMD quintile 1, the most deprived areas (Table 15). The continuation for IMD quintiles 1 and 2 (93.3%) is similar to quintiles 3-5 (93.6%), and although the proportion in professional employment/further study is lower for quintiles 1 and 2 (65.1% vs. 70.4%) it is significantly higher than the sector benchmark (62.3%) (TEF3 data).

Table 15: Full time 2016/17 student population allocated to IMD or POLAR quintiles, with 1 being the most deprived. Data source: TEF3

Quintile	National IMD		POLAR3	
	No.	%	No.	%
1	1,375	18	365	5
2	2,050	27	715	11
3	1,645	22	1,530	23
4	1,210	16	1,805	27
5	1,250	17	2,345	35

The discrepancy between POLAR and IMD led us to do further analysis to look at the intersection between IMD and POLAR quintiles (Table 16; please note this is for the current 2017/18 student population and so numbers will differ slightly from Table 15). This demonstrates a poor correlation between the two measures; for example, column one demonstrates that 26.4% of students from POLAR quintile 3 and 28.91% of students from POLAR quintile 4 postcodes are from IMD quintile 1 areas.

Further analysis of household income demonstrates that students from quintiles 1 and 2 come from wealthier (on average) households than those from quintiles 3-5 (Table 16).

Table 16: Intersection between the Index of Multiple Deprivation (IMD) and POLAR quintiles for our current population of English students and average household income for POLAR 3 quintiles, five-year average (2012/3-2016/7). Data source: Brunel.

POLAR3 Quintile	English Index of Multiple Deprivation Quintile					Average Household Income
	1	2	3	4	5	
1	31.90%	35.92%	20.98%	8.05%	3.16%	£26,369
2	16.22%	33.00%	24.82%	15.23%	10.72%	£22,602
3	26.40%	27.19%	18.06%	17.19%	11.15%	£19,474
4	28.91%	32.54%	17.50%	9.92%	11.13%	£22,676
5	5.89%	21.50%	27.53%	22.86%	22.22%	£21,809
Total	18.62%	27.55%	22.26%	16.56%	15.02%	£21,831

Based on our analysis we are proposing to use IMD as our key internal measure of disadvantage going forward, as we believe that this will be more meaningful than POLAR to identify disadvantaged students. We will therefore seek to review our access targets accordingly.

1.8 Summary

Brunel attracts a diverse student body, with 78% of the population falling into one of more of the following categories: low household income; POLAR quintile 1; BAME; mature; disabled; and care leavers. However, the proportion of mature entrants (11.7%) and students from lowest-participation neighbourhoods (5% from POLAR quintile 1) are relatively low, although

as noted above IMD is a better measure than POLAR of relative disadvantage of our students.

Non-continuation rates overall compare favourably with the sector, but there are identified gaps for mature, Black (in particular male) and care leaver students. Attainment gaps in achievement of 1st and 2:1 classifications of <10% are noted for males, mature, and low household income; though no concerns are evident for care leavers or POLAR quintile 1 students. The largest attainment gap is noted for Black students, and whilst we are successful in reducing the 1st and 2:1 gap (14.2% in 2016/17) to significantly below that for the sector, the gap for 1st class degrees is higher at Brunel. Professional employment/further study is a strength for Brunel, and we compare well against the sector. However, female and Black students have worse outcomes than White students.

A notable outcome of this analysis is the need to understand the intersection between BTEC qualifications and retention, attainment and progression, as this may address some of the observed differences in outcomes, particularly between Black and White students.

Analysis of our data has identified that we are above benchmark for all Access measures (except those that include POLAR), and increased focus and investment is needed for Success and Progression to ensure that all students have an equal opportunity to succeed.

We are proposing to retain our existing targets for 2019/20 and review these as further OfS guidance becomes available during autumn 2018. This will allow proper deliberation and consultation with stakeholders, as we want new targets and yearly milestones to be appropriately ambitious. In particular, we will explore new socio-economic targets and a move away from predominantly access-focussed targets.

2. Ambition and Strategy

Our *Brunel 2030* vision drives the University's strategic direction, including the ambition to enable students to realise their potential irrespective of social or cultural backgrounds. The focus on 'success for all' builds on a long history of widening access and successful participation for students from diverse backgrounds, and is articulated in the *Strategy for Access and Student Success 2016-2021*.

The University's commitment to a full student lifecycle approach is evident in our Access Agreements, which have over time (from 2006/7) moved from outreach and financial support to also encompass transition, retention, progression and academic/personal support. We are now seeing the benefit of a more joined-up approach to student success, and welcome the explicit guidance of "getting in and getting on" (Director of Fair Access and Participation, March 2018), as well as a focus on tailoring access and participation priorities to the institutional context.

Brunel has made significant contributions over the past decade in improving life opportunities for underprivileged and underrepresented students, and our diverse student body has very good outcomes compared to the sector. However, we take an absolute rather than a relative approach to equality, and therefore we want to achieve more. Our strategic ambitions for the next five years are shaped by the drive for continuous improvement to:

- Embed a whole-institution approach
- Engage 'Students as Experts'
- Improve evaluation and understanding what works
- Increase engagement with external stakeholders

Wherever possible we take a non-deficit and post-racial approach to our activities, as agreed with our Student Union. We will continue the excellent work we are already doing whilst prioritising activities that address the gaps identified by our analysis and intended to have the greatest impact on Black, mature and care leaver students.

Access

Ambition: Maintain and build on our sustained outreach activities for disabled, care leavers and low household income students, and increase focus on access for mature students.

We will maintain our high numbers of students from state schools, Index of Multiple Deprivation quintile 1 areas, care leavers and disabled students, through a wide package of sustained outreach.

We aim to increase the number of mature students. Our current target is for those from POLAR quintile 1 areas with no previous HE experience, but our analysis suggests that POLAR is a poor measure of disadvantage within our student population. Additionally, we believe that mature students upskilling or changing careers is beneficial for the individual and the wider society, and we will therefore seek to increase the overall numbers of mature students within our population, including within our PGCE programmes.

As a civic University, Brunel aspires to be an anchor institution in the local community. We will therefore continue to build on our longstanding engagement with local primary and secondary schools and colleges, including teachers and parents, third party organisations and employers.

We will continue to take a whole institution approach to access, increasing engagement of our academic staff and utilising students as ambassadors. We will evaluate the short-term impact of our activities, where appropriate, with pre and post surveys, and use feedback from participants and teachers to drive improvements. We will measure the long-term impact of our outreach efforts using HEAT. Students will be central to the delivery of our outreach activity as student ambassadors.

Success

Ambition: Close institutional gaps in attrition and attainment, particularly for Black and BTEC students, and build on current support for care leavers and mature students.

Our strategy is to engage academic departments and professional services, which we believe is key to successful transition into university: to engender a sense of belonging; to deliver an inclusive and positive student experience; and a joined-up approach to academic support and mental health and wellbeing.

We aim to close the attainment gap for Black students, increasing our focus both on the 1st class degree attainment gap and BTEC attainment gap. We will also maintain our current ambitions to improve the progression and attainment of care leavers.

Students contribute their expertise in a range of ways, including as peer mentors and facilitators; as Student Success Project placement students; and through joint University-Union projects. Students are also partners in our programme development and approval, periodic review and curriculum review processes, ensuring that the student voice is at the heart of our programme design and helps to identify any barriers to success.

We will increase engagement with external stakeholders, particularly around sharing what works and look to establish both research and activity based collaborative projects with other universities. Deploying institutional expertise, we will commission academic staff to undertake research related to our interventions. We will evaluate our activities using increased retention and attainment as key success measures.

Progression

Ambition: Enhance support for progression to professional employment or further study, with a specific focus on Black students.

As an institution we believe in work-based experience to develop the attributes and attitudes required for professional careers, and we will continue to facilitate and diversify opportunities for disadvantaged students. Engaging with alumni, as well as current students, ensures we draw on their expertise in determining what makes a difference to successful outcomes. We have inspirational alumni from disadvantaged backgrounds and we intend to engage them as role models to inspire our current students. We will engage with employers and organisations, including overseas institutions, with a view to increasing opportunities for students to broaden their horizons through placements, internships, study abroad and mentoring.

We will evaluate the short term impact of our activities using uptake of placements, internships and study abroad. The reduction in the progression gap between Black and White students is a key success measure of long-term impact.

Based on our assessment of current performance and strategic ambitions, we will target the following disadvantaged groups at each stage of the lifecycle, with intersections for gender and entry qualification as indicated.

Lifecycle stage	Disadvantaged Groups					Intersection		
	Care Leavers	Disabled	Mature	BAME	Low income	Male	Female	BTEC
Access	X	X	X		X			
Success	X	X	X	X	X	X		X
Progression	X	X		X	X		X	X

Our Access and Participation Plan directly supports the OfS in addressing all the priority areas, in particular:

- Access: reverse the decline in mature students from underrepresented groups
- Success: improve non-continuation rate and attainment for Black, mature and care leaver students
- Progression: improve graduate level employment and further study for Black students
- Sustained relationships with external stakeholders – primary and secondary schools, colleges, third sector organisations and employers
- Promoting evidence-based practice: increase evaluation activities and expertise

Collaboration with sector/industry

A collaborative approach to access and participation benefits institutions and bring a wider range of opportunities to prospective students. To that end, we are members of several networks:

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- AccessHE (we anticipate engaging in a range of activities as they link to Brunel's identified and emerging priorities, notably in the areas of disability, mature students, young people in care, estranged and asylum-seeking students);
- AccessHE National Network for Collaborative Outreach (NNCO) (established 2014);
- National Network for the Education of Care Leavers (NNECL);
- Linking London (since 2016/17, enabling us to connect with a wider network of FE providers and engage with the growing number of more vocational pathways to HE);
- National Education Opportunities Network (NEON; the professional organisation for access to HE in England with over 60 HEI members).

We also engage with a number of third sector and voluntary organisations, including: IntoUniversity; Generating Genius; Hillingdon Young Carers; REACH; Higher Education Race Action Group; Unite Foundation. We rely on sustained engagement with employers and industry to deliver the Widening Participation Summer Internship Scheme and professional mentoring programme.

The networks provide platforms to share our experience, good practice and research findings. Examples include:

- The Director of the Brunel Urban Scholars programme delivered workshops at the NEON Summer Symposium in 2013, 2015, 2016 and 2017.
- Our Education Department presented their research on "Successful students: exploring the factors that encourage and enable students from widening participation backgrounds to stay the course" at the AccessHE London Student Outcomes event "Student Retention: Challenges and Innovation in London".
- The Student Success Project delivered a presentation as an example of best practice at a meeting of the AccessHE BAME Forum in September 2017.
- Two Brunel staff members contributed to the organisation and delivery of the 2018 AccessHE Care Leavers conference "Life after University".
- Brunel's Peer Assisted Learning scheme was presented at the European Forum for Academic Peer Learning 2017 at Lund University in 2017.

We look forward to engaging with the Evidence and Impact Exchange once it is established, and build on current activities.

Evaluation and Monitoring Arrangements

Monitoring of projects and progress against targets is through the University's governance structure. This Access and Participation plan is developed by the Brunel Inclusion, Access and Student Success Committee (BIASSC) chaired by the Pro-Vice Chancellor (Education) and includes student representation. BIASSC is responsible for setting the University's strategic direction on behalf of the Education Strategy Committee, a sub-committee of the University Executive Board, and for tracking institutional performance against the plan. The plan is approved by Senate and Council, who also receive annual reports on progress.

The University has improved its approach to evaluation over the past year, and all funded Access and Participation activities have clearly defined measures, mostly quantitative, of impact. Existing projects are required to report bi-annually to ensure that progress is according to plan with respect to spend and success measures. New projects are guided, through a proforma, to detail how quantitative and qualitative evaluation will be undertaken, and none are approved for funding until clear, robust and reliable measures of impact are agreed. Evaluation informs ongoing activities; for example, the success of engaging with the Union of Brunel Students as part of the Student Success Project has persuaded us to adopt a 'Students as Experts' approach in delivering future Access and Participation activities.

To support the University's ambition to be evidence-led, an Evaluation Impact Analyst will be appointed in 2018 to ensure the University has a robust approach to all Access and Participation funded activities, working within OfS guidance (and relevant past OFFA guidance), and laying the foundations for sharing practice through the Evidence and Impact Exchange. We will continue to subscribe to the HEAT (Higher Education Access Tracker) service, which assists HEIs in England to target, monitor and evaluate their outreach activity. We will continue to undertake evaluation of financial assistance using the OFFA toolkit.

Periodically, specific institutional research projects are carried out to understand the needs and issues of particular under-represented groups entering or studying at Brunel, and these studies also influence University policy and the direction of our strategy. For example, research into the experiences of mature students in 2015 supported the appointment of an additional Co-ordinator, part of whose remit is to engage with the mature cohort and ensure better retention, success and progression outcomes. In 2016/17, the Education Department undertook research on factors that influence students' retention, with lessons learnt shared widely within the University. We will continue to fund research projects that utilise institutional capacity and expertise.

Equality and Diversity

Our vision places equality and diversity at the heart of all we do and inspires us to excel by working together to maximise the benefits of our diversity. The Equality and Diversity Strategy supports the University's vision and is guided by its values. The Strategy sets out our proposals for not only fulfilling our legal and ethical duties in accordance with the Equality Act 2010, but also promoting a culture where the diversity of our students is valued.

The Access and Participation Plan seeks to have a positive impact on the University. To achieve the ambitions set out in this plan, all activity will promote equality and diversity to enhance the student experience, improving access, success and progression. Our equality and diversity values are at the core of developing a robust and inclusive outreach offer; enhancing networks to support protected and underrepresented groups and enabling positive, successful student outcomes.

The University is committed to upholding our Public Sector Equality Duty, and will produce Equality Impact Assessments for all projects and activities covered in this agreement. Impact assessments will give particular attention to the target groups set out within this document thus lessening the attainment gap between Black and White students and improving retention for Black and mature students. The Student Equality and Diversity Manager is a member of BIASSC.

Student Involvement

Our ongoing partnership and successful collaboration with the Union of Brunel Students, including in the delivery of the Student Success Project, has led to our belief that our efforts to improve access, success and progression perform best when we use 'Students as Experts'. Please see Annex A for the Union of Brunel Students' contribution to this plan, which outlines how students are at the heart of developing, delivering and evaluating our activities.

3. Access, Student Success and Progression Measures

This section describes activities that will deliver our ambitions and address identified gaps:

Access

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Our diverse student population reflects the considerable success achieved by working directly with local schools and colleges in West London and through a partnership programme with the London Borough of Hillingdon. In 2017/18 21% of Brunel's undergraduate intake came from the six targeted boroughs of Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon, and Hounslow, where there are significant numbers of students in receipt of Free School Meals (17 – 32%). Our sustained engagement in Hillingdon in particular is supported by recent statistics, which show that the estimated percentage of Hillingdon students aged 19 from state-funded schools who entered HE in 2014/15 continued to be among the lowest of the Outer London boroughs and on a par with Barking and Dagenham where the London National Collaborative Outreach Programme (NCOP) work is mainly targeted.² Two wards in Hillingdon are identified in the latest HEFCE maps as having much lower than expected participation rates – Yiewsley and Harefield, where our two partner academies are located.³ By continuing to deliver aspiration focused and attainment-raising activities in these areas, we will complement the NCOP and ensure that local underrepresented groups in need of support are not missed.

We believe that this local context is important given that the existing measure of low participation is POLAR. There are very few POLAR quintile 1 wards in Brunel's traditional catchment area, and as shown by our analysis POLAR is a poor indicator of disadvantage (for us) with quintile 1 students coming from higher income households than all other quintiles, and there is no consistent relationship between POLAR and IMD (Index of Multiple Deprivation) quintiles. However, we will continue to engage students in these wards with an improved selection of outreach activities.

Our current outreach programme engages each year on average 3,000 visitors, from primary Year 5 upwards, and includes our annual Parents' Information Evening for parents/carers of Pupil Premium students and our annual University Awareness Day for disabled students, parents and staff. In addition, staff from the Brunel Disability and Dyslexia Service visit local schools and colleges to talk about the range of support that is available for disabled students at Brunel, thereby supporting our aspiration of continuing to exceed our HESA benchmark in respect of students in receipt of Disabled Student Allowance. We also run a number of collaborative outreach events with other institutions, including the Royal Veterinary College, St George's University of London, The Royal Central School of Speech and Drama, and Trinity Laban Conservatoire.

Inspire, the STEAM Learning Centre will be the focus for a more co-ordinated approach to engaging with school children, their parents and teachers as we integrate new activities with longstanding schools engagement by departments from KS1 to KS5. Employed as Inspirers, students will act as our experts and facilitate the delivery of Brunel inspired, curriculum linked and industry relevant workshops using innovative technology and equipment, including an immersive space, a table-top scanning electron microscope, 3D printer, a biodome and a real periodic table. We intend to utilise Access and Participation funding to ensure that underrepresented cohorts from primary and secondary schools and colleges nationally have the opportunity from 2018 onwards to visit and benefit from this new facility.

Inspire will extend our existing long-standing STEM engagement with schools, where we have sought in particular to enthuse primary and secondary school children. Examples include specific taster sessions such as '*So you want to be a Doctor?*', '*Robocoding*', '*The Trouble with Science is Ethics*', and Royal Institution Masterclasses in Engineering and Computer Science. Feedback from teachers suggests that these interactions make a difference to children's interest in the subject, but identifying a direct causal impact on

² <https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2017>

³ <http://www.hefce.ac.uk/analysis/yp/gaps/>

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attainment continues to be a challenge. For that reason we have undertaken a pilot with white Year 11 boys to improve their GCSE English. We are currently evaluating the impact of implementing such a programme and the feasibility of further expansion.

Brunel's most longstanding attainment raising and aspiration focused activity (since 2003) is the highly regarded and nationally recognised Urban Scholars programme.⁴ This Saturday-school programme focuses specifically on interventions with identified gifted and talented students in receipt of free school meals from the greater London area. It is based upon proven techniques in realising aspirations and channelling talent through improving, amongst other things, core subjects and critical thinking skills, and is supported by a body of evaluative evidence from parallel research undertaken by our Education Department in previous years. It is funded in part by charitable donations, notably The Moody's Foundation, but will continue to be supported by our Access and Participation funding. The Scholars are assisted to access the highest tariff institutions and courses such as Medicine, which Brunel does not offer, and this programme directly contributes to improving access to the HE sector as a whole.

Mature students

We aim to increase the number of mature entrants and a tailored programme of outreach events for mature students has been put in place. We are also developing a curriculum offering that might be more attractive to mature students, including Degree Apprenticeships, 2-year Foundation degree, BSc Top-Up degree and distance learning.

Care Leavers

We are recognised for our work to encourage entry of care leavers into University and the provision of specialist support provided for this group, and will continue to target this group. A dedicated Co-ordinator has been in post since February 2016, and the enhanced programme of activities and support measures put in place is resulting in positive outcomes for this group of students (see section 1). In 2016 Brunel signed up to the 'Stand Alone Pledge', committing the University to put in place a raft of measures to support students estranged from their families.

Engagement with schools/colleges

Brunel University London is the lead partner in the Heathrow Aviation Engineering UTC (since 2012; first intake 2014), in collaboration with the London Borough of Hillingdon and a number of industrial partners: Heathrow, Virgin Atlantic, British Airways, Aviation Skills Partnerships and Royal Aeronautical Society. The UTC provides a range of new and exciting pathways into engineering and other STEM subjects, and will continue to be supported with targeted outreach activity and aspiration-focused initiatives to assist progression to relevant career choices.

Although Brunel and Uxbridge College (now Harrow and Uxbridge College, HCUC) have worked together on a range of activities for many years, more recently the relationship has become strengthened through collaboration in developing Degree Apprenticeships, and Brunel is the University partner in HCUC's application to set up an Institute of Technology.

Brunel staff has a long-standing history of supporting the governance of local schools and colleges, in particular Harefield Academy, Uxbridge College, and more recently Heathrow Aviation Engineering UTC.

Student Success

⁴ <http://www.brunel.ac.uk/cbass/education/research/bace/urban>

Retention

We believe that for many students the transition to University is a determining factor in retention. We will therefore continue to deliver the HeadStart programme – now in its 10th year - which aims to give students at higher risk of non-continuation a clear insight into university life, the level of work expected and the study skills support available.⁵ This week-long pre-sessional programme is delivered through a series of activities and workshops, and the appointment of a full time HeadStart co-ordinator in January 2017 has facilitated not only expansion of this successful initiative, but also development of on-line resources for those not able to attend the pre-sessional week; a HeadStart Refresher in term 2; and FlyingStart for students in their second year. Analysis of outcomes for students that attended HeadStart between 2012/13 and 2015/16 has shown that the attrition rate for attendees is consistently lower (by at least 5%) than those students who were eligible but did not attend and lower than the University average attrition rate.

The successful annual Intro2Uni Day and Asperger's Transition Day are designed to provide a bridge into the University for targeted disabled students and their parents.

Whilst transition to University might be viewed as being complete after a few weeks, our view is that it requires a full academic cycle. We have therefore supported a staged expansion across the University of the Peer Assisted Learning Scheme (PALs), whereby second or third year students (peers) assist first-year undergraduate students in the same subject area with their learning. This helps students build friendships and networks as well as confidence in their academic work and transferable skills. PALs is also beneficial for the PAL leaders as it enhances their professional and personal development. In 2017/18 the scheme has 131 leaders and 14 Senior Leaders, providing opportunities for 2175 level 4 students to attend PAL sessions. Students report benefitting from PAL, with many stating that it has increased their confidence and enhanced their student experience.

Looked after children, care leavers, estranged students, young carers and mature learners are all supported during their time at Brunel by a dedicated Co-ordinator, improving not just retention, but also attainment and progression. We will continue provision of a Hardship Fund which can be critical in aiding the retention of disadvantaged groups.

Assessment of our performance (section 2) has identified that we need to do more to improve retention for mature students, care leavers and Black students. The reasons for non-completion are varied and can be both academic and due to external pressures. We are refining our strategies to support care leavers and mature students, to ensure that the personalised support provided by the Co-ordinator is underpinned and enhanced by the wider University structures. For Black students, we believe that targeted intervention for those entering with BTEC qualifications (20%) will improve progression from the first year; our activities in this area will be informed by the outcomes of the HEA-part funded Transitions Project.⁶

Attainment

Brunel is committed to addressing the attainment gap between specific groups of students, and in particular the difference in degree outcomes (1st /2.1) between Asian, Black and White students which cannot be explained solely by entry qualification type. Significant progress has been made in the past three years, particularly since launching the non-targeted Student Success Project in September 2016, and the attainment gap between Black and White students has reduced from 21.5% (2014/15) to 14.2% (2016/17).⁷ However,

⁵ www.brunel.ac.uk/services/head-start

⁶ <http://www.brunel.ac.uk/study/beec/Academic-Skills/Academic-Skills-Service/Transition-Project>

⁷ <http://www.brunel.ac.uk/about/student-success>

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a significant gap for 1st class degree outcomes remains, and we will seek to understand and address this inequality.

The Brunel Educational Excellence Centre (BEEC) will continue to provide academic skills support to assist students throughout their time at Brunel, and to work with staff to better understand the needs of BTEC students. Specific support for disabled students is provided through the Student Wellbeing Team, and we cover costs to mitigate against cuts in the Disabled Student Allowance disadvantaging students.

We have seen an increasing number of students citing mental health as a factor in application for extenuating circumstances, and an increased pressure on our Counselling and Mental Health Service. This led us to initiate a four-year project in 2017/18, led by Student Services in collaboration with the Union of Brunel Students, which will identify relevant interventions and support, including the delivery of self-help counselling courses and additional support to at-risk individuals. This project is overseen by a qualified practitioner who can provide individual support to students as well as developing innovative interventions and embedding them into the Student Services Department. The project will seek to support students in acute need, but also develop resilience in our students. To ensure that we have a coherent and joined-up approach, the Deputy-Vice Chancellor and President of the Union of Brunel Students, as co-chairs of the Student Experience and Welfare Committee, are developing a strategy for Mental Health and Wellbeing based on *Stepchange*, the UUK framework launched in 2017.

Progression

As pioneers of work placements, Brunel University London strongly believes in a student experience built upon the foundations of employer engagement and research-led teaching. Data analysis clearly demonstrates that progression to professional employment or further study is a strength for Brunel, and we compare well against the sector – suggesting that current activities should continue. However, there are still gaps (particularly for Black, female and BTEC students) and we therefore want to expand existing activities, as well as developing new ways of delivering the benefits to ensure that we engage the identified groups.

We know that student success and progression is improved where students take an industrial or other work related placement, and our Education Strategy 2017-2020 commits to providing all students with this opportunity. To encourage students to undertake placements we only charge £1,000 for the placement year, rather than the higher fee cap of £1,850. However, our research shows that students from underrepresented and disadvantaged groups are less likely to do placements or internships, and we will therefore continue to use a range of financial support to reduce any barriers:

- where placements are unpaid, we will provide financial support
- provide bursaries to facilitate take-up of internships
- financial support for international exchanges

The Widening Participation Summer Internship Scheme, now in its fifth year, provides an increasing number of paid internships/work experience to our first year students from underrepresented and disadvantaged backgrounds. Research commissioned into the impact of these internships in 2014/15 confirmed that 87% of interns reported that they gained valuable industry knowledge from participating in the scheme. We also provide opportunities for students to gain valuable work experience through our paid Widening Participation Student Ambassador scheme, supporting their employability whilst contributing to the University's access activities.

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Our Professional Mentoring Programmes, internal “buddying” and peer mentoring schemes aid progression for students from underrepresented groups.

Financial Support

The University undertook an in-depth review of all financial assistance for disadvantaged groups in 2017/18 with a view to revising the package of support to ensure maximum impact. The impact of financial support offered to students from disadvantaged groups at Brunel between 2010/11 and 2014/15 was evaluated using an analysis tool and data supplied by OFFA and supplemented with Brunel-specific information. The evaluation indicated how broad types of financial support have affected student outcomes, and that Brunel’s OFFA bursary schemes have generally been effective (sometimes very effective) for the period and relevant measures looked at.

The outcomes of this evaluation were considered alongside supplementary internal analysis of student data, student feedback and the wider context of financial support including:

1. The low proportion of mature students and students from low participation neighbourhoods within our student population.
2. The importance of retaining financial support for local students from underrepresented groups in terms of their influence on student success and progression.
3. Students from low-income households and Care Leavers are less likely to undertake placements, particularly if they are unpaid.
4. Our institutional commitment to supporting Care Leavers.
5. The underrepresentation of diverse students in initial teacher training programmes.
6. Changes to the Disabled Student Allowance.

Our financial support package for 2019/20 will therefore include the Brunel University London Bursary, Care Leavers Bursary, PGCE Access Scholarship and Unpaid Placement Bursary. These are automatically allocated to eligible students. We will also continue to provide a Hardship Fund to students.

Brunel is committed to ensuring the changes to Disabled Students Allowance will not negatively impact students and we have therefore committed to funding diagnostic assessments for students, Band 1 and Band 2 support, and paying the £200 student contribution towards equipment. This investment will be counted within the success section of the lifecycle alongside other support for disabled students.

Brunel University London Bursary

Brunel will continue to offer bursaries to students from low income backgrounds and under-represented groups who choose Brunel as their first choice of institution (i.e. have unconditional firm status with Brunel University London). The bursary will be targeted to students from Low Participation Neighbourhoods, mature students and students who have attended a maintained school or college in one of the six London boroughs with whom the University operates widening participation partnerships – Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow.

The Bursary will increase in value as students progress through their studies and will be worth a minimum of £1,000 per year in cash. We will award up to 208 Brunel University London bursaries for 2019/20 entrants, 200 will be funded by the University and eight will be funded by alumni donations.

Care Leavers Bursary

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A £1,000 cash payment will be made to every care leaver registered on a Brunel undergraduate programme in each year of their study, subject to eligibility criteria. This bursary is in addition to any other financial entitlements.

PGCE Access Scholarships

We will provide up to 20 of our PGCE students with a one-year scholarship consisting of a £2,500 fee waiver. These scholarships will be targeted to students from Low Participation Neighbourhoods, mature students and those from low-income households. Students who are in receipt of government bursaries that have a greater financial value than that of the scholarship will not be eligible.

Unpaid Placement Bursary

A £3,000 cash bursary will be available to students in receipt of the Brunel University London Bursary and/or the Care Leavers Bursary, who undertake unpaid placements.

Scholarships and awards additional to those funded through our Access and Participation Plan

This financial support forms part of a wider suite of scholarships and bursaries. No more than one scholarship is available to applicants, with the exception of Care Leavers.

Full details of all our scholarships and bursaries, including eligibility can be found on our website <http://www.brunel.ac.uk/study/undergraduate-fees-and-funding/scholarships>

4. Investment

The University is committed to spending 22.5% of fee income above base level on its Access and Participation activities. Assessment of our current performance has indicated that we consistently perform well against benchmarks for access; except for those that include POLAR which we believe is a poor measure for us. We therefore intend to maintain 2017-18 funding levels for Access. We believe we have the most work to do within Success, particularly in retention, and therefore have prioritised funding in this area. We also continue to have gaps in graduate outcomes and have increased the funding targeted to this work. Our expenditure on financial support aims to become more participation based, such as financial support to complete an international exchange, and this type of expenditure will be counted within either the success or progression sections.

For 2019/20 we will therefore split our spending as follows:

Lifecycle Stage	Investment	As a percentage of higher fee income	As a percentage of total Access and Participation Plan expenditure
Access	£850,000	3.9%	17.2%
Success	£1,662,851	7.6%	33.7%
Progression	£500,000	2.3%	10.1%
Financial Support	£1,920,000	8.8%	38.9%
Total	£4,932,851	22.5%	100%

5. Provision of information to students

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Information on fees and funding, with link to the detailed Student Financial Policy, is available at <http://www.brunel.ac.uk/study/undergraduate-fees-and-funding>. Each course page carries a statement of how fees are likely to change during their course, as well as information on any additional course-related costs. Current students can also receive information via IntraBrunel and from the Student Centre. Details of bursaries and financial benefits packages and eligibility criteria will be made available in print form and via the University website prior to the June Open Day for 2019 entry, and information regarding the timing, processes and procedures necessary to receive or apply for a scholarship will be available prior to our September Open Day for 2019 entry and will be made available to prospective students and HE advisors within schools and colleges in both print and electronic form. Full details of all our scholarships and bursaries, including eligibility can be found on our website at <http://www.brunel.ac.uk/study/undergraduate-fees-and-funding/scholarships>

We undertake to provide timely and accurate information to UCAS and the Student Loans Company so that they can populate their course databases in good time to inform applications.

This Access and Participation Plan will be accessible on our external website.

ANNEX A

Access and Participation Plan 2019-20

Union of Brunel Students

The Union of Brunel Student's strategic themes for 2021 are to create a culture of sustainability, enhance student's everyday needs, demonstrate benefits of Union engagement, tackle non-completion and ensure students are genuine partners in decision-making. The partnership between the Union and the University allows these aims to be delivered through a variety of formal and informal settings. Our contribution to the Access and Participation Plan will highlight areas where the Union works collaboratively with the University for the benefit of all students.

The Union of Brunel Students consists of six democratically elected salaried officers, full time support staff and a number of part time volunteers. The sabbatical officers are embedded throughout Brunel's formal committees. Access and participation discussions take place at Brunel Inclusion Access and Student Success Committee, Student Experience and Welfare Committee (co-chaired by the Union President), Senate and Council, all of which officers are invited to as participating members. Before committee meetings the opportunity for discussion of items for interest and to note are encouraged and officers often attend pre-meets. During meetings, officers actively discuss and challenge the agenda items. Discussions held can often turn to the creation of working groups where, again, the officers actively take part. Additionally, officers are encouraged to write papers in collaboration with staff members and present these to the relevant committees.

Students are active partners in improving access, success and participation across the whole University and the student view is embedded at all levels. At a course level, students are elected and trained through the Union process to attend and partake in Student Experience Committees and Board of Studies, where opinions and enhancements are highlighted to course leaders. Student representatives are empowered to openly discuss issues such as timetabling and assessment as well as improvements to the overall experience; for example, the allocation of budgets for subject specific student societies to use. The ethnicity of the elected representative body reflects that of the student population

quite closely (Figure 1), and we are confident that a diverse range of student voices are highlighted via this system.

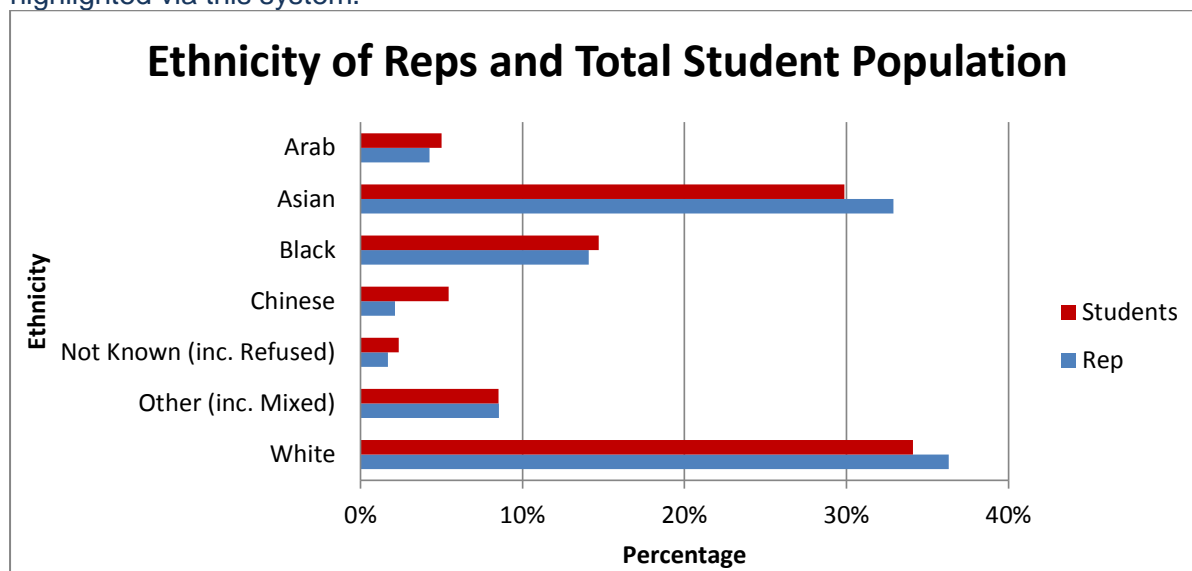


Figure 1. Comparison of ethnicity of elected representatives (blue) in relation to the overall student population (Red).

Students are also members of the review panel for periodic programme reviews, which take place in each college every five years. At the reviews, students are invited to constructively discuss areas of best practice and highlight areas for enhancement. Discussion can highlight the negative effect bottlenecks of assessments can have on a student's mental health and performance, the limitations only written assessments can present, the benefits and difficulties of group work and the fairness of the extenuating circumstances policy, all of which may negatively impact attainment. The student's opinions are taken on board to influence change on the course and improve the overall student experience.

"Having students involved allowed us to express our opinions on what needs to be improved, such as reading lists and the availability of lecturers during office hours. It was great to have a range of voices listened to in this setting"

Students are central to delivering activities funded via the Access and Participation plan, including as peer assisted learning (PAL) leaders and widening participation student ambassadors. A number of students have highly commended the peer assisted learning (PAL) programme, stating it has greatly increased their understanding of their subject.

"My PAL leaders are really fantastic and they give you so much confidence that you can feel less pressure"

There are also benefits for the students who act as leaders, sharing their expertise with other students.

"The benefits to self –development and the fulfilment gained knowing your efforts positively affect another student's academic experience is truly invaluable."

The Union has worked closely with the University on the Student Success Project. The Student Success Project works to ensure that all Brunel students have equal opportunities in succeeding during their time at Brunel, particularly in their academic attainment. The BAME attainment gap was highlighted as a key issue and, in partnership with the University, the Union helped to outline the four key areas of focus for the project: awareness, assessment

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and curriculum, retention, and support and sense of belonging. These four key areas were chosen from focus groups with students, held during the first year of the project, to understand the barriers different students faced in their academic experiences.

We created smaller committee groups to discuss each area of focus with both student and staff members. At our Student Reps Congress, which all of our student reps are invited to, a union officer held a workshop with the students to explore the four key areas as themes further. With the feedback collated, we saw how the themes intersect and acted on suggestions made by the students, for example, increasing representation through the curriculum. Thanks to the Student Success Project, students are used as experts to liberate their curriculum. English and Theatre were the first programmes to invite students to review their curriculum, and looking at the course contents and reading lists identified a lack of diversity and representation. Now many other courses are taking up the initiative with students being hired to review their curriculum and provide their expertise.

Based on feedback received by students, a Union Officer and the Student Success Project Manager initiated the Liberated Library campaign. The Liberated Library campaign focused on diversifying our library and offer new books by authors from the global south, people of colour, female, LGBT+, and disabled authors. Students felt this would enhance the student experience when accessing the library, whilst also liberating student's education away from standard white male and Eurocentric reading lists. It will enable students to look at different perspectives of life, and use this knowledge in their education to help them obtain a good degree. The Liberated Library campaign was so successful in the first year that we ran our second liberated library campaign in 2017-2018, which saw more engagement and success. A total of 110 books have been bought for the Library as part of the campaign and are now available to staff and students to use for academic or recreational reading.

This is a very brief summary of the Student Success project and the plethora of work being done in partnership with the University and the Union to address the BAME attainment gap at Brunel. More of the work can be found at <https://www.brunel.ac.uk/about/student-success>. The union officer leading this project VP CEDPS has said:

“The Student Success Project is a very productive partnership with the University; it has seen a cohesive approach from a foundation year student to a pro vice chancellor working together, ensuring that students are leaders and at the heart of the project”

With over 50 sports and over 100 societies offered at the Union of Brunel Students it is no wonder that over a fifth of the University's student population are regularly engaging on a weekly, sometimes daily, basis with the Union. In addition, there are volunteering opportunities for events and campaigns as well as fund-raising activities. Both the Union and the University are working to minimise attrition. The Union of Brunel Students are dedicated to ensuring that the student body's health and wellbeing is a priority and that mental health remains high on the University's agenda. Sport and physical activity are known to promote a positive mental-wellbeing alongside improving overall physical fitness; therefore to promote the participation in sport and activity Union Sport membership as of the academic year 2017/18 is free, giving access to both competitive sports (e.g. TeamBrunel) and social sports activities (e.g. ActiveBrunel). Free sport has seen a 34% increase in membership and more students being able to participate due to the removal of financial barriers.

Analysis of attrition rates for those actively involved in Union activities such as sport and societies has shown that engaged students are less likely to leave the University (Figure 2).

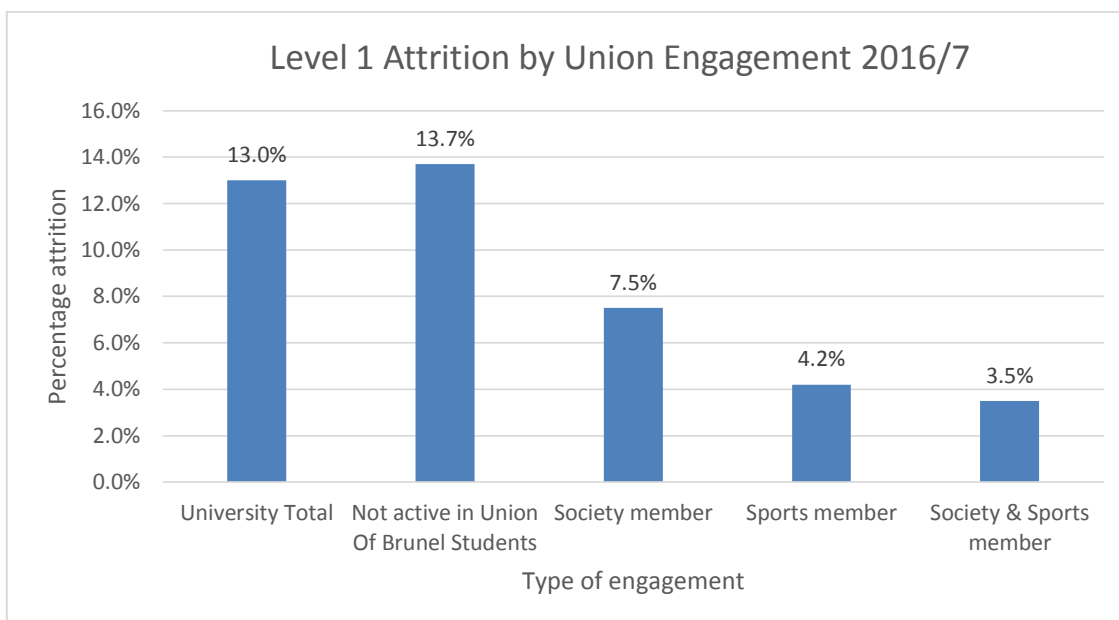


Figure 2. Data showing the percentage of first year attrition for those involved with the Union of Brunel Students' sports, societies, sports and societies and those who are not, along with the University average.

For those involved in Societies the data shows an attrition rate of 7.5%, compared to that of the University average of 13%. Attrition rate for sport again is significantly lower at 4.2% and students who are involved in both sports and societies have an attrition rate of 3.5%. One of the Union's strategic themes is to tackle non-completion and from this data it can confidently be concluded that engagement with the Union of Brunel Students encourages students to stay in University.

Feedback from students has also highlighted the benefits of free sport:

"My favourite moments are generally through the salsa club, which I use as a study break on a Monday night; I have no stories as such, it's just a great time to be active and socialise at the same time, meeting people from different years and courses."

*

"Making a whole team of friends that I can socialise with out of team Brunel and becoming fitter and more confident within myself."

*

"The free sports club membership is a great way to make friends because you all have the interest in the sport you are doing in common. Since I'm on a placement, I don't have much contact with other students. The age of my co-workers is significantly higher than my age so I'm grateful that team Brunel gives the opportunity to join so many teams. I have made a lot of friends and tried out some sports I've never done before!"

The Union of Brunel students and Brunel University London work closely together on many goals with common themes and strategic objectives that lie within access and participation. Students and officers are not afraid to disagree with the University in committees and do not shy away from sharing their thoughts and opinions, being very vocal, which can lead to

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policy change. The Union actively challenges and pushes for new initiatives such as free sport and refugee scholarships, which are large financial commitments for the University. This emphasises the weight of student voice in decision-making and ensures that Brunel is an inclusive environment where all students have an equal opportunity to succeed. Thus, a real partnership exists between the Union of Brunel Students and Brunel University London, which continually enhances the student experience.

Union of Brunel Students:

*Rachel Kerslake, Vice-President College of Health and Life Sciences
Mohamed Omar, Vice-President College of Engineering, Design and Physical Sciences
Ammar Ikram, Vice-President College of Business, Arts and Social Sciences
Dev Aditya, Vice-President Student Activities
Radya Hussein, Vice-President Postgraduate
Pauly Otermans, President*

* 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.

We will apply annual increases for continuing Home/EU undergraduate and PGCE students in line with the Retail Prices Index (RPI-X), any increase will be capped at the fee limit set by the government which at the time of writing is £9,250 for full-time and £6,935 for part-time students.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,000
Erasmus and overseas study years		£1,385
Other	final year intergrated undergraduate masters	£6,330
Franchise full-time course type:	Additional information:	Course fee:
Foundation year / Year 0	LBIC 10066544	£9,250
First degree		*
Foundation degree		*
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		£6,935
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	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Participation of under-represented groups in higher education: young full-time first degree entrants	No	2013-14	42.1	42.8	43	n/a			This target is to be removed.
T16a_02	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	HESA Tables T2a: Participation of under-represented groups in higher education: mature full-time first degree entrants (based on POLAR3 method)	No	2013-14	4.7	4.9	5	5.1			
T16a_03	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	HESA Table T7 - Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA): Full-time all undergraduates	No	2013-14	8.7	9.8	10	10.2			
T16a_04	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Table T3a - Non-continuation following year of entry: full-time first degree entrants	No	2013-14	17.4	12	11.7	11.3			
T16a_05	Access	Disabled	Other statistic - Postgraduate (please give details in the next column)	Postgraduate ITT: Disabled - Disability profiles of intake - first year trainees Primary & Secondary - NCTL	No	Other (please give details in Description column)	11.3	12.8	13	13.1			Baseline data calculated using 3 year average of NCTL data. See access agreement page 9 for last 3 years data used in calculation.
T16a_06	Access	Mature	Other statistic - Postgraduate (please give details in the next column)	Postgraduate ITT: Mature - Age profiles of intake (Age 25+) - first year trainees Primary & Secondary - NCTL	No	2012-13	44.9	53	55	57			
T16a_07	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)	HESA Tables T3b -Non-continuation following year of entry: young full-time first degree entrants (Young entrants from low participation neighbourhoods (based on POLAR3 method)	No	Other (please give details in Description column)	6.7	5	4	4			
T16a_08	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Participation of under-represented groups in higher education: young full-time first degree entrants (based on POLAR3 method)	No	2013-14	5.7	5.9	6	6.1			
T16a_09	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Attainment gap between Black and White students achieving 1st or 2.1s	No	2014-15	23	17	14	12			Data from internal sources the gap between % of white students achieving 1 or 2.1s and % of black students achieving 1 or 2.1s
T16a_10	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Proportion (%) of black students with 1st or 2.1s progressing onto graduate-level jobs or further study	No	2013-14	71.6	73.85	74.6	75.35			Data from DLHE survey looking at % of black students who attain 1st or 2.1s progressing onto a graduate level job or further study
T16a_11	Student success	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase linear, consecutive progression of care-leaver students from Level 1 to Level 2, to be achieved through dedicated staff support and bespoke initiatives	No	2015-16	72% achieve linear progress	78%	81%	84%			Targeted support to be provided by dedicated WP Co-ordinator and other University support programmes to reduce the attrition rate of care-leaver students and assist with 'normal' progression from Level 1 to Level 2.

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	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Organise activities for WP students Yrs 6 - 13 in connection with new STEM Learning Centre opening Winter 2016	No	2016-17	2 events for min 30 students	5 events for min 75 students	6 events for min 90 students	7 events for min 105 students			We aim to raise awareness of STEM subjects by providing inspiring, curriculum-linked STEM activities. We also aim to address the gender imbalance in STEM subjects by increasing the number of females attending STEM outreach events.
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Organise activities for WP students in collaboration with other HEIs, in partnership with AccessHE members and other organisations such as LAs and voluntary organisations	Yes	2015-16	6 events for min 160 students	6 events for min 160 students	6 events for min 160 students	6 events for min 160 students			We aim to organise, deliver and/or contribute to a range of HE awareness and attainment-raising activities in collaboration with a variety of partners to improve HE orientation and achievement for 'hard to reach' groups such as young parents, young carers and looked-after children.
T16b_03	Student success	Multiple	Student support services	Expansion of HeadStart transition programme	No	2015-16	100 participants	130 participants	140 participants	150 participants			Appoint a full-time HeadStart manager and re-introduce HeadStart Online to increase the number of participants benefiting from the course in order to secure further improvement in progression rates from L1 to L2.
T16b_04	Progression	Multiple	Student support services	Expansion of Professional Mentoring Programmes in collaboration with employers	Yes	2015-16	90 participants	180 participants	180 participants	180 participants			Appoint a second Mentoring Co-ordinator to increase the number of professional mentors working with undergraduate mentees by 100% in order to support student progression and employment prospects.
T16b_05	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Outreach activities for care leavers, ranging from IAG to residentials, in collaboration with Virtual Schools and voluntary organisations	Yes	2016-17	38 participants	42 participants	44 participants	46 participants			Organise a range of events specifically for looked-after children, foster carers and support staff to raise aspiration and encourage access to university.
T16b_06	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Increase the percentage of Yr 10 Scholars starting the Brunel Urban Scholars programme in 2017/18 who meet or exceed their end-of-year target grades in English and Maths, as reported by their schools. Baseline data is pre-entry 2016-17 and reflects end of Year 9 assessment and three-year GCSE course target grades. Future groups (2019 onwards) cannot as yet be identified because of the charitable funding element of the programme (still to be confirmed) which requires us to take into account funders' wishes e.g. in respect of the entry year group and the duration of the funded programme.	No	2016-17	20%	75%	Group not yet identified	Group not yet identified			Many Urban Scholars are chosen for the programme because they are not achieving their full potential, hence the target of a percentage increase in those exceeding their predicted grades in English and Maths - key elements of the programme and passport subjects to further/higher education and employment. All of the Scholars' schools measure progress in different ways but this problem is overcome by recording whether students are performing on, below or above target, as reported by the school. The chosen cohort will be sitting GCSEs in summer 2019.

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

The targets and milestones have remained unchanged from 2018/19. We are proposing to review these as further OfS guidance becomes available in autumn 2018. This will allow proper deliberation and consultation with stakeholders, as we want new targets and yearly milestones to be appropriately ambitious.